

# THE IMPACT OF EDUCATIONAL RESEARCH ON EDUCATIONAL POLICY IN EUROPE: CONSIDERATIONS ON A COMPLEX AND AMBIVALENT RELATION

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## **Abstract**

*The interrelation between educational research and educational policy has become a crucial issue whose history, in the present article, is traced back to the origin of the modern state. In the present period it's world-wide and, in particular, European relevance has been immediately caused by the outcomes of the international assessment studies of IES and OECD (PISA). The recent trend does not only contribute to strengthening the impact of educational research on political decision-making, but also stimulates the observer's attention to expectations and misunderstandings on both sides as well as to chances for co-operation. The concluding considerations are aimed at a the state of the arts and include some of the author's autobiographical experiences and reminiscences.*

# CURRICULUM SUB REFLECTOR. RAPORT TEHNIC PRIVIND DEZVOLTAREA CURRICULARĂ ÎN PERIOADA 2001-2008

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## **Rezumat**

*Curriculumul Național a fost una dintre inovațiile reformei învățământului la sfârșit de veac (și mileniu) în România. O primă analiză a acestui proces de schimbare curriculară a fost realizată în 2001 și publicată în 2002. Raportul de față vizează dezvoltările care au avut loc între primul studiu de diagnoză și momentul prezent (2001-2008), atât în ceea ce privește proiectarea cât și implementarea curriculumului. Prin urmare, sintetizăm constatări referitoare la: planuri cadru de învățământ și programe școlare, manuale, evaluare și formarea profesorilor. Concluziile noastre se prezintă sub forma unor recomandări pentru decidenți, pentru experții în curriculum, în evaluare și pentru aceia care sunt implicați în formarea inițială și/ sau continuă a cadrelor didactice.*

## **CURRICULUM IN THE SPOTLIGHT. A RESEARCH REPORT CONCERNING THE CURRICULUM DEVELOPMENT IN ROMANIA BETWEEN 2001-2008**

### **Abstract**

*The Romanian National Curriculum was an innovation of the educational reform in the mid nineties. A first sound analysis of the curricular changes was developed in 2001. The respective extended study was published in 2002. Our paper aims at researching into the progress of curricular changes between the first study and nowadays (2001-2008). In our analysis we focus on both the curricular development and its implementation. In this respect we take into account the official curriculum as well as textbooks, teacher training and assessment. Our report offers a number of conclusions and recommendations for decision makers, curriculum developers, experts in assessment, teacher trainers.*

# THE CHANGING ROLE OF BULGARIAN TEACHERS IN SECONDARY EDUCATION

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## **Abstract**

*The present paper presents some of the main findings of the author's Doctoral thesis: "International Trends and Implementation challenges of Secondary Education Curriculum Policy: the Case of Bulgaria", Universidad Autónoma de Barcelona, 2007. It highlights the main achievements of the curriculum reform implemented in Bulgaria progressively in all levels of education since 1999 and analyses the impact of the new curriculum on teacher's training.*

*It is expected that teachers will need to possess adequate teaching competences and specific subject knowledge to be able to work successfully with their students under the new educational content. By analysing the new competences required for delivering successfully the new curriculum, this study identifies those areas for which teachers require further support and training so as to cope with the new needs emerging from the curriculum reform and the demands of the 21<sup>st</sup> knowledge-based society.*

*The findings of this survey, based on a field study that took place from 2004-2005, allow a comprehensive understanding of the competences and skills considered important by different stakeholders and the civil society for secondary education teachers. The collected data in the current investigation and the conclusions drawn could contribute to fundament the guidelines for the national policy on teacher training and professional development in Bulgaria, thus allowing for different actors involved to have a clear and precise idea on the expected competences for secondary education teachers.*

# EDUCATIONAL REFORMS OF 1999 IN POLAND. VIEWS OF THE TEACHERS AND THE WIDER PUBLIC

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## **Abstract**

*The paper presents some essential aspects of the curriculum reform started in Poland in 1999. The main curricular changes, the relationships between schools and local communities, the changes in the evaluation procedures and the professional status of teachers are discussed based on statistical analysis of teachers and other stakeholders' opinions.*

