

Annex 1

TELEPHONE SURVEY RESULTS 'EUROPE'

Project LACE
Languages and Cultures in Europe
for DG Education and Culture
March – May 2007

**Attention: To respect the authenticity of the LACE research,
all data has been retained in its original form.**

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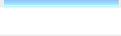
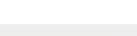
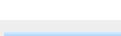
UNIVERSE: Language Teachers in Belgium, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Norway, Poland, Slovenia and UK-England

SAMPLE: 78 persons participated in the online survey (71 of them women, 7 men).

Teaching Level:

- 34 respondents teach at Primary Level (ISCED1)
- 54 respondents teach at Lower Secondary level (general)
- 21 respondents are teaching in Upper Secondary as well

Countries in which they work:

Belgium		10.1 %	8
Denmark		7.6 %	6
Finland		8.9 %	6
France		10.1 %	8
Germany		7.6 %	6
Greece		7.6 %	6
Hungary		7.6 %	6
Italy		7.6 %	6
Norway		7.6 %	6
Poland		8.9 %	7
Slovenia		7.6 %	6
UK		8.9 %	7

Teaching experience

6. How long have you been teaching foreign languages?		
	Response Percent	Response Count
less than 5 years	20.5 %	16
5 - 10 years	25.6 %	20
11 - 15 years	14.1 %	11
16-20 years	12.8 %	10
more than 20 years	26.9 %	21

Age range

- Born in 80s: 9 (of which 11 in *ISCED1*)
- Born in 70s: 18 (of which 13 in *ISCED1*)
- Born in 60s: 22 (of which 22 in *ISCED1*)
- Born in 50s: 26 (of which 11 in *ISCED1*)
- Born in 40s: 3 (of which 1 is *ISCED1*)

Languages taught:

	Response Percent	Response Count
English 	75.6 %	59
French 	20.5 %	16
German 	10.3 %	8
Russian 	1.3 %	1
Spanish 	6.4 %	5
Other 	16.7 %	13
	<i>answered question</i>	78

Question:

In your view, what does it take to communicate or interact successfully across cultures or with members of other cultures? If the respondent finds it hard to answer this question, you can probe with the following words: "knowledge", "skills", "values", "attitudes".

1.	Skills and attitudes. Almost all people can learn a foreign language. I think my aim is more than just teaching German as a language, I want my pupils to understand the other culture's point of view
2.	Wil om contacten te leggen. Respect voor de andere cultuur, gemeende interesse, geen arrogantie of betutteling. Openheid, zonder vooroordelen.
3.	Taalkennis, samenwerken, spelen en leren met elkaar (omgang met elkaar), verbondenheid met de Vlaamse gemeenschap/Gemeenschap. Actieve betrokkenheid.
4.	Taal, openheid van geest, bereidwilligheid, minimum aan taalgevoeligheid.
5.	Woordenschat, basisgramatica, notie van culturele gebruiken (bv. aanspreekvormen).
6.	Bezoeken , musea, gesprekken met mensen met andere culturele achtergrond.
7.	Knowledge of the culture. Find it difficult to answer.
8.	Knowledge of the target language culture. Open to the fact the gesture etc. can be very different in other countries.
9.	Courage, knowledge of attitude, Be aware that body language can send out strong signals. Need something to talk about, knowledge of the culture to understand the person you are talking to.
10.	I think attitudes and values are the most important factors for me.
11.	Awareness on differences and similarities as well.
12.	Knowing the cultures and the differences. Common language.
13.	I would say a positive attitude is for me the most important factor.
14.	A mixture of all four, knowledge in particular, and how to adapt to other cultures, customs, ways of thinking, anything that is connected to another culture.
15.	Für mich als Lehrerin ist es wichtig, dass ich genug weiss! Die Annäherung an die Sprache ist wichtig, die Fertigkeit, die Lernmittel, dass wir Komputers brauchen um uns mit Anderen auszutauschen, dass die Kinder SMS schicken können und deshalb Handys haben, aber als Lehrerin ist mir das Wissen das wichtigste!
16.	Le plus important pour moi, c'est l'ouverture d'esprit. Je connais un système mais je me rends compte qu'il y a plusieurs systèmes et ils s'équivalent tous. Apprendre à relativiser les choses, avoir les outils pour apprendre autre chose (eg deuxième langue, comment l'écrire). Une flexibilité d'esprit, je peux toujours repartir, me former, je ne vais pas nécessairement reproduire ce que mes parents font. L'apprentissage est permanent.
17.	To me intercultural competence is the ability of real communication with other people so that we can develop intercultural understanding. We have to learn that people are different, in their perceptions, acting, feelings, like nature is different. We have to understand history, the language... and this understanding eliminates prejudice and maybe fear and frees people. If we understand that we are all human beings, though different, we will understand that all people need love, have aspirations and needs. I do not believe that we should only believe in one religion or one belief, but have respect and understanding for other cultures.
18.	Basically linguistic knowledge. Basic knowledge of lifestyles, everyday subjects, everyday life, education. Depends on the circumstances, that they meet other people, the topics that are talked about.
19.	Attitude is the first one for me; maybe knowledge is the last one. Values are very important also.
20.	For me knowledge is the main one, skills and attitudes also - but you have to know the cultural differences and have a positive attitude towards them. You also need to have the skills to communicate them and the cultural differences in a positive attitude to the children.
21.	I think the most important point for me is attitude, personal interaction, and to create a positive attitude

with the students towards a different language.

22. The attitude is very important. You need to be open-minded and aware that you are part of a larger multicultural system. You need to accept other cultures, be willing to tolerate and learn, be willing to teach your own culture. You also need to speak and learn different languages, to interpret other culture, food, habits can change >>> you adopt some other cultures' habits.
23. Sharing a common language is naturally an advantage if two people of different cultures meet. In addition to verbal communication, it would be very good to be aware of different non-verbal signals that are sometimes specific to a certain culture. It is very important the knowledge about the language (e.g. pronunciation, structures, vocabulary) that is practised in relation to other people. That way the psychological and social skills are taken into account, too. In addition, the more one knows about a culture (both one's own and other cultures), the easier it is to understand the communicational situation. An example that has been widely used in the Finnish context is the silence and how we Finns feel about that compared to some other cultures. In the end, interaction can be successful if people have the willingness to understand each other and the ability to respect other people.
24. All four are of prime importance. Knowledge of the culture of a language, the right communication skills and a positive attitude.
25. [Currently teaching at higher secondary level, but relays her experience at lower secondary level.] The most important thing is to have good contacts, personal contacts, knowing somebody, not just on the intellectual level, personal touch. That's a problem we usually have. With students it's more important that they see it's in their real life. Meetings are important; computers can't replace the contact, even though computers help. Results are less good. Purpose is to make permanent contacts, friends and learning things.
26. Cultural knowledge, intercultural contact... a skill that is part of the social skills, to be able to be in contact with other cultures, European citizenship. Knowledge of daily life and routines.
27. Language, culture, skills, interpersonal skills ability to get along with people, openness and positive attitude is very important,
28. Of course you need, to start with, to be given the means of language teaching in Finland. It should be more important than it is today. The number of lessons nowadays only 2-3 hours a week! Nowadays, the emphasis is on science and mathematics, it was much better 10 years ago. The emphasis has changed. For teaching languages properly you need knowledge on a lot of different issues, different religions, history. Young people are still having a lot of prejudices, particularly the 13-15 year olds. And it is because they have no knowledge! The important task of a language teacher is to arouse interest and to create positive attitudes towards language learning and to other cultures.
29. Tolerance. mutual understanding that there will be cultural differences, like habits, everyday life and traditions in advance before communication.
30. Language knowledge, patience, willingness to communicate.
31. I think that knowledge and attitude towards another language are the most important. Because, if you are not open minded enough, you can't interact with the other culture.
32. It is very important to create a normal attitude towards culture with the children. I don't like when they say 'he is black'. They have to respect other cultures; so I am using various materials, songs, quizzes, and games. I think it is important to raise their awareness to other cultures and they like these activities. I take them also to other countries on school trips; to France, Belgium and the UK.
33. No basic knowledge is needed for a successful basic verbal communication.
34. Common language. Understanding the physical attitudes and behaviours. General knowledge of the other culture. Knowing some strategies for what to do if the verbal communication fails.
35. Bcp de changement en 25 ans. Les bases de valeur et au niveau de la culture ne sont pas apprises avant d'arriver dans le secondaire. Au niveau du savoir culturel non plus. Nous ne sommes pas du tout guidés.
36. Willingness to express oneself, ability to oversee potetniel problems with linguistic competence.
37. Beaucoup de volonté, des manuels attrayants, de la structure: avoir des drills de vocabulaire, de grammaire (même si le programme ne le veut plus, cela leur apporte une confiance, les rassure et donc ils sont plus ouverts). En 4ème, ils étaient bloqués en grammaire >> ils n'ont plus ce problème depuis qu'ils ont des exercices qui drillent leur connaissance. Il faut noter que j'ai donné cours en enseignement secondaire inférieur (1-2-3) jusque l'année passée et que mes réponses sont basées sur cette expérience, sinon je précise qu'il s'agit de la 4ème (secondaire supérieur).
38. 1. Für mich sind wichtig: Sprachkenntnisse und Wortschatz, und an 2. Stelle die alltägliche Kommunikation, das Verhalten in Alltagssituationen und Begegnungen mit den Menschen im Land. Als

	weitere Fähigkeit würde ich das Textverständnis im Bezug auf Bücher und Internet Dokumente nennen.
39.	Common language. Profound knowledge of other cultures.
40.	Ouverts d'esprit, accepter les différences des autres pays, tolerance.
41.	For me all categories are important, because you need skills and also you have to know the language well in order to be able communicate, but you also need to know the culture of the country
42.	Moi, j'essaie de les laisser passer dans l'autre monde, mes enfants font des jeux de rôles. Il faut combattre l'incompréhension, créer des situations spontanées, parfois les introduire à un langage nouveau. Pour moi, c'est surtout la sensibilisation envers les problèmes, et la communication avec l'autre, et aussi, bien sûr, la connaissance.
43.	Zuerst einmal die Sprache kennen, Offenheit, zusammen mit Toleranz, vielleicht auch Erfahrung, dass ich auch schon in anderen Ländern war und diese Länder besucht habe.
44.	Everything, but most important for me are the communication, skills in the sense of understanding the grammar, in the sense of being able to speak and to express yourself. But really all four items are important, but without the grammar and proper speaking we can't do anything right.
45.	Understand language and its context.
46.	Ich denke Kenntnisse über die andere Kultur, Offenheit bei einem selber, das scheint mir das wichtigste.
47.	Actually I think the most important for me are skills to communicate and to avoid misunderstandings. To understand the other person, to be aware that it is not only a different language but that the other person comes from a different culture. To respect the person in its difference.
48.	Tolerance, open towards other customs, see others like equals, openness.
49.	Common language, open-minded, open in respect to differences, respect the other point of view, respect of the other cultures.
50.	Le plus important est d'avoir une langue commune pour que l'on soit à l'aise, le reste suit. Il faut le respect des différences, apprendre à se connaître.
51.	Knowledge on the other cultural differences like behavioural attitudes Knowledge of the history of the other country.
52.	Common language. Knowledge on the other cultures codes and behavioural attitudes Knowledge on other cultures and societies
53.	Attitudes is my first priority, then it is a question of knowledge, skills is too wide a definition to be exact and then I put values together with attitudes.
54.	I think most important is attitude, then knowledge and skills, and last values. Attitudes, because if we are from different surroundings we should understand and spot the way they communicate, knowledge is connected to this one. You have to have a lot of knowledge, if you are very skilful, you will find the right way to point out the values, if you do that too much, and you don't know enough about their own values, then maybe you make serious mistakes.
55.	Common language. Openness and curiosity. Knowledge on own and other cultures and societies. Helps if they know what they want communicated about.
56.	Courage to speak a foreign language. Eagerness to learn. Interest for other people. Empathy.
57.	I suppose what we need is a wide knowledge of France and other francophone countries. It is helpful for students from other cultures in our class, who are not from Britain, to make comparisons, for students from Africa e.g. it is useful to them to compare with the francophone African situation. Also Openness to cultures is important, it is even vital to all our young people nowadays, languages feed into citizenship, which boosts intercultural understanding. Also just the enjoyment that children get from learning about other cultures and celebrating the special occasions of such countries, e.g. the big festivals. We make sure that the students learn about Christmas, Easter and other traditions, local customs, etc.,
58.	Das Bedarf einer Vielzahl von Fähigkeiten und Kenntnissen, man muss die Vokabeln kennen, man muss Landeskundliche Kenntnisse haben, man muss wissen, wie man sich Adressgerecht ausdrückt, d.h. je nach Situation wissen, wen man wie ansprechen sollte, man muss über die Normen einer Gesellschaft Bescheid wissen, Einschätzen können wer der Andere sein könnte/ist.
59.	There needs to be a basic level of common language (because communication can be done electronically or on the phone, etc), both parties have to have a basic understanding of the foreign language and also the desire and the enthusiasm to communicate and interact with another culture. I think it is important that you are very open and try to understand the differences of other cultures.
60.	Geographical knowledge. Respect and awareness of other cultures.

