

INTERCULTURAL EXPERIENCE AND AWARENESS

European Language Portfolio Templates and
Resources
Language Biography

August 2003/February 2011

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European Language Portfolio

Intercultural experience and awareness

TEMPLATES

The pages presented here may be used as they are or adapted to suit the needs of a particular group of learners. It is strongly recommended that potential users read the introductory text

European Language Portfolio

The intercultural component

The ELP and interculturality

According to the *Principles and Guidelines* (Council for Cultural Cooperation 2000), the ELP “reflects the Council of Europe’s concern with ... respect for diversity of cultures and ways of life” and is “a tool to promote plurilingualism and pluriculturalism”. The language passport “describes ... intercultural learning experiences”, while the language biography includes “information on linguistic and cultural experiences gained in and outside formal educational contexts”.

Interculturality in the *Common European Framework of Reference for Languages*

The [*Common European Framework of Reference for Languages \(CEFR\)*](#) has this to say about the cultural impact of language learning on the individual:

The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture. Nor is the new competence kept entirely separate from the old. The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes *plurilingual* and develops *interculturality*. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. They enable the individual to develop an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences. (Council of Europe 2001, p.43)

The *CEFR* points out that “intercultural awareness includes an awareness of regional and social diversity in ... [the ‘world of origin’ and the ‘world of the target community’]” (ibid., p.103). It argues that “intercultural skills and know-how” include

- the ability to bring the culture of origin and the foreign culture into relation with each other;
- cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;
- the capacity to fulfil the role of cultural intermediary between one’s own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;
- the ability to overcome stereotyped relationships. (ibid., pp.104f.)

To this one might add

- critical cultural awareness: personal engagement in understanding oneself and others and being conscious of the ethical and moral basis on which judgements are made;
- multiperspectivity: the capacity to see things from more than one point of view.

Intercultural competence as part of communicative proficiency in the ELP

Language passport

- At the higher levels of proficiency, the self-assessment grid implies
 - explicit awareness of the socio-pragmatic dimension of linguistic communication (e.g., B2 and C1 *Reading*, C1 and C2 *Spoken interaction*)
 - some familiarity with the linguistically mediated culture of the target

language (e.g., B2, C1 and C2 *Reading*, C2 *Writing*)

- At present no provision is made for self-assessment that focuses on non-linguistic socio-cultural practices

Language biography

- At the higher levels, self-assessment checklists have the same intercultural implication as the self-assessment grid in the language passport. In certain cases they may focus in some detail on linguistically mediated culture
- Most existing ELP models aimed at adult learners encourage the owner to write reflectively on intercultural experiences of various kinds, but usually without providing a specific focus

Dossier

- The selection of documents for inclusion in the dossier is the responsibility of the ELP owner and is an aspect of his/her self-assessment
- The extent to which the selection explicitly seeks to illustrate the owner's intercultural competence is likely to be determined by the extent to which intercultural competence has been an explicit issue in his/her L2 learning experience

Intercultural competence considered in its own right¹

When intercultural competence is considered separately from communicative proficiency, two issues arise for the ELP. First, how it should provide for self-assessment of intercultural competence; and second, in what ways intercultural experiences can be captured in (i) the language passport and (ii) the language biography.

When the ELP was first launched, there were no empirically validated descriptors of language learners' intercultural and sociocultural competences (Schneider and Lenz 2001, p.36). Since then such descriptors have been developed, for example by the INCA project (www.incaproject.org). It should be noted, however, that they cannot be directly related to the CEFR's levels of communicative proficiency: as Schneider and Lenz note, it is possible to have extended cultural knowledge on the basis of reading translations (ibid.). They argue that it would be valuable to have lists of objectives detailing "aspects of sociocultural knowledge (knowledge of history, politics, culture etc.)" and "components of intercultural competence that should be acquired (ability to handle differing norms and culturally induced misunderstanding, ability to prepare for and benefit from stays in regions with different cultures, etc.)". It is worth pointing out that cultural knowledge and intercultural competence are not the same thing. No

¹ This section is based on discussions that took place at a seminar on assessing intercultural competence, held at the Centre International d'Etudes Pédagogiques, Sèvres, 20–21 January 2003. Participants in the seminar were: Jean-Claude Beacco, *Catherine Berger, *Michael Byram, *Linda Cadier, *Robert Crawshaw, *Leah Davcheva, Anne Davidson Lund, Sylvia Duffy, Richard Fay, *David Little, *Ulla Lundgren, Irene Malcolm, *Ana Maria Milheiro-Pires, *Elizabeth Murphy-Lejeune, *Johanna Panthier, *Marie-Laure Poletti, Elisabeth Prechtel, Alan Pulverness, *Aline Gohard Radenkov, *Lies Sercu, Lynda Taylor, John Thorogood, Nick Wadham-Smith, Jane Woodin, *Geneviève Zarate. Those participants whose names are marked with an asterisk were members of the working group whose conclusions have contributed to the proposals in this and the next section.

doubt intercultural competence depends to some extent on relevant cultural knowledge, but it also depends on other factors, including the individual's affective and attitudinal orientation and interpersonal skills (see Council of Europe 2001, pp.104f., quoted on page 3 above).

