

LEARNING THROUGH LANGUAGES

Promoting inclusive, plurilingual and intercultural education

APPRENDRE PAR LES LANGUES

Promouvoir une éducation inclusive, plurilingue et interculturelle

LERNEN DURCH SPRACHEN

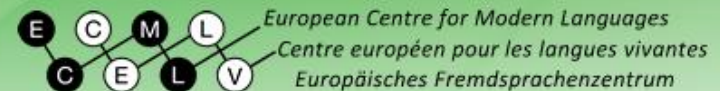
Ein Programm für inklusive, mehrsprachige und interkulturelle Bildung



PluriMobil – a chance for enhancing the educational value of mobility programmes

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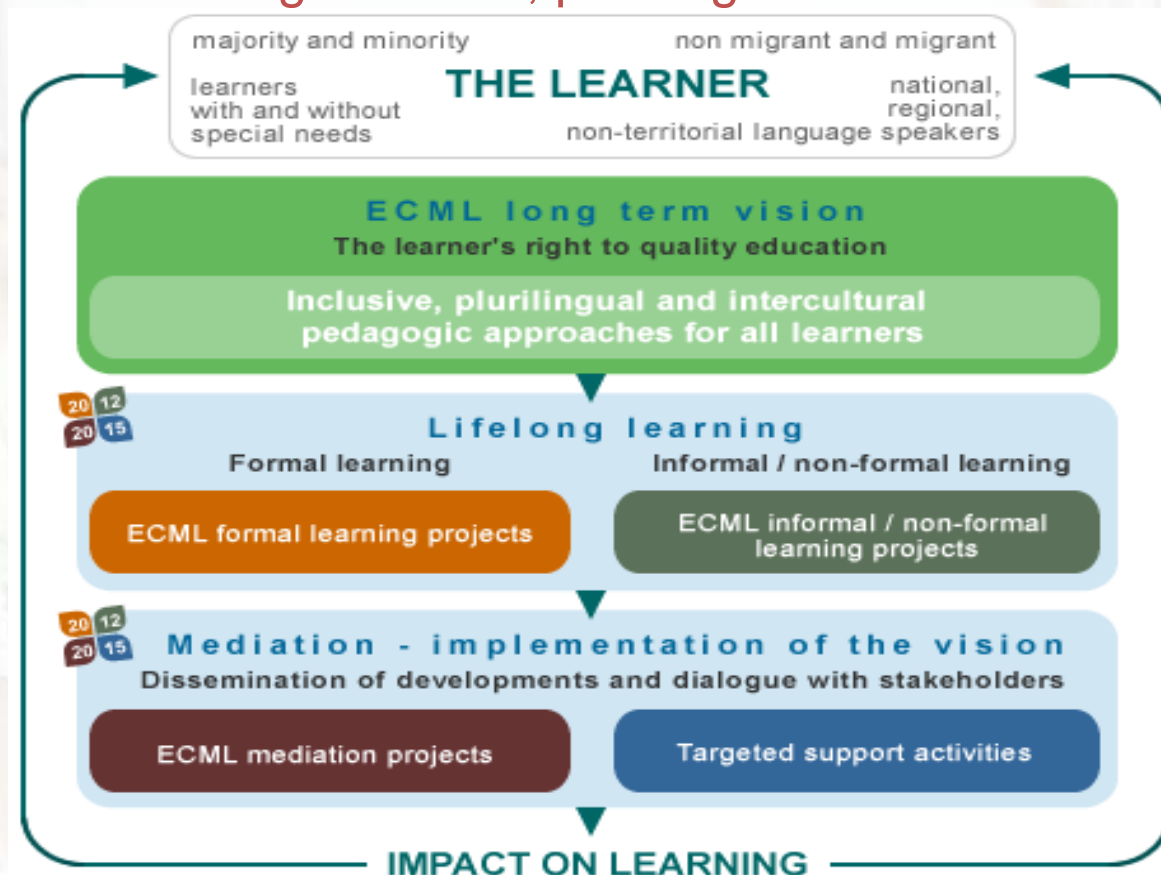
Outline

- ECML 2012-2015 programme
- Introduction to PluriMobil
- Other Council of Europe tools
- Presentation of sample materials

ECML programme 2012-2015

Learning through languages

Promoting inclusive, plurilingual and intercultural education



PluriMobil

Mobility Programmes for Plurilingual and Intercultural Education - Tools for Language Teachers

<http://plurimobil.ecml.at>

Who?

