



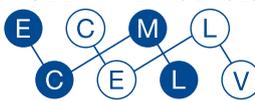
PLURI MOBIL

Plurilingual and intercultural learning through mobility

Practical resources for teachers
and teacher trainers

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QUICK START GUIDE

EUROPEAN CENTRE FOR
MODERN LANGUAGES

CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

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PluriMobil quick start guide

PluriMobil is a teaching tool that offers practical resources to teachers (primary to upper secondary school), teacher trainers, international officers and other stakeholders to help them support the plurilingual and intercultural learning of students before, during and after a mobility activity.

1 Is PluriMobil a resource I can use?

If any of these describe you, it is!

- ✓ You are a **teacher in a primary, secondary (lower and upper) or vocational** school
- ✓ You are a **teacher trainer** or an **international officer involved with student exchanges**
- ✓ Your students are about to get involved in a **mobility project**
- ✓ You and your students would like to **start interacting with other schools online**
- ✓ You wish to develop your **students' language and intercultural competences**
- ✓ You wish your students to be **more autonomous**
- ✓ You are looking for **ideas and materials** to plan a mobility project

2 What kind of mobility projects does PluriMobil support?

Mobility activities for pupils, students, teachers and student teachers

Short (one – two weeks) and **longer** (a period of months) mobility activities

Exchanges between schools or companies

Real life or virtual mobility activities

3 Why use PluriMobil?

- PluriMobil provides you with concrete ideas for your mobility project
- PluriMobil offers ideas for activities and materials to support your students for the phases **before, during and after** a mobility activity
- PluriMobil can be adapted to multiple mobility projects across all teaching levels
- PluriMobil is a tool used in teacher training, it can help student teachers transfer their own mobility experience to their future learners

4 What does PluriMobil offer?

Lesson plans based on linguistic and intercultural learning for each phase of a mobility project (before, during and after)

A handbook that provides information on goals, activities and lesson plans, and advice for completing portfolios

Examples of learning scenarios for each level of education

Learning scenario templates for before, during and after a mobility project

Examples of how learning results can be collected in a portfolio

A website containing all PluriMobil tools, a range of practical materials and examples of good practices showing how PluriMobil has been used at different educational levels

All PluriMobil resources are available free of charge from the website:
www.ecml.at/plurimobil.

Putting PluriMobil into practice

PluriMobil teaching resources are practice oriented and easy to use.

1. Select the lesson plans that are appropriate for your students

Lesson plans follow a clear structure:

- learners' experiences as the starting point
- the targeted competences supported by these experiences are clearly indicated
- a list of activities to help achieve the targeted competences in different phases
- a list of suggested tools and resources
- a list of end products for the portfolio
- a teaching example for use with learners, to be photocopied or adapted according to the needs of the students

2. Use or adapt the lesson plans at all stages of the mobility activity

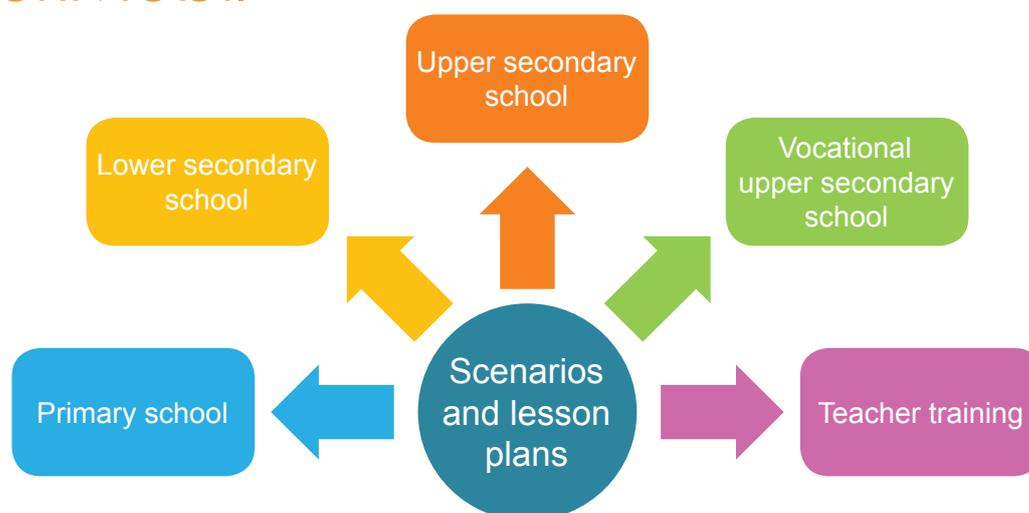
- prepare the students **before**
- accompany them **during**
- help them collect results **after**
- integrate the suggestions from PluriMobil into your own pedagogical activities

3. Help your pupils or students to collect the results of their work with PluriMobil in a portfolio

- to compile the learners' experiences
- to enhance learning awareness
- to foster learner autonomy

This is done by the learner with the help of the teacher.