Even if we had empirically validated scales of intercultural competence, it is not certain that they would lend themselves to self-assessment, since they would necessarily differ from the common reference levels of the CEFR in one important respect. The common reference levels are defined by descriptors that refer to communicative behaviour: on the whole we know what we are capable of doing and what lies beyond our competence. By contrast, the components of intercultural competence may well be opaque in the absence of reflected intercultural experience: in many circumstances ELP users may not be in a position to judge their own intercultural competence.

Geneviève Zarate has argued against the idea of self-assessment based on checklists and in favour of some flexible means of self-profiling.² The [Autobiography of Intercultural Encounters](#) is one approach to this.

Recording and reflecting on intercultural experiences in the language biography

In its intercultural dimension the ELP assumes that successful L2 learners/users gradually develop awareness of and respect for others and otherness. It also acknowledges that in order to be a competent L2 user it is necessary to go beyond the narrow view of language that has traditionally dominated language teaching. Accordingly, the ELP should stimulate learners to think about cultural difference, reflecting on their experiences in terms of location and intensity. Location factors are: work, study and travel (whether experienced at first hand or mediated through other people and/or the media); intensity factors have to do with frequency, duration, degree of involvement and significance for one's life history and identity.

ELP pages designed to record and encourage reflection on intercultural experiences should take account of the following, which are also the basis of the [Autobiography of Intercultural Encounters](#):

1. Where, with whom and in what context did the experience take place?
2. What kind of experience was it in terms of the intensity factors listed above?
3. What was my response? Did I merely reflect on the experience, or did it prompt me to some kind of action?
4. Why did I respond in the way I did?

Pages need to accommodate entries over time so that they capture the cumulative effect of intercultural experiences and the personal growth that they bring. Pages also need some kind of recursive structure so that the user can comment further on his/her reflection a week or a month or a year later. Instructions to users need to make clear that our response to intercultural experiences can be cognitive and/or affective; also that intercultural encounters are not necessarily or always positive. It may be useful to distinguish between pages that focus on cultural difference/otherness that is linguistically mediated and cultural difference/otherness that is experienced largely or wholly without reference to language.

² At the Sèvres seminar on assessing intercultural competence, 20–21 January 2003.

The sample pages

The sample pages that follow are divided into three sections. The first contains twenty-one annotated examples selected by David Little and Barbara Lazenby Simpson (Ireland). They mostly derive from ten validated ELPs which between them cater for language learners from the end of primary through to university/adult. The second and third sections respectively present pages for younger learners developed by Barbara Glowacka (Poland) and pages developed by Barbara Lazenby Simpson.

Some pages are designed to capture experience related to one particular language, while others are concerned with intercultural experience in general. Some pages can be used with learners of any age, while others will need to be adapted in one way or another to make them age-appropriate. Many of the pages are designed to be used recursively; most of them will need to be duplicated a number of times if they are to accompany an extended period of language learning/use.

When considering the pages it is worth bearing two points in mind. First, although the intercultural dimension of the ELP is explicitly associated with “respect for diversity of cultures and ways of life” (Council for Cultural Cooperation 2000), we need to be sensitive to cultural similarity as well as cultural difference, to sameness as well as otherness. Secondly, while ELPs designed for adolescent and adult learners often associate the intercultural dimension with residence abroad, it should be remembered that intercultural encounters may also occur in the learner’s home context.

ELP developers are free to use any of these pages as they stand or to adapt them to suit the needs of a particular learner population. They should always be reviewed in terms of (i) the above discussion and (ii) the overall design of the ELP in which they will be used.

David Little (on behalf of the ELP Validation Committee)

References

- Council for Cultural Cooperation, 2000: *European Language Portfolio (ELP): principles and guidelines*. Strasbourg: Council of Europe (DGIV/EDU/LANG (2000) 33). (<http://culture.coe.int/portfolio>)
- Council of Europe, 2001: *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.
- Schneider, G., and P. Lenz, 2001: *European Language Portfolio: Guide for developers*. Strasbourg: Council of Europe.

