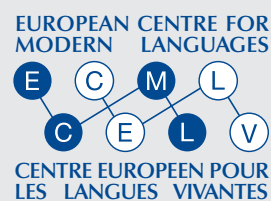# PLURI MOBIL

Plurilingual and intercultural learning through mobility
Practical resources for teachers and teacher trainers

Lesson plans for vocational secondary school

Vocational secondary school

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MODERN LANGUAGES
E C M L
C E L V
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LES LANGUES VIVANTES

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PluriMobil

Lesson plans for upper secondary school – vocational

Table of contents

Introduction to PluriMobil lesson plans

These lesson plans are the core element of PluriMobil (Mobility for sustainable plurilingual and intercultural learning). Before using the Lesson Plans, please consult the PluriMobil quick start guide that demonstrates in a few easy steps how to start using PluriMobil lesson plans. You will find more detailed information and numerous practical tips how the lesson plans can be used to support mobility experiences in the PluriMobil handbook. Both documents are available on the PluriMobil website http://plurimobil.ecml.at/.

The term "lesson plan" can mean *one* period of teaching of e.g. 45 or 60 minutes that can take place before, during and after the mobility project, but it can also mean *several periods* of teaching. It is not necessary to use all the lesson plans – the teachers are free to select the lesson plans that best match the type of mobility activity and address their students' needs. The detailed organisation of the activity and the timing are up to the teacher.

1. Structure of the lesson plans

In the lesson plans, you will find the following rubrics:
- A box: a short summary that informs about the content of the lesson plan.
- Experiences: the kind of experiences the learner can gain with the suggested activities
- Targeted competences: a list of linguistic, intercultural, personal etc. competences which students can achieve during the activities
- Suggestions for procedure: description of possible content and development of the activity, separated into the different phases of the mobility project (before – during – after)
- Suggestions for the final product for the portfolio
- Tools and resources: this section refers to pedagogical instruments developed by the Council of Europe such as the *European Language Portfolio* (ELP) or the *Autobiography of Intercultural Encounters* (AIE) as well as to other sources such as websites, books, pictures etc.
- Examples: this section refers to ready-made worksheets or possible examples supporting the suggested activities

2. Use of the lesson plans

We would like to point to the following issues:
- **Description of procedure**: all the activities described in the lesson plans are *suggestions* that you can adapt to your own context and needs.
- **Flexible order**: all lesson plans can be used in a *variable order*; you do not have to use one lesson plan after the other. The choice depends on your needs and context (type of mobility activity, age of students, available resources, etc.)
- **Phases of mobility**: the lesson plans contain descriptions of activities for one, two or three phases of the mobility project. Depending on your context, it is possible to use a lesson plan for another phase than the one described. We recommend that you do all three phases of the mobility project; but this is not compulsory for the successful use of a lesson plan.

- **Language of the activity**: activities can be carried out in the school language or in the target language, depending on the students' level of competence.
- **Examples:** the example provided in the lesson plan is just *one* example; it is possible that the results from your students will look different.
- The examples from the *European Language Portfolio* are taken from e.g. the Swiss version. Of course, you can use the ELP from your own or another country if you need the examples in another language.
- **Reciprocity:** In the case of a mobility activity where the sending and hosting institutions are involved, we recommend that both sides do similar activities so that students can exchange experiences and complete the suggested activities together in the during-phase.

3. List of the quoted tools in the lesson plans

Autobiography of Intercultural Encounters (AIE). Council of Europe, 2009.
Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). Council of Europe, 2011.
Developing and Assessing Intercultural Communicative Competence (ICCinTE). Council of Europe, 2007.
Dutch ELP for vocational education, Council of Europe, 2001.
EUROPASS, Cedefop/European Commission, 2022-2014
European Language Portfolio (ELP). Council of Europe.
European Language Portfolio on Student's Journey through Studies into Professional Life (EPIPL)
Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA). Council of Europe, 2007
Helping Learners learn: exploring strategy instructions in language classroom across Europe. Council of Europe, Vee Harris, 2001.
Intercultural competence for professional mobility (ICOPROMO). Council of Europe, 2007.
Mirrors and windows: An intercultural communication textbook. The European Centre for Modern Languages, 2003.

4. List of the icons used

individual work	pair or group work	discussion
reflection	speaking	reading
observing	listening	writing
question	presentation	using ICT

Lesson plan 1
THE VISIBLE, THE LESS VISIBLE, THE INVISIBLE

> **In this lesson plan the students discuss the visible and invisible aspects of other (work) culture(s).**
>
> We define 'work culture' as specific shared rules, norms and values that apply to the working environment/a specific company.

EXPERIENCES

Students

- express their impressions and ideas about other (work) cultures
- become more aware that some aspects of a (work) culture can be assessed easily by the senses while other aspects are subtler and require time to be discovered
- take part in a discussion in a constructive and respectful manner

TARGETED COMPETENCES

Students

- can observe/analyse linguistic elements/cultural phenomena in languages/cultures which are more or less familiar (FREPA, skills, S-1)
- can formulate hypotheses in view of an analysis of linguistic/cultural phenomena (FREPA, skills, S-1.1.2)
- can identify (recognise) specific forms of behaviour linked to cultural differences (FREPA, skills, S-2.10)
- can argue their own opinion respectfully and listen to others' opinions without premature judgment (ICCinTE, p. 13)

PROCEDURE

BEFORE

As a warm-up activity, the teacher gives a short introduction on the notion of time (see example 1). S/he asks them to read a short story about "Waiting for trains and planes" and to discuss the questions which follow.

Afterwards, students in groups brainstorm and list the aspects which in their opinion constitute their own (work) culture.

Then the teacher presents a picture of an iceberg as a way of representing the cultures of people: the visible part is what you can observe and what you are aware of (for example ways of greeting, working hours, food, festivals; etc.). (…) and the invisible part is what you can experience when immersed in a specific shared culture for a certain amount of time and what you might be unaware of (for example concepts of time, privacy, hierarchy, space; etc.).

The teacher draws a blank iceberg or provides a copy (see the example provided) and asks the students to complete the iceberg with aspects of their own (work-) culture which they have written down at the beginning of the

session – they have to decide which aspects go above and which aspects go below the surface of the water. The teacher also asks the students to place the aspects of culture presented in example 2c in the visible/invisible part of the iceberg.

The students discuss their findings with the whole class and discuss any similarities or differences between their observations. Students explain why they have decided to locate their aspects of (work-) culture(s) in the visible/invisible part of the iceberg model.

Additionally, they are encouraged to think of what they know about the host country and what they have already experienced in reference to the 'visible' and 'invisible' aspects of (work-) culture and provide relevant examples. Aspects of the work placement should be included, e.g. concepts of time etc. as mentioned above.

DURING

During their work placement, students can write down their observations. Situations at work should be considered. For example:
- Are you allowed to ask questions when you are unsure?
- Are you allowed to criticise your boss?
- Are there many or few rules at your work placement?
- Do your work colleagues take criticism personally?
- How direct can you be when telling a colleague that they have made a mistake?
- How important are appointments and being on time?
- Is competition a key element at your work?
- What is the role and status of women at your work placement?
- How important are achievements?
- How much is knowledge shared by all?
- How important is hierarchy when you are dealing with your colleagues?
- How do different departments at your work place communicate with each other?
- How important is harmony at your work place?
- Are individual opinions by employees listened to?
- etc.

AFTER

After returning to their home institution, students modify their previously completed icebergs and discuss their results with their classmates. They observe if their opinions have changed as a result of the mobility activity. Students are encouraged to recall any examples illustrating the visible and invisible aspects of the host country culture in relation to their work placement.

It is important that students became aware that some cultural aspects are both obvious and hidden. For example, symbols of different religions are visible but restriction in diet due to a specific belief is not. Another example would be status symbols i.e. depending on the knowledge of the host culture a learner will be aware or unaware of status symbols in the host country.

FINAL PRODUCT FOR THE PORTFOLIO
Different versions of the iceberg

TOOLS AND RESOURCES
A blank iceberg

Mirrors and windows
http://archive.ecml.at/mtp2/Iccinte/results/downloads/pub123aE2003_Mirrors_windows.pdf

EXAMPLE 1

1. Rock around the clock

It is interesting how, in English, the words associated with **time** are very much the same as the words associated with **money**. That is, you can "spend", "waste", "invest", "save", etc. both of them. English even has a proverb: "Time is money".

In most English-speaking cultures, the idea of wasting time is seen as very regrettable. It is not that there is any harm in simply doing nothing, but it is, for example, regarded as unacceptable to waste other people's time by being late. This applies to public transport timetables, and all appointments in business, health care, education and so on. Here, you are expected to keep appointments "to the minute". There are however, some cultures where it is acceptable to keep appointments to the nearest hour or even day. There is no shame involved in being a couple of hours late.

Time and delay are clearly used in many cultures to demonstrate power and authority. If you keep people waiting you demonstrate that you have power over them. It becomes almost obligatory and expected. On the other hand, in much of Europe, it is considered bad manners.

Discovering other cultures

Waiting for trains and planes

It has been said that a native German speaker's whole world and value system is disturbed if trains are delayed. These are cultures which place a lot of importance on punctuality, and indeed to the minute, regarding public transport and professional settings. The same approach in Britain or the Netherlands is simply unimaginable. In these latter cultures, the best description of passengers' attitudes to delays is "resigned".

