

Mobility for plurilingual and intercultural education: Tools for language teachers and teacher trainers

Draft version

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Mobilité pour une éducation plurilingue et interculturelle: Outils pour les enseignants de langues et les formateurs d'enseignants

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1. Introduction

What are the aims of PluriMobil?

Even though mobility programmes are recognised as one of the most powerful pedagogical instruments in curricula aiming at plurilingual and intercultural education,¹ they may not automatically result in better intercultural or linguistic outcomes. The aim of the PluriMobil project is to present a pedagogical device which will enable teachers to assist learners in benefiting, as much as possible, from the learning opportunities which they are offered by mobility – by integrating their intercultural and plurilingual encounters in a sustained learning process.

In particular, PluriMobil aims to develop the (trainee) teachers' ability 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",² in order to be able to assist their (future) pupils in developing this ability.

PluriMobil would like to encourage, at a very practical level, the application of various tools of the Council of Europe. For the necessary theoretical background, we refer the interested reader to the tools cited.

What is meant by a double-learning scenario?

PluriMobil presents a so-called learning-scenario³, catering for the entire mobility process: the preparatory phase, the period spent abroad, the post-mobility programme experience, and the follow-up period. In particular, it is based on the use of selected tools of the Council of Europe which encourage reflective practice, autonomous learning, goal setting and self-evaluation, specifically the European Language Portfolio ([ELP](#)) and the *Autobiography of Intercultural Encounters* ([AIE](#)).

The device is called a double-learning scenario (see also the mind map in Figure 1) as it is aimed, at the same time, at:

- (a) teachers in initial training who will test the instrument during their own exchange experience; and
- (b) the pupils in primary and lower secondary school whom these teachers will work with in their future professional life.

This is based on the insight that the students, as future teachers, can integrate more easily into their teaching what they have experienced in real life, during their own education and training.

The scenario targeted at pupils is, of course, also intended for in-service teachers involved in mobility at primary or lower secondary level. In any case, teachers are strongly encouraged to apply the activities proposed at the trainee level (for example, in collaboration with a colleague or in a team), to keep a portfolio and to practise self-reflection, in order to get a deeper understanding of the scenarios and related tools through their own experience.

How are the scenarios structured?

For each target group – trainee teachers, pupils (primary school and lower secondary schools) – a scenario and several related materials, accessible via hyperlinks on the Plurimobil website, are proposed. The scenarios and materials for the different target groups are structured according to the same principles and interrelated in the double scenario, as explained in the preceding section and illustrated in the mind map

(Figure 1).

Scenario-plan

For each stage, you will first find a personal story about mobility as an “entrance door” to the scenario. Secondly, the scenario-plan is presented in the form of a grid according to the stages of mobility (“Before” – “During” – “After”).

For each of the stages a list of aims and contents has been designed. These contents and activities support the enhancement of plurilingual and intercultural competence⁴ (knowledge, skills and attitudes), defined in the related materials. They can easily be adapted according to the context and the students’ specific needs.

The selected list of aims and contents is not exhaustive, but is representative of what we would like to promote on the basis of our experiences. The chosen aims and contents are similar for all levels but were rephrased in order to match the different levels.

Related materials

In order to promote the targeted aims and contents, learning activities have been developed. They are presented as materials, in the form of workshop or lesson plans, structured with reference to the recommendations listed in *Developing and assessing intercultural communicative competence – A guide for language teachers and teacher educators*, Council of Europe Publishing, 2008 (ICCinTE project, Chapter 3, “Planning intercultural communication workshops”):

- Who? Trainee teachers or pupils (primary/lower secondary) who are to participate in mobility.
- Why? List of aims/contents and targeted competences.
- What? Content of the workshop: thematic areas and list of planned activities.
- How? Activity types or techniques to be used.
- Products? Results expected for these activities/documents produced.

In the “Why” section, as recommended in the ICCinTE publication, some target competences derive from the aims and contents: “After stating the aim(s), draft some objectives, namely statements of what the participants will learn and what they will be able to do by the end of the workshop(s) or course” (ICCinTE, p. 13). These targeted competences have been defined on the basis of several tools produced by the Council of Europe, namely:

- *Developing and assessing intercultural communicative competence – A guide for language teachers and teacher educators* (ICCinTE);
- *Common European Framework of Reference for Languages: learning, teaching, assessment* (CEFR);
- *FREPA – Framework of Reference for Pluralistic Approaches to Languages and Cultures*;
- *European Portfolio for Student Teachers of Languages – A reflection tool for language teacher education* (EPOSTL).

The workshops will be guided by facilitators, who will use the described scenarios and materials. Activities, aims and competences can be flexibly adapted to different contexts of mobility and the needs of the learners at different levels, be they trainee teachers or pupils at primary or lower secondary level.

How can the tools of the Council of Europe, integrated into the scenario-plans and the materials (activities), be used?

