TRAINING & CONSULTANCY
Plurilingual and intercultural education through mobility

PLURI MOBIL

European Centre for Modern Languages (ECML)

Anna Czura and Kristin Brogan
Chania, 6th – 7th of December 2018

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DAY 1

καλώς ορίσατε   **Tervetuloa!**   **Добро пожоловать!**

Welcome!   **Fáilte Romhat!**   **Willkommen!**

Bienvenue!   **Bienvenidas/os!**   **Velkommen!**
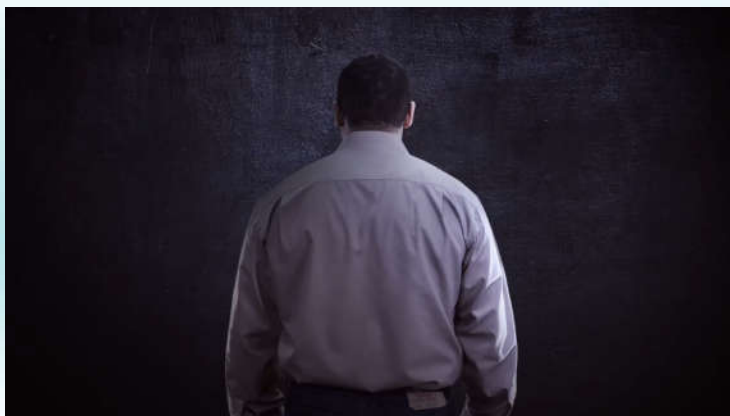
Benvenuti!   **Witajcie!**   **Բարի գալուստ!**

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My multiple identity

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Learning Mobility

- Face-to-face/ physical

- Virtual

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Learning mobility – why?

- Personal development
- Strengthening communicative and intercultural competences
- Openness and tolerance
- Willingness to be mobile in the future

Is it really the case??

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Expectations & exchange of experiences

What are your expectations of the workshop?
What are your experiences with mobility?

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kahvitauko

кофе

coffee break

Kaffeepause

διάλειμμα για καφέ

pausa café

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

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http://plurimobil.ecml.at

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Project team

Mirjam Egli Cuenat (coordinator)
Switzerland

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Poland

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Team members 2010-11
Josephine Cole (UK)
Anna Szczepańska (Poland)

Associate members:
Lukas Bleichenbacher
Katharina Höchle Meier
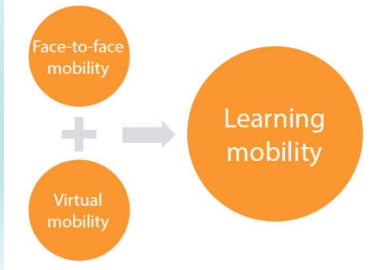Barbara Wolfer (Switzerland)

Two stages of PluriMobil
– 2010-2011
– 2012-2014

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PluriMobil supports all types of mobility

Face-to-face mobility + Virtual mobility → Learning mobility

LEARNING MOBILITY	
Form	School exchange, school project, studying abroad, e-learning, blended learning, vocational training, work placement
Destination	Abroad, another region of one's own country
Duration	From a few days to a few weeks, months or years
Accommo-dation	Host families, hotels, hostels, student halls
Type	Face-to-face (physical) mobility, virtual mobility

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+ communication in a workplace
+ teaching skills

