



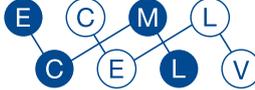
PLURI MOBIL

Plurilingual and intercultural learning through mobility

Practical resources for teachers
and teacher trainers

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HANDBOOK

EUROPEAN CENTRE FOR
MODERN LANGUAGES

CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

PROMOTING EXCELLENCE IN LANGUAGE EDUCATION

The European Centre for Modern Languages (ECML) is a Council of Europe institution to which thirty-three countries currently subscribe.

The ECML assists its member states in addressing challenges within their national education systems by:

- promoting innovative approaches to language education
- advancing the quality of learning and teaching language
- supporting the implementation of language education policies
- fostering dialogue between language education practitioners and decision makers

Within the framework of its 4-year programmes, the Centre works together with ministries, language experts, national institutions and international language organisations. Through its programmes, the ECML provides a platform for gathering and disseminating information, stimulating discussion and training multipliers in matters related to language education. It also maintains Europe-wide networks for teacher trainers, researchers and educational administrators.

The work of the Centre focuses primarily on priority areas in member states such as migration and language education, plurilingual education, mobility and intercultural learning, new media in language education, evaluation and assessment, early language learning, content and language integrated learning, employment and languages. Teacher education is at the core of its work.

ECML activities are complementary to those of the Council of Europe's Language Policy Unit, responsible for the development of policies and planning tools in the field of language education and the Secretariat of the European Charter for Regional or Minority Languages.

The present series of publications results from the ECML's 2012-2015 programme, entitled *Learning through languages - Promoting inclusive, plurilingual and intercultural education*. Against the current backdrop of major international political tension and mass migration, they offer timely and much-needed advice, guidance and examples of good practice of inclusive, plurilingual and intercultural approaches to education. The work of the ECML represents a collective effort and determination to enhance the quality in language education at challenging times.

The publications illustrate the dedication and active involvement of all those who participated in a series of 21 international projects and training and consultancy activities. The promotion of the programme outputs and their adaptation to different learning environments is supported through National Contact Points in each of the member states of the Centre: www.ecml.at/contactpoints.

All ECML publications and accompanying materials are available for download: www.ecml.at.



Plurilingual and intercultural learning through mobility

Practical resources for teachers
and teacher trainers

HANDBOOK

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L'apprentissage plurilingue et interculturel par la mobilité

Ressources pratiques pour les enseignants et les formateurs d'enseignants

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PluriMobil in a nutshell

Teaching tool

PluriMobil is a teaching tool that offers practical resources to teachers, teacher trainers, international officers and other stakeholders to help them support students at all stages of a mobility project: **before** at the preparatory stage, **during** the mobility activity itself and **after** the activity. The resources support all kinds of mobility projects, including school exchanges, study-abroad projects, work placements or cooperation via ICT.

Aim of PluriMobil

The aim of PluriMobil is to develop students' ability to discover other languages, cultures and people, and new areas of knowledge. We hope that their mobility activities will also be part of their personal development as individuals. To this end, PluriMobil's pedagogical tools aim to improve students' communicative and plurilingual skills, enhance their intercultural competence and expand their language awareness and language learning strategies.

PluriMobil consists of:

- five sets of PluriMobil lesson plans
- the *PluriMobil quick start guide*
- the *PluriMobil handbook*
- the PluriMobil website

Lesson plans

The core element of PluriMobil is five sets of lesson plans designed for different levels of education: primary school, lower secondary school, upper secondary school (general education and vocational education) and teacher training. These lesson plans provide a wide array of hands-on activities and ready-made resources that will help teachers and teacher trainers prepare their

students for participation in a mobility activity and guide them through it. Through the activities and ready-made materials in the lesson plans, PluriMobil illustrates and encourages the practical application of key tools of the Council of Europe, including the *European Language Portfolio* (ELP), the *Autobiography of Intercultural Encounters* (AIE) and the *European Portfolio for Student Teachers of Languages* (EPOSTL). The learning objectives of the PluriMobil lesson plans are based mainly on widely acknowledged reference documents, in particular the *Common European Framework of Reference for Languages* (CEFR) and the *Framework of Reference for Pluralistic Approaches to Languages and Cultures* (FREPA/CARAP).

PluriMobil handbook

The *PluriMobil handbook* provides a more thorough introduction to the theoretical background of PluriMobil and numerous practical tips on how the lesson plans can be used to support mobility activities.

PluriMobil quick start guide

The *PluriMobil quick start guide* is a concise instruction manual for teachers and teacher trainers that demonstrates in a few steps how to start using PluriMobil tools.

PluriMobil website

All these resources are available free of charge on the PluriMobil website: www.ecml.at/plurimobil. The website also offers examples of good practice, including reports by teacher trainers and teachers working at different levels of education who have applied PluriMobil lesson plans to support the mobility activities of their students. The

website also provides addresses of mobility organisations and agencies in many European countries from which a wealth of practical information can be accessed. The latter resources are especially relevant for those starting their learning mobility adventure.

Contents and structure of the *PluriMobil handbook*

Target groups The document in front of you is addressed to teachers, teacher trainers, international officers and other stakeholders who desire more detailed information about PluriMobil, both on a theoretical and on a practical level. For readers more interested in practical questions, we recommend starting with the sections dedicated to the students of the five target groups (primary school, lower secondary school, upper secondary school (general or vocational education) and teacher training).

Anecdotal introductions Each section starts with an anecdotal report about a student who participates in a learning mobility experience in a given educational context. These personal stories offer examples of a mobility activity and serve as an entry point to PluriMobil, illustrating how PluriMobil lesson plans can support learning mobility.

The handbook is structured as follows:

- Section 1 provides some **theoretical background** and highlights the importance of learning mobility in plurilingual and intercultural education.
- Section 2 presents the **structure of the lesson plans**, the so-called “scenario-approach” of PluriMobil: planning activities before, during and after the mobility experience, the setting of competence goals and the role of portfolios for learning.
- Section 3 outlines PluriMobil's original approach for student teachers, the “**double scenario**”, which is specifically designed to help them transfer their own mobility experience to their future learners.
- Section 4 provides **practical information**, showing how to benefit from the lesson plans.
- Section 5 presents how **Council of Europe tools** (such as *ELP*, *AIE* and *FREPA/CARAP*) are applied to mobility activities.
- Sections 6 to 10 focus on the use of PluriMobil for the **five target groups**, as indicated above.
- Section 11 provides an introduction to the existing **examples of good practice** available on the PluriMobil website. They show how PluriMobil lesson plans have already helped to facilitate mobility activities as a part of different European Union programmes, as well as other mobility-oriented initiatives organised on an international or local level (these programmes have involved not only face-to-face mobility, but also different instances of virtual intercultural encounters).
- Section 12 provides a concise **summary of lesson plans** for the five levels of education.
- Finally, a **list of references** offers a key to further reading.

1. Introduction

1.1. What are the aims of PluriMobil?

Council of Europe policy

PluriMobil aims to contribute to plurilingual and intercultural education¹, a long-term vision developed by the Council of Europe that supports and facilitates lifelong language and intercultural learning as well as the personal growth of all European citizens. This inclusive pedagogic approach reaches far beyond the foreign language classroom and encompasses the linguistic abilities and needs of all groups of learners in a lifelong-learning process. The Council of Europe aspires towards maintaining and enhancing linguistic and cultural diversity in Europe and promoting learning and use of languages as a means to support intercultural dialogue, social cohesion and democratic citizenship.

European mobility programmes

In an era of globalisation and computer-mediated communication, participating in mobility programmes such as school exchanges, study visits and networking activities is gaining in popularity, and many institutions develop diverse initiatives to encourage mobility at regional, European and international levels. Mobility initiatives are supported by European

programmes, such as *Erasmus+* or *eTwinning*, and by local and national governments on the basis of bilateral or multilateral agreements. Schools and higher education institutions arrange different forms of face-to-face and virtual mobility activities to help students develop their communicative and intercultural competences.

Why mobility matters

Mobility programmes are promoted as unique opportunities for building language competence and strengthening intercultural understanding. International experiences and immersion in new cultures is claimed to have a positive impact on participants' level of tolerance and openness to other cultures. Mobility may also affect the future employability of students, since as a result of their experiences abroad, they develop so-called 'soft competences' (for example, interpersonal skills) that are in many ways crucial for succeeding in the job market and a modern society that values innovation, creativity and effective communication. Moreover, such students turn out to be more likely to undertake different forms of mobility in their future professional life². For instance, teachers and headmasters of vocational secondary schools involved in the Leonardo da Vinci programme observe that participation in vocational training or apprenticeship abroad has a positive effect on students' practical and theoretical competences as well as on the grades in professional qualifying examinations at the end of school (Laskowska 2012).

¹ See also the Language Policy Unit's project, "*Languages in education – languages for education*", published on the Platform of Resources and References for Plurilingual and Intercultural Education, and especially the *Guide for the development and implementation of curricula for plurilingual and intercultural education*, p.18, Council of Europe (2010).

² See the Green paper: *Promoting the learning mobility of young people*, The European Commission (2009).

Implications for effective learning

Although mobility programmes are recognised as one of the most powerful pedagogical instruments for plurilingual and intercultural education, they do not automatically result in better intercultural or linguistic skills (cf. Deardorff 2006, Jackson 2012). Students participating in mobility activities come from different social backgrounds and have different degrees of experience in travelling; moreover, the initial level of intercultural openness and tolerance varies from individual to individual. Previous intercultural experiences may affect the students' sociocultural knowledge, as well as their attitudes to people coming from different cultural backgrounds and their ability to engage in an intercultural dialogue based on tolerance and mutual respect. Similarly, in the case of vocational school students, the success of their vocational placement in a new environment depends to a large extent on their ability and willingness to observe, analyse and understand factors that shape the working culture of their employer.

Need for careful planning

This is why, irrespectively of their length and form, mobility programmes need to be carefully planned. Olson, Green and Hill (2005) indicate that even though many institutions put a lot of effort into increasing the number of students taking part in mobility activities, they often forget to establish clear learning outcomes that the participants should achieve by the end of the intercultural encounter. Therefore, to maximise the learning potential of mobility programmes, all institutions involved are advised to establish coherent learning objectives and provide support for the participant throughout the entire experience: before at the preparatory stage, during the mobility activity itself and afterwards.

Pedagogical support

The aim of the PluriMobil project is to present a pedagogical device which will enable teachers and teacher trainers to assist learners and student teachers in benefiting, as much as possible, from the learning opportunities which they are offered through mobility – by integrating their intercultural and plurilingual encounters in a sustained learning process. With these objectives in mind, PluriMobil focuses on developing the students' intercultural and plurilingual competences, fostering their learner autonomy and raising their language awareness before, during and after the mobility activity. The approach proposed in this publication enables teachers to assist learners in fully benefiting from the learning opportunities offered by exchange programmes and encourages collaboration between sending and hosting institutions.

For practitioners

PluriMobil is a practical tool, conceived by practitioners for practitioners. It consists of a number of novel lesson plans; however, some activities are based on the existing tools developed by the Council of Europe. Still, some key underlying concepts and the perspective of the authors have to be explained. We will do this in the next section (1.2) before explaining in more detail the use of the lesson plans (section 2).

1.2. What is meant by plurilingual and intercultural?

PluriMobil is an acronym for plurilingual and intercultural learning through mobility. The

concept of plurilingualism³ is most important when defining the approach to language learning of the Council of Europe.

Plurilingualism Being plurilingual does not mean to have native-like control of one or several foreign languages, but being able to use more than one language for the purposes of communication. A plurilingual approach to language learning emphasises the fact that a person builds up an individual plurilingual repertoire of linguistic and cultural resources during a lifetime.

PLURILINGUAL AND PLURICULTURAL COMPETENCE

“**Plurilingual and pluricultural competence** refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw.”

Common European Framework of Reference for Languages (CEFR), chapter 8.1.

Each learning experience not only contributes to building competence in a specific language but to the repertoire as a whole.

³ The Council of Europe’s publications generally distinguish between plurilingualism and multilingualism: plurilingualism is the ability of person to use more than one language while multilingualism denotes the presence of several languages in a given geographical area (see, for example, the *Guide for the development and implementation of curricula for plurilingual and intercultural education*, p. 16, Council of Europe (2010)).

