

# Mobility programme for language assistants

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## 1. Introduction: Aim of the mobility programme for language assistants in the ERUA and EUI context

Student mobility cultivates uncountable benefits for the whole European Higher Education community. Participating in cross-campus European University courses enriches students' and host teachers' scientific and intercultural knowledge. This is particularly true for the mobility programme for language assistants as it encompasses the opportunity of integrating professional work experience in students' academic education biography. It also serves as a valuable means to increase visibility of linguistic diversity and to manifest students' and staff language skills in all the consortium's languages. The programme builds up and utilises resources within the alliance at the same time and allows students and teachers to gain insights into their respective perspectives. This is part of reformist flat hierarchical structures and increases community building amongst the European Reform University Alliance (ERUA) members across status groups, campuses, languages and disciplines.

## 2. Process of development of the programme and result

During the first year of the ERUA collaboration, student mobility has mostly taken place digitally, not only from the home country, but also from students' and teachers' place of home due to the pandemic situation. In the summer semester 2022 the number of in-person student and staff mobility increased to a large extent. The same phenomena accounts for the engagement and mobilisation of language assistants. In summer 2022 the first interest could be initiated among the student body. Along with these concrete calls from students, and according to the needs that evolved during that process, the theoretical concept could be developed in a very practical way, following a bottom up participatory approach and in direct and intense consultations with the various actors involved, the candidates and the ones backing up the programme and ensuring its long term implementation across ERUA.

During the research process, a diversity of contexts, conditions and chances at the individual ERUA universities have been identified (still being unfolded). Hence a flexible and adoptable, yet unified programme has been developed around the initial idea of student teaching assistants providing courses for students preparing for a mobility at a host university. This concept has been adapted and expanded to students, staff and local communities, also to integrate and utilise all the emerging ideas and resources that have been created in the last two years (2022-203) within the ERUA community (e.g. language tandems, language cafés, staff training etc.). The original concept of integrating the language assistants in the language centres could also be extended to other programmes and the wider community as a result of discovering many more options during the research for the 'Benchmark of effective initiatives for students in language training' (4.15). Thus, a match between students' needs in relation to some of the funding programmes and the practical conditions at the institutions could be put together. The result is being presented in an agile way, as is the programme. One of the core results of the programme development is a checklist intended to provide answers to frequently asked questions that have come up during the concept development process. The points on the checklist have been discovered through close exchange with diverse actors, some from all partner universities, some based on knowledge with a focus on local UKON (WP 4 lead) colleagues' and partners' insights. These local and on-site investigations serve as a pilot case for the future alliance wide implementation. This list is integrated into the [virtual database](#) (4.19) and will continuously be updated based on students' and staff feedback and experiences. A flow chart has been designed for students and programme partners to highlight the variety of options at a glance, to raise interest and to allow for and identify individual solutions and experiences. The model is not exhaustive and will be monitored, modified, adapted and hence continuously expanded through participants' and partners' experiences.

One of the positive side effects emerging from the need of developing flexible options to cater for various different conditions at each partner institution, was to establish and intensify close contact and collaboration with a variety of associate partners, e.g. the City of Konstanz. This has not only intensified the exchange and connections but opened up opportunities way

beyond the mobility programme for language assistants, e.g. other internship options. This proves the societal impact of the programme, along with its effects on an institutional and most importantly individual participants' level

### 3. Implementation of mobility programme for language assistants

The content, tasks and experiences of each language assistant internship varies depending on diverse factors based on the individual applicants' background, interests and obligatory or voluntary study requirements and the respective host institutions settings, as can be seen in the current candidate list below (see appendix). Different sets of models have been developed based on a cost and needs analysis (as described in 3.1).

