

PLURI MOBIL



Plurilingual and intercultural learning through mobility
Practical resources for teachers and teacher trainers

Lesson plans for student teachers



Teacher
education

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PluriMobil

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Table of contents

Introduction to PluriMobil lesson plans	2
Lesson plan 1 THE CONCEPT OF CULTURE.....	4
Lesson plan 2 THE VISIBLE, THE LESS VISIBLE, THE INVISIBLE	7
Lesson plan 3 MY MULTIPLE CULTURAL IDENTITY.....	12
Lesson plan 4 DIFFERENT VIEWS ON CULTURE	15
Lesson plan 5 MY AUTOBIOGRAPHY OF INTERCULTURAL ENCOUNTERS.....	18
Lesson plan 6 MY TOPIC OF INTEREST IN OTHER CULTURES	21
Lesson plan 7 INTERCULTURAL ANECDOTES	24
Lesson plan 8 TREASURES: CULTURE THROUGH OBJECTS	26
Lesson plan 9 THE EUROPEAN LANGUAGE PORTFOLIO: MY LEARNING DIARY	28
Lesson plan 10 DANGEROUS TRANSLATIONS	33
Lesson plan 11 EDUCATION SYSTEM	35
Lesson plan 12 The European Portfolio for Student Teachers of Languages (EPOSTL): MY PERSONAL STATEMENT AS A TEACHER	38
Lesson plan 13 The European Portfolio for Student Teachers of Languages: SELF-ASSESSMENT OF MY TEACHING SKILLS	42
Lesson plan 14 MY DOUBLE SCENARIO	46

This set of lesson plans belongs to the **PluriMobil** project <http://plurimobil.ecml.at>

Please quote the source if you integrate all or parts of these lesson plans into your own projects.

Introduction to PluriMobil lesson plans

These lesson plans are part of the concept explained in the *PluriMobil handbook* and the *PluriMobil quick start guide* available on the PluriMobil website.

The term “lesson plan” can mean *one* period of teaching of e.g. 45 or 60 minutes that can take place before, during and after the mobility activity, but it can also mean *several periods* of teaching. It is not necessary to use all the lesson plans – the teachers are free to select the lesson plans that best match the type of mobility project and address their learners’ needs. The detailed organisation of the activity and the timing are up to the teacher.

1. Structure of the lesson plans

In the lesson plans, you will find the following rubrics:

- **A box:** a short summary that informs about the content of the lesson plan.
- **Experiences:** the kind of experiences the learner can gain with the suggested activities
- **Targeted competences:** a list of linguistic, intercultural, personal etc. competences which learners can achieve during the activities
- **Suggestions for procedure:** description of possible content and development of the activity, separated into the different phases of the mobility project (before – during – after)
- **Suggestions for the final product for the portfolio**
- **Tools and resources:** this section refers to pedagogical instruments developed by the Council of Europe such as the *European Language Portfolio* (ELP) or the *Autobiography of Intercultural Encounters* (AIE) as well as to other sources such as websites, books, pictures etc.
- **Examples:** this section refers to ready-made worksheets or possible examples supporting the suggested activities

2. Use of the lesson plans

We would like to point to the following issues:

- **Description of procedure:** all the activities described in the lesson plans are *suggestions* that you can adapt to your own context and needs.
- **Flexible order:** all lesson plans can be used in a *variable order*; you do not have to use one lesson plan after the other. The choice depends on your needs and context (type of mobility activity, age of learners, available resources, etc.)
- **Phases of the mobility project:** the lesson plans contain descriptions of activities for one, two or three phases of the mobility project. Depending on your context, it is possible to use a lesson plan for another phase than the one described. We recommend that you do all three phases of mobility project; but this is not compulsory for a successful use of a lesson plan.
- **Language of the activity:** activities can be carried out in the school language or in the target language, depending on the learners’ level of competence.

- **Examples:** the example provided in the lesson plan is just one example; it is possible that the results from your learners will look different.
The examples from the *European Language Portfolio* are taken from e.g. the Swiss version; of course, you can use the ELP of your own or another country if you need the examples in another language.
- **Reciprocity:** In the case of the mobility activity in which the sending and hosting institution are involved, we recommend that both sides do similar activities so that learners can exchange experiences and complete the suggested activities in the during-phase together.

3. List of the quoted tools in the lesson plans

- [Autobiography of Intercultural Encounters](#) (AIE). Council of Europe, 2009.
- [Common European Framework of Reference for Languages: Learning, Teaching, Assessment](#) (CEFR). Council of Europe, 2011.
- [Developing and Assessing Intercultural Communicative Competence](#) (ICCinTE). Council of Europe, 2007.
- [Enseignement précoce des langues modernes par des contenus](#) (EPLC). Graz: The European Centre for Modern Languages, 2011.
- [European Language Portfolio](#) (ELP). Council of Europe.
- [European Portfolio for Student Teachers of Languages](#) (EPOSTL). Graz/Strasbourg: The European Centre for Modern Languages, 2007.
- [Framework of Reference for Pluralistic Approaches to Languages and Cultures](#) (FREPA). Council of Europe, 2007
- [Intercultural competence for professional mobility](#) (ICORPOMO). Council of Europe, 2007.
- [Language Educator Awareness](#) (LEA). Developing plurilingual and pluricultural awareness in language teacher education. Graz: Council of Europe, 2007.
- [Mirrors and Windows: An intercultural communication textbook](#). The European Centre for Modern Languages, 2003.

4. List of the icons used



Lesson plan 1 THE CONCEPT OF CULTURE

In this lesson plan student teachers define the concept of culture and discuss its components.

EXPERIENCES

Student teachers

- reflect on concepts such as identity and culture
- define, interpret, analyse and discuss these concepts
- become more aware that their culture influences their way of viewing the world, making decisions and interacting with others
- become more aware of the fact that their perspective is rooted and therefore limited

TARGETED COMPETENCES

Student teachers

- can understand the formation of their own experience, opinion, and attitudes (ICCintE, p. 13)
- can better understand their own cultural identity and how it is formed (ICCintE, p. 13)
- possess knowledge about what cultures are (FREPA, knowledge, K-8)

PROCEDURE

BEFORE

The following activities and methods are suggested



Student teachers think of elements in their life that they would consider as a part of their culture. They explore who they are. They do this quickly so as to mention the first things that come to their minds.



Student teachers share their ideas.



Student teachers create a mind map or a poster around the concept 'culture', taking into account what they have mentioned previously and adding other concepts after further reflection. They analyse in depth their norms, beliefs and behaviours (as a first step towards accepting, understanding and enjoying otherness).



Student teachers attempt to create a common definition of culture. They become aware of their own definitions and of the fact that a definition of culture is very difficult to write.



Student teachers are given an example by the teacher trainer of other existing definitions of culture (see the examples on the next pages). Student teachers could also read selected parts (to be chosen by the teacher trainer) of chapters 2 and 3 of the [Autobiography of Intercultural Encounters \(Context, concepts and theories\)](#) to

get some theoretical input. The activity aims for student teachers to compare their definition(s) with other existing definitions.



Student teachers compare and contrast the results of their discussions with the given example(s). Do similarities/differences in the definitions exist?

AFTER



Student teachers look back at their definition of culture before the mobility activity. Has their concept of culture evolved? Are their norms and beliefs still the same or have they changed due to the confrontation with otherness, other realities, other cultures?

FINAL PRODUCT FOR THE PORTFOLIO

Definition(s) of *culture* for reference use during their stay in the hosting country (which can be adjusted if need be after the mobility project)

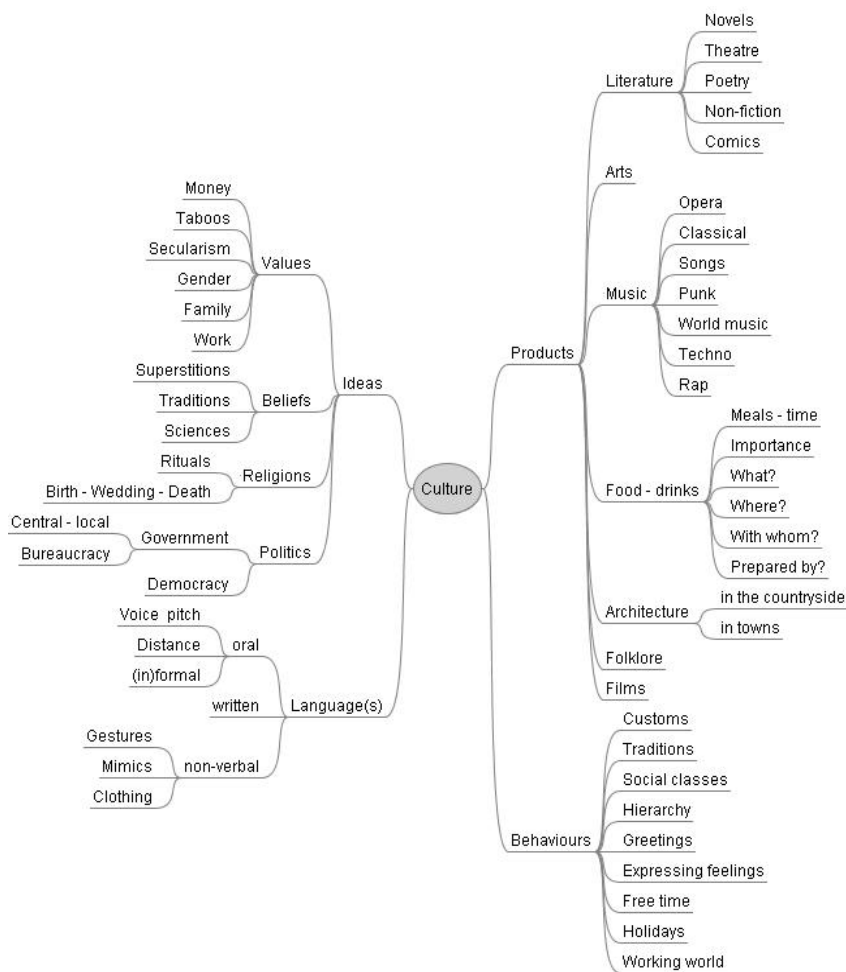
TOOLS AND RESOURCES

[Autobiography of intercultural encounters. Context, concepts and theories](#)(AIE). Strasbourg: Council of Europe, 2009.