Educational levels addressed by PluriMobil



Example of a mobility scenario

for lower secondary school students

Mobility experience

Dan is a 14-year-old teenager in lower secondary school in Romania. He has volunteered 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 mobility partners will be French, but of course the learners will also teach each other some Portuguese and Romanian. Dan is a keen learner of French and feels very enthusiastic about working on the project and travelling to Portugal.

Before: A few after school meetings with their French teacher help the learners to prepare for the mobility project.

During: The programme of the exchange trip includes a variety of joint activities – the learners will work on the project, take part in school trips and participate in a variety of social events prepared by the school and the local community. The Romanian pupils will also be able to attend French classes at the host school.

After: Back at the home institution, the learners share their mobility experiences with other students. They keep in touch with their mobility partners via the Internet.



Mobility scenarios

	Description of mobility project	Experiences and targeted competences	PluriMobil lesson plans and tools used
Before	<p>During a few target language lessons:</p> <ul style="list-style-type: none"> the teacher and the learners establish the goal(s) of the exchange and prepare the programme framework learners get to know the host country and are encouraged to improve their learning skills during the mobility activity 	<ul style="list-style-type: none"> Becoming aware of their perception of their own and their hosts' cultures Reflecting on stereotypes Preparing themselves for the exchange by reflecting on the areas to observe while on the mobility activity Talking about ways of developing their language skills 	<p>Lesson plan 2: On the basis of descriptions of stereotypes and film clips, learners talk about stereotypes typically used to describe different countries (including their own and those of their host country)</p> <p>Lesson plan 5: Learners prepare questions they want to ask about the host country during the mobility activity</p> <p>Lesson plan 9: Learners talk about different strategies useful in enhancing language skills on the basis of the learning strategies checklist in the European Language Portfolio (ELP). Additionally, they set a number of learning objectives</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 and social events record their experiences in a portfolio, diary or blog 	<ul style="list-style-type: none"> Noticing that there is a common culture in an area/region/country but that at the same time there are also big differences Applying learner strategies in a new environment 	<p>Lesson plan 2: Learners share their perceptions of different cultures</p> <p>Lesson plan 5: Learners interview the hosts using the questionnaires prepared before the mobility activity</p> <p>Lesson plan 9: Learners observe their linguistic progress</p>
After	<p>Back at their home institution learners:</p> <ul style="list-style-type: none"> share their 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 at the home institution Observing linguistic progress and setting further learning goals 	<p>Lesson plan 2: Learners discuss the changes in their perceptions of stereotypes</p> <p>Lesson plan 5: Learners present the outcome of their questionnaires</p> <p>Lesson plan 9: Learners discuss whether they accomplished their learning goals</p>

A complete list of lesson plans and sample mobility scenarios for all five educational levels are available in the PluriMobil handbook.

Example of a PluriMobil lesson plan for lower secondary school students

Lesson plan 9 (lower secondary)

THE EUROPEAN LANGUAGE PORTFOLIO: HOW DO I LEARN AND HOW DO I WANT TO LEARN?

In this lesson plan the learners set themselves goals for language learning during their mobility activity. They also think about their learning strategies and assess their own progress.

EXPERIENCES

Learners assess their progress in the area of language acquisition by using the European Language Portfolio (ELP)

TARGETED COMPETENCES

Learners can learn autonomously (see *A Framework of Reference for Pluralistic Approaches*, FREPA, skills, S 7.6)

PROCEDURE

BEFORE



The teacher encourages learners to use the ELP or the grid attached to this lesson plan to reflect on their language learning strategies.

DURING



Learners observe their progress and the use of language learning strategies and complete the self-assessment checklist.

AFTER



In pairs or groups, learners discuss whether they have achieved their goals.

FINAL PRODUCT FOR THE PORTFOLIO

The list of language learning strategies used by learners.