Real-life language use

PluriMobil aims to encourage language learning in the sense of fostering a young person’s ability to use foreign languages in the real-life contexts of mobility activities, and especially “the development of a young person’s motivation, skill and confidence in facing new language experience out of school” (CEFR, chapter 1.3). This also involves the development of language awareness and the ability to learn languages autonomously.

Interculturality

The second learning aim of PluriMobil is interculturality. With reference to one of the key instruments used in PluriMobil developed by the Council of Europe, the *Autobiography of Intercultural Encounters*, it can be defined as follows:

INTERCULTURAL COMPETENCE

“**Interculturality** entails a number of underlying cognitive, affective and behavioural competences. These include knowledge (for example, knowledge about other cultural groups and their products and practices, and knowledge about the ways in which people of different cultures interact), attitudes (such as curiosity, openness, respect for otherness and empathy), skills of interpreting and relating (for example, interpreting a practice from another culture and relating it to practices within one’s own culture), skills of discovery (such as the ability to search out and acquire new knowledge about a culture and its practices and products), and critical cultural awareness (that is, the ability to evaluate critically the practices and products of one’s own and other cultures).”

Autobiography of Intercultural Encounters (AIE), context, concepts and theories, p. 10.

Cultures are complex

Knowledge about culturally diverse groups, attitudes of openness, skills of interpretation, discovery and critical awareness are promoted by tools and documents created on behalf of the Council of Europe as a necessary element of language education. Still, we have to bear in mind that interculturality as well as culture are complex, sometimes hotly debated notions (see for example Byram 1997, 2009, Holliday et al. 2009 and Risager & Dervin 2014). In pedagogical and anthropological literature, we are reminded that cultures are not a stable and uniform set of values, beliefs, practices and traditions. This is called an “essentialising” view of culture as a monolithic and collective heritage of a national group. In contrast, culture is seen as fluid; the values, beliefs, practices and traditions – even if shared by a group – being subject to change, multifaceted and constantly negotiated between people in day-to-day interaction. What is more, **the culture and identity of a person are not restricted to their belonging to a national culture**. This is especially important in the context of learning mobility, where a strong focus tends to be placed on nationality and getting to know “a new culture”. By asserting this, we do not deny the importance of cultural heritage or of the richness of cultural production sometimes referred to as “big C-culture” (monuments, works of art, literature or music), often related to nations as entities. They do exist as (dominant) discourses and as points of reference, but they are not to be confused with naive concepts of “national cultures”, which foster stereotyped explanations of differences between people and cultural “othering”.

Encounters between people

PluriMobil seeks to contribute to promoting the idea that intercultural encounters do not take place between “cultures” but between people who

have different identities and cultural belongings (for example, being at the same time a woman, a professional, a Slovak national, a Swiss national, a mother, etc.), who adapt to different circumstances (for example, formal vs. informal situations) and who have the choice whether or not to follow cultural norms, beliefs or values forged in a community or society. In order to highlight this, we often refer in the PluriMobil lesson plans to cultures or to culture(s) in the plural form.

Council of Europe tools

As will be explained in greater detail below, PluriMobil combines the use of different tools, some of which have been produced by the Council of Europe. These tools present different approaches to interculturality, reflecting different theoretical positions; we therefore do not claim a homogenous theoretical framework for intercultural education. Still, some principles seem to be important to the work of PluriMobil (for example, Dervin & Tournebise 2013, Holliday et al. 2009):

- **Avoiding an exaggerated focus on differences and “othering”** induced for example by so called “cultural standards” (East-West, North-South, collectivistic-individualistic), propagating ethnocentrism and taking the risk of reducing the foreign “other” as culturally deficient.
- **Avoiding “essentialism”** and sensitising the students to the idea that a “culture” is not a stable and uniform set of values, beliefs, practices and traditions associated to a nation or language (“the French school culture”, “the Danish culture”). This does not mean excluding references to national specificities or discourses as part of people’s identities.
- **Looking for complexity:** directing the student’s attention on diversity,

abandoning the idea that interactions can be unproblematic and controlled just by anticipating the other's habits and thoughts.

- **Taking into account the importance of being a member of different groups and having different identities** (for example, gender, age, profession and social class).

1.3. What is meant by learning mobility?

Educational experience PluriMobil focuses on learning mobility. This term refers to educational experiences in new contexts that are explicitly aimed at enhancing the development of the plurilingual and intercultural (and professional) skills of students. The length of learning mobility activities typically ranges from a few days or weeks for primary and secondary school learners to a longer period, such as one or two university semesters in the case of young adults attending teacher training colleges or universities. Mobility can refer not only to cross-border contacts, but also to intra-national cooperation, especially in the case of multilingual countries.

There are two major categories of learning mobility:

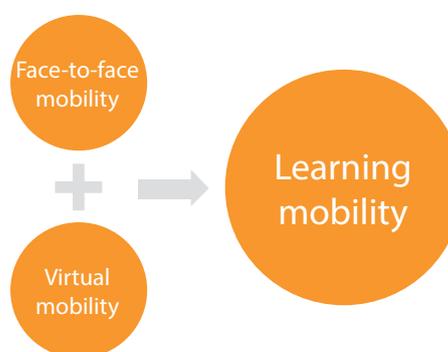
1. **Face-to-face mobility** (also known as physical mobility) involves moving to a different environment, for a short or long period, for different reasons and in different directions. For instance, students move to another learning environment to participate in a course, to complete teaching/vocational practice or to work on a project with partners from different learning contexts. They

may move on their own, as in the case of university students who study for one or a few semesters at a university in a different city or country. Children and adolescents more often move in groups with their teachers; for instance, one or more classes from one school travel to meet their peers in a partner institution.

Figure 1.1. Characteristics of 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 |
| Accommodation | Host families, hotels, hostels, student halls |
| Type | Face-to-face (physical) mobility, virtual mobility |

Fig. 1.2. Face-to-face mobility versus virtual mobility



2. **Virtual mobility** in learning contexts involves contacting teachers and students from partner institutions by using ICT. It allows for intra-national or cross-border cooperation with students from diverse cultural and linguistic backgrounds while staying at home. Through tools such as Skype, blogs, video-conferencing, e-learning, etc., students can complete various projects or participate in classes with students from other countries without the need to travel. Virtual mobility need not necessarily be considered inferior to face-to-face mobility. Rather, it offers alternative opportunities for students who for different reasons do not want to or are not able to move to a new place. This form of mobility enables students to participate in courses that are not available in their home institutions and contributes to the development of their communicative language competence, computer literacy and collaboration skills.

These two types of mobility are not mutually exclusive. On the contrary, they can complement each other and help to turn the intercultural experience into a truly learning experience. Virtual mobility activities can be used to prepare, enrich and follow up face-to-face mobility activity, and to enable participants from different institutions to meet, communicate and cooperate at different stages of a mobility project. For this reason, and depending on the educational context and the needs of the students, learning mobility may comprise elements of both face-to-face and virtual mobility.

1.4. How does PluriMobil support learning mobility?

Facilitating successful learning

Learning mobility is more than just a tourist trip or a 'great experience'. It should be treated as a learning opportunity that will create long-lasting benefits both for students and teachers. Therefore, for the learning mobility to be successful, identifying coherent objectives and targeted competences should be as important as dealing with the administrative and organisational aspects of the mobility programme. As explained in chapter 1.1., to enhance the educational gains of mobility programmes, there seems to be a need to develop measures offering prospective participants preparation and guidance in terms of intercultural, plurilingual and 'learning to learn' competences. We believe that the support for students should embrace not only the preparatory stage before the mobility activity but also the time during the stay and the follow-up period (cf. Jackson 2012).

Lifelong learning perspective

PluriMobil offers practical resources (lesson plans) that help teachers/teacher trainers assist their students at all stages of their mobility activity. Since PluriMobil encourages continuity in plurilingual and intercultural education from early age to teacher training, five sets of lesson plans were designed for the needs of the five target groups (ultimate beneficiaries). According to the International Standard Classification of Education (ISCED), the groups can be described as follows:

- Primary school (ISCED⁴ 1, age 6/7 to 11/12)
- Lower secondary school (ISCED 2, age 11/12 to 14/15)
- Upper secondary school, general education (ISCED 3, 15/16-18/20)
- Upper secondary school, vocational education (ISCED 3, 15/16-18/20)
- Teacher training: student teachers (ISCED 5)

Work-related competences

The lesson plans dedicated to vocational secondary school students additionally concentrate on competences necessary in work-related environments, while lesson plans for student teachers contain numerous activities aimed at developing their teaching competences. We believe that student teachers whose learning mobility is supported by PluriMobil will be more willing to apply our lesson plans in preparing their prospective students for mobility activities in the future. The specific needs for each target group are described in sections 6-10.

Mobility organisations

It must be underlined that PluriMobil does not advise on what administrative steps should be taken to organise learning mobility on an institutional level. However, the PluriMobil website contains the addresses of a large number of mobility organisations and agencies in many European countries from which you can source practical information relevant to this topic.

⁴ The indication of ages is an approximation since age parameters differ between educational systems

2. PluriMobil lesson plans

2.1. Content and structure of the lesson plans

Scope of lesson plans

The five sets of lesson plans with practical activities that address the needs and mobility requirements of the different target groups are the core component of PluriMobil. The term “lesson plan” can mean one period of teaching (for example, of 45 or 60 minutes) and can also refer to several periods of teaching that can take place throughout the entire mobility process: the preparatory phase, the period during the mobility activity and the post-mobility activity phase. All the lesson plans can be freely accessed at www.ecml.at/plurimobil.

Action plan

PluriMobil lesson plans are not prescriptive in nature but offer a possible action plan that teachers and teacher trainers can follow or adjust to the needs of their own learning context. The activities can be used flexibly and are adaptable to different types of mobility activities, situations and ages, and other variable criteria, such as:

- different lengths of stay
- different kinds of stay (face-to-face mobility, virtual mobility)
- different kinds of accommodation (with fellow students from the home country, with other guest students, with native students, in families)
- different aims of mobility (completion of a project, teaching or vocational practice, study abroad period)

- different learning contexts in home and host countries (for instance, some students will be familiar with the European Language Portfolio, whilst others may not)
- different demands from the home institution or the stakeholders
- different amounts of time and resources available to organise training sessions before, during and after the mobility activity

Adapting to target groups

PluriMobil lesson plans for different target groups (student teachers, students of primary schools and students of secondary (lower, upper and vocational) schools) contain the same major elements and are structured according to the same principles (for further details, see the sample lesson plan in figure 2.1.):

- a short general introduction at the top of the lesson plan (coloured box)
- the learners' experiences as the starting point
- the targeted competences supported by these experiences are clearly indicated
- a list of activities to help achieve the targeted competences in the different phases
- a list of suggested tools and resources proposed in the lesson plan
- a list of end products for the portfolio
- a teaching example ready for use with learners, to be photocopied or adapted to the needs of the students

Figure 2.1. A sample lesson plan

Lesson plan
(Title)

This box describes the major objectives and expected outcomes of the lesson plan.

In some cases it offers additional suggestions on how to implement the lesson plan in the classroom or how to involve the mobility partners in a given task.

EXPERIENCES
This section lists what the learner can gain from the activities suggested in the lesson plan.

TARGETED COMPETENCES
This list presents intercultural, plurilingual, personal and other competences that the lesson plan aims to develop. It is based on the descriptors offered by Council of Europe documents such as FREPA, CEFR, ICCinTE (see section 2.2. and 5).

PROCEDURE
This procedure section includes a description of possible content and development of the lesson plan, organised according to the different phases of mobility (before, during and after).

BEFORE

  This stage of mobility refers to the activities the students are involved in before they go to the host institution or contact their mobility partners. Each step is identified by icons that describe the type of interaction and skills developed by a given task (see figure 2.2.).

DURING

  In this stage, students complete the specified tasks individually or together with their mobility partners over the course of their mobility activity.

AFTER

  These tasks are completed after the students return from their mobility activity.

FINAL PRODUCT FOR THE PORTFOLIO
This section suggests final outputs that can be included in students' portfolios.

TOOLS AND RESOURCES
This section features a list of pedagogical instruments developed by the Council of Europe and other resources (such as websites, books and pictures) that can be used in lesson plans.

EXAMPLE
The last part of a lesson plan includes examples supporting suggested activities and worksheets.