Section 1

Pages taken from ten validated ELPs

(Selection made by David Little and Barbara Lazenby Simpson)

Language Learning and Intercultural Experiences

Language				
I have been learning this language for (enter dates)	1 year ...../...../20.....	2 years ...../...../20.....	3 years ...../...../20.....	over 3 years ...../...../20.....
I have been learning this language	<input type="checkbox"/> at school <input type="checkbox"/> at home <input type="checkbox"/> _____			
I have stayed in a country where this language is spoken for (enter dates)	up to 1 month	up to 3 months	up to 9 months	over 9 months
I stayed in the country	<input type="checkbox"/> to attend a language course <input type="checkbox"/> for a holiday <input type="checkbox"/> _____			
I also have the following intercultural experiences relating to this language _____ _____ _____ _____				
Certificates and diplomas				
Level (A1–B2)	Title of certificate/examination	Awarded by	Year	

IRELAND: Lower and upper secondary

This page contributes to the ELP's reporting function, but by **reflecting on** and **articulating** experiences of learning abroad, the owner's awareness of intercultural learning should be raised.

The owner should be encouraged to note features of intercultural experience such as:

- Personal response to situations and encounters (annoyance, confusion etc.)
- Remedial action taken by the owner or some other person

Things I notice about language and culture

	Language	
Material/media/resource		...../...../20.....
Aspects of language/culture I've noticed		
Material/media/resource		...../...../20.....
Aspects of language/culture I've noticed		
Material/media/resource		...../...../20.....
Aspects of language/culture I've noticed		

IRELAND: Lower and upper secondary

This page may be used many times over. It enables the owner to

- articulate impressions, observations or experiences, some of which may be fleeting (for example when watching a film);
- gradually develop intercultural awareness by capturing experience over time

Intercultural experiences

Language:

I have experienced the culture of this language in the following ways (enter dates) **(1)**

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I have been able to use this language in the following situations (enter dates) **(2)**

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I have learnt about the culture of this language in the following ways (enter dates) **(3)**

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IRELAND: Lower and upper secondary

This page should be completed separately for each language the owner knows. It is designed to prompt **reflection** on past experience. The owner considers where and when he/she:

- (1)** Experienced cultural diversity
- (2)** Used the target language
- (3)** Learnt about some aspect of cultural diversity

If the owner puts a date against each observation, he/she can more easily come to understand how knowledge and experience accumulate over time.

Information about Language Experience and Cross-cultural Communication

Provide information on each language you learned

<p>Cross-cultural communication experience Contacts with the country, culture, native speakers</p>	<p>Other sources that contributed to your knowledge of society and culture Painting, music, literature, history, mass media etc.</p>
<p>Use of the language in different situations Work, studies, school, leisure time spent with friends</p>	<p>Assignments and projects carried out in foreign languages</p>

RUSSIA: Upper secondary

This page allows the owner to categorize intercultural experiences and by doing so to see the **availability** and **frequency** of such opportunities. By adding the **date of occurrence**, the owner gradually compiles a chronology of his/her learning.

**Language experiences at home and abroad, in school
and outside school, from 9 to 15 years**

Dates and places	Language learning and language experiences in Italy and abroad (1)	Comments on the most important events (2)

UMBRIA: 9 – 15 years

This page allows the owner to keep a **record** of experiences over a number of years. By doing so he/she can see in retrospect **(1) the frequency** with which experiences occurred, **(2) their significance or impact**, and by implication the **development of intercultural awareness** that has taken place over time.

Language and intercultural experience

Here you can put down whether you exchange letters with somebody in a foreign language, notes on foreign stays, foreign jobs. Put here also any foreign language certificates and diplomas you have been awarded.

CZECH REPUBLIC: Upper secondary

This page provides the owner with suggestions and space to make notes about intercultural experiences. It would be helpful to remind the owner to date his/her entries.

The owner must **identify**, **reflect on** and **analyse** intercultural experiences in order to be able to write about them.

ATTESTATION

Attestation of a language learning stay in a region where the language is spoken

Language

In (country, place)

From: (date)
To:

Type of stay:	<ul style="list-style-type: none">▪ attending a state/private school▪ attending a language school▪ staying as a guest in a family (perhaps on a holiday exchange programme)▪ short-term work experience▪ work experience▪ other
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Comments:

Place/date:

**Signature of school/
institution/family:**

SWITZERLAND: Learners 15 +

The process of attestation with which this page is concerned confirms the importance of experiences gained through visits abroad. It provides a focus for **reflection** on experience.

ATTESTATION

Attestation of playing host to a foreign language speaking guest from a partner school, institution or family

Language spoken by guest	
Place of residence of guest	
Length of guest's stay from: _____ to: _____	
Place of guest's stay: _____	
Purpose of guest's stay	<ul style="list-style-type: none">▪ holiday as family guest▪ holiday exchange▪ as guest in the family while attending a state/private school/language school▪ as guest in the family while gaining short-term work experience at: _____▪ as guest in the family while working for: _____▪ other: _____ _____
Comments:	

Place/date:	Signature of school/institution/family:

SWITZERLAND: Learners 15 +

Here attestation is a means of reminding the owner of the important learning gains that can be made by **interacting with speakers of other languages**, whether at home or abroad.