[Enseignement précoce des langues modernes par des contenus](#) (EPLC). Graz: Council of Europe, 2011.

EXAMPLE 1

Example for a mind map on the notion of “culture”



(source: Enseignement précoce des langues modernes par des contenus (EPLC), Graz: ECML, 2011)

EXAMPLE 2

Examples of definitions of the notion “culture”

“The way people do things in a certain place at a certain time.”

 “Culture with a capital letter
 Culture in everyday life
 Knowing about the people”

“A system of postulates, of values and beliefs shared by a group that leads to typical behaviours by the members of this group.”

(source: EPLC workshop)

Lesson plan 2

THE VISIBLE, THE LESS VISIBLE, THE INVISIBLE

In this lesson plan student teachers discuss the visible and invisible aspects of culture.

EXPERIENCES

Student teachers

- express their representations and expectations about other cultures
- become more aware that some aspects of a culture can be accessed easily by opening their eyes and ears while other aspects are subtler and require time to be approached

TARGETED COMPETENCES

Student teachers

- can observe/analyse cultural phenomena in cultures which are more or less familiar (FREPA, skills, S-1)
- can formulate hypotheses in view of an analysis of cultural phenomena (FREPA, skills, S-1.1.2)
- can identify/recognise specific forms of behaviour linked to cultural differences (FREPA, skills, S-2.10)
- can argue their own opinion respectfully but can also listen to the opinion of others without premature judgment (ICCinTE, p. 13)

PROCEDURE

BEFORE



Student teachers in groups brainstorm and list the aspects that in their opinion constitute their own culture.

Then the teacher presents a picture of an iceberg as a way of representing culture: the visible part is what you can observe (ways of greeting, art, architecture, festivals, etc.) and the invisible part is what you can experience when being immersed in a specific culture for a certain amount of time (concepts of time, privacy, cleanliness, etc.).



The teacher draws a blank iceberg or provides a copy (see the example provided) and asks the student teachers to complete the iceberg with the aspects of their own culture they enumerated at the beginning of the session – they have to decide which aspects go above and which go below the surface of the water.



The student teachers discuss their findings with the whole class and discuss any similarities or differences between their observations. Student teachers explain why they decided to locate their aspects of culture in the visible/invisible part of the iceberg model.



Additionally, they are encouraged to think of what they know about the host country in reference to the 'visible' and 'invisible' aspects of culture and provide relevant examples.



Alternative version:

As above, the teacher presents a picture of an iceberg as a way of representing culture and explains the meaning. Then the teacher draws a blank iceberg or provides a large copy (see the example provided) and asks the learners to place the aspects of culture presented in the 'example' section in the visible/invisible part of the iceberg. In the blank places student teachers are encouraged to add any further relevant aspects of culture they can think of.



The student teachers discuss their findings with the whole class and discuss any similarities or differences between their observations. Student teachers explain why they decided to locate their aspects of culture in the visible/invisible part of the iceberg model.



Additionally, they are encouraged to think of what they know about the host country in reference to the 'visible' and 'invisible' aspects of culture and provide relevant examples.

DURING



Student teachers from all participating institutions in mixed groups present their icebergs and share their expectations and experiences of each other's cultures. They have the opportunity to confront their views with the representatives of the 'illustrated' culture as well as find out how their culture is perceived by others.

AFTER



After returning to their home institution, student teachers modify the icebergs and discuss their results with their classmates. They observe if their opinions have changed as a result of the mobility activity. Student teachers are encouraged to recall any examples illustrating the visible and invisible aspects of the host country culture.

FINAL PRODUCT FOR THE PORTFOLIO

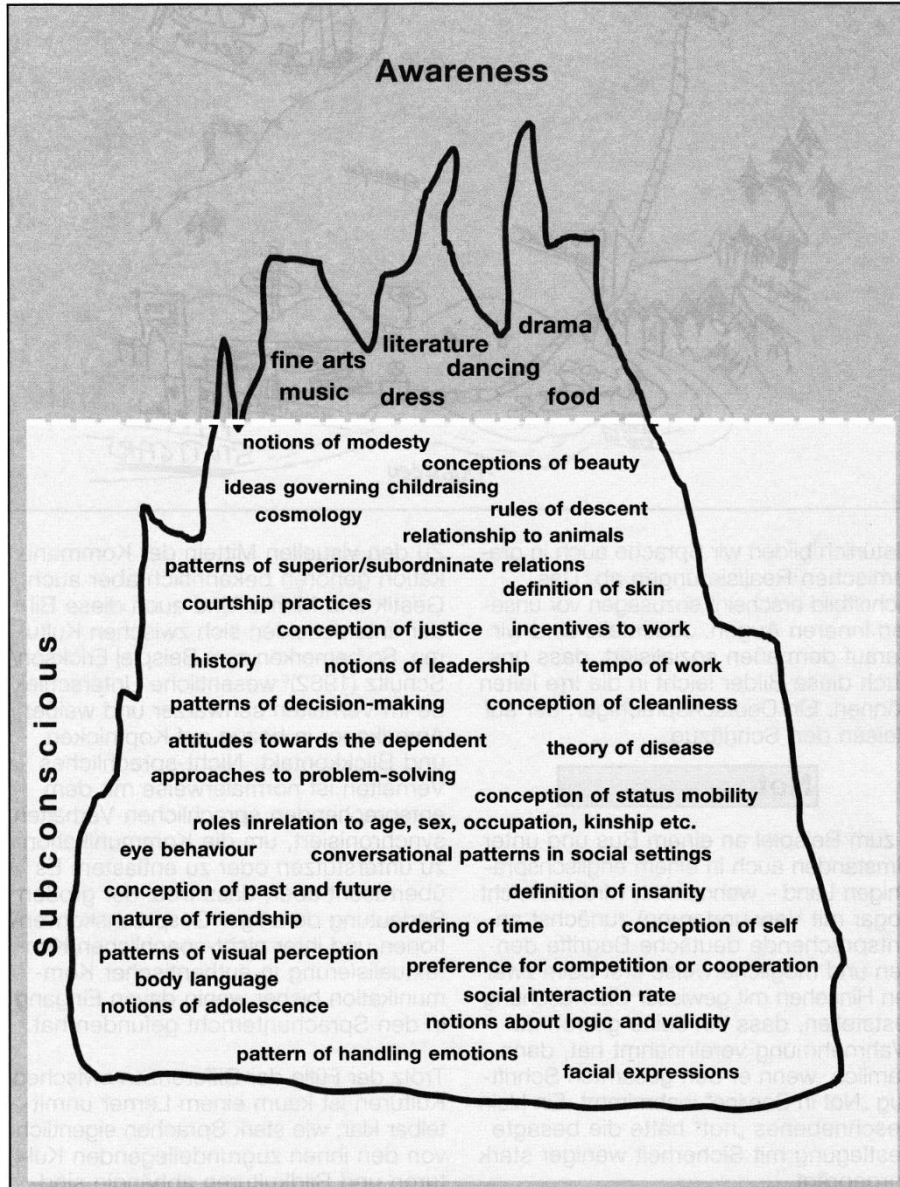
The modified iceberg (or a photo of the iceberg). Student teachers can note down their observations: the relevant examples or the account of how their opinions have changed as a result of their mobility experience.