Models based on funding options and conditions

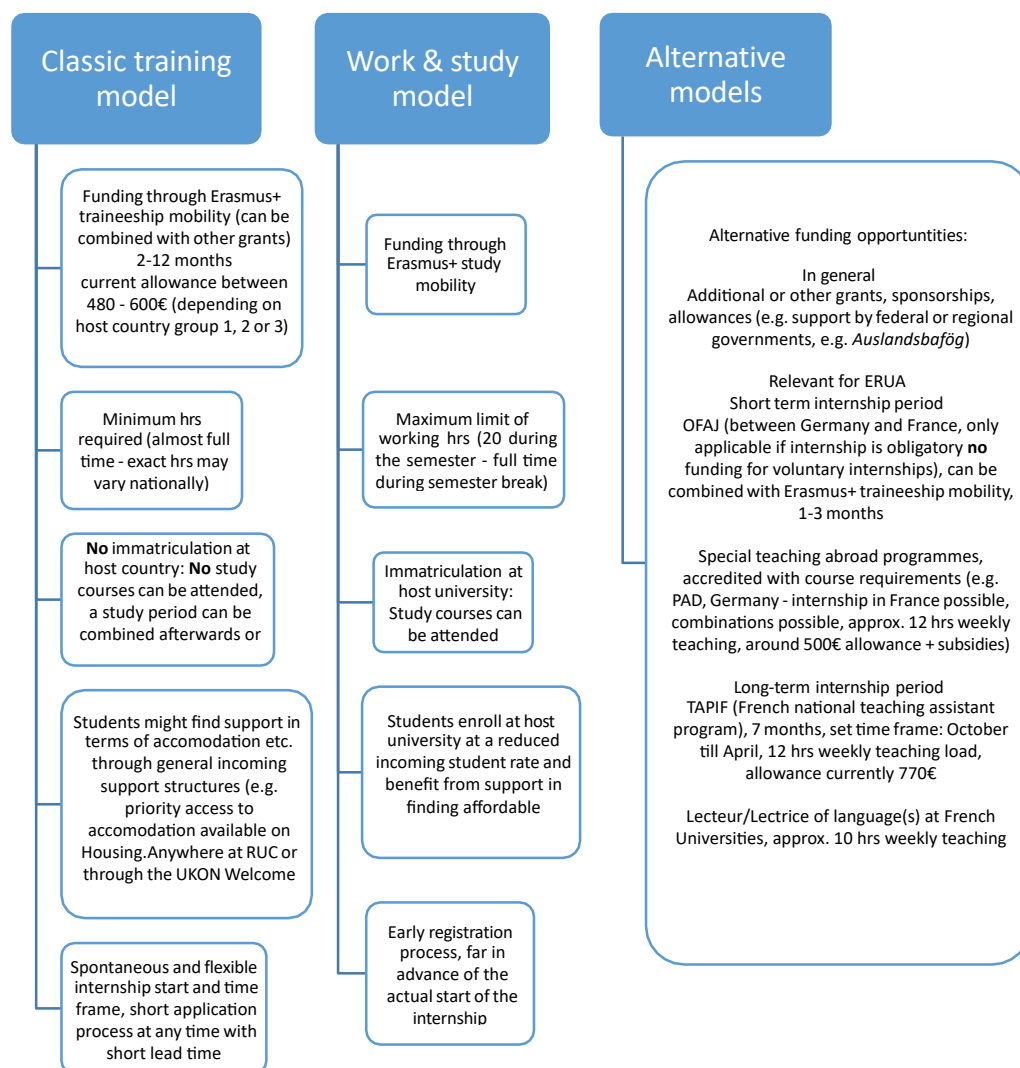


Figure 1: Language assistant mobility models

## Tailored content and task description of internships

One of the variable that affects the assignment and responsibilities of the language assistants is the actual **weekly working hours**: the required minimum and the maximum limit (see second point in models above). Different funding options have been identified, setting different rules. They might even vary for the same programme, depending on national funding body regulations.

As a result, the concept has been designed adaptably for these varying number of working hours. If the receiving host institutions' language centre or equivalent (see above) can, for several reasons, not offer enough specifically designed courses for students applying for outgoing mobility before departure (the original idea) that the language assistant can teach, other alternatives have been identified to both cater for the needs of (potential future) outgoing students, as well as tasks that will broaden student assistants' experience in the field of teaching. These include other language tuition opportunities as well as additional academic and administrative tasks in relation to teaching (see list below). This also allows for interdisciplinary internal exchange as well as cooperation with external partners, since the options that have been identified at the various institutions include:

### Teaching at neighbouring school

- Promoting linguistic diversity using one's own multilingual repertoire, e.g. through the pedagogical concept of translanguaging (see deliverable 4.20)
- Partnership with City of Konstanz' education department
- Connections to Roskilde language teaching institutions

### Teaching language classes

- Offer additional classes specially designed for outgoing students and staff
- Teaching or assisting in existing language courses

### One - on - one language tuition

- In class setting or outside class hours
- In the context of the ERUA established language tandem programme (see deliverable 4.15)
- Individual or in small groups
- Open for all students interested in languages, literature, cultures and education, incl. students from study courses of didactics of Foreign languages and teaching in general

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<sup>8</sup> See <https://www.aegean.edu/languages-program/> for descriptions for the languages programs of the Language Center, Greek language courses, Chinese and French language courses; see <https://dms.aegean.gr/en/arabic-language-teaching-program/> for the Arabic language teaching programme and this news post about the Hellenic-Chinese Language and Culture Center: <https://studyingreece.edu.gr/hellenic-chinese-language-and-culture-center-at-the-university-of-the-aegean/>

### **Assisting in designing and delivering workshops on academic writing in first/ second languages**

- In cooperation with experts at host institution, e.g. writing centre staff/tutors or lecturers specialising on this topic, also in the context of developing competences to participate in multilingual courses (see deliverable 4.20)
- Results feeding in the pedagogical support structures (see chapter 3.3)

### **Assisting in and designing interdisciplinary and language and culture related projects**

- In cooperation with other University departments and institutions, e.g. University libraries, creative hubs (e.g. the RUC BioFabLab), or with other colleagues outside the humanities (e.g. natural sciences, informatics etc.) as well as external associate partners (e.g. cultural department of the City of Konstanz)