In the United States, the phrase "time is money" seems to be even more valid than elsewhere. When you miss a connection due to delays or overbooking, American airlines tend to offer generous compensation, for example free tickets, for your loss of time.

Source: Mirrors and windows: "Rock around the clock":
http://archive.ecml.at/mtp2/Iccinte/results/downloads/pub123aE2003_Mirrors_windows.pdf

Questions to discuss (adapted from Mirrors and windows)

1. How precisely does public transport follow timetables in the country/region/place where you live? Do timetables give exact times of departure or do they just tell you at what intervals buses are expected to come?

2. At what time would you find it acceptable to arrive at a dinner party where the starting time was given as 8 p.m.? At a business appointment arranged for 10 a.m.? At a private language lesson arranged for 3 p.m.? How about your parents, your grand-parents, your friends?

EXAMPLE 2

2a. Example of a completed iceberg

fine arts   buildings

music   literature

food

dancing   dress

patterns of superior/subordinate relations

incentives to work

notions of leadership

tempo of work

conceptions of cleanliness

ordering of time

relationship to animals

conceptions of beauty
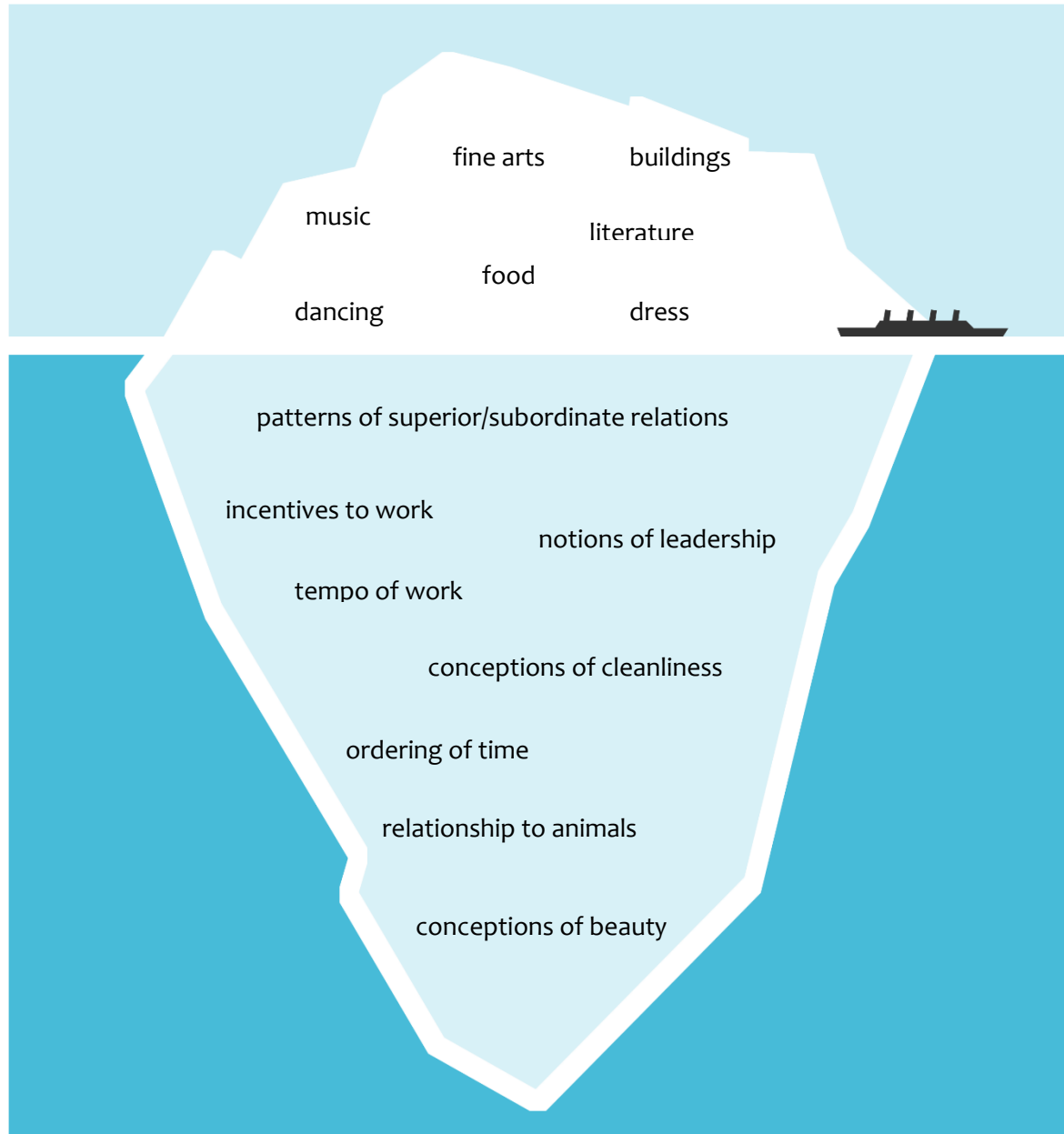
Based on an idea from *LIFE. Ideen und Materialien für interkulturelles Lernen,* BMW Group & Staatsinstitut für Schulqualität und Bildungsforschung

2b. Example of a blank iceberg
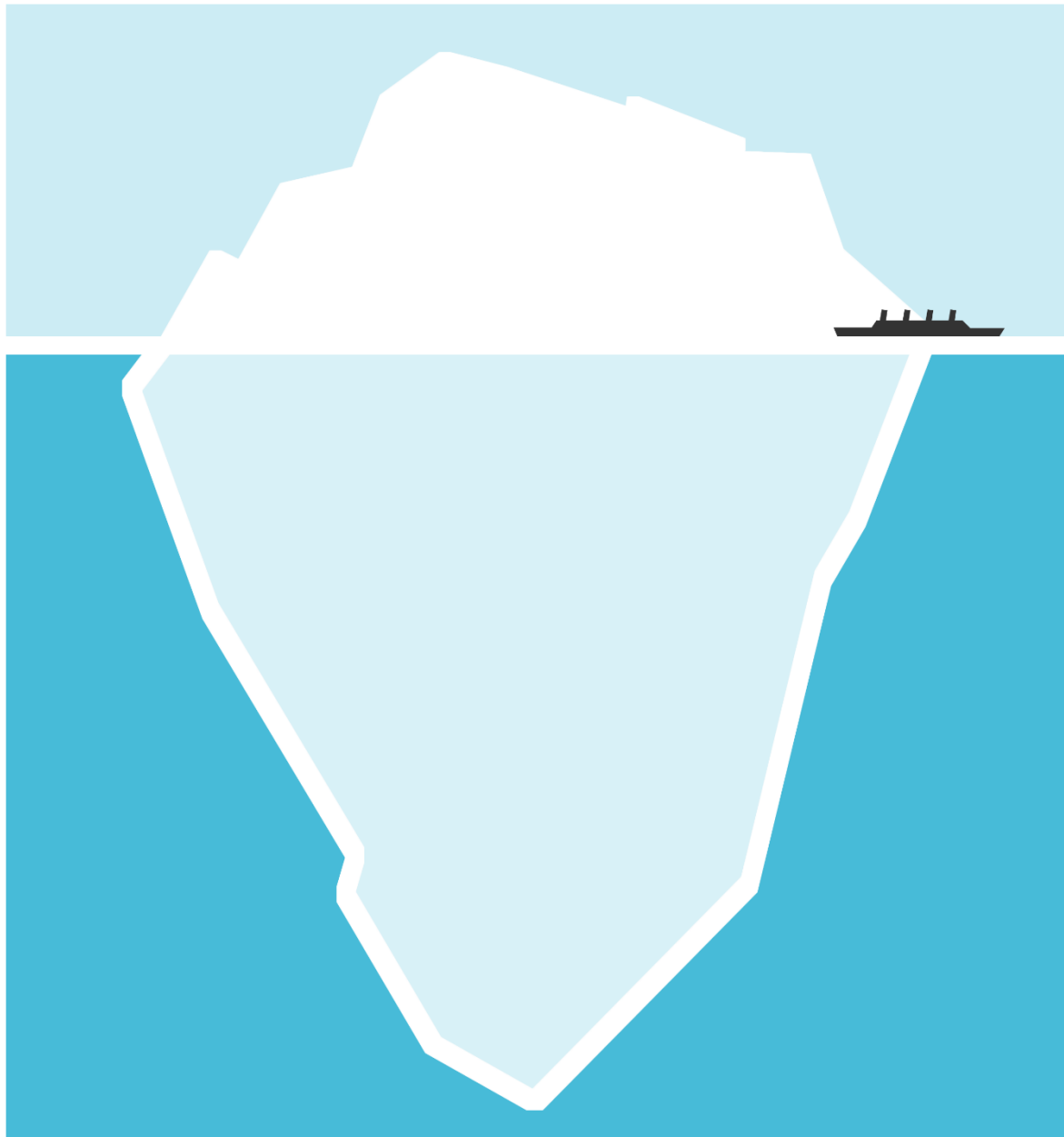
2c. Aspects of culture

Cut on the dotted line. Modify if necessary.