61.	What I am aiming at is to change attitudes and I do it through knowledge. The children in my class are all foreigners, except one. As I am working in the suburbs 'zep' - 'zone d'éducation prioritaire' - which means poor neighbours with lots of foreigners and lots of social accommodation.
62.	Knowledge of rules and values in the foreign culture. Common language.
63.	Knowledge of lifestyle, culture, religion and countries.
64.	I think you need a strong desire to communicate so that you can overcome the problems of communication, also knowledge of the country helps enormously to instill the enthusiasm in the pupils.
65.	If I put it very simply, to understand each other's purposes and opinions and accepting the differences. Putting forward your own opinions, purposes so that the other person can understand and accept them.
66.	Common language. Knowledge of the attitudes and behavioural required for interacting in a certain context.
67.	It takes understanding of their culture and respect of their culture, even if we don't share the same values and cultures, it is really that we have an awareness.
68.	Nach meiner persönlichen Meinung vor allem Begeisterung, Identifizierung mit der Sprache, mit dem Land und der Kultur. Dann folgen Neugier, Toleranz, die persönliche Einstellung des Lehrers ist ausschlaggebend. Wie sieht sie/er andere Länder. Man muss seine eigene Begeisterung für das Land vermitteln können. Wenn ich z.B. über die Englischen Christmas Crackers erzähle, eigene Erfahrungen einbringen kann, dann ruft das bei den Kindern ähnliche Gefühle hervor. Für Halloweens z.B., das war bei uns ja gar nicht so bekannt. Wir haben selbst gebastelt, Lieder gesungen, usw. Es ist das TUN was den Unterschied macht um bei den Kinder wirkliches Interesse zu wecken.
69.	Je dirais qu'il faut avoir la capacité d'ouverture vers les autres, capacité et envie d'aller vers les autres, être curieux.
70.	I think the most important part is to make students comfortable, not just concentrate on grammar, they do not want to talk freely, they fear foreigners because they are different, so I have to teach cultures and habits of other cultures and try to avoid stereotypes.
71.	All of them - mon sujet personnel d'interrogation de cette année c'est l'éducation vers l'interculturelle, comment l'appliquer dans le cours de langues et en lien avec les autres matières - je suis en formation universitaire, il manque une dimension de formation au niveau de l'interculturel et ceci je trouve, pour le moment, uniquement dans les cours de français comme "langue étrangère".
72.	Knowledge, skills, values, attitudes, one is not enough, it is a little bit of everything, we have to cover many areas, one such item is not enough.
73.	I think the context is important, the awareness of the culture and the context, and then interpretation of the culture, the target culture as much as your own culture.
74.	Open-mindedness. When I lived in foreign countries I got used to dealing with people of other cultures, not to be judgemental, not to be prejudiced, to be curious about other ways of living.
75.	First of all to respect the personality of the other and to respect their diversity, teacher should transmit this to the children, because sometimes they have prejudices from their home environment.
76.	Basically 3 things: knowledge of the culture, social, geographical and others; language skills; emotional disposition to be able to deal with soft skills, curiosity, open-mindedness, tolerance.
77.	Understanding the other person, either through words or gesture, body language, it is not just linguistics, it is knowledge written or oral, knowing about the country; identity, you have to know yourself enough to be able to see in which situation the other one is; children talking to children, fighting for their own identity, they dare to speak when they see similarities.
78.	Speaking abilities - how much they are exposed by Internet - books - the teacher - the Internet - ability to speak - exposed to projects - Comenius EURIDYCE - trips - family context - authentic literature ability to read original magazines.

Question:

Who or what sets the objectives for teaching foreign languages? Where do you find your objectives for teaching foreign languages? E.g. Curricula (national or regional, compulsory or not), School guidelines, Yourself, ...

1. The national curricula is compulsory. We have compulsory guidelines, but as I teacher I can decide what I want to do.
2. Leerplannen, handboeken en de combinatie daarvan.
3. Vastgelegd in leerplan, voornamelijk communicatie, leesvaardigheid. Begrijpen van teksten.
4. Leerplan, cursus, eigen interesses en bezorgdheden (van zowel leerkrachten en leerlingen).
5. Eindtermen, maar meeste scholen stellen hun doelstellingen hoger. Afhankelijk van methodes, handboeken, overleg tussen collega's onderling (bv. bij parallelklassen).
6. Eindtermen.
7. National curricula. Sets local objectives together with other teachers.
8. Follows the national curricula. But the school is open for teachers' own objectives
9. National curricula, compulsory objectives. make plans for the pupils, with own objectives, set up new objectives every 2 weeks. Discuss objectives with colleagues, make midway plans within the annual plan. European language portfolio and Comenius, use it for inspiration,
10. Yes, we have a NC. Spanish is included as a foreign language, but in primary it is a free choice by the parents. In secondary, languages are obligatory, but parents can choose between English, French, German and Spanish. Learning Spanish is considered very fashionable today, it is 'a new language' (since about 2 years or so it has become very popular!). Because of that, there is not much material available to me. Of course, I have books, but I have to do a lot on my own, it is left to me and my initiative to find the right materials.
11. National curricula. The textbooks that are based on NC.
12. National curricula. Textbooks that fit the NC.
13. We start from the National Guidelines, Key Stage 3 Strategy. It will be a list of linguistic competences. From there the school, and us, we design a scheme of work, and then we have regular assessments. We plan lesson objectives to be in line with the scheme of work and also with the future assessment objectives.
14. We have a curriculum and we are asked to follow it, but they say that we can adapt it around 20-30% and change it to our needs.
15. Wir haben eine NC, die ist Vorschrift. Wir müssen machen was im NC steht, wir können es aber ein wenig "färben", wir sprechen aber auch über die Kultur, Geschichte, Musik, Lebensweise, normalerweise alles was mit dem allgemeinen Leben und der Lebenskultur zu tun hat.
16. Dans le programme de langues (la communication >> acquérir des outils et des techniques). Le programme est établi au national, plus un programme de l'enseignement catholique (thèmes de base repris dans les livres) >>> Je comprends et je communique à l'oral et à l'écrit.
17. There is a NC, however in teaching English we are free to select our own course books. We can approach a publisher with a list of accredited books and then we can select our own material, bearing in mind the level of students we have. BUT, in State Schools we only have 2 hours of English, and in reality only 1½. It is of major importance for young people to have more courses, what we have now is too limited and not enough to give them a real chance in later life, the time is restricted by the NC, it has to be revised to give us more time for teaching.
18. Ministry of Education in education in cooperation with the pedagogical institute of Greece.
19. The National Curricula is the basis, it is compulsory. We have our own school guidelines but they are based on the NC. Otherwise we are quite free to add our own guidelines to what we want to teach.
20. We have a national curriculum and also school guidelines and, yes, it is compulsory.
21. We have a national curriculum from the Ministry of Education but it is not that strict. We are able to add supplementary materials and we have a lot of freedom.
22. It mostly depends on how the schools interpret it. Our school is very active in integrating intercultural objectives in its language teaching and elsewhere, eg organise a cultural week every year (currently

	Japanese week).
23.	The national framework curriculum sets objectives for all teaching in Finland - at least on a general level. That is something that I have to take into account when planning courses and evaluating students. On the basis of the national curriculum, we have set slightly more accurate objectives for our school. Finally, the practice is up to me, as long as I will not work against the national or the school curriculum. I find it a very good system: getting some general outlines for my work but also getting a lot of freedom in terms of choosing teaching methods, for example.
24.	We have national guidelines, a framework. Secondly, within the school, as a department, we choose the objectives. For my own classes I obviously fine-tune the objectives.
25.	It is sets in general terms in the national curriculum. You have to translate them to your school environment.
26.	Mainly in the European framework and the national curriculum. School guidelines in particular regarding intercultural education. Together too with colleagues during the year when receiving children from other countries.
27.	National Board of Education gives the framework of teaching, but it is not as a syllabus. Also textbook gives a sort of framework.
28.	We have a national curriculum and 90% is set by the law. About 10% is up to the region or school to decide on. Some schools specialise in visual arts, physical education, drama. But when only 10 % is free, there is a lot of competition. Each level can decide several options (hours) per week, lower secondary has 5 only. The competition includes also 3 optional languages, French, German, Russian. English is compulsory.
29.	Curricula, which also decides the specific books to use.
30.	National curricula to be followed. Can choose materials freely.
31.	We have a national curricula, yes, but I also have school guidelines. But because my school is so small and attended by students from a small town, all the children come from a very low social class, farmers, shepherds, very poor people. The children have not enough time to study at all at home, even Italian is a foreign language to them as they speak the local dialect. And when you are teaching English in those circumstances it becomes very complex. I have to find different ways of teaching, because the children have no stimulation to study because they have no interest or support from their families.
32.	Curricular is compulsory, but only half. I got a little freedom, the school also has guidelines, but mostly I decide to teach what I want and how. We have to reach certain standards and objectives, but how we do that it is my choice.
33.	National curricula.
34.	Communauté française. Auparavant on était beaucoup plus libre. On privilégie le savoir-parler. Au niveau de la culture même il est bien spécifié qu'on ne peut plus faire. Dans les 14 thèmes de la vie courante, oui au travers des compétences (écouter, dire, parler, écrire). Pas de littérature.
35.	The national curricula and the textbooks.
36.	National framework. Within this each municipality develops local objectives, from out of which each school can make its own objectives.
37.	La Communauté française établit les objectifs. L'école a décidé d'un manuel adapté (attrayant). Si pas de manuel, alors l'enseignant décide.
38.	In der regionalen Curricula, das wir selber überarbeiten, insofern, dass wir das an unser Lehrwerk anpassen. Wir suchen uns die Dinge heraus, die wir für besonders wichtig halten, in gemeinsamer Absprache in der Schule durch eine interne Fachkonferenz. Wir haben auch unser eigenes schulinternes Curriculum, das sich an dem der Bezirksregierung orientiert.
39.	Use the objectives set in the National Curricula. Chose then the materials freely.
40.	Education nationale.
41.	The curricula is very important and it is compulsory, so the teaching has to follow this. But the role of the teacher is important, as he/she has a certain liberty how to teach, but we have to respect guidelines.
42.	C'est un peu de tout. Je me base sur les programmes européennes, les directions générales du ministère de l'école nationale, mais à la fin, c'est l'enseignant qui peut décider. Nous avons une certaine liberté de décision, mais moi, personnellement, je suis le cadre européen.
43.	Bei uns ist es das Curriculum des Landes Baden-Württemberg, dann der europäische Referenzrahmen, der steht darüber. Er gilt für das gesamte Sprachenlernen, für alle Sprachen, für alle Stufen, damit man weiss, an was man sich halten muss. Was ins Detail geht ist der Bildungsplan vom Land B-W, der wird auch Bildungsstandard genannt. Der beschreibt was die Schüler am Ende der Klasse 2 und am Ende der Klasse 4 erreicht haben müssen.
44.	We absolutely follow the national curricula, but we can add necessary details. I can bring in material on any

	important festivals, we can do some practical examples of traditions, we can choose to add some personal details, f.e. English history and geography.
45.	National Curricula in general, can sometimes self chose the objectives and sometimes the headmaster is involved too.
46.	Inhalte sind vorgeschrieben vom Kultusministerium, das ist Ländersache, die Inhalte und Themenfelder sind zwar vorgeschrieben aber wie ich das übermittle, das kann ich selbst entscheiden, da habe ich relativ viel Spielraum.
47.	There are guidelines, national ones, which require minimum goals that students have to achieve. But inside the general guidelines we have quite a lot freedom to make our own judgements on how to teach and to decide on how to apply these guidelines. I need to bring in my own materials to do this.
48.	National curricula are to be followed.
49.	National curricular age 6-10. Gives main objectives regarding skills to be learned.
50.	Les objectifs sont établis au niveau national, il faut les suivre.
51.	National Curricula.
52.	Use the objectives set in the National Curricula.
53.	All of them exist. We got a national curricula, but these days this is coordinated with the EU programme 'cadre commun européen des langues', the main direction of which is that they want all young Europeans to be able to communicate with other young Europeans in other countries. The main purpose is not anymore an 'absolute authenticity' but that the children become more functional in the language, what I mean is that the emphasis is now on speaking and not on theoretical knowledge any longer.
54.	There is a national level, general set objectives, they are compulsory, but we have limited freedom how far we want to go. Teaching languages is a tricky thing, in a certain situation you have written things from the past which are not relevant any more today, so we can use other examples.
55.	The Ministry of Education sets the general objectives on an overall level. Sets own objectives according to the pupils' abilities.
56.	The Ministry of Education sets the general objectives on an overall level. Local curricula sets the more specific objectives. Myself together with the pupils and sometimes also the parents.
57.	Within language teaching it is a compulsory subject, at Key Stage 3, of the national curricula. This concerns pupils year 7-9, age group 11-14. The objectives are set by the national curricula. There is a key stage framework, modern languages is one of the foundation subjects. At the present time the key stage curriculum is being revised.
58.	Es gibt auf jeden Fall vorgeschriebene Richtlinien. In unserem Fall, für das Land NRW, das ist in Deutschland Ländersache. Die Richtlinien schreiben vor, dass wir interkulturelles Lernen vermitteln sollen und auch interkulturelle Handlungsfähigkeiten.
59.	At the moment it is a national framework, it is not compulsory until 2010, but the government has given a national framework with recommended guidelines. We have lots of liberty though on HOW to teach a foreign language. You have 5 strands, literacy, oracy, intercultural understanding, knowledge about language learning, and one more which I do not remember at the moment....
60.	Have curricula and syllabus for each grade. But teach differentiated according to the level of the pupils. Free to chose approach.
61.	National guidelines give the guidelines with respect to teaching languages. They define which languages should be taught and which items.
62.	From the national curricula, from the school directory, the material in use, from the pupils capacity in English.
63.	The teaching and course book, common sense and own experience.
64.	We follow the primary MFL (Modern Foreign Languages) which comes from the government (as of 2008). We have already started. It does give us some freedom though, but you have to look at speaking, listening, reading and writing. We are very much encouraged to put in knowledge about language, to teach the connections between languages, we also have to make sure that we teach something about the country.
65.	All of it.
66.	The Ministry of Education sets the general objectives on an overall level. Local curricula sets the more specific objectives.
67.	Framework Keystage 2 of the national curricula, a new document for teaching languages. This is where we get all our objectives from.
68.	Das Kultusministerium, Kulturhoheit der einzelnen Länder, die Lehrinhalte werden vom Regierungspräsidium vorgegeben.