### **Assisting in the development of curricula and workshop content on language and intercultural related topics**

- Administrative and academic tasks as part of teaching

### **Assisting in the promotion of language course information**

- Through online media channels (websites, social media etc. - including updating information on the virtual database) (see deliverable 4.19)

### **Hosting and planning of language cafés**

- On-site, following the pedagogical concept described in deliverable 4.15

## Dissemination channels and long term integration

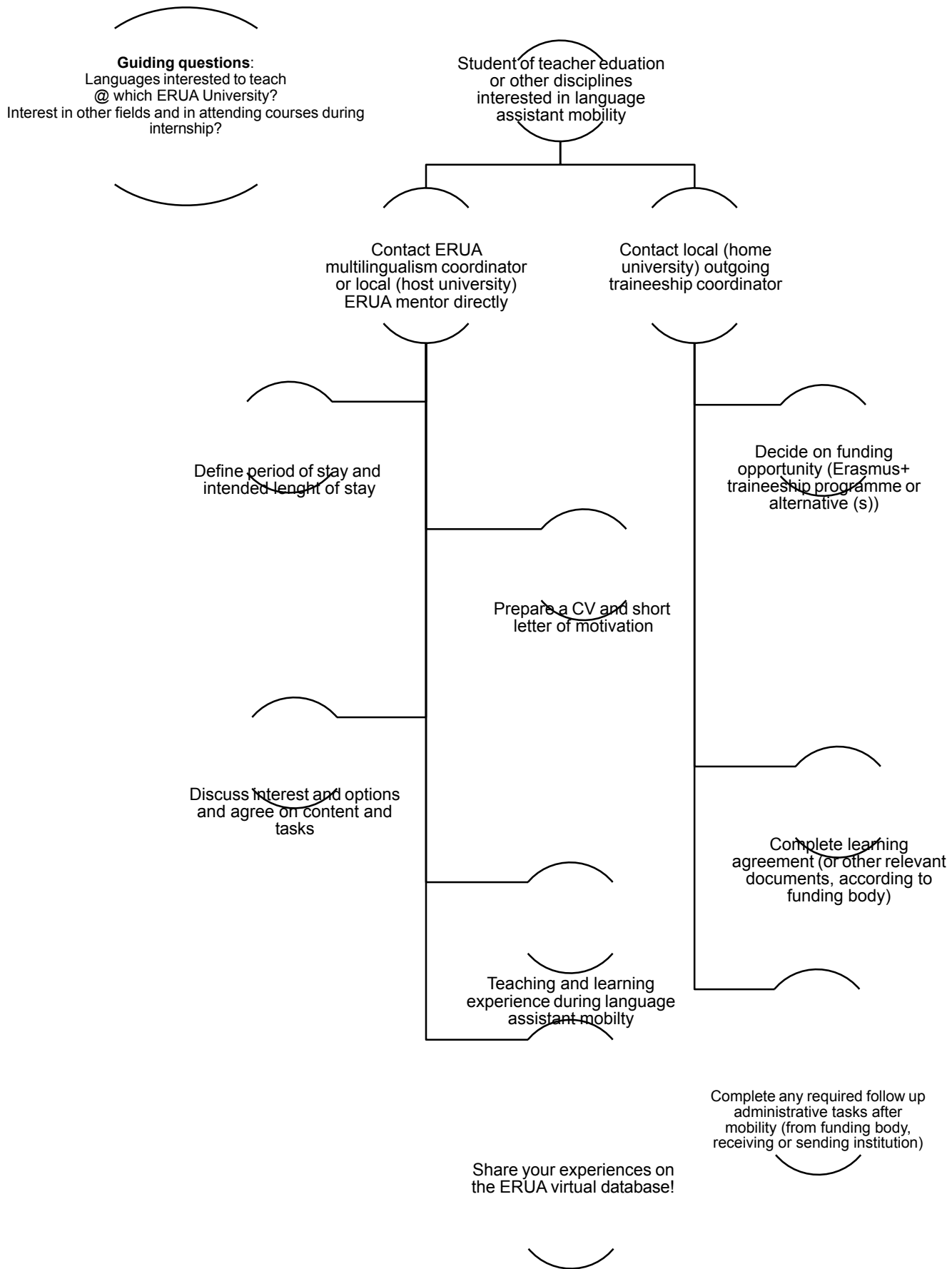
The candidates that have been attracted to the mobility programme for language assistants up to the date of writing this report, were reached through different channels: Institutional and individual information sessions, joint ERUA events, lecturer's course information.

Since this programme is an opportunity for students to cover a variety of aspects during their academic education, information about the programme can be disseminated using a variety of channels and students' contact points:

- Joint ERUA events and courses (a general "commercial block" of opportunities for students should become part of all joint activities including information about this programme)
- Internship coordinators can include information about the programme in their routinely information sessions (both for teaching degrees as well as subject specifically)
- Study counsellors can advise students on pros and cons about this opportunity in regards to students' particular study programme
- Erasmus traineeship coordinators can list the opportunity as part of their standard offers
- Institutes responsible for teacher education can integrate the option in their available information about teaching experiences abroad and as a general additional opportunity to increase practical teaching experiences during students' academic training phase
- University career services can mention the programme as a bonus factor for employability
- Special feature on the ERUA website opportunity section and special placement in the virtual database

These various channels and the material have been identified and tested in a pilot phase. A teaser has been produced containing central information at a glance. More background information summarised for the host institution (content) and the sending institution (practical information) has been developed. The channels mentioned above will all be followed up and intensified with the material in order to integrate the program in existing structures and to attract many more students to this valuable ERUA experience.