# POLITICI LINGVISTICE EUROPENE ȘI IMPLEMENTAREA LOR ÎN SISTEMUL DE EDUCAȚIE PREUNIVERSITAR DIN ROMÂNIA

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## **Rezumat**

*Abilitatea cetățenilor europeni de a vorbi și înțelege cel puțin două limbi străine este considerată un mijloc de integrare, deoarece permite înțelegerea și respectul reciproc, promovează diverse schimburi în cadrul Uniunii Europene și mărește posibilitatea de circulație liberă. Limbile străine sunt un element cheie al cetățeniei europene fiind esențiale pentru “unitatea în diversitate” ce constituie esența Uniunii Europene (v. Tratatul Constituțional și Carta drepturilor fundamentale, art. 22). În lucrarea de față ne propunem să analizăm, fără a fi exhaustivi, principalele documente europene de politici lingvistice și transpunerea acestora în predarea/învățarea limbilor străine în sistemul de educație preuniversitar din România. De asemenea, vom prezenta rezultatele unei anchete pedagogice realizată pe un lot de profesori de limbi străine și vom avansa o serie de propuneri pentru îmbunătățirea politicilor lingvistice educaționale, care vizează, în principal, dezvoltarea suporturilor curriculare și activităților pentru formarea profesorilor, elaborarea unor ghiduri metodologice de aplicare a instrumentelor europene, difuzarea și implementarea documentelor europene de politici lingvistice (Cadru European Comun de Referință pentru limbi, Portofoliul European al Limbilor, Pașaportul Lingvistic Europass) și crearea unui forum pentru facilitarea schimbului de bune practici.*

## **EUROPEAN LINGUISTIC POLICIES AND THEIR IMPLEMENTATION IN PREUNIVERSITY EDUCATION SYSTEM IN ROMANIA**

### **Abstract**

*The ability to speak and comprehend at least two foreign languages is considered a means of integration, as it allows mutual understanding and respect, promotes various exchanges inside the European Union and enhances the possibility of free circulation. The foreign languages are a key to the European citizenship, being essential for “the unity in diversity” of the European Union (see Constitutional Treaty, The Charter of fundamental rights of the European Union, Article 22). In this article, we propose an analyse, without being exhaustive, of the main documents on linguistic policies and their application in the teaching/learning of the foreign languages in the Pre-University educational system in Romania. We will also present the results of a pedagogical inquiry on a group of language teachers and we will propose some measures for the improving of the language education policies, which refer, mainly, to the development of the curriculum supports and of the activities underway to improve teacher training, the need of a methodological guidelines to applying the European instruments, the spread and the implementation of the European documents (The Common European Framework of Reference for Languages, The European Language Portfolio, The Europass Language Passport) and the creation of a forum, to facilitate the exchange of good practices.*

# TOWARD IMPROVING THE QUALITY OF EDUCATION IN EGYPT: THE IMPLEMENTATION OF THE NATIONAL EDUCATION STANDARDS

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## **Abstract**

*One of the priorities of the Egyptian Ministry of Education (MOE) in its reform effort was to improve the quality of education through the implementation of the National Education Standards. The National Education Standards document was published in 2003, and thus it preceded the legislation that created the Quality Assurance and Accreditation body in 2006. In support of the Ministry of Education's effort, the USAID-Funded Education Reform Program (ERP, 2004-2009) was initiated as an integrated set of activities intended to establish a foundation of policy and institutional capacity for sustainable and replicable reform in seven target governorates in Egypt: Cairo, Alexandria, Fayoum, Beni Suef, Menia, Qena and Aswan. One of the major activities of ERP is to assist the Ministry of Education in its implementation of the national education standards. This research focuses on the process of implementing the national education standards in the seven governorates in Egypt. This depends on the analysis and review of relevant MOE and ERP documents and related literature. In addition, focus group interviews were conducted with MOE personnel from the seven focal governorates representing different levels of the system. The objectives of the study include to find out how and to what extent the standards were implemented, what are the relevant, valued outcomes, what factors constrained or enabled the reform processes and their impact, and what suggestions might be drawn for improving the reform activities.*