Figure 2.2. Icons used in PluriMobil lesson plans



As can be seen in a sample lesson plan in figure 2.1., the procedure stages are accompanied with icons illustrating different forms of interaction, skills developed or types of tasks in a given activity. The explanations of all the icons used in PluriMobil lesson plans are presented in figure 2.2 .

2.2. Lesson plan objectives: experiences and targeted competences

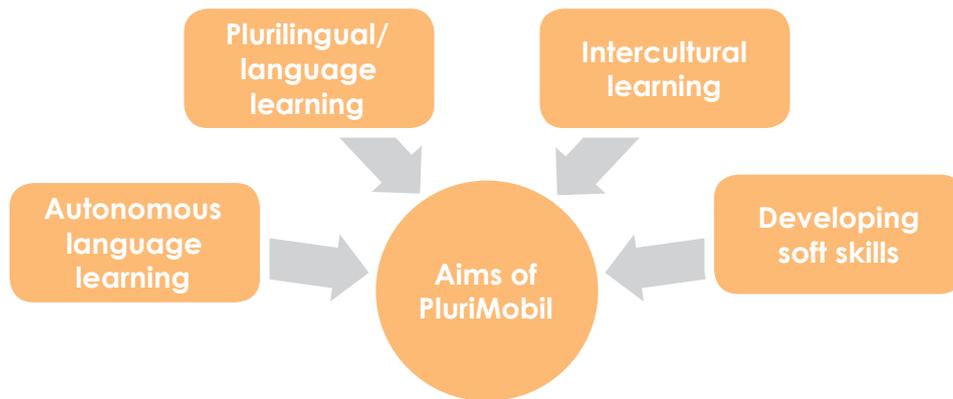
Goal setting Having a clear view of possible learning experiences and desirable learning outputs and outcomes can be of great help when planning and accompanying a mobility activity. Setting goals is the starting point of PluriMobil lesson plans. A more detailed explanation of how the targeted

competences presented in figure 2.3. are catered for in PluriMobil lesson plans is outlined below.

Plurilingual/language learning

Plurilingual/ language learning PluriMobil highlights the role of mobility in developing plurilingual and communicative language competences. As evidenced by educational research findings (see section 1), if students receive sufficient guidance and support, they will develop communicative competence more consciously and efficiently and gain greater sensitivity to linguistic diversity. For this reason, PluriMobil lesson plans offer activities that encourage students to observe similarities and differences between languages and analyse how this knowledge can facilitate their language learning. Moreover, the tasks students are involved in at different stages of a mobility project necessitate extensive use of the target language. Preparing presentations and participating in

Figure 2.3. The aims and objectives of PluriMobil lesson plans



collaborative tasks contribute to the improvement of their language skills (in terms of everyday, subject-specific and professional language). Some of the lesson plans aim to develop the students' sociolinguistic competence, especially by drawing their attention to culture-bound vocabulary and expressions used in formal and informal situations and in interactions in the workplace.

Autonomous language learning

Autonomous language learning

Since in many mobility situations the participant may be “on their own” (even for very short periods), PluriMobil emphasises the need to foster learner autonomy. Students are encouraged to approach mobility activities as autonomous learners who are able to assess their own communicative competence, to choose their most effective learning strategies and to set their own learning goals. The success of learning mobility as a learning experience also depends on the students' ability to engage in reflective thinking. To this end, the PluriMobil tool encourages students to reflect both on their learning process and on the experiences gained in the course of the mobility activity. Autonomy training in PluriMobil is to a large extent based on the *European Language Portfolio*.

Intercultural learning

Intercultural learning

PluriMobil lesson plans aim to develop all aspects of intercultural competence (knowledge, skills and attitudes). The activities help to raise users' awareness of their own and other cultures, promote positive attitudes to other people and develop skills that will enable them to communicate successfully with speakers from different backgrounds in a variety of intercultural situations. Equipped with such skills, they will be able to deal with cultural diversity in and outside the classroom. In order to awaken students' curiosity about other cultures, the activities proposed in the lesson plans encourage the students to focus on selected aspects of their own cultural identity, develop awareness of cultural complexity, search for information about different cultures, observe the new environment and share their findings with their mobility partners. Direct interaction with peers from the host institution will help students understand that even though their cultural backgrounds differ, they also have many things in common. We hope that such a collaborative approach to broadening students' intercultural understanding will foster tolerance for other cultures. Greater intercultural awareness and positive attitudes are essential to the emergence of skills necessary in successful intercultural communication. Therefore, some of our

lesson plans are based on the *Autobiography of Intercultural Encounters* that helps users reflect in a differentiated way on their intercultural experiences.

Soft skills

Soft skills PluriMobil contributes to lifelong learning: it aims not only to develop linguistic and intercultural competences, but also to assist students in gaining a number of soft skills that are likely to positively affect their academic and professional performance. Since most of the activities in the lesson plans are based on pair and group work, they promote a spirit of cooperation and mutual understanding at different stages of the mobility activity. Students become responsible for the outputs of the collaborative work and are able to adapt to new intercultural situations. Carrying out PluriMobil activities frequently consists of searching for, analysing, evaluating and selecting information from a variety of sources. Being regularly asked to present the outputs of their work to their peers or to a wider audience, the students have a chance to exercise their presentation and computer skills in a practical way.

The competences explained above form the core of PluriMobil and are targeted in the lesson plans addressed to all levels of education. Additionally, the resources for vocational secondary school learners and student teachers aim to support mobility activity in vocational settings and develop teaching competences respectively.

Mobility in vocational settings

Mobility in vocational settings In common with the other target groups, mobility activities in vocational secondary education may consist of participating in an

inter-school project or a short-term school exchange. However, in this particular group, many students undertake work placements or apprenticeships in companies abroad to enhance their work skills. Such a form of mobility may entail working in an international team and hence, the need to use the foreign language in the workplace. For this reason, PluriMobil lesson plans for vocational schools offer activities that aim to develop linguistic, plurilingual and intercultural skills crucial for successful functioning in a new work environment. Before the mobility activity, the students become aware of other (work) cultures, talk about their expectations, improve their language skills and set their own learning goals. During their placement, they observe their new work environment, experience cooperation with people with different linguistic backgrounds and first languages, recognise strategies for successful intercultural communication with their colleagues and further enhance their learning skills. Finally, back at their home institutions, the participants are invited to share examples of specific work placement situations and observe how their perceptions of working in a new environment have changed.

Mobility in initial teacher training

Mobility in initial teacher training PluriMobil includes a set of lesson plans for student teachers undertaking their in-service teacher training. We encourage teacher trainers to use PluriMobil lesson plans to support their student teachers' mobility activity. Student teachers focus on the meaning of culture(s) and identity, analyse their intercultural encounters, set their learning goals and improve their language skills. Additionally, in order to help them observe how their participation in mobility activities affects their beliefs about the role of the teacher in and outside the classroom, our lesson plans

for this target group contain activities aimed at developing reflective teaching skills. After their own mobility experience, student teachers are asked to envisage a hypothetical situation in which they need to prepare a mobility scenario for their own learners. To do so, student teachers get acquainted with PluriMobil lesson plans for other target groups and select tasks they would like to use to support the learning mobility experience in a real educational context. A more detailed explanation of PluriMobil in initial teacher training is provided in section 3.

An overview of lesson plans for all levels, highlighting some aspects of the competences described above, can be found in section 12.

2.3. Lesson plan procedure - the scenario approach: before, during and after

PluriMobil attempts to cater for the entire mobility process: the preparatory phase, the period spent abroad and the post-mobility programme experience. The procedure section in most of the lesson plans is designed to follow these steps: before, during and after (see figure 2.4.).

Integral approach

The lesson plans can be combined flexibly into a learning scenario.

The aim of a learning scenario is to assist teachers and teacher trainers in planning a programme framework that will help them guide their students throughout the entire mobility process (a template of a scenario is provided in figure 2.5.).

Figure 2.4. Examples of activities to be carried out before, during and after a mobility activity



A learning scenario (or “script”, as in film studies) can be described as “a sequence of learning, its teaching objectives and the means to implement these goals (for example, the identification of the didactic resources needed). In general, the learning scenario gives rise to a project, a specific learning activity, which, once implemented, enables the teacher to verify the acquisition of the required skills.”

(http://edutechwiki.unige.ch/fr/Scénario_pédagogique)

Practical guidance

Sections 6 to 10 of this publication offer practical guidance on how PluriMobil lesson plans can be used with each target group. Each section starts with a personal story (an anecdotal report) of a mobility activity, which acts as an entry point

to the scenario. Secondly, the scenario plan is presented in the form of a grid according to the stages of a mobility experience (before, during and after). For each stage of the mobility experience represented in the anecdotal report, a list of targeted competences and PluriMobil activities has been selected. The last column of the scenario lists the Council of Europe / ECML tools or any other additional resources that can be used to accomplish the targeted competences selected for the purposes of the scenario.

Adaptation of scenarios

The scenarios for the five different target groups presented in sections 6 to 10 offer a suggestion that can be used as a point of reference. Teachers and teacher trainers are advised to use the existing scenarios flexibly or create a completely new scenario based on the selection of PluriMobil lesson plans that

Figure 2.5. Template for the design of a mobility scenario

| | Description of the mobility project | Targeted competences | PluriMobil lesson plans and tools used |
|---------------|--|--|---|
| | [in this section detailed information about each particular stage of mobility is provided] | [this section lists/ describes the major objectives to be accomplished at different stages of the mobility activity] | [this section lists the numbers of PluriMobil lesson plans to be used and the activities to be completed] |
| Before | | | |
| During | | | |
| After | | | |

best suit their individual contexts and needs. The template is also especially useful if the teachers or teacher trainers at the sending and hosting institutions are planning the mobility activity together. More detailed instructions of how to use the scenario template can be found in the *PluriMobil quick start guide*.

2.4. Portfolio: collecting evidence of a mobility activity

Traditionally, a portfolio has been used by artists and architects to collect examples of their best work. Today it is widely used in education and can be defined as:

a purposeful collection of student work that tells the story of the student's efforts, progress, or achievement in (a) given area(s). This collection must include student participation in the selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of students' self-reflection. (Arter and Spandel 1992:32)

Portfolio in action

Since students collect their work over a long period of time, portfolios enable both the teacher and the students to observe their ongoing progress and to identify their strengths and weaknesses. Being able to reflect on their own work, students are ready to establish future learning objectives and evaluate their learning outcomes (Kemp and Toperoff 1998). Therefore, the portfolio approach to assessment supports the development of autonomous learning skills¹.

¹ Practical information on how to implement the portfolio approach can be found in O'Malley and Valdez Pierce (1996); Brown (2004) and Czura (2013c).

Byram (1997) notes that portfolios can be also used to assess intercultural competences: by analysing their own accounts of encounters with otherness, students learn how to reflect on their evolving intercultural knowledge, skills and attitudes.

How to use portfolios

In terms of possible learning advantages of the portfolio approach, we encourage teachers and teacher trainers to apply this technique to support the entire process of mobility: before, during and after. Depending on the target group, the students are advised to collect in their portfolios diverse evidence of their mobility activities (for instance, photos, drawings, audio and video recordings, accounts of intercultural encounters, tasks completed in the host institution, the list of learning objectives, self-assessment grids and self-reflections on their mobility experiences). The portfolio might take the form of a notebook, a paper file, a ring binder, a blog, a personalised web page or an e-portfolio. We believe that such an approach to documenting the mobility project will not only support the process of developing language and autonomous learning skills, but it will also raise the students' intercultural awareness and reflectivity.

European Language Portfolio

In the contexts in which the *European Language Portfolio* is used, the evidence of a mobility activity can be collected as an inherent part of the Dossier component (see section 5.1.). Since teachers and teacher trainers know their students and their linguistic and educational context best, they are free to choose the form and the content of portfolio they believe are the most appropriate in a given situation.

3. A double scenario: developing teaching competences through mobility

Training student teachers

In the set of lesson plans dedicated to initial teacher training, we encourage student teachers to observe how their participation in a mobility project affects their beliefs about the role of the teacher in and outside the classroom. Therefore, the lesson plans for this target group additionally contain activities aimed at developing reflective teaching skills. Moreover, student teachers are asked to prepare scenarios that might help their prospective learners get the maximum benefit from their own mobility experiences in the future. To do so, student teachers are advised to use the PluriMobil lesson plans, at the respective target level of education and to select activities they would like to use to support learning mobility in their future professional context.