ATTESTATION

Attestation of participation in a sustained correspondence with a foreign-language-speaking pen friend

Mother tongue of pen friend:

Name of pen friend:

Place of residence of pen friend:

Length of correspondence from: to:

Intensity of correspondence	<ul style="list-style-type: none">▪ one letter per month▪ one letter every six months
Type of correspondence	<ul style="list-style-type: none">▪ correspondence between schools or classes▪ correspondence initiated at school and continued privately▪ personal correspondence
Language of correspondence	<ul style="list-style-type: none">▪ only in the language of the pen friend▪ each writing in his/her own language▪ mixed (sometimes in the language of the pen friend, sometimes in own language)

Comments:

Place/date:

Signature of school/institution/penfriend:

SWITZERLAND: Learners 15 +

Here the process of attestation highlights the potential importance of interaction at a distance via a pen-friendship. The owner must **reflect** on the language that dominates in the relationship and the **frequency** and **nature** of the correspondence.

Information about important linguistic and intercultural experiences

This is the place for you to give information about important intercultural experiences and activities which have contributed to widening your knowledge of other countries and the people, society and culture of foreign language areas. The information can be organized as you wish: separated according to language or chronologically.

Intercultural experiences (encounters with the country, culture and speakers of the language)

Other activities which have contributed to a greater knowledge of the society and culture (art, music, literature, history, media etc.)

Practical use of the language in specific situations (work, study, school, free time, with friends and acquaintances)

Important pieces of work and projects in a foreign language.

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SWITZERLAND: Learners 15 +

The page gives the owner **freedom to write about** significant features of his/her experience in learning about another culture. A number of prompts are given to help the owner focus his/her thoughts on the **variety** and **frequency** of intercultural experiences. The prompts also **draw attention to** the different ways in which learners come into contact with different cultures.

Language and intercultural experiences

Country	Travel (✓)	Study (✓)	Work (✓)	Language and intercultural experiences

IRELAND: Adult migrants (A1-A2 level)

This page is designed to activate ELP owners' thoughts about experiences they have had in different countries and with different languages.

Not that the **location** of the experience is identified in terms of context as well as country.

Language and intercultural experiences

The new and interesting things I noticed when travelling or staying in other countries

Country:	Date from:	Staying with friends or family	Travel	Study	Work
Language:	To:	(√)	(√)	(√)	(√)
Cultural differences I experienced:					

Country:	Date from:	Staying with friends or family	Travel	Study	Work
Language:	To:	(√)	(√)	(√)	(√)
Cultural differences I experienced:					

Country:	Date from:	Staying with friends or family	Travel	Study	Work
Language:	To:	(√)	(√)	(√)	(√)
Cultural differences I experienced:					

MILESTONE: Young adult /adult migrants (Ireland, Netherlands, Germany, Finland, Sweden)

This page allows the owner to record successive language/intercultural experiences. It is based on the articulation of **cultural differences** noted by the owner in **different contexts** of engagement with others.

CULTURAL AWARENESS

Here I can record information about cultural behaviour that I notice or learn during the course. I can also note cultural attitudes and behaviour that I don't fully understand at this time.

In the school

Cultural attitudes and behaviour I have noticed and can now understand (1)	Date	Other cultural attitudes and behaviour that I do not fully understand (2)	Date

In the world outside

Cultural attitudes and behaviour I have noticed and can now understand	Date	Other cultural attitudes and behaviour that I do not fully understand	Date

In the workplace

Cultural attitudes and behaviour I have noticed and can now understand	Date	Other cultural attitudes and behaviour that I do not fully understand	Date

MILESTONE: Young adult /adult migrants (Ireland, Netherlands, Germany, Finland, Sweden)

On this page the owner records intercultural events that occur in three different contexts – school, society and workplace – and **(1) are comprehensible** and **(2) still cause uncertainty**. By dating observations the owner captures the chronological development of his/her intercultural awareness and understanding.

Language:

Activities carried out

Books I have read
(titles, authors, number of pages)

Journals I have consulted
(titles, frequency, media)

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**Films viewed in the original version or
plays in the language**
(type, title, actors)

**Exchanges with speakers of this
language**
(by correspondence, telephone, e-mail ...)

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FRANCE: Adolescents and adults

By using the **prompts** provided – books, journals, films, plays and exchanges – the owner can discover the **range** and **diversity** of interaction that he/she has already had with the target language culture. It would be helpful to encourage the owner to date entries.