The tools developed by the Council of Europe can be used in the following manner:

European Language Portfolio

The portfolio approach is the backbone of all scenarios: the student will put the results of all his activities, reflections and experiences linked to mobility in a portfolio,⁵ which can take the form of a file (paper) – the actual European Language Portfolio (ELP) – or of a blog (virtual) – based on the same rubrics as the ELP.

The ELP is a document in which those who are learning or have learned a language – whether at school or outside school – can record and reflect on their language learning and intercultural experiences. Every ELP contains three parts: Language Passport, Language Biography and Dossier.⁶

- the Passport section provides an overview of the individual's proficiency in different languages and his or her intercultural experiences at a given point in time;
- the Language Biography documents the personal history of language learning and intercultural experience. It facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress;
- the Dossier offers the learner the opportunity to select materials to document and illustrate his or her abilities in the different languages.

The European Language Portfolio exists in many different versions, in different languages and for different target groups, from primary school to higher education. A range of models to be downloaded can be found at: <http://elp.ecml.at/Portfolios/tabid/2370/language/en-GB/Default.aspx>.

The portfolio can be considered as a tool for personal development. As such it is not assessed, although all the tasks should be completed.

If the portfolio is linked with some ECTS credits (for trainee teachers), a formal assessment might be necessary. In this case, two competences can be evaluated: the depth of the intercultural reflection and the language skills acquired.

The Autobiography of Intercultural Encounters

The Autobiography of Intercultural Encounters has been developed by the Council of Europe to promote intercultural dialogue. It is a personal document which encourages users to think about and learn from the intercultural encounters that have made a strong impression or had a long-lasting effect on them. It is available in two versions: a version for younger learners, for those aged up to about 11, and a version for other users in schools and beyond. The autobiography is proposed as one of the key instruments in preparing and accompanying the mobility experiences of (future) teachers and pupils in the PluriMobil project.

Other tools

As mentioned above, *Developing and assessing intercultural communicative competence – A guide for language teachers and teacher educators* (ICCinTE); *Common European Framework of Reference for Languages: learning, teaching, assessment* (CEFR); “FREPA – Framework of Reference for Pluralistic Approaches to Languages and Cultures”; and the *European Portfolio for Student Teachers of Languages – A reflection tool for language teacher education* (EPOSTL) have been chosen to define target competences related to the development of linguistic, intercultural, plurilingual and educational learning in the context of mobility. The user of the scenarios and materials is invited to consult these tools in order to adapt the targeted competences to the needs of the students or pupils involved in mobility.

A major part of the contents and activities proposed in the scenario-plans and in the materials, especially those designed for trainee teachers, are based on the ICCinTE project (see above), *Mirrors and windows, Intercultural competence for professional mobility* (ICOPROMO), *Preparing teachers to use the European Language Portfolio – Arguments, materials and resources* (ELP_TT) and the project *Enseignement précoce pour les langues modernes par des contenus* (EPLC). Descriptions of these tools and all the materials related to them can be easily accessed on the corresponding websites.

One of the aims of the PluriMobil project is to encourage teachers and teacher trainers to make independent use of

these tools. They may go beyond the activities proposed, which represent merely a subjective choice based on the experiences of the project team. For this reason, blank templates, for both scenario-plans and materials (workshop plans), can be found at: <http://plurimobil.ecml.at>⁷

How can the scenarios and materials be used?

As already stated, scenarios can be used flexibly and should be adapted according to individual contexts and needs. Here are the main points to focus on (see also Figure 1):

Before the stay:

- Defining one's identity: Who am I?
- Projecting oneself into a mobility experience (to imagine what it would be like).

During the stay:

- Personal diary of one's development.
- Collection of discoveries.

After the stay:

- Critical look back at one's personal development and pieces of evidence.
- Selection and presentation of some pieces of evidence.

In the materials described in the scenarios, which are available on the website, teachers can find more suggestions of activities and competences to be developed.

Ideally, both the home and host institutions should collaborate in the elaboration of a common scenario when they plan and carry out mobility projects, by:

- choosing aims and contents;
- choosing relevant materials;
- adapting materials to their own context and needs. A template for both the scenario and the material can be found on the [PluriMobil website](#). Materials, as well as examples of contextualised scenarios created by the participants of the ECML central workshop in March 2011, are also available on the website;
- monitoring the students'/pupils' development, for example, with the help of a portfolio.

2. Scenario for trainee teachers at primary or lower secondary levels

2.1 Introduction to the scenario for trainee teachers

An anecdotal first approach to the situation

Sophie, aged 23, is studying to become a primary school teacher at a teacher training college in Belgium. She plans to take part in a mobility stay of four months in an international class at a teacher training college in German-speaking Switzerland. Her first language is French. The language of communication in

the international class is English, the local languages outside the international class are German and Swiss German dialect. She aims to improve her knowledge of German and English, to get to know another school culture and to make international contacts.

Before: Sophie gets ready for the stay within her institution (the teacher training college), a preparatory module (three sessions) is offered.

During: Sophie arrives in Switzerland. For four months she takes part in the international class (classes, different activities). In addition, Sophie attends a portfolio module, which is part of her studies. She has some teaching practice (work placement) at a school.

