**ERASMUS WEBS 4th Mobility**

**ROERMOND 26-31.01.20**

**REPORT
By Friedensburg Oberschule, Berlin Attendants: 3 teachers and 9 students**

As part of our teaching and learning activities all participant schools took part in their fourth and last mobility which took place in Roermond, Netherlands. From our school attended the meeting nine students from three different classen (ninth and tenth grade) and three teachers: the project coordinator, our schopol’s headmaster and the middle school coordinator. We all arrived there with little knowledge of the area and of the local educational system and with quite high expectations,

The students stayed in other students’ homes and were able to get acquainted to the life in a small Dutch town, which is quite different from Berlin. They enjoyed staying with the families and experiencing the Dutch school system and were impressed with the Dutch’ school facilities and organization.

In terms of the program offered, we were provided with a good mixture of presentation of the participant schools, attending special tailored for us classes, workshops, visiting Maastricht and a cave nearby Roermond, recording and editing videos of the students’ experiences and of the lipdubs the students did in multinational teams.

Besides improving their language competences in 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 Holland, they were surprised to find out how different the schedule and school structure is, slightly different from what they are used to in Germany. We found it a good idea to have the special tailored classes, because we all had the opportunity to learn basic Dutch and the history and geography of Holland. The break system is very different from Berlin too and it took a while to get used to running fast from one building to another.

In terms of methodology and content, the bilingual classes were very similar to ours, the classes in Dutch were not attended because none of the visitors spoke Dutch. The bilingual classes are hold a 100% in English, the students take the bilingual classes during the junior high, where they have up to 90% of the classes in English and then switch to Dutch monolingual classes in senior high because the A-Levels are taken in Dutch. The teachers are trained beforehand in order to be able to teach bilingually and need to take an exam to certify their level of English. They are also supported by a tutor teacher in the first years of teaching. This explains why students and teachers have a great command of the language.

The coordination of the international projects was also really well-organized and we were impressed with the amount of teachers and time awarded to these type of projects.

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 especially in terms of organization.