Teaching the learning experience

We refer to the situation in which teachers support their students' mobility process in a similar way to how they were prepared for their own mobility activities in a teacher training institution as a *double scenario* (see figure 3.1.). The idea is that if student teachers in their initial training receive support based on PluriMobil during their own mobility project, in the future, as professional teachers, they are more likely to use the lesson plans to assist their students in their mobility activities. This is based on the insight that student teachers, as future teachers, can integrate more easily the teaching instruments and tools they have experienced during their own

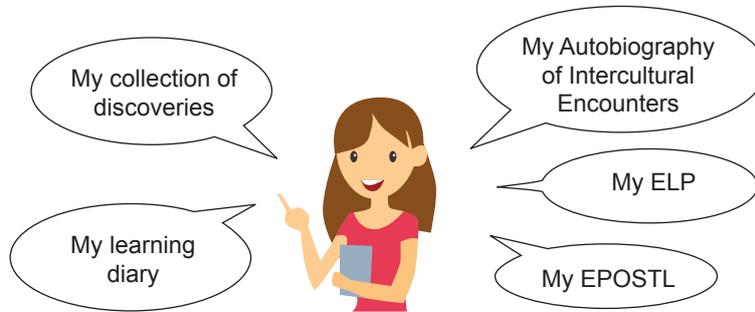
education and training (see the idea of the *pädagogischer Doppeldecker* in Wahl 2006). As a consequence, their experience with PluriMobil lesson plans in the course of their initial teacher training will equip them with the ability to transmit the competences they developed to their future learners. With this objective in mind, we hope that student teachers will get to know how to make use of the *European Language Portfolio*, the *Autobiography for Intercultural Encounters (AIE)* and other Council of Europe tools to support students participating in mobility programmes.

Figure 3.1. A visual representation of a double scenario

My double scenario

I am training to be a teacher

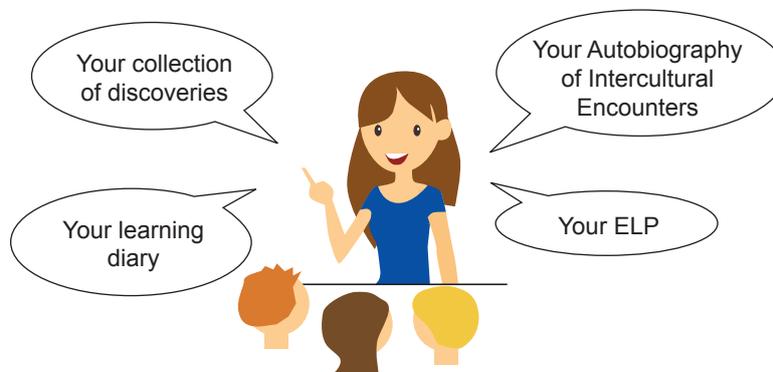
My teacher trainer used PluriMobil scenarios to prepare me for my mobility activity during my teacher training.



MY DOUBLE SCENARIO

I am your teacher now

Now I am going to use the PluriMobil scenarios with my students to prepare them for their mobility experience!



4. Applying PluriMobil in your context: FAQ

How to start using PluriMobil?

Teachers and teacher trainers using PluriMobil for the first time are advised to consult the *quick start guide*, which gives easy-to-follow instructions on how to use PluriMobil lesson plans. It describes in a few steps how to apply PluriMobil resources to support mobility activities of different target groups.

What can be found on the PluriMobil website?

The website offers detailed information about the PluriMobil project, the teaching resources for each target group, as well as some essential practical guidelines that will help to apply PluriMobil to support a mobility programme. The website section devoted to the examples of good practice includes reports by teacher trainers and teachers working at different levels of education who have applied PluriMobil lesson plans to support the mobility activities of their students. Some reports provide sample materials developed by the teachers and the outputs the students produced to document their participation in the mobility project.

Especially for those new to learning mobility, we have prepared a section which provides links to websites of mobility organisations and agencies in many European countries. Additionally, the website offers links to the Council of Europe and ECML publications

that are referred to in PluriMobil resources (see section 5). Finally, the FAQ section contains answers to commonly asked questions.

How can I implement PluriMobil in my institution?

The implementation of PluriMobil depends to a large extent on the type of mobility project, the age of the participants and the time and resources available. The sessions before, during and after the mobility activity can be coordinated by foreign language and/or subject teachers at schools and teacher trainers and/or international officers at institutions of higher education.

The mobility experience should be also supported by other stakeholders, such as headmasters, other teachers/lecturers, student volunteers and representatives of organisations responsible for mobility projects. Since PluriMobil encourages the use of the target language and aims to develop intercultural, plurilingual and soft skills, the lesson plans can be applied during language and/or subject lessons. Alternatively, if possible, students can be offered extra-curricular classes that can take the form of workshops, preparatory courses or additional modules. The second option is particularly suitable in the case where the students participating in mobility activities come from different classes.

The mobility project might be concluded with a post-mobility event addressed to a wider audience: teachers, parents and other students. In this way, the mobility activity participants will be able to share their findings and reflections with students who for different reasons did not take part in a mobility activity or who are planning to get involved in mobility initiatives in the future. Such an event can be also used as an opportunity to display souvenirs, objects and pictures the students collected in the course of their mobility experience.

To underline the importance of learning mobility, it is advisable to treat the sessions before, during and after the mobility activity as an inherent part of the experience. Moreover, we suggest that the students are given additional credits/grades for doing the assigned tasks and documenting their mobility experience in their portfolios. More detailed information about the portfolio approach and the use of *the European Language Portfolio* in PluriMobil can be found in sections 2.4. and 5.1. respectively.

Should all the mobility partners be involved?

In a mobility project in which the sending and hosting institution are involved, we recommend that both sides do similar activities so that learners can exchange experiences and complete the suggested activities in the during phase together. Ideally, all partner institutions should collaborate in the design of their own or, if applicable, a common scenario that caters for the needs of all the students and complies with the specific aims of the mobility project by establishing the targeted competences that need to be developed. Then, the partners can choose relevant lesson plans, adapt them to their own context and monitor

their students' development (for example, with the use of a portfolio). The *PluriMobil scenario template* can be used as a starting point for planning the teaching activities amongst all partner institutions (see figure 2.5. and the more detailed instructions in the *quick start guide*).

Do I have to use all the lesson plans?

It is not necessary to use all the lesson plans. Teachers and teacher trainers are free to select the lesson plans that best match the type of mobility project and address their students' needs. The 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 learners, available resources, etc.). The detailed organisation of the mobility scenario and the timing are up to the teacher. All the tasks and materials described in the lesson plans are suggestions that you can modify and adapt to the type of mobility activity your students are involved in. Moreover, the lesson plans contain descriptions of tasks for one, two or three phases of the mobility activity. We recommend that you do all three phases of the mobility activity, but this is not essential for the successful use of a lesson plan. Depending on your context, it is possible to use a lesson plan for another phase other than the one described. Finally, the use of PluriMobil can be supplemented with other resources that aim to raise students' intercultural awareness, and other teaching aids, such as smart boards and data projectors.

Do I have to use the examples in the lesson plans?

The examples provided in our lesson plans offer additional materials that can be used to supplement the lesson plan or possible products of your students' work. Teachers and teacher trainers are free to use any teaching aids or resources of their own that they believe are more applicable to their educational contexts. For instance, the extracts from the *European Language Portfolio* (ELP) are taken from the Swiss or Polish versions; of course, teachers and teacher trainers can use an *ELP* from their own or another country if examples in another language are needed. Students are encouraged to display initiative and express individuality in their work; therefore, the results produced by your students may look different from the sample outputs presented in the examples section of our lesson plans.

Can I ask my students to prepare a different final product for the portfolio than the one indicated in the lesson plan?

The description of the final product for the portfolio in the lesson plans should be treated as a suggestion that can be modified to match the students' needs. We suggest using a portfolio to collect the outputs of learning mobility activities, such as posters, definitions, descriptions, questionnaires, presentations, self-assessment grids, etc.,

in order to enhance reflective skills and foster learner autonomy. Moreover, teachers and teacher trainers may choose between a traditional and an electronic portfolio or, alternatively, decide to replace it with a blog or a learning diary. It is also recommended to combine working with PluriMobil tools and the *ELP*, provided this document is already used in the given institution.

Should the students use the language of schooling or the target language?

PluriMobil activities can be carried out in the school language or in the target language, depending on the students' level of competence. However, we recommend that, if possible, the activities be conducted in the target language to give students more extensive exposure to this language and prepare them for real-life communication during the mobility activity. It will also help them learn to negotiate the meaning and use communication strategies in the target language.

5. Council of Europe tools in PluriMobil

To encourage reflective practice, autonomous learning, goal setting and self-evaluation as well as to promote good practice in mobility programmes by developing plurilingual and intercultural competences, PluriMobil applies tools published by the Council of Europe (such as, the *European Language Portfolio* and the *Autobiography of Intercultural Encounters*) in a practical way. Additionally, PluriMobil lesson plans make practical use of other ECML documents. It should be emphasised that PluriMobil is addressed not only to teachers and teacher trainers who already use or know these instruments. All lesson plans referring to Council of Europe tools include the necessary references and introductions, which are accompanied by detailed instructions on how to use them. We hope that this step-by-step approach will encourage teachers and teacher trainers to apply these instruments in the course of plurilingual and intercultural education in their institutions.

5.1 The *European Language Portfolio* (ELP) as the backbone of PluriMobil

The philosophy of the *ELP* is at the core of the PluriMobil approach. It is therefore important to outline the principles and guidelines at the heart of the *ELP*, starting with its major components:

| European Language Portfolio | | |
|-----------------------------|--------------------|---------|
| Language Passport | Language Biography | Dossier |

Language Passport In the *Language Passport*, learners reflect on and summarise their language competency and ability in intercultural encounters. This overview should give particular attention to all experiences taking place outside school, including formal and informal meetings. In the *Passport* all languages and all cultures are given equal importance. For instance, languages spoken by learners with an immigrant background are recognised and valued, rather than (as often) considered a handicap or, even worse, a source of possible difficulty in their school career. This component is based on the idea of promoting a wide variety of different languages and cultures, and functions as a wonderful showcase for the diversity that is part of our daily lives.

Language biography In the *Language Biography*, learners put their learning into perspective. This takes place by means of a reflective approach in which they think about which languages they learn, how and why. After assessing their level of competence and knowledge, according to the competence grid of the *Common European Framework of Reference for Languages* (A2, B2, etc.), learners can set themselves objectives according to their needs and interests. This way of working is individual and enables differentiation. By reflecting on the most efficient strategies they already use and on those they still

have to test, learners will develop autonomy and claim part of the responsibility for their learning from the teacher. Projecting oneself into the future is a very effective tool to enhance one's further learning.

Dossier

Finally, in the *Dossier*, learners collect all the evidence of objectives they have reached (language exercises and accounts of intercultural experiences). This component is intended to demonstrate over a longer period of time to the outside world what they have been able to do (much like artists present their most successful works).

ELP ownership

The *ELP* belongs to the learner and since it is considered a tool for self-development, it should not be assessed. Still, if it is linked to specific tasks required for a given course or to ECTS credits for student teachers, two competences can be evaluated: the depth of the intercultural reflection and the documentation of progress in the linguistic competences acquired. Due to its numerous objectives and intentions, the use of the *ELP* or of any other similar support can be complex, which is why it is necessary to accompany learners using it. Of course, the way of dealing with the portfolio varies according to the learners' age, maturity, etc. The teacher has to make sure that it does not simply become one more administrative tool that has to be filled in in due time. Integrating the portfolio into one's course in a flexible, continuous and lively way will make it possible for learners and teachers to discover the full range of its potential.

Long-term use

The benefits of using the *ELP* or any other similar support can only be experienced in the long run. It cannot be linked with one single mobility activity even if this one is given pride of place in the portfolio, because it is only with time and with the accumulation of experiences that the portfolio makes

sense. Therefore, the tool we suggest to use is something that will accompany the learners not only through their school career, but throughout their entire life, as a means of documenting their learning of languages and experiences of cultures.

Shared responsibility

This way of considering the learning of languages as integrating cultures and intercultural competences will also change the rapport between teachers and learners. They share the responsibility. Finally, if student teachers have experienced using the *ELP* through PluriMobil themselves, they will be better equipped to use it with their classes in the future. They will feel familiar enough with it to be free to adapt it and make the most of it.