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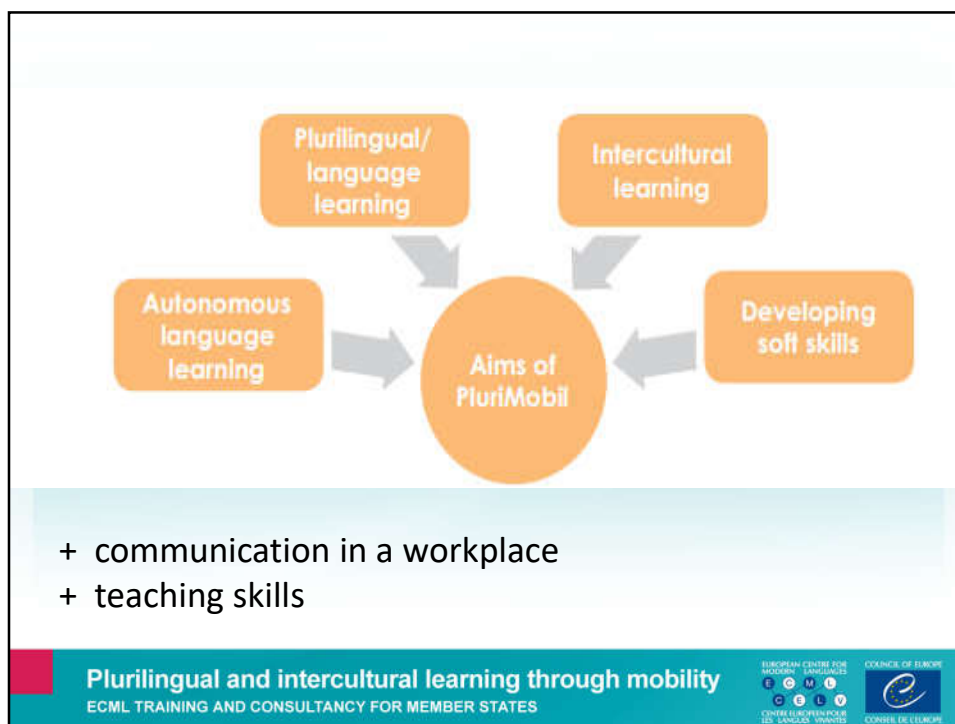
Discussion

• What is your understanding of "Intercultural Competence"?

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Intercultural Communicative Competence (ICC)

"the ability to communicate effectively in **cross-cultural** situations and to relate **appropriatel**y in **a variety of cultural contexts**"

(Bennett & Bennett, 2004; also similarly to Byram (1997, 2003), Byram, Gribkova & Starkey (2002), Corbett (2003), Moran (2001) and Samovar and Porter (1993) among others)