## 4. Flow chart and alphabetical checklist for organising a language assistant mobility



**Figure 2: Flow chart for organising a language assistant mobility**

**Accommodation:** This has been identified as one of the key questions and concerns of students, since housing is a central social question, not only in European countries, and may affect locals equally as international incoming students, especially in regards to short term availabilities. Alternative models have therefore been taken into consideration and included in this concept to allow students to be included in existing University structures and opportunities. Information that is available for students from the individual institutions have been compiled in the context of the virtual database and is available for students through this platform.

**Funding opportunities:** The Erasmus+ programme offers financial allowances for studying or traineeship experiences abroad. These can be combined along with other sponsorships provided by national, local, other multi- or bilateral funding bodies or applied for independently. Some funding programmes and weekly working hours might allow to earn extra money aside during the internship, others may not. Applying for national education loans might be an option in some cases. Some of the long term programmes offer set remuneration in the form of a salary. Check models (chapter 3.1) for a glance of the variety of funding options available and brief overview of conditions for a quick comparison.

**Insurance:** Both parties, the student and the host institution will need to ensure that the intern has sufficient insurance cover. Some might be provided by the host University for most the student has to take care of: She/he needs health (foreign health), accident and liability insurance cover.

**Recognition:** Students who would like to get the language assistant internship recognised towards their obligatory internship components or teaching experience within their study programme will need to check conditions carefully, since special rules might apply! In particular, in regards to teaching experience, which in some cases will need to be undertaken in the home country or at a particular school type. Internships abroad might only be acknowledged through officially accredited institutions.

Every successfully completed internship abroad will be academically recognised in the form of an additional entry in the transcript of records/Diploma supplement or equivalent document!

**Weekly working hours:** Depending on type of funding. Close to full time with the Erasmus+ traineeship programme. Limited to a certain number of hours in the context of an Erasmus+ study mobility - except for semester break time. Varies between type of grants as does remuneration, see funding opportunities.

## **5. Conclusion, next steps and future implementation**

The concept that has been presented in this report has been developed in a process of developing new structures around existing needs and opportunities. There have been three major successes during this phase: First, individual candidates have or are about to embark on their language assistant mobilities. Their experiences will feed into future adaptations to the programme. The virtual database will provide a safe digital space for participants and partners to report on and share their experiences.

Second, the virtual database will also be used to publicize this multifaceted and beneficial opportunity. Excerpts of this report summarizing key facts around the program will be published online and through ERUA wide channels to attract many more students from all ERUA institutions to experience such an individually tailored professional work experience at one of the ERUA universities.

Third, ERUA's new members will also be integrated in this process, contributing with their ample experience in providing teaching opportunities for students (e.g. SWPS offered students the opportunity to earn some pocket money during the pandemic through offering language classes to staff).

Overall, the mobility programme for language assistants will help to move people, languages, knowledge and thus strengthen the social cohesion within the European Higher Education Area on a small scale but in a long run.

## 6.2. Reports

**Participant: Malika Tarhri**

**Place of Internship: Paris**

**8**

My three-month internship at the Centre de Langues and the University Paris 8 was a so-called voluntary graduate internship, which I completed between my bachelor's degree and the beginning of my master's degree. In the following experience and reflection report, I will first introduce the Centre de Langues and in the next steps I will talk about my work areas as well as the cooperation with the pedagogical team of the Centre de Langues.

The Centre de Langues is part of the Language Department of the university. My desk was located in an office with the two secretaries of the CDL. Thus, while working at the office, I also got an insight into the cooperation with the students and was able to get to know the university and its administrative processes. In addition, the room was adjacent to the office of the coordinator and the head of the CDL, who was also my mentor and supervisor. I was therefore always able to get direct support if I had any questions. I got along very well with my colleagues and supervisors and felt respected and always appreciated. Since I was talking to the pedagogical team of the CDL mostly in French, I was able to freshen up my French skills and I even got to know some idiomatic expressions thanks to one of my colleagues. We always spent our lunch break together and talked about differences between the German and the French language or between the two countries.