TOOLS AND RESOURCES

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). Council of Europe, 2001. www.coe.int/t/dg4/linguistic/cadre1_en.asp

The European language portfolio (ELP for 10-15 years-old students), Polish version. Warszawa: CODN, 2004. For other versions see *European Language Portfolio* website of the Council of Europe: <http://elp-implementation.ecml.at>

Głowacka, B. *Czego Janek się nauczy...przewodnik metodyczny dla nauczycieli do Europejskiego Portfolio Językowego dla uczniów od 10 do 15 lat.* Warszawa: Wydawnictwa CODN, 2005. (*Guidebook for teachers to the ELP for 10-15 years old students*).

EXAMPLE

Goal-setting checklist (see next page)

Before your mobility activity, list some of the language goals you would like to achieve. Think about what you can do to achieve these goals. During your mobility activity, check if you are really doing what you planned to do. After your mobility activity, tick the goals you have actually achieved.

Example of a goal-setting checklist

Level A2 of the Common European Framework of Reference (CEFR)

	BEFORE What can I do during my mobility stay to achieve these goals? (Explain)	DURING What am I doing? (Explain)	AFTER Have I reached my goal? (Tick if yes)
LISTENING			
I can understand the main points in short and very simple news bulletins on TV if I can see pictures.			
I can understand the topic if people speak slowly and clearly.			
READING			
I can understand simple descriptions of people, things and places.			
I can understand simple instructions, e.g. in a lift, on a telephone or on a computer if there are also symbols or pictures.			
SPEAKING			
I can order something to eat or drink in a simple way (e.g. in a café).			
I can take part in a very simple short conversation on a familiar topic (e.g. what we did on Sunday).			
WRITING			
I can describe places, people and things in a simple way.			
I can describe myself and my favourite activities in a simple way (e.g. what I like doing in my free time)			

PluriMobil lesson plan

PluriMobil lesson plans are designed for students, teachers and student teachers in primary, secondary (lower and upper) and vocational schools. All PluriMobil lesson plans can be downloaded from www.ecml.at/plurimobil.

Lesson plan

(Title)

This box describes the major objectives and expected outputs of the lesson plan. In some cases it offers additional suggestions on how to implement the lesson plan in the classroom or how to involve the mobility partners in a given task.

EXPERIENCES

This section lists what the learner can gain from the activities suggested in the lesson plan.

TARGETED COMPETENCES

This list presents intercultural, plurilingual, personal and other competences that the lesson plan aims to develop. It is based on the descriptors offered by Council of Europe documents such as *A Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA)*, *The Common European Framework of Reference for Languages (CEFR)*, *Developing and assessing intercultural communicative competence – A guide for language teachers and teacher educators (ICCI nTE)*.

PROCEDURE

This section includes a description of possible content and development of the lesson plan, organised according to the different phases of mobility (before, during and after).

BEFORE



This stage of mobility refers to the activities the students are involved in before they go to the host institution or contact their mobility partners. Each step is identified by icons that describe the type of interaction and skills developed by a given task.

DURING



In this stage, students complete the specified tasks individually or together with their mobility partners over the course of their mobility activity.

AFTER



These tasks are completed after the students complete the mobility activity.

FINAL PRODUCT FOR THE PORTFOLIO

This section suggests final outputs that can be included in students' portfolios.

TOOLS AND RESOURCES

This section features a list of pedagogical instruments developed by the Council of Europe and other resources (such as websites, books and pictures) that can be used in lesson plans.

EXAMPLE

The last part of a lesson plan includes worksheets that can be copied or examples supporting the suggested activities.

PluriMobil scenario template

PluriMobil proposes a so-called “scenario template”.

This template helps you to plan your teaching activities for the whole mobility project (before, during and after).

You can use this template as a starting point for discussions with your partner institution to:

- give an outline of your mobility project (in the top orange box);
- add a more detailed description of each stage in the second column;
- set clear goals for each stage in the goals column, inspired by the “experiences/targeted competences” listed in the PluriMobil lesson plans;
- outline the activities you plan in the activities column, using the PluriMobil lesson plans as a starting point;
- add possible products for the mobility portfolio which your students are going to create.