TOOLS AND RESOURCES

- A filled in iceberg – source: LIFE. Ideen und Materialien für interkulturelles Lernen.
- A blank iceberg – source: Culture matters: The Peace corps cross-cultural workbook. available at:

http://files.peacecorps.gov/multimedia/pdf/library/Too87_culturematters.pdf

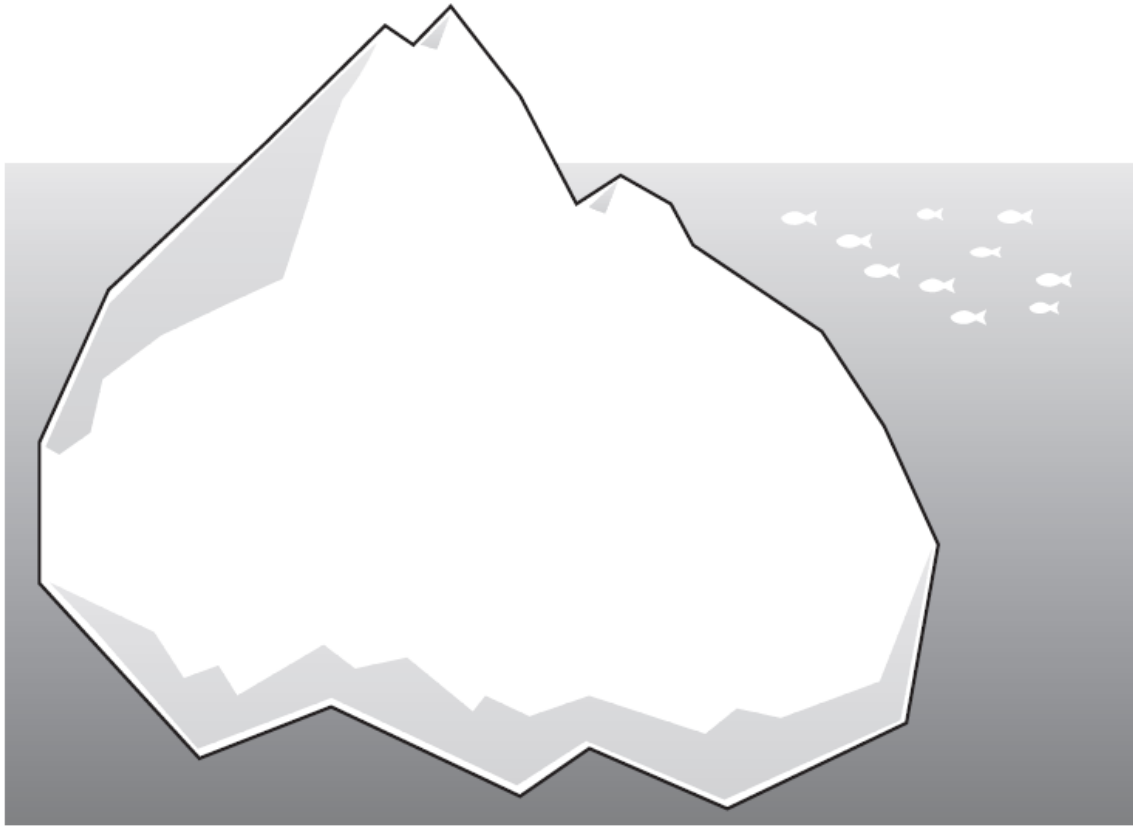
EXAMPLE 1
Example of a filled in iceberg



LIFE - Ideen und Materialien für interkulturelles Lernen

Source: LIFE. Ideen und Materialien für interkulturelles Lernen

Example of a blank iceberg



Source of the iceberg outline: Culture matters: The Peace corps cross-cultural workbook.

Aspects of culture

Cut on the dotted line. Modify if necessary.



ARTS	LITERATURE	MUSIC	PREJUDICE
SOCIAL ETIQUETTE	PUNCTUALITY	NATURE OF FRIENDSHIP	LANDMARKS
WHAT MOTIVATES PEOPLE	WORK ETHICS	OUTLOOK ON EDUCATION	FAMILY MODELS
CLIMATE	ATTITUDES TO SUPERVISORS	LEVEL OF HAPPINESS	CONCEPT OF PROFESSIONALISM
COURTSHIP PRACTICES	EXPRESSING EMOTIONS	PERCEPTION OF GENDER ROLES	FESTIVALS
POLITICS	HISTORY	CONCEPTION OF PAST AND FUTURE	

Lesson plan 3 MY MULTIPLE CULTURAL IDENTITY

In this lesson plan student teachers discuss the complexity of a person's culture and identity.

EXPERIENCES

Student teachers

- reflect on the complexity of a person's identity,
- become aware of identities/sub-cultures within one culture

TARGETED COMPETENCES

Student teachers

- develop a system of interpretation which enables them to perceive the particular characteristics of culture (meanings, beliefs, cultural practices) (FREPA, skills, S-1.10).
- better understand their own cultural identity and how it is formed (ICCinTE, p. 13)
- identify/recognise cultural specificities/references/affinities of their own culture(s) (FREPA, skills, S-2.8.2)

PROCEDURE

BEFORE

The following ideas and methods are suggested



Teacher trainer introduces the idea of multiple identities. He presents the onion image (see below, example 1) and asks student teachers what different layers make up one's identity and completes the onion with their suggestions. The idea of multiple cultural identities is discussed (see <http://archive.ecml.at/mtp2/lea/results/Activities/viera.pdf>).



Student teachers try to outline their own identity through possible activities:

- student teachers write a poem to define themselves: *I am ...* (add at least 10 elements).
- student teachers draw a body and write in the different parts the words that make up their identity
- student teachers draw circles of their pluricultural self (see example 2). The number of circles can, of course, be increased.

DURING



Student teachers take notes (keywords) about anything they had not considered as part of their identity before the mobility project but because of the comparison with others and other cultures they have now noticed that it is.

AFTER



Student teachers add any element they have discovered as part of their identity during the mobility project.



Student teachers exchange thoughts about their experience, about what they had at first (the before stage) not considered as part of their identity, but what they noticed was a part of their identity while abroad.

FINAL PRODUCT FOR THE PORTFOLIO

Self-portrait featuring one's multiple cultural identity

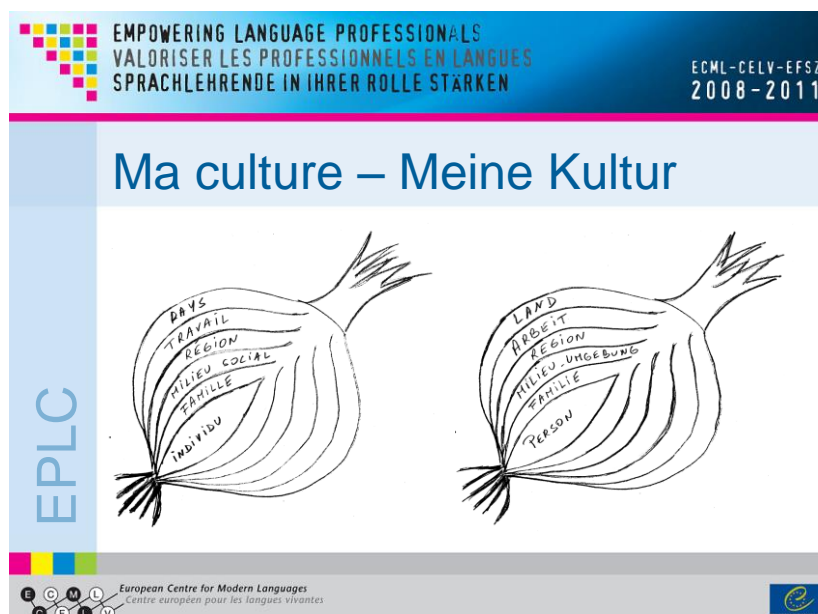
TOOLS AND RESOURCES

Language Educator Awareness (LEA). Developing plurilingual and pluricultural awareness in language teacher education. Graz: Council of Europe, 2007.

<http://archive.ecml.at/mtp2/lea/results/Activities/viera.pdf>

[Enseignement précoce des langues modernes par des contenus](#) (EPLC). Graz: Council of Europe, 2011.

EXAMPLE 1 A filled-in onion



source: [Enseignement précoce des langues modernes par des contenus](#) (EPLC). Graz: Council of Europe, 2011.

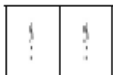
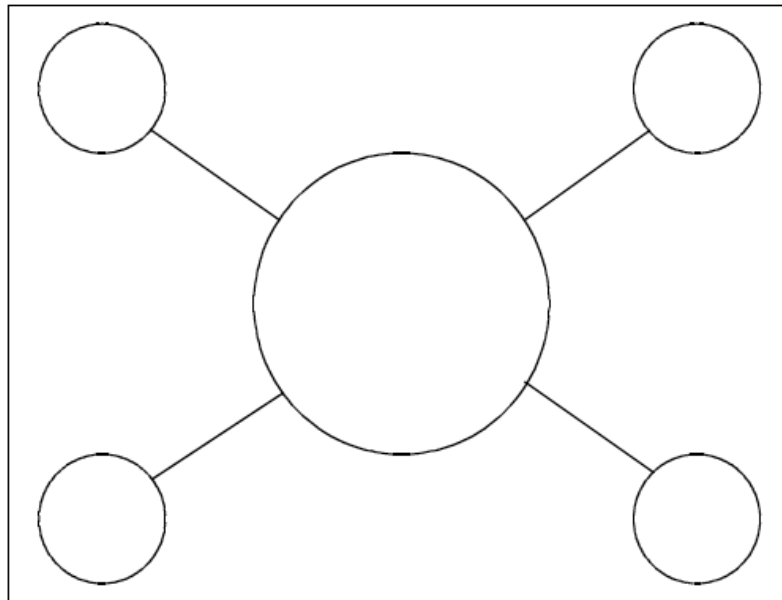
EXAMPLE 2



I. My own identity

Timing: 10'

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles – an identifier or descriptor that you feel is important in defining you. (You can add more circles if necessary). This can include anything: Italian, Chinese American, French Muslim, female, brother, sportsman, student, pianist, choir singer, etc.



