

# At our riverside

*Local knowledge in the world wide web*

## Good practice, CFR Vigo

### What is it?

“At our riverside” is a school project coordinated by a teacher of Spanish , C. Ferreiro, who previously attended a Congress on the integration of Languages in the curriculum, “Teaching Languages on a European Context”, organized by CFR Vigo in October 2014.



Some experiences presented in the Congress made this teacher reflect on her own practice in the classroom.

In October 2014 she decided to start a team with some of her colleagues at the school. A teacher of Gallego (Galician native language) , a teacher of English and a teacher of Science joined this stimulating work. All of them work in a secondary school , IES de MOS, placed on a rural area not far from Vigo.



### What was done?

Their first aim was to work collaboratively but they also wanted to experience a new methodology focused on an integrated approach to language learning. They applied for and obtained training support from experts in CFR Vigo who gave their feedback all through the process and final product.

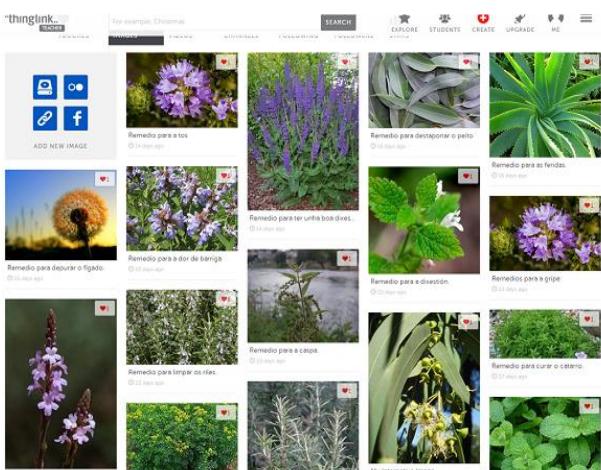
Firstly, they designed a project where all the areas involved had a task , taking into account that all the activities would be actively done by the students of 1º ESO (13-year-old kids) . They decided to connect the area where the school lies with its surroundings. The river Louro, which flows nearby, and the habitat around became the main source of investigation and central part of the work.

After a trip where students took pictures of flora and harvested herbs on the riverside, the Science teacher helped them to investigate about their healing powers. They also had to get information from their families' older members so that they could rediscover some “traditional secret home-made recipes “ that used to be prepared a long time ago.

When the fieldwork and research were done, the students worked on the language by writing and translating the recipes in the three languages, recording interviews with grandparents in Galego and finally preparing their oral presentations in Spanish.

They decided that their final product would be a **digital poster** where all their research would be shown in a very visual way. And that is what they eventually did. It took part of the second term to finish the work and at the end of the third term they presented the final product and oral presentations to the whole school, including the families.

They used [Thinglink](#) which is an interactive tool to create content in a multimedia-based way. They uploaded images that were connected to video interviews and recipe texts by means of buttons. The main board was very visual and full of colours.



## What makes it a good practice?

This practice can be considered an example of good educational models since it has enhanced the students' key competences

which must be acquired all through their school life. [European Union Key competences](#)

Students enhanced their language learning, were made aware of the richness of being multilingual, improved their digital competence, communicated effectively with older people and learned to appreciate the environment where they live.

In general terms and thanks to a plurilingual approach starting at school, kids will be able to value linguistic diversity and common understanding in order to address the social cohesion which is so needed as European citizens. Let's bear in mind the changing social context and the unprecedent global interdependence which are some of the challenges that we have to deal with nowadays and in the near future.

Finally, the methodological approach is transferable since **language is the most important tool of knowledge construction** in any area and central to all educational fields. It is also an essential support both for achievement in school and for participation in modern democratic and diverse knowledge societies.

[LINK to project](#)

[LINK to presentation](#)