

SUPPORTING



MULTILINGUAL  
CLASSROOMS

# Session 4

## Language and cultural awareness

### Learning environments where modern languages flourish (EOL)

This initiative is carried out within the framework of the **Innovative Methodologies and Assessment in Language Learning** cooperation agreement between the European Centre for Modern Languages and the European Commission  
[www.ecml.at/ec-cooperation](http://www.ecml.at/ec-cooperation)



# Reflecting on intercultural encounters



## Autobiography of Intercultural Encounters



# What is the Autobiography of Intercultural Encounters?

This Autobiography has been designed to help you analyse a specific intercultural encounter which you have experienced. You do this by answering a sequence of questions about various aspects of that encounter.

An intercultural encounter can be an experience you had with someone from a different country, but it can also be an experience with someone from another cultural background in your country. It might be, for example, someone you met from another region, someone who speaks a different language, someone from a different religion or from a different ethnic group.

This focus is on **ONE** event or experience which you have had with someone different from yourself. For example, avoid talking in general terms about a holiday which you have had, and instead choose just one specific encounter or meeting which you have had with a particular person from another country or culture. It may be somebody you already know and have known for some time.

The event could be a visit to that person's house. It could be a meeting with someone from a foreign country or another region of your own country. It could be something that happened whilst on a trip abroad, and so on.

...



# Intercultural encounters

There are two related purposes for the Autobiography:

- Self evaluation: it guides learners to evaluate their own responses to a specific encounter; over time they can look back at different encounters and how they evaluated them and thus learn about themselves;
- Teaching and learning: teachers can use the Autobiography as a means of stimulating reflection and analysis, and can thus facilitate learning in deliberate ways.



# Intercultural encounters

Think about an intercultural encounter you have experienced:

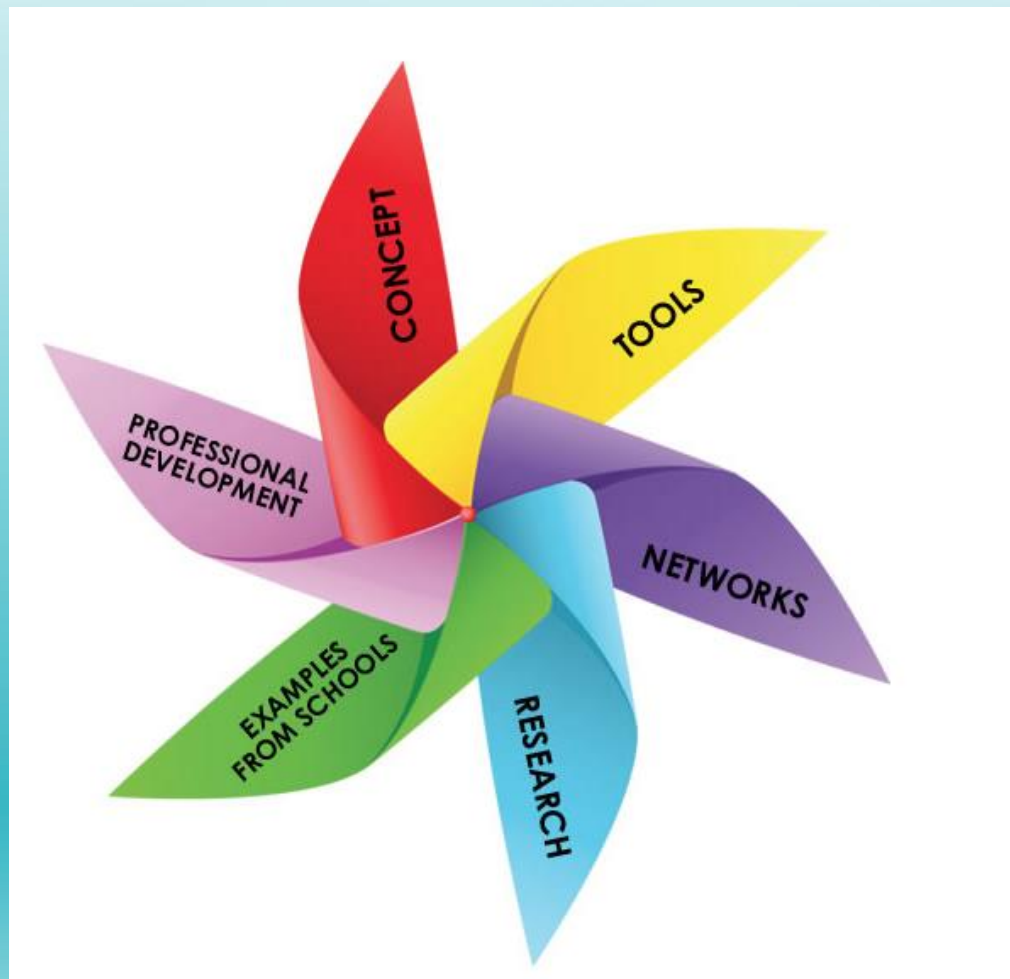
- What happened ?
- How did you feel / What did you think ?
- What do you think the other person/people felt and thought ?
- What similarities / differences do you think there were between your feelings and thoughts and the other person's/people's feelings and thoughts ?
- Why did you choose this encounter ?