Web support

The Council of Europe *ELP* portal provides information about developing the document and the ECML has set up an accompanying implementation website (<http://elp-implementation.ecml.at>). This website offers access to *ELPs* in different language versions which are in use in many European countries and information on how to apply it in different educational contexts. Additionally, it contains a wide array of practical materials, such as videos, PowerPoint presentations, posters, worksheets, links, references, FAQs, etc. that illustrate the pedagogical benefits of using the *ELP* with different target groups. For vocational training, *Europass*, a website developed by the European Commission, including the self-assessment grid of the *ELP*, is a valuable instrument for documenting skills and qualifications during mobility experiences.

5.2 Other Council of Europe/ECML tools used in PluriMobil lesson plans

Apart from the *ELP* mentioned in section 5.1 above, PluriMobil often refers to other publications of the Council of Europe. Users of PluriMobil lesson plans are invited to consult these tools in order to adapt the targeted competences to the needs of the students involved in specific mobility activities. The tools are available in many languages: for details, please consult the website dedicated to each publication. In the following section, the tools and their use in PluriMobil lesson plans are briefly described.

The Autobiography of Intercultural Encounters (AIE)

Reflection on intercultural dialogue

The *AIE* has been developed by the Council of Europe to promote intercultural dialogue. It is a personal document that encourages users to think about and learn from the intercultural encounters that have made a strong impression or had a long-lasting effect on them. It is available in two versions: a version for younger learners, for those aged up to about 11, and a version for other users in secondary schools and beyond.

Lesson plan

The *AIE* is proposed as one of the key instruments in preparing and accompanying the mobility activities of (future) teachers and students in the PluriMobil project. For instance, there is a lesson plan for an activity called “My Autobiography of

Intercultural Encounters”, both for lower secondary students and student teachers. The students fill in the *AIE* (or part of it), share their experiences and try to find agreement on a Code of Intercultural Communication.

Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA)

Descriptors for plurilingual competences

FREPA (*CARAP* in French, *REPA* in German) was created as part of the “Across Languages and Cultures” project for didactic approaches involving several (i.e. more than one) varieties of languages and cultures. *FREPA* is rooted in the *CEFR*’s notion of plurilingual and pluricultural competence and is organised around the three domains of knowledge, skills and attitudes (which map onto the ideas of *savoir*, *savoir-faire* and *savoir-être*). At the heart of *FREPA*, one finds a detailed list of concise reference descriptors for the three domains. For instance, the notion of a person’s plurilingualism appears in *FREPA* as a phenomenon one can know about (knowledge), accept, or even consider as an advantage (attitude), and analyse or put into practice oneself (skills). PluriMobil makes use of *FREPA* descriptors for the target competences, mostly in the domain of skills, in practically every lesson plan. For instance, the lower secondary students’ activity “Nice to meet you” involves a Skype session with their mobility partners, where one aim is encapsulated in the *FREPA* skill S 6.1 “I can communicate in bi/plurilingual groups taking into account the repertoire of my interlocutors”.

Developing and assessing intercultural communicative competence: a guide for language teachers and teacher educators (ICCinTE)

Material for intercultural learning

The *ICCinTE* is a guide for language teachers and teacher educators to appreciating and highlighting the cultural dimension of language learning, choosing appropriate material for their classrooms and assessing the development of intercultural competence amongst their learners. In the first part, the guide offers theoretical background on relevant issues of culture and intercultural communication, suggestions for planning intercultural workshops and guidelines for using literature, films and songs for intercultural learning (with examples). The second part is devoted to assessing intercultural communicative competence in its three dimensions: knowledge (*savoir*), skills (*savoir-faire*), and attitudes (*savoir-être*). Guidelines on how to conduct assessment are provided, as well as grids with descriptors for the three dimensions and on three levels (low, medium and high). These descriptors are used to describe target competences in several PluriMobil lesson plans. For instance, when lower secondary students are engaged in discussing their own and other people's eating habits (lesson plan "Appetite for culture"), one of the aims of the activity is described by an *ICCinTE* descriptor as "I understand better my own cultural identity and how it is formed".

Mirrors and Windows

Activities based on intercultural approach

Mirrors and Windows is an ECML publication aimed at integrating issues of intercultural education into language teacher education. Its target audience includes teacher trainers

as well as other educators. The book is available in English, French and German, and contains commented activities for intercultural learning in topics such as time, food, gender and education. After a short introduction to each topic, activities are presented to foster reflection on one's own and other cultures, with a specific focus on language use (for example, proverbs with specific cultural connotations). Some PluriMobil lesson plans refer to chapters of *Mirrors and Windows*, for example, for activities where learners prepare interviews or presentations on specific topics of their interest (The "school sweet school" lesson plan for student teachers is based on the chapter *Up in the morning and off to school*, in which an intercultural approach to different educational practices is described and developed).

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

Key concepts of language policy

The *CEFR* was published in 2001 by the Council of Europe as a reference document for the coordination of foreign language teaching to provide "a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe" (*CEFR*, p. 1). The *CEFR* is probably best known for its descriptions of communicative language competences across six levels (A1, A2, B1, B2, C1 and C2) with regard to both receptive and productive skills (listening, reading, spoken interaction, spoken production and writing). The levels have become commonplace in foreign language education both within and beyond Europe. Moreover, the *CEFR* outlines key concepts of the Council of Europe's language policy, such as plurilingualism and pluriculturalism, also in the context of mobility. In the PluriMobil lesson plans, frequent references are made

to *CEFR* levels where the linguistic target competences of specific activities are outlined, from levels A1-A2 (in many of the primary school activities) to B1 or higher (in some activities for lower secondary students or student teachers).

European Portfolio for Student Teachers of Languages: a reflection tool for language teacher education (EPOSTL)

Reflection on didactic competences

The *EPOSTL* is a portfolio document for students in initial teacher education that they can use to keep track of and reflect on their didactic knowledge and the skills necessary to teach languages. Similarly to the *ELP*, it is mainly based on the principle of self-evaluation. The intercultural domain is present in *EPOSTL* in the sections where the students reflect on their competences in language teaching methodology and assessment. Mobility activities are also mentioned as extracurricular activities in the form of “school trips, exchanges and international cooperation programmes” (*EPOSTL*, p. 50). Descriptors from *EPOSTL* inform a number of the lesson plans for the student teachers. They cover areas such as the use of *CEFR* descriptors or assisting students in using the *ELP*, but also with regard to more general competences such as promoting “the value and benefits of language learning to learners, parents and others” (*EPOSTL*, p. 16).

Intercultural competence for professional mobility (ICOPROMO)

Focus on professional contents

ICOPROMO is an ECML publication with similar aims in terms of intercultural competence, though with a focus on the workforce and professional mobility rather than on school or initial teacher education. It is aimed at employees and managerial staff, and covers

areas such as intercultural communication in professional situations, cultural knowledge, perspective-taking and sense-making. Other issues include the use of English (or other languages) as lingua franca for example, in business communication. The publication contains background information about the issues and activities. One of these activities, “Rich Points”, is referred to in a PluriMobil lesson plan for student teachers to engender a debate on dangerous translations in intercultural communication caused by highly culture-specific connotations of certain words or expressions.

Other resources

The following three resources are referred to in a small number of lesson plans:

- ***Preparing teachers to use the European Language Portfolio – arguments, materials and resources (ELP_TT)***
- ***Language Educator Awareness (LEA)***
- ***Enseignement précoce pour les langues modernes par des contenus (EPLC)***

Further resources, including academic publications on topics such as cultural diversity and different kinds of teaching material, were also used.

6. PluriMobil for primary school

a. Anecdotal report

The anecdotal report below presents an example of a learning mobility activity that a primary school pupil is likely to be involved in.

MOBILITY ACTIVITY

Anna is a 9-year-old Polish girl. As part of her class, she is 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.

Before: A few target language lessons before the exchange are devoted to preparing the pupils for their participation in the mobility activity. They also send each other a photograph of the group and of the school to get to know one another.

During: The pupils from Poland and Germany meet in the host school. They get to know each other, have lunch in the school canteen, play games and go sightseeing together.

After: The target language teacher asks the pupils about their trip to Germany. Then the pupils prepare posters presenting their mobility activity. During the International Day at their school, the pupils present their work to their parents, other teachers and peers.

b. Mobility in primary school

Forms of mobility

Forms of mobility

Due to the age of the pupils, the most practical solution will be a short-term exchange, with pupils visiting each other for a day as a first step. Depending on the circumstances, this could take place within the same country (for example, visiting another community) or it could be going across a nearby border to visit close neighbours. The teachers may also combine these short visits with different forms of virtual mobility during which pupils contact their peers in the partner institution using ICT.

Overall objectives

Overall objectives

We would like to develop in children the ability to discover other languages, cultures and new areas of knowledge by encountering their host partners. Consequently, their stay abroad/in another community will aim to achieve three objectives: intercultural competences, linguistic competences and the ability to use learning strategies. All the suggested activities in the lesson plans will increase the pupils' curiosity; they will open their eyes, their ears and their hearts to otherness and to the fact that their hosts are not as different from themselves as they first thought. The teachers are advised to select and adapt activities from PluriMobil lesson plans for their own use. The teachers' task will also be to provide linguistic help and support for the development of intercultural competences in their pupils.

Within the primary phase, the very young children will experience and reflect on their mobility experiences primarily through their senses (for example, through what they see, hear, taste, touch and feel) because their literacy skills are at an early stage of development. On the other hand, upper-primary schoolchildren may use reading and writing as a way of learning, recording and reflecting on their activities.

In order to allow children to feel comfortable when describing their own identity at this early stage in their lives, we allow them to choose what they talk about and present. The *AIE* for younger learners can be used as an inspiration.

Use of a portfolio

Use of a portfolio

The children will put the most relevant results of their activities, reflections and experiences in a portfolio, which can take the form of a file (paper) or a blog (virtual). The outcome of some of the activities may not always be integrated as such in the portfolio, but can be documented in it. In countries where there is a primary school version of the *ELP*, this can be used to motivate the pupils to self-evaluate, goal set and present their projects.

c. A mobility scenario: before/ during/after the mobility activity

In the scenario below, Anna's peers from both institutions are supported throughout their entire mobility activity: they develop their language skills and focus on their own cultural identity and other cultures. They also get ready to meet again when the next visit takes place. We have designed a general scenario that could fit in with different circumstances and experiences. However, the length of time spent abroad, the amount of language already mastered, the age of the pupils and the kind of project will affect the number of activities and the competences targeted. For this reason, teachers are advised to select the most relevant PluriMobil lesson plans and create their own mobility scenarios.

| | Description of mobility project | Experiences and targeted competences | PluriMobil lesson plans and tools used |
|--------|---|--|---|
| Before | <p>During a few target language lessons pupils:</p> <ul style="list-style-type: none"> • talk about similarities and differences between people • prepare for the meeting with their peers and improve their language skills | <ul style="list-style-type: none"> • understanding cultural diversity in and outside the classroom • understanding one's own cultural identity • identifying one's language learning needs or objectives | <p>Lesson plan 4: On the basis of the <i>Autobiography of Intercultural Encounters</i>, pupils discover similarities and differences between cultures</p> <p>Lesson plan 5: Pupils prepare a game/song/story they can teach their peers during the mobility activity</p> <p>Lesson plan 10: Pupils revise phrases they might need during their mobility activity</p> |
| During | <p>During their stay pupils:</p> <ul style="list-style-type: none"> • play games with their peers • go sightseeing together | <ul style="list-style-type: none"> • comparing features of culture • working in a group and fostering openness, empathy and cooperation • acting in situations of contact between languages/cultures | <p>Lesson plan 4: Pupils observe the new culture and update the list of similarities and differences they have collected at home</p> <p>Lesson plan 5: Pupils teach each other songs, games or stories they have prepared</p> <p>Lesson plan 10: Pupils use the target language and record what they have learnt</p> |
| After | <p>After the mobility activity pupils:</p> <ul style="list-style-type: none"> • share experiences and prepare their presentations documenting the exchange (during target language lessons) • present their mobility experience to their parents and other peers (during the International Day) • plan what they can do with their peers from Germany when they visit their home town (during target language lessons) | <ul style="list-style-type: none"> • understanding what unites or separates people from different cultures • reflecting on one's linguistic development • understanding one's own cultural identity • developing presentation skills | <p>Lesson plan 4: Pupils report their findings</p> <p>Lesson plan 5: Pupils sing, play and present the stories taught by their mobility partners</p> <p>Lesson plan 10: Pupils reflect on their linguistic progress</p> <p>Lesson plan 12 or 8: Pupils get ready to host their mobility partners in their home town</p> |

d. A list of lesson plans for primary school

The set of 12 lesson plans devoted to primary school pupils comprises:

Lesson plan 1 – My self-portrait: pupils prepare booklets about themselves to show them to their mobility partners.

