

CELV - ECML - PluriMobil

Example of learning scenario

General introduction

Even though mobility programmes are recognized as one of the most powerful pedagogical instruments in curricula aiming at plurilingual and intercultural education, they need not automatically result in better intercultural or linguistic skills. The aim of this project is to develop a pedagogical device which enables teachers to assist learners in benefiting, as much as possible, from the learning opportunities which they are offered by exchange programmes – by integrating their intercultural encounters in a sustained learning process.

The device is presented as a learning scenario and caters for the entire 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 instruments of the Council of Europe which encourage reflective practice, autonomous learning, goal setting and self-evaluation, in specific the European Language Portfolio (ELP) and the Autobiography of Intercultural Encounters (AIE). The scenario 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.

This scenario is intended for trainee teachers going on mobility.

Overall aim

We would like 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."¹

The trainee teachers we think of will also be the ones who will teach the foreign language. Consequently their stay abroad will aim at least 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

¹ Common European Framework – p.12

The objectives and competences as listed in the scenario are from **Developing and assessing intercultural communicative competence** (pages 12-13), **Mirrors and Windows** (p.9), **Autobiography of Intercultural Encounters** (Notes for Facilitators), **The European Language Portfolio**.

The student will put all the results of his activities, reflections, experiences in a portfolio², which can take the form of a file (paper) – the actual European Language Portfolio - or of a blog (virtual) – based on the same rubrics as the ELP.

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

Nevertheless, the suggested workshops will aim for all of them at raising their curiosity, at encouraging them to open their eyes, their ears and their hearts to otherness.

About the workshops:

They will be monitored by facilitators using the described scenario.

Who? Trainee teachers who are to participate in mobility³.

Why? List of aims and objectives

What? Content of the workshop: thematic areas and list of planned activities

How? Activity types or techniques to be used

There will be an ongoing evaluation reflected in the portfolio. Each step of the workshop should be incorporated in the final result.

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 Erasmus students, with native students, in families)

² A portfolio being a collection of purposeful works

³ It could be conceivable to include in the workshops some students not going on mobility but who will be confronted with internationalization@home, e.g. in the case of a multinational class.

- different habits in home countries: some students will be familiar from the start with the European Language Portfolio and others not.
- different demands from the home institution
- number of credits awarded to the portfolio, time available

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

Here are the main points to be focused on:

Before the stay (p. 4)

- Defining one's identity (Who am I?)
- Projecting oneself into the mobility

During the stay (p. 5)

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

After the stay (p. 6)

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

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 topics they want to deal with or in the elements they choose to present.

In this scenario we consider some activities as necessary steps whereas others can suit some circumstances, some learning aims better than others and are thus optional. The latter are marked in light grey.

| Before the stay Workshop in the home institution | | |
|---|---|---|
| Competences | Activities | Tools |
| <ul style="list-style-type: none"> - 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 - 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 (AIE) - to become aware of one's own assumptions, preconceptions, stereotypes and prejudices - to understand what unites and separates people from different cultures - to develop the participants' intercultural competence (knowledge, skills, attitudes) and learn to deal with cultural diversity - to learn to use the provided tools 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 - to raise awareness of culturally determined aspects in language use - to projects oneself into the mobility | <p>Material 1 – The concept of culture: from a personal idea to a definition</p> <p>Material 2 – My plural cultural identity</p> <p>Material 3 – Different views on the same culture</p> <p>Material 4 – My Autobiography of Intercultural Encounters</p> <p>Material 5 – The visible and the less visible and the invisible</p> <p>Material 6 – European Language Portfolio</p> <p>Material 7 – Dangerous translations</p> <p>Material 8 – My topic of interest in the other culture</p> | <p>Autobiography of Intercultural Encounters</p> <p>Developing and assessing intercultural communicative competence</p> <p>Enseignement précoce des langues modernes par des contenus (EPLC)</p> <p>Additional Material</p> <p>Autobiography of Intercultural Encounters</p> <p>Additional material</p> <p>European Language Portfolio</p> <p>Intercultural competence for professional mobility (ICOPROMO)</p> <p>Additional material</p> <p>European Language Portfolio</p> |

| During the mobility Workshop in the host institution Personal work | | |
|---|--|--|
| Competences | Activities | Tools |
| <ul style="list-style-type: none"> - to reflect on one's own culturally determined values, behaviour and ways of thinking (with emphasis on the educational system/pedagogical strategies) - to raise awareness of intercultural differences in values, behaviour and ways of thinking (with emphasis on comparison of different educational systems/pedagogical strategies) - to practise observation and interpretation skills as well as critical thinking - to develop the participants' intercultural competence (knowledge, skills, attitudes) - 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) - to monitor, assess and archive personal/professional development and progress (knowledge, skills, attitudes, know-how skills, existential competences) | <p>Material 5 – The visible, the less visible and the invisible</p> <p>Material 7 – Dangerous translations</p> <p>Material 8 – My topic of interest in the other culture</p> <p>Material 9 – School sweet school</p> <p>Material 10 – Learning diary</p> <p>Material 13 – Treasures – step 1</p> | <p>Mirrors and Windows</p> <p>Intercultural competence for professional mobility (ICOPROMO)</p> <p>Additional material</p> <p>Mirrors and Windows</p> <p>European Language Portfolio</p> |

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|---|---|--|
| After the mobility Personal work Workshop in the home institution | | |
| Competences | Activities | Tools |
| <ul style="list-style-type: none"> - to process experiences into resourceful and educational materials - 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 - to improve presentation skills - to develop participants' ability (applicable to trainee teachers) to transfer the knowledge and skills gained as result of the completed mobility to their professional career and apply for the benefit of their future learners and colleagues | <p>Material 11 – My European Language Portfolio</p> <p>Material 12 – Delightful anecdotes</p> <p>Material 13 – Treasures – Step 2</p> | <p>European Language Portfolio</p> <ul style="list-style-type: none"> - paper version or - ICT – blog |