CUISINE	BODY LANGUAGE	SOCIAL MEDIA AT WORK	MEANS OF TRANSPORT
RESPONSIBILITY/ PRAISE/ PROMOTION	PUNCTUALITY	NATURE OF FRIENDSHIP	SOCIALISING WITH WORK COLLEAGUES
STEREOTYPES	WORK/CASUAL CLOTHES	DISCIPLINE	FAMILY MODELS
CLIMATE	PRIVATE/BUSINESS DIVIDE	GOOD MANNERS	CONSULTATION PROCESS
FLEXIBLE WORKING HOURS	DECISION MAKING PROCESS	AUTHORITY	DEADLINES
GENDER ISSUES	COMMUNICATION STYLE	ATTITUDE TO AUTHORITY	PERSONAL SPACE

Lesson plan 2
DEALING WITH STEREOTYPES

In this lesson plan the students create a mind map representing different (stereotypical) views on other (work) cultures.

Ideally, this activity takes places in all the countries involved in the mobility project.

EXPERIENCES

Students

- collect information about people and cultures from other countries
- reflect on their perception of other cultures
- reflect on stereotypes in general and particularly in relation to the workplace

TARGETED COMPETENCES

Students

- can identify cultural specificities (FREPA, skills, S-2.8)
- can talk about certain aspects of their cultures and other cultures (FREPA, skills, S-4)
- are willing to abandon their prejudices (FREPA, Attitudes, A-11)

PROCEDURE

BEFORE

The teacher prepares information/quotations/pictures which s/he thinks describe cultural features of all of the institutions in the different countries participating in the mobility project. Other countries can be included as well. The links presented in the example section provide plenty of information specific to each country.
To encourage critical distance, it is important that in their example to the students, the teacher includes information about his/her own cultures/communities as we are not always aware of the way in which other people (stereotypically) perceive our own culture(s).
The information/quotations/pictures are discussed in the class.

If the teacher uses pictures instead of quotations, s/he should include pictures of the workplace e.g. /for example offices, canteens, manufacturing space, board rooms, people at meetings etc.

The teacher could perhaps also make the students aware that there might be situations where they will have to leave their comfort zone. Such situations may occur e.g. when the student's appearance does not match the expectations of the host company, or when colleagues have a different understanding about what punctuality is, or else when the student does not have the same understanding of and relationship to authority.

The links below to the European Work Placement provide examples of cultural misunderstandings at work. These examples can be used in order to become aware of one's own cultures. It also encourages critical distance towards one's own (work) cultures.

If you use a specific text which mentions the name of the country/community, and that of its inhabitants, delete these details as well as any other clues that could give away the identity of the country. Different stations are organised in the classroom - each representing one of the countries/communities. You can lay out the location (within the classroom) of each country on a map, so that the students know which station represents which country.

Each student receives some information about a specific cultural aspect of the country they are trying to identify. S/he will decide which station (country) this information belongs to.

Once all students have made their decision about where they belong, they share the content of their information with others and explain why they have chosen this specific country. During the discussion students are encouraged to express their agreement and disagreement. The danger of a stereotypical vision of a country specific culture within the working environment is discussed.

The points of discussion are summarized, e.g. in a mind map.

At the end of the lesson a 5-minute video clip is played, showing examples of life and living in the host country, and students are made aware of the people in the video and their diverse cultural backgrounds. The danger of a stereotypical vision of a culture is explained if this has not been done so already.

For their homework the students are asked to look for statements, pictures, books, leaflets etc. describing the different cultures mentioned during the lesson. They share the materials that they have found about their own and their partners' cultures in class. Students could discuss what they need to know if they work in multicultural teams.

During the next lesson, students prepare cards with specific information about selected countries/regions. The information should be about their own country/regions and the other country(ies)/regions involved. These cards will be used later with all students. Doing this selection, they reflect on and discuss the choices they make. E.g.
Is it really typical?
Is it typical for some people?
Is it important?
Is it interesting?
Is it surprising?
Is it the same or different for all generations?
Is it the same or different in all situations?
Is it the same as in other places, is it different?
...

The students add information to their mind map.

DURING

The students use the cards with the information/quotations/pictures, which have been prepared in advance by everyone involved, in the same way as in the preparatory phase (i.e. different stations for the countries/regions).
It is important that there is time given for discussion, if necessary with the teacher's help, for any language issues which might arise. It is important that students notice that people can share cultures but that, at the same time there is great diversity. Cultures are not stable but rather fluctuate and change over time. Furthermore, people can simultaneously belong to multiple cultures where they adapt themselves to the different cultural circumstances.

We would like to stress that students need to have a record of their observations either as written notes, photos or audio recordings in order to be able to complete or revise their mind map.

AFTER

After the mobility project students review the points in the mind maps and discuss any changes in their perception. They also exchange their stories from the work placement.

FINAL PRODUCT FOR THE PORTFOLIO
A mind map representing different views on other cultures.

TOOLS AND RESOURCES
Resources:
- Video course European Work Placement: http://www.dcu.ie/eiw/about.shtml - downloads: http://www.immi.se/eiw/training.html
- Vocationally Oriented Culture and Language: www.vocalproject.eu
- Ready, Study, Go: http://www.rsgo.eu/

Links with country specific information:
- http://www.culturecrossing.net/
- http://europa.eu/about-eu/countries/index_en.htm
- http://www.kwintessential.co.uk/resources/country-profiles.html
- http://members.virtualtourist.com/m/1cd25/1/
- See list of video clips in the example section

EXAMPLES

1. Sample film clips
http://youtu.be/lX0a6Zf2GHU (stereotypes: a Hijab-wearing Muslim is not served in a bakery in Texas, 10:08)

http://www.youtube.com/watch?v=qA0a62wmd1A (perception : a young Chinese man wants to live in Ireland and learns Irish to find out that almost nobody speaks the language when he moves there, 9 :20)

http://www.youtube.com/watch?v=miUKTDMtTXg (anti-racism: a "letter home" from a homesick African in Ireland, 1:51)

http://www.youtube.com/watch?v=D5sjXyqmWkQ (street life in Berlin-Kreuzberg, 2:55)

http://www.youtube.com/watch?v=IP21EP_is4Q (daily sights in the city of Prague, 5:02)

http://www.youtube.com/watch?v=pQvlfJ-Wdmo&feature=related (walking in Naples, 6:30)

http://www.youtube.com/watch?v=QlwHotpl9DA (about the political structure in Belgium (in English), 4:10)

http://www.youtube.com/watch?v=_rfWsAQkb_o (a visit to Belgium (in English), 5:11)

There are many more examples available online– feel free to look around for more video clips about your own country and culture.

2. These modified sample statements came from http://www.culturecrossing.net/
Communication style: They are direct and say exactly what they mean. Some people may think that they are rude but they are not – it is their culture. [the Netherlands]

Greetings: When you meet a person, shake their hands. Good friends and family kiss each other on one or both cheeks. Some men kiss a woman's hand when saying hello. [Poland]

Meetings: Always be on time. They believe that it is rude to be late. [Germany]

3. Pictures about the target country e.g. festivals, costumes, public transport, supermarkets and other shops, fruit & veg markets, offices, people in work clothes, important landmarks, important people, public spaces etc.

4. Examples of websites that could be used to prepare cards before the mobility project
http://europa.eu/about-eu/countries/index_en.htm

http://www.kwintessential.co.uk/resources/country-profiles.html

5. Example of postcards about European people – clichés – prejudice
http://members.virtualtourist.com/m/1cd25/1/

Lesson plan 3
MY AUTOBIOGRAPHY OF INTERCULTURAL ENCOUNTERS

In this lesson plan the students reflect on *one* intercultural experience that was particularly important for them by completing the *Autobiography of Intercultural Encounters* and create a "List of Key Skills of Intercultural Communication".

EXPERIENCES

Students
- recount their experiences of dealing with other cultures and reflect on their behaviour in relation to the working environment
- become aware of the risks of stereotypical thinking in the workplace
- recognise strategies of successful intercultural communication with work colleagues

TARGETED COMPETENCES

Students
- can identify specific forms of behaviour linked to cultural differences (FREPA, skills, S-2.10)
- can talk about/explain certain aspects of their language/culture/other languages/cultures (FREPA, skills, S-4)
- can understand what unites and/or separates people from different cultures (ICCinTE, p. 13)
- can deal with culture clashes and culture shock (ICCinTE, p. 13)
- can gain from previous intercultural experiences, to enrich their intercultural competence (FREPA, skills, S-7.3.1)
- learn some conversation strategies for successful intercultural communication (Mirrors and windows, chapter 3, p. 29)

PROCEDURE

BEFORE

The teacher invites the students to share, discuss and reflect on their experiences with people from other cultural backgrounds in the workplace, by sharing their own story of an intercultural encounter.
The following steps could possibly be taken:
Explore your own sense of self – discuss other people's encounters – consider the different meanings of intercultural encounters – think about the competences needed for intercultural encounters – what can you learn when completing your AIE portfolio – how can the AIE be relevant to your work placement?
Activities referring to the points above:
http://coe.dokeos.com/courses/AUTOBIOGRAPHYOFINTER/index.php

The teacher describes his/her own experience in terms of its uniqueness, as well as the feelings, thoughts and reaction of all parties involved. For example, in some multicultural teams one has to be careful not to criticise someone in public as they may lose face.

When working in a hospital, what intercultural competences would you need? When working in multicultural teams, what do you think is going to be easy, what could be difficult?

Discussion
One or two students are invited to comment on similar experiences.
Take as a starting point the situation at your workplace.

Discussion
Students present each other's stories in a feedback session. The teacher encourages the students to think about and define what factors determined the success of their encounters. S/he makes a list of the strategies that students suggested in the discussion. The teacher also highlights examples of possible culture clashes.