69.	Nous avons les programmes nationaux obligatoires, dont on suit les objectifs.
70.	National curricula, but it is not very strict, they give us minimum levels for some years, our teachers work in a team and we can make design projects together, we create weekly plans on subjects.
71.	On applique les instructions, on a une référence au cadre commun de langues, mais depuis cette année seulement.
72.	National curriculum, it tells us what we have to do, but then it is up to us which course books we use. But there is very little about intercultural teaching.
73.	it is a mixture of all the above, plus the learners' needs and their motivation and interest.
74.	National curriculum, we do not have books or methods from the MINISTRY, we have to find things ourselves, depending on money available we can buy books, but so far it did not happen, but we have free access to photocopying, CDs.
75.	National curriculum, determined by the Ministry of Education, the general objectives set, they assign a pedagogical institute to write the curriculum for the umbrella guidelines, they write specific objectives for English and foreign languages, experts write the books and the syllabus to be taught.
76.	Frame is set by the authorities, regional curriculum, in this case Baden-Württemberg. In lower secondary it is set by the text books complemented by personal preferences and my personal experience in travelling in English speaking countries. My personal ethics as a teacher, meaning that I have to be aware that most of our students of today will work in an intercultural environment in later life.
77.	Myself, based on two things: the European Framework and the French curriculum. But at the moment I have a lot of work to do, because I am not sure if the French curriculum suits the European Framework. I have to check! I decided to do my lessons on 4 main skills: oral understanding, speaking, being able to find similarities through writing, writing by themselves after having read something - they need to be guided if not they will refuse to write.
78.	Ministry of Education, final decision is with the teacher - he/she can decide following the European Framework.

Do These objectives include teaching Intercultural Competence?

YES: 84.6% (66)

NO: 15.4% (12)

Question:

Please give examples of objectives in the teaching of intercultural competence included in your curricula.

1. At the end of the 3rd year my objective is that the acquired knowledge in German corresponds to A2 level.
2. Franse les: niet enkel frankrijk of wallonie, maar ook andere franssprekende gebieden (noord-afrika, tahiti).
3. Focus on art, films, history, paintings, literature, music through which IC aspects can be drawn.
4. Stress issues like tolerance towards other cultures. Focus on understanding phrases used in everyday life.
5. Learn about dialects, awareness of differences in origin, behaviour and school system.
6. Norway takes learning foreign languages very seriously. They want to speak different languages so as to be able to communicate with the world. But for Spanish, there is not much available, no real guidelines yet.
7. In the textbook there are topics on festivals, holidays, examples of English behaviour and attitudes.
8. Lessons about getting to know other cultures - spot on cultures.
9. We are looking at the daily life of a 12 year old in France, comparing that to what a pupil in the UK does, comparing the lifestyles, their schoolday, the different time tables, different priorities. We even did that with a school in Ghana, we looked at a typical schoolday of an African child and then compared the differences to a schoolday in the UK.
10. Wir sollen und haben z.B. mit Schülern in F, D, oder in anderen Ländern/Sprachen emails geschickt. Wir sollen Texte lesen, Musik hören, Werbeposter lesen, Jugendmagazine, usw. Darüberhinaus sollen alle Lehrmittel, die in Norwegen erstellt werden, diese Kompetenzen enthalten. Es ist eigentlich gut, was im NC steht, aber das Problem sind eigentlich die Lehrkräfte! Es gibt sehr viele unqualifizierte Lehrer, die ausserdem unmotiviert sind, deshalb bin ich heute zurück in der Grundschule, um Lehrer weiterzubilden und zu motivieren. Es gibt heute im Lehrplan zu viele Konkurrenz zu anderen Sprachen. Deutsch und deutsche Grammatik ist schwierig und Jugendliche ziehen sogenannte "einfachere Sprachen" vor, wie English oder Spanisch.
11. Oui, dans le sens où la communication implique des éléments interculturels. Les manuels aussi jouent sur ces aspects. En Belgique, on salue de cette manière, en Angleterre, d'une autre manière.
12. I say yes, but it is a very small proportion! I think in the NC it says something like "to make children learn about our other cultures and to recognise the differences"...
13. When I am teaching school subjects and I talk about school systems in the UK and France, I explain that in the UK it is obligatory to wear school uniforms, not in France. I explain the difference in timetables, the length of the schoolday. It is longer in France. Also the difference in going to school on a Wednesday afternoon and/or Saturday morning. In some schools they have sports activities on a Wednesday, we do not. The difference between UK A-levels and the French "baccalaureat", I talk about school meals in France and in the UK. In France they are much nicer and cheaper!
14. I think EVERYTHING aims at intercultural competence, but there are specific clauses in the national curriculum, for example, which say it quite nicely: - Cultural identity etc. --> this theme is to be dealt with in ALL teaching and it aims at helping students to develop their skills in cross-cultural interaction. - Communication skills etc. --> this theme is to be dealt with in ALL teaching and it aims at helping students to develop their interaction skills. - The starting point of foreign language teaching is that language is a communication tool. Thus, the students are given chances to practise their communication skills in foreign languages and help them get used to the fact that they USE the knowledge they have. - They also say (esp. on upper secondary level) that foreign language learning is not only about linguistic skills, it is also about cultural skills.
15. Well, I have to explain that in the lower secondary we have the equivalent of one hour where we can deal with 'culture'! Therefore we can only deal with key issues, like the fall of the Berlin Wall or the French Revolution. But we try also to talk about modern Germany and modern France...
16. It's mentioned but there are no real instructions. The instructions should be given at District level. We shouldn't rely too much on national curriculum, only for the general directions.
17. Promoting the learning of foreign language as an expression of culture as well as communication. Promoting understanding of the pupil's own culture by reflexion through similarities and differences. To learn a foreign language in a holistic way by involving other subjects. Getting to know aspects to everyday life related to the life and interest of the children. To promote a positive and tolerant attitude towards other cultures.

18.	Objectives in NC say that pupils should be enabled to communicate with people from other languages according to the norms, customs of the target country.
19.	Yes, a little bit, enough for Slovenia, I wonder?? Just about music, literature, a bit of geography, but not in lower primary, much more in upper primary level.
20.	The curricula says in general terms that the teachers have to promote the pupils' tolerance and understanding of the English culture.
21.	Have to teach about other cultures, their habits, traditions, religion etc.
22.	I have had a boy at school from Morocco, and we carried out comparative lessons. We chose a subject with different points of view, f.e; Italy versus the UK, or Morocco versus Italy, and Italy versus Morocco, and so on.
23.	For example, in lower classes I teach about festivals and traditions using rhymes and songs, and in the other classes also history of the country, everyday life and a little bit of geography, famous people, landmarks, etc.
24.	The pupils should be able to communicate in any kind of situation and to find information in any kind of media.
25.	According to the national curricula, the pupils should be provided training in IC, but there is no specific definition for the content of the IC. It is up to the teacher to define the criteria's of IC.
26.	Ability to introduce people to their own environment, and to find and get information about environment elsewhere.
27.	z.B Rollenspiele, das Verfassen von Texten, in eigenständiger Arbeit, in Projektarbeit, z.B; das Erstellen von Informationstafeln (Postern), z.B. über Landeskunde. Das erfolgt in Gruppen und Partnerarbeit, verbunden mit dem Üben von Dialogen.
28.	The textbooks chosen cover various aspects of the culture in English-speaking countries.
29.	Ajoute récente. Les habitudes de vie, les fêtes, les grandes dates célébrées au cours d'une année, les différentes traditions, quelques grandes dates historiques, quelques notions géographiques.
30.	It is very general, in my curricula it says "learning and teaching of English-speaking countries", f.e. celebrations, like Halloween, St Valentine's Day. Also teaching about friendships and how to be tolerant.
31.	Un sujet, p.e. c'est que nous traitons les alimentations diverses en Europe, l'italienne comparée à la cuisine française. Nous montons une carte de l'Europe et on analyse les différences, on fait des jeux de rôle. Je les fais jouer au "resto européen", ils mangent tous des repas différents et ils comparent. Nous avons beaucoup de gens de l'est dans la classe et on travaille sur les différents alphabètes, les prononciations différentes, etc.
32.	Es gibt eine Gliederung: Allgemeine Kompetenz, unter der gibt es 3 Aspekte, 1) Weltwissen, 2) Sozio-kulturelles Wissen, 3) Interkulturelle Kompetenz.
33.	F.e. all traditional festivals in English-speaking countries. I always do talk about these with my pupils. How you prepare and live Xmas in the UK or US and what are the differences to the traditions in Slovenia.
34.	National holidays to compare differences in holidays and traditions.
35.	Die Kinder sollen in anderen Kulturen die Traditionen kennenlernen, z.B. Weihnachten, Thanksgiving, Halloween, Ostern und in weiteren Schuljahren Verkehrsmittel, Leben in London, wie die Schulen sind, wie das alltägliche Leben aussieht, etc.
36.	A very general one is: 'how to orient the student in the geography of the language taught', to understand the geography and the various regions and the most important differences in the country. Also to understand that f.e. Spanish spoken in Chile is actually Spanish, but that there are important differences in pronunciation.
37.	Traditions in the English-speaking countries.
38.	Knowing some aspects of the cultures of target culture. Ex. everyday life, food, songs, school life, geography, festivals.
39.	Oui et non, parce qu'il y a des cours de civilisation prévus. Toutefois, le thème est secondaire. On est jugé sur la connaissance de la langue (grammaire, vocabulaire), pas sur notre compréhension de la civilisation.
40.	According to the National Curricula English teaching should provide the pupils knowledge of British and American institutions, culture, everyday life, etc
41.	According to the national curricula there should be focus on culture and society in English-speaking countries. Hence the intercultural competence becomes an implicit part of the chosen subjects
42.	I was recently in a working session where we had our school inspectors present, and we talked about the cultural part of the text in our programme which is more based on practical issues. The schoolbooks are not yet on the same level as the new objectives and the inspectors want us to get away from stereotypes.

- Now we can do other things than before, i.e. I can show them movies, materials from the Internet. Not any longer things like skyscrapers or typical landmarks in the UK and the USA, the official programme allows us NOW to show f.e. the native Americans' point of view on Christopher Columbus, which I would not have been allowed to do some years ago. Now I can concentrate on oral English, not just literary English. Before we had dialogues which were very bland...
43. We have our course books and the materials we use, the objectives are very visible in the book, the kids understand that each nation has its own way of expressing itself, this is pointed out and we compare our culture with other cultures, we give them as many explanations as possible.
 44. According to the national curricula, the pupils should obtain a profound knowledge on English-speaking countries' society and culture.
 45. According to the national curricula the pupils should meet people with another cultural background. They should also be taught in different societies and cultures.
 46. I do not have the documents with me, but I can tell you from memory: it's linking what is studied to the life in the French-speaking country, examples would be customs, food, holidays and celebrations, and a certain amount of geography and the understanding of the different regions in France.
 47. Obwohl, das ist alles sehr theoretisch, z.B spricht man von: Vertrautes im Fremden entdecken, im Fremden das Gemeinsame entdecken, mit eigenen Augen sehen, sich selbst mit den Augen anderer sehen, im Umgang mit Medien und Menschen, andere Orte, Zeiten und Wirklichkeiten kennenlernen. Man soll auch seine eigenen Mitteilungen daraufhin überprüfen, ob sie für Menschen, die in anderen sozio-kulturellen Kontexten leben, erklärungsbedürftig sind.
 48. To have contacts with native speakers, to have access to foreign language resources, to have an opportunity to correspond with children from other countries, to learn about the geography and places of interest, there are a lot of objectives given to improve intercultural understanding.
 49. Every textbook for each grade has various kinds of cultural subjects.
 50. The English book in use is on an English family travelling through Europe and through their experiences differences in culture come to show.
 51. Emphasis on successful communication with foreigners. Knowledge of the countries and cultures. Ability to communicate, understand and interact in another language.
 52. Teaching about Christmas, for example, we would also show some food, like cakes and sweets, we would teach them traditional carols. We also use videos, showing German school children in German schools.
 53. I think one is teaching interpersonal skills, teaching a certain knowledge about each other's culture, a third one could be accepting the differences.
 54. The curriculum includes three main areas which include intercultural competence: 1. Communications skills, meaning the knowledge of the foreign language; 2. Language and use of language, knowing specific expressions used in certain contexts; 3. Culture and society, including comparison between one's culture and society and the one of the target language.
 55. I am trying to make the children aware of the country, geography, towns, mountain ranges, how to travel through the country, examine how to get there, products you would associate with the country, landmarks such as the Eiffel tower, capital city, the weather, look at all countries where French is spoken, look at social conventions.
 56. Ja, ABER! ... und ich muss das erklären. In den Lehrbüchern werden theoretische Kenntnisse vermittelt, der Schwerpunkt liegt auf den Kenntnissen, nicht auf der Kommunikation; wie verhalte ich mich in England oder Frankreich, der Schwerpunkt liegt auf den Sprachkenntnissen und dass man sich verständig machen kann. Zwischen Kenntnis und Kompetenz besteht ein Unterschied, die Kenntnis vermittelt wie verhalte ich mich politisch korrekt, ABER wie "gehe ich um mit den verschiedenen Kulturen um", das greift noch zu kurz.
 57. il y en a, mais ils sont très réduits, peu nombreux, la plupart en relation avec des fêtes, Pâques, Noël, etc, aussi les habitudes des enfants de l'autre pays et c'est à peu près tout.
 58. Teach them about traditions like Christmas, etc.
 59. Mais quand on lit le chapitre 5 on nous donne un catalogue de thèmes, mais pas une instruction claire, on nous dit on DOIT l'inclure mais sans indication précise et très claire comment le faire.
 60. Very little material available in the curricula, but if I want to talk about the UK, Canada, I can. If a teacher wants to go beyond the guidelines he/she can do that.
 61. The curriculum includes topics which cover diverse areas of life, such as culture areas like literature, history, education, leisure, current social concerns, media and radio, both the target language and the mother tongue.
 62. There are no specific guidelines.

63. The curriculum includes this: they may read passages about other countries and then we compare how we live there and here.
64. There are objectives given in the curriculum but it needs personal motivation to do it.
65. Talk about schools in English-speaking countries, access to authentic material in English.
66. Participating in European projects and European programmes, Comenius, Euroscholar, the youngsters make Europe, Spring Day.

Question

Do you actually include the teaching of intercultural competence when teaching [LANGUAGE]?

Yes: 100 % (66)

No: 0 % (0)

Question:

Do you nevertheless include the teaching of intercultural competence when teaching [LANGUAGE]?

Yes: 83% (10)

No: 16.7% (2)

Question (when Teaching of IC included)

To what extent do you include this? Please give an indication using a score between 1 and 5. 1 being to a very small extent and 5 being to a very large extent.