Language:

Activities carried out

Presentations carried out in the language

(subjects, audience, media used)

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Participation in conferences or publications

(themes, media used, type of presentation, nature of your contribution)

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Participation in language clubs

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Other

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FRANCE: Adolescents and adults

Here **prompts** are used again to raise the owner's **awareness** of the different situations in which intercultural experience may be gained. The owner is required to **reflect** on his/her experiences under the headings provided.

Exchanges and study visits

Take some time to reflect on what you expect from specific aspects of your exchange (e.g. school, host family, leisure time, personal development, etc.).

<p>One month after your arrival write a brief description of an interesting, puzzling, irritating or otherwise striking event which has happened to you. Next, try to interpret or explain the experience. [Date: _____]</p>	<p>Re-read your journal after 2/3 weeks and write about your experience and about how you reacted to it at the time. What do you think now of your reaction? Has your opinion changed? Can you explain why? [Date: _____]</p>
(Continue on the back if you need more space)	(Continue on the back if you need more space)

This page was devised by Michael Byram to help students to reflect on the cultural dimension of an exchange or study visit

Although the page is very simply designed, it has the **recursive structure** that is essential if the process of reflection is to be sustained over time.

Periods of residence, study or work experience abroad

If possible write each entry in the language to which it refers

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CercleS: University students

This page allows the owner to record experiences abroad.

ELP owners should be encouraged to include the following information in their accounts:

- **Where** the experience took place (street, café, workplace etc.)
- **How** the owner felt as a result of the experience (offended, embarrassed, etc.)
- **How** the owner or other person reacted to the event (explained, apologized, etc.)
- The **result** or **importance** of the event for the owner
- Whether he/she is now **confident** about dealing with such a situation in the future

Ways in which I have engaged with the culture(s) associated with the second/foreign language(s) I know

Use this page to keep a record of the cultural engagement that arises from your second/foreign language learning and use – for example, with film, theatre and dance; art and architecture; newspapers and magazines; radio and television; novels and poetry; fashion; cuisine (1). Note down cultural similarities and differences that have struck you. If possible write each entry in the language to which it refers (2).

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CercleS: University students

This page **raises the owner's awareness** of the ways in which he/she can engage directly with the culture of the target language country or society (1). The owner is encouraged to make **comparisons** between the target language culture and the mother tongue culture (2).

Attestation

Language learning experience and language use in a region where the language is officially spoken.

Please check where applicable

- ☐ Language instruction (class or private instruction)
- ☐ Autonomous language learning (Tandem, multimedia learning center, distance learning, etc.)
- ☐ Participation in an exchange programme
- ☐ University studies or professional training in the language
- ☐ Short-term work experience
- ☐ Extended work experience
- ☐ Holidays
- ☐ Guest in a family or other social group
- ☐ Other

Family name

First name

Target foreign language

Dates from

To

Place

Institution/Company/Person

Information about the language learning experience (e.g. content, goals, frequency)

Comments

Place, date

Attested by (Institution/Person)

Signature (or stamp of school of institution)

ELC: University learners

This page **attests experiences** gained from residence abroad. The structure of the page shapes the information given and the accompanying reflective process.

My significant intercultural experiences

Report on meetings and experiences with other cultures in your own land or abroad that have contributed to broadening your intercultural understanding of another language area. Give a few relevant examples.

Think about:

surprises, misunderstandings, differences, and what was interesting, difficult, enriching

- ☐ About encounters and contacts with speakers of another language in everyday situations, while studying, while working, and in your spare time
- ☐ About films, books and media
- ☐ About the history and intellectual life of the other culture

What have you learned about the other culture or about yourself? How have these experiences influenced your attitude toward culture and language?

ELC: University students

This page encourages the owner to **reflect** on previous intercultural experience in order to identify the **significant features** of the experiences. The owner then considers those significant features in relation to him/herself and articulates the **consequences of the experiences**.

My mobility stay

Note here, using especially relevant examples, your experience and reflection on the Checklists for mobility and intercultural competence before, during and after your stay. Through this, you can develop your ability for intercultural communication and become more aware of the various stages of adaptation that you go through during a mobility stay.

Report on your experiences regularly and include the dates each time

How do I prepare myself for a mobility stay? Which aspects of the Checklists that could be important for a successful mobility stay was I already aware of before my stay?

How have my attitudes and reactions to the statements in the Checklists changes during my stay? Which examples can I give in connection with my preconceptions, expectations, and attitudes that have surprised, interested or displeased me:

- in the country, with people, about the language?
- in everyday life and while studying?
- in relation to my feelings?
- concerning my behaviour and my contacts?

Since my return have my attitudes changed regarding the statements in the Checklists?

ELC: University students

This page is used in conjunction with checklists that itemize the demands made by a period of residence abroad and the personal competences required of students. By examining the checklists, the student is made **aware** of the challenge he/she will face in living abroad and of his/her **strengths and weaknesses** in relation to this challenge.

