Plurilingual and Intercultural Education in Primary Education
Strasbourg, 22-24 November 2012

Languages in/for Education
Langues dans/pour l'Education
Language Policy Division
Division des Politiques linguistiques

'PluriMobil' Project (ECML): supporting mobility for sustainable intercultural learning

European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum

PH SG

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Mobility as part of the curriculum for purilingual and intercultural education

- Mobility as part of the **experiential dimension** of the curriculum
- **Intercultural learning**: knowing and understandig other cultures better, handling of cultural differences, mediating between cultures, questioning the assumptions of one's own cultural group and milieu
- **Plurilingual learning** : enhancing communicative competence in other languages, opening to the diversity of languages, widening the plurilingual repertoires of the learners (including the aptitude of learning to learn)

(cf. Guide for the development and implementation of curricula for plurilingual and intercultural education, 2010)

Mobility as part of the curriculum for purilingual and intercultural education

Different types of mobilities (real, virtual, different durations and contexts) for the purpose of learning

•Questionnaires: Experiences of mobility, relevant to the curriculums on primary level, mentioned by 7 out of 14 countries participating in this seminar

•Mentioned experiences: real, virtual (via information and communication technologies), and by correspondence (often E.U. projects, e.g. Comenius)

•3 countries describe highly developed mobility activities on primary level, including crossborder mobility:

Andorra, Czech Republic, Romania

LEARNING THROUGH LANGUAGES

Promoting inclusive, plurilingual and intercultural education

APPRENDRE PAR LES LANGUES

Promouvoir une éducation inclusive, plurilingue et interculturelle

LERNEN DURCH SPRACHEN

Ein Programm für inklusive, mehrsprachige und interkulturelle Bildung

ECML

European Centre for Modern Languages of the Council of Europe in Graz

COUNCIL OF EUROPE CONSEIL DE L'EUROPE

European Centre for Modern Languages
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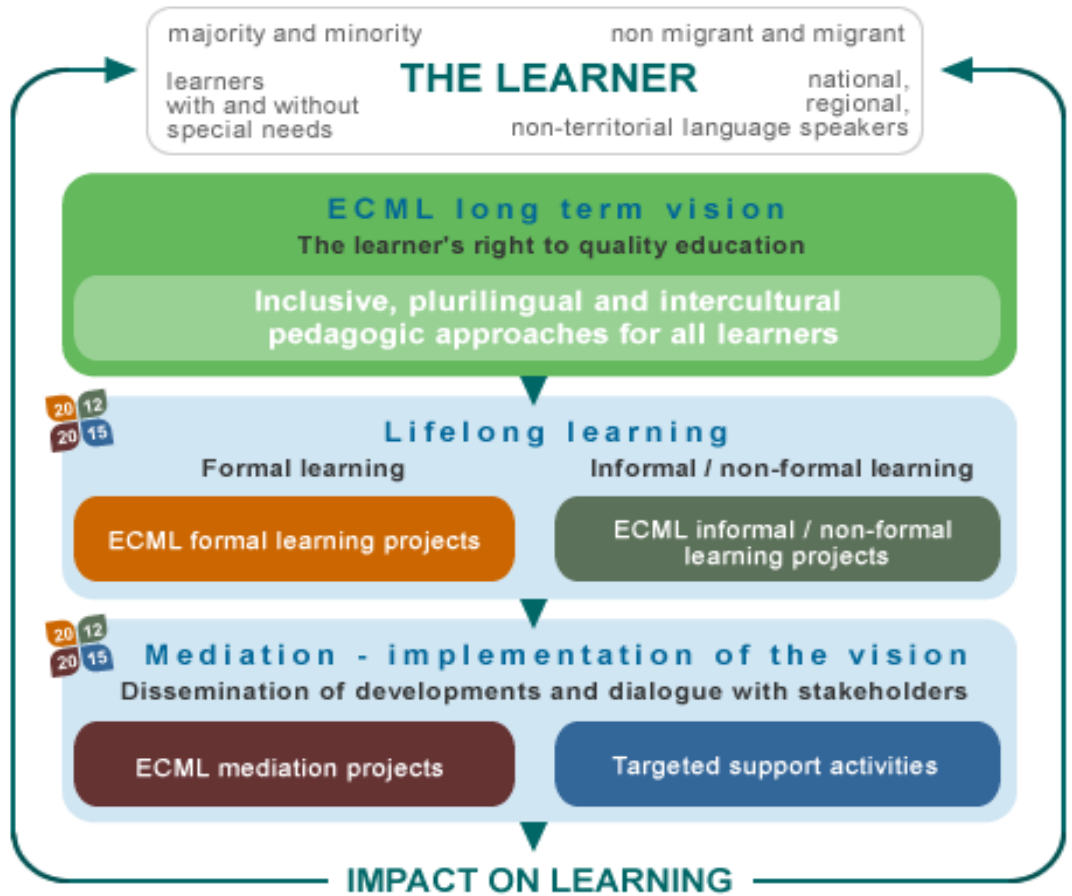
Europäisches Fremdsprachenzentrum

ECML programme 2012-2015
Learning through languages
Promoting inclusive, plurilingual and intercultural education

http://www.ecml.at /programme



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- http://plurimobil.ecml.at/

- **Mobility programmes for plurilingual and intercultural education - Tools for language teachers and teacher trainers**
- First phase 2010-2011, second phase 2012-2014

- **Target audience:** teacher trainers, teachers
- **Ultimate beneficiaries: student teachers** and pupils

-> primary

-> lower secondary

-> upper secondary (general and vocational)

PluriMobil – members

- **Project coordinator:** *Mirjam Egli Cuenat*, Pädagogische Hochschule St. Gallen, PHSG, Switzerland

- **Group members**:
- *Chantal Muller*, Haute Ecole de Namur (Belgium)
- *Kristin Brogan,* Institute of Technology Tralee (Ireland)
- *Anna Czura*, University Wrocław Poland (Poland)

- **Associated members:** *Barbara Wolfer* (PHSG, Switzerland), *Lukas Bleichenbacher* (PHSG, Switzerland), *Katharina Höchle* (PHSG, Switzerland), *Josephine Cole* (UK), Anna Sczepanska (Poland)

Aims of the project

Mobility programmes need not automatically result in better intercultural or linguistic skills.