# FINANCE-DRIVEN REFORMS IN COMPARATIVE PERSPECTIVE. THE CASE OF ROMANIA

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## **Abstract**

*This study is a comparative review of the literature of the finance-based educational reforms. The main objective of this analysis is to contribute to the better understanding of the educational reforms that will result in the marketization of educational financing. The educational policies of post-socialist transformations have been characterized by the paradigm of neo-liberalism, marketization, liberalization, decentralization and privatization. Firstly, the study will examine and will present the main worldwide trends and challenges in education. Secondly, it will address the issue of educational policy borrowing, will present the dominant international borrowers and their objectives. There we can conclude that it is highly problematic and less successful to promote and to implement the finance-driven objectives of Anglo-saxon educational policies in a Continental system, like the Romanian one. Furthermore, these are "foreign" from the cultural-historical heritage of the French-type Romanian education system. Thirdly, the analyses will concentrate to the educational financing issues in times of transition, where is outlined the changing role of the state and the redistribution of responsibility for educational funding with local governments, namely the decentralization reform. At the end we will examine the international and national experiences of one of the neo-liberal educational policies, the per student voucher-type funding techniques. The facts from outside and after implementation supports only to some part the expectations from voucher-schemes, they draw our attention that the marketization, school choice and per student funding can lead us to the increased inequalities, lower social justice and social cohesion.*

# JUSTICE IN THE ASSESSMENT OF KNOWLEDGE: OPINIONS OF TEACHERS AND PARENTS IN SLOVENIA

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## **Abstract**

*According to various empirical research projects, pupils believe school assessment is just when the grade received is equivalent to the knowledge demonstrated. In the text we present and discuss the results of our empirical research on the opinions of teachers and parents about justice in school assessment. The overall results mean that both parents and teachers support an objective and transparent network of the assessment of knowledge.*



# IMPLEMENTING POLITICAL EDUCATION AS A SCHOOL SUBJECT: A CASE STUDY OF TEACHERS' PEDAGOGICAL DECISIONS IN POST-1997 HONG KONG

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## **Abstract**

*Whether and how politics should be taught in schools has been a contentious issue in education as it has come along with worries about indoctrination and influence of partisan politics etc. However, few studies were ever conducted to investigate how politics, if it has the chance to be included in the school curriculum, will be taught to students. In the case of Hong Kong, a subject known as Government and Public Affairs (GPA) was launched in late 1980's as a result both of the development of the representative government at that time, and also as preparation for the then impending transfer of sovereignty. This provides a chance for research effort to study how politics will be taught once it has gained the status of a regular school subject. This work presents the result of study conducted to GPA teachers about how these teachers of politics perceived as important factors that shaped their pedagogical decisions. Data were obtained through in-depth interviews and a grounded theory approach was followed. Pedagogical choice was found to be a complex matter as it is a function of different factors: the official curricula, school ethos, social ethos, personal beliefs of the teachers, and even class size. It is hoped that this study will contribute to the understanding about how politics, as a subject, is taught in post-1997 Hong Kong. It will also provide reference to countries that try to incorporate the teaching of politics in their formal curriculum.*

# POLICY ON RELIGION AND EDUCATION: THE SOUTH AFRICAN CASE IN INTERNATIONAL PERSPECTIVE

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## **Abstract**

*The paper evaluates current South African government policy regarding the relationship religion-education against societal imperatives abroad as well as in South Africa itself. Recent policy shifts are examined after taking cognisance of historical and contextual background information. The authors conclude that current policy on the relationship religion-education does not account for caveats flowing from foreign experiences regarding identity and social capital building. A more sensible approach would have been to allow each school governing body to draft its own policy.*

# THE ANALYSIS OF HOW TEACHERS' PERCEPTIONS SHAPE THEIR UNDERSTANDING OF TEACHING AND ASSESSMENT - THE CASE OF PHYSICAL EDUCATION

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Franc CANKAR  
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## **Abstract**