Returning to the activity after the period of residence abroad, the student uses the checklists again to **review** the changes that have taken place in his/her attitudes, understanding, competence etc. and provides **examples** to illustrate these changes.

Section 2

**Pages for younger learners developed by
Barbara Glowacka**

I develop my intercultural competence myself

I. The towns, regions and countries in my life

- I was born in in in
(town) (region) (country)
- I live in in in
(town) (region) (country)
- I often spend my holidays in in in
(town) (region) (country)
- I have been abroad, in in in
(town) (region) (country)

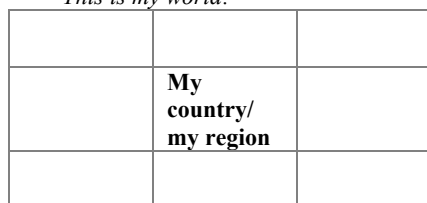
II. I observe the world from here and elsewhere

- **I live in a highly diverse world.** I will illustrate this by choosing a colour for my country/my region and other colours for each neighbouring country/region. The colour blue is reserved for the sea and white for the mountains.

Example:



This is my world:



- **Diversity around me.** I will put a cross ☐ in the boxes of my choice


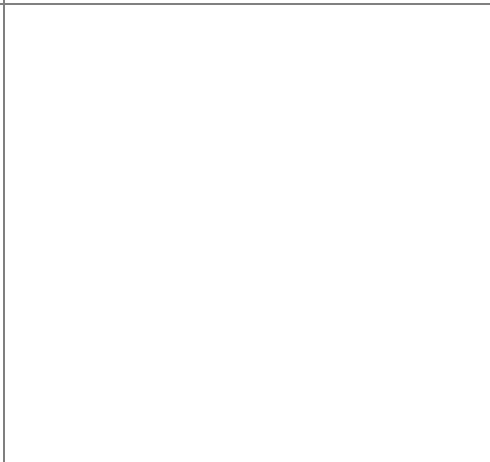
In my town/region you can	all year round	during festival periods	during arts events	during the holidays
hear several languages spoken				
meet people of diverse cultures				
enjoy the creations of diverse cultures (monuments, shows, food products)				

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My family is made up of individuals	yes	no	I don't know	I will investigate
living in different regions of our country				
living in other countries				
speaking two, three, different languages				

III. I observe and select

This is a typical landscape from where I live (<i>drawing and/or description</i>)	This is a landscape from a region or country I have visited (<i>drawing and/or description</i>).	Why did I choose to draw these landscapes? Are they similar or different?
		<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

IV. In my Intercultural file I have put:

		yes	date	date	date
<ul style="list-style-type: none"> photos showing the cultural diversity of my town/region: 	1.....				
	2.....				
	3.....				
	4.....				
<ul style="list-style-type: none"> photos showing a country/countries I have visited: 	1.....				
	2.....				
	3.....				
	4.....				
<ul style="list-style-type: none"> things reminding me of a country or region visited 	1.....				
	2.....				
	3.....				
	4.....				
<ul style="list-style-type: none"> the travel notes or drawings I produced during or after a stay in a foreign country 	1.....				
	2.....				
	3.....				
	4.....				

V. The cultures of Europe discovered at school or through books I have read, films I have seen, Internet searches etc. *I will put a cross ☒ in the boxes of my choice*

In my file, I will try and research one (or several) of the following topics:	images, photos	texts	☺ I find that very interesting	☹ I find that not so interesting
1. (everyday lifestyles)				
2. (festival days: national holidays, mother's day, New year's day)				
3. (games for children, teenagers)				
4. (cultural events, festivities)				
5. (monuments)				

VI. Things I realised when staying abroad, reading a book, watching a film ...

I discovered that young people of my age living in different regions or countries	Country	yes	not really	That realisation		
				surprised me	pleased me	encouraged me to find out more ☺
- dress the same way
- play the same games
- like eating the same things
- watch the same films
- read the same books
- sing the same songs
- play the same sports
.....
.....
.....

=

I discover that the inhabitants of different regions of my country or other countries have interesting habits, customs and traditions, both similar and different.

I choose a theme and I will put a cross ☒ in the boxes of my choice

habits, customs, traditions	- another region of my country: .....XYXY..	- another region of my country:	country:	country:	and in my region?
Eating	<i>They eat a lot of fish</i>				
Dressing	<i>They wear traditional costumes during festivals</i>				
Living	<i>they decorate their homes nicely</i>				
Working	-				
Celebrating	-				
Leisure activities	-				

VI. I do some research and ask questions to find *answers*.

Questions	similar (a little, a lot, not at all)	different (a little, a lot, not at all)	Where did I find the answer? - source: publication/magazine (title, page), Internet site, talking to someone)
<i>Do children play hopscotch in different countries?</i>			
<i>How do people celebrate the end-of- year festivities in different countries?</i>			
<i>At what age do children start going to school in different countries?</i>			
My 1st question			
My 2nd question			
My 3rd question			

VII. I present my region/country to a young foreigner of my age

What would I like to show them/explain to them first and why?