Interaction

Timing: 15'

Exchange information about your identities with members in your group. Can you find some commonalities?

source: *Language Educator Awareness (LEA). Developing plurilingual and pluricultural awareness in language teacher education.* Graz: Council of Europe, 2007.
<http://archive.ecml.at/mtp2/lea/results/Activities/viera.pdf>

Lesson plan 4 DIFFERENT VIEWS ON CULTURE

In this lesson plan student teachers discuss generalizations and stereotypes concerning different cultures.

EXPERIENCES

Student teachers

- develop awareness of the differences between one's perception of one's culture/other cultures and the perception by other individuals
- think critically and reason

TARGETED COMPETENCES

Student teachers

- can develop a system of interpretation which enables them to perceive the particular characteristics of a culture (meanings, beliefs, cultural practices) (FREPA, skills, S-1.10)
- identify/recognise specific forms of behaviour linked to cultural differences (FREPA, skills, S-2.10)
- know that the knowledge one has of cultures often includes stereotypes (a simplified and sometimes useful way of grasping one aspect of reality, liable to lead to oversimplification and generalisation) (FREPA, knowledge, K-10.4)
- talk about/explain certain aspects of their language/culture/other languages/cultures (FREPA, skills, S-4)

PROCEDURE

BEFORE

The following activities and methods are suggested



Different corners are organised in the room – each representing one of the countries involved in the mobility project. Each student teacher receives a quotation. He/she reads it and goes to the corresponding corner.



Once all student teachers have made their decision about where they belong, they share the contents of their quotation with others and explain why they have chosen this specific country.



Student teachers react to the statements, expressing their agreement or disagreement.



Student teachers then write two or three statements about the country they will visit during their mobility activity.

DURING



Student teachers gather observations of people and events related to the pre-mobility activity statements and keep a record of it (for example with the help of the *Autobiography of Intercultural Encounters*, see lesson plan 4).

AFTER



Back home, student teachers review their original statements and decide whether they are still relevant.



Teacher trainers focus on the notions of preconceptions, misconceptions and stereotypes within the context of their original statements.

FINAL PRODUCT FOR THE PORTFOLIO

A list of statements featuring information about different countries, nationalities and cultures.

TOOLS AND RESOURCES

Stereotyped statements about a culture: <http://www.culturecrossing.net/>

Suggestions for books that could be used by the teacher trainer to prepare a series of quotations describing the countries/communities of all institutions participating in the mobility project:
'Xenophobe guide to ...' series <http://www.ovalbooks.com/xeno/index.html>

'Culture Shock' series.¹

[Autobiography of intercultural encounters](#) (AIE). Strasbourg: Council of Europe, 2009.

¹ The name of the country/community, its inhabitants or any other obvious clues are deleted.

EXAMPLE

Examples of stereotyped statements about a culture

Examples of stereotyped statements about a culture – the modified sample statements came from <http://www.culturecrossing.net/>

They are direct and say exactly what they mean. Some people may think that they are rude but they are not – it is their culture. [the Netherlands]

When you meet a person, shake their hands. Good friends and family kiss each other on one or both cheeks. Some men kiss a woman's hand when saying hello. [Poland]

For meetings, always be on time. They believe that it is rude to be late. [Germany]

Lesson plan 5

MY AUTOBIOGRAPHY OF INTERCULTURAL ENCOUNTERS

In this lesson plan student teachers formulate a “List of Key Skills of Intercultural Communication” and observe their own intercultural encounters.

EXPERIENCES

Student teachers

- define terms such as identity, culture, intercultural communication and intercultural communicative competence
- work on a basic theoretical framework of intercultural communicative competence and raise cultural awareness and ability
- reflect critically on their reactions and attitudes to experiences of other cultures

TARGETED COMPETENCES

Student teachers

- share a common understanding of the key concepts of intercultural communication (ICCiTE, p. 13)
- understand what unites or separates people from different cultures, to understand the similarities and differences deriving from various cultures (ICCiTE, p. 13)
- can deal with culture clashes and culture shock (ICCiTE, p. 13)
- can gain from previous intercultural experiences to enrich their intercultural competence (FREPA, skills, S-7.3.1)

PROCEDURE

BEFORE

This part can be developed into three main activities.

‘Who am I?’



Through brainstorming, student teachers work towards defining terms such as *identity, culture, intercultural communication* and *intercultural communicative competence* (see also *PluriMobil lesson plan 1*).



Teacher trainer and student teachers structure feedback according to the model provided in the *Autobiography of Intercultural Encounters. Notes for facilitators*, p. 5, and *Context, Concept and Theories*, p. 6-14.

A cultural misunderstanding?



Teacher trainer shares examples with the group of his/her own cases of ‘cultural’ faux misunderstandings (see example below) to initiate the student teachers’ reflections on their own experiences. Student teachers then exchange stories featuring experiences of new cultures.



Student teachers interview each other about their intercultural experiences using a list of selected questions from the *Autobiography of Intercultural Encounters*.



At the end of the session, some 'interviewers' provide examples of striking intercultural encounters. Teacher trainer encourages student teachers to reflect on the nature of these experiences in terms of the expectations and reactions of the people involved.

'List of Key Skills of Intercultural Communication'



Student teachers discuss their experiences and the aspects which determined their intercultural encounters to be positive or negative. They make a written record of their ideas.



The teacher trainer elicits examples of culture clashes and encourages student teachers to provide ways of dealing with a culture shock. The teacher trainer also highlights the positive experiences and asks student teachers to suggest which expectations and behaviours made these encounters successful.



Student teachers create a 'List of Key Skills of Intercultural Communication' listing strategies of successful intercultural communication.



They present their lists to the whole group.

DURING



Student teachers gather observations of people and events related to the 'List of Key Skills' and keep a record of it with the help of the *Autobiography of Intercultural Encounters*.

AFTER



Discussion: Student teachers present their *Autobiography of Intercultural Encounters* and review the "List of Key Skills of Intercultural Communication" taking into consideration the experiences they had during the mobility activity. They evaluate the strategies they originally put together and point out the ones that worked and the ones that failed to do so.

FINAL PRODUCT FOR THE PORTFOLIO

- completed questionnaires based on the Autobiography of Intercultural Encounters
- “List of Key Skills of Intercultural Communication”

TOOLS AND RESOURCES

[Autobiography of intercultural encounters](#) (AIE). Strasbourg: Council of Europe, 2009.

Autobiography of intercultural encounters. Notes for facilitators. Strasbourg: Council of Europe, 2009. http://www.coe.int/t/dg4/autobiography/Source/AIE_en/AIE_notes_for_facilitators_en.pdf
Autobiography of intercultural encounters. Context, Concept and Theories. Strasbourg: Council of Europe, 2009.

http://www.coe.int/t/dg4/autobiography/source/aie_en/aie_context_concepts_and_theories_en.pdf

Lesson plan 6

MY TOPIC OF INTEREST IN OTHER CULTURES

In this lesson plan student teachers prepare a questionnaire that will help them discover different aspects of other cultures.

EXPERIENCES

Student teachers

- reflect on the areas to observe while on their mobility project
- acquire cultural knowledge and greater awareness of cultural similarities and differences
- compare specific cultural elements with elements of their own culture

TARGETED COMPETENCES

Student teachers

- develop a system of interpretation which enables them to perceive the particular characteristic of a culture (FREPA, skills, S-1.10)
- perceive differences and similarities in different aspects of social life (FREPA, skills, S-3.10.2)
- compare different cultural practices (FREPA, skills, S-3.10.4)
- communicate in bi/plurilingual groups taking the repertoire of their interlocutors into account (FREPA, skills, S-6.1)

PROCEDURE

BEFORE

The following ideas and methods are suggested



The teacher trainer provides an example of a topic that could be explored while on a mobility project (e.g. time and planning, hospitality, relationship vs. task orientation, charity, newspapers, arts; for more topics, see the example section). Then student teachers list aspects of their host's culture they are interested in and which they would like to learn more about. Student teachers discuss how to collect information about the cultural topics (e.g. interviews, questionnaires, surfing the Internet, literature, movies, personal experience, video clips, etc.).



Student teachers select one or a few different topics and design a questionnaire or an interview that focuses on the chosen aspect of their host's culture (some suggestions are provided in the examples section).



Student teachers surf the Internet to find as much information as possible about the chosen topics.



Student teachers will find the answers to the remaining questions during their mobility project.