*One of the tasks of our study was to analyze the way teachers of physical education conceive teaching, examination and grading. Our study was carried out on a group of 100 elementary-school teachers, 100 high-school teachers, and 100 technical-school teachers. We included also 983 pupils from the tested schools into our study. They had to answer a questionnaire at the beginning and at the end of a school year after they had already received their grades. We noticed changes in their attitude towards themselves, their self-evaluation and self-satisfaction, their view on physical education, their teacher, numeric grading, and motivation for physical education. The collected data were analysed with the factor analysis, discriminate analysis, and analysis of variance. The results of the study show that teachers of physical education in elementary and high school have the most progressive opinions about teaching. The technical-school teachers form the most homogenous group, but also the least progressive regarding their understanding of teaching. It is obvious that the sociological aspects play an important role in the decisions of teachers. The pedagogical aspects are not neglected, but they are rather inferior. Regarding the fact that the majority of the students' results is less favourable at the end of a school year, numeric grading does not represent any special motivational tool. Numeric grade only brings one more good mark into their yearly certificate.*

# SCHOOL TRANSPORTATION: A BENEFIT OR A CONCERN FOR THE MUNICIPAL EDUCATION SYSTEM?

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## **Abstract**

*In a study with Superintendents of Municipal Education of South Region of Brazil - part of the research project Management of Basic Education III - it was found that the administration of the program of school transport is becoming a special task in the management of municipal education. This paper looks at how the superintendents perceive and manage the school transport based on fifteen qualitative interviews with the superintendents of municipal education. The qualitative phase of the study was done with a sample of superintendents five from each state, selected from a total of 546 municipalities of South Region, using the criteria of the size of the population and the year of creation.*

*The program of school transport made possible the closing of several small rural schools, and the transfer of the rural students to large urban schools. Considering the costs, both financial and administrative, and the consequences of transferring student from their social context to urban reality, it is possible to question if the program of school transport is a benefit for the municipalities who have implemented it, compensating that the rural school as an important catalyst for the local community that was lost in the process.*

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# A FI PROFESOR DE MATEMATICĂ

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## **Rezumat**

*Profesorul este înconjurat de o lume neprietenoasă. Factori precum familia, spațiul public, televiziunea și internetul, care ar trebui să-i fie colaboratori, acționează în mare măsură într-o direcție opusă celei a profesorului. Chiar dacă majorității elevilor nu le place matematica, profesorul de matematică ar trebui să găsească plăcere în prezența lor, de asemenea să aibă plăcerea unui dialog cu profesorii care predau alte discipline și să fie informat despre impactul matematicii (chiar și la nivelul matematicii școlare) asupra altor discipline cu scopul de a antrena proprii elevi în realizarea de conexiuni cu alte domenii. În loc să evidențieze numai aspectul instrumental al matematicii, profesorul de matematică ar trebui să sensibilizeze elevii către aspectele ludice ale matematicii, să scoată în evidență sentimentul gratuității matematicii și interacțiunea între matematică și alte sfere ale cunoașterii umane, prin explicarea consecvenței a universalității modului de gândire matematic.*

## **TO BE A MATHEMATICS TEACHER**

### **Abstract**

*The teacher is surrounded by an unfriendly world; factors such as family, public space, television and internet, that should be his collaborators, act to a large extent in a direction opposite to that of the teacher. Despite the fact that most students dislike math, the math teacher should learn to enjoy to be with them; he should also enjoy to have a dialogue with the teachers of the other school subjects and to be informed about the impact of math (even at the level of school math) on the other disciplines. Thus, students are trained to bridge math with the other fields that are taught in school. Instead of stressing the tool aspect of math, the math teacher should train his students towards the playful aspects of math, the feeling of math's gratuitousness and the interaction between math and the other fields, mainly by explaining the universality of the mathematical way of thinking.*

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# EDUCAȚIA SOCIOLINGVISTICĂ ÎN CONTEXTUL MIGRAȚIEI

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## **Rezumat**

*După intrarea României în Uniunea Europeană în ianuarie 2007, foarte mulți români s-au mutat în alte țări europene pentru muncă sau studiu. Copiii din familiile migrante care învață în școli din diferite țări europene sunt în situația de a face față unui curriculum diferit de cel românesc. Pentru a diminua decalajul și eforturile de adaptare ale copiilor români, MEdCT a derulat un proiect de elaborare a unui curriculum dintr-o perspectivă interculturală destinat studiului opțional în sistemele de învățământ din Italia și Spania. Articolul discută câteva din aspectele acestui proiect.*