After: Back in Belgium, she attends an event following the preparatory module giving her the opportunity to share her mobility experiences by presenting her portfolio and discussing possibilities of transfer to school practice. Her colleagues who are scheduled to take part in the next mobility stay also form part of the audience.

Overall aim

The trainee teachers will teach foreign languages in their own classes when they return. Consequently, their stay abroad will aim at three different kinds of objectives:

- intercultural competences, intercultural communicative competences;
- linguistic competences;
- meta-cognitive competences (learning strategies – learning how to learn).

Moreover, they could also develop:

- didactic, methodological competences;
- educational competences.

We want this scenario to address trainee teachers taking part in different kinds of mobility. The duration of stay will vary. The depth of their experience with the other culture and in the other language will differ. Some will take part in an international class and some will be integrated into normal courses. In the latter case, they will probably get a deeper insight into the culture and the language of the host country. Whereas students taking part in an international class will get a broader introduction to different cultures (not exclusively the host country's) and they will not necessarily be confronted with the language as it is used by native speakers, but rather with "global English". Moreover, some students take part in academic mobility projects, which mainly or exclusively involve courses. In this case, they meet students their own age in a "learning" situation. They will learn about youth culture in another or in other countries. Other students will only do teaching practice and will meet teachers and pupils, but relatively few or no student teachers from the host country. They will have a better insight into the school system and probably learn more about the language of the classroom.⁸

The workshops will aim for trainee teachers to increase their curiosity, and to encourage them to open their eyes, their ears and their hearts to otherness.

We would like this scenario to be flexible enough to be used in different kinds of mobility:

- different lengths of stay;
- different kinds of stay (practice, academic courses, both);
- different kinds of accommodation (with fellow students from the home country, with other guest students, with native students, in families);
- different habits in home countries: some students will be familiar with the European Language Portfolio whilst others may not;
- different demands from the home institution;
- number of credits awarded to the portfolio, time available.

Nevertheless, some of the suggested components seem to be essential. Others can be deepened or not, depending on the above-mentioned characteristics.

In order to cope with the very personal nature of describing one's own identity and intercultural encounters, we always allow students a choice either in the contents they want to deal with or the ones they choose to present.

In this scenario, according to the main points listed above, we consider certain activities as necessary steps whereas others suit particular circumstances, particular aims, better than others and are thus optional. The latter are marked in light grey.

NB: The materials with activities and workshop-plans can be downloaded from the project website <http://plurimobil.ecml.at>. In the electronic version of this publication the materials are directly accessible via Internet links.

2.2 Scenario-plan for trainee teachers (primary and secondary)

Before the mobility Workshop in the home institution		
- to reflect on one's own culturally determined values, behaviour and ways of thinking - to reflect on one's own multiple identity - to define terms such as identity, culture, intercultural communication and intercultural communicative competence	Material 1 – The concept of culture: from a personal idea to a definition. Exploring the multiple faces of culture.	<i>Autobiography of Intercultural Encounters</i> <i>Developing and assessing intercultural communicative competence</i> (ICCinTE) Enseignement précoce des langues modernes par des contenus (EPLC website)
- to practise observation and interpretation skills as well as critical thinking - to become analytical of one's responses and attitudes to experiences of other cultures	Material 2 – My plural cultural identity. Peeling your way through culture.	Enseignement précoce des langues modernes par des contenus (EPLC website)

to become aware of one's own assumptions, preconceptions, stereotypes and prejudices	Material 3 – Different views on the same culture. The misleading side of stereotypes.	Additional material
to understand what unites and separates people from different cultures	Material 4 – My Autobiography of Intercultural Encounters. Finding your way in the multicultural world.	<i>Autobiography of Intercultural Encounters</i>
to develop the participants' intercultural competence (knowledge, skills, attitudes) and learn to deal with cultural diversity	Material 5 – The visible, the less visible and the invisible. Excavating your way through culture. Stage 1.	Additional material
- to learn to use the tools provided to develop, teach and assess intercultural and linguistic competences as well as define needs and plan future progress in these areas - to become aware of one's ways of learning	Material 6 – European Language Portfolio. Designing the success to come.	European Language Portfolio <i>Preparing teachers to use the European Language Portfolio (ELP TT)</i> <i>Intercultural competence for professional mobility (ICOPROMO)</i>
- to raise awareness of culturally determined aspects in language use - to project oneself into the mobility (to imagine what it would be like)	Material 7 – Dangerous translations. Trusting the word power. Material 8 – My topic of interest in the other culture. An inquisitive approach to a new culture. Stage 1.	Additional material