During the beginning of my internship, I was involved in the first steps of the establishment of linguistic tandems between the University of Paris 8 and my "home university" Konstanz. In Konstanz, (international) students have the possibility to register for linguistic tandems at the Language Teaching Institute (SLI), which roughly corresponds to the Centre de Langues. Konstanz students indicate their native language or another language they know at a certain level, as well as a language they would like to develop knowledge of. This can be done either via an online form or via slips of paper available at the SLI. These forms ask for additional information, i.e. age, gender, course of study as well as native language. It is important to mention that also external students, i.e. not only students of the University of Konstanz, can participate in the linguistic tandem program. The only requirement is that one part of the tandem is enrolled at UKON. For this reason, it has emerged in conversation with the director of the SLI that under these conditions, Parisian students can also go into linguistic exchange with fellow students from Konstanz. In the future, however, a link to an internal tandem program is to be developed on the website of the Centre de Langues. My involvement in this matter was therefore primarily the discussions with the SLI staff. A tutor from Konstanz, who is responsible for arranging the tandem partners, showed me the program. Further (legal) implications and restrictions will have to be clarified between the heads of the respective institutions.

Since the University of Paris, together with the University of Konstanz and other European universities, is part of the ERUA alliance (European Reform University Alliance), there is also cooperation in many different areas. This is how I got my internship in the first place. For example, an interdisciplinary tandem project was realized with students from Konstanz: Parisian students of communication and management are developing a multilingual digital tool and therefore came to Konstanz for a first attendance phase in April. My first task in this matter was to introduce the students to the University of Konstanz and to support them in planning the trip. After I finished my internship, I was invited to take part in their study visit to Constance. Since I had already finished my internship at that point, I was very happy to see everyone again and to help the students realize their projects. In small groups and supported by UKON students, they worked on their own multilingual input for their digital resource. For instance, I

helped them record a podcast in German and proofread some of their blogposts. In their free-time, the Paris 8 students were really excited to get to know the city of Konstanz through the eyes of the UKON students and I felt like everyone was very thankful for the opportunity to take part in an intercultural and interdisciplinary project.

During my internship, I assisted in this course two more times: I introduced the German academic system to the students and then compared it with the French system together with them. My input was mainly about getting the students to practice speaking English, since the course is designed to build communication skills in English. Unlike most German universities, at Paris 8 it is mandatory for students of all majors to take one language course per semester. After that, I substituted for the lecturer of the course for a session on short notice: Here I was given complete freedom as to what I would do with the students in this substitute lesson and then decided on a unit on proverbs and idiomatic language in English and French.

As part of my internship, I had the opportunity to teach a preparatory intensive course for the TOEIC test. Although the actual sessions did not start until the first week of December, I started preparing the material right at the beginning of my internship, on 11/15/2022. This included doing my own research on the content of the test itself, going through the material provided to me by my tutor, and obtaining additional material in the university library and online. However, before I could put anything on paper, I had to get a rough overview of the testing points myself.

At the same time, I worked with the pedagogical team of the Centre de Langues to figure out the best way to split the sessions over the course of my internship so that the upcoming exam dates and the fact that we were in the middle of the semester could be taken into account. First of all, the availability of the students was checked with the help of a survey on Moodle. The demand for the course was very high as more than 200 students registered as potentially interested.

For this reason, we finally decided on the format "intensive course". The idea was to give as many students as possible the chance to attend the course. This presented me with the challenge of structuring the course in a way that one session would roughly cover "everything". Due to the abundance of testing points, this has proven to be relatively difficult. Although the TOEIC tests only receptive skills (listening and reading), it is not enough to simply do a few practice listening and reading comprehensions to acquire strategies: In the reading comprehension of the TOEIC, the knowledge of grammar, usage, and vocabulary in the following areas is also tested: word choice, word forms, verbs, prepositions, connecting words, gerunds/infinitives/simple forms.

The material I was given contained many practice tests. I prepared it in a way that for each grammatical domain there were exercises ready, both in the test format and other exercises. Moreover, I created information documents for each part with preview tests, tips and tactics for the students. After that, I needed to familiarize myself with Moodle in order to create a kind of e-learning on the platform for the students who could not physically attend the sessions. After the very first session, it quickly became clear that not all testing points could be covered in one day, so we always talked about what points could still be focused on more or in what areas the students needed more practice. Since I have provided them with the necessary material, they are now able to do it as a self-study, too.

A typical TOEIC preparatory session looked something like this: After giving the students a rough overview of the testing points, we usually started directly with a listening comprehension, followed by exercises on the respective grammatical issues. In this context, the course also provided the students with a repetition of the basics of English grammar: When we corrected the exercises together, we always talked about why a certain answer was the right one and another one was not. The material I provided the students with grew with each session and was thus adapted to the needs of the students. So, I created some additional exercises picking

up on the topics the students struggled with. In this respect, I tried to prepare the extra material in a language-sensitive way.

Even though the course was open only for students at a B1 level or more, the learning group was often very heterogeneous. Despite their different levels, the students helped each other gladly, which was very refreshing to see. While working with the students, I had the impression that they were genuinely interested and motivated and took the course seriously. Consequently, they created a very pleasant learning environment, which made it easy for me to enjoy teaching this course. I feel like it allowed me both to improve my knowledge of linguistics and to gain more teaching experience. All in all, my experience at Paris 8 was a very valuable one as I managed to find my place in an existing work dynamic. As I have mentioned before, I had the impression that my work there was appreciated and that I could always ask for support if I had any questions.