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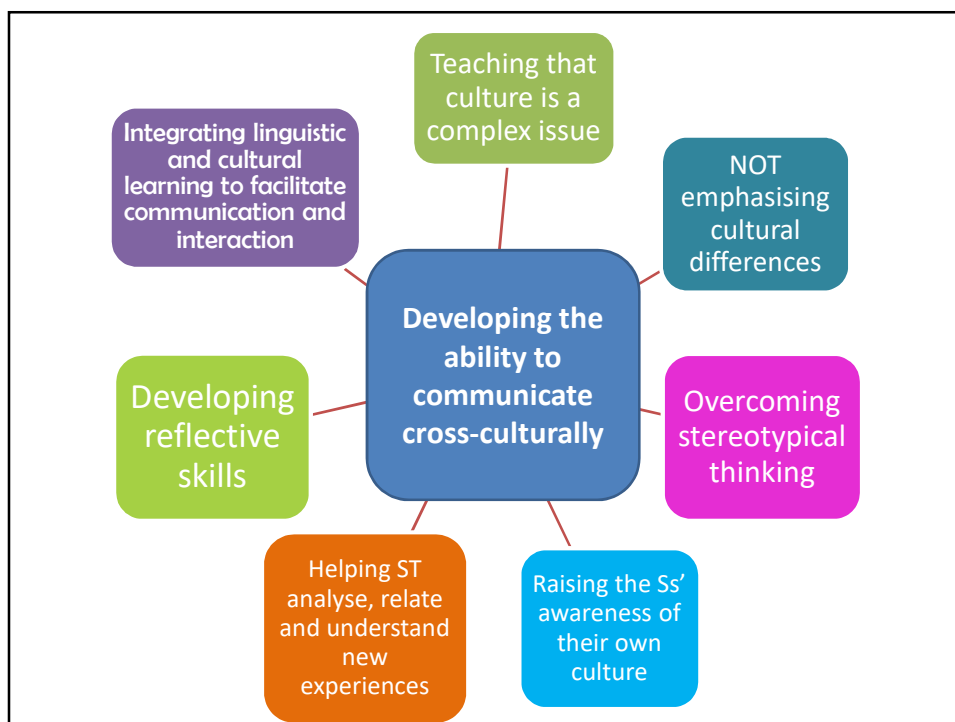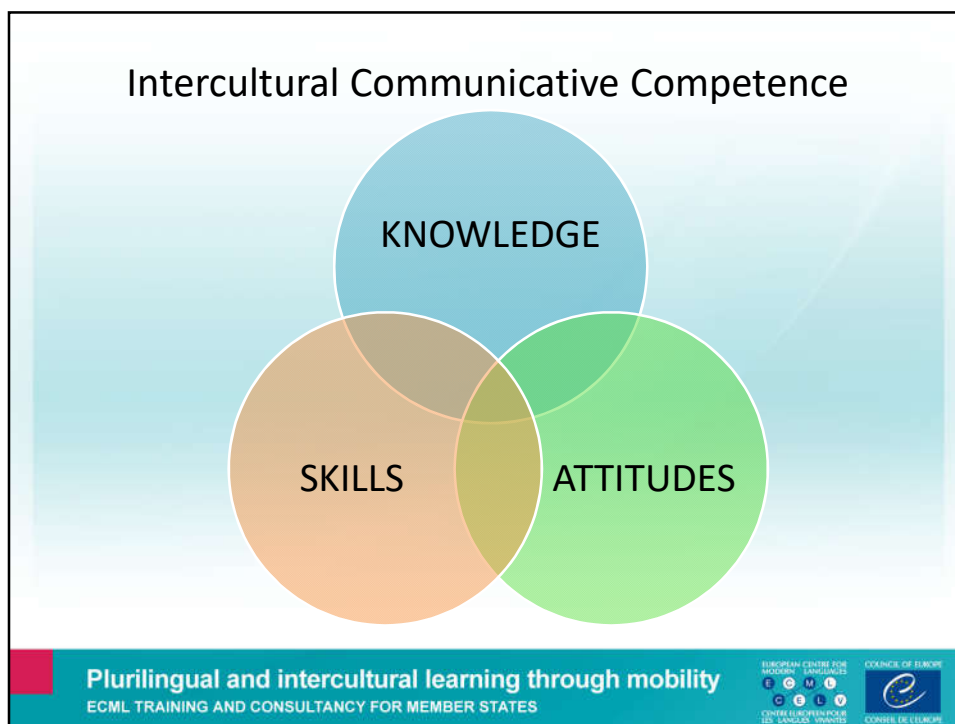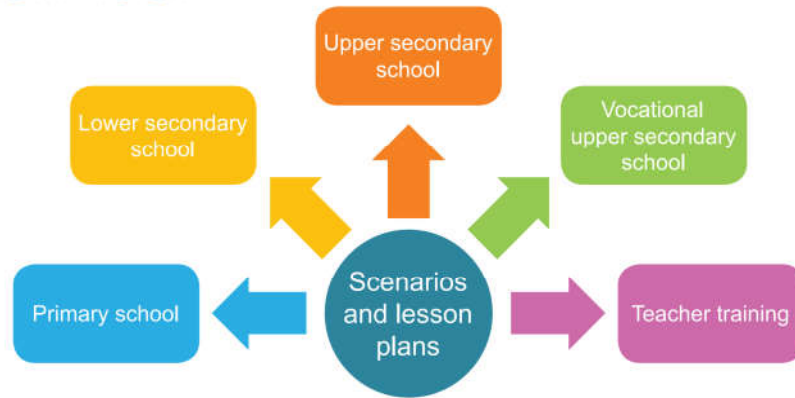
Types of culture