During the mobility
Workshop in the host institution
Personal work

to reflect on one's own culturally determined values, behaviour and ways of thinking (with emphasis on the educational system/pedagogical strategies)	Material 5 – The visible, the less visible and the invisible. Excavating your way through culture. Stage 2.	Additional material
to raise awareness of intercultural differences in values, behaviour and ways of thinking (with emphasis on comparison of different educational systems/pedagogical strategies)	Material 7 – Dangerous translations. Trusting the word power.	<i>Intercultural competence for professional mobility (ICOPROMO)</i>
- to practise observation and interpretation skills as well as critical thinking - to develop the participants' intercultural competence (knowledge, skills, attitudes)	Material 8 – My topic of interest in the other culture. An inquisitive approach to a new culture. Stage 2.	Additional material
- to develop new pedagogical skills and approaches - to develop the participants' linguistic skills (language learning through culture, subject-specific language, language of classroom management, everyday life)	Material 9 – School sweet school. A journey through the education system. Material 10 – Learning diary. An account of the mobility.	Mirrors and windows European Language Portfolio
to monitor, assess and archive	Material 13 – Treasures. Culture through objects. Stage 1.	Additional material

personal/professional development and progress (knowledge, skills, attitudes, know-how skills, existential competences)		
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After the mobility

Personal work

Workshop in the home institution

to process experiences into resourceful and educational materials	Material 11 – My European Language Portfolio. A portrayal of a learning experience.	European Language Portfolio – paper version or blog
to assess individual progress in the area of language acquisition, intercultural communication, meta-cognitive skills and professional skills, and identify the events and methods which have enabled this progress	Material 12 – Delightful anecdotes. Sharing stories of educational enlightenment.	Additional material
to improve presentation skills	Material 13 – Treasures. Culture through objects. Stage 2.	Additional material
to develop participants' ability (applicable to trainee teachers) to transfer the knowledge and skills gained as a result of the completed mobility to their professional careers and apply them for the benefit of their future learners and colleagues	Material 14 – My double scenario. Reflecting on my mobility experience and those of my (future) pupils.	Additional material

3. Scenario for pupils from primary schools

3.1 Introduction to the scenario for primary school pupils

An anecdotal first approach to the situation

Anna is a 7-year-old Polish girl. As part of her class, she is doing a one-day exchange with another class just across the border. They have sent each other a photograph of the group and of the school. During this first visit, they play games together and they visit a castle in the town of the host institution. At a later date, the other class will visit Anna's home town. They will play games together, have a walk through Anna's home town and taste some typical food brought by the children from both schools. The children will explain what they have brought and what it is made of.

Due to the age of the pupils, the most practical solution will be a short-term exchange, pupils visiting each other for a day as a first step. This could take place within the same country, visiting another community or it could be just going over the border visiting one's neighbours, depending on the circumstances.

We have designed a more general scenario that could fit in with different circumstances and experiences. The length of time spent abroad, the amount of language already mastered, the age of the pupils, the kind of project (around a topic in a COMENIUS project for instance, or just to get to know each other) will affect the number of activities and the competences targeted.

Overall aim

We would like to develop the children's ability to discover "otherness" – whether the other is another language, another culture, other people or new areas of knowledge.

The pupils involved will also be the citizens of tomorrow. Consequently, their stay abroad/in another community will aim at three different kinds of objectives:

- intercultural competences, intercultural communicative competences;
- linguistic competences;
- meta-cognitive competences (learning strategies – learning how to learn).

Moreover, their stay abroad will also be part of their personal development as individuals.

Use of a portfolio

The children will put the most relevant results of their activities, reflections, experiences in a portfolio, which can take the form of a file (paper) or of a blog (virtual). The very concrete outcome of some of the activities may not always be integrated as such in the portfolio, but can be documented in it. In countries where there is a primary school version of the ELP, this can be used to motivate the pupils in self-evaluation, goal setting and presentation of their projects.

Materials

All the suggested activities in the materials section will aim to increase the pupils' curiosity, and to encourage them to open their eyes, their ears and their hearts to otherness. Teachers will select and adapt material from the described scenario for their own use. Teachers will also provide linguistic knowledge as well as support for

the development of intercultural competences.

Within the primary phase, the very young children will experience and reflect on mobility more through their senses, for example, what did they see, hear, taste, touch and feel, because their literacy skills are not yet very developed. On the other hand, upper-primary schoolchildren may use reading and writing as a way of learning, recording and reflecting on their experiences.

In order to allow children to feel comfortable when describing their own identity at this early stage in their lives, we allow them to choose what they talk about and present. The *Autobiography for Intercultural Encounters* ([AIE](#)) for younger learners can be used as an inspiration.

NB: The materials with activities and workshop-plans can be downloaded from the project-website <http://plurimobil.ecml.at/>. In the electronic version of this publication the materials are directly accessible via Internet links.