Pair or group work
In pairs, students create a "List of Key Skills of Intercultural Communication". This list contains ideas for effective ways of communicating and interacting in a culturally diverse environment at the workplace. The suggested ways are to "be aware of your own culture", "be a learner", "get curious", "listen and observe" and "experience different cultures regularly". All the students discuss together whether they think these points are important or not. They can review what they have said after the work placement.

The examples can be found here:
http://www.englishandculture.com/blog/bid/71208/Your-Intercultural-Communication-Skills-5-Ways-to-Improve

The teacher provides each learner with a questionnaire based on the *Autobiography of Intercultural Encounters (AIE)* (see the example at the end of this lesson plan). A link to more information about the AIE can be found in the tools section/further reading.

The teacher can adapt the questionnaire to the working context and include questions about the following topics: ways of dealing with authority, task distribution at work, delegation of tasks, communication style, general behaviour in the work place, socialising with your work colleagues, working in multicultural teams etc.

Students interview each other in pairs about their experience of other cultures in the workplace and describe their reaction to a specific aspect of an intercultural encounter.

DURING

In order to be able to fill in the AIE after their return from the work placement, students keep a detailed record (e.g. log book) of their observations of intercultural issues during their work placement. They can focus on the work

environment, the communication skills and interaction experienced (see also LP4 "Key words for work placements").
They also reflect whether the "List of Key Skills of Intercultural Communication", which was discussed previously in the classroom, can be of any use.

AFTER

After their return from the work placement, the students complete the AIE with the help of their notes taken during their time abroad.
Having finished the writing with the support of their teacher if needed, the students share their stories in groups of 3-4. Ideally, around 4 students present their intercultural encounter to the whole class afterwards.

We suggest leaving the decision to present before the whole class or not entirely up to the students - the AIE is a personal document that helps to reflect on one's experiences and does not have to be shared with other people if the author does not want to.

FINAL PRODUCT FOR THE PORTFOLIO
Completed questionnaires based on the Autobiography of Intercultural Encounters

TOOLS AND RESOURCES
Autobiography of Intercultural Encounters (AIE)*.* Council of Europe, 2009.
http://www.coe.int/t/dg4/autobiography/Source/AIE_en/AIE_autobiography_en.pdf

ICOPROMO
http://archive.ecml.at/mtp2/Icopromo/results/index.html

Further reading
Autobiography of Intercultural Encounters (AIE). Facilitator's notes. Council of Europe, 2009.
http://www.coe.int/t/dg4/autobiography/autobiographytool_EN.asp

Autobiography of Intercultural Encounters (AIE). Context, concepts and theories. Council of Europe, 2009.
http://www.coe.int/t/dg4/autobiography/autobiographytool_EN.asp

EXAMPLE

See the following pages: example of a filled in *Autobiography of Intercultural Encounters*.
Sources:
The questions are taken from the official *Autobiography of Intercultural Encounters* (Council of Europe). This is only a selection of possible entries in the questionnaire. Feel free to modify the questionnaire using the *Autobiography of Intercultural Encounters* as a point of reference.)

The answers, written by a Tamil pupil attending a Swiss secondary school, are translated from German and quoted from Z'graggen, Martina (2012). Jugendliche erleben Mobilität im virtuellen Austausch. St. Gallen: Pädagogische Hochschule St. Gallen (unpublished master thesis).

Example of a completed *Autobiography of Intercultural Encounters* – this example can be referred to when you are going out with your colleagues from work for dinner.
Also have a look at: http://coe.dokeos.com/courses/AUTOBIOGRAPHYOFINTER/index.php

The encounter

Title
Give the encounter a name which says something about it...
Pizza with ketchup

Description
What happened when you met this person / these people?
Two people from Norway had come and they ate their pizza with ketchup on the top.

Time
When did it happen?
Location
Where did it happen?
The encounter happened three years ago in Pizzeria [xy].

Importance
Why have you chosen this experience?
I was astonished and I will never forget it.

The other person or people
Who else was involved? Write something about them. What was the first thing you noticed about them? What did they look like? What clothes were they wearing? Were there male/female, or olrder/younger than you? [...]
It was a tall man and a tall woman. They spoke Norvegian. They were curious. They wore normal clothes. They were both elder than 20.

The other person's feelings
Imagine yourself in their position... How do you think the other people felt in the situation at the time? This can be difficult but try and imagine what they felt at the time. Happy or upset/stressed, or what? How did you know?
What do you think they were thinking when all this happened? Do you think they found it strange, or interesting, or what?
Interested and a little bit strange when they saw me eating the pizza without ketchup

Choose one or more of these or add your own and say why you have chosen it.
For them it was an everyday experience / an unusual experience / a surprising experience / a shocking experience / because...
An interesting experience. The person now knows that you can eat pizza without ketchup and that it tastes nice.

Same and different
Thinking about the similarities and differences between the ways in which you thought and felt about the situation and the ways in which they thought and felt about it...
Were you aware at the time of any similarities and, if so, what were they?
Were you aware at the time of any differences and, if so, what were they?
Differences: I do not eat pizza with ketchup. At the time, I was too young to be aware of the differences.

Lesson plan 4
KEY WORDS FOR WORK PLACEMENTS

In this lesson plan, students reflect on different topics related to work and create a list of key words and phrases useful for during their work placement.

EXPERIENCES
Students
- reflect on the topics that could be discussed when meeting people in the work placement
- reflect on what language skills they might need in these communication situations

TARGETED COMPETENCES
Students
- can observe linguistic elements in languages/cultures which are more or less familiar (FREPA, skills, S-1)
- can ask for help when communicating in bi/plurilingual groups (FREPA, skills, S-6.2)
- have an interest in discovering other perspectives of interpretation of familiar/unfamiliar phenomena both in one's own culture/language and in other cultures/languages (FREPA, attitude, A-3.3)

PROCEDURE

BEFORE

As a preparation for the work placement, the teacher invites the students to reflect on different questions, for example:
- What do I think is expected from me?
- What could my tasks be?
- What kind of vocabulary might I need?
- How can I prepare myself?

Of course, the teacher can add other questions, relevant for the students' context.

As a next step, students anticipate a situation at their work placement in a role-play with another student.
In order to practise basic vocabulary, they do the role-play "At the workplace".
Students could discuss the following topics and explore what target language terms they need when they are talking about
- their own background e.g. family, country, school, vocational training, etc.
- their work and the host company
- expectations and knowledge about the workplace e.g. what tasks am I expected to do?
- appropriate gifts that one should bring upon arrival at the workplace
- the appropriate dress code
- the appropriate way of addressing the boss and other colleagues

---

- appropriate conversation topics at work e.g. do you talk about family, friends and socialising?

The project *European Language Portfolio on Student's Journey through Studies into Professional Life* provides a series of topics for role-plays for the different competences (reading, listening, writing, speaking and interacting, tasks involving multiple skills) for different language levels, http://www.elpipl.com/teachers/teachers-material-bank.

Students create a list of **key words and phrases** for their first encounter with people in the host company in the target language. They complete the first two columns of the table in example 1a with words which they think might be useful. They can use online dictionaries such as LEO (http://dict.leo.org) or ask for the teacher's help.
Alternatively, the students can also create a mind map or a wordle (see http://www.wordle.net/ or http://www.youtube.com/watch?v=bpVXqokoi1U – how to create a wordle) or audio record a list with their mobile phone.

Students could also use the website of the Vocal project (Vocationally oriented culture and language, www.vocalproject.eu) if the country the students are going to is included in the website. The online Vocal language materials consist of 5 general language topics (accommodation, emergences, travel, socializing, work) and 4 topics about language for specific purposes (banking, business, engineering, tourism).

For example if the students are going to a German speaking area, they could use the exercises from the module "Deutsch für Berufseinsteiger" provided by the Goethe-Institut, http://www.goethe.de/ins/fr/lp/lhr/sek/mat/dfb/deindex.htm. (please note that you have to ask for access to the database which may take some time).

DURING

The students complete their list of keywords during the work placement with new words (example 1a).

AFTER

The students review their list of key words and phrases and choose 10-15 items that were particularly useful for them and that they would like to keep in mind/remember? (example 1b).

The selected words are shared in the class and recorded in a common vocabulary list (example 1c).

FINAL PRODUCT FOR THE PORTFOLIO
List of key words useful for the work placement

TOOLS AND RESOURCES
Language and culture preparation for going abroad: www.vocalproject.eu
European Language Portfolio on Student's Journey through Studies into Professional Life

http://www.elpipl.com/teachers/teachers-material-bank

EXAMPLE 1

1a. My linguistic discoveries

Before you go to your work placement, choose some topics you think you might be asked to talk about and write down the words you think you might need.

Complete the list with new words or topics during the work placement. You can also use your mobile phone to record your words.

topic	before the work placement	during the work placement
…	…	…
…	…	…
…	…	…
…	…	…
…	…	…
…	…	…
…	…	…
…	…	…
…	…	…
…	…	…

1b. The most useful words and phrases
Choose 10-15 items that were particularly useful and that you would like to remember

...
...
...

1c. Common vocabulary from class ...
Write down the collection of useful words and phrases from all your fellow students in your class (1-2 words per student).

...
...
...

Lesson plan 5
EXPERIENCING WORK CULTURES

> In this lesson plan the students work on their ideas about other work cultures and the people they will meet.