1	4.0%	3
2	10.5%	8
3	34.2%	26
4	31.6%	24
5	19.7%	15
TOTAL		76

Question

How do you teach this? If the respondent is very talkative, his answer here may include (part of) the answer to question 15. Please write examples in that box then.

1. When I teach, every one of my pupils is the most important person. I pay attention to the person, I have a lot of foreign students, I use role play and games and I will start all over again when there is a problem, until they all understand. I get a lot of support from children who are more advanced to support those who have difficulties.
2. Taalvaardigheid, inhoudelijke, schrijven, presentatie. Komt ook zijdelings ook nog aan bod. Indien het in de klas past, gelinkt aan de actualiteit of aan een tekst die wordt besproken.
3. Stil zijn bij het begin van de les. Discussie over actualiteit aan het begin van de les.
4. Aandacht voor verdraagzaamheid. Respect voor bepaalde handelingen, gewoonten. Tijdens de taallessen in het lager onderwijs gaat de meeste aandacht naar het bijbrengen van technische bagage, spreken, gramatica, vocabulaire.
5. Make a periodic plan, where each period is based on subjects that reflect the IC aspect.
6. Use books about everyday life in other countries. Focus on similarities and differences.
7. Role plays, acting in a situation taking place in England.
8. I talk a lot about different countries in Latin America and compare that with Spain. I show and play examples of music. I talk about ceremonies, important festivals. And I explain the differences between the Spanish and Latin American cultures.
9. Try to put focus on verbal and behavioural differences.
10. Traditions presented from another cultures and contrast them with Poland.
11. We prepare, for the younger ones, food, like we compare the British breakfast with the Continental one. We talk about the fact that children "in Europe" do not wear uniforms. It always brings up very interesting questions. We teach religious education, in France this is not happening at all and we talk about that a lot.
12. Das hängt vom Alter ab, aber mit den jüngeren Kinder ist es viel einfacher. Bei 10 jährigen fange ich mit Liedern von Mozart an, z.B. das Lied: 'Komm lieber Mai und mache ...'. Wir suchen dann im Internet einige Bilder und können sie herunterladen. Ich zeige das Denkmal von Mozart in Wien und wir singen das Lied in Deutsch und Norwegisch. Wir versuchen auch Wörter aus dem Lied zu schreiben. Wir haben auch versucht aus Schokolade, "falsche Mozartkugeln" zu machen in der Klasse, dabei habe ich auch über Schweizer Schokolade gesprochen. Ich versuche immer die Sprache mit aktuellen Dingen in Verbindung zu bringen um das Interesse der Kinder zu wecken und zu behalten.
13. Faire appel à l'expérience des élèves. C'est une chance, il faut être fier de cet héritage multilingue. Par rapport à la vie quotidienne, que mangent-ils en vacances à la maison, leurs maisons... Partage de ses expériences, on voyage. Les motiver à aller vers les autres, oser.
14. With the material I use! I choose some text including intercultural information and issues, I take texts from the United Nations. We try to discuss the issues of different cultures, via speaking and debates, we do projects on the Internet, in the computer lab, not too often, though, and I also introduce songs in English.
15. Sometimes include implicitly, without preparation, short discussion if the subject comes up. Sometimes more prepared,
16. I try to teach the language on a "tasks base" basis, I try not to teach just the "language" but usually try to put it in an everyday context. I select any topic from everyday life or environment. I try to teach anything that is connected to increase intercultural understanding.
17. If I am talking about festivals and days of the week. I would mention the origin and the roots, compare those with the English days, and the similarities. Then I would go on to months, mention spelling, similarities, and the pronunciation. I move on to talk about festivals, I would talk about Christmas and the differences in celebrating in the two cultures. I would explain that the celebration of Christmas Eve is much more important in France. I would talk about celebrating "St Nicolas", I would mention that it is also celebrated in Holland, Belgium and Germany.
18. As Finnish, the languages we teach are so different, we need to focus on the teaching of the language itself. Manuals of teachers are very good, they include cultural chapters, unfortunately mostly Anglo-Saxon cultures and countries. Don't include African countries for instance. Integrated in geography lessons,

depends on the teachers.
19. As I said, everything that is done in the EFL classroom aims at intercultural competence. Why would we waste our time on learning another language if we didn't want to use that language? Learning a foreign language involves pronunciation, vocabulary, structures, social skills, culture, self-esteem, motivation... I feel that I teach intercultural competence whatever we do: read texts, talk about (for example) Scotland, learn to pronounce words, talk about Finland as a native country, write about holidays, listen to stories told by native speakers of English etc.
20. We teach in the target language for 2 hours on the subject, and then 1 hour in English on the same subject. In the target language time, we deal with subjects of what people do in their free time. We also talk of specific examples, and we do role play. In English language time we deal with trends or we look at youngsters the same age as the children.
21. The extent would be usually lower with other teachers, but I try to integrate more. It's easy to do in the classroom using different methods. Have different contacts in different countries, doing something with foreign schools. Field work in foreign countries: during the Summer and holiday times. It's more like a hobby with the students.
22. Is integrated in the language lesson. Focus on every-day-life situation and compare, when it is possible.
23. Put focus on politeness used in English. Gives cultural information about everyday life, but also discussing the cultural artefacts and everyday life subjects, values.
24. I concentrate on themes, I choose topics that serve an intercultural approach. We are a UNESCO school and because of that we also include a lot of international projects.
25. I work a lot on international projects, Comenius, we have a tight connection to another culture, Finland. We work a lot on reading, stories in general, we have students and teacher exchange programmes, we have on-line fora, and we even learn also a bit about their language.
26. Included aspects of IC, is indirectly part of the language training.
27. From the choice of materials, using the TV programmes/emails/mail exchange/exchange visiting programmes with various countries, among others: Denmark, Italy, Malta, Croatia.
28. I use lot of "realia", f.e. newspapers, magazines, videos, CDROMs. We prepared an English recipe, we prepared tea and muffins and a proper English breakfast, we cooked together and compared our food with English food.
29. I take objects which I brought back from England and Wales, or we play videos and CDROMs, we got stories to tell, for example I told them today about Robin Hood.
30. Compare behavioural differences between Slovenes and Americans. Talking about the weather in different areas and how it has impact on the way of life.
31. S'en sert comme situation de départ, très motivant. Il faut inclure la littérature, etc. De manière systématique. Préparations de voyages. Un de ses critères d'évaluation en fin d'année même si ce n'est pas spécifiquement repris par le programme. "Commentaires de Dorothy: En fait, elle se rend compte que c'est repris dans les objectifs mais de manière assez vague, pas distribué au niveau du contenu. Programme parle de "dimension européenne" dans le premier chapitre. Légère confusion de sa part en ce qui concerne la culture et l'inter-culturel".
32. Put especially focus on differences in behaviour, attitudes and habits. Use the subjects on art and culture from the textbook.
33. Have to open up the pupils' interest for IC. I try to give them the opportunity to open their mind for the IC aspects.
34. Grâce à un manuel. Montrer comment les personnes vivent dans les pays dont ils utilisent la langue. Beaucoup d'expression orale en contexte. Expressions de la vie courante, aller au magasin, à la poste. Des situations courante. D'abord écoute, puis faire des exercices personnels et présenter des aspects culturels (petites élocutions).
35. In dem man z.B. vorgegebene auditive Materialien oder auch Filme bespricht und versucht die englischen oder amerikanischen Verhaltensweisen zu erklären. Wir vergleichen auch die verschiedene Aussprache in England, Amerika, Kanada und Australien, das tun wir mit Hilfe von auditiven und audio-visuellen Medien.
36. Part du manuel scolaire et exploite les pages et les dossiers qui s'y trouvent. Ajoute des notions qui lui semble importantes par rapport à l'étude de la civilisation du pays.
37. In my students' books are texts which are connected with life in other English-speaking countries. It is some kind of learning the other culture. Sometimes I try to include a small part of history, like f.e. Independence Day and so on.
38. Pour l'expression écrite, je leurs cherche des interlocuteurs sur Internet, avec d'autres écoles. Je leurs construis un "blog" et je les lance dans une discussion, ou je crée des "post-it" avec des questions et ils

doivent écrire les reponses.
39. Ich gebe interkulturelle Kompetenz, das zwar sehr vage ausgedrückt ist aber das heisst, dass man verschiedene Lebensgewohnheiten erklärt, den Kindern Alltagssituationen aus der Zielsprache nahebringt, oder Brauchtum erklärt, z.B. Themen wie das Wetter, die Schuluniform, das englische Frühstück, oder auch Feste wie "Christmas", "Halloween", "Thanksgiving".
40. We prepare projects about festivals, Easter for example. I give a general introduction, the pupils have to prepare projects, e.g. poster sessions, but there is always an element of rhetoric. We explain the differences in eye contact, how to deal with groups of people, how to address them, etc. But they always have to study first, in books or on the Internet to find the materials.
41. Chose reading text, movies or series, topics pupils find interesting.
42. Der Englischunterricht wird von mir nicht isoliert behandelt sondern im Zusammenhang mit anderen Fächern z.B. im Deutschunterricht und in Mathematik. Wir haben z.B. ein Fach das nennt sich Sachunterricht: Mensch/Natur/Kultur. Wir vermitteln auch Bräuche, was tut man bei uns und wie tut man das in anderen Ländern. Wir vergleichen Blumen, z.B. durch Bastelarbeiten. Man muss bedenken, dass wir das ALLES natürlich nicht schriftlich tun können, sondern nur durch handliche Tätigkeiten. Wir sprechen über Haustiere, Bewegungen mit dem Körper, Gegenstände in der Klasse. Wir versuchen den Kindern wirklich Grundkenntnisse zu vermitteln, wir sprechen über Familienzusammenhänge, Jahreszeiten, etc.
43. To be honest: I seldom put it as a direct subject in the lesson, but while teaching Spanish I find it very important to explain the intercultural meaning of a single word, phrases, expression, etc. I do this with examples given in practical situations to highlight the cultural differences.
44. Through projects. Pupils find information on other cultures. Ex. Europe Day, where the students have to present a European country.
45. Folk dances, try to link the topics to lessons taught in the subjects. Use videos on various topics. Pupils make virtual tour of London.
46. Cela dépend beaucoup du professeur. En ce qui me concerne, je me suis débrouillée, en participant à des projets, pour obtenir tout le matériel nécessaire (technologie, multi-média). Cela me permet d'être autonome et de proposer des vidéos, des chansons, des extraits de films etc. En France, il est difficile d'obtenir cet équipement. dépend du professeur et de son équipement. Moi, je me suis formée aux nouvelles technologies pour pouvoir faire évoluer mon enseignement. Il faut se battre.
47. Try to learn about British behaviour and attitudes.
48. Through her own attitude, she shows how to express and behave in an English-speaking context. Try to compare everyday life situations. Try to improve the pupils' reflection on their normal day life by using foreign countries and cultures as a mirror.
49. We only have 3 hours a week! That does not give us much time. For example, with pupils 14-15, I had them watch a very small extract of 'Stranger in Paradise' which was showing some conflicts of American/Hungarian men in the US. We were analysing the meaning of their problems. We have lots of discussions and try to make comparisons between our and their culture, we make lists of topics, one of these is discussed between us every week.
50. Let's say this, we are close to the Italian border, we are neighbours, but we are very different. I explain things in a practical way, giving examples of how they use things, how they eat, how they say hello, what their attitudes are, and as we are so close, it is easier to understand each other, our classes have just Slovene kids or just some from previous former Yugoslavia, no other nationalities. We put the emphasis on understanding the differences.
51. Use pop lyrics, which they analyse and discuss in the class. Use a country as general subject and let the pupils decide which areas of the country they want to work with.
52. Have exchange visit programme with a school in Scotland, where the pupils stays with a host family. Have been in contact with the class since the first year in school.
53. We have a permanent language assistant, we also have native speakers in the department, and we train graduate trainees from CILT. We use the Internet a lot, also videos, up-to-date materials like CDROMs, magazine and papers, online and printed.
54. Ich muss eigentlich immer die Sachen, die im Lehrbuch stehen, 'ausschlachten'. Ich muss die theoretischen Vorgaben ausbauen, sonst bringt das nicht viel. Also mache ich z.B. ein Projekt: 'Schools in Britain'. Ich erzähle aus meinen eigenen Erfahrungen, kontrastiere das mit Deutschland. Ich lasse Kinder einen Vortrag vorbereiten. Was ich meine ist, ich muss es bewusst machen, durch Beispiele vermitteln, sonst geht es unter. Ich mache das so oft wir möglich, es ist nicht so viel wie ich mir wünsche, Es könnte sehr viel mehr sein eigene Erfahrungen einbringe, ich habe in England studiert, Windsor besucht, wie wichtig die Königin ist, wo liegt die einzelne Region.
55. We have native French speakers coming in to work with the children, we have a link with a school in France where we can exchange work with the children in the French school, and in Year 6 the children go on a

school trip to Normandy.
56. For the 8-9 year olds, they have a competition in English. This year the subject is traditions in English-speaking countries.
57. I teach through songs and rhymes, and I also invite the parents of the foreign children into the classroom. I invite them, either to tell things about their own countries, like traditions, or they can read from books for small children from their home country.
58. Use feasts, for example Christmas, to compare differences among cultures. Also use the pupils own experiences from vacations abroad to talk about differences.
59. It is the same answer as before, looking at other countries' traditions, we try to make connections with children in other schools.
60. For example, if there is a dialogue we always talk about the background, another example could be when we talk about knowledge or facts, I try to look behind, the cultural reasons for it. It can be at a very simple level, talking about behaviour patterns in a restaurant, for example.
61. See Q. 15
62. I look at social conventions, talk about addressing people correctly, when to use 'vous' and 'tu', I would integrate that into the conversation.
63. Ein einfaches Beispiel Klasse: in Klasse 5, Kapitel Entscheidungsfragen, ich bestehe auf einer Kurzantwort mit Begründung, nicht nur "ja" oder "nein" als Antwort. Ich zeige in Klasse 9 Filme, aus Grossbritannien und den USA, gebe Beispiele und Verhaltensmuster die dann gemeinsam analysiert werden können. Ich versuche Hintergründe aufzudecken, nicht zu oft, aber in jeder Stufe. Ich versuche soviel wie möglich aus dem Land zu berichten, mit Fremdsprachen Assistenz-Lehrern aus GB und den USA, die uns zur Verfügung gestellt werden, geht das natürlich besonders gut, aber ich weiss nicht mehr welches Programm das ermöglicht.
64. Très souvent avec des documents authentiques qui viennent du pays directement, cassettes audio & video. Nous avons un stage obligatoire d'étudiants Erasmus qui viennent un mois, je leur demande de montrer des photos et ils parlent beaucoup des pratiques culturelles en Angleterre.
65. I try to concentrate on traditions first, when there is a festival, I explain, I mention crafts in connection with that. But I can only refer to written material, I try to interact with English-speaking people, a lot via Internet, and try to ask as much as possible from natives in order to learn more.
66. Dans la pratique j'essaie, mais il me manque du matériel, je dois le chercher moi-même, j'utilise plus beaucoup le manuel obligatoire, je cherche presque tout mon matériel moi-même sur Internet, surtout du matériel audio.
67. This depends on the age of the pupils, lower level I talk about everyday life, food, habits, customs, holidays. Higher levels, I talk about history, compare our president to Mr Bush or the Queen. I try to compare personalities.
68. First example, starting point is the text book, then we interpret it, Royal Family, is there a king or a queen, and I raise awareness of the item in their mother tongue, shopping malls - do we have them here as well - we discuss these issues in English.
69. We are told to speak English all the time but when their English is not good enough we have to go back to French.
70. We usually compare and contrast customs of different countries, talk about monuments, eating habits of nations, something about their history
71. in almost all cases knowledge of language are set in a story, differences between Germany and UK, Germany and USA and other English-speaking countries.
72. Talk about cities, New York, Sydney, religion, way of travelling, take photos and pictures of other places, maps and objects, there is a remarkable difference between children who have travelled and not travelled.
73. Pair group work - through Internet, produce CDs - produce booklets, paper and online, role play