3.2 Scenario-plan for primary school pupils

Before the stay Activities in the home classroom		
▪ to think about their own daily lives ▪ to describe themselves	Material 1 – My self-portrait (booklet): presenting myself and a personal object.	European Language Portfolio
▪ to compare their daily lives with other people in the class	Material 2 – My silhouette (inside feelings – outside other senses).	Additional material
▪ to look at and learn about places in their surroundings ▪ to talk about other places they know ▪ to notice that there are different ways of living and different places in which they live or they know about	Material 3 – Looking at surroundings: taking, analysing, grouping and describing photos.	Additional material
▪ to notice that all children have things in common ▪ to notice that there are	Material 4 – Same and different (ways to make friends: preparing the first encounter).	Autobiography of Intercultural Encounters for Young Learners

also differences to plan enjoyable encounters with other people		
- to be aware that other people speak different languages - to develop the ability to understand others - to learn basic ways (linguistic or others) to get to know other people - to define linguistic needs	Material 5 – Linguistic preparation for the mobility.	European Language Portfolio
to imagine what mobility would be like	Material 6 – Imagining what the mobility will be like: drawing the house/place where they think the others live, making a list of things to take.	Additional material

**During the mobility
Activities in the host classroom**

- to show consideration and empathy for others - to be able to learn some simple words and phrases and to use them	Material 7 – Offering and presenting something from home: e.g. a game, a song, a story.	Additional material
- to experience something different and to realise it may not be the same as for them - daily life - school life	Material 8 – Exploring new surroundings: developing curiosity.	Additional material

to develop curiosity about places in the host context		
- to develop the ability to ask why things are different and to respect other ways of living - to be aware that they can understand a lot of language through observation and context	Material 9 – I understand more language than I think: I am a language detective.	European Language Portfolio – paper version or blog (Dossier)
to select something to bring back home to show to others who have not been away	Material 10 – My special thing to bring back: selecting something to show to others who have not been away.	Additional material

After the mobility
Activities in the home classroom – Continuity of contact

- to report and share experiences - to talk about what they have learnt concerning the language and about the other people	Material 11 – What did you notice? – Reporting on the photos taken when exploring the new surroundings (see Material 8).	European Language Portfolio – paper version or blog (Dossier)
to say why this new knowledge is important and how they will use it	Material 12 – The language I have discovered and learned.	European Language Portfolio – paper version or blog
to improve presentation skills	Material 13 – Exhibition objects and new words; show and explain what they have brought back.	European Language Portfolio – paper version or blog

▪ to plan what they would do if they were to host a mobility ▪ to plan further mobility and further learning	Material 14 – Planning ahead: hosting a return visit or going back. Children reflecting on past experiences and planning further learning	Additional material
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4. Scenario for pupils from lower secondary schools

4.1 Introduction to the scenario for lower secondary pupils

An anecdotal first approach to the situation

Lisa is a 14-year-old teenager in a lower secondary school in Romania. She 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 partner pupils will be French. Lisa is a keen learner of this language and feels very enthusiastic about working in the project and travelling to Portugal. The agenda of the exchange includes a variety of joint activities such as preparation of national dishes and presentation of national traditions and customs by partner schools. The Romanian pupils will also be able to attend Portuguese language classes.

We believe the impact of a mobility at this stage of education can make a real difference in the pupils' personal and educational development. Most learners will have acquired some basic skills in one or more foreign languages and participating in a mobility will enable them to activate their linguistic skills in real-life situations. Being able to communicate successfully and seeing that their use of a different language “works” will increase their enthusiasm and encourage active participation in intercultural dialogues.

The scenario provides guidelines and materials to cater for different types of mobilities involving the participation of lower secondary pupils. These may include mobilities which form part of wider projects (such as COMENIUS school projects) and other types of class visits to a foreign country, visits to local international schools and language institutes, long-term schooling in a foreign country, and virtual interaction with peers from different communities or countries. These stays may vary in duration, aims and objectives, subject areas, implemented activities, types of accommodation and types of hosting institutions.

All these experiences will contribute to raising the learners' interest in new cultural and linguistic settings, equipping them with better understanding of otherness and enhancing their ability to function and adapt in a new environment.

The mobility will also provide the participants with unique opportunities to improve their language skills and expand their knowledge of the world.

The pupils will also be expected to assess their progress and recognise the ways in which they have been able to achieve it.

The scenario offers teachers a choice of tools and strategies to assist their learners at every stage of the process: before, during and after the mobility.

In the frequent case of a class or group exchange, we invite teachers from all participating institutions to negotiate common ideas and goals, if possible implement common activities and later exchange and compare the outcome. This strategy will allow all participants in a mobility to predict, observe and assess their experiences within unified guidelines and criteria.

Among the tools we recommend to facilitate this process and synchronise the efforts of all institutions involved are: European Language Portfolio, the Autobiography of Intercultural Encounters and *Mirrors and windows*.

Teachers will find, in the activities we offer, numerous references to these documents. We hope they will feel inspired to adapt and tailor them further to the individual needs of their pupils and institutions.

NB: The materials with activities and workshop-plans can be downloaded from the project-website <http://plurimobil.ecml.at>. In the electronic version of this publication the materials are directly accessible via Internet links.