Lesson plan 2 – My silhouette: pupils draw silhouettes of themselves to observe similarities and differences between different people.

Lesson plan 3 – Exploring the surroundings: pupils try to discover interesting aspects of their own surroundings.

Lesson plan 4 – The same and different: pupils discover similarities and differences between cultures.

Lesson plan 5 – Let's offer them something: pupils prepare a game/song/story that they can teach their peers during the mobility activity.

Lesson plan 6 – Typical: the pupils discuss what is typical of their own and their mobility partners' town/area.

Lesson plan 7 – My treasures: my special things to bring back: pupils select something to bring back home to show to others who have not been involved in a mobility activity.

Lesson plan 8 – Delicious! My appetite for culture: pupils become aware of similarities and differences in eating habits and foods.

Lesson plan 9 – The European Language Portfolio: how do I learn languages?: pupils discuss different resources they can use to learn languages.

Lesson plan 10 – The words I need: pupils revise phrases they might need during their mobility activity.

Lesson plan 11 – I understand more than I think: pupils look for words in other languages they understand.

Lesson plan 12 – I will show you my town: pupils prepare games and activities for their guests.

7. PluriMobil for lower secondary school

a. Anecdotal report

The anecdotal report below presents an example of a learning mobility activity a lower secondary school learner is likely to be involved in.

MOBILITY EXPERIENCE

Dan is a 14-year-old teenager in a lower secondary school in Romania. He has volunteered to participate in a COMENIUS school project and will soon take part in a 10-day school exchange in Portugal. The language of communication among mobility partners will be French, but of course the learners will also teach each other some Portuguese and Romanian. Dan is a keen learner of French and feels very enthusiastic about working in the project and travelling to Portugal.

Before: At a few after-school meetings with their French teacher, the learners prepare to participate in the mobility activity.

During: The programme of the exchange includes a variety of joint activities: the learners will work on the project, attend school trips and participate in a variety of social events prepared by the school and the local community. The Romanian learners will also be able to attend French classes in the host school.

After: Back at the home institution, the learners share their mobility experiences with other students. They keep in touch with their mobility partners via the internet.

b. Mobility in lower secondary school

Forms of mobility

Forms of mobility 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, local international schools or language institutes; long-term schooling in a foreign country; or virtual interaction with peers from different communities or countries. These experiences may vary with regard to duration, objectives, subject areas, implemented activities, types of accommodation and types of hosting institutions.

In the frequent case of a class or group exchange, we invite teachers from all participating institutions to discuss common ideas and goals, and if possible implement common activities and later exchange and compare the outcomes. This strategy will allow all participants in a mobility activity to predict, observe and assess their experiences according to common guidelines and criteria.

Overall objective

Overall objective A mobility activity at this stage of education can make a real difference in learners' personal and educational development. Most learners will have acquired some basic skills in one

or more foreign languages and participating in a mobility activity will enable them to activate their linguistic skills in real-life situations. Being able to communicate successfully and seeing that their use of a different language works will increase their enthusiasm and encourage active participation in intercultural dialogues. Apart from improving their language skills, mobility activities will also provide the participants with unique opportunities to expand their knowledge of the world. All these experiences will contribute to raising learners' interest in new cultural and linguistic settings, equipping them with better understanding of otherness and enhancing their ability to function and adapt to a new environment.

Use of portfolio

Use of portfolio It is helpful if the mobility activity is accompanied by a learning portfolio that may take the form of a folder, blog or e-portfolio depending on the needs and resources available. The learners can then assess their progress and identify the ways in which they have been able to achieve it. Therefore, in their portfolios they record the evidence of the development of their communicative and autonomous learning skills before, during and after the mobility activity. Additionally, learners collect pictures, souvenirs, language samples, etc. that reflect their intercultural and plurilingual development. If the mobility activity involves cooperation with peers from partner institutions, the learners may choose to include the outputs of their collaboration in the portfolio.

c. A mobility scenario: before/ during/after the mobility activity

The scenario below offers teachers a choice of tools and strategies to assist their learners at every stage of the mobility process: before, during and after. Since Dan and other participants of the mobility activity come from different classes, the school authorities have decided to organise a mobility module in the form of a few after-class sessions before and after the school exchange. PluriMobil lesson plans can, however, be implemented during target language or content subject lessons. Additionally, it is recommended that a unique scenario is designed for each mobility activity that matches its specific needs and the school resources available.

| | Description of mobility project | Experiences and targeted competences | PluriMobil lesson plans and tools used |
|---------------|--|--|---|
| Before | <p>During a few sessions:</p> <ul style="list-style-type: none"> the teacher and the learners establish the goal(s) of the exchange and prepare the programme framework learners get to know the host country and are encouraged to improve their learning skills during the mobility activity | <ul style="list-style-type: none"> Becoming aware of their perception of their own and the host's cultures Reflecting on stereotypes Preparing themselves for the exchange by reflecting on the areas to observe while on the mobility activity Talking about ways of developing one's language skills | <p>Lesson plan 2: On the basis of the descriptions of stereotypes and film clips, learners talk about stereotypes typically used to describe different countries (including their own and the host country)</p> <p>Lesson plan 5: Learners prepare questions they want to ask about the host country during the mobility stay</p> <p>Lesson plan 9: Learners talk about different strategies useful in enhancing language skills on the basis of the learning strategies checklist in the <i>European Language Portfolio</i>. Additionally, they set a number of learning objectives</p> |
| During | <p>During their stay learners:</p> <ul style="list-style-type: none"> participate in planned activities, such as school projects, field trips, excursions, social events, etc. record the experiences in a portfolio, a diary or a blog | <ul style="list-style-type: none"> Noticing that there is a common culture in an area/region/country but that at the same time there are also big differences Applying learner strategies in a new environment | <p>Lesson plan 2: Learners share their perceptions of different cultures</p> <p>Lesson plan 5: Learners interview their hosts using the questionnaires prepared before the mobility stay</p> <p>Lesson plan 9: Learners observe their linguistic progress</p> |
| After | <p>Back at the home institution learners:</p> <ul style="list-style-type: none"> share the experience through personal accounts, presentations, posters, etc. stay in touch with their exchange partners | <ul style="list-style-type: none"> Sharing mobility experiences with other learners in the home institution Observing linguistic progress and setting further learning goals | <p>Lesson plan 2: Learners discuss the changes in their perceptions of stereotypes.</p> <p>Lesson plan 5: Learners present the output of their questionnaires</p> <p>Lesson plan 9: Learners discuss whether they accomplished their learning goals</p> |

d. A list of lesson plans for lower secondary school

The set of 13 lesson plans devoted to lower secondary school learners comprises:

Lesson plan 1 – The visible, the less visible, the invisible: learners learn how to reflect on culture(s).

Lesson plan 2 – Dealing with stereotypes: learners reflect on cultural specificities and stereotypes.

Lesson plan 3 – My self-portrait: learners describe themselves and discover the portraits of their host partners.

Lesson plan 4 – My Autobiography of Intercultural Encounters: learners anticipate and reflect on intercultural encounters during mobility.

Lesson plan 5 – My topic of interest in the other culture: learners prepare and conduct an interview on their favorite topics with their host partner(s) and consciously apply communication strategies.

Lesson plan 6 – Presentation: learners prepare and share a presentation on a cultural topic personally relevant to them and that arouses the curiosity of their host partners.

Lesson plan 7 – Treasures from abroad: learners are encouraged to observe interesting objects during their mobility stay and to select something to bring back home to present to others.

Lesson plan 8 – Appetite for culture: learners become aware of similarities, differences and diversity in eating habits and foods.

Lesson plan 9 – The European Language Portfolio: how do I learn and how do I want to learn?: learners set themselves language learning goals they want to work on during their mobility activity, think about their learning strategies and assess their own progress.

Lesson plan 10 – The European Language Portfolio: what do I use to learn?: learners reflect on different resources they can use to learn languages.

Lesson plan 11 – My learning diary: learners observe their own language learning during their mobility activity by keeping a diary.

Lesson plan 12 – Language hungry!: learners revise phrases they might need during their mobility activity.

Lesson plan 13 – Planning a mobility activity as a host: learners decide what they would like to show their mobility partners in their town/area.

8. PluriMobil for upper secondary school (general education)

a. Anecdotal report

The anecdotal report below presents an example of a learning mobility activity that an upper-secondary school student could be involved in.

MOBILITY EXPERIENCE

Cecile and Arthur are 16 years old and live in the French-speaking part of Belgium. They take part in a project that has been run by their school for more than 25 years. They stay for one week with a family in another European country and they invite their mobility partner to visit their home city for one week. The mobility experience is based on reciprocity. The aim of the project is to provide students with the opportunity to discover, learn and appreciate the richness of other cultures. During the week abroad and during the week organised at their home institution, they meet other students from different European countries. They communicate using French and/or English.

Before: In the weeks before the mobility experience they work on the concepts of identity and culture, and discuss what elements of the foreign culture(s) they already know about and decide what elements they would like to explore further. They also set themselves goals for their language learning and work out whether they need any language input and communicative strategies in order to communicate and to gather the information they want when abroad.

During: They keep track (a diary, blog, etc.) of their language learning process and their intercultural encounters: what they learn about people, other languages and cultures, their way of life, their habits, the school system, etc. They also start reflecting on the similarities and differences between their own cultural references, their way of life, their habits, their school system, among others.

After: Back home they present their portfolio to their class, communicating their observations, discussions and reflections. They outline what they expected before the mobility activity and what has changed due to the experience. They assess their progress in English (and possibly other languages) and reflect on the effectiveness and appropriateness of the language input and the communicative strategies learnt before their stay abroad. They make suggestions for further mobility stays. Based on their experience, they prepare their partners' visit to their home city.

b. Mobility in upper secondary school

Forms of mobility

Forms of mobility

Upper-secondary school students take part in different kinds of mobility activities: short exchanges with other classes in other countries/communities, e-twinning projects (virtual mobility) and projects around a specific topic, as well as occasionally long-term mobility activities (several weeks) to improve their language competences. These exchanges provide a unique opportunity to experience other languages, cultures, school systems, habits, etc.

Overall objectives

Overall objectives

In the mobility activities described above and others, upper-secondary school students need to be equipped with the knowledge, skills and attitudes necessary to engage in cross-cultural communication. In our lesson plans, special attention is devoted to the acquisition of appropriate and effective strategies (language and intercultural skills) that enable learners to be more autonomous. Becoming independent is crucial as some learners are likely to continue their education at universities or university colleges in other regions of their countries or abroad. Emphasis has also been put on the development of language competences as this can be one of the major objectives of mobility activities.