**Participant: Céline Djazoubi (Interimreport)**

**Place of Internship: UKON, *Kulturamt***

My experience was okay but rather disappointing due to the lack of preparation before my arrival. I haven't had neither precise and defined recurrent missions or a big internship mission that would have allowed me to set roots to this organisation better and earlier, and thus to overcome the difficulties of both, finding a place within the team, and finding my marks in another country.

However, the people were nice and my German is getting better. At the end of the day, it was a more valuable experience at a personal rather than at a professional level.

## 6.3. Information material

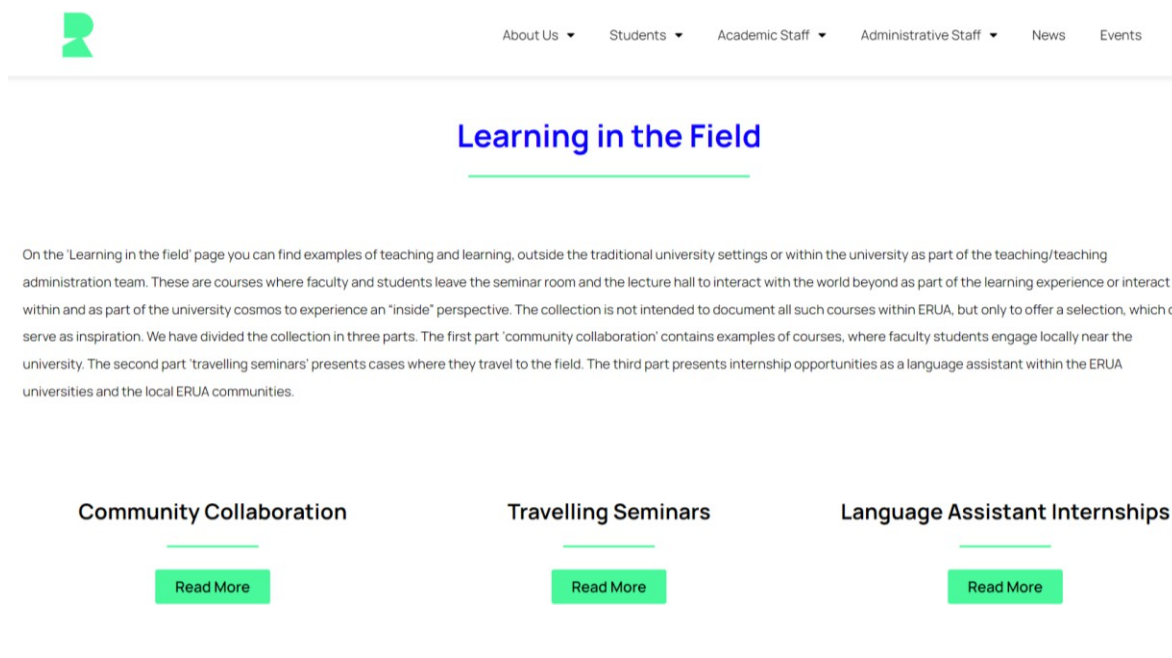


Figure 3: ERUA website post: <https://erua-eui.eu/learning-in-the-field/>

### Mobility programme for language assistant

**Are you interested in...**

- ...teaching languages to fellow ERUA students and staff?
- ...gaining work experience at one of the ERUA universities?
- ...learning from pedagogical support by experts on site and at host university?
- ...shaping the European Higher Education Area and strengthening social cohesion within Europe through languages education and exchange?
- ...getting funding for your work and experience?

**→ then contact the ERUA multilingualism coordinator: [erua@uni-konstanz.de](mailto:erua@uni-konstanz.de)**

The flyer features a central graphic of five overlapping circles in shades of green. At the bottom left, there are logos for ERUA (European Reform University Alliance) and the European Union flag, with text indicating it is co-funded by the Erasmus+ Programme of the European Union. On the right, a map of Europe highlights the locations of five member universities: Koskice University, University of Paris 6, University of Konstanz, New Bulgarian University, and University of the Aegean.

Figure 4: Promotional flyer for presentations



## Mobility programme for language assistants Information for host institutions (content)

### Description

The Mobility programme for language assistants gives students the opportunity to integrate professional work experience into their academic education biography, manifest language skills and to acquire scientific, pedagogical and intercultural knowledge. Language assistants have the option to teach language courses or work on language related projects at one of our partner universities. Before, during and after their mobility the participants will be supported by mentors and academic and administrative staff.

### Working areas and work tasks

The working areas of language assistants are as diverse as languages themselves. The tasks and working areas of a language assistant depend on the preferences of the students themselves, the guest university/institution and available places. Language assistants can assist and teach language courses at the language centres of the guest universities, but also at external cooperation partners like neighbouring schools. Another working option for language assistants is to assist in designing and delivering language and intercultural related workshops, projects or language cafés.

For personal and professional development of the language assistants, they will be supported during the whole process and experience by pedagogical/administrative staff and mentors. Accompanying workshops, before during and/or after the internship provide opportunities for reflection on the interns' experiences and capacity building within the field of language didactics and teaching. Existing stand-alone online and in-person training opportunities on teaching foreign languages in general and language specifically are integrated into the intern's professional development experiences.