## **THE SOCIOLINGUISTIC EDUCATION IN THE CONTEXT OF MIGRATION**

### **Abstract**

*After January 2007, when Romania joined the European Union, a lot of Romanians went abroad to work, to learn or to live in other countries of the European Union. Very often they were taking their children with them. For the children there is very difficult to adapt to a totally different system of education with another national and local infrastructure. In these circumstances, the Romanian Ministry of Education designed a Romanian Curriculum from an intercultural perspective to be implemented as optional subject matter within the Spanish and the Italian systems of education. This project will offer the Romanian children that are joining their families in these states to keep contact with the Romanian curriculum during the period that they will be enrolled within another system of education and to integrate them properly when they come back into their native country.*

# CONDIȚII PRELIMINARE PRIVIND POLITICA EDUCAȚIONALĂ ÎN DOMENIUL CALITĂȚII EDUCAȚIEI

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## **Rezumat**

*Educația este un serviciu public, ca urmare fiecare stat european are responsabilitatea să asigure un nivel standard de calitate. Prezentul articol trece în revistă câteva condiții necesare pentru realizarea unei reforme educaționale coerente. Acestea vizează: componente conceptuale, componente instituționale, componente strategice, un sistem de comunicare eficient între diverși actori educaționali, precum și monitorizarea și evaluarea politicilor.*

## PRELIMINARY CONDITIONS REGARDING EDUCATIONAL POLICY IN QUALITY ASSURANCE

### **Abstract**

*This paper presents preliminary conditions for designing and implementing a policy for quality assurance in education. It is about conceptual components (concepts, philosophy), institutional components, strategic components, to design all the steps of the new policy (identifying the problems, selecting the solutions in a organized way according to well defined criteria, implementing the policy, assessment of each policy's step and improving, reviewing the policy in order to begin a new cycle, creating one efficient communication system to promote both the education policy and its anticipated outcomes, relevant for all stakeholders.*

# O ANALIZĂ PRIVIND ACCESUL LA RESURSE INFORMAȚIONALE, ORIENTAREA ȘI CONSILIEREA TINERILOR DIN REPUBLICA MOLDOVA CARE DORESC SĂ URMEZE STUDII LICEALE ȘI UNIVERSITARE ÎN ROMÂNIA

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## **Rezumat**

*În acest studiu de caz voi prezenta sintetic starea de fapt în ceea ce privește accesibilitatea serviciilor de informare, consilierea și orientarea profesională candidaților din Republica Moldova care aspiră către o bursă de studii în învățământul preuniversitar și universitar din România. Aspectele problematice persistente vor fi descrise și evidențiate într-o formă etapizată. În vederea soluționării aspectelor problematice evidențiate propun o serie de recomandări sub forma unor intervenții publice.*

## **COUNSELING OF STUDENTS FROM REPUBLIC OF MOLDOVA WHO WANT TO GRADUATE IN ROMANIA: AN ANALYSIS**

### **Abstract**

*In this study I synthetically present the current state of facts regarding the accessibility of the candidates from the Republic of Moldova that intend to obtain a scholarship in the pre- and university Romanian educational system, their acces to information services and to professional orientation and consultation. The persistent problematical aspects are described and focalized on a sequenced manner. In order to bring pertinent solutions to these problematic aspects I make a series of recommendations for public interventions.*



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## **Abstract**

*In our article we are trying to demonstrate some findings of the research entitled "Process-didactic approach and understanding of mathematical concepts in Primary Schools (Žakelj, 2004)", which took place in the Slovenian primary schools during the lessons of mathematics with pupils aged 13 to 14. We have shown how adequate incentives of teachers, a gradual introduction of concepts, various presentations of concepts, cognitive conflict and experience learning influence improvement of pupils' knowledge. On practical examples we demonstrate the presentation of selected concepts on concrete, pictorial, symbolic and abstract level as well as modelling as a possibility of reflection on knowledge.*