Use of portfolio

Use of portfolio

In cooperation with their teachers, upper-secondary school students are advised to document their personal, language and intercultural development in a portfolio. This documentation can take different forms: traditional or electronic.

c. A mobility scenario: before/during/after the mobility activity

The scenario below offers teachers a choice of tools and strategies to assist their learners at every stage of the mobility process: before, during and after. Since Cecile and Arthur and other participants in the mobility activity come from different classes, the school authorities have decided to organise a mobility module in the form of a few after-class sessions before and after the school exchange. PluriMobil lesson plans can, however, be implemented during target language or content subject lessons. Additionally, it is recommended that a unique scenario is designed for each mobility activity that matches its specific needs and the school resources available.

| | Description of mobility project | Experiences/targeted competences | PluriMobil lesson plans and tools used |
|---------------|---|--|--|
| Before | <p>Students:</p> <ul style="list-style-type: none"> reflect on the objectives of the mobility activity: what they already know and what they would like to learn when abroad consider what language and strategies they might need in order to achieve these objectives | <ul style="list-style-type: none"> Defining culture(s) Expressing representations about one's identity Reflecting on one's language learning strategies | <p>Lesson plans 1 and 2: Students reflect on their own personal identity and define concepts of culture(s)</p> <p>Lesson plan 4: Students decide on the topic they would like to learn about when abroad and prepare a questionnaire in order to gather information</p> <p>Lesson plan 9: Students set themselves goals using the <i>European Language Portfolio</i> and reflect on the strategies they use in order to communicate in a foreign language</p> |
| During | <p>During their stay students:</p> <ul style="list-style-type: none"> observe, listen and open their minds and hearts to others: in the families, at school with guest students and with other students from different countries | <ul style="list-style-type: none"> Observing other people's cultures Collecting evidence of other people's cultures, ways of life, habits, etc. Learning autonomously | <p>Lesson plan 4: Students carry out interviews to gather information about the topic of their choice</p> <p>Lesson plan 10: Students collect language items related to the topic they have chosen</p> <p>Lesson plan 9: Students keep track of their language learning</p> |
| After | <p>Back at the home institution students:</p> <ul style="list-style-type: none"> attend an event to share their mobility experiences prepare the mobility activity for their mobility partners | <ul style="list-style-type: none"> Reflecting on intercultural and autonomous language learning experiences Reflecting on one's culture(s) | <p>Lesson plan 1 and 2: Students present the elements of culture(s) they have discovered</p> <p>Lesson plan 4: Students present the results of their investigations and explain what they have learned and what was similar to/ different from what they expected</p> <p>Lesson plans 9 and 10: Students assess their learning progress and present their learning diary</p> <p>Lesson plan 10: Students collect and select information about their area/country and create games for their guests</p> |

d. A list of lesson plans for upper secondary students (general education)

The set of 13 lesson plans devoted to upper secondary students comprises:

Lesson plan 1 – The visible, the less visible, the invisible: students discuss the visible and invisible aspects of a person's culture(s).

Lesson plan 2 – My multiple identities: students discuss the complexity of a person's culture and identity.

Lesson plan 3 – My Autobiography of Intercultural Encounters: students reflect on an intercultural experience and on key skills for intercultural communication.

Lesson plan 4 – My topic of interest: students go into more depth about a topic of special interest to them.

Lesson plan 5 – Treasures: culture through objects: students discover objects belonging to other people's cultures

Lesson plan 6 – Intercultural anecdotes: students collect and exchange experiences and anecdotes.

Lesson plan 7 – Let's play together: students collect information about their and other countries in order to create games to play with others.

Lesson plan 8 – Help me to find my way: students learn to overcome communication difficulties.

Lesson plan 9 – European Language Portfolio: how do I learn, what I want to learn, how do I want to learn?: students assess their language level, identify their learning strategies and plan their future learning.

Lesson plan 10 – My learning diary: students record evidence of their progress as far as language is concerned.

Lesson plan 11 – Non-verbal communication: students become aware of the differences in non-verbal communication around the world.

Lesson plan 12 – Studying conflicts: raising critical awareness: students learn to reflect critically about conflicts and to express their opinions.

Lesson plan 13 – Ethnographical project: understanding complexity: students conduct a small ethnographical project and find out about linguistic and cultural diversity.

9. PluriMobil for vocational secondary school (vocational education and training: VET)

a. Anecdotal report

The anecdotal report below presents an example of a learning mobility activity that an upper-secondary school vocational student could be involved in.

MOBILITY ACTIVITY

Michael is 19 years old, lives in a large town in central Germany and wants to become an electronic technician. In his second year, he must go abroad for a four-week work placement. Michael decides to go to an English-speaking location because he likes English as a language and thinks that a good understanding of English will be of use later in his career. One of his friends has already been on work placement and has told him about a company in Ireland that seems to be very interested in receiving young workers from abroad. Luckily, Michael's application to the company is accepted and he is about to leave for Ireland.

Before: To prepare for the work placement, teachers at Michael's school organise two training afternoons during which intercultural and linguistic aspects, possible challenges and individual goals are discussed. Michael completes a self-assessment grid about his language competence and strategies for learning and oral communication. He is given the task of keeping a learning diary and collecting intercultural experience.

During: During his stay abroad, Michael keeps a learning diary in which he writes what he learns from a professional and linguistic point of view. He also takes notes (written and audio/video on his mobile phone) about all sorts of intercultural and multilingual experiences he has. Knowing what kind of language learning strategies exist, Michael tries to use them as often as possible.

After: Back home, Michael completes the *Autobiography of Intercultural Encounters* about one intercultural experience. He also completes the self-assessment grid which he already filled in before going on the work placement. In addition, Michael has to make a short PowerPoint presentation on his learning diary and show what he learnt in linguistic and intercultural terms to his class mates.

b. Mobility in vocational secondary school

Types of mobility

Types of mobility

PluriMobil offers a set of lesson plans for upper secondary students who are undertaking their initial training at a vocational school or during an apprenticeship, and who are offered the possibility to go on a work placement in a host company. A work placement abroad can be a particular challenge for young people. Firstly, they are still in education and not yet professionals in their job, but are supposed to know enough in order to make valuable contributions to the company that receives them for their placement. Secondly, they have to do their job in a foreign language that they may not speak very well. Thirdly, they have to cope with a different cultural and linguistic working environment in which rules, values and norms may be different than the ones they know (for example, concerning dealing with their superior(s), hours of work, socialising, etc.).

Overall objectives

Overall objectives

The lesson plans developed for the vocational sector take into account the special situation of young workers. The lesson plans target the development of general intercultural competences and also focus on the specific intercultural and linguistic skills needed in a commercial context. For example, students are encouraged to anticipate their first day at the host company, to reflect on different topics related to work and to create a list of key words they might need for their work environment. Other activities focus on the

fact that students may work in an international team and have to negotiate with people from all over the world. Students are encouraged to reflect on the ideas they have about other work cultures and to compare them to what they experience at their work placement. Thus they may become more aware of certain national stereotypes. Furthermore, the activities help students to observe how plurilingual communication at work functions, for example, what kind of strategies people with different first languages choose for communication in culturally diverse workplaces.

Use of portfolio

Use of portfolio

We would like to stress the importance of the *European Language Portfolio* (ELP) as an instrument for a detailed presentation of students' achievements in various languages. The *Europass* website, developed by the European Commission, includes the self-assessment grid of the *ELP* and provides an officially recognised instrument for the communication of skills and qualifications acquired during a mobility activity. There are several European projects such as DYLAN (Language Dynamics and Management of Diversity) and LINCQ (Languages in Corporate Quality) whose objective is to make the business world aware of the advantages of plurilingualism for innovation, corporate culture and corporate quality (www.dylan-project.org and www.ecml.at/lincq). Thus, a potential employer who is aware of the additional value of plurilingualism may be interested in seeing a candidate's language portfolio that details what experiences of mobility they have already had and what kind of foreign language and intercultural competences they have to offer.

| | Description of mobility project | Experiences and targeted competences | PluriMobil lesson plans and other tools |
|--------|--|---|--|
| Before | <p>Students attend a preparatory module (two sessions) in the home institution during which they:</p> <ul style="list-style-type: none"> • get to know the host country • set themselves learning goals • talk about their beliefs regarding different working environments | <ul style="list-style-type: none"> • Collecting information about other cultures and countries • Reflecting on stereotypes in general and in relation to the workplace • Assessing one's own language competence and setting learning goals • Discussing language learning strategies and developing the ability to learn autonomously • Expressing ideas and expectations about other (work) culture(s) | <p>Lesson plan 2: Students create a mind map representing different views on other (work) cultures</p> <p>Lesson plan 6: Using the <i>European Language Portfolio</i> (ELP), students assess their own linguistic competences relating to work, discuss language learning strategies and select appropriate learning goals they want to accomplish during the mobility activity</p> <p>Lesson plan 1: Students are presented the iceberg model of culture and discuss the visible and invisible aspects of culture(s)</p> |
| During | <p>During their stay students:</p> <ul style="list-style-type: none"> • keep a learning diary in which they write down any intercultural experiences/ encounters; • use language learning strategies. | <ul style="list-style-type: none"> • Monitoring and assessing one's progress • Collecting and recording evidence of linguistic development | <p>Lesson plan 9: Students complete their learning diaries (or a portfolio) in which they monitor their progress in developing language skills</p> <p>Lesson plan 3: Students record their experiences of dealing with other cultures in notebooks and mobile phones as preparation for completing the <i>Autobiography of Intercultural Encounters (AIE)</i></p> <p>Lesson plan 6: Students try to use the learning strategies (for example, from the <i>ELP</i>) from the grid they completed before the work placement</p> |
| After | <p>Back at the home institution students:</p> <ul style="list-style-type: none"> • revise the iceberg model • complete the AIE • fill in the self-assessment grids again • attend an event to present their learning diary to their class mates | <ul style="list-style-type: none"> • Reflecting on intercultural experiences/encounters • Observing linguistic progress, setting further learning goals • Presenting one's experiences to a larger public | <p>Lesson plan 1: Students analyse their intercultural experiences and modify their iceberg accordingly</p> <p>Lesson plan 3: Students complete the <i>AIE</i> about one particular intercultural encounter</p> <p>Lesson plan 6: Students reflect on their learning goals and their learning process</p> |

c. A mobility scenario: before/ during/after the mobility activity

Since Michael's school wants students to have a positive work placement experience, the principal attaches great importance to supporting and guiding the students as much as possible. In the grid below we suggest a sample learning scenario, presenting different activities that can be used before, during and after this particular mobility experience.

The scenario focuses on raising students' intercultural awareness, improving communicative language competence and monitoring and assessing their learning process. The scenario should be treated as a suggestion; teachers are free to design their own action plan. They should adapt this plan and their selection of PluriMobil activities to cater to the needs of their own students and educational contexts.

d. A list of lesson plans for vocational education.

The set of 9 lesson plans devoted to students of vocational secondary school consists of the following nine items:

Lesson plan 1 – The visible, the less visible, the invisible: students discuss the visible and invisible aspects of other (work) culture(s).

Lesson plan 2 – Dealing with stereotypes: students create a mind-map representing different views on other (work) cultures.

Lesson plan 3 – My Autobiography of Intercultural Encounters: students reflect on one intercultural experience that was particularly important for them by filling in the *Autobiography of Intercultural Encounters* and creating a list of key skills of intercultural communication.

Lesson plan 4 – Keywords for work placements: students reflect on different topics related to work and create a list of keywords useful during their work placement.

Lesson plan 5 – Experiencing work cultures: students work on their ideas about other work cultures and the people they will meet.

Lesson plan 6 – The European Language Portfolio: how do I learn and how do I want to learn?: students reflect on their language learning and their language competences and set goals.

Lesson plan 7 – Working in different languages: students observe how multilingual communication at work functions and reflect on rules facilitating successful communication in a multilingual setting.

Lesson plan 8 – My identity as a mobile student: students prepare themselves for the mobility activity by reflecting on various areas they could observe. They also define their linguistic and general goals to be achieved during the work placement.

Lesson plan 9 – My learning diary: students observe their progress in their linguistic, personal and professional development in a learning diary.

10. PluriMobil for student teachers

a. Anecdotal report

The anecdotal report below, based on Egli Cuenat et al. (2013), presents an example of a learning mobility activity that a student teacher is likely to undertake.

MOBILITY ACTIVITY

Valentina, aged 23, is studying to become a lower secondary school teacher at a teacher training college in Switzerland. Her first language is German. She plans to take part in a mobility stay of four months at a university in Lausanne (French-speaking Switzerland).

Before: In the semester before the mobility activity, she attends a module at her home institution. With her lecturer, she defines the aims of the language competence to be acquired in Lausanne, describes her other expectations, discusses stereotypes about French-speaking Switzerland and works on her sense of self and other.

During: During her mobility stay, Valentina keeps a learning diary, reflects on her learning and communication strategies, and describes intercultural encounters. She takes part in teaching practice in a lower secondary school.

After: Back home, she presents her portfolio to her class at her home institution. Then, she is asked to draft a scenario: how would she accompany her future learners on their mobility experiences in a similar way? With the instructor and other student teachers, she discusses opportunities for mobility activities at her target level of future teaching.

b. Mobility in initial teacher training

Forms of mobility

Forms of mobility

Student teachers at universities or teacher training colleges usually participate in long-term mobility activities lasting from one to several semesters. Such mobility activities frequently entail studying abroad and/or some elements of teaching practice at schools. It gives future teachers a unique opportunity to gain valuable insights into a new educational context and test their beliefs concerning language teaching. As well as these long-term mobility activities, groups of student teachers can participate in shorter initiatives, during which they move to a new location for a few days to attend a short series of classes or complete a project with their colleagues in the host institution. Alternatively, they can be involved in virtual mobility activities, which enable student teachers to contact representatives of partner institutions using ICT.

