



RES 2

**Case studies
in school practice and policy**

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Structure of the presentation

1. **Case studies provided by RES2 partners and EUN**
2. **State of play**
3. **Next phase to be planned**



PART 1

**Case studies provided by
RES 2 partners and EUN**

RES 2 - Primary level

Partner	Country	Lang.	Initiative	
VUB	Belgium	FR/NL	Multilingual	
Háskóli Íslands	Iceland	DE	DaF	Rev.15/10 online
Institute of Technology Tralee, (Business and Social Studies)	Ireland	IT,FR, DE, SP	Modern Languages in Primary Schools Initiative (MLPSI)	Rev. (4/9 - 13/11) online

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RES 2 - Secondary level

Partner	Country	Lang.	Initiative	
Agrupamento D. Alfonso III	Portugal	EN, SP, FR/NL	eTwinning/school collaboration	Rev. 4/11 online
Direccao Reg. de Educacao do Algarve	Portugal	FR	Bilingual	
Universidad Pablo de Olavide/Seville	Spain	EN, FR	Plurilingualism/ Bilingual case	Rev. 15/07 online
Friedrich-Ebert-Oberschule	Germany	SP, DE, Maya lang.	School partnership	Rev. 15/08 online
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RES 2 - Vocational level

Partner	Country	Lang.	Initiative	
University of Wolverhampton	UK	FR, SP	language learning in vocational subjects	online
Escola Secundaria de Tomas Cabreira	Portugal	EN+	Multilingual competence/ relationship with external stakeholders	online

Additional case studies

Partner	Country	Lang.	Level	Initiative	
Gimnazija Šentvid Ljubljana	Slovenia	EN, DE, FR, SP	Upper secondary	Project week in foreign lang.	Sent 21/5
Gimnazija Trbovlje	Slovenia	DE,SI	secondary	School partnership	Sent 21/05
Friedrich- List-Schule	Germany	Multi- lingual	vocational	multilingualism	Sent 15/07 online
Kaunas Panemune Primary School	Lithuania	EN	primary	Early lang. acquisition	Sent 28/10

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EUN case studies

School	Country	Lang.	Level	Initiative	
Ensemble Scolaire Saint Léon, Nancy	France	FR, DE,	Nursery - secondary	Bilingual primary, private	Sent 7/10
Fromont	France	EN	primary	Partnership with Scotland	Sent 7/10
Walthamstow School for Girls, London	UK	FR, SP, Urdu	Compre hensive	Migrant	Sent 14/10

Questionnaire

School	Country	Lang.	Level	Initiative
Siegerland GS	Germany	EN	primary	Collaboration with Sweden (eTwinning)
Hässelbygårds-skolan	Sweden	EN	Primary, lower sec.	Collaboration with Germany
ITIS Marconi	Italy	FR, SP, Urdu	Upper secondary	CLIL

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Summary

6 CS primary level:

- BE, IC, IR, 2x FR, LT

7 CS secondary level:

- 2x PT, SP, DE, UK, 2x SI

3 CS vocational level:

- UK, PT, DE

- Plus several drafts and 'raw material'

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PART 2

State of play

Format of case studies


- Case studies arrived in different formats, languages and style
- Initiatives are related to
 - universities working with schools
 - regional/national projects
 - international school collaboration
 - individual schools – different levels
- » sign of **complexity of this exercise at school level**

Steps taken

- » Format for case studies at school level needs to consider the more complex structure and levels of schools
- » First RES 2 template was revised in July
- » RES 2 partners were asked to revise their case studies until 15 October 2008
- » EUN worked on online questionnaire
- » EUN collected successful language initiatives and additional networks

A first list of success indicators from the case studies (1)

- An increase in number of learners
- Greater uptake of other languages learning possibilities
- Subject interest and knowledge improved, positive impact on other curricular areas
- Broader progression routes developed (methodology)
- Objectively verifiable gains in language competence
- Higher success rate in the examination
- Improved levels of collaboration (institutional)
- Improved communication (skills)/ networking between the schools



A first list of success indicators from the case studies (2)

- High demand for bilingual teaching staff from parents
- Optional demand-based language courses
- Greater respect towards work and people involved
- students understand the role of languages in our global world
- Enriched cultural awareness

Success factors

Learner

Institution

Teacher

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Success factors - Institution