EXPERIENCES

Students

- think about their ideas and associations about other (work-)cultures
- become more aware that some aspects of a (work-) culture can be accessed easily by the senses while other aspects are subtler and require time to be discovered
- can revise their ideas relating to the experiences they have of 'real culture'
- are able to work in multicultural teams

TARGETED COMPETENCES

Students

- know that intercultural relations and communication are influenced by knowledge they have of other cultures as well as the knowledge others have of their own culture (FREPA, knowledge, K-10.4)
- know that knowledge they have of cultures often includes stereotypes (FREPA knowledge, K-10.4.1)
- develop a critical attitude to their own values and the values of others (FREPA, attitudes, A-9.4)
- are able to suspend judgement of their own (work) culture and other (work) cultures (FREPA, attitudes, A-11.2)
- are ready to distance themselves from their own cultural perspective and are attentive to the effects that this may have on their perception of phenomena (FREPA, attitudes, A-12.1)

PROCEDURE

BEFORE

The teacher invites the students to write down any ideas that come into their mind when they think about working in the company as part of their work placement. Students fill in the speech bubbles in Worksheet 1a: "My ideas about the other work culture/company before the work placement".
They give a title to each speech bubble saying what aspect of work it is about (e.g. greetings, lunch break, canteen, attitude to work, mentality, working atmosphere etc.).

(This worksheet will be used again after the work placement.)

In pairs or small groups, students share their results.
In the following discussion with the whole class, the teacher lists all the aspects the students have mentioned in their worksheets.

Each student chooses three aspects of this list which s/he would like to focus on during the work placement and writes them down on worksheet 2.

It may be useful to prepare students for the so-called "culture shock", i.e. that they might have uncomfortable and/or anxious experiences .
In order to make students aware of such matters, the teacher could make them read the text in worksheet 3 and discuss possible ways to deal with such a situation.
The teacher will find links for further reading in the tools section in this lesson plan.

DURING

During the work placement, students observe the three chosen aspects. They can aso interview people in their work placement about the topics observed or the concrete observations they have made. Students take a record of their observations using the grid in worksheet 2 or by using audio or video recording (they will complete the grid after their return from the work placement in order to add another document to their portfolio).

The teacher should stress that the students first describe the situations in an objective manner and then talk about a second step as to how they would interpret them.

AFTER

Students fill in worksheet 1b, now retrospectively. They now have two different versions of their ideas about the other work culture/company and can see if their perceptions have changed or not.

In a final discussion, the students' experiences and impressions will be discussed:
- Did the experiences during the work placement confirm their (previous) perceptions or did it modify them? How do they feel about it?
- How did they feel when they realized people in the host company do things differently than they do?
- What aspects of another work culture/company are important for them?
- Could they change something in their own behaviour or in their host? company's work culture after the work placement?

FINAL PRODUCT FOR THE PORTFOLIO
- the completed speech bubbles with their ideas before and after the work placement
- the description of their observations

TOOLS AND RESOURCES
ICOPROMO: « All eyes and ears »
http://archive.ecml.at/mtp2/Icopromo/results/Files_WEB/pag6.html

Further reading
About the aspects of time, authority & communication and food:
Mirrors and windows
http://archive.ecml.at/mtp2/Iccinte/results/downloads/pub123aE2003_Mirrors_windows.pdf,
("Rock around the clock", p. 11, "Gendered identities", p. 39, "Conversation… and silence", p. 29,
"You are what you eat", p. 19)

About culture shock:
Culture Shock preparation: Information about cultural adjustment
http://www.studyabroad.uci.edu/prepare/shock.shtml

Culture shock: a guide to moving abroad
http://www.internationalgraduate.net/graduate-study-abroad-advice/culture-shock-guide-to-moving-abroad/

How to cope with reverse culture shock
http://www.studentsabroad.com/handbook/reverse-culture-shock.php?country=General

EXAMPLE 1
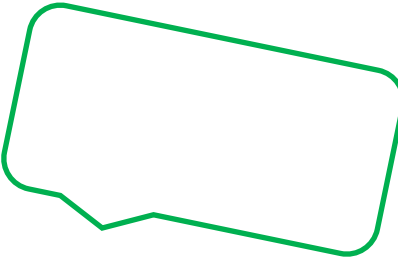
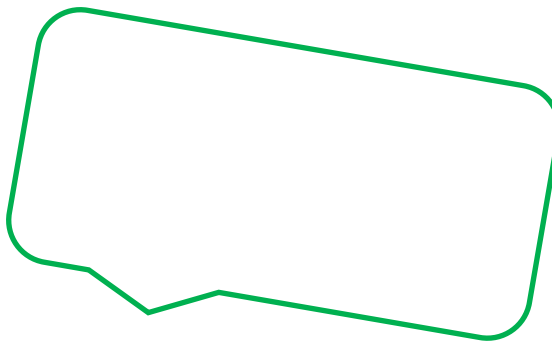**Worksheet 1a: My ideas about other work cultures/companies before the work placement**

Food in canteens in
England is not very nice.

_____

Working in (name of the company, country):

Worksheet 1b: My ideas about other work cultures/companies after the work placement

> Food in the office canteen was not only edible but actually tasted nice.

_____

_____

_____

_____

_____

_____

Working in (name of the company, country):

EXAMPLE 2

Worksheet 2: Guidelines for observation
based on an idea from ICOPROMO ("All eyes and ears", Acquiring cultural knowledge)

Try to observe as closely as possible and take notes of your observations (see sheet on the next page). You can also interview the people in your work place about the aspects you observe. If your own observations and the answers you get differ, make it clear in your description of the situation. Try to describe your observations as objectively as you can before you interpret them.

Possible questions for possible topics to observe during the work placement:
(based on chapters from Mirrors and windows, see 'further reading' in the tools section of this lesson plan)

TIME	- Was everybody in time for meetings? - When did people start and finish work? - How much time did you get for your lunch break? - Was the attitude to time during your work placement similar or different in comparison to a company in your home country? - What could be the reasons for this cultural similarity/difference?
AUTHORITY & COMMUNICATION	- Was it easy to communicate with your work colleagues? Did you feel that you had the same status as other work placement students? - How did the fact of being a non-native speaker affect your status? - How did you have to address your boss? Could you call him by his/her first name? - Did you go out with your work colleagues or was there an obvious divide between work and private life? - Did you notice a gender difference at work? Were women in positions of administration or/and management? - Was the attitude to authority at your work placement similar or different in comparison to a company in your home country? What could the reasons be for this cultural similarity/difference? - Was the attitude to conversation topics during your work placement similar or different in comparison to a company in your home country? What could the reasons be for this cultural similarity/difference?
FOOD	- Did the employees have lunch together? - Was there a canteen or did you have to bring your own food? - Was it easy for you to order/buy food? - Was the attitude to food at your work placement similar or different in comparison to a company in your home country? What could the reasons be for this cultural similarity/difference?

My observations

company	
country	

Observing the aspect of … food

Note: Other aspects are time, authority, communication, the company site, dress style, etc.

Please take notes about
- the situation: what was it about, how did it develop, how did it end
- the other person's behaviour
- your own behaviour
- any consequences for your (professional) future

EXAMPLE 3

Culture Shock: A Guide to moving abroad
Travelling abroad can be exciting but the experience of new cultures, people, food, music, and probably a new language combined with the lack of familiarity amongst the people and your new surroundings can make you anxious. Welcome to the culture shock.

Know your four stages
Culture shock can be broken down into four stages. The first is the excitement/honeymoon stage. This occurs during the first few days/weeks. As you arrive in your new country, you are going to be excited about all the new experiences. This elation will keep you going for a week or maybe longer as you are still learning all about your new surroundings.

However, this elation will soon fade and will turn into the second stage: frustration. As you slowly learn about your new surroundings, you start to notice just how much things differ to your home country. This stage is probably one of the most important, so make sure you talk to people, your school and your family and friends about how you are feeling and what you are experiencing.

Expressing your frustration to others is vital as it will help you understand more about how things operate. The best way to overcome the frustration stage is to integrate with your new surroundings. Make it your home, make friends with students who are native to your host country – they will help you understand and adjust much quicker than grouping together with fellow international students.

Understanding
Once you get through your frustration, you can move on to the understanding stage. This is when you become more comfortable with the people, the food, the language and your new surroundings. You've made friends that you trust and are comfortable with. You become less homesick and more comfortable with speaking and listening to the language spoken in your host country and you begin to handle situations that you previously found difficult during the frustration stage, with ease as you start to refer to your new environment as home.

This leads to the last stage: acceptance. Here you are able to compare the good and bad of your host country with the good and bad of your home country. You begin to feel less like a foreigner. You laugh about things that frustrated you at earlier stages of the cultural shock. This is when you can finally start to fully take in the experience of studying abroad!

Examples of Weird Culture Shocks
[…]

Language barrier
This one may be obvious if you are studying in a place where your native tongue is not spoken, but there is also a language barrier for students who choose to study in places where their native language is spoken. For example, despite the fact that English is spoken in both the UK and the USA, their spelling of certain words differs and the slang used can sometimes prove difficult to understand.

Food
Yes, this one may seem obvious but it's not just the types of food that will be different, it's the attitudes towards food and the meaning behind it. In some countries, wasting food is seen as an insult and in some countries, eating in front of the television in unheard of!