Project coordinator:

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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 Szczepanska (Poland)*

+ a network of practitioners

PluriMobil – practical info

Stages : Stage 1: 2010-2011
Stage 2: 2012-2014

Working languages: English, French

Target audience: Teachers, teacher trainers

Ultimate beneficiaries:

primary school learners

Secondary (lower, upper and vocational) school learners

Teacher trainees

PluriMobil objectives

PluriMobil = pedagogical device enabling pupils and teacher trainees to:

- ***fully benefit from the learning opportunities offered by mobility programmes***
- ***integrate intercultural encounters into a sustainable learning process***
- ***develop linguistic skills necessary in everyday communication***
- ***reflect on their own learning process***

PluriMobil = pedagogical device enabling student teachers to

- ***transmit their own learning experience to their future pupils (double scenarios)***

Mobility?

The projects aims to facilitate different types of mobility, situations and ages:

- 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 types of **projects** (virtual mobility included)

How?

- compilation of learning scenarios (**before-during-after**) based on concrete cases of mobility experiences
- **Dissemination** of the outcomes among the target groups through workshops and networking

How?

WORKSHEETS FOR
PRIMARY SCHOOL

WORKSHEETS FOR LOWER
SECONDARY SCHOOL

PUBLICATION

WORKSHEETS FOR UPPER
SECONDARY AND SECONDARY
VOCATIONAL SCHOOLS

WORKSHEETS FOR STUDENT
TEACHERS

How?

Integration of **Council of Europe** tools, via a **focused and structured use for monitoring mobility experiences**

- European Language Portfolio (ELP)
- Autobiography of Intercultural Encounters (AIE)
- Development and Evaluation of Intercultural Communicative Competence (ICCintE)
- Intercultural Competence for Professional Mobility (ICOPROMO)
- Mirrors and Windows. An intercultural communication textbook.
- Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA)
- European Portfolio for Student Teachers of Languages (EPOSTL)
- others

WORKSHEET

TITLE

AIMS
MATERIALS USED / TOOLS
PROCEDURE
BEFORE
STEP 1
STEP 2
DURING
STEP 1
AFTER
STEP 1
PRODUCT
EXAMPLE / ADDITIONAL MATERIALS

Examples of activities

BEFORE:

- anticipating the intercultural encounter,
- reflecting on one's identity (AIE),
- setting linguistic goals (ELP)
- practising functional language
- preparing tasks to be carried out during mobility

Examples of activities

DURING:

- collecting examples of plurilingual practice,
- describing environment or customs,
- monitoring linguistic progress – language learning diary (ELP)

AFTER:

- looking back on language and intercultural learning (ELP, AIE),
- Revision of initial beliefs about our own and the other culture
- reflecting on how to transfer learning experience on teaching (only teacher trainees)

The results of all activities are collected in a portfolio

5 The visible, the less visible, the invisible.

AIMS

- to observe/analyse linguistic elements/cultural phenomena in languages/cultures which are more or less familiar (FREPA, skills S-1),
- to identify (recognise) specific forms of behavior linked to cultural differences (FREPA, skills S-2.10),
- to argue one's own opinion respectfully and listen to others' without premature judgment (ICCinTE)

MATERIALS USED / TOOLS

A blank drawing of an iceberg

PROCEDURE

BEFORE

STEP 1: Whole class: Teacher presents a picture of an iceberg as a way of representing culture: the part that is visible being what you can observe (ways of greeting, art, architecture, food, festivals, etc.). The part that is invisible being what you can experience when involved within the culture for a certain amount of time (concepts of time, privacy, cleanliness, etc.).

STEP 2: Individual work: students fill in a blank iceberg with what they already know about the culture of the hosting country and what they have already experienced about its culture.

STEP 3: Group work: Students compare and share their comments. They discuss any similarities or differences between their observations.

DURING

STEP 1: Group work: Students, 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.

AFTER

STEP 1: Group work: Students can fill in a new version of the iceberg so as to be able to see how their opinion has changed.

PRODUCT

A record of views about the culture/s of all institutions participating in the mobility that can be revised and adapted **during** the mobility and presented **after** the mobility.

EXAMPLE

PluriMobil

www.plurimobil.ecml.at