

# ERASMUS WEBS

## 1st Mobility

LUARCA 25.02-01.03

### REPORT

**By Friedensburg Oberschule, Berlin**

**Attendants: 4 teachers and 9 students**

As part of our teaching and learning activities all participant schools took part in their first mobility which took place in Luarca, Spain. From our school attended the meeting nine students from three different classes (eighth and ninth grade) and four teachers: the project coordinator, two further teachers and the educator in the ninth grade. We all arrived there with little knowledge of the area and of the local educational system and with quite high expectations, which were all fulfilled. In Luarca we also met our Dutch and Polish partners and participated in various activities together.

The students stayed in other students' homes and were able to get acquainted to the life in a small Spanish village, which for most seemed to be more 'free', since they were able to move around more than they are in Berlin. The children were impressed with the nature and the possibilities it offers in Luarca and some of them lived for the first time on properties with small farms. They enjoyed quite a lot the bond with the families and the contact with the nature.

In terms of the program offered, we were provided with a good mixture of presentation of the participant schools, attending regular Spanish classes, workshops, participation to a cultural olympiad, recording and editing videos of the students' experiences and visits of the surroundings. In addition the teachers were instructed on the programmes QUIZLET and FlipGrid, aimed to help improve the teaching by using new methodologies to create tests and games as well as numerous types of text. We all liked the new tools and are currently using them in our classes too.

Besides improving their language competences both in Spanish and English as well as their media competence, the students learnt a lot of new things about the participant countries, schools and students and their culture. In terms of the classes in Spain, they were surprised to find out how different the schedule and school structure is. Having a 55-minute class with no break in between was challenging for most of them, but as soon as they were in class, they participated and tried to integrate. An advantage was of course the fact that our students speak Spanish as a native language, so they could get a good insight in the structure and content of the classes, which were slightly different from what they are used to in Germany. One example is learning English: while in Germany we do not teach pure grammar, they assisted to a class of English grammar. They enjoyed most of the classes and found that during them the students played many more games than they do in Germany.

The content seemed for example in Mathematics and Spanish very similar to ours and they found the subject of Technology as a good and useful innovation to be introduced in our school too. Another the students would recommend after experiencing it in Spain would be the employment of a foreign language assistant for French and Russian. They also absolutely loved the cultural marathon they had to do in Aviles and already have ideas to develop a similar one for their partners' visit in September.

The students' findings are very similar to what the teachers and educator of our school also commented. The schedule of the school was new to us, like the 55-minutes classes, no recession in between them and no lunch in the cafeteria. We appreciated the possibilities the landscape offers for recreation and the activities the school provides. In terms of methodology and content, the classes of the monolingual subjects were very similar to ours, while those of the bilingual section were quite different from ours. This is, as we learnt later in a staff meeting on the way bilingualism works in Spain and Luarca, because of the way bilingualism is implemented by the Spanish government. While our students must be native speakers of the language in order to be able to attend our school, anybody can apply for the bilingual section in Luarca and there are no native speaker students of either French or English. The bilingual classes are not hold a 100% in the respective language, but a combination of both languages, since the students must know the terminology in both, but they are not required to speak the language at a C2 level. The students also do not receive any qualification after graduation, but most have the advantage of speaking English or French good to be successful in their studies. The same applies to the teachers: they are basically Spanish teachers who have the level B2 or higher of English/French. This is where the foreign language assistants come into play and help out. We all appreciate the hard work the Spanish teachers are doing to cope with the given conditions and are thankful for the opportunity to have had this insight in how the school system and daily school life functions in this bilingual school of Luarca.

All in all, the visit helped us understand the many facets of bilingualism and it served both to improve our language skills and media and intercultural competence, gather new ideas and suggestions for our school as well as to appreciate the situation we have, since neither our students nor our teachers have to put such a big effort in learning respectively teaching the language itself, which we sometimes take for granted.