Source: http://www.internationalgraduate.net/graduate-study-abroad-advice/culture-shock-guide-to-moving-abroad/

Lesson plan 6
THE ELP: HOW DO I LEARN AND HOW DO I WANT TO LEARN?

> **In this lesson plan the students reflect on their language learning and their language competences and set goals.**

EXPERIENCES
Students
- reflect on their language learning strategies and formulate objectives to be achieved during the mobility project and in the near future
- assess their competences and their progress in the area of language acquisition by using checklists (e.g. from the European Language Portfolio (ELP) or the examples below)

TARGETED COMPETENCES
Students
- can learn autonomously (FREPA, skills, S-7.6)
- can identify their own learning needs and objectives (FREPA, skills S-7.7.1.1)
- can observe and check their own approaches to learning (FREPA, skills, S-7.7.4)
- know about different strategies and their relevance (FREPA, knowledge, K-7.5.1)
- have an interest for more conscious linguistic learning (FREPA, attitudes, A-18.2)

PROCEDURE

This lesson plan is focused on the use of the European Language Portfolio (ELP). We would like to stress the importance of the ELP as an instrument giving a detailed presentation of one's competences in various languages. There are several scientific research projects such as DYLAN or LINCQ whose objective is to make the business world aware of the advantages of plurilingualism for innovation, corporate culture and corporate quality (see e.g. http://www.dylan-project.org, http://www.ecml.at/lincq).

Thus, a potential employer being aware of a plurilingual candidate's additional value may be interested in seeing a candidate's language portfolio showing him in detail what kind of language competence the candidate has in different languages.

In case your students need to prepare their application documents, they may find help writing their CV on the EUROPASS website, http://europass.cedefop.europa.eu/en/documents/curriculum-vitae.

BEFORE

As an introduction to the different activities of this lesson plan, the students should explain what they do at work/at school in their mother tongue and in the target language. In mini role-plays, they simulate the situation where they want to tell someone at the host company what their work/school experiences are. Thus, they realise what they can say in the target language and what not. They understand why it makes sense to think about learning strategies and to make word lists (see lesson plan 4 for language aspects).

The teacher encourages the students to use the European Language Portfolio (ELP) or the grid in example 1 – *My learning strategies* attached to this lesson plan, to reflect on their language learning strategies.

In a second role-play, the students simulate the situation where they have to explain to a pupil who is only starting to learn a foreign language, what s/he could do to be a successful language learner. The students who are listening to their classmates doing the role-play, take notes of the strategies mentioned. After the role-play, the whole class discusses whether the students think these strategies can be useful.

Students highlight any relevant items regarding techniques they use to learn the language (please see the first column in the grid attached to this lesson plan). The students should concentrate solely on selected categories (e.g. only 'I listen to' and 'I watch') and come back to the rest of the categories at another time.

Students talk in pairs. They compare and discuss what they do when learning a language. They describe their techniques to each other and think about the possible advantages of them and the reasons why they have chosen these strategies.

The teacher uses a self-assessment checklist from the ELP or else the checklist provided in example 2 – *Goals for the work placement* below.

Alternative 1: Assessing competences and setting goals
Students assess their language competences by working on either the checklist from the ELP or else the checklist found in example 2. They reflect on what they can do and what they need to practice. They are also invited to think about 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 their goals that they have set and reflect on them once the mobility project is completed).

Alternative 2: Assessing competences
Students fill in the list in example 3 – *My language competences* (with the same competences as in example 2, but without the need to set goals). They decide, together with the teacher, if they should complete the list during the work placement as well or only upon their return to school.

For alternatives 1 or 2, the checklists in the Dutch ELP for vocational education (p. 22-84) can be used.

Alternative 3
If the teacher would like the students to focus on oral communication (e.g. because oral communication is particularly important for their work), they can fill in the list of strategies in example 4 – *Strategies for oral communication*.

DURING

Students observe their progress and use of language learning strategies and complete the self-assessment checklist (Example 2, 3 and/or 4).

AFTER

Students individually can update their checklist(s) and decide whether they have managed to achieve their learning goals.

Pair or group work: students discuss whether they achieved their goals or not. If they did not achieve a specific goal they might think about the possible reason(s) for this. They are asked to describe how they benefitted from implementing new techniques and if the new strategies were helpful.

FINAL PRODUCT FOR THE PORTFOLIO
- completed checklists of language learning strategies, strategies for oral communication or the assessed language competences (before, during, after)
- the account of how the goals were accomplished (after)

TOOLS AND RESOURCES
European Language Portfolio. Council of Europe.
http://www.coe.int/t/dg4/education/elp/

Harris, V. (2001). *Helping learners learn: exploring strategy instruction in language classroom across Europe*, Council of Europe.

Dutch ELP for vocational education, Council of Europe, 2001.
http://www.steunpunttaalenrekenenmbo.nl/steunpuntmbo/download/downloads-mvt-referentie-en-internationale-kaders/europees-taalportfolio-engels.pdf

EXAMPLE 1
My learning strategies

How do I learn languages?

Mark [**√**] in the first column what activity you do to learn a foreign language. In the second column mark those techniques you would like to use in the future. You can add your own ideas.

	In the language I am learning	I do the following	I would like to learn like this
I listen to	songs on the radio, TV	[ ]	[ ]
	radio and TV news	[ ]	[ ]
	conversations during break times in the office canteen	[ ]	[ ]
	conference calls at work	[ ]	[ ]
	...	[ ]	[ ]
I watch	films on TV, in the cinema, on video/DVD	[ ]	[ ]
	TV programs	[ ]	[ ]
	company ads on TV/online	[ ]	[ ]
	...	[ ]	[ ]
I read	texts from the course book	[ ]	[ ]
	comic strips	[ ]	[ ]
	websites	[ ]	[ ]
	magazines for teenagers	[ ]	[ ]
	books (e.g. simplified versions)	[ ]	[ ]
	company mission statements	[ ]	[ ]
	...	[ ]	[ ]
I write down	words of wisdom	[ ]	[ ]
	lyrics	[ ]	[ ]
	new vocabulary and expressions	[ ]	[ ]
	my observations, conclusions, comments	[ ]	[ ]
	vocational/technical/business language	[ ]	[ ]
	...	[ ]	[ ]

I write	notes	[ ]	[ ]
	compositions	[ ]	[ ]
	e-mails, postcards, letters to my peers from other countries	[ ]	[ ]
	office correspondence	[ ]	[ ]
	…	[ ]	[ ]
I check	the answers to the exercises in the answer key	[ ]	[ ]
	the meaning of the new words in a dictionary	[ ]	[ ]
	the irregular forms of needed words in grammatical tables	[ ]	[ ]
	…	[ ]	[ ]
I translate	short texts (e.g. lyrics, advertisements, captions of photos)	[ ]	[ ]
	documentation related to my work	[ ]	[ ]
	…	[ ]	[ ]
I keep	tests and compositions with positive marks	[ ]	[ ]
	other interesting work	[ ]	[ ]
	office material as samples; e.g. memos	[ ]	[ ]
	…	[ ]	[ ]
I try to	participate in extra classes of the language I am learning	[ ]	[ ]
	learn together with my friends	[ ]	[ ]
	regularly listen to recordings in the language I am learning	[ ]	[ ]
	talk with work colleagues about my tasks	[ ]	[ ]
	Communicate during break times with my colleagues in the target language	[ ]	[ ]
	participate in conference calls & meetings at work	[ ]	[ ]
	write emails at work	[ ]	[ ]
	…	[ ]	[ ]

This list of strategies is taken from the Polish ELP and adapted to the vocational context.
Source: European Language Portfolio (ELP for 10-15 year-old students – translation and illustrations from the Polish version). Warszawa: CODN, 2004, p. 12-13.

EXAMPLE 2
Goals for the work placement (B1 CEFR)

With this list, you can **set goals** you would like to focus on during the work placement[1]:

Before your work placement, list some language goals you would like to achieve and think about what you can do to achieve these goals.

During your work placement, check if you are really doing what you planned to do.

After your work placement, tick the goals you have actually achieved.

Goals	BEFORE What can I do during my mobility project to achieve these goals? Explain.	DURING What am I actually doing? Explain.	AFTER Have I reached my goal? Please tick if yes.
LISTENING			
I can understand the main points when someone is explaining the step of a procedure to me but only if I can see this step as well.			
I can understand what the topic is if people speak slowly and clearly at work.			
I can understand what a client/patient/supplier etc. requires on the telephone.			
I can understand what a client/patient/supplier etc. requires in a face-to-face conversation.			
I can understand the main points in a meeting with my colleagues.			
I can…			
READING			
I can understand written instructions, e.g. in an e-mail.			
I can understand instructions in a computer program if there are also symbols or pictures.			
I can understand posters/signs at my workplace.			
I can understand minutes from a meeting.			
I can understand emails sent by clients/suppliers/colleagues etc.			
I can…			
SPEAKING			
I can order something to eat or drink in a simple way, e.g. in the office canteen.			
I can take part in a conversation on a familiar topic, e.g. how we spent Sunday.			

---

[1] The descriptors are based on the B1 level of the Polish portfolio and adapted to the vocational setting; some descriptors might not be adequate for the students' level. Source: European Language Portfolio (ELP for 10-15 year-old students – translation and illustrations from the Polish version). Warszawa: CODN, 2004, p. 12-13.