4.2 Scenario-plan for lower secondary pupils

Before the stay Workshop in the home classroom		
to be aware of one's stereotypical perception of others and otherness, to interpret and think critically	Material 1 – Different views on the same culture. The misleading side of stereotypes.	Other resources
to share one's experiences of new cultures to open oneself to understanding and respecting what unites and separates people	Material 2 – My Autobiography of Intercultural Encounters. Finding your way in the multicultural world.	<i>Autobiography of Intercultural Encounters</i> <i>Developing and assessing intercultural communicative competence</i>
- to project oneself into the mobility - to assess one's linguistic competences and set future goals in one's linguistic development	Material 3 – Progressing through my portfolio. Monitoring and projecting progress using the European Language Portfolio.	<i>European Language Portfolio</i>
to be aware of one's stereotypical perception of others and otherness	Material 4 – The visible, the less visible and the invisible. Excavating your way through culture. Stage 1.	Other resources

to communicate on a basic level in the language of communication/ language of the hosting institution	Material 5 – Express yourself! – Language practice in the language of communication/language of the hosting institution.	Other resources
to open oneself to understanding and respecting what unites and separates people.	Material 6 – My topic of interest in the other culture. An inquisitive approach to a new culture. Stage 1.	Other resources
to reflect on one's own values, behaviour and ways of thinking	Material 7 – Me, myself and I. Self-portrait.	Other resources (PowerPoint presentations)
to communicate on a basic level in the language of communication/language of the hosting institution to present oneself in a situation of social interaction	Material 8 – Nice to meet you! Skype conference allowing for partner pupils/teachers/hosting parents to meet.	Other resources
to research, collect, process and present information (in a foreign language)	Material 9 – Presentation. Multimedia presentations, quizzes, questionnaires addressing specific subjects and areas of interests.	Other resources (Multimedia presentation, library resources, the curriculum, the Internet)
to reflect on one's own values, behaviour and ways of thinking, to open oneself to discovering new cultures	Material 10 – Appetite for culture! Language and culture through taste. Stage 1.	<i>Mirrors and windows</i>
	Material 11 – Treasures. Culture through objects. Stage 1.	Other resources

**During the mobility
Workshops in the host institution**

Personal work

to apply one's linguistic skills in everyday situations and specific activities, to adapt and interact successfully in a new environment	Material 12 – Time to mingle! – Interactive activities allowing partner pupils to meet and get to know each other.	Other resources
to develop linguistic skills, to develop ability to transfer knowledge, to become more aware of the cultural aspect of languages	Material 13 – Among us the polyglots! – Pupils teach pupils – Language lessons promoting pupils' native languages.	Other resources
to listen to others, formulate one's opinions, reason and negotiate during interactive activities and debates.	Material 4 – The visible, the less visible and the invisible. Excavating your way through culture. Stage 2.	Other resources
to observe, interpret and respect other culturally determined values, behaviour and ways of thinking	Material 6 – My topic of interest in the other culture. An inquisitive approach to a new culture. Stage 2.	Other resources (questionnaire)
to record one's observations and experiences, to recognise progress in one's personal, cultural and linguistic and development	Material 14 – Learning diary. An account of my visit.	Other resources <i>Blogs: web journals in language education</i> , (Council of Europe) Other resources
to develop communicative plurilingual strategies, to understand and respect what unites and separates people	Material 10 – Appetite for culture! Language and culture through taste. Stage 2.	<i>Mirrors and windows</i> – An intercultural communication textbook

After the mobility
Personal work
Workshop in the home institution

to assess the progress in one's language development, intercultural communication, personal development and meta-cognitive skills, to recognise the ways this progress has been achieved.	Material 15 – My European Language Portfolio. A story of success – Presentation.	European Language Portfolio – paper or virtual version Other resources (Multimedia presentations)
to present, comment and interpret various aspect of the completed mobility	Material 11 – Treasures. Culture through objects. Stage 2.	Other resources
to reflect on the completed mobility, to develop ability to transfer knowledge	Material 10 – Appetite for culture! Language and culture through taste. Stage 3.	Mirrors and windows
to put into practice the intercultural know how gained during the completed mobility	Material 16 – Be my guest! Planning a mobility as a host.	Other resources (The curriculum, the Internet, tourist guidebooks, library resources)

5. Some materials and suggested activities

In this section, the reader will find a selection of materials and suggested activities. The complete set of materials, related to the titles of activities in each scenario-plan for each target group, can be found at <http://plurimobil.ecml.at>, in the “resources” section.

In the online version of this publication, the materials can be accessed through direct links inserted in the scenario.

The materials presented hereafter have been selected according to the following criteria:

- there are two examples of materials that show the differentiation between activities for future teachers and students at lower secondary level; the materials are linked to a principal instrument (the

European Language Portfolio) (section 5.1);

- there are three activities – before, during and after – illustrating the coherence in the accompaniment of the mobility process; the examples have been chosen from primary level; one example makes use of the *Autobiography of Intercultural Encounters* (section 5.2).

5.1 Examples of materials adapted for different target groups

(a) Trainee teachers

Trainee teacher material 6 – European Language Portfolio. Designing the success to come

The portfolio approach is the backbone of the strategy proposed by the PluriMobil project. The portfolio allows the students to plan and to reflect on their plurilingual and intercultural learning before and during the mobility, as well as to collect the results of all their activities, reflections and experiences in a portfolio (see also Material 11).