One of the variable that affects the assignment and responsibilities of the language assistants is the actual **weekly working hours**: the required minimum and the maximum limit. Different funding options have been identified, setting different rules. They might even vary for the same programme, depending on national funding body regulations.

As a result, the concept has been designed adaptably for these varying number of hours. If the receiving host institutions' language centre or equivalent (see above) can, for several reasons, not

offer enough specifically designed courses for students applying for outgoing mobility before departure (the original idea) that the language assistant can teach, other alternatives have been identified to both cater for the needs of (potential future) outgoing students, as well as tasks that will broaden student assistants' experience in the field of teaching. These include other language tuition opportunities as well as additional academic and administrative tasks in relation to teaching (see list below). This also allows for interdisciplinary internal exchange as well as cooperation with external partners, since the options that have been identified at the various institutions include:

#### Teaching language classes

- Offer additional classes specially designed for outgoing students and staff
- Teaching or assisting in existing language courses

#### One - on - one language tuition

- In class setting or outside class hours
- In the context of the ERUA established language tandem program
- Individual or in small groups
- Open for all students interested in languages, literature, cultures and education, incl. students from study courses of didactics of Foreign languages and teaching in general

#### Teaching at neighbouring schools

- Promoting linguistic diversity using one's own multilingual repertoire, e.g. through the pedagogical concept of [translanguaging](#)
- Partnership with City of Konstanz' education department
- Connections to Roskilde language teaching institutions

#### Assisting in designing and delivering workshops on academic writing in first/second languages

- In cooperation with experts at host institution, e.g. writing center staff/tutors or lecturers specialising on this topic, also in the context of developing competences to participate in multilingual courses
- Results feeding in the pedagogical support structures

#### Assisting in and designing interdisciplinary and language and culture related projects

- In cooperation with other University departments and institutions, e.g. University libraries, creative hubs (e.g. the RUC [BioFabLab](#)), or with other colleagues outside the humanities (e.g. natural sciences, informatics etc.) as well as external associate partners (e.g. cultural department of the City of Konstanz)

#### Assisting in the development of curricula and workshop content on language and intercultural related topics

- Administrative and academic tasks as part of teaching

#### Assisting in the promotion of language course information

- Through online media channels (websites, social media etc. - including updating information on the virtual database)

#### Hosting and planning of language cafés

- On-site, following the pedagogical concept of the ERUA language café setting

### Mentoring and pedagogical support

Pedagogical support has been identified as a central element for outgoing language assistants in their personal professional training and development as well as for ensuring the quality of outcomes for the students and staff receiving language input. The academic course heads, management colleagues of the language centres or other departments will supervise and mentor the language assistants, within their capacities. They will also organise an introduction and welcome into the work place

setting and team at the start of the internship. Regular feedback sessions will be scheduled between the mentor and the mentee.

As for the didactical part, some of the funding opportunities that are based around education, offer accompanying workshops, as an introduction, before the mobility, during and or after the internship. These workshops provide opportunities for reflection on the interns' experiences and capacity building within the field of language didactics and teaching.

Existing stand-alone online and in-person training opportunities on teaching foreign languages in general and language specifically are integrated into the intern's professional development experiences. For German for example, there are online didactic courses available on how to teach German as a second language by the Mercator [Institute](#)<sup>1</sup>. An online tool on linguistically sensitive teaching methods is currently being developed by a UKON staff member and its suitability for the programme will be tested during the first upcoming language assistant mobility. Some ERUA staff members are involved in the development of an online course on teacher education (Erasmus+ TEAM consortium). This course is suited to be integrated as a pedagogical training resource upon completion.

For some of the included tasks (see above) the language assistant is concentrating on, the focus is on creating and reflection on both didactical aspects as well as subject content, e.g. academic writing in a first/second language. The content that is being developed by the individual language assistants will be used as a joint resource, be shared on the virtual platform and can thus be used as available teaching material as well as for pedagogical support of the language assistant during his/her training.

<sup>1</sup> Mercator Institut für Sprachförderung und Deutsch als Zweitsprache: Digitaler Content in der (mehrsprachigen) Bildung: <https://diell.de/course/969/taier-content-in-der-mehrsprachigen-bildung/>

Figure 6: Information for host institutions (content)

## Mobility programme for language assistants Information for sending institutions (practical organization)

### Description

The Mobility programme for language assistants gives students the opportunity to integrate professional work experience into their academic education biography, manifest language skills and to acquire scientific, pedagogical and intercultural knowledge. Language assistants have the option to teach language courses or work on language related projects at one of our partner universities. Before, during and after their mobility the participants will be supported by mentors and academic and administrative staff.

### Integration of the programme into your studies

There are several different options how students can integrate the programme into their studies.

#### Classic training model

In the classic training model students work almost full-time as language assistant. Participants can't enrol at the host university, nor can they attend study courses, but a study period before or afterwards can be combined with the programme. A short application for this model is at any time possible. The start and duration of the internship can be chosen flexible and spontaneous.