Question:

Could you please describe (up to three) classroom-based activities for promoting intercultural competence that you feel worked particularly well (Description should include context, activities, materials, methods, ...)?

1.	I play a lot with a ball. I start with a ball, it is useful to break the ice at the beginning of the lessons. I start throwing the ball at a pupil, who then can ask questions, he/she then throws the ball to another pupil, who then has to give an answer. I also do gymnastics in the class, they like that a lot.
2.	Spreekoefening, opzoekwerk en voorstellen met behulp van een powerpointpresentatie.
3.	Kinderen worden intensief begeleid. Starttoets om taalachterstand vast te stellen. Abonnement op 'Kits', specifiek voor die leeftijdsgroep, waar allerlei actualiteit aan bod komt.
4.	Geen specifieke methodes, buiten die van vraag 14.
5.	Kan geen voorbeelden geven.
6.	Period: human rights, focus on civil rights movement in USA. Made role plays on how it was to be black in that period. Used South Africa as a subject. Focus on Steven Biko, where the pupils made a fictive interview with him and other well-known persons.
7.	For older pupils the use of the storyline method by Steve Bell has been very successful. Here the pupils had to create a town and community in another country.
8.	Textbooks include a lot of knowledge useful for the pupils. Shows what it could be like when young people meet.
9.	I talked about the special ceremony you have in Mexico when people die: the importance of this ceremony for Mexican people. I read texts and showed pictures and I explained what it meant to Mexicans and to Spanish people. The children were fascinated. We talk also about different foods, music, and traditions in general.
10.	Use the materials from the textbook.
11.	Ex. Christmas time - use brainstorming to see what the pupils understand about Christmas. Contrast that with other cultures. Use materials from abroad. Earthday project where they focus on the earth, environment and the multicultural aspect by focusing on e.g. clothes.
12.	What we did was to organise a pen-pal link with a child in France who had the same profile. We found this through "e-twinning". The children love it, and they realise how different their lives are in reality.
13.	Mit den Grossen 14-16 machen ist das etwas ganz anderes. Jedes Jahr machen wir spezielle "Projekte", eines ist Berlin. Wir studieren die Geschichte, die Stadt und den Tourismus, wir sprechen natürlich auch über Willy Brandt. Wir veranstalten draussen eine Poster Ausstellung über Berlin, dabei lernen die Kinder sehr viel. Ein anderes Projekt war z.B. das Leben in den Alpen. Die Schüler können wählen. Sie können Postkarten an andere Schulklassen schicken. Wir haben Kontakte mit einer Schule in der Schweiz, und mit der "Willy Brandt"-Schule in Berlin, einer Schule in Mödling in Österreich. Wir tauschen auch schriftliche Aufsätze aus, es kann auch in form einer Reportage sein, wo die Kinder 'Journalisten' und Reporter' spielen und Interviews machen.
14.	1er jour, remplissent une fiche: quelles langues parlez-vous à la maison, quelle langue apprise en primaire, origines, comprendre parler, comprendre origines... Quand ils peuvent raconter quelque chose. Par exemple on joue avec les noms et prénoms (classe multi- raciale: Pologne, Ile Maurice, Turquie, Italie, ...). Masculin, féminin, ... quels repas, quels desserts. A Noël chacun amène quelque chose de chez soi pour goûter les différences. Plus on inclut les mamans. Plus évidemment, la contribution du prof par rapport aux pays anglophones. Utilise des petites revues spécifiques à ces pays.
15.	It was the model of the United Nations. It is an event once a year. Some students become members of a UN conference. They are invited to go there. We all work together to prepare them, they are really energised by that. It usually happens during spring for 2 days, but it can only be for me students with a good command of English.
16.	Saint Patrick's Day. Prepared some texts on the history, Irish songs, lesson devoted to Ireland. Songs compared to Greek songs, Greek history compared to Irish. Videos about England or London and have discussion about that afterwards. Library work, where students can borrow English books.

17. I prefer always pieces of original children's "literature", what I mean are children's books in the native language where you can give authentic material. It gives another view of thinking, from the native point of view. Through these rhymes and songs the children are engaged and it is a kind of a real success, much more than any other activities.
18. Talking about Easter, talking about different religions, following the origins of Easter, talking about the Greek Gods and Christianity. Discussions about how different religions celebrate Easter, comparing also with the Jewish faith. Activities included exercises on the interactive whiteboard. We go on websites. You can use text manipulation and gap-filling exercises. We use games, also producing an Easter card, and we had a quiz on the origins of Easter and how different countries celebrate it. The children were very engaged.
19. Student/teacher exchange. Cultural weeks every year. Scholarship programme. Japanese week - visitors teach Japanese culture. It makes it more real. They are from the country itself. Every spring, children from England coming for an abroad experience, they teach music, math, DVD and videos are also helpful.
20. As a textbook author I try to write materials (together with a group) that would include lots of different angles to intercultural competence. For example, in one chapter students practise: 1. to understand the text; 2. to understand the images related to the text (ie. what pictures can tell about a culture); 3. pronunciation and fluency; 4. to remember words and phrases that they can later use in the "real" world; 5. one or two things about the culture at hand (eg. Wales --> the text tells about a Welsh boy going to school). The methods vary, and they should vary, to make learning more interesting to the students. If they are not motivated to work, nothing is going to make them learn. We listen, we read, we talk, we write, we do drama, we draw pictures, we make posters... about music, about sports, about Ireland or any other country... It is absolutely impossible to say what works every time. My experience is that the more varied each course is (method-wise), the better the results.
21. The children are particularly interested how much time youngsters in their age group of the other culture(s) spent on a particular activity in their day-to-day lives and in their free time. We have, of course, books, but most of our information these days comes from the Internet. We draw pie-charts on how long they spend on particular activities and then make comparisons and discuss them.
22. Mostly through computer-class: ICT has become very important. ON-line projects >>> can be more than two countries, e.g. about the Baltic Sea and the Mediterranean sea and their importance (with a school in Spain) - messages across the Baltic Sea (with Russia). Have taken part in the European Day on-line. bring a class abroad and have contacts with people there. It's important to have contacts with teachers! Teacher education should give teachers the opportunities to have such contacts.
23. Find a topic like toys, and then talk about games and playing in the English culture. Through here we focus on similarities and differences. Taking part in international project, "Cril".
24. Role plays, trying to make the pupils more sensitive. Give examples of where communication goes wrong because of cultural misunderstanding. Good textbooks in Finland.
25. I work with partner schools. This includes visits, 1 in Russia, 1 in Namibia. We had 25 students visit Namibia. it was hard work for the students, preparing themselves, etc. The partnership in Namibia included voluntary work, participation in local projects, donations (f.e. we provided them with electricity, computers and printers, school materials). We bought them in Namibia, the children had collected the money.
26. We learned each other's songs in the native language. It was in a way the gestures we used, the intonation, it told us a lot about the other culture and we learned a bit about history at the same time. We arranged an exchange of "national festivals", them doing ours and we doing theirs, we arranged a theatre play from traditional folk plays, including making the costumes, playing the music, etc.
27. Role plays where the pupils try to represent different cultures. With older pupils we try to focus on the potential problems and confusing elements, Discuss differences, what the pupils find remarkable in the other culture.
28. Use of role plays, simulation. Used videoclip followed up by discussion, projects.
29. Last year I tried to do a play, a drama in English. We played 'Peter Pan'. it was an eye opener for the children and for me - because even the shyest children, who were normally refusing to speak or to read, started to speak when playing their roles. There was the case of a little girl who, after she had been in the play, completely changed her attitude. Now she can read and speak, it completely broke the ice.
30. First I make a questionnaire and I give it to them and they have to fill it in. Then we look at a video and compare what they saw with their answers. Then they can check what they said and then, if there are differences, they can correct them. Or another example, I teach them pop songs and I create "gap-filling activities", which means I leave words out and when the children listen to the song they have to find and fill in the missing words.

31.	See 14.
32.	La préparation d'un voyage scolaire en Angleterre. On travaille avec Anglo-Encounter. Ils ont des livrets très bien fait. J'enrichis avec des éléments supplémentaires. Informe sur Internet, simplifie les textes. Sous forme de questionnaires, de lectures, présentations devant la classe avec une interactivité (doivent spécifiquement omettre des détails pour que les autres posent des questions). En profite pour utiliser un écrit (ne donne pas d'écrit puisque l'enseignement de la culture n'est pas autorisée par le programme selon les inspecteurs venus le présenter!). Test de leurs connaissances géographiques, coutumes et habitudes en début d'année. On engage des conversations et je leur répons. Surtout au niveau oral.
33.	Use a series of photos to illustrate the average physical gestures that are used within the French language.
34.	The real interaction with other pupils abroad. Have had several projects with schools abroad in UK and Holland.
35.	Créer des dialogues (vie courante) et les présenter devant la classe (lower secondary). Cela ne marche plus pour le upper secondary (à partir de la 4ème, ils sont bloqués). Un DVD, écouter de la musique, cela marche toujours bien mais c'est plus passif. Moins productif. Matériel authentique dans la langue, sous-titré dans la langue.
36.	Bei den Jüngeren ist das etwas einfacher, die sind begeistert wenn sie "scrap-books" gestalten können. Bei den Älteren ist eher so, dass wir in einem Jahr Amerika besonders behandeln, und die Kindern können dann ein "American Album" gestalten. Das geschieht mit ziemlicher Begeisterung, einfach weil sie das alles selbst erarbeitet können. Aber wir behandeln auch andere englishsprechende Länder, wie Kanada oder Australien. Oder wir sehen uns gemeinsam ein Film an, wo sie dann danach verschiedene Szenen analysieren und beschreiben sollen.
37.	Arranged a language day where the pupils presented different cultural elements that are common in an ordinary English-speaking society and everyday life.
38.	Des articles dans les livres scolaires; lecture par l'élève, suivi d'un questionnaire (vrai-faux) pour voir s'ils ont bien compris + on commente leur réponse et on développe.
39.	From travels, I showed my own photos from the UK and the US. I showed them famous places, tried to talk about the people as well and they liked that very much. We then compared to their own experiences when travelling abroad. I had special lessons on how to celebrate Christmas in England, and we compared it to our way of celebrating - and we put the emphasis particularly on similarities and not so much on differences.
40.	J'ai les fais construire un programme télévisé; un journal européen, avec des envoyés specials, où ils sont obligé de faire des interviews. J'ai leurs fais faire des correspondences avec l'Afrique, dans un petit village en Burkina Faso. Ils nous ont envoyés des cartes et des photos. C'est une école que j'ai trouvé par hasard via une amie qui a été en Afrique.
41.	Ich habe mal Thanksgiving in der Klasse gefeiert. Zuerst habe ich erst alles erklärt, anhand von grossen Bildern, die ich aus aus Amerika mitgebracht hatte. Da das Material gross und bunt war, kam das bei den Kindern gut an. Wir haben das dann in die Praxis umgesetzt, d.h. wir haben die Geschichte erklärt und das Essen. Wir haben dann alle in der Klasse gefeiert, gebastelt und gemalt. Es läuft ja alles über praktische Beispiele, Interaktion über Sprache und Kommunikation und praktisch umgesetzte Beispiele. Was auch immer gut ankommt sind "original picture books", die man bearbeiten muss. Zum einen habe ich die mitgebracht aus Amerika, aber wir haben in der Nähe ein gute Buchhhandlung, das 'Early Learning Institute'. Da bekomme ich viel Originalmaterial für den Unterricht.
42.	They really like to study festivals in different countries, they love the custom of 'April Fools Day'. They read about it, I show them films on DVD, we listen to music, and always make comparisons on what are the differences between Slovenia and the UK and other English-speaking countries.
43.	Let the pupils chose a subject, let them make presentation and/or quizzes on the subject. Using ex. music.
44.	Alles was mit Weihnachten zu tun hat, wir singen dann englische Lieder, oder alles was mit Haustieren zu tun hat, das ist ganz besonders beliebt.
45.	An example: in an oral presentation prepared by 3 students entirely by themselves, they prepared a conversation simulating a discussion. They used a great number of very varied expressions, it was a real conversation, according to their level it was most realistic, it was full of real Spanish, I was very happy to see how much they had understood the language and the culture.
46.	Special topics with focus on English tradtions ex. Halloween.
47.	Use pictures from abroad to introduce topics. Use Internet to find information about different festivals. School life and eating habits are very popular topics. Cooking activities for Christmas, ex. Christmas pudding. Plays: drama on being abroad.