- National culture
- Class culture (working, middle, upper class)
- Regional culture (Athens vs Chania)
- Professional culture (academics, engineers)
- Gender
- Age (adolescent, middle-aged, elderly)
- Religious culture
- Corporate culture (university vs Google)

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Intercultural Communicative Competence

KNOWLEDGE

SKILLS

ATTITUDES

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Integrating linguistic and cultural learning to facilitate communication and interaction

Teaching that culture is a complex issue

NOT emphasising cultural differences

Developing reflective skills

Developing the ability to communicate cross-culturally

Overcoming stereotypical thinking

Helping ST analyse, relate and understand new experiences

Raising the Ss' awareness of their own culture

Educational levels addressed by PluriMobil

- Upper secondary school
- Lower secondary school
- Vocational upper secondary school
- Scenarios and lesson plans
- Primary school
- Teacher training

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Components:
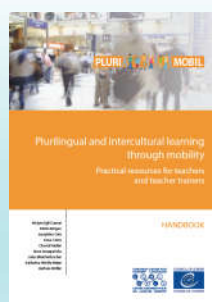
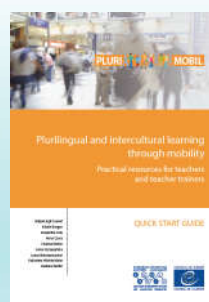| Handbook	Quick start guide	Lesson plans

http://plurimobil.ecml.at

(in English and French)

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EUROPEAN CENTRE FOR MODERN LANGUAGES

Mobility in lower secondary school

Mobility in lower secondary school may take the form of inter-school projects (organised at a local or European level); different types of class visits to a foreign country, or language institutes; long-term schooling in a foreign country; or virtual interaction with peers from different communities or countries.

Lesson plans

PluriMobil offers 13 lesson plans for lower secondary school and ready-made materials that support the entire process of a mobility project and aim at developing:

- plurilingual competences;
- intercultural communicative competences;
- autonomous learning skills

Download lesson plans in English or in French

PS: If you are using our tools for the first time, we recommend that you read the PluriMobil quick start guide first.

PS: The PluriMobil handbook provides more thorough information about mobility activities in lower secondary school (see chapter 7).

Good practice

- Freizeit/Free time.
  Teacher: Michelle Vella Gobey, Teacher of German and Head of Department for German in Catholic Schools, Malta

Learning scenarios

PluriMobil lesson plans support all stages of a mobility experience: preparatory phase, the mobility experience itself and the follow-up period.

Sample exercises your students can be engaged in before, during and after a mobility experience:

BEFORE
- Defining one's identity: who am I?
- Preparing oneself for a mobility activity (to imagine what it would be like)
- Developing language skills and strategies facilitating successful intercultural communication
- Setting one's own learning goals
- Preparing materials to be used with peers in the host institution

DURING
- Collecting intercultural discoveries
- Applying language skills and strategies in real-life communication

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What is a lesson plan?