DURING



Face-to-face:

Student teachers continue to search for information to complete the questionnaire – they analyse their own experiences abroad, talk to peers abroad or interview their host families.



Virtual mobility:

Student teachers try to get more information on the selected topic by interviewing student teachers from the partner institution by means of ICT.

AFTER



Student teachers compare and summarize the information they obtained before and during the mobility activity and prepare a (PowerPoint) presentation on the chosen topic, emphasizing how one's mobility experience can contribute to one's knowledge in this area. Student teachers present the results of their survey after the mobility activity to their peers at home.



Student teachers comment on the presentations, focusing on similarities and differences between the native and the target cultures.

FINAL PRODUCT FOR THE PORTFOLIO

Completed questionnaires, recorded interviews, final presentations and other items featuring the selected aspects of the host country culture.

TOOLS AND RESOURCES

[Intercultural competence for professional mobility](#) (ICORPOMO). Council of Europe, 2007.

EXAMPLE

List of possible topics to explore

music, arts, media, inclusion vs. privacy, systems of education, food, home, meals, leisure, public transport, food, home, going out, advertising, nature, family, icons, computers and technology, work, reading, festivals, sightseeing, free time...

Sample questions:

Music

- Do a lot of people play a musical instrument? Do student teachers learn to play a musical instrument at school?
- Did you have music lessons at school? What did you play?
- How would you describe music education in your country?
- Do a lot of children go to a music school/academy in your country/area?
- Do a lot of adults go to a music school/academy in your country/area?
- Do a lot of people sing in a choir?
- Do you know any traditional songs from your country? Can you sing them?
- Do you dance to traditional music in your country/area? Can you dance? Do a lot of people know how dance to traditional music?
- When you celebrate a birthday party, do you sing? What?
- Is there any special occasion in your country/area when people meet and sing together? Describe.
- Do you often go to concerts? Did you go to concerts with your school? Have you ever sung/played in a concert?
- Etc.

Sample specific topics to explore:

Food

every day special days traditional food international food importance of a diet
 importance of organic food snack home-made food take away food
 ready-made food eating out meals restaurants shopping for food

Home

type of homes size use of different rooms material used
 domestic duties private vs. public space television viewing habits pets/animals

Sports

sport in everyday conversations news watching vs. practising fan clubs
 going to the gym sport in different age groups sport at school
 sports gear famous sportsmen/sportswomen

Lesson plan 7 INTERCULTURAL ANECDOTES

In this lesson plan student teachers exchange stories of intercultural experiences.

EXPERIENCES

Student teachers

- exchange stories of enriching experiences
- recognise their progress as far as language, intercultural communication, meta-cognitive and professional skills are concerned and identify the methods which have enabled this progress
- improve their presentation skills using anecdotes
- transfer knowledge to their colleagues

TARGETED COMPETENCES

Student teachers

- can observe/analyse linguistic elements/cultural phenomena in languages/cultures which are more or less familiar (FREPA, skills, S-1)
- can manage their learning in a reflective manner (FREPA, skills, S-7.7)

PROCEDURE

BEFORE

The following activities and methods are suggested



The teacher brings an object (a picture, a souvenir, etc.) related to an event he/she participated in (birthday party, wedding, student party, festival, etc.) while travelling abroad. Before telling the story, the teacher asks the student teachers to describe the object and try to guess what kind of event it might be connected with. Then the teacher offers the anecdote focusing on the way the event changed his/her view of the visited country.

The teacher encourages the student teachers to collect different objects that are connected with their intercultural experiences during the mobility activity.

AFTER



Student teachers who have completed their mobility project, present an object/a story featuring an event or events which happened to them during the mobility activity to convey either:

- what they have learned
- how they have changed their view of the host country and their home country
- how they have changed due to this experience



Student teachers comment on the story, ask questions and compare the story with their own mobility experience

FINAL PRODUCT FOR THE PORTFOLIO

Authentic materials and anecdotes

TOOLS AND RESOURCES

Examples of intercultural anecdotes can be found for instance in:

Huber-Kriegler, M. and I. Lazar. *Mirrors and Windows: An intercultural communication textbook*. ECML, 2003.

EXAMPLE

Examples of intercultural anecdotes

Ticket for the opera

I went to the opera in Vienna. I could find quite cheap tickets and I was keen on seeing and listening to an opera in the town of so many opera composers. I went there in casual dress and I noticed that men wore suits and women costumes or long dresses. I felt a bit awkward.

Picture of a lunch box

It happened on the first day in the school where I was to do my teaching practice in Belgium, Wallonia. I had asked about the dress code and I had dressed appropriately but I had not thought about lunch time. The teacher first stayed in his classroom with the children while they were eating and then he went to the teacher's room to eat. He had brought (like most other teachers) a lunch box. I had nothing!

Lesson plan 8 TREASURES: CULTURE THROUGH OBJECTS

In this lesson plan student teachers focus on the significance of objects in different cultural settings.

EXPERIENCES

Student teachers

- open themselves to perceiving other cultures through objects
- imagine the use and significance of presented items in a chosen cultural setting
- reflect on their own culture through objects
- appreciate the use of authentic materials in language teaching

TARGETED COMPETENCES

Student teachers

- can compare features of a culture (perceive the cultural proximity/distance) (FREPA, skills, S-3.10)
- can construct explanations, meant for an interlocutor, from one's culture about a feature of another culture (FREPA, skills, S-4.1)

PROCEDURE

BEFORE

The following activities and methods are suggested



Teacher trainer presents a mysterious object he/she brought from a holiday. Student teachers try to identify it and discuss its possible origin and use. The trainer explains the story of the object.

DURING



Student teachers collect different authentic materials during the mobility activity which they could use in future to enhance their teaching.

AFTER



Student teachers choose one item from their treasure collection to present it to the peers who try to guess the story behind the object.

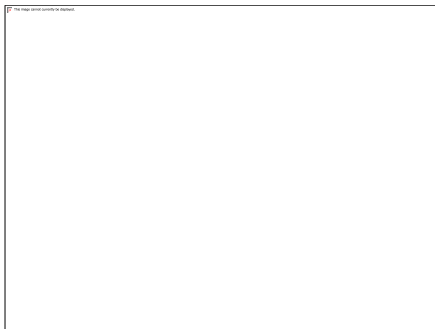


Student teachers are given PluriMobil lesson plans for pupils from different types of school. In groups they try to select the treasures they have brought home from their mobility activity and try to prepare a relevant lesson plan for a given group of student teachers. Volunteers are encouraged to participate in a micro-teaching session to present their individual lessons.

FINAL PRODUCT FOR THE PORTFOLIO

Collection of authentic materials/treasures

EXAMPLE
Examples of treasures



A claddagh ring

[source of the picture: http://en.wikipedia.org/wiki/Claddagh_ring]



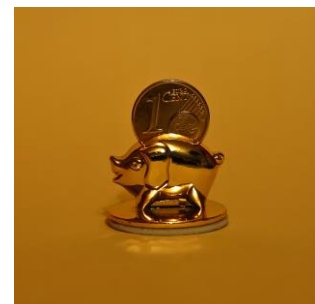
Pisanki (Polish) – eggs painted at Easter time

(for details see e.g. http://en.wikipedia.org/wiki/Pisanka_%28Polish%29)
[Picture: ©Anna Michońska-Stadnik]



A shop in Whitehaven, Cumbria, UK helps fight the swine flu pandemic in June 2009.

[Source of the picture: Alan Cleaver: <https://www.flickr.com/photos/alancleaver/4055990073/in/photo stream/>]



Glücksschwein – a luck bringer, mainly in German-speaking countries

[source of the picture: <http://fc-foto.de/27278142>]

Lesson plan 9

THE EUROPEAN LANGUAGE PORTFOLIO: MY LEARNING DIARY

In this lesson plan student teachers self-assess their language competence and set their own learning goals in a learning diary.

In the institutions where the ELP is used, the teacher trainers are encouraged to use relevant fragments of the document. Alternatively, the necessary resources based on the ELP are provided in the example section.

EXPERIENCES

Student teachers

- self-assess their L2 competence
- monitor and assess their progress
- improve their language skills (subject specific language, professional and everyday language)
- collect and record evidence of personal development
- are able to transfer their experiences to their own teaching practice

TARGETED COMPETENCES

Student teachers

- can observe/analyse linguistic elements in languages/cultures which are more or less familiar (FREPA, skills, S-1)
- can observe progress/lack of progress in their own learning (FREPA, skills, S-7.7.4.1)
- can understand and integrate content of European documents (e.g. CEFR, ELP) as appropriate in their teaching (EPOSTL, p. 15)

PROCEDURE

BEFORE



Student teachers are given a self-assessment grid (see example 1) to focus on their own language competence. For the purposes of this lesson plan, the descriptors of C1 level were selected; still, teacher trainers are advised to adjust the level of descriptors to the student teachers' needs.



Student teachers self-assess their own L2 competence and focus on the areas that need improvement.