I can actively participate in meetings at work and express my point of view.			
I can do a telephone call at work.			
I can explain to someone in simple words what my work is about.			
I can…			
WRITING			
I can write e-mails and letters to clients/suppliers/colleagues etc.			
I can describe my colleagues and my work place to others, e.g. in an e-mail to a friend.			
I can write a short report about the work done during my work placement.			
I can write minutes from a meeting with the help of colleagues (e.g. if they give me their notes as well).			
I can write a short note to my boss/a colleague if s/he is not here and there is something important s/he has to know.			
I can…			

EXAMPLE 3
My language competences (B1 CEFR)

With this list[2], you can **assess your linguistic competences** relating to your work before, during and/or after your work placement.

competences	before	during	after
LISTENING			
I can understand the main points when someone is explaining a step of a procedure to me, but only if I can see this procedure as well.			
I can understand what the conversation topic is if people speak slowly and clearly at work.			
I can understand what a client/patient/supplier etc. requires on the telephone.			
I can understand what a client/patient/supplier etc. requires in a face-to-face conversation.			
I can understand the main points in a meeting with my colleagues.			
I can…			
READING			
I can understand written instructions, e.g. in an e-mail.			
I can understand instructions in a computer program if there are also symbols or pictures.			
I can understand posters/signs at my workplace.			
I can understand minutes from a meeting.			
I can understand emails sent by clients/suppliers/colleagues etc.			
I can…			
SPEAKING			
I can order something to eat or drink in a simple way, e.g. in the office canteen.			
I can take part in a conversation on a familiar topic, e.g. how we spent Sunday.			
I can actively participate in meetings at work and express my point of view.			
I can communicate by phone at work.			
I can explain to someone in simple words what my work is about.			
I can…			

[2] The descriptors are based on the B1 level of the Polish portfolio and adapted to the vocational setting; some descriptors might not be adequate for the students' level. Source: European Language Portfolio (ELP for 10-15 year-old students – translation and illustrations from the Polish version). Warszawa: CODN, 2004, p. 12-13.

WRITING			
I can write e-mails and letters to clients/suppliers/colleagues etc.			
I can describe my colleagues and my work place to others, e.g. in an e-mail to a friend.			
I can write a short report about the work done during my work placement.			
I can write minutes from a meeting with the help of colleagues (e.g. if they give me their notes as well).			
I can write a short note to my boss/a colleague if s/he is not here and there is something important s/he has to know.			
I can…			

EXAMPLE 4
Strategies for oral communication

In a conversation, what strategies do you use? Colour in green a part of the box to show how often you use this strategy.

What strategies do you plan to use?

After your stay: what strategies did you use? Were they the same as before your stay? Did you use more and different strategies? Did you use the strategies you planned to use?

I try to keep it simple and avoid topics or ideas that may be particularly difficult	
If I find I do not know the words for what I want to say, I change the way I was going to say something so I can use an easier expression	
I use 'set phrases' that I am confident with to give myself time to think of how to say something I am less sure of	
I listen out for words and expressions that I have just heard the native speaker say and try to use them myself	
I try to encourage the native speaker to do the talking by asking questions like 'what do you think?'!	
I use communication strategies	

If I do not know the word for something……	
I describe it eg what it looks like, what you can use it for, whether you wear, eat or drink it!	
I use a word that has roughly the same meaning eg 'boat' instead of 'ship'	
I use mime or a gesture or a facial expression	
I make up a word by saying the mother tongue word but with the foreign accent	
I use an 'all purpose' word like 'thingumejig'	
I ask for help eg 'how do you say … / what do you call?'	
I show I need help eg by pausing, a puzzled expression etc	
To give myself time to think…	
I use 'stalling strategies' like 'Well, now let me see, as a matter of fact, not at all, absolutely' etc	

Source: Harris, V. (2001). *Helping learners learn: exploring strategy instruction in language classroom across Europe*, Council of Europe, p. 182.

Lesson plan 7
WORKING IN DIFFERENT LANGUAGES

In this lesson plan the students observe how multilingual communication at work functions and reflect on rules facilitating successful communication in a multilingual setting.

EXPERIENCES

Students

- experience working with people with different mother tongues
- observe how communication among these people functions
- recognise that working in multilingual teams works in different ways
- understand that the status of native and non-native speakers in a conversation is not the same
- learn some conversation strategies for successful intercultural communication

TARGETED COMPETENCES

Students

- are interested in understanding what happens in intercultural/plurilingual interactions (FREPA, attitudes, A-3.4)
- accept the existence of other modes of interpretation of reality (FREPA, attitudes, A-4.4)
- react without an a priori negative slant to the functioning of bilingual talk (FREPA, attitudes, A-4.6)
- can communicate in bi/plurilingual groups taking into account the repertoire of their interlocutors (FREPA, skills, S-6.1)
- can activate bilingual or plurilingual communication in relevant situations (FREPA, skills, S-6.5)

PROCEDURE

BEFORE

The teacher gives the students the tables in example 1 and invites them to describe their language profile i.e. to record which language(s) they use with other people in different situations (see example 1).

To make the students aware of how different language profiles can be, a few students are invited to show their profile to the class.

Afterwards, the teacher asks the students if they use more than one language with the same person and explains that such communication situations are called bilingual or multilingual situations, depending on how many languages are involved.
S/he points out the fact that often, especially in the business environment, English is chosen as a global language when people with different mother tongues are present. An exercise on this aspect can be found at ICOPROMO/Sense-making/I speak English.
http://archive.ecml.at/mtp2/Icopromo/results/Files_WEB/pag4.html

In the classroom, the students discuss the advantages and disadvantages of only one language or several languages at the workplace. The teacher invites the students to anticipate what kind of bi/multilingual situations they could encounter during the work placement and how they could cope with them. Then, the students are asked to read the examples of mono-/multilingual situations summarised in example 2a and to describe a similar situation at their actual workplace.

The aspect of power relations between native and non native speakers should be taken into account as well. The teacher asks the students to give examples of situations where someone with a different mother tongue tried to communicate in the students' mother tongue. How did they feel about it? What could a possible reason have been for communicating in a foreign language?

In pairs or small groups, students read the short story about an Australian woman, called Sarah, in France and discuss the questions.
(ICOPROMO/Communicating across cultures/Tu es anglaise.
http://archive.ecml.at/mtp2/Icopromo/results/Files_WEB/pag2.html)

Students have to understand that being a non-native speaker among native speakers can put them in challenging situations: they might not be able to express their emotions or to react quickly to others's statements etc. Students should understand that their range of expressing themselves as non-native speakers can be limited, but that they should feel self-confident and continue communicating even while it might be frustrating at times.

Before starting their work placement, the students are given sheet no 3. They record their experience in the workplace at the beginning of the lesson so that they know what their tasks are during the work placement (see example 3).

DURING

Students observe examples of mono-/multilingual communication in the workplac, similar to the situations in example 2a and record one or more similar experiences during their work placement (example 2b).

AFTER

In pairs or small groups, students share their experiences. They collect possible rules one can observe in multilingual settings in order to support smooth communication.

The results from the group work are discussed in the class; students complete their list of rules (see more details about such rules in lesson plan 3/Autobiography of Intercultural Encounters where students create the "List of Key Skills of Intercultural Communication").

FINAL PRODUCT FOR THE PORTFOLIO

- language profiles
- examples of multilingual situations and communication rules

TOOLS AND RESOURCES

ICOPROMO

http://archive.ecml.at/mtp2/Icopromo/results/index.html

Further reading

Find more information about communication in multilingual settings in the booklet from the Dylan project (= Language dynamics and management of diversity, http://www.dylan-project.org/Dylan_en/dissemination/final/booklet/booklet.php).

EXAMPLE 1
My language profile

A lot of people use more than one language when communicating with other people. Maybe someone's mother tongue is not the same language as the language of the country s/he is living in. Similarly, a person might work together with a colleague who does not speak the local language. There are many reasons why we use different languages with other people in different situations.

In the tables below, you can indicate, for your private and professional environment, which language(s) you speak, with which person(s), in which situations. You can take several lines for the same language if you use it in different situations (e.g. if you speak English during English lessons at school as well as with your Australian neighbour).

Private environment

Which Language(s)?	With whom?	When? How often?

Professional environment

Which Language(s)?	With whom?	When? How often?

EXAMPLE 2
Observing multilingual situations at the workplace

Linguists distinguish different strategies that people in multilingual settings can apply. There are either monolingual or multilingual strategies, depending on how many languages are used in a given situation. But even if people start to communicate in one language only, there can be a change of language(s) used during the same situation.

In the boxes below, you will find descriptions of two different communication situations at work[3]. These examples could have happened in an international company. Please read them carefully and afterwards discuss your hypotheses on why people chose which language.

2a. Activities to be done *before* the work placement

Communication situation 1:

It's the weekly Monday morning meeting that everyone has to attend in a company in the German speaking part of Switzerland. Hugo comes from Canada, is the Head of Department and speaks English and French[*]. The line manager Kamil is Algerian and speaks Arabic, French, English, Spanish and a little bit German. Sonja, Lea, Florian and Ali are local employees and speak (Swiss) German, English and French. Ali speaks Turkish as well. The employee Hélène comes from France and speaks French, German and English. The employee Cora is Italian and speaks Italian, French, and English. She speaks very little German. Pavlov is a Hungarian employee and speaks Hungarian, Russian, and German but very little English. Milena is the Polish trainee and speaks Polish, English and a little bit German.