- Strong institutional support necessary
- Emphasizing continuity by teachers and school authorities is the way forward
- Official/Financial Support (high quality teaching and learning resources) give credibility to initiative
- Support in the implementation of a cross-curricular approach
- Curriculum advisory role to support
- External provision of examination services for pilot
- *whole school approach* to language learning, particularly in the areas of planning, communication and visibility
- Partnerships with foreign teacher training colleges, cultural institutes, embassies and other agencies in the promotion of modern language learning

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Success factors - **Teacher**

- Important to have a good analysis of the situation
- Use of innovative teaching methods
- Ongoing support to teachers in the project - teaching assistants
- Intensive, idealistic implication by staff members and postgraduate university students
- Emphasizing continuity by teachers and school authorities is the way forward

Success factors - **Learner**

- Protagonists have to believe in what they are doing
- Implicit learning should not mean that all aspects of cognitive learning should be abandoned
- a practical contact with the language – extra-curricular themes
- Coaching and training for pupils



PART 3

Next phase to be planned

May 2008



Two axes to be followed

Dec. 2008



1. Continue the work with RES2 partners on the current case studies

2. Launch a broader approach for identifying more best practice all over schools in Europe

AXE 1 – Case Studies from RES 2

- Improve quality of already received case studies (format and structure,)
- Look for other case studies from RES2 partners
- Identification of key words (metadata) to find case studies on the portal (e.g. extra curricular, mobility, intercultural,

Meta level labels for systemising analysis of case studies

Curriculum

qualifications
new syllabi
new languages
assessment

Pedagogy

methodologies
new technologies
CLIL
Interdisciplinarity

Sectors

primary
secondary
post-16

Drivers

policy (national, regional,
local, institutional)
funding
target groups
parent

Geographical and linguistic spread

Anglophone/francophone
Scandinavian
Ascension countries

AXE 2 – Broader approach for continuation of innovative practice

1. Broader approach

- Launch a quantitative survey via a SIMPLE online questionnaire
- Schools to be approached via EUN network, ESHA network, ATEE,

Questionnaire

The questionnaire consists of three parts:

Part 1

- identification and profile of the school (with a email contact address) (name of the school, name of the respondent, email address, web site, phone number)

Part 2

- Language profile of the school and context of the initiative

Part 3

- Description of initiative and project details including part of self-assessment of improved motivation

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AXE 2 – Broader approach for continuation of innovative practices

2. Analysis of answers received

- Grid of analysis (with a multi- dimensional approach, linked to key words)
- Analysis of all answers received against the grid and creation of a database enabling multiple choice queries
- Selecting the best answers which will be approached for being part of the case study exercise.

AXE 2 – Broader approach for continuation of innovative practices

3. Preparation of case studies

- Methodology
 - either questionnaire to be filled in and which is reviewed afterwards or
 - ad hoc interviews
- Production of case studies

General remarks

- Common format of case studies at school level – online model
- Get more best practice examples from schools – how to identify them?
 - Ask existing partners?
 - Use questionnaire?
 - Direct approach to known initiatives?
- Balanced representation of countries and schools

We have got the skeleton –
let's fill it with meat!



Thank you for your attention

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Impact on pupils

- Learners' attitude and motivation improved - continue language learning
- Some extent more autonomous in their productions, which leads to their well being and to the well being of teachers
- More excited about the course, more engaged, see relevance
- Structure of course and the fact that it is in 'chunks' appears to have a positive impact
- Particularly positive reactions from boys in some of the schools
- increased levels of proficiency, enjoyment, self-esteem and confidence amongst learners

Lessons learned (1)

- Continuity in learning process is necessary
- Collaboration (universities, school authorities, schools) is key to implementing change
- Creation of interface where all the partners can interact
- Funding needs to be identified
- CLIL initiatives do not cost a lot - can easily be implemented
- The languages curriculum needs to be aligned to school priorities
- Early language learning is a powerful learning tool
- Success of language learning based on quality-teaching factors and imaginative practices

Lessons learned (2)

- Include all social levels
- bilingual schools should also exist in less-favoured areas
- Smaller language communities must focus on foreign languages to be able to communicate with other countries
- programmes incorporating the L2-learning into a wider, interdisciplinary context
- establishment of a National Languages Policy
- desire to become a knowledge-based economy and a more inclusive and plurilingual society, it is essential that its recommendation to teach *mother tongue plus two* languages at primary level

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