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# Learning environments where modern languages flourish (EOL)

- Working on learning environments where modern languages flourish implies that learning goals, teaching practices and education policy **converge**. From this perspective, the main requirements are to foster plurilingual and intercultural education; **to teach how language is embedded in the cultural context of its use**; to share to what extent modern languages contribute to general educational aims.
- [www.ecml.at/learningenvironments](http://www.ecml.at/learningenvironments)



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Are you involving parents?

Are you working within a team? How?

Are you using cross subject approaches?

Are international mobility and intercultural learning valued at your school?

On what cultural content are you working with your students?

What is the value of language learning and teaching at your school?

What educational values and aims of the curricula are you working on?

What are your linguistic, intercultural, educational aims?

Do you know the plurilingual repertoires of your learners?

Do you have any experience of mobility abroad?

Are all stakeholders aware of language issues?

Have you already tested blended learning or flipped classrooms?

What digital equipment is there in your school? What kind of digital resources are available to the learners?

Who are your partners & networks?

Do you cooperate with local institutions (libraries, museums, cultural centres, etc.)?

What languages are on offer at your school?

How can exposure to languages be reinforced?

How can classrooms be designed in order to support communication?

How do you combine individual lessons, modules and projects?

**Discuss and answer these questions in small groups**

**EOL-01**

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# Towards global language education (EOL-30 & MATRIX)

- Classify the proposals of the handout according to their importance for language learning from the most (1) to the least (10) important.
- Combine the proposals with the 5 entries of the matrix and identify what already exists in your context.