48.	1. Les webquest ont très bien fonctionné et les élèves ont beaucoup appris: on sélectionne des sites Internets à aller lire (par exemple un dossier sur l'Australie). Ils doivent répondre à un questionnaire (6 pages pour l'Australie); 2. extraits de film pour les faire réfléchir sur les attitudes, les coutumes. C'est plus facile puisqu'il y a des éléments visuels et auditifs. Je varie les pays pour qu'ils puissent se rendre compte des accents différents (ex Crocodile Dundee pour l'Australie). Je mets en valeur les différences entre les nations Anglophones; 3. chansons, textes des chansons (rap) -- thèmes et problèmes de société. La chanson (gospel rap) "Where is the love" (black-eyed peas) avait très bien marché. Au travers des paroles contestataires, les élèves ont compris les aspects religieux de la chanson (prière) et des Etats-Unis; 4. Je mets en valeur le fait qu'il n'y a pas que la Grande-Bretagne et les USA qui sont anglophones. Il y a une carte dans la classe avec tous pays anglophones. Je leur fait entendre les différents accents afin qu'ils n'aient pas peur de leur propre accent et osent parler.
49.	No specific methods mentioned. Use different kinds of materials from the Internet.
50.	Is working with a Norwegian class in English. Use sources from the Internet to illustrate aspects of English culture.
51.	An example concerning younger students: In one of my books I found a song of Christopher Columbus, but only the words, no music to go with it. So I suggested to them to do it as a "rap" song, they loved it.
52.	Two things: 1) language learning, Slovene language is flat. When we start teaching other languages, we have to explain to them the differences in pronunciation, they start to appreciate it and they start speaking; 2) We talk about schools and students in England, mixed classes with boys and girls, that they wear uniforms, because uniforms with our culture is negative, they understood the differences, and compared them to our culture.
53.	Compare music from the English-speaking countries. Compare different aspect of Danish and English-speaking youth culture.
54.	Have established contact to classes abroad for the first school year. Have sent drawings, videos of the class. As they grow older the contact has been extended through emails and video conferences. Have lately been exchanging information about different traditions, recipes, different opinion and rules on alcohol and smoking.
55.	We have an exchange programme with a college in Tours. This is annually, it is for 11-15 year olds. French students were with us just recently and they worked together on a project for a full 'school day', i.e. 6 hours in total. The outcome was a song. They could use poetry, posters and artwork and all of that in French and English. They were comparing life in England and France for a teenager, it was good fun.
56.	Ein Beispiel: wir haben bei uns das Nato-Hauptquartier in der Nähe. Ich habe den Anlass des 'Guy Fawkes Day', am 5. November, genommen und bin mit den Kindern dorthin gegangen, damit man uns den Sinn und die Gebräuche erklären kann. Zweites Beispiel: die Kinder der Nato-Hauptquartier Schule werden von uns während der Weihnachtszeit eingeladen und kommen zu uns. Wir haben ihnen erzählt, wie wir die Weihnachtszeit erleben, wir haben zusammen gefeiert, Kekse gebacken, Lieder gesungen, und Erfahrungen ausgetauscht, usw.
57.	One example is: we recently had a French trainee teacher with us. He worked with all the children from the reception (primary) to Year 6 and he was able to share with them where he came from, he showed lots of material from home and the children were fascinated, they also realised the difference in accents. Another success story will be that our partner school is visiting us in May for a week, the children are very excited. Another success will be our trip to Normandy in Year 6. The children know about this from Year 1 and they are all looking forward to doing this and to be able to communicate in French.
58.	Use English fairy tales, which they read and then carry out as a performance.
59.	Reading a book together in a foreign language. This was in English. It was a book the children knew from pre-school that they read there in French. Now we read it in English, and they were amazed that they could understand it.
60.	See 14.
61.	Use examples from the English education system to compare between Polish and English. Very often using pictures to give the pupils an image of the English culture. Using nursery rhymes.
62.	Because I have personal connections through a family in Germany, I was able to set up contacts with a school in Germany, at half-term this year my daughter (12) and I went to that school to teach English, the German teacher will come to us in the summer and teach German.
63.	Course books give a lot of activities which are about culture. What I remember, the last lesson we learned about 7 places in Britain, I gave a project work to my students, to write about 7 similar places in Hungary. Something about hotels, we look at certain British hotels, like bed and breakfast, and compare. Campsites, how ours are different to the ones in Britain.

64.	Compare various subjects between the Danish society and English-speaking countries. For example focusing on differences in education and carriers. Regarding methods it has been very useful to include text from our various sources: novels, newspapers, etc.
65.	We organised "a theme week on France" for the whole school, we focused on elements of intercultural understanding which were not covered during the language lessons. As a language coordinator, I prepared maps where French is spoken, made a PowerPoint presentation showing famous landmarks. We did this in order to cover intercultural understanding outside the language teaching.
66.	Z.B. wenn es um meine Klasse 10 geht, dann geht es um das Verständnis der Kinder, Kinder aus anderen Kulturen zu integrieren. Wir haben viele Ausländer in der Schule. Wenn das nicht einfach oder nicht möglich ist, zeige ich Filmausschnitte, zeige die Vorstellungen der Familien aus GB und Pakistan, übertragen auf Kinder aus Japan und China, die dann berichten können was sie geschockt hat, als sie nach Deutschland gekommen sind, das kommt sehr gut an! Ich glaube weil sie praktische Beispiele sehen und verstehen lernen.
67.	Avec les jeunes du programme Erasmus, nous avons parlé du petit déjeuner anglais, avec des aliments authentiques. Ils ont enseigné aux enfants le vocabulaire aliments et les enfants ont beaucoup aimé. On a fait beaucoup de jeux pour retenir les mots. C'était très positif.
68.	The best one is the Christmas carol singing, in their first year we talk a lot about Christmas, the reindeer, the gingerbread man, that's their favourite. We make little books with drawings, we compare, because our songs are very different, I play the guitar and the children sing and they love that.
69.	On a retracé l'histoire de la langue anglaise, on a parlé de l'Empire Britannique, on a découvert les accents, on a essayé de trouver des expressions très particulières, on a manipulé un jeu de cartes que j'ai crée moi-meme avec beaucoup des personnalités du monde anglophone.
70.	I lived in the USA for one year, I talk to my students about the food there and the parties, we compare our menus to one of an American restaurant, I show Mr Bean's videos (from the UK), and we compare him to us, as he is very funny and the kids love it.
71.	For example there is a text about 'how people spend their free time'. We discussed how it was in the UK, then in Spain, how we do it in Hungary, more examples like this, somebody is interviewed in the US by somebody in the UK and the possible misunderstandings.
72.	Activities around Christmas, around Easter, about sports, in UK, USA and India, in English-speaking countries.
73.	Text, speaking differences and similarities, sometimes we send emails and letters to children of other countries, we participated in a Comenius programme and it worked well, talking about games in various countries.
74.	Simplest version: cultural teaching based on text, paper and audio, reading, comprehension, questions, essay writing and translating, role play - acting dialogues in which you may have roles of different cultures, e.g. German and English.
75.	I brought an English double-decker bus and it will lead to talk about London, history, country, people, try to find similarities. Bringing a boomerang from Australia, then talking about the country, people, etc.
76.	1) role play – interaction; 2) communicate with students from other countries (outside and inside schools) – chatting on Internet; 3) exposure to authentic material (paper version).

Question (when Teaching of IC NOT included)

Why not?

1. Methode werkt vrij beperkend (Franse revolutie, hoofdstad, kunstenaars, ...) Er zou meer kunnen. Als 't niet in de oefeningen aan bod komt, komt het ook minder aan bod.
2. First of all I do not know how to do that! I try to do some kind of culture teaching by bringing my students close to habits and customs of the UK, f.e.. I try to make them compare what we have in common, where we differ. I think I am doing it subconsciously!

Question:

Have you been involved in cross-curricular activities with teachers of other subjects with regard to developing intercultural competence of your pupils/students?

Yes: 52.6% (40)

No: 47.4% (36)

Question (When involved in cross-curricular activities)

Please describe what you did and how (well or badly) it worked.

1. We prepare a play every year in Italian, German and English, the pupils prepare everything and the show is for everybody, pupils, teachers and parents. Last year in December we produced a show in Italian and German on Mozart's life. It was a great success. Teachers from the Goethe Institute in Milan liked it so much that they wanted us to show it elsewhere, they even mention it on their website. From the 30 pupils in the class, there were 12 are from foreign countries, such as India, Sri Lanka, South America, Egypt.
2. VOETEN (vakoverschrijvende eindtermen). Was een heel werk, maar is in de lade blijven liggen. Beschouwen we eerder als vanzelfsprekend: bv. link tussen aardrijkskunde, geschiedenis, LO, muziek, godsdienst, nederlands en andere talen. Het gaat dan om het hanteren van gelijkaardige normen.
3. Projectweek rond milieu. Weinig respons bij collega's.
4. Period of Cold War and peace. Included a trip to Poland with cooperation with teachers of history and religion. Worked very well.
5. Only in connection with storyline method. Was together with teachers from music, geography, social studies, economics.
6. English and history teachers work together. English and European history is often taught in English. Try to include foreign language in different projects. The students get more used to English in different context and subjects.
7. In connection to projects, there has been a cooperation with teachers of other subjects. Works great, good way for the pupils to improve their English.
8. Cooperate with biology. Find common subjects. Ex. in Earthday project, use poetry about the earth and connect that with biology.
9. I worked with a drama department, and we worked on "foreign accents" in English and the reflection that, even with an accent, English is still understandable. We tried to show them the opposite, in French, and then tried to mimick the accent with the help of the drama teacher. It left the children with the right understanding of the importance of the right pronunciation.
10. Zweimal, im Comenius Programm, mit einer Schule in Polen. Sie hatten jetzt Deutschschüler in Religion und sprachen über Martin Luther, aber in English. Aber einige Texte sollten sie mir dann in Deutsch abgeben. Das ist ein CLIL-Projekt, mit mehreren Lehrern, wir haben auch über den 2. Weltkrieg gesprochen, haben Texte aus verschiedenen Ländern verglichen, usw.
11. I have done this many times. The Finnish system is quite flexible and our school quite open to this. It works well. It depends on the teachers. It's not daily routine, but it can happen fairly easily.
12. I've worked together, for example, with my dear colleague who is a geography and biology teacher. We integrated geography and English so that I visited her classes and also spoke English there and she visited my classes. The students worked on a project on European countries. They worked in pairs and each pair had a specific country. First, they found out everything they could about the country (basic facts, food culture, habits etc.) and reported their ideas in Finnish on the Net. After that they summarised the main points in English, made a poster in English and presented it to the whole class in English. The

	students got feedback from both us teachers and their peers. When we (teachers) asked them to describe their feelings about the project, most of them liked it a lot. One or two students would have preferred more traditional methods, but the rest were happy with the process. So were we as teachers, except that obviously this whole thing took a lot of extra time and we didn't get any extra money for the experiment.
13.	Yes, Baltic project, I worked with the teacher of biology. Worked a lot with teachers of arts (visual & music). Yes, wouldn't like to do it on my own. It's very useful to have a partner in your own school. Better results, students learn better, the content of the project is deeper. It's like a class.
14.	With Cril, include other subjects, normally science, maths, music and arts. Participated in the online project with schools around Europe. Works very well in terms of motivation.
15.	Held an optional course: "Around the world in 30 hours." About the English-speaking countries. Focus on history and geography. Had also tried to link English with other subjects. Worked well.
16.	It has worked very well. We cooperated with history, arts, visual arts and geography teachers,
17.	It was interesting for me and the students when we had some time with a French teacher. We arranged a 'French hour' with role play, that taught us a lot ...
18.	In cooperation with foreign countries, there have been cross-curricular activities with teachers of maths and history. Created an online international magazine. Pupils presented their countries, contributed with articles. Links: http://www2.arnes.si/~oskplu3s/mageyezine/ http://www2.arnes.si/~oskplu3s/issue4/startpage.htm http://www2.arnes.si/~oskplu3s/issue5/ worked well.
19.	We are joining the second year in a Comenius project with the Czech Republic, Slovakia, Poland, Turkey and another school in Italy. We are concentrating on the environment and we all work together in English. We correspond by email, arrange visits to other schools, but the condition is to do everything in English.
20.	Had together with the teacher in history a project on the history of USA. Worked excellently.
21.	C'est tout neuf, le professeur d'histoire et de géographie a proposé d'avoir un projet commun pour le cours d'histoire/géographie concernant le voyage scolaire. Ils font un voyage à Anvers pour le section tourisme. Le professeur de néerlandais l'inclut dans son cours. Chaque année le professeur de français demande aux élèves de faire le récit du voyage scolaire.
22.	Had run cross-border projects. Introduced different habits, customs and behavioural differences between Finns and Swedish. Worked well.
23.	Also bei uns ist es so, dass wir alles in einer Hand haben, da wir die Fächer alle selber unterrichten, wie z.B. Deutsch, Sachkunde, Kunst.
24.	Da ich ALLE Themen selbst unterrichte, ist das Englisch in alle Fächer integriert.
25.	Not yet, but we are planning to use Spanish as language in teaching history with the history teacher talking about the colonisation of America. I proposed this to the other teacher as Spanish is an easy language for Italian pupils to learn, they more or less master it already about after one year.
26.	Invite parents from different nationalities to present their country. Involved in Europe-wide project, exchange songs, eating habits, animals, dances – Socrates-funded. Worked all very well. Huge succes among the pupils.
27.	Je travaille toujours en équipe pédagogique en intéressant 2-3 autres professeurs à un thème. Ils voient ce thème dans leurs cours en apportant un angle spécifique. J'essaie de varier les professeurs (par ex éducation civique). Tous les professeurs ne sont pas intéressés parce qu'il faut trouver le temps en-dehors de ses cours pour se concerter. Cela marche très bien avec les élèves qui découvrent un sujet sous des aspects variés.
28.	We had a Comenius project, a 3-year project, mother tongue and English, with Art, Music and Ethics, and maybe nature and environment. We had 7 partners from the whole of Europe: Italy, Portugal, Romania, Spain, Sweden and UK, for three years. Each year we had a different topic, one year it was a tree, we made pictures and dicussed how they treat trees in different countries, how they look after them, we talked about planting, as this comes very late in Sweden, we exchanged materials on how each country handled their trees compared to us.
29.	Together with teachers in history, religion, biology and Danish, have been doing projects about Greenland and Australia. Have been a great success. Give pupils the opportunity to be involved in subjects they have chosen.
30.	The school is involved in a health project, which included subjects like maths and cooking. Results are available on www.shapeeurope.net . It has been working very well. It have been giving the pupils a

