



TEMPLATE

TECHNOLOGY - PLURILINGUALISM - TEACHING

VIRTUAL EXCHANGE 1



Teaching context

- **Target language:** English
- **School language:** German/Italian
- **Technology used:** laptops, tablets, Microsoft Teams, Padlet
- **Duration:** two months
- **Age range:** 6-8
- **Language level:** A1
- **Subjects:** English as a Foreign Language
- **Objectives:** to enhance language proficiency through authentic target language use, to foster intercultural understanding, to raise cross-linguistic awareness.

Connecting Across Borders: Schools and Personal Lives

Activity 1

- **Task 1:** students exchange basic information about themselves (i.e. name, age, favourite colour etc.) using worksheets or flashcards.
- **Task 2 (plurilingual element):** students select their favourite word along with an image in a language other than English.

Activity 2

- **Task:** students introduce themselves in small groups to the partner class during a live session. The teacher serves as a moderator.
- **Main technology:** Microsoft Teams

Activity 3

- **Task 1:** student showcase their school using photos and audio recordings on Padlet.
- **Task 2:** students look at the partner school information on Padlet, leave comments and ask questions.
- **Main technology:** Padlet

Activity 4

- **Task:** students use the Padlet for the second live session with the partner class and talk about their school day in small groups. Also, they discuss their favourite subjects and places in the school building.
- **Main technology:** Padlet and Microsoft Teams

Activity 5

- **Task:** students reflect on their learning and compare and contrast the various languages and cultures involved in the project.



TEMPLATE

TECHNOLOGY - PLURILINGUALISM - TEACHING

VIRTUAL EXCHANGE 2



Teaching context

- **Target languages:** English
- **School language:** German/Italian
- **Technology used:** tablets, whiteboard, GoogleMeet, PowerPoint, Padlet, Flip, emails, iServ
- **Duration:** three months
- **Age range:** Germany (13-14), Italy (13-15)
- **Language level:** B1
- **Subjects:** English as a Foreign Language
- **Objectives:** to enhance language proficiency through authentic target language use, to foster intercultural understanding, to raise cross-linguistic awareness.

Exploring Education Systems and Personal Lives

Activity 1

- **Task:** students create a PowerPoint presentation to introduce their school and education system to the other class.
- **Main technology:** PowerPoint

Activity 2

- **Task 1:** students present their PPT presentation in a live session to the partner class.
- **Task 2:** students engage in a Q&A session with the other class.
- **Main technology:** GoogleMeet

Activity 3

- **Task 1:** students introduce themselves and add photos to a shared Padlet. They are assigned partners.
- **Task 2:** students have a look at their partner's profiles and write down three questions they would like to ask them. The teacher forwards the questions to the partner class.
- **Main technology:** Padlet

Activity 4

- **Task:** students answer their partner's questions by making a short video with the app Flip.
- **Main technology:** Flip

Activity 5

- **Task:** students write at least two emails to their partner using their official school email address. They put their teachers in CC.
- **Main technology:** emails, iServ

Activity 6

- **Task:** students use their tablet to engage in a live conference with their partner. They talk about the project and ask personal questions.
- **Main technology:** tablets, GoogleMeet

Activity 7

- **Task:** students reflect on their learning and compare and contrast the various languages and cultures involved in the project.



TEMPLATE

TECHNOLOGY - PLURILINGUALISM - TEACHING

VIRTUAL EXCHANGE 3



Teaching context

- **Target languages:** English
- **School language:** German/Italian
- **Technology used:** Moodle, Keynote, iMovie (iOS), Memo Call, Google Translator, WWW
- **Duration:** two months
- **Age range:** Germany (7-8), Italy (7-9)
- **Language level:** A1
- **Subjects:** English as a Foreign Language
- **Objectives:** to enhance language proficiency, through authentic target language use, to foster intercultural understanding, to raise cross-linguistic awareness.

Multimodal Presentations: School and Personal Lives

Activity 1

- **Task:** students have a look at the information (provided by the teacher) about the location of the partner school, pictures of the town and the school website.

Activity 2

- **Task 1:** students participate in a live session with the partner class. They take turns, come to the computer in pairs and introduce themselves. They use a worksheet for assistance. Their teacher acts as moderator and provides support if necessary.
- **Task 2:** students ask each other predetermined questions (e.g. name, age, favourite colour, spoken languages) and complete corresponding identity cards. (e.g. his/her name is...).
- **Task 3 (optional):** students ask more questions based on their interests (e.g. favourite music, animals or sports).