The use of the European Language Portfolio is strongly recommended in order to enhance reflective practice, autonomous learning, goal setting and self-evaluation in the context of mobility.

Not all students will have had experience of working with the European Language Portfolio. The portfolio designed for higher education learners/adults is only in use in certain countries at present (see <http://elp-implementation.ecml.at/Portfolios/tabid/2370/language/en-GB/Default.aspx>). The portfolio can take the form of a file (paper) or of a blog (virtual), based on the same rubrics as the European Language Portfolio. The grids for self-assessment of linguistic level are readily accessible in many languages (see below).

Why?	Aims and contents The activities will aim at: ▪ assessing their CEFR level in the target language; ▪ setting aims for future progress; ▪ becoming aware of their ways of learning. Targeted competences ▪ I can manage my learning in a reflective manner (FREPA, skill S-7.7) including: ▪ I can identify my own learning needs/objectives; ▪ I can deliberately apply learning strategies; ▪ I can observe progress/lack of progress in his/her own learning; ▪ I can use assessment scales from the CEFR (EPOSTL B6).
What?	Language Passport – CEFR level Language Biography Learning strategies and learning styles

How?	Reflection on language learning strategies - Group work: students reflect on how they learn foreign languages and what ways of learning they find to be most successful and effective. In turns, they describe a positive experience in this domain. Together, they make a list of features that characterise a successful language learner. Option: students can determine their learning/teaching profile using a test about multiple intelligences. (http://www.literacyworks.org/mi/assessment/findyourstrengths.html) - The whole group writes a list of successful strategies for language learning and reflects how these strategies can be applied in mobility.
	Assessing the CEFR level - Individual work: the students assess their level of communicative competence according to the CEFR - They can use an online tool: DIALANG (http://www.lancs.ac.uk/researchenterprise/dialang/about) - or a checklist (available in many languages) (http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en or
	the material contained in <i>Preparing teachers to use the European Language Portfolio</i>, http://elp-implementation.ecml.at “Self-assessment”). Setting goals Students define linguistic and intercultural communicative aims to be reached during the mobility: in the process, they select competences from the portfolio. More ideas about the use of the ELP can be found in the results of the ECML project ELP TT.
Product	A written record of the assessment of skills and list of learning objectives to be achieved during the mobility and a list of language learning strategies – included in the European Language Portfolio (Biography), paper or virtual version.

(b) Lower secondary pupils

Lower secondary material 3 – Progressing through my portfolio. Monitoring and projecting progress using the European Language Portfolio

Why?	Aims and contents The activities aim for pupils to:
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	▪ reflect on their language skills; ▪ assess their language skills and knowledge; ▪ recognise the most effective ways of learning and making progress; ▪ formulate objectives to be achieved during the mobility and shortly thereafter; ▪ apply various elements of the target language described in the level B1 (product in the target language) (CEFR). Targeted competences ▪ I can manage my learning in a reflective manner (FREPA, skill S-7.7) including: ▪ I am able to assess my linguistic skills; ▪ I am able to find out the best ways for me to learn and progress; ▪ I am able to set myself objectives for the mobility and the near future.
What?	Self-assessment of skills and knowledge Objectives for future personal, cultural and linguistic development
How?	Teacher encourages pupils to use the European Language Portfolio (ELP) to project themselves into the mobility in terms of language and cultural preparation. Pupils assess their language competence by working on the checklists of the ELP. They reflect on what they can do and what they need to practice. They are also invited to think about the ways they are exposed to new languages and the most effective ways they learn a language (language learning strategies). With this knowledge, they can formulate their learning objectives more efficiently. They will return to the goals they have set and reflect on them once the mobility is completed. This activity can be conducted by pupils from all institutions participating in the mobility. The European Language Portfolio (which in different countries varies in its contents, see introduction to PluriMobil) can be used to draft a common questionnaire in the target language for all institutions involved. These individual progress records can be compared among institutions once the mobilities are completed. More ideas about the use of the ELP can be found in the results of the ECML project ELP TT.

Product	A written record of the assessment of skills and list of learning objectives to be achieved during the mobility and a list of language learning strategies – included in the European Language Portfolio (Biography), paper or virtual version. Common questionnaire.
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5.2 Examples of materials – Before, during and after (for primary school pupils)

(a) Before

Primary material 4 – Same and different – Ways to make friends

Why?	Aims and contents The activities aim to encourage children to: ▪ notice that all children have things in common; ▪ notice that there are also differences; ▪ learn basic ways to get to know other people; ▪ develop the ability to understand others; ▪ plan the first encounter with the partnership children. Targeted competences: ▪ I can perceive similarities and differences (FREPA, skill S-3.1); ▪ I am open to the children of my partnership class (speaking another language/belonging to other cultures (FREPA, attitude A-5); ▪ I can plan the first encounter; ▪ I can plan/design something to offer to the host.
What?	Cultural similarities and differences Effective communication tactics in a multicultural and multilingual environment
How?	Same and different The teacher poses the following question: What do all children have in common? He invites the pupils to contribute ideas, miming them. The other children guess and try to verbalise what it is about.

