

Study visit group report

Group No	ES 19
Title of the visit	Learning languages through ICT
Topic	ICT and learning languages
City, country	Barcelona, Spain
Type of visit	Study visit
Dates of visit	19/04/2010 - 23/04/2010
Group reporter	Gilberto Bianchini

Dear participants,

The purpose of a study visit is to generate an exchange of experience and good practice between the country you visit and the countries you all come from. Thus, participating in a study visit can be an exciting experience and an important learning tool for you.

During the visit you are invited to prepare a group report summarising your discussions and learning. This will help Cedefop disseminate what you have learnt to others, who share your interest but did not participate in this particular study visit.

On the first day of the visit, you are to select a reporter who will be responsible for preparing the final report and submitting it to Cedefop. Everybody should contribute to the report by sharing their views, knowledge, and practices in their respective countries. Please start working on the report from the first day of the visit.

You will, of course, be taking your own notes during presentations and field visits; but the group report should highlight the result of the group's reflections on what was seen and learnt during the entire visit and the different perspectives brought by the different countries and participants. The report should **NOT** read as a travel diary, describing every day and every session or visit.

Cedefop will publish extracts of your reports on its website and make them available to experts in education and vocational training. When writing the report, please keep this readership in mind: make your report clear, interesting, and detailed enough to be useful to colleagues throughout Europe.

By attaching any photos to the report, you agree to Cedefop's right to use them in its publications on study visits and on its website.

Please prepare the report in the working language of the group.
Please do not include the programme or list of participants.

**The reporter should submit the report to Cedefop (studyvisits@cedefop.europa.eu)
within ONE month after the visit.**

I. Findings

This section summarises the findings of the group while visiting host institutions, discussing issues with the hosts and within the group. You will be reflecting on what you learnt every day. But to put them together and give an overall picture, you need to devote a special session to prepare the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries represented by group members.

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

title of the project/programme/initiative	country	name of the institution that implements it (if possible, provide a website)	contact person (if possible) who presented the programme to the group	whom the project/programme/initiative addresses	what features of the project/programme/initiative make it an example of good practice
Learning languages policies	Spain Catalunya	Cap de Servei de Llengües	Neus Lorenzo	Schools and users of the service	The focus on plurilingualism rather than just on multilingualism
Using ICTs to teach languages	Spain Catalunya	Escola Sant Domènec	Montserrat Masteu Casellas	Pupils	The use of Radio Ràpia by students to transmit information about the community in Catalan, CLIL practices, use of ICTs in reception classes
Application of a new methodological and pedagogical approach	Spain Catalunya	Institut-Escola Jacint Verdaguer	Robert Muñoz Martínez	Primary and secondary students	Strategies applied according to students needs and age groups. A synergy between basic competences and interdisciplinary work projects. A blend of teaching through traditional and ICT methods.
Education fully aided	Spain Catalunya	Institut Badalona	Ramon Grau Sanchez	Secondary students	The objective is to include students in the school

by ICT means				from an unprivileged background	environment by global projects, practical work and ICT.
Inclusion by learning languages through audio-visual aids	Spain Catalunya	Escola Alexandre Gali	Prudencia Sanchez Roman	Pupils	Video project using English
Teaching through ICTs	Spain Catalunya	Institut Mongros	Susanna Soler Sabanes	Secondary school students.	Moodle, Wikis, Podcasts, web blogs used as means of teaching and learning. Use of interactive white boards. Inclusion of students with special needs in the school.
Provide guidance, coordination, facilities and publication	Spain Catalunya	Servei Educatiu de Zona - Garaf	Xavier Planas Fuste	Teachers	A story written by students of various schools in Wikis to celebrate Saint George's Day.

* You can describe as many good practices as you find necessary. You can add rows to the table.

2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

2.1. Approaches taken by participating countries (both host and participants') regarding the theme of the visit. Are there any similar approaches/measures in participating countries? What aspects are similar and why? What aspects are different and why?

All participant countries use ICT tools to teach foreign languages : radio, audio and video tools, whiteboards, interactive and digital boards, websites, forums and blogs, wikis, e-twinning.

Second Life is also used by an italian teacher teaching latin.

Young Digital Planet resources used in bulgarian schools.

2.2. Challenges faced by participating countries (including host) in their efforts to implement policies related to the theme of the visit. What are the challenges? Are they common challenges? If so, why? If not, why not?

Developing and generalising ICT in schools.

Motivate teachers to use ICT facilities and provide sufficient training for them.

Reduce the number of students in a classroom.

- 2.3. Name and describe effective and innovative solutions you have identified that participating countries (both host and participants) apply to address the challenges mentioned in question 2.2. Please mention specific country examples.

Pre- and in-service training of teachers, provision of technical resources, suitable software.

- 2.4. Assessment of the transferability of policies and practices. Could any examples of good practice presented in this report be applied and transferred to other countries? If so, why? If not, why not?

Use english as medium of instruction to teach other subjects like sciences and so on.
Teaching the same topic with different languages.
Mixing different methodological approaches.
The use of wiki project on a story construction among different classrooms in different places.
Using school radio stations to broadcast school news and projects.
Using the video, writing the script and finalising everything with a camcorder by acting as well as using playmobile, legos and puppets.

3. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether and which ideas for future cooperation have evolved during meetings and discussions.

We have already started to build projects and toward school partnership between the spanish and/or the participants of the different countries.
We will exploit the blog to communicate ideas for new projects and to keep in touch.

TO SUM UP:

4. What is the most interesting/useful information that the group believes should be communicated to others? To whom, do you think, this information will be of most interest?

Integrated use of ICT in schools can be usefull but it must not be the only means of teaching. Nevertheless we have to improve and develop the ICT for teaching and learning.

A good way of doing it is to introduce interdisciplinary projects.

Inclusion of special needs and underpriviledged students into the standard schooling.

Keep alive and promote the use of local languages.