The trainer asks the student teachers to set their own learning goals – what they want to improve during the mobility project, in reference to the language skills and aspects of language (i.e. grammar, vocabulary, pronunciation). Student teachers complete the learning diary in the form of a table (see Example 2) with their own learning goals. While setting their own goals, student teachers might refer to the competences included in the self-assessment grid or think of other goals they would like to accomplish during the mobility project.

DURING



Student teachers try to accomplish their own learning goals and complete the learning diary (Example 3).

AFTER



Student teachers discuss the usefulness of using a learning diary focusing on the following topics:

- advantages and drawbacks of setting learning goals
- the materials/activities used to accomplish the goals
- the process of analysing goal completion
- possible challenges in using a learning diary while teaching different age groups



Student teachers select a hypothetical group of learners they are likely to teach in the future and try to prepare teaching materials aimed at developing goal setting skills during their mobility activity. Student teachers are advised to use PluriMobil lesson plans at the selected level of education to do this task.

- a self-assessment grid based on the ELP for a given age group
- a learning diary table

FINAL PRODUCT FOR THE PORTFOLIO

- a learning diary
- teaching materials promoting goal setting skills

TOOLS AND RESOURCES

The European Language Portfolio (adaptation of the self-assessment grid from the Polish version of the ELP for secondary school and university students). Warsaw: CODN, 2006.

The self-assessment can-do statements are based on the self-assessment grid of the Common European Framework of Reference (© Council of Europe)

The original *European Language Portfolio* is a version produced in English, and edited by the Council of Europe.

EXAMPLE 1

Self-assessment grid

LISTENING COMPREHENSION	C1	I can do it!	I am practising it	This is my goal
I can understand an animated conversation between native speakers				
I can understand most complex lectures, debates and discussions				
I can understand longer speeches even in situations when their structure lacks transparency and the relationships between ideas are not clearly indicated				
I can understand complex technical information				
I can understand many idiomatic expressions				
I can understand most of the recordings I hear and identify the relationship between the interlocutors as well as their attitudes				
READING COMPREHENSION	C1	I can do it!	I am practising it	This is my goal
I can understand in detail long complex texts on a variety of topics on condition that I have the opportunity to reread the more difficult parts				
I can understand all the correspondence occasionally using a dictionary				
I can understand long literary prose written in a variety of styles				
I can understand long technical instructions in a variety of fields				
I can identify the position adopted by the author and the opinions expressed, even when they are stated indirectly				
SPOKEN INTERACTION	C1	I can do it!	I am practising it	This is my goal
I can communicate freely and spontaneously in unfamiliar situations				
I can talk about abstract topics and topics which are largely unfamiliar to me				
I can express my thoughts and feelings freely and make references to the contributions of my interlocutors				
I can make allusions and tell jokes				
I can use language effectively and flexibly for social purposes, at school or at work				
SPOKEN PRODUCTION	C1	I can do it!	I am practising it	This is my goal
I can talk about general topics connected with education, training or work				
I can make a clear and detailed presentation on a particular topic, structuring it in an appropriate way.				
I can provide a detailed description of my experiences, feelings and reactions				
I can adjust the vocabulary and style of my contribution to the interlocutor				
I can comment on a contribution on any topic (present my own argumentation and provide appropriate examples)				
WRITING	C1	I can do it!	I am practising it	This is my goal
I can make a contribution in writing on general topics as well as topics connected with education, training or work				
I can present a topic in a comprehensive way, maintaining the appropriate structure of my contribution				
I can comment in writing on a particular topic, presenting different viewpoints and my own argumentation				
I can write a summary of specialist and literary texts				
I can write a text accurately, adjusting the vocabulary to the addressee/reader/topic				

Based on the self-assessment grid of the Common European Framework of Reference (© Council of Europe)

EXAMPLE 2
A learning diary

Date	Learning objective (try to add the	Learning activity	Objective achieved? Yes – No (date)	Assessment of my work. What was positive about my work and what did not work so well?	More in-depth analysis What can I do to revise and fix what I have learned?
	Listening:				
	Reading:				
	Reading:				
	Speaking:				
	Speaking:				
	Writing:				
	Vocabulary:				
	...				
	...				

EXAMPLE 3

An example of a completed learning diary

This learning diary has been translated from a model from CELV (CEL – ELC) – Mein Lerntagebuch – Sprachbiografie

<http://zif.spz.tu-darmstadt.de/jg-11-2/beitrag/Langner1.htm>

Examples are given in *italics*.

Date	Learning objective	Learning activity	Objective achieved ? Yes – No (date)	Assessment of my work What was positive about my work and what did not work so well?	More in-depth What can I do to revise and fix what I have learned?
<i>1/10/2011</i>	<i>Listening: understand globally a conversation about films</i>	<i>I discussed films with other students</i>	<i>Yes (15/10/2011)</i>	<i>Discussion about a film we went to watch together</i>	<i>Read an article, a review about films</i>
<i>12/9/2011</i>	<i>Vocabulary My hobby: pottery</i>	<i>I visited a potter and discussed with him about his techniques</i>	<i>Partly (10/10/2011)</i>	<i>I could understand some of the explanations he gave me but I lacked the technical vocabulary to explain my own way of working</i>	<i>Look on the Internet Look up some words in a dictionary</i>

Lesson plan 10 DANGEROUS TRANSLATIONS

In this lesson plan student teachers discuss denotative and connotative aspects of language.

EXPERIENCES

Student teachers

- become aware of the difficulty involved in understanding, interpreting and translating keywords (literal translation is not always possible and carries risks of misinterpretation)
- become more aware of how different languages and cultures depict reality in different ways

TARGETED COMPETENCES

Student teachers

- can observe/analyse linguistic elements phenomena in languages which are more or less familiar (FREPA, skills, S-1)
- can compare linguistic features of different languages (FREPA, skills, S-3)
- carry out transfers of (semantic) content (recognise core meanings within correspondence of meaning) (FREPA, skills, S-5.3.2)
- can gain from transfers made (successful/unsuccessful) between a known language and another language in order to acquire features of that other language (FREPA, skills, S-7.4)

PROCEDURE

BEFORE

The following activities and methods are suggested



In pairs student teachers try to explain the difference between the following words:

- slim, skinny, slender
- inquisitive, interested
- disabled, handicapped, retarded



Discussion: Student teachers read the text illustrating the meaning of 'a rich point'. They are encouraged to provide a definition of the term on the basis of the text. If necessary, the terms denotation and connotation should be explained, too.

Consider a *lexical* example first. The product the company offered was *rebuilt* diesel engine parts. *Rebuilt* means you take the old casing, the *core*, check it for cracks and machine it, and then clean it up and add brand new working parts. The rebuilt part is as good as new, with the same guarantee but less expensive than a new part would be. Rebuilt parts constitute 80% of the U.S. market, but they are virtually unknown in Mexico, because that country lacks the technology.

The term *rebuilt* turned into a problem. We first translated it as *reconstruido*, but when people heard that, they assimilated it to *usado* (*used*), and expected lower quality and lower prices. We could not really call the parts *nuevo*, because they were not new, either.

We still have not solved the problem. We were toying with the term *marca libre*, which means a new part in the style of some known brands, but not really the same. The point is that, even at the level of the basic lexical item to label the product, we stumbled across a problem.¹ (Agar, 1994: 227). [ICOPROMO, Rich points, p. 3]

‘Keywords’ (Williams and Wierzbicka) or ‘Rich points’ (Agar, 1994) are considered to be terms with a heavy cultural load and, therefore, terms which can be the cause of intercultural misunderstanding. ... ‘Keywords’ or ‘rich points’, hence, become paramount in intercultural communication and multicultural teamwork. [ICOPROMO, Rich points, p. 3]



In groups, student teachers discuss the denotative and connotative meanings of the following words: second-hand shops, working hours, pet, summer-winter. What associations do these words evoke in their country?



In groups student teachers try to find examples of further words/expressions which have a different denotative and connotative value in their L1 and L2.



Student teachers are also encouraged to find words/expressions that are difficult to translate into other languages. They discuss what a given word translation/lack of word translation implies about world views in different cultures.



Student teachers discuss their findings with their peers and prepare a mini-dictionary with such expressions/words.

DURING



Student teachers gather evidence of rich points in a foreign language, their denotative and connotative aspects, contexts and native language equivalents, if any.



Alternatively, if the student teachers have a chance to interact with the peers from the host institution, they can compare and discuss the lists of ‘rich points’ which both groups prepared before the mobility activity. If possible, student teachers try to add new rich points to the list.

AFTER



Student teachers share their ‘rich points’ experience from their mobility project. The whole group comments on the keywords, linking them to similarities and differences in worldviews.

FINAL PRODUCT FOR THE PORTFOLIO

A list of cultural keywords that reflect differences between cultures and present difficulties in translation/interpretation.

TOOLS AND RESOURCES

[Intercultural competence for professional mobility](#) (ICOPROMO). Council of Europe, 2007.

CD: Training activities -> *communicating across cultures* -> *Rich Points*.

Lesson plan 11 EDUCATION SYSTEM

In this lesson plan student teachers analyse their system of education and compare it with their mobility partners.

Both institutions are advised to prepare a presentation/leaflet concerning the system of education in their countries/regions.