Activity 3

- **Task:** students create multimodal video presentations about their school. Their teacher uploads them to a shared online platform.
- **Main Technology:** Moodle, Keynote, iMovie

Activity 4

- **Task:** students reflect on their learning and compare and contrast the various languages and cultures involved in the project.



TEMPLATE

TECHNOLOGY - PLURILINGUALISM - TEACHING

VIRTUAL EXCHANGE 4



Teaching context

- **Target languages:** English
- **School language:** German/Spanish
- **Technology used:** tablets, pons online, iMovie, Microsoft Teams, Padlet, TaskCard
- **Duration:** three months
- **Age range:** Germany (9-10), Spain (7-10)
- **Language level:** A1
- **Subjects:** English as a Foreign Language
- **Objectives:** to enhance language proficiency through authentic target language use, to foster intercultural understanding, to raise cross-linguistic awareness.

Getting to Know Another Culture and School

Activity 1

- **Task 1 (plurilingual element):** students watch the partner teacher's introductory video about the project and answer questions. (e.g. What other languages does the teacher use in the video?)
- **Task 2:** students work in groups and choose their favourite room in school. They prepare a short video and choose one object each from that room to present. The teacher helps them with the recording.
- **Main technology:** tablets, pons online

Activity 2

- **Task:** students watch the video from the partner class and answer questions (e.g. What is similar and what is different from your school?)

Activity 3

- **Task 1:** students present themselves on Padlet/TaskCard and write a short text (e.g. name, age, hobbies). They also add photos.
- **Task 2 (plurilingual element):** students choose their favourite word in German/Spanish and add it to the Padlet/TaskCard.
- **Task 3 (cultural element):** students fill in the question "When I think about Germany/Spain, I think of...?" and add it, too.
- **Task 4:** students are assigned partners. They find out more about their partners by reading their Padlet box. They write down three questions they would like to ask them in the live session.
- **Main technology:** Padlet/TaskCard

Activity 4

- **Task 1:** students prepare more questions they would like to ask their partners in the live session.
- **Task 2:** students engage in a live session with the partner class. They ask and answer questions. The teacher acts as a moderator.
- **Main technology:** Microsoft Teams

Activity 5

- **Task:** students reflect on their learning and compare and contrast the various languages and cultures involved in the project.



TEMPLATE

TECHNOLOGY - PLURILINGUALISM - TEACHING

VIRTUAL EXCHANGE 5

Teaching context

- **Target languages:** English
- **School language:** German/Italian
- **Technology used:** Laptops, Tablets, Microsoft Teams, TaskCards, Kahoot, PowerPoint
- **Age range:** 8-9 (grade 3)
- **Language level:** A1
- **Subjects:** English as a Foreign Language
- **Objective:** Students create fairy tale characters and write short stories about them.



Fairytales

Activity 1

- **Task 1:** students use TaskCards/Padlet to introduce themselves (name, languages, favourite fairy tale). They include a drawing of their favourite fairy tale.
- **Plurilingual element:** students add the name of their chosen fairy tale in another language than English (including audio recording).
- **Task 2:** students read through each other's contributions, add comments and ask questions.
- **Main technology:** TaskCards

Activity 2

- **Task 1:** students get to know each other in small groups during a live session. The teachers serve as moderators.
- **Task 2:** students play Kahoot. The questions, which include plurilingual elements, are created by the teachers and refer to the fairy tales mentioned on TaskCards.
- **Task 3:** students play a guessing game, which is prepared by the students themselves before the live session. In small groups, they choose one character from any of the fairy tales mentioned on TaskCards and create a character riddle using PowerPoint (character traits, looks, home, special phrase used by the character, such as "Mirror, mirror on the wall, who is the prettiest of them all?", "Nibble, nibble, like a mouse, who is nibbling at my house?", name of the character in a language other than English). They present their riddles in the live session and ask "Who is it?"
- **Main technology:** Microsoft Teams, Kahoot, PowerPoint

Activity 3

- **Task 1:** students in each class are put into small groups to create a fairy tale character (name, character traits, looks, home, special phrase used by the character).
- **Plurilingual element:** the name and special phrase can be in any (mix of) language(s).
- **Task 2:** Each group is assigned a character created by a group in the other class and has to bring it to life: students create a 3-sentence story and a drawing based on the character description.
- **Task 3:** The teachers create a booklet including the fairy tale characters and short stories. Students comment on each other's stories. The booklet itself can be used as writing prompts for other subjects or classes.
- **Main technology:** PowerPoint, Google Translate (if necessary)



Activity 4

- **Task:** students reflect on their learning and compare and contrast the various languages and cultures involved in the project.