- *PluriMobil = pedagogical device, enabling* ***student teachers/pupils*** *to*
- ***fully benefit from the learning opportunities offered by mobility programmes***
- ***integrate intercultural encounters into a sustainable learning process***

PluriMobil aims at enhancing

- **the ability of the student teachers and the pupils to learn,** that is "knowing how, or being disposed, to discover 'otherness' – whether the other is another language, another culture, other people or new areas of knowledge" (CEFR, p.12)

- the ability of the future teachers to **transmit** this ability **to their future pupils**

Method

- Compilation of **learning scenarios** (**before-during-after**) based on concrete cases of mobility experiences
- Creation of materials (workshop-plans) **by practitioners for practitioners**
- Integration of **Council of Europe tools**, via a **focused and structured use for monitoring mobility experiences**, thus making them more available to **teacher trainers** and to **(future) teachers** as potential users

The pedagogical scenario

The learning scenario describes the main stages of a mobility experience:

BEFORE: the preparatory phase

DURING: the mobility experience (e.g. the period spent abroad)

AFTER: the follow-up period

In specific, it describes how certain tools of the Council of Europe, e.g. the **European language portfolio** and the **Autobiography of intercultural encounters** can be used for the accompaniment of mobility processes

The double scenario

Same type of scenario,

adapted to the needs of each target group

a) for the student teachers

b) for the pupils

based on the principle that the trainees / teachers will be more likely to integrate in their teaching what they have experienced themselves during their own training (« pädagogischer Doppeldecker »).

Council of Europe tools included:

- European Language Portfolio (ELP)
- Autobiography of Intercultural Encounters (AIE)
- Framework of Reference for Pluralistic Approaches to Languages and Cultures (CARAP/REPA)
- Development and Evaluation of Intercultural Communicative Competence (ICCintE)
- Mirrors and Windows. An intercultural communication textbook.
- European Portfolio for Student Teachers of Languages – A reflection tool for language teacher education (PEPELF/EPOSTL)
- others

Publication (draft version)

containing scenarios for the different target groups

www.plurimobil.ecml.at

Example of activities in a scenario

BEFORE: Anticipating the intercultural encounter, reflecting on one's identity (**AIE**), setting linguistic goals (**ELP**)

DURING: collecting examples of plurilingual practice **(FREPA**), describing environment or customs (Mirrors and windows), monitoring linguistic progress – language learning diary (**ELP**)

AFTER: looking back on language and intercultural learning (**ELP, AIE**), (only for student teachers: reflecting on how to transfer mobility learning experience on teaching)

The results of all activities are collected in a portfolio

Materials/lesson plans

http://plurimobil.ecml.at/Resources/tabid/2104/language/en-GB/Default.aspx

-> adapted to the scenarios:

-Targeted competences
- Used tools
- Procedure (activities and steps)
- Final product (output)

Ex. targeted competences (« before »)

PluriMobil Primary Material 1: My self portrait

The pupils

- can describe themselves and their family (CEFR/ELP, A1- A2 speaking, writing)
- can talk about certain aspects of their own culture (FREPA, skills, S-4)

PluriMobil Primary Material 4: Same and different

The pupils

- can perceive similarities and differences (FREPA, skills, S-3.1)
- are open to the children of their partnership class (speaking another language/belonging to other cultures) (FREPA, attitudes, A-5)

Ex. targeted competences (« before »)

PluriMobil student teacher Material 1: The concept of culture

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

Practice example at primary level

Project leader: Aneta Porczyk Fromowitz (member of the PluriMobil network)

French-Polish bilingual school „La Fontaine", Warsaw, Poland

Project partner: Christine Hainaut
Ecole Primaire de Lancelot (multilingual class) , Privas, France

Children age 7-8 (Poland) age 10-11 (France)

Duration: 2012-2013

Practice example at primary level

Virtual mobility based on "Culture in a box" (British council)
Exchanges of 10 boxes with selected objects on selected themes (my school, my town, my country,…), skype meetings

Accompaniment of learning processes (based on PluriMobil), e.g.
-thinking about self and other representation,
-working on intercultural attitudes,
-setting linguistic objectives,
-getting to know other cultures,
-working on plurilingual vocabulary (including French, Polish, different languages of origin)

An example of mobility on primary level

“Culture in a box”: the Polish children send their self-portraits to their French partnership class

An example of mobility on primary level

“Culture in a box”: the Polish children receive the self-portraits and a class schedule form their French partnership class

PluriMobil

… helps to set clear goals, especially with regard to intercultural learning

… provides scenarios and lesson plans, based on COE tools, to plan and to monitor the learning process

… can be adapted to multiple mobility contexts

… promotes implementation of mobility for PIE into practice by the principle of the “double scenario”

Modular approach of the project

2010-2011

Development of scenarios (publication) and materials/lesson plans(website) for primary and lower secondary (draft versions)

2012-2014

•Finalization of materials for primary and upper secondary, implementation into practice,

•Adaption of scenarios and lesson plans to needs of upper secondary.