Hugo starts the meeting in English. After one hour, he has to leave. As soon as he has left, Sonja continues the discussion in German.

*The languages are listed in order of the people's competences in these languages. The first language mentioned is always a person's mother tongue.

Communication situation 2:

During the coffee break, the Swiss employee Lea, who speaks (Swiss) German, English and French[*], meets the Polish trainee Milena, who speaks Polish, English and a little bit of German, and talks to her in English. She observes that the Italian employee Cora, who speaks Italian, French, English and a little bit of German, and the French employee Hélène, who speaks French, German and English, are talking together in French, while the Algerian colleague Kamil, who speaks Arabic, French, English, Spanish and a little bit of German, is making use of all his German knowledge to speak to Pavlov, who speaks Hungarian, Russian, German and very little English. The Swiss colleagues all talk Swiss German together.

*The languages are listed in the order of the people's competences in these languages. The first language mentioned is always people's mother tongue.

Please record *one* communication experience *at your actual workplace* where one or more languages were involved. If you like, you can give the situation a title.

  a) Describe the situation: what, where, when, with whom?
  b) Describe how the communication was happening:
    - Did it work or were there any challenges?
    - What did people do to communicate well (= communication strategies)?
    - What did you do to understand and to be understood?
    - How did you feel in this situation (at ease/not at ease, challenged/relaxed; etc.)?

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[3] These examples are inspired from results from the EU-project „Language dynamics and management of diversity (DYLAN), http://www.dylan-project.org.

2b. Activities to be done *during* the work placement

Please record *one* (or more) experience at your work placement where one or more languages were involved. If you like, you can give each situation a title.

a) Describe the situation: what, where, when, with whom?
b) Describe how the communication was happening:
   - Did it work or were there any challenges?
   - What did people do to communicate well (= communication strategies)?
   - What did you do to understand and to be understood?
   - How did you feel in this situation (at ease/not at ease, challenged/relaxed; etc.)?

List of possible communication rules that you observed in a multilingual setting

➢ …

➢ …

➢ …

➢ …

➢ …

Lesson plan 8
MY IDENTITY AS A MOBILITY STUDENT

> **In this lesson plan the students prepare themselves for their mobility activity by reflecting on various areas they might be able to observe. They also define their linguistic and general goals to be achieved during the work placement.**

EXPERIENCES
Students
- define their linguistic needs to be targeted during the mobility project
- define and set goals to be achieved during the mobility project
- prepare themselves for their mobility project by reflecting on various areas they might be able to observe while on their mobility experience
- recognise their progress as far as language, intercultural communication, meta-cognitive and professional skills are concerned and identify the methods which have made this progress possible

TARGETED COMPETENCES
Students
- can learn autonomously and can also go to other people for help with their learning (FREPA, skills, S-7.6)
- can define their own learning needs/objectives under guidance (FREPA, skills, S-7.7.1)
- can benefit from previous learning experiences in new situations (FREPA, skills, S-7.7.3)

PROCEDURE
S.W.O.T. is an acronym that stands for Strengths, Weaknesses, Opportunities, and Threats. A SWOT analysis is an organized list of a business's greatest strengths, weaknesses, opportunities, and threats. But this can also be transferred to analyse an individual's strengths, weaknesses, opportunities and threats.

Strengths and weaknesses are internal to the individual (think: stamina, curiosity, impatience). You can change them over time but not without some work. Opportunities and threats are external (think: your working environment, your boss)—they are part of your external environment; events that are happening whether you like it or not. You can't change them.

Source: http://articles.bplans.com/business/how-to-perform-swot-analysis/116#ixzz3JYaydgMa (edited)

BEFORE

The teacher invites the students to share, discuss and reflect on their experiences with people from different backgrounds (at school, at their work placements, during their leisure-time activities, etc.).

The teacher describes the concept of the SWOT analysis and introduces the topic for analysis which the students will do themselves
i.e. My identity as a mobile student.

The students carry out an analysis of themselves, in the language of schooling. They can use the grid provided in example 1.

Students share ideas in small groups. The teacher facilitates the discussion and helps when necessary.

Based on the results of the analysis, students brainstorm the list of their vocation-related needs. The teacher supervises and advises.

Each student makes a list of 3 goals to be achieved during the mobility activity. The goals need to be clearly defined and can be interrelated in terms of their competences.

DURING

The student keeps a diary, writing down his/her observations and experiences related primarily to their goals, but also of other issues encountered.
The student is also encouraged to write a weekly report in the form of a blog. S/he can use the questions listed in example 2.
The student also keeps a phrase book of all the new words s/he has learnt in both the target language, from both formal and informal situations.

AFTER

The students are asked to do the SWOT analysis again and compare it with the analysis done before the mobility activity. In pairs students discuss any differences.

The students also revise the needs and goals list and self-assess their progress. They recall situations which have helped them reach their goals. They also critically reflect on the less useful and/or pleasant situations and suggest possible solutions.

FINAL PRODUCT FOR THE PORTFOLIO
- phrase book
- SWOT analysis

TOOLS AND RESOURCES
Explanation of a SWOT analysis
http://www.ehow.com/about_6610404_explanation-swot-analysis.html

Explanation of a Training Needs Analysis TNA
http://www.artipot.com/articles/181786/training-needs-analysis-tna-for-the-hospitality-industry.htm

Explanation of student self-assessment

EXAMPLE 1

	INTERNAL	EXTERNAL
POSITIVE	**Strengths**	**Opportunities**
NEGATIVE	**Weaknesses**	**Threats**

Examples:
STRENGTHS:
   I am a sociable person.
   I am open to new things.

OPPORTUNITIES:
   I can learn more about a foreign country.
   I can improve my professional skills.

WEAKNESSES:
   My English vocabulary is limited.
   I am shy.

THREATS:
   I won't be able to use my L1.
   I am afraid of making a mistake.

EXAMPLE 2

Reflective daily log

Students should maintain a special note book or file in which a reflective daily log of events is recorded, including a brief analysis and assessment of own practice, so that the recording is not simply a list of things done.

Questions which may be useful to ask oneself while doing the log include:
- Did I handle myself well in the situation?
- When was I not at ease and why?
- What did I find difficult and what did I find easy?
- Was my planning and preparation adequate?
- Was there something here of particular significance in terms of either my personal learning or my overall plan for that placement that I need to look at more closely?
- How am I perceived and to what degree am I accepted and trusted by those with whom I work?
- What practice skills did I employ today on placement? (e.g. communication, assessment, planning, intervention, self-awareness)

Source: adapted example of "Social Care placement" of ITT (www.ittralee.ie)

Lesson plan 9
MY LEARNING DIARY

In this lesson plan the students observe their progress in their linguistic, personal and professional development by means of a learning diary.

EXPERIENCES

Students

- become aware of the cultural similarities/differences in their work environment
- observe their progress by using a learning diary
- improve their language skills
- collect and record evidence of linguistic development

TARGETED COMPETENCES

Students

- can observe linguistic elements/cultural phenomena in languages/cultures which are more or less familiar (FREPA, skills, S-1)
- know that there are similarities and differences between languages (FREPA, knowledge, K-6)
- can observe progress in their own learning (FREPA, skills, S-7.7.4.1)
- have an interest in one's own learning styles? (FREPA, attitudes, A-19.2)

PROCEDURE

BEFORE

The teacher encourages students to keep a diary during their mobility activity. It can be in the form of a notebook, a daily log or a blog.
Students decide together what topics they are going to focus on and give reasons for their choice. The teacher assists by presenting a list of topics to be explored. The list may include:
- Vocabulary – expressions relating to the working environment
- Formal/informal language
- Idioms/proverbs/connotations
- Work related language
- Education related language
- Notices/signs in the workplace

Once the topics are selected, students are encouraged to provide some examples. Depending on the topic, they look for information on the internet, in dictionaries, in their personal environment or by using the links listed below.

DURING

During the mobility project, students seek further examples in order to complete the diary/log/blog. They can do it on their own by observing their environment. Alternatively, in some cases they can ask their work placement colleagues.

AFTER

Students present and exchange their findings with the teacher and their fellow students.

FINAL PRODUCT FOR THE PORTFOLIO
The learning diary

TOOLS AND RESOURCES
Language and culture preparation
www.vocalproject.eu

European commission site for youth, dedicated to promoting equity and diversity
http://www.salto-youth.net/diversity (in particular the sections "Cultural Diversity Topics" and "Cultural Diversity Publications")

EXAMPLE 1

Sample content of a learning diary

Subject area/topic	Examples found before the mobility project	Examples found during the mobility project
Idioms	Order is half of one's life = *Ordnung ist das halbe Leben*	…
Work-related language	The **deadline** is in two weeks' time.	…
Education-related language	In my school, there is a **dress code** for everyone.	…
Notices/signs at the workplace	No smoking/défense de fumer Danger!/Achtung Gefahr!	…
Socialising	Colleagues do not go out together for a drink on a Friday evening.	…
Language awareness	Words can have a different meaning when translated into another language.	…
Non-native speaker and status	As a non-native speaker it can sometimes be frustrating when trying to express oneself.	…

EXAMPLE 2

Apart from the cultural learning, the diary/log/blog could also be used to record professional and personal learning; for example:

1) What did I learn professionally during my work placement? E.g. better IT skills.

2) What did I gain personally during my work placement? E.g. being more confident when going out with my work colleagues for lunch.

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