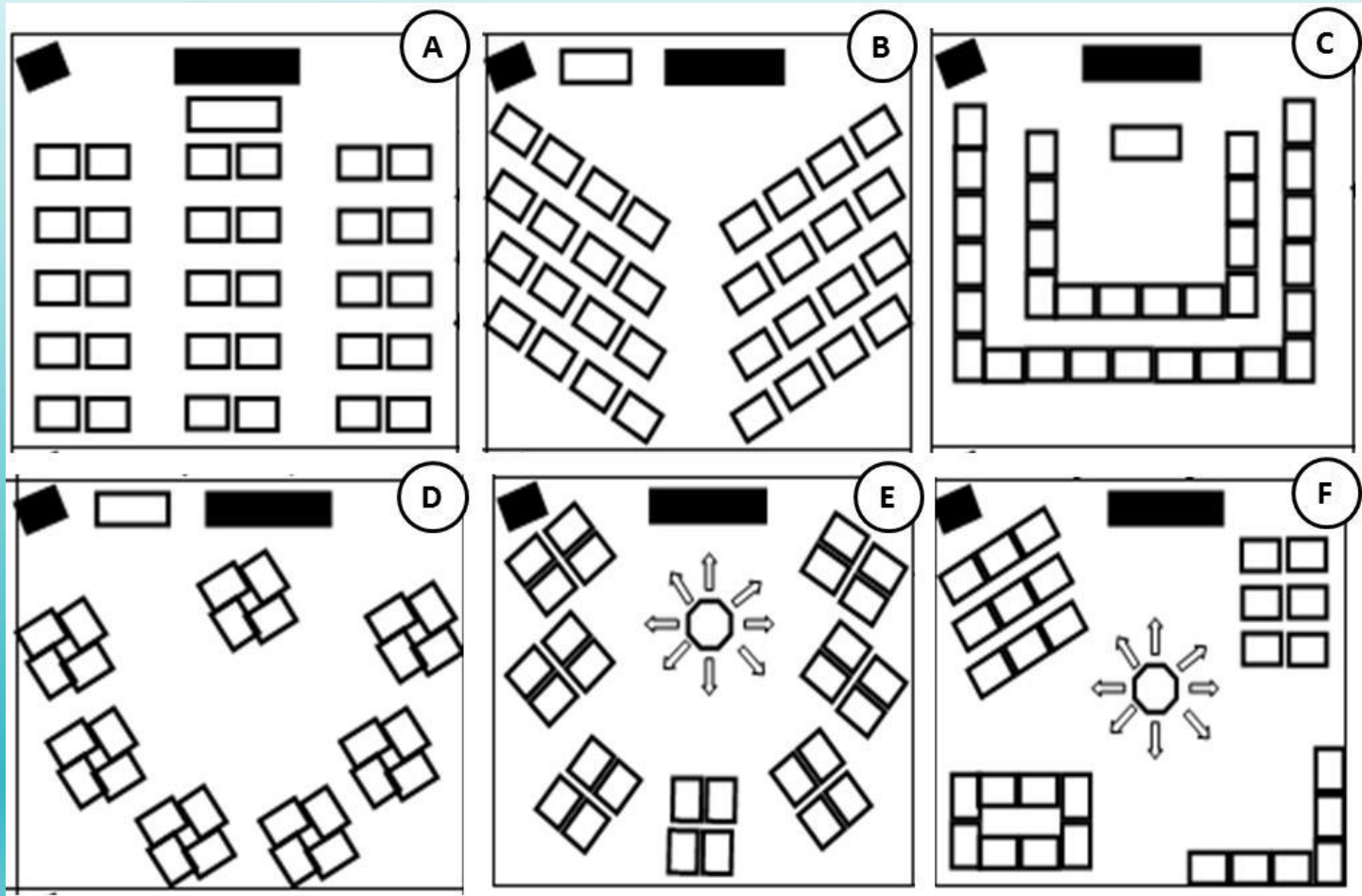
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# Classroom design to set up a motivating learning environment EOL-27



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# Reflection

What I found on my plate was...

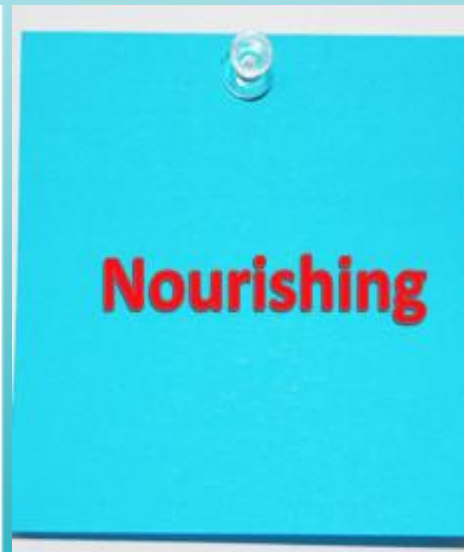


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# Summarising



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