



# PluriMobil

«**«Mobility for plurilingual and intercultural education -  
Tools for language teachers and teacher trainers »**

<http://plurimobil.ecml.at>

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## **Mobility** for **plur**ilingual and **i**ntercultural education - Tools for language teachers and teacher trainers

Short term project 2010-2011

- **Working languages of the project** : English, French
- **Target audience**: teacher trainers, teachers
- **Ultimate beneficiaries**: trainee teachers, pupils (primary and lower secondary)

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## Team and associated members



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## PluriMobil – équipe de projet

**Project coordinator:** *Mirjam Egli Cuenat*, PHSG, Switzerland

**Group members:** *Chantal Muller*, Haute Ecole de Namur (Belgium)  
*Josephine Cole*, International Learning and Research Centre, Bristol (UK),  
*Anna Szczepanska*, primary and lower secondary schools, Warsaw (Poland)

**Associated members:** *Barbara Wolfer* (PHSG, Switzerland), *Lukas Bleichenbacher* (PHSG, Switzerland)

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## Aims of the project

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

*PluriMobil = pedagogical device, enabling trainee teachers to*

- ***fully benefit from the learning opportunities offered by mobility programmes***
- ***integrate intercultural encounters into a sustainable learning process***
- ***transmit their own learning experience to their future pupils***

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## What PluriMobil principally aims at:

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

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## 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 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





## Council of Europe tools included:

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



## The double scenario

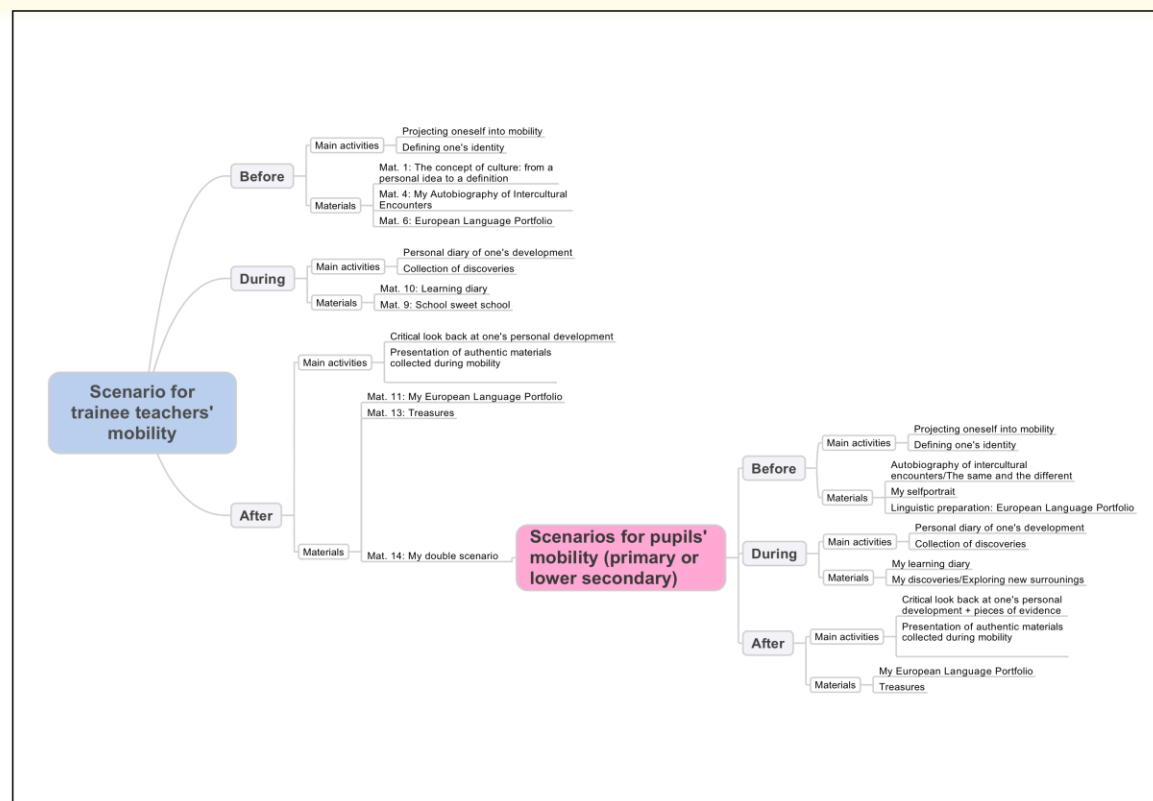
**Same type** of scenario,  
**adapted to the needs of each target group**

- a) for the trainee teachers
- b) for their future pupils (primary, lower secondary)

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



## The double scenario (see handout)





## PluriMobil 2 (2012-2014)

- Finalization and implementation of materials for primary and lower sec.
- Broadening of scope (upper secondary – college/vocational)
- Widening and deepening of the international network of mobility experts across primary, lower /upper secondary and teacher education
- Strengthening of the link to the *Guide for the development and implementation of curricula for plurilingual and intercultural education* (Language Policy Division)