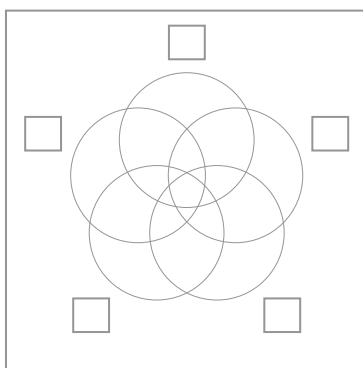
.....
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I develop my multilingual competence

I. My languages

My languages – I will give each of them a colour :

- example: *blue* - my mother tongue, *orange* - my grandfather's language, *purple* - English, *green* - French, *yellow* - Italian.



- These are my languages:**.....
.....

- These are the languages I hear spoken around me most, the languages I understand and use

language	Where do I hear it?	When do I hear it, on what occasion, at what event or celebration?
1.		
2.		
3.		
4.		
5.		
language	Where do I use it?	When do I use it, for what purpose, to communicate with whom ...?
1.		
2.		
3.		
4.		
5.		

=

II. The languages around me

These are the languages I discover around me at school and outside school

What have I noticed about these languages? (similarities, differences)

Language	Melody/intonation	its characteristic sounds	its characteristic symbols
1.			
2.			
3.			
4.			
5.			
6. <i>...and my language?</i>			

I DEVELOP MY KNOWLEDGE OF LANGUAGES.

- The words I like in other languages. I note the word and the abbreviation of the language:

-eg *chocolat* -FR

- I collect words that have travelled into my mother tongue from other languages:

word	country of origin
<i>chocolate</i> - EN	Italy. (cioccolata)
.....
.....
.....

- I collect words in different languages that say the same thing:

word	.....one.....	.....un.....	.....один.....	.....uno.....	.....jeden.....
language	.....EN.....	.....FR.....	.....RU.....	.....ES.....	.....PL.....
word	.....	.....	.....	.....	.....
language	.....	.....	.....	.....	.....
word	.....	.....	.....	.....	.....
language	.....	.....	.....	.....	.....

I collect foreign words that have been 'taken on board' by my language. I use the abbreviations of languages to show their origin. I find them:

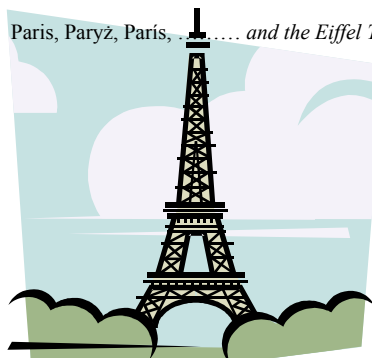
1. in my house:	(EN) <i>sofa</i>.....TR			
2. in the street:	(EN) <i>alley</i> FR			
3. at school:	(EN) <i>arithmetic</i> ...EL			
4. in leisure activities:	(EN) <i>rucksack</i> ... DE			
5. during the holidays:	(EN) <i>marina</i> ... IT			
6.				

▪ Here is a page of my intercultural folder

I can create other ones to show that I can recognise different places in Europe and describe them in a few words and phrases in the languages I can speak or am learning ...

Date:

Paris, Paryż, Paris, and the Eiffel Tower



This summer I went to the top of the Eiffel Tower and admired the view of Paris.

▪ I carry out a self-assessment

I did it in		I discovered or learnt this			
		at school	during the holidays	thanks to my family	through reading, films, Internet
10. 2010					
	I know that several languages are spoken in my country				
	I know which languages are spoken in my country				
	I can list several languages which are spoken in the countries of Europe				
	I can recognise several languages when I see them written down				
	I can recognise several languages when I hear them spoken				
	I know people who live in another country				
	I know that some of the people living in my country have different cultures				
	I know that people and their lifestyles change from one region to another				
	I meet people of different cultures every day				
	I have met people of different cultures during summer festivals				
	I have met people of different cultures when staying abroad				
	I can recognise the different regions of my country when I visit ethnographic museums, when I watch films etc.				
	I like tasting dishes from different regions of my country				
	I know and/or can sing songs from another country				
	I can give an example of a festival celebrated in another region of my country				
	I can say hello to people from a country whose language I am learning at any time of day				
	I can name several examples of regional dishes from my country				
	I can name several examples of dishes of foreign origin				
	I have visited several museums/seen exhibitions or films presenting the cultures of different countries				
	I have spoken with young people from a foreign country about how we spend Sundays in our respective countries				
	I know characters from children's stories, animated films and cartoons, which are read or seen by young people of my age in Europe.				
	I send greetings, for the New year for example, to friends, cousins or other people living abroad				