	feeling of ownership, which has been very good for their engagement in the project.
31.	In Year 8, those who are between 12-13 years of age, they study the French Revolution. We work with the history department, so that they can study some of that topic in French.
32.	Together with teacher in geography, there was a competition on national geography in English. Worked very well and the competition will be extended next year.
33.	Corresponding with a class on Iceland. Read Icelandic literature, presenting and communicating with each other in English. But the face-to-face meeting was the most important for promoting intercultural awareness.
34.	Das sind bei uns eher Bereiche, die der Religionsunterricht abdeckt, nicht im Fremdsprachenunterricht.
35.	In a Comenius project in 2005, Norwegian school. I worked with high-school students though!
36.	We had a British language assistant from the British Council, we combined geography, history, language and cooking habits. He was an assistant from Wales, and he told us some Welsh words, which we compared to English and Slovene, we had typical English tea. He stayed for one year and went to several schools in the area.
37.	Did a masters course in the UK, then I had a module on intercultural relations in 1995-1998. I am in a PHD programme, one of the subjects is intercultural competence.
38.	One school where they were very involved in a Comenius programme and travelled to other countries, then they came back with lots of material. I help translate letters, with pen-friends, work on posters.
39.	History and Geography, Science, Biology, Arts, Music - it worked very well with everyone. Example: I made a project on the island of Jersey because it was Anglo-Norman. At the end of the project the pupils made a booklet in cooperation with the art teacher, they created a logo and ads. With the history teacher they worked on castles, with the geography teacher they worked on maps, the situation of the islands, in context with France and Europe and the world.
40.	Comenius, 2.2.b, language assistant, worked very well, kids liked it very much, liked group work as it is not common, 3 months first year, another 3 months second year. 1) Belgium - 2) The Netherlands should be made mandatory, as we are becoming a multi-cultural society.

Question (When NOT involved in cross-curricular activities)

Why not?

1.	Te moeilijk.
2.	Geeft alle vakken zelf (met uitz. van L.O.).
3.	Because in primary my Spanish group is the biggest one. All other language groups are much smaller. And we do not really have much in common.
4.	Cela pourrait se faire mais il n'y a pas un niveau ou cela se donne. Dans son école, pas grand monde insiste sur cet aspect-là de la question. D'autres ne le font pas. Il n'y a pas vraiment d'initiatives. Sinon je le ferais bien volontier. Les échanges (Erasmus etc), c'est pour les plus grands et dans des langues que le prof ne maîtrise pas. Il relance un nouveau programme Erasmus. Apparemment difficile de trouver des gens parlant anglais. Que puis-je faire avec des portugais? Plus l'opportunité qui manque que l'envie.
5.	Last year I registered in an e-training in one of the EU programmes for electronic training of schools around Europe. This was to interact via email and to do common projects. It is a great intercultural experience. But one of my problems is that I was teaching in a remote village, even when I registered and sent out a lot of emails, nobody answered back, Unfortunately they were not interested. I feel that teachers should be trained and be better prepared on intercultural issues when they decide to subscribe to such an initiative!
6.	Not enough interest from other teachers, not the opportunity.
7.	No, because I am in Primary and we do not share courses.
8.	Not directly, I have actually taught French using maths for numbers, f.e. the link between 17 in English and French, mental maths, very easy translations to teach them the numbers, additions, minus, times, etc. We have a computer game which we use on the electronic whiteboard and they can answer multiple questions. I have done geography lessons when you talk about the different regions, different climates. But I did not approach different teachers, I tried to incorporate myself simply because of lack of time!!
9.	I think it is pressure of work! We just don't have the time to concentrate on anything else! If you wouldn't have agreed to interview me on a Sunday morning, I just wouldn't have had the time to talk to you...
10.	English is not regarded as important among the teachers of other subjects. Also because it is in primary. Would prefer cooperation with another english teacher.
11.	Because there is no possibility, there is no programme for that.
12.	There is no tradition for using foreign languages in cross-curricular activities, because foreign languages have only been compulsory since 2006.
13.	Parce que cela n'a pas été proposé, chacun reste dans sa discipline. Dans aucune des 4 écoles où j'ai donné cours. C'est différent au niveau de la 4ème, dans l'enseignement technique.
14.	Weil unter unserem Organisationssystem das viel zu schwierig ist. Ich habe Schüler aus verschiedenen Klasse und da kann man das schwer koordinieren.
15.	For some reason it seems difficult to include English in cross-curricular activities.
16.	Proche de la retraite, habitudes, arrivé un peu tard. C'est une bonne chose, le ferai si je démarrais ma carrière aujourd'hui.
17.	Not yet, I am in my first year and I need to get to know my other teachers better. So I can certainly develop this with a bit more experience, I am a bit too shy yet...
18.	Ce n'est pas possible et difficile à faire passer! C'est seulement les professeurs des langues qui ont entendu parler de cette chose. Les autres professeurs sont à l'écart, peut-être un peu avec le professeur de géographie.
19.	Because it is not established in the school, but I always try to, because I think it is very important, for example for such subjects as history, biology, geography and so on. I always try to motivate other teachers to cooperate with me.
20.	Never thought of it.
21.	No other teachers have been interested.

22.	Intercultural competences has never been an issue for the teachers of other subjects.
23.	It is not so common to focus on intercultural competence in cross-curricular activities.
24.	It is often difficult with smallest classes, because their language skills aren't sufficient for cross-curricular subjects. It is also very difficult to find useful materials.
25.	Not with teachers, but with the "Gendarmerie" on road safety.
26.	Organisatorisch ist das im Moment einfach zu schwierig, da wir sehr unterschiedliche Aufgaben haben. Ausser einer Ausnahme, für das Fach 'Berufsorientierung', habe ich mit dem Deutschlehrer einen gemeinsamen Kurs gemacht, z.B. wie man einen guten Lebenslauf schreibt, in Deutsch und in English. Wir haben dieses Thema unter Kollegen schon öfter überlegt, wir würden das gerne machen aber unsere Lehrpläne sind zu verschieden und um das gut zu koordinieren haben wir einfach keine Zeit.
27.	Because in primary we are teaching all the subjects, so we do it naturally as we are teaching all the subjects anyway.
28.	in the frame of my profession very few teachers do it.
29.	Nevet got the idea.
30.	Do the integrated system in the primary level.
31.	Time constraints, the curriculum is so crowded, I am the only one with German competence at the school.
32.	We do not have common projects.
33.	In a primary school a teacher teaches all subjects, I can integrate it into my other lessons, it becomes a mental math for the children. We do have a music specialist, to do particular songs, we also use the Internet, children can email to partner schools, we are part of a Comenius project, some children are going to Poland this year.
34.	Je pense que dans le curriculum, les objectifs intra-culturels sont moins importants que les objectifs linguistiques, on travaille plus sur le linguistique et moins sur le culturel.
35.	MAIS c'est un grand projet pour l'année prochaine, avec des professeurs d'autres matières en français , arts plastiques, en sports, je suis en train de faire une enquête vers tout le monde et je le ferai avec ceux qui veulent bien participer.
36.	it has not come up yet, not about this, more about health issues, traffic issues. Since we get more and more children from Albania we are trying to do something.
37.	Cross-curricular activities do not include anything on intercultural competence.

Question:

Do you think there should be more specific guidance for teachers with regard to developing intercultural competence?

Yes: 87.2% (68)

No: 12.8% (10)

Question

Why would you like that? + What kind of guidance are you thinking of? In what form?

1.	We need more interaction with other teachers, or from institutions like the Goethe Institute.
2.	't is gewoon leerrijk. We moeten niet opnieuw het warm water uitvinden. Brochures, sites, bijscholingen, sprekers uitnodigen in de school.
3.	Je wordt als leerkracht gewoon op een klas losgelaten, zonder dat je een idee hebt over de gevoeligheden van andere culturen.
4.	Al is het maar om de vragen die ik in de enquête beantwoordde heel veel vragen opwekken. Informatie + manieren om ermee om te gaan bv. hoe omgaan met racisme in de klas.
5.	Zou goed idee zijn om bv. bijlagen, info te krijgen van recente evoluties ontwikkelingen (bv. werkblaadjes rond Franse verkiezingen) Bijv. 6 maal per jaar vanuit universiteit. Is moeilijk om allemaal zelf op te volgen.
6.	Ja, want tijdens mijn opleiding tot onderwijzeres werd daaraan geen aandacht besteed. Bijvoorbeeld een minicursus (2 à 3 sessies) zou nuttig zijn.
7.	No idea
8.	Why: would give more ideas and inspiration to teachers. Many just follow the books. What: seminars and written info about IC that would make it easier to use and include IC in classroom. Form: online forum.
9.	Why: good for inspiration, What: some written and practical, methodological guidance for use in the classroom. More options to get in contact with the foreign languages.
10.	First of all, I wish Norwegian teachers would learn and teach more Spanish! And to better understand the Spanish and Latin American cultures.
11.	Why: it would be more beneficial for the student, getting a broader knowledge. What: teachers need additional training. Form: cooperation with other teachers inside and outside Poland.
12.	Unbedingt! Das ist immer so, wenn man sich nur auf die Sprache konzentriert, dann kommt die Kultur zu kurz! Z.B. wenn ich über schwierige politische Probleme spreche, dann muss ich oft Norwegisch sprechen, sonst verstehen sie nichts, bei den meisten Lehrern fehlt da einfach die Motivation.
13.	Ce serait pas mal d'avoir un test officiel qui disait que c'est important. Les programmes d'étude du milieu sont fort centrés sur notre région, peut-être proposer plus de régions.
14.	I think probably hands-on experience. Actively participating in 'model lessons'. Get more training through seminars and then apply the knowledge we get in the classroom. Sometimes the understanding of the native language of the students, f.e. Russian, is an issue. If I would better know the Russian language, I could teach better. Other projects like collaboration projects with teachers from other countries, exchange programmes and language laboratories with an intercultural dimension.
15.	This is a lack in our curriculum. It specifies a very general aim, but no methodology or tools that can be used. Some training would also have a positive result.
16.	I think this is important: when I was trained, I did not get what I need today! What is needed is real guidance in the training of the teachers, or maybe more in-service training concerning this topic. Even more written materials, books or other materials which include these issues, like workshops

17. Definitely YES. In schemes at work, f.e. how to teach specific topics and how you can incorporate cultural differences, I would like workshops to help us develop these skills.
18. The first thing which comes to mind is it would be important to have lived in the culture. I learned in a non-authentic environment. I think it would be vital and important to organise exchange programmes, to be given the opportunity to spend time in the country. If that is not possible, to offer seminars with native speakers.
19. It's important to motivate teachers who are less proactive through activities, happenings, etc.
20. I would like that because there are so many things that we foreign language teachers have to remember to STRESS. There is the language and the different skills in it, there is cultural knowledge and social skills... I think a little bit of education along the teaching career is not only nice but it is necessary. In the everyday life, many teachers' main concern is how to manage the classroom with students with poor-to-excellent skills in the language department. In the daily routines, ideals may sometimes fade away, and continuous education helps the teachers to remind themselves of the ideals and perhaps be more active in changing their teaching little by little. I personally enjoy workshops where things are done in practice. There is a lot of material to be read and studied, and it suits people who prefer working by themselves. However, my learning style is a bit different from that.
21. We really need broader guidelines! We need regional discussions about the issues concerned. I would very much appreciate exchange of ideas and experience with other teachers in my area.
22. In form of guidelines with a lot of practical examples and materials for use in the classroom, very important. Should not be as a curriculum. Important to make teachers aware of the intercultural aspects and variety of methods to be used for different age groups.
23. In Finland teachers can work quite independently. We have a curriculum but, when we close the door of our classroom, we can choose our methods, nobody ever interferes with that. Teachers in general need better and specific materials and training, our own initiative counts a lot, but if they do not find it themselves, they have a difficult time.
24. I know they are looking for materials. They need more help to organise their lessons better. I am also a teacher trainer, they need urgently more specific books they can work with, and they need advice and guidance on how to put it all together. It would help them a lot if there would be some kind of 'mentor' to be available to them.
25. Why: have many pupils who are immigrants. Greek students are often hostile towards immigrants. English has a role to play, because it is different and plays on IC. What: something practical. Info on activities and cross curricular activities. Maybe university courses. Many teachers know that IC is important, but not how to deal with it.
26. Why: for motivating especially young teachers to search for and include IC. What: short courses. National agencies should come up with more attractive materials.
27. We asked for a "mother-tongue teacher" to join us from another school. He/she should support me in doing my lessons. We would like to have a 'language room', where children can listen to audio material, or watch a movie, we wish to have a computer in our classroom which is linked to the Internet. Our school has ONE computer, I wish that all the students would have a computer which they can work on individually.
28. I think exchange programmes would be the best way.
29. On est dans le vague à ce niveau-là. Une information sur comment inculquer ces compétences aux élèves: contenu et façon de faire. Des échanges entre les écoles, avec d'autres enseignants. Rêve de faire des échanges linguistiques au niveau du néerlandais.
30. Why: When you never have received any guidance in teaching IC, it is all up to yourself. Because of the lack of guidance it takes too much time to deal with it on your own. Therefore most attention is often paid to the language skills and too little to the IC. What: the existence of materials for classroom use that can improve pupils' IC.
31. Le programme reste assez vague (aussi bien au niveau de la Communauté française, que l'enseignement libre/catholique). Ils donnent juste les 14 champs lexicaux. Si on compare avec le programme technique, c'est plus précis et on travaille plus en inter-disciplinaire avec les profs de technique (dépend des professeurs).
32. Warum? Weil ich manchmal denke, dass mir Dinge fehlen, aktuelle Dinge und Mangel an praktischem Wissen. Ich wünschte mir viel mehr Kontakte mit Lehrern in anderen Schulen im Ausland, zum Beispiel einen regelmässigen Lehreraustausch mit England oder Amerika oder Kanada.
33. A huge problem is the lack of time. 3 x 45 min. is not much. Hence guidance for how to find and incorporate the aspects of intercultural competences could be a good idea.