	Knowing what they have in common, children in groups talk about what they could offer to their partnership children. The teacher poses the following question: Can you remember when you met someone who was different from yourself? Talk about the meeting and where it happened (see Autobiography of Intercultural Encounters).
	The first encounter Children suggest things that they could plan to do or to give to their partnership children (see Material 7): ▪ greetings/smiles; ▪ songs; ▪ games; ▪ stories; ▪ food; ▪ ... etc. They project themselves into the first encounter. The activity can also be inspired by the Autobiography of Intercultural Encounters, see extract below. They plan what to say to the partnership children (see Material 5).
Product?	List of suggestions of things to plan or to give

(b) During

Primary material 9 – I understand more language than I think

Why?	Aims and contents The activities aim to encourage children to: ▪ be aware that they can understand a lot of language through observation and context (e.g. ELP junior version, Switzerland, p. 56). Targeted competences ▪ I can identify written words in an unfamiliar language (FREPA, skill S-2.2.2); ▪ I am curious about languages (FREPA, attitude A-3); ▪ I can understand familiar names, words and very simple sentences, for example on notices or posters, or in catalogues (CEFR, reading A1).
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What?	Vocabulary and language structures selected by children Comprehension strategies Intercultural communication
How?	The teacher and the children go round the new surroundings and look carefully at words on shops, signs, posters, advertisements, etc., in order to decode them. In mixed groups (home and host), children write down some of the language they see in their new surroundings. They will try to find out what it means and the host children will help them pronounce the new language correctly.
Product?	List of new language, included in the European Language Portfolio – paper or virtual version.

(c) After

Primary material 13 – Exhibition – Objects or language brought back

Why?	Aims and contents The activities aim to encourage children to: ▪ report and share experiences; ▪ explain why they have chosen their particular object, which is associated with the target language and culture of the country or region (menus, cards, empty food packages, photos of signs, etc.); ▪ improve their presentation skills. Targeted competences ▪ I am curious about the language and culture of the host country (FREPA, attitude A3); ▪ I can present the objects or the language I have brought back.
What?	Authentic material associated with the target language and culture (menu cards, empty food packages, etc.)
How?	The teacher prepares a template to accompany each item, including some leading questions: ▪ Draw where you found this object/this piece of language.

	▪ What is it used for? ▪ Who uses this object/this piece of language? ▪ Why did you choose it? ▪ etc. Children set up a class exhibition with the selected objects or pieces of language they have brought back (see Material 10). Depending on their age and level, labels or captions will be created for the items either in their language of schooling or in the foreign language or both.
Product?	Exhibition – Objects or pieces of language brought back (can be put in the Dossier part of the European Language Portfolio – paper or virtual version).

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- 1 “Plurilingual and intercultural education realises the universal right to quality education, covering: acquisition of competences, knowledge, dispositions and attitudes, diversity of learning experiences, and construction of individual and collective cultural identities” (“Guide for the development and implementation of curricula for plurilingual and intercultural education”, p. 7). Its aim is to make teaching more effective, to increase social cohesion and to contribute to the agenda for lifelong learning.
 - 2 CEFR, p. 12.
 - 3 A learning scenario (or “script”, as in film studies) can be described as “a sequence of learning, its teaching objectives and the means to implement these goals (as, for example, the identification of the didactic resources needed). In general, the learning scenario gives rise to a project, a specific learning activity, which, once implemented, enables the teacher to verify the acquisition of the required skills” (http://edutechwiki.unige.ch/fr/Scénario_pédagogique).
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- 4 Plurilingual and intercultural competence is defined as the “ability to use a plural repertoire of linguistic and cultural resources to meet communication needs or interact with people from other backgrounds and contexts, and enrich that repertoire while doing so. Plurilingual competence refers to the repertoire of resources which individual learners acquire in all the languages they know or have learned, and which also relate to the cultures associated with those languages (languages of schooling, regional/minority and migration languages, modern foreign or classical languages). Intercultural competence, for its part, makes it easier to understand otherness, to make cognitive and affective connections between past and new experiences of otherness, mediate between members of two (or more) social groups and their cultures, and question the assumptions of one’s own cultural group and environment” (*Guide for the development and implementation of curricula for plurilingual and intercultural education*, Council of Europe, 2010, p. 12).
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- 5 A portfolio being a collection of purposeful works.
 - 6 <http://elp-implementation.ecml.at/Understandingtheportfolio/Whatisaportfolio/tabid/2838/language/en-GB/Default.aspx>
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- 7 Furthermore, PluriMobil is complementary to and can be combined with other instruments such as the European Commission’s publication „EUROPROF“, which resulted from a COMENIUS project.
- 8 It is conceivable to include some students not going on mobility in the workshops but who will be confronted with internationalisation at home, for example in the case of an international class.