Overall objectives

Overall objectives

Irrespective of the type of mobility activity, student teachers need to be equipped with the knowledge, skills and attitudes necessary to engage in intercultural communication in different social situations. Since learning mobility at this educational level may involve gaining teaching experience, special attention in

the lesson plans is paid to developing reflective skills and teaching competences. It is our assumption that student teachers who have received support in the course of their mobility activities are more likely to apply similar tools with their future students (the idea of a pedagogical double scenario is presented in figure 3.1.)

Use of portfolio

Use of portfolio In cooperation with their teacher trainers, student teachers are advised to record in their (traditional or electronic) portfolios the development of their cultural awareness, change of attitudes and accounts of diverse intercultural encounters. In order to foster learner autonomy, teachers should be self-directed learners themselves. An autonomous teacher knows what, as well as when and how can be acquired: this relates to the ability to determine one's own training needs, the appropriate time and the most effective learning resources (Smith 2003). Therefore, it is vital for student teachers to develop awareness of their autonomous learning skills and include the evidence of their own self-assessment, strategy training and goal setting in their portfolios. Additionally, if student teachers have a chance to take part in teaching practice in a school in the host country, it is advisable to add to the portfolio reflections on the lessons observed and taught during the stay.

c. A mobility scenario: before/ during/after the mobility activity

Valentina and her colleagues are offered support and guidance in their home and the host institutions at all stages of the mobility experience. In the grid below we suggest a sample learning scenario that presents targeted competences and different tasks that can be used before, during and after this particular mobility activity. The scenario focuses on raising student teachers' intercultural awareness, improving communicative language competence and developing teaching skills. The scenario should be treated as a suggestion – all teacher trainers are advised to design their own action plan and adapt the targeted competences and the selection of PluriMobil activities to the needs of their own students and educational contexts (the scenario template is available in table 2.5.)

| | Description of mobility project | Experiences and targeted competences | PluriMobil lesson plans and tools used |
|--------|---|---|---|
| Before | <p>Student teachers participating in a mobility project attend a preparatory module (three sessions) in the home institution during which they:</p> <ul style="list-style-type: none"> work on their sense of self and other set themselves language learning goals talk about their beliefs about language teaching | <ul style="list-style-type: none"> Defining culture(s) Expressing representations about cultural identities Raising awareness of cultural and intercultural similarities and differences Self-assessment of one's own language competence and setting learning goals Discussing language learning strategies and developing the ability to learn autonomously Analysing one's beliefs about teacher training and the teaching profession. | <p>Lesson plan 1: Students define the concept of culture and discuss its components</p> <p>Lesson plan 3: Students discuss the complexity of a person's culture(s) and identity</p> <p>Lesson plan 5: Using parts of the <i>Autobiography of Intercultural Encounters (AIE)</i>, students discuss key skills necessary for effective intercultural communication</p> <p>Lesson plan 9: Students assess their own level of language competence on the basis of a self-assessment checklist from the <i>European Language Portfolio (ELP)</i>, discuss language learning strategies and select learning goals they want to accomplish during the mobility activity.</p> <p>Lesson plan 12: Students complete the self-assessment table from the <i>European Portfolio for Student Teachers of Languages (EPOSTL)</i> in which they focus on their expectations and beliefs about language teaching</p> |
| During | <p>During their stay student teachers:</p> <ul style="list-style-type: none"> take part in the international class document their mobility experiences in their portfolios take part in a teaching practice. Students observe language teachers at school and teach some target language lessons. | <ul style="list-style-type: none"> Observing other people's cultures Improving language skills Monitoring and assessing one's progress Collecting and recording evidence of personal development Gaining teaching experience | <p>Lesson plan 5: Students observe themselves and complete an <i>AIE</i>.</p> <p>Lesson plan 9: Students complete the self-assessment checklist in their learning diaries (or the <i>ELP</i>). They monitor their progress in developing language skills</p> |

| | Description of mobility project | Experiences and targeted competences | PluriMobil lesson plans and tools used |
|-------|--|---|---|
| After | <p>Back at the home institution student teachers:</p> <ul style="list-style-type: none"> attend an event to share their mobility experiences and to present their portfolio; discuss possibilities of transferring their own mobility experiences to school practice | <ul style="list-style-type: none"> Reflecting on intercultural experiences Observing linguistic progress, setting further learning goals Reflecting on the impact of mobility activities on their approach to language teaching Reflecting on future practice: accompanying mobility activities of their own learners | <p>Lesson plan 5: Students analyse their intercultural experiences and present them to the other students</p> <p>Lesson plan 9: Students reflect on their learning goals and the usefulness of a learning diary. They design a learning diary for their prospective learners</p> <p>Lesson plan 12: Students complete “My personal statement” from the <i>EPOSTL</i> and analyse how their mobility activity has changed their beliefs about language teaching</p> <p>Lesson plan 14: Students use a mini-scenario template and prepare a mobility scenario for their future learners</p> |

d. A list of lesson plans for student teachers

The set of 14 lesson plans devoted to student teachers comprises:

Lesson plan 1 – The concept of culture: student teachers define the concept of culture and discuss its components.

Lesson plan 2 – The visible, the less visible, the invisible: student teachers discuss the visible and invisible aspects of people's culture(s).

Lesson plan 3 – My multiple cultural identities: student teachers discuss the complexity of a person's culture.

Lesson plan 4 – Dealing with stereotypes: student teachers discuss generalisations and stereotypes concerning different cultures.

Lesson plan 5 – My Autobiography of Intercultural Encounters: student teachers formulate a list of key skills of intercultural communication on the basis of their own intercultural encounters.

Lesson plan 6 – My topic of interest in other cultures: student teachers prepare a questionnaire that will help them discover different aspects of other cultures.

Lesson plan 7 – Intercultural anecdotes: student teachers exchange their intercultural experiences.

Lesson plan 8 – Treasures: culture through objects: student teachers focus on the significance of objects in different cultural settings.

Lesson plan 9 – The European Language Portfolio: my learning diary: student teachers assess their own language competence and set their own learning goals in a learning diary.

Lesson plan 10 – Dangerous translations: student teachers discuss denotative and connotative aspects of language.

Lesson plan 11 – Education system: student teachers analyse their system of education and compare it with their mobility partners.

Lesson plan 12 – EPOSTL: my personal statement as a teacher: student teachers analyse their approaches to teacher training and the teaching profession.

Lesson plan 13 – EPOSTL: self-assessment of my teaching skills: student teachers assess selected aspects of their own teaching skills.

Lesson plan 14 – My double scenario: student teachers use PluriMobil lesson plans to create a mobility scenario for their prospective students.

11. PluriMobil in use: examples of good practice

PluriMobil has already been introduced in a number of educational contexts across Europe. Below are accounts from three teachers and teacher trainers who have used PluriMobil lesson plans to support their students' mobility activities (face-to-

face and virtual). More detailed descriptions of good practice examples (some of them accompanied with samples of students' work) can be found on the PluriMobil website.

Example of good practice: PluriMobil in teacher training (lower secondary)

PluriMobil has been used since 2012 in teacher training in a college in German-speaking Switzerland, where students train to become lower secondary school teachers. The future foreign language teachers are required to spend a period of at least 12 weeks in the target language area. PluriMobil was implemented at the institution in the form of a three-year trial run, during which time three lecturers, one of whom was also the institution's International Officer, worked with a small group of 3-4 students each year. The group of students met with the lecturers for a first meeting prior to their departure. Once at the college, the lecturers offered the students background information about the Council of Europe and the PluriMobil project, and introduced them to the two main areas of using PluriMobil in their context. Amongst other activities, the students were asked to describe aspects of their own cultural background and the target culture, which they found especially salient, thereby reflecting on common stereotypes.

They were also given check lists from the *ELP* to select goals to pursue during their mobility activity and were introduced to the *A/E*. The students worked independently with both documents during the mobility stay and traced the development of their foreign language competence and the different strategies used in formal and informal contexts. After the students came home, the lecturers met them on two more occasions to discuss their experience of working with PluriMobil. Finally, the students were asked to brainstorm on a transfer activity for their future learners of French and English (lower secondary) based on the "My double scenario" lesson plan. Based on the overall success and continuing enthusiasm of students to work with PluriMobil on a voluntary basis, the lecturers decided to find a way of integrating PluriMobil into the curriculum.

Example of good practice: PluriMobil at primary school

Culture Box (<http://winblog.etwinning.net/LancelotLaFontaine>) is an award-winning eTwinning (virtual mobility) project involving a primary Polish-French bilingual school in Warsaw, Poland and a multilingual school in Grenoble, France. The language of communication is French. The pupils in both schools jointly prepare culture boxes (for example, parcels filled with objects and texts to send their peers in the other country). The boxes are organised around specific topics: in the first box, the focus is on getting to know each other's schools and classes. The second box contains texts and objects related to Christmas traditions. Information about the countries of the two partner schools appears in the third box and the fourth is about holidays. The pupils also interact via the internet and the activities are understood to be a preparation for a later face-to-face mobility project. Additionally, the pupils create an online dictionary in French, Polish and the languages of origin of the pupils in the two classes. In line with the concept of PluriMobil, the activities demonstrate worthwhile and engaging acquisition of intercultural competence at primary school level, as well as opportunities for authentic use of the target foreign language. Amongst other PluriMobil principles, the teachers found the idea of the portfolio approach a very useful aid for their project.

Example of good practice: PluriMobil in lower secondary school

PluriMobil was used in 2013/2014 in a pilot exchange project between two Swiss schools at lower secondary level. Over a period of several months, German-speaking students interacted with students from an Italian-speaking part of Switzerland. The main goal was for the students to enhance their language competence, motivation and intercultural skills in Italian and German. The teacher in charge of the programme made use of the *ELP* to trace the students' progress in language competence. While writing was also involved (for example, short emails), the main focus was on oral skills because part of the project involved the students travelling to the other region in small groups (rather than as entire classes) and staying for a short time with their peers' families. The students also worked with the *A/E* and carried out related activities, such as keeping a mobility diary and writing short essays on cultural topics. The teacher found that the improvement in intercultural competence was substantial and very rewarding. In conclusion, she found the PluriMobil tools highly useful for the students and also as a support for herself.

12. Summary of lesson plans

While PluriMobil is solidly grounded in theory, it was created by practitioners for practitioners. From understanding that learning mobility may serve as a powerful means of enhancing students' intercultural and plurilingual competences, we have developed practical resources that help teachers and teacher trainers support their students at all stages of their mobility

activities. It is our hope that PluriMobil lesson plans will assist you and your students before, during and after many valuable and unforgettable learning mobility activities.

An outline of key targeted competences developed in PluriMobil lesson plans for the five target groups are detailed in the table below.

| | EDUCATIONAL LEVELS | | | | |
|---|---|------------------------|---------------------------------|-----------------------------|--------------------------|
| | PRIMARY SCHOOL | LOWER SECONDARY SCHOOL | UPPER SECONDARY SCHOOL | VOCATIONAL SECONDARY SCHOOL | STUDENT TEACHERS |
| KEYWORDS | 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 |

| | EDUCATIONAL LEVELS | | | | |
|--|--|---------------------------|------------------------|-----------------------------|----------------------|
| | PRIMARY SCHOOL | LOWER SECONDARY SCHOOL | UPPER SECONDARY SCHOOL | VOCATIONAL SECONDARY SCHOOL | STUDENT TEACHERS |
| KEYWORDS | 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 |

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PluriMobil is a teaching instrument that offers practical resources to teachers (primary to upper secondary school), teacher trainers, international officers and other stakeholders to help them support the plurilingual and intercultural learning of students before, during and after a mobility activity.

The aim of PluriMobil is to promote good practice in mobility programmes, developing linguistic and intercultural competences based on the use of tools of the Council of Europe.

The resources provided, comprising a series of lesson plans, a 'quick start' guide, a handbook and a website support all types of mobility projects, including school exchanges, study-abroad projects, work placements and cooperation via ICT.

The present PluriMobil handbook specifically offers information on goals, activities and lesson plans, and advice for completing portfolios.

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