A set of activities aiming to support
the entire process of mobility

VIRTUAL MOBILITY →

BEFORE

DURING

AFTER

← FACE-TO-FACE MOBILITY
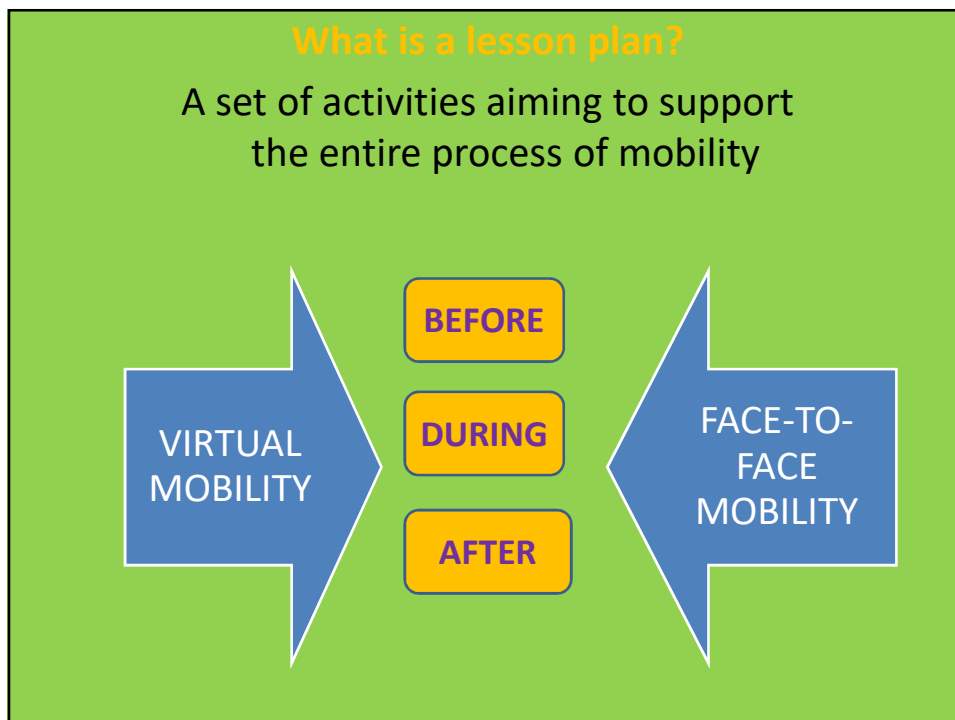
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Lesson plan 7
WORKING IN DIFFERENT LANGUAGES

In this lesson plan the students ...

EXPERIENCES
Students
- Experience...

TARGETED COMPETENCES
Students
- are interested in ...

PROCEDURE
BEFORE
Students discuss ...

DURING
Students observe ...

AFTER
In pairs or small groups, students ...

FINAL PRODUCT FOR THE PORTFOLIO
- ...

TOOLS AND RESOURCES
- ...

What is important for "BEFORE"?

- anticipating the intercultural encounter
- reflecting on one's identity
- comparing one's own and the host culture
- practising functional language
- introducing new learning strategies
- self-assessment and setting linguistic goals
- preparing tasks to be carried out during mobility

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What is important for "DURING"?

- collecting examples of language growth
- describing environment or customs
- monitoring linguistic progress – language learning diary (ELP)
- interacting with the hosts
- do activities with other students

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What is important for "AFTER"?

- reflecting on language and intercultural learning
- revision of initial beliefs about our own and the other culture(s)
- presenting the outcomes of mobility in the students' home institutions
- student teachers: reflecting on how to transfer their learning experience on teaching

The results of all activities are collected in a portfolio

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Portfolio

Portfolio / e-portfolio / blog / learning diary / website…

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перерыв на обед

lunch break

Mittagspause

déjeuner

Μεσημεριανό

almuerzo

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Sample activities

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Gabi, a 9-year-old Polish girl, and her class are doing a one-day exchange with another class just across the border in Germany. During this first visit, the pupils play games together and visit a castle in the town of the host institution. At a later date, the other class will visit Anna's home town.

Prepare pupils to play games with their German peers.

Revise some basic expressions.

Help pupils observe and understand the similarities and differences between their own and the host culture.

Prepare the pupils to become hosts to the German group.

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"Revise some basic expressions"

Lesson plan 10
THE WORDS I NEED …

BEFORE Pupils make a list of expressions they think they may need at the meeting.
The teacher designs and provides tasks to memorise and practise the useful language elements

DURING The pupils use what they have learnt.
They can make notes about the new things they have learnt.

AFTER In the portfolio the pupils can add new language that they have learnt or which they now think is necessary and important for their list.

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"Prepare pupils to play games with their German peers"

Lesson plan 5
LET'S OFFER THEM SOMETHING!