# ELEVII ROMÂNI ÎNȚELEG TEXTELE PE CARE LE CITESC? REZULTATE ALE PARTICIPĂRII ROMÂNIEI LA STUDIUL PIRLS 2006

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## **Rezumat**

*În acest articol sunt prezentate rezultatele obținute de elevii români la studiul internațional de evaluare comparativă PIRLS 2006. Dintre factorii care se dovedesc a avea influență asupra achizițiilor elevilor români în domeniul lecturii sunt trecuți în revistă următorii: la nivelul elevului – activitățile timpurii legate de citit, desfășurate acasă (cititul unor cărți, poveștile, cântatul de cântecele, jocul cu jucăriile alfabetice), resursele educaționale de acasă (numărul de cărți, numărul de cărți pentru copii, computer, birou, accesul la un ziar zilnic), cel mai înalt nivel de educație al ambilor părinți, nivelul de ocupare al părinților, atitudinea părinților față de lectură, timpul petrecut de aceștia cu lectura și numărul de ani petrecuți de copil în grădiniță; la nivelul clasei – frecvența cititului cu voce tare și în gând, iar la nivelul școlii – tipul de comunitate căreia îi aparține școala, compoziția socio-economică a colectivului de elevi, prezența la școală și climatul școlii.*

## **DOES THE ROMANIAN STUDENTS UNDERSTAND WHAT THEY READ? THE RESULTS OF PIRLS 2006**

### **Abstract**

*In this paper the key results of the Romanian fourth graders in the international comparative study PIRLS 2006 – Progress in International Reading Literacy Study - are presented. There are numerous variables at different educational levels that proved important in assuring student's academic success. We present in this article some of the most relevant school and non-school factors that impinge on Romanian students' achievement in reading. We utilized regression models to identify the predictors for student's success. The most influential factors identified at student level are: early home literacy activities (read books, tell stories, sing songs, play with alphabet toys, play word games, read aloud signs and labels); home educational resources (number of books at home, number of children's books at home, the presence of four educational aids – computer, study desk for own use, books of their own and access to a daily newspaper – in the home); highest level of education of either parents; parents' employment situations; parents' attitude toward reading; amount of time parents spend on reading at home; number of years children attend preprimary education. At the class level we draw attention about how often do students read aloud and independently in class and at what extent each of these technique influences students' achievement. At school level, the relationships between school location, socioeconomic composition of student body, school attendance level and school climate characteristics and reading achievement were investigated.*

# HOW CAN WE CONCEIVE AN EDUCATION TO CITIZENSHIP IN SCIENTIFIC OR TECHNOLOGICAL ACTIVITIES?

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**Etienne BOLMONT**

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## **Abstract**

*This presentation offers an overview on the Comenius project SEDEC, which gathered 6 european countries. Based on students' drawings and some interviews the paper analyses.*

*These two extracts from the debate show pupils that use their knowledge, express their conceptions, their dissensions, argue, weigh for and against but don't think in terms of hypotheses. It's the role of teacher to make this step occur.*

# WIRELESS CONTENT AND LANGUAGE INTEGRATED LEARNING: THE USE OF VIDEOCONFERENCING TO ENHANCE MULTILIN- GUALISM AND COMMUNICATIVE COMPETENCE IN EUROPE

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## **Abstract**

*CLIL is the term used to denote a methodological concept of primary importance: it refers to the fact that the acquisition of the two subjects (both the foreign language and the non-linguistic subject) can be an integrated and balanced process and enhance a foreign language competence while learning contents. This methodology has been already explored in many European projects (Comenius 2 and Lingua) but they used traditional classroom lessons to develop CLIL modules while the intent of the project W CLIL was to open up the classroom by using a videoconferencing system. A more specific aim was to connect learners from a remote location allowing them to attend a class in a foreign language where the teacher is teaching a content (or a language) which is part of their curriculum and to interact with the remote students and teachers. It was implicit in this that the final aim was to promote language learning for students and teachers as well and that the process would favour the intercultural dialogue and the European Dimension. But an open and distant teaching implies different behaviours and didactical approaches, a new and different role both for teachers and students. All these elements are considered in the article.*