EXPERIENCES

Student teachers

- develop skills to observe, interpret and think critically when comparing different educational systems
- become aware of cultural differences in values, behaviour and ways of thinking
- develop ability to raise awareness of cultural differences and similarities in values, behaviour and ways of thinking
- are able to transfer their experiences to their own teaching practice

TARGETED COMPETENCES

Student teachers

- can benefit from previous learning experiences in new situations (can transfer learning) (FREPA, skills, S-7.7.3)
- can interact in situations of contact between languages/cultures (FREPA, skills, S-6)

PROCEDURE

BEFORE



Student teachers are asked to prepare a presentation/ leaflet explaining different aspects of education in your country. They might consider the following aspects:

- beginning and end of school year; number of semesters
- subjects and what they cover
- assessment and grading
- daily routine
- uniforms/clothing regulations
- relations with teachers
- deadlines and punctuality
- attendance requirements
- study skills and approach: help and advice
- facilities
- parental involvement
- student advisers
- teacher training
- etc.

DURING



Student teachers from all participating institutions give the presentations/present the leaflets to their colleagues. A question-answer session and a discussion might follow.



Student teachers from all participating institutions are given a scheme exemplifying different aspects of education (see Example 1 – different approaches to education). In small groups they discuss the approaches to education in their countries.



Student teachers and teacher trainers comment on what they have found out during this session. Teacher trainers might moderate the session by asking further questions about their systems of education, changes that might be necessary, teacher training system, etc.

AFTER



Student teachers might present different approaches to education (e.g. based on the scheme in example 1) to their colleagues who stayed at home.



Student teachers try to develop a lesson plan that would prepare their prospective pupils for a mobility project. They think of different activities that could be used in the before/during/after stages of the mobility activity. Teacher trainers may present relevant PluriMobil lesson plans to support this exercise (e.g. lower-secondary “LP 6 – My Topic of Interest in the Other Culture” or “LP 7 – My self-portrait”)

FINAL PRODUCT FOR THE PORTFOLIO

- presentation/leaflet on education system
- scheme on different approaches to education.

TOOLS AND RESOURCES

Mirrors and Windows – An Intercultural Communication Book, chapter 7. ‘Up in the morning and off to school’. Council of Europe, 2003.

EXAMPLE

Different approaches to education

1.	subject centred ←————→		learner centred
	Some systems concern themselves entirely with the subject, the material to be taught. They do not take the learners' starting-points, needs, and personalities into account. Lectures tend to fall into this category. Others, as in many primary schools, focus on the needs of individual learners or groups of learners, and encourage them to learn.		
2.	norm is best ←————→		norm is average
	The "norm is best" approach puts achievement at the centre. Learners with the highest marks are singled out for praise and reward, and all are expected to aim at this level, even though it is clear that most will not achieve it. The "norm is average" approach tends to focus on the majority of learners, and if reasonable progress is made, most are happy.		
3.	learning for its own sake ←————→		learning for personal development
	Many see education as a process of assimilating and reproducing facts. But it can also be seen as only a part of the development of an individual's character and ability to evaluate and deal with the world and to find one's part in it.		
4.	learning for content knowledge ←————→		learning to learn
	Learning the dates of battles or how to solve equations as opposed to learning study skills (namely, how to skim and scan a text, how to take notes, where to look things up, etc.).		
5.	rote learning ←————→		critical thinking
	Memorising testable facts as opposed to emphasising the importance of learning how to think, question, doubt and discover.		
6.	teacher as controller ←————→		teacher as facilitator
	Teachers can take up different roles along the continuum, from controlling everything that goes on in the classroom to just facilitating the process of learning.		
7.	graded proficiency tests ←————→		progress reports
	Testable facts can easily be converted into marks or rank orders of learners, as required by many systems. It is also possible to regard effort and progress as assessment criteria.		
8.	categorisation of subjects ←————→		integration of subjects
	Traditionally, in most systems there are "subjects", like Maths and Geography. New trends promote integrating subjects and encourage a holistic approach.		

Source: Mirrors and Windows – An Intercultural Communication Book, p. 69-70.

Lesson plan 12

The European Portfolio for Student Teachers of Languages (EPOSTL): MY PERSONAL STATEMENT AS A TEACHER

In this lesson plan student teachers analyse their approaches to teacher training and teaching profession.

The trainers using the EPOSTL may incorporate this LP into their regular work with the document. The remaining teacher trainers are advised to refer to the [original EPOSTL document](#) or use the selected categories in examples section.

EXPERIENCES

Student teachers

- are able to transfer their experiences to their own teaching practice
- reflect on the impact of their mobility experience on their approach to the teaching practice

TARGETED COMPETENCES

Student teachers

- can understand the personal, intellectual and cultural value of learning other languages (EPOSTL, p. 16)

PROCEDURE

BEFORE



Student teachers are requested to complete the personal statement of the EPOSTL (see Example 1) and reflect on their experiences of being taught and their own expectations of their teaching education. In section 4 they list different aspects of language teaching and try to evaluate their importance in the teaching process.



Optionally, the student teachers can discuss the information they provided in their personal statements. They share the positive and negative experiences of being taught and try to discuss the extent to which their teachers affect their perception of the teaching profession.

AFTER



After their mobility activity, student teachers have a look at the personal statement again. They analyse whether the mobility experience affected their expectations of the teacher education course (task 2 and 3). They also revisit the list of aspects that need to be included in a language classroom and analyse to what extent their mobility experience made them change their approach to language teaching (task 4).



Then the student teachers share their findings in groups.



Student teachers try to design a list of questions or a questionnaire that will encourage their prospective learners to reflect on and express their expectations of the language course or the course preparing them for the mobility experience.

FINAL PRODUCT FOR THE PORTFOLIO

- the personal statement sheets completed before and after the mobility activity
- a list of the most important aspects of language teaching

TOOLS AND RESOURCES

European Portfolio for Student Teachers of Languages (EPOSTL). Personal statement, p. 10-11

EXAMPLE 1
EPOSTL: Personal statement



- 1. As learners of language in school, you already have had a lot of contact with teaching. What aspects – teacher’s qualities, practices etc. – of your own language teaching might influence how you wish or do not wish to teach?

Experiences of being taught
Positive:
Negative:
(Try to analyse why these points were unsuccessful and consider what steps could be taken to improve the points you have mentioned.)

- 2. a) What aspects of teaching are you most looking forward to?
 -
 -
 -
- b) What aspects of teaching are you least looking forward to?
 -
 -
 -



3. Expectations of your teacher education course

a) What do you expect most from your teacher education?

b) What do you want most from your teacher education?

c) What do you think that your teacher educators expect from you?

4. How important do you consider the following for a language teacher? Add your own ideas. Discuss with a partner and give reasons for your choices.

	How important? not → very important				
1. Cooperating with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Good organisational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Being able to explain grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lesson plan 13

The European Portfolio for Student Teachers of Languages: SELF-ASSESSMENT OF MY TEACHING SKILLS

In this lesson plan student teachers self-assess the selected aspects of their teaching skills.

The ‘example section’ offers only selected descriptors of teaching competences included in the European Portfolio for Student Teachers of Languages (EPOSTL) within each category. For a more detailed list of descriptors and competences, please consult EPOSTL (available online).

EXPERIENCES

Student teachers

- are able to self-assess different aspects of their teaching skills
- are able to transfer their experiences to their own teaching practice
- reflect on the impact of their mobility experience on their approach to teaching

TARGETED COMPETENCES

Student teachers

- can draw on appropriate theories of language, learning, culture etc. and relevant research findings to guide their teaching (EPOSTL, p. 17)
- can critically assess their teaching in relation to theoretical principles (EPOSTL, p. 17)
- can understand the personal, intellectual and cultural value of learning other languages (EPOSTL, p. 16)

PROCEDURE

BEFORE



The examples section offers selected categories of teaching competences; however, the teacher trainer is advised to choose the categories that are most relevant in the context of the future mobility project. The teacher trainer explains how self-assessment should be marked in the bar (see the examples below; EPOSTL, p. 6). If necessary, the students and the trainer go through the descriptors together and clarify any arising problems.

2. I can create a supportive atmosphere that invites learners to take part in speaking activities

6.3.06	24.10.06	18.1.07
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Student teachers read the descriptors and assess their language teaching competence within the selected category. Students colour in the bar according to their own assessment.

AFTER



After the mobility activity, student teachers conduct self-assessment based on the selected categories of EPOSTL again and mark the development of their teaching competences in the bar.



After completing the self-assessment sheets, in groups student teachers analyse how their mobility experience affected their teaching skills. A group discussion may follow.



Then the student teachers might be encouraged to prepare a similar self-reflection questionnaire with a list of selected aspects of the language learning process which their prospective students will be asked to complete before and after the mobility activity. The ‘can-do’ descriptors might refer to language skills, intercultural communicative competence, plurilingual competence, learner autonomy, self-assessment skills, or any other area of language education that may appear important in the mobility project context.