EXAMPLE 1
Pupils suggest things that they could plan to do with or to give their partnership pupils

- greetings
- songs (e.g. hello songs in different languages, well-known rhymes, international hits, etc.)
- dances
- games (e.g. memory, domino, happy family – Kim's game/games with flashcards
  For ideas of games with pictures, see : http://carolread.com/ideas/flashcards.pdf
- pictures taken at home, at school
- stories
- food
- …

"Help pupils observe and understand the similarities and differences between their own and the host culture"

Lesson plan 4
THE SAME AND DIFFERENT

EXAMPLE 2
Examples of possible things to talk about

names	school building	kind of house where they live	bedroom
clothes	hair style	games	sweets
ways of addressing the class teacher	classroom	eating at lunch time (what – where)	melody of the language used
gestures			

Lesson plan 4
THE SAME AND DIFFERENT

EXAMPLE 1
Example of possible ideas for brainstorming (2 columns)

Same	Different
Have a family	Different compositions of families
Go to school	Big, small, old, modern school
Eat	Different specialities
Same fast food	Different times for meals

- In some schools, pupils wear uniforms.
- In some schools, the day starts with a general assembly.
- On some streets, there is a person (lollipop lady) regulating the traffic to make it safe for the pupils to cross the road.
- Pupils go to school on foot or by bike or else their parents bring them to school by car.
- Pupils eat in school at lunchtime (in their classroom or in a canteen) or else they go home.
- In some classrooms, there is an interactive whiteboard. In other classrooms, there is a blackboard and they still use chalk.

"Prepare the pupils to become hosts to the German group"

Lesson plan 12
I WILL SHOW YOU MY TOWN

In a square – each pupil draws the shape of one building of his/her choice. The papers are mixed and distributed. Nobody should receive his own drawing. The pupils have to find the building drawn.

One pupil describes the drawing he has received, while the others guess which one it is.

One pupil has got a drawing. The others ask yes/no questions. The pupil can also say that s/he doesn't know.

Pupils are invited to count, in a limited amount of time, the number of trees, of chimneys, of balconies, etc.

Pupils are put in groups. A colour is chosen. One group must spot and name an object with this colour. Then it's the turn of group 2, etc. until there is one group left, they are the winners.

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Questions and Answers Session

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Local mobility projects

Guest speakers

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Your mobility projects

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Discussion: goals, success factors, challenges
Examples of best practice

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pausa café

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PluriMobil Summary of lesson plans

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KEYWORDS	EDUCATIONAL LEVELS				
	PRIMARY SCHOOL	LOWER SECONDARY SCHOOL	UPPER SECONDARY SCHOOL	VOCATIONAL SECONDARY SCHOOL	STUDENT TEACHERS
	LESSON PLANS FOR INTERCULTURAL LEARNING				
Reflecting on culture(s)		1, 2	1,11, 12	1, 2	1, 2, 4, 5
Discovering one's own (complex) identity	1, 2, 3, 4, 5, 8, 12	1, 3, 12, 13	1, 2, 7	1, 2, 3	1, 2, 3
Developing intercultural knowledge	5, 6, 7, 8, 12	2, 4, 5, 6, 8, 13	4,5,6, 7, 12, 13	1, 2, 5	5, 6, 7, 8, 11
Observing and becoming aware of cultural similarities and differences	1, 2, 3, 4, 6, 8	1, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 8, 11, 12, 13	1, 2, 3, 4, 5, 7	3, 2, 4, 6, 7, 8, 10, 11
Overcoming cultural stereotypes		1, 2, 4	1,2,12	1, 2, 3, 5	2, 4

PluriMobil Handbook, S. 63

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PluriMobil Summary of lesson plans