Short description of the mobility project			
[Recommendation: In this section, provide rough information about the mobility project: age of learners, school type, languages, type and duration of mobility experience...]			
	Description of the mobility project	Goals and experiences or targeted competences	Activities PluriMobil lesson plans and tools used
	[Recommendation: list detailed information about each particular stage of mobility]	[Recommendation: list/describe major objectives to be accomplished at different stages of mobility]	[Recommendation: list the activities to be completed and the number of PluriMobil lesson plans used]
Before	Before the mobility project, the students...	Students <ul style="list-style-type: none"> • can... 	
Documents to be added to the portfolio before the mobility project: ...			
During	During the mobility project, the students...	Students <ul style="list-style-type: none"> • can... 	
Documents to be added to the portfolio during the mobility project: ...			
After	Back home, the students...	Students <ul style="list-style-type: none"> • can... 	
Documents to be added to the portfolio after the mobility project: ...			

A complete list of lesson plans and sample mobility scenarios for all five educational levels are available in the PluriMobil handbook.

PluriMobil for student teachers

PluriMobil offers a “double scenario” for teacher training

- teacher trainers support student teachers in the planning of mobility projects using PluriMobil tools.
- student teachers, like language learners, prepare their mobility portfolios.

After concluding their own mobility project, student teachers are familiar with PluriMobil scenarios and lesson plans. Student teachers design mobility scenarios for their future language learners.

My double scenario

I am training to be a teacher

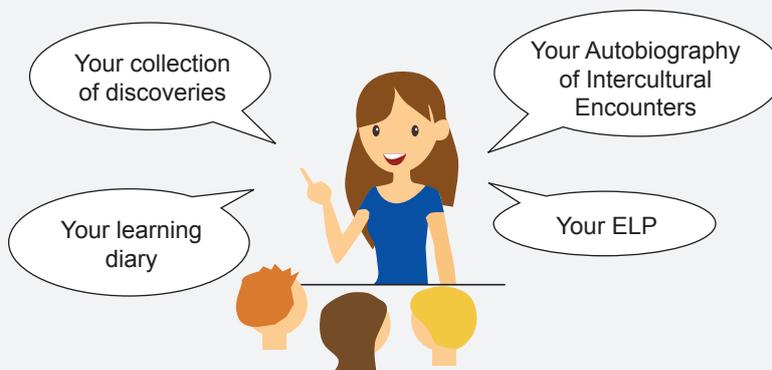
My teacher trainer used PluriMobil scenarios to prepare me for my mobility activity during my teacher training.



MY DOUBLE SCENARIO

I am your teacher now

Now I am going to use the PluriMobil scenarios with my students to prepare them for their mobility experience!



More about PluriMobil

Council of Europe tools

The most important tools used in PluriMobil are:

The European Language Portfolio (ELP)

www.coe.int/portfolio

The Autobiography of Intercultural Encounters

www.coe.int/t/dg4/autobiography/default_EN.asp

FREPA/CARAP – Framework of Reference for Pluralistic Approaches to Languages and Cultures

<http://carap.ecml.at>

European Portfolio for Student Teachers of Languages – A reflection tool for language teacher education (EPOSTL)

<http://epostl.ecml.at>

A complete list of Council of Europe tools used in PluriMobil, their content and an explanation of how they are used is available in the PluriMobil handbook.

PluriMobil FAQs

- **Do I have to use all of the lesson plans?**

No, you can select the ones you would like to use.

- **Do I need to attend an extra training session?**

No, the PluriMobil handbook available at www.ecml.at/plurimobil will give you all necessary information.

- **Do I have to pay to access the PluriMobil teaching materials?**

No, the materials are free of charge.

Who designed PluriMobil?

- **PluriMobil** is a project of the European Centre for Modern Languages of the Council of Europe.
- **PluriMobil project coordinator:** Mirjam Egli Cuenat, Pädagogische Hochschule St. Gallen (PHSG), Switzerland.
- **The PluriMobil team:** Kristin Brogan, Institute of Technology Tralee, Ireland; Anna Czura, University Wrocław, Poland; Chantal Muller, Haute École Namur-Liège-Luxemboug, Belgium; Josephine Cole, UK; Anna Szczepańska, Poland.
- **Associated partners:** Barbara Wolfer, Lukas Bleichenbacher and Katharina Höchle Meier, PHSG, Switzerland.
- Participants in the central workshops and network meetings in Graz, Austria (2011, 2012, 2014) and St. Gallen, Switzerland (2013).

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The Council of Europe is the continent's leading human rights organisation. It includes 47 member states, 28 of which are members of the European Union.

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.