■ **What I have done to improve my understanding of languages and cultures**

I put the date		often	once a month	once a year	at school	after school	during the holidays
	I watch documentaries on TV						
	I go to see exhibitions on other regions, their inhabitants and their way of life						
	I look at photo albums on other regions, their inhabitants and their way of life						
	I take part in competitions testing knowledge of languages and cultures						
	I take part in school exchanges						
	I learn dances from different countries						
	I am interested in music and musical instruments from different countries						
	I can answer simple questions about my region and its cultural traditions						
	I ask my teacher questions about the lives of the people whose language I am learning						
	I read simple texts about the lives of the people whose language I am learning						
	I save and put souvenirs from my trips and journeys in my folder						
	I collect items (such as labels, postage stamps) from other countries						
	I make sure that my Portfolio and intercultural folder are regularly updated						
	I correspond with a young foreigner .....of my age by e-mail						
	I am interested in how young people of my age live in other countries						

= in line with <http://publications.europa.eu/code/pl>

Section 3

Pages developed by Barbara Lazenby Simpson

Intercultural information

When you learn a new language you also learn about the people who speak that language. Think about 3 things that you would like to ask somebody of your age who speaks the language you are learning.

What are the three things that you would ask?

1. _____
2. _____
3. _____

Now think about 3 things that you do in your family, school or country that you would like to explain to a person from another country.

What are the three things that you would explain to another person?

1. _____
2. _____
3. _____

Choose one of the three things that you would like to explain and write about it or draw a picture that explains it.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Things I have learnt about other places and other people

Perhaps you have been on holiday in another country. Maybe you lived in another country, or you have friends who are from another country.

What do you know about that country?

What do you know about the lives of children in another country?

1. Write some of things that you know about another country. Try to include some things about the country where they speak the language that you are learning.

Things I know about another country:

2. Now write some of the things you know about the lives of children in another country.

Things I know about children's lives in another country:

Languages and things from other places

Every day you see, hear and use things that have come from other places.

See if you can fill something into each box below:

I know songs from

I eat food from

I celebrate _____ which is a festival from

_____ .

I watch TV programmes from

I see things written in other languages on

I hear other languages

Languages and people

I have friends / family who speak

I hear people speaking these languages:

I know these people who live in other countries:

I see these languages:

Language	Where I see it
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

I can say some things in these languages:

Thinking about cultures

Thinking and talking about important activities in our lives helps us to understand how people are sometimes the same and sometimes different. Make a note of your own ideas about the following things:

	In my country (Make a note here about your traditions and way of life.)	In _____ Put in the name of the country. (Make a note here about another tradition and way of life.)	I don't know (Put X here if you are not sure about this.)
Our family			
Our important celebrations			
My school			
The stories that I hear/read			
Daily life in my home			
Food and clothes			
The jobs that adults do			

My language and intercultural experiences

The new and interesting things I noticed when travelling or meeting other people.

Country:	Date From:	Staying with friends or family (✓)	Travel (✓)	Study (✓)
Language:	To:			
<p style="text-align: center;">Differences I noticed:</p> <p>Similarities I noticed:</p>				
Country:	Date From:	Staying with friends or family (✓)	Travel (✓)	Study (✓)
Language:	To:			
<p style="text-align: center;">Differences I noticed:</p> <p>Similarities I noticed:</p>				
Country:	Date From:	Staying with friends or family (✓)	Travel (✓)	Study (✓)
Language:	To:			
<p style="text-align: center;">Differences I noticed:</p> <p>Similarities I noticed:</p>				

Which do you think are important, similarities or differences? _____
 Why?

Finding out information about another culture

Find somebody in your class or school whose family comes from another country. Ask about the things below. Fill in the information about that country then fill in the information about your own country.

I am interviewing _____

From _____

	Another country	My country
What age do you go to school?		
What time does school start?		
Do students wear a uniform in school?		
Do students get homework every day?		
What is your favourite meal?		
What is the biggest celebration in your country?		
What do students do for hobbies after school?		
What sports are popular in your country?		
What television programmes do students watch?		
What are the most popular bands or singers?		

Were there more similarities _____ or differences _____? (✓)

What piece of information was most surprising to you?

Coming to a new country

You have come to a new country. Think about the things that you have noticed about this country. Compare them to what is done in your country of origin. If necessary, add headings in the blank rows.

My country of origin: _____

	In my country	In this country
School		
Daily life		
Travel		
Clothes		
Food		
Behaviour		
Attitudes		
Young people		
Money		