PLURI MOBIL

KEYWORDS	EDUCATIONAL LEVELS				
	PRIMARY SCHOOL	LOWER SECONDARY SCHOOL	UPPER SECONDARY SCHOOL	VOCATIONAL SECONDARY SCHOOL	STUDENT TEACHERS
	LESSON PLANS FOR PLURILINGUAL/LANGUAGE LEARNING				
Developing communicative language competence	1, 5, 7, 8, 10, 11, 12	3, 4, 5, 6, 8, 11, 12, 13	4, 8,10, 11, 12,13	4, 6, 8, 9	6, 9, 10, 11
Developing language awareness	10, 11	11, 12	1,3, 6, 7,10	4, 7	5, 10, 13
Developing communicative strategies		3, 4, 5	4, 7, 8, 9,13	6, 7	6
Developing autonomous language learning skills	9, 10,	9, 10, 11	8, 9,10, 13	4, 6, 8, 9	9
	LESSON PLANS FOR DEVELOPING SOFT SKILLS				
Presentation skills	1, 3, 5, 7, 8, 12	3, 5, 6, 7, 8, 13	1, 4, 5, 6, 11, 12, 13	3, 7	6, 7, 11
Computer literacy	6, 8, 11, 12	3, 6, 8, 12, 13	4, 7, 12, 13	4	6
	LESSON PLANS FOR DEVELOPING TEACHING SKILLS				
					8, 9, 11, 12, 13, 14

PluriMobil Handbook, S. 64

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Selected PluriMobil lesson plans

Primary school – LP1 – "My Self-Portrait"

Lower secondary school – LP1 –
"The visible, the less visible, the invisible"

Upper secondary school – LP10 – "My Learning Diary"

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Evaluation day 1: what was tasty?

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DAY 2

καλώς ορίσατε Tervetuloa! Добро пожоловать!

Welcome! Fáilte Romhat! Willkommen!

Bienvenue! Bienvenidas/os! Velkommen!

Benvenuti! Witajcie! Բարի գալուստ!

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Icebreaker

Diversity of international greetings

- Move around and find a partner with the same greetings. No talking, no touching!
- *Reflective questions*:
  - Which greeting rituals were especially un/pleasant?

  - Did you misinterpret any rituals (for example, seen as aggressive)?

  - How did you feel during the greeting activity?

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Debriefing

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- Different rituals:
  - Whose rules apply? Who has to adapt to whom?

- Why did this feature in the ICC course?
- What could be criticised at this role play?

- Shoes off!

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Reflection

Your feedback on day 1

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	Description of the mobility project [Recommendation: list detailed information about each particular stage of mobility]	Goals and experiences of targeted competences [Recommendation: list/describe major objectives to be accomplished at different stages of mobility]	Activities PluriMobil lessons plans and tools used [Recommendation: list the activities to be completed and the number of PluriMobil lesson plans used]
Before	Before the mobility project, the students…	Students • can…	
Documents to be added to the portfolio before the mobility project…			
During	During the mobility project, the students…	Students • can…	
Documents to be added to the portfolio before the mobility project…			
After	Back home, the students…	Students • can…	
Documents to be added to the portfolio before the mobility project…			

Short description: of the mobility project

[Recommendation: In this section, provide rough information about the mobility project: age of learners, school type, languages, type and duration of mobility experience…]

Design your own scenario -
use the handbook and the template

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In groups:

- Describe the mobility project that you are planning (virtual/face-to-face)
- Which goals do you have?
- Which lesson plans could you use?
- Elements to be added to the portfolio before/during/after mobility

Prepare a short presentation

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Design your scenario

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Design your scenario

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Group presentations

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Reflections on implementation

- During language classes / additional modules
- Part of a curriculum
- ECTS/grades to be awarded

- What are your suggestions?

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Reflection on our workshop

- Final comments, questions, suggestions…

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Reflection on our workshop

- Discussion on follow-up options

- Watch the video:

https://www.youtube.com/watch?v=jD8tjhVO1Tc

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ECML EVALUATION

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Takk! Grazzi! Tänu! Paldies!

Merci beaucoup! Благодарам!

Muito obrigado!

Vielen Dank! Mersi!

Dziękujemy! D´akujem!

Спасибо!

Ačiū! Thanks a lot!

Շնորհակալություն! Tack!

Tak!

Kiitos! Ευχαριστω! Dank je wel!

Mille grazie!

¡Muchas gracias! Faleminderit! Hvala! Děkuji!

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