FINAL PRODUCT FOR THE PORTFOLIO

The EPOSTL descriptors of teaching competences completed before and after the mobility activity

TOOLS AND RESOURCES

European Portfolio for Student Teachers of Languages (EPOSTL). Selected categories of teaching competences: aims and needs, the role of language teachers, culture, learner autonomy, portfolios, self- and peer assessment.

Fenner, A.-B., Jones, B., Newby, D. *Using the European Portfolio for Student Teachers of Languages (EPOSTL)*. Graz/Strasbourg: The European Centre for Modern Languages, 2011.

EXAMPLE 1
EPOSTL: selected categories of teaching competences

The Role of the Language Teacher (EPOSTL, p. 17)

1. I can promote the value and benefits of language learning to learners, parents and others.
2. I can take into account the knowledge of other languages, which other learners may already possess, and help them to build on this knowledge when learning additional languages.
3. I can draw on appropriate theories of language, learning, culture etc. and relevant research findings to guide my teaching.
4. I can accept feedback from my peers and mentors and build this into my teaching.

Culture (EPOSTL, p. 29)

1. I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.).

2. I can create opportunities for learners to explore the culture of target language communities out of class (Internet, emails etc.).

3. I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behaviour'.

4. I can evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence.

5. I can evaluate and select a variety of texts, source material and activities which help learners to reflect on the concept of 'otherness' and understand different value systems.

6. I can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these.

7. I can evaluate and select activities which enhance the learners' intercultural awareness.

8. I can evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language.

Learner Autonomy (EPOSTL, p. 45)

1. I can evaluate and select a variety of activities which help learners to reflect on their existing knowledge and competences.

2. I can evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles.

3. I can guide and assist learners in setting their own aims and objectives and in planning their own learning.

4. I can evaluate and select tasks which help learners to reflect on and develop specific learning strategies and study skills.

5. I can help learners to reflect on and evaluate their own learning processes and evaluate the outcomes.

Self- and Peer Assessment (EPOSTL, p. 54)

1. I can help learners to set personal targets and assess their own performance.

2. I can help learners to engage in peer assessment.

3. I can help learners to use the European Language Portfolio.

Portfolios (EPOSTL, p. 48)

1. I can set specific aims and objectives of portfolio work (for coursework, for continuous assessment etc.).

2. I can plan and structure portfolio work.

3. I can supervise and give constructive feedback on portfolio work.

4. I can encourage self- and peer assessment of portfolio work

Lesson plan 14 MY DOUBLE SCENARIO

In this lesson plan student teachers use PluriMobil lesson plans to create a mobility project scenario for their prospective students.

EXPERIENCES

Student teachers

- reflect on their future practice of supporting mobility experiences of their pupils
- become aware of the use of tools which they have experienced themselves
- are able to transfer their experiences to their own teaching practice

TARGETED COMPETENCES

Student teachers

- can understand and integrate content from European documents (e.g. CEFR, ELP), as appropriate, in their teaching (EPOSTL, p. 15)
- can set specific aims and objectives of portfolio work (for coursework, for continuous assessment etc.) (EPOSTL, p. 48)
- can help learners to use the European Language Portfolio (EPOSTL, p. 54)

PROCEDURE

AFTER

This lesson plan aims at acquainting student teachers with the ideas and tools proposed by PluriMobil. Ideally, the session is conducted after student teachers return from their mobility activity.



Individual work: Student teachers briefly give a summary of their mobility experience (BEFORE-DURING-AFTER), inspired by the anecdote about Sophie presented in chapter 2.1. of the *PluriMobil handbook*. They reflect on their own use of the European Language Portfolio (ELP), the Autobiography of Intercultural Encounters (AIE), and the other accompanying activities in the context of their mobility experience.

The teacher trainer presents a sample scenario taken from the *PluriMobil handbook* and relevant lesson plans to demonstrate how to prepare student teachers for a mobility project.



In small groups the student teachers imagine a concrete case of pupils they might teach in the future and create a mini-scenario on the basis of a form structured by stages (BEFORE-DURING-AFTER) (see Example 1 – a mini-scenario). Example 2 provides detailed instructions of how to prepare a mini-scenario and offers an example of a scenario for lower secondary school learners participating in face-to-face mobility activities.



Alternatively, if student teachers are trained to teach in schools at different levels, each group might be asked to prepare a mini-scenario addressed to a distinctive target group involved in a specific type of mobility project (see Example 3 – target groups)

To prepare the mini-scenario, the student teachers are encouraged to use the PluriMobil handbook and lesson plans as well as the ELP and the AIE.



Presentation: The groups present their mini-scenario (orally or in written form) in front of the whole group.

FINAL PRODUCT FOR THE PORTFOLIO

- Contextualized mini-scenario for a future pupil
- Report or short presentation

EXAMPLE 1 A template of a mini-scenario

Template for a mini-scenario

Basic data for the case study:

Name, age, level (primary or secondary), languages, destination, type and duration of mobility experience

	Description of mobility project [in this section, detailed information about each particular stage of a mobility project is provided]	Experiences/Targeted competences (see PluriMobil lesson plans) [here it is recommended to list/describe major objectives to be accomplished at different stages during the mobility activity]	Activities and PluriMobil lesson plans [here list the activities to be completed and the numbers of PluriMobil lesson plans to be used]	Tools (e.g. ELP, AIE, videos, etc.) [list all tools and resources to be used]
Before				
During				
After				

EXAMPLE 2 An example of a completed mini-scenario (see the next page)

A mini-scenario for lower secondary school students participating in mobility (face-to-face mobility)

Short description of the mobility project:

A group of 14-year-old teenagers in a lower secondary school in Romania is planning to participate in a COMENIUS school project and will soon take part in a 10-day school exchange in Portugal. The language of communication among partner pupils will be French. The agenda of the exchange includes a variety of joint activities – the learners will work on the project, attend school trips and participate in a variety of social events prepared by the school and the local community. The Romanian learners will also be able to attend Portuguese language classes.

	Description of mobility project	Experiences/Targeted competences (see PluriMobil lesson plans)	Activities and PluriMobil lesson plans	Tools (e.g. ELP, AIE, videos, etc.)
Before	<p>During a few foreign language lessons preceding the mobility:</p> <ul style="list-style-type: none"> the teacher together with the learners establish the goal(s) of the exchange and prepare the program frame learners get to know the host country and are encouraged to improve their learning skills during the mobility 	<ul style="list-style-type: none"> Becoming aware of their perception of their own and the host country's culture(s). Reflecting on stereotypes Preparing themselves for the exchange by reflecting on the areas to observe while on mobility Talking about ways of developing one's language skills 	<p>Learners talk about stereotypes typically used to describe different countries (including their own and the host country): LP 2</p> <p>Learners prepare questions about the host country they want to ask during the mobility: LP 5</p> <p>Learners talk about different strategies useful in enhancing language skills: LP 9</p> <p>Learners set a number of learning objectives: LP 9</p>	<p>Descriptions of stereotypes, film clips: LP 2</p> <p>Provided in LP 5</p> <p>ELP (or materials provided in LP 9)</p>
During	<p>During their stay, learners</p> <ul style="list-style-type: none"> participate in planned activities, such as school projects, field trips, excursions, social events, etc. record the experiences in a portfolio, a diary or a blog 	<ul style="list-style-type: none"> Noticing that there is a common culture but that at the same time there are differences even within a culture. 	<p>Learners share their perceptions of different countries: LP 2</p> <p>Learners interview the hosts: LP 5</p> <p>Learners observe their progress: LP 9</p>	<p>Materials prepared by the students before the mobility</p>
After	<p>Back in the home institution, learners</p> <ul style="list-style-type: none"> share the experience through personal accounts, presentations, posters, etc. stay in touch with the exchange partners. 	<ul style="list-style-type: none"> Sharing mobility experiences with other learners in the home institution Observing linguistic progress, setting further learning goals 	<p>Learners discuss the changes in their perceptions: LP 2</p> <p>Learners present the outcome of their questionnaire: LP 5</p> <p>Learners discuss whether they accomplished their learning goals: LP 9</p>	<p>Materials the learners prepared during the mobility ELP (in LP9)</p>

Example 3

Sample target groups

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You teach a group of 7-8 old pupils. You plan to arrange virtual mobility projects/opportunities with a primary school abroad. The pupils from both institutions share the same L2. In the course of the mobility experience, the pupils will write emails, use Skype to meet online once a month and run a blog on the selected topics, such as holidays, my family, my school, my hobby, etc.

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You teach in lower secondary school and plan to participate in a bilateral project with a partner institution in which learners share the same L2. The mobility project will include two meetings in respective institutions and monthly contact by means of ICT.

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You teach in a vocational school. A group of your students is going to do an internship with different companies in a target language country. They are going to spend 1 month there.

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You are a teacher trainer. A group of students are going to study for 1 semester at a university in a different country as part of the Erasmus programme.

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Your secondary school students are going to spend two weeks in a target language country. They are going to stay with host families. The aim of the mobility project is to complete an interdisciplinary project in cooperation with peers from the hosting school. Additionally, your students will have a chance to attend a few regular classes with their L2 peers.

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All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