The internship is funded through **Erasmus+ traineeship mobility** (between 2-12 months).

#### Work & study model

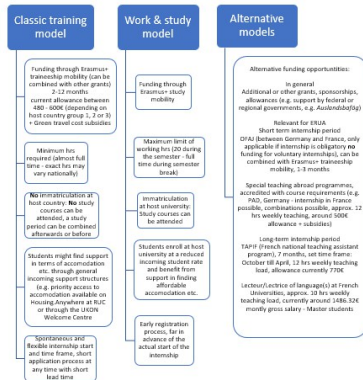
The mobility programme for language assistants can be combined with the Erasmus+ student exchange programme. In the Work & Study model students enrol at the host university and attend study courses besides their work as language assistant. That's why the monthly working time is limited to 20 hours.

For this model funding through **Erasmus+ study** mobility is possible.

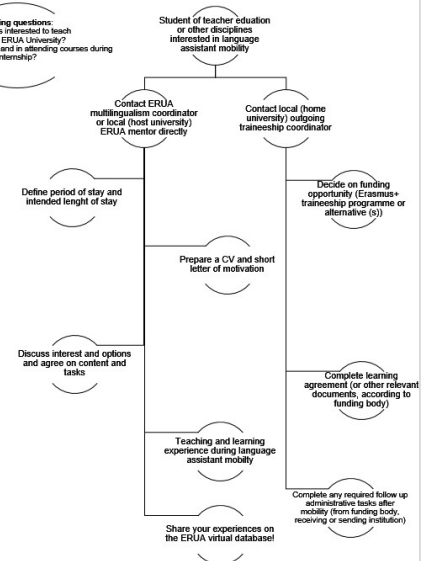
### Alternative programmes

Besides the two options above, the internship can be funded through additional or other grants, sponsorships, allowances, varying on the length of stay and amount of funding. Some options are listed below.

- Support by federal or regional governments, e.g. *Auslandsbüro* in Germany
- An option for all internationals for internships in France is the French national teaching assistant programme *TAPIF*
- Master students can do an internship in France as lecture of languages at French universities
- For German students the *PAD (Pädagogischer Austauschdienst)* programme offers opportunities to work as language assistant in France.
- Between France and Germany, the *DFW/OFAJ (Deutsch-Französische Jugendwerke/L'Office Franco-Allemand pour la Jeunesse)* offers scholarships, independently or in conjunction with the Erasmus+ traineeship mobility funding, also for a short-term stay (less than 2 months)



### Flow chart and alphabetical checklist for organising a language assistant mobility



**Accommodation:**

This has been identified as one of the key questions and concerns of students, since housing is a central social question, not only in European countries, and may affect locals equally as international incoming students, especially in regards to short term availabilities. Alternative models have therefore been taken into consideration and included in this concept to allow students to be included in existing University structures and opportunities. Information that is available for students from the individual institutions have been compiled in the context of the virtual database and is available for students through this platform.

**Funding opportunities:**

The Erasmus+ programme offers financial allowances for studying or traineeship experiences abroad. These can be combined along with other sponsorships provided by national, local, other multi- or bilateral funding bodies or applied for independently. Some funding programmes and weekly working hours might allow to earn extra money aside during the internship, others may not. Applying for national education loans might be an option in some cases. Some of the long term programs offer set remuneration in the form of a salary. Check models (on page 3) for a glance of the variety of funding options available and brief overview of conditions for a quick comparison.

**Insurance:**

Both parties, the student and the host institution will need to ensure that the intern has sufficient insurance cover. Some might be provided by the host University for most the student has to take care of: She/he needs health (foreign health), accident and liability insurance cover.

**Recognition:**

Students who would like to get the language assistant internship recognised towards their obligatory internship components or teaching experience within their study programme will need to check conditions carefully, since special rules might apply! In particular, in regards to teaching experience, which in some cases will need to be undertaken in the home country or at a particular school type. Internships abroad might only be acknowledged through officially accredited institutions (e.g. PAD or DAAD in Germany). Every successfully completed internship abroad will be academically recognised in the form of an additional entry in the transcript of records/Diploma supplement or equivalent document!

**Weekly working hours:**

Depending on type of funding. Close to full time with the Erasmus+ traineeship programme. Limited to a certain number of hours in the context of an Erasmus+ study mobility - except for semester break time. Varies between type of grants as does remuneration, see funding opportunities.

**Points of contact to help organizing the internship through your home University**

For further practical information about the organisation of a funded mobility, contact the Erasmus+ traineeship coordinators at your home university [up to date June 2023]:

UKON: Verena Ladegast, verena.ladegast@uni-konstanz.de  
 RUC: Elena Pianos ~~gundert@ruc.dk~~, epg@ruc.dk  
 NBU: Stefani ~~Kalidaramova~~, skaldaramova@nbu.bg  
 Paris 8: ~~Filomena Fazio~~, filomena.fazio@univ-paris8.fr  
 UAg8830: erasmus@aegean.gr

**Figure 7: Information for sending institutions (practical)**