34.	Un accompagnement, une formation. On dispose de bcp de sources d'information d'exploitation (Internet, enregistrement). Mais il faut faire le tri et choisir les bons supports sans perdre trop de temps (la guidance). Aide dans le choix.
35.	Definitely more specific information in the curricula, especially for teachers like me, being in their first year. For me it is much too general and I really have to find my own way!
36.	Par exemple, j'ai eu des grands problèmes avec des élèves chinois dans ma classe. Personne m'a expliqué comment fonctionne leur langue. J'ai, à ma propre initiative, a cherché de l'aide par un professeur de chinois à l'université de Bicocca (Milan). Ce que je veux dire, j'ai besoin de plus de support pour comprendre et pouvoir enseigner l'interculturalisme, je voudrais des cours sur les cultures des autres, leur histoire, leur civilisation, des cours de phonétique, un psychologue pour nous expliquer la gesticulation. Pour ma classe de français je voudrais avoir un tableau interactif, un ordinateur branché sur Internet, des programmes pre-installés pour l'enseignement de la langue française, etc.
37.	Es müsste über die Regierung unser Landesamt laufen, es ist kein Geld da. Da müsste mehr passieren, es müssten einfach mehr Ideen bekommen, vor allem zu landeskundlichen Dingen, für die Praxis, fehlt uns alles an modernem Material.
38.	In the form of Internet-based information we could have easy access but we haven't got enough computers and sufficient Internet access. There is 1 IT room available and it is always busy. I wish to have computers and Internet access in my classroom, I also want more up-to-date and new books.
39.	Why: English is important to communicate with other nationalities What: textbook with more focus on IC, also focus on cultures outside the English-speaking world. Form: need ideas on how to combine language teaching and IC.
40.	Why: could make the lessons more interesting. What: tools, materials, ideas, inspiration. Form: workshops for teachers, websites to get ideas.
41.	Eine gründlichere Ausbildung!
42.	I think that the guidelines, as they are now, are just a "hint". Nothing is pushing the teacher to emphasise intercultural understanding. If there were more proposals and more materials, teachers would be more active in doing this in the classroom.
43.	Why: many teachers are not aware of the aspects of intercultural competence What: spread the knowledge of IC. and ideas for classroom activities. Form: better books, Internet forums.
44.	Why: is not enough, not enough information on other countries. What: need a sort of box of different topics in order to compare the European countries. Form: web-based, to download or print the information directly in the classroom.
45.	Tout à fait. Il est important de donner des axes communs (la pollution par exemple). Il faut être formé en continu. Nous avons les idées mais ne savons pas toujours comment les mettre en pratique. Quels outils pédagogiques utiliser et suivre l'évolution de ces outils. Il faut rester au courant. En France, on commence à mettre en avant la formation continue. Une remise en question constante est importante. Malheureusement cela doit être fait le mercredi en-dehors du programme de cours, sur le temps libre. Certains professeurs peuvent moins facilement se libérer. Il faudrait que la formation continue, la remise en question soit incluse dans l'horaire normal des cours.
46.	Why: because of EU and the globalisation. What: need better access to Internet in order to make the full use of it.
47.	Sometimes teachers of languages are not always a good example. They do not travel enough and do not have enough knowledge. Some teachers need more guidance, they need to be helped to do the topic in the right way. We need more exchange programmes for language teachers and examples of good practice in other countries.
48.	Why: it is important that the pupils get the knowledge of the relation between society and humans, in order to understand that different backgrounds can generate different reactions to a certain situation. This is a knowledge that might could produce a higher level of tolerance for cultural diversity. What: the national curricula should set standards for how to establish contact abroad from the very first school year. On a local level there should be guidelines for international cooperation as well. Form: all pupils should have a stay abroad, as well as they should try to host a foreigner.
49.	I would really like it, because it is vital that the students gain intercultural competence for the future. They will travel more widely and have more contacts with people from other cultures, it is particularly important to combat xenophobia.
50.	Ich möchte das auf jeden Fall haben. Für mich ist diese vorgegebene Richtlinie ein riesiges theoretisches Konstrukt, und nicht mehr. Wir brauchen dringend mehr konkrete Projektvorschläge, konkretes Material, in den bestehenden Schulbüchern ist viel zu wenig 'Tiefgang'.

51.	Why: teachers in general need better language skills, and due to their lack they often miss the intercultural competence. What: different kinds of approaches and techniques.
52.	The main difficulty is how to teach intercultural skills without falling into stereotypes, without deepening the difference, the perception of differences.
53.	Why: needed as an eye opener. There is a lack of inspiration to improve intercultural competence. What: no idea.
54.	Why: grammar and vocabulary aren't enough. Need to understand habits and culture. What: would like some examples of successful intercultural interaction.
55.	Particularly for non-specialist teachers in primary schools, they would need quite a lot of help with materials.
56.	Well, I often need factual material, and I would like more material with a methodological background. These days I often search on the Internet, and I find material, but I think we should get more on intercultural teaching on English-language websites.
57.	Should not be forced into the initial education. But it might be possible to have IC as part of a common basis in the relevant areas.
58.	Unbedingt, es ist einfach unabdingbar heutzutage, unsere Kinder wachsen in einer globalen und multikulturellen Welt auf, und auch im Beruf kommen sie später mit vielen anderen Kulturen in Kontakt, sonst sind sie unvorbereitet für später, Dieses Lernen sollte bereits in den Schulunterricht eingegliedert werden, Lehrbücher sollten mit mehr konkreten Beispielen ausgestattet werden.
59.	Moi, je me suis formée pour l'interculturel, mais ça ne fait pas partie des programmes par l'éducation nationale. Le problème c'est que dans le curriculum national, l'interculturel est faible, donc on travaille sur les fêtes, on travaille toujours sur les fêtes. Je ne connais pas l'Angleterre alors c'est difficile, il faudrait faire un stage au pays.
60.	it would be very good to get a collection of ideas, materials, to avoid stereotypes, concrete material on traditions, or a forum where you could exchange ideas.
61.	Dans une formation continue, comme je le fais maintenant dans le cours universitaire "français comme langue étrangère", c'est un cours qui s'appelle "cours d'anthropologie de la diversité interculturelle", ça veut dire comment découvrir l'autre.
62.	We do not learn languages as such, we want to understand the culture of the people and the country. We want that someone points out specific tasks, to help with providing the right material, offer us language assistants also from other languages than just English.
63.	Definitely, course books should offer more for interpretation, not all teachers have experience in other cultures, more ideas for courses, other dimension is the mother-tongue: they should compare the structure with that of their own language.
64.	I went back to university where I am doing a masters degree on intercultural aspects, most of my colleagues are not aware of it, they need some guidance in foreign-language learning, concrete material, exercises, if it would come from the Ministry it would have more impact.
65.	I need this guidance as I do not know enough and I do not know how to react sometimes. Workshops or seminars. Ministry could also submit booklets or samples of activities to do in the classroom.
66.	Because these skills will be essential in the future, there should be more emphasis on the skills to be taught, but I personally don't need it as I am motivated to do it in any case.
67.	Videos, photos which could help to find similarities or contrasts, game ideas for children in the classroom, audio material as well.
68.	Should be made mandatory. Not enough material for the rest of the teachers. They think that when they do cross-cultural activities, they have to use a foreign language and they are not very competent in that.

Question

Why not?

1. I think it depends in which school you are, a kind of a national guidance would be welcome, but might not really be appropriate to a specific situation. People who want to do this well can use their own imagination. I fear it could be too general and it could lead to very mediocre activities and that we would not get real interest from the children...
2. The areas are very different, therefore it should be at the district/school level. Most do include more specific guidelines. It needs a lot of cooperation. It's not like everybody has an individual plan. Should be aimed at area more than national level. It would be nice to have a bit more time to work on this at the district level. So as not to do it on your own. There are too many projects nobody knows anything about. To link our knowledge and experiences.
3. Prefer not to be bound by guidelines, like the flexibility. Prefer more training than forcing. The guidance on IC works well in Finland.
4. Wouldn't like anyone to say how to teach. But would like some materials and information and planned activities for teaching IC to be available.
5. In a Finnish context there is paid a high level of attention to the IC aspects.
6. The aspect of intercultural competences included in the national curricula. Lots of further guidance is already available on the teacher websites like www.skolekom.dk.
7. We get a lot of cross-curriculum information on the Internet, you get a lot of sources but not so much time!
8. Teachers in Denmark are already having enough obligations. Furthermore the aspect of intercultural competences is included in the national curricula.
9. With the framework in place, which is quite new, it is already covering all these objectives.
10. Now that the Keystage Framework has come out that is adequate. However, some teachers do not have sufficient personal knowledge, I have been part of a working party to support teachers in improving their knowledge.

Question:

Did your initial professional education provide training in teaching intercultural competence?

Yes: 34.6% (27)

No: 65.4% (51)

Question

What did this training include?

1. Artevelde Hogeschool - Christine Lamerijn. Communicatieve methode / mondeling, authentieke documenten (bv. stratenplan, liedjes, frans recept, frans weerbericht, ...) Praktijk is eigenlijk schriftelijke methode. Teneur in de leraarskamer is twijfel rond communicatieve methode. Bijv. reproduceren van zinnestukjes waarin alle grammaticale moeilijkheden inzitten, zonder dat de leerlingen. Leerlingen moeten niet kunnen vertalen ! Hoe kunnen ze dan in het middelbaar mee? Kinderen moeten een succeservaring hebben bij het aanleren van een vreemde taal (iedereen minstens 80%). Eindtermen zijn niet aangepast aan wat leeft bij de leerkrachten. Hele resem van nieuwe methodes is nu op de markt (bv. Eventail).
2. Studied literature at the university.
3. It included courses in Latin American cultures. I took history courses, courses in culture, geography.
4. Had the idea of IC presented, but no special training was provided.
5. We had to plan lessons that included what we called 'intercultural competence'. Not in each lesson though. We made a mid-term planning, f.e. a week programme had to include 45 min on 'intercultural competence' over a 3-hour period of teaching.
6. Ich habe an der Universität in Bergen ein deutsches Staatsexamen abgelegt. Meine Kurse waren sehr vollständig. Z.B. Landeskunde. In der Landeskunde war alles über Deutschland und deutschsprachige Länder enthalten. Wir haben auch zwei Reisen nach Deutschland gemacht. Damals war das wirklich sehr, sehr gut. Wir waren sogar in der damaligen DDR. Wir hatten einen fabelhaften Lehrplan, der schon vor 30 Jahren interkulturelle Kompetenz auf eine ganz natürliche Art integriert hat. Unsere damaligen Professoren waren sehr gut, sehr gut informiert. Ein Professor war ein Flüchtling aus der DDR. Das Niveau war sehr hoch.
7. I would say we had some references on how you can explain similarities. But not a large part of the training was dedicated to this and it was certainly not sufficient.
8. Briefly: getting to know the national framework curriculum gave a nice idea of what foreign-language teaching should be about. I also participated in courses like 'Communication studies', 'Communication in theory and practice', 'Cultural skills' etc. I also remember giving a student lecture on cross-cultural communication and asking my peers to act out situations where people from different cultures meet (and obviously there was a problem to be solved in each situation). It is very hard to remember everything because it was such a long time ago.
9. It was mostly, more or less, reading text on geography, history and also the customs, also some literature.
10. Lots and lots of courses to improve methodology, language training. I went to the UK for further studies in order to improve my English.
11. My professional education included important facts and information on the UK. We had a special seminar for this during my studies.
12. Was one year in USA.
13. Oui, c'était plus ou moins inclus. Me rappelle plus trop du contenu. Cela m'a aidé durant la première année. La pratique donne beaucoup plus que l'agrégation. Ce n'est pas une critique vis-à-vis de l'agrégation.

14.	Had classes in intercultural communication and competence. But no guidelines on how to transfer them into the classroom.
15.	Additional class but it was mostly focusing on cultural differences, not so much about teaching IC.
16.	In Italy a first language degree is more focused on literature and the culture rather than on the language and language teaching.
17.	Had few lectures on intercultural competence.
18.	There was focus on various aspects of the British culture.
19.	Had a native English-speaking teacher, who was aware of the relation between language and attitudes and differences in the cultural codes.
20.	Yes, but teaching French as a foreign language.
21.	Our initial training was focused on teaching all subjects and therefore particular attention to aspects of intercultural understanding was not sufficient.
22.	Had a series of extern experts to give lectures on various aspects of integration and teaching bilingual pupils.
23.	It was included in general training, but not as an independent subject.
24.	Had an American exchange teacher.
25.	I was very lucky because I had a very good teacher at college, I got a lot of material from my teachers at the college, most of the songs and stories I use today, a lot of material about traditions.
26.	Language teaching as such implies teaching intercultural communication (my personal belief)!
27.	Bachelor degree and the methodology courses in it.

Question

Do you think the development of intercultural competence SHOULD have been an important element of your initial professional education?

Yes: 94.1% (48)

No: 5.9% (3)

Question

Why?

1. Because it is today's reality! We can't just close our eyes to today's world, if not the school stays out of real life and the pupils are unprepared.
2. Verschillende redenen: openheid voor andere culturen, meer bekend raken en dus worden andere culturen meer geliefd. Dat wordt ook overgebracht op de leerlingen. Het wordt dan een soort kettingreactie.
3. Zie vorige vraag.
4. Al was het maar dat men had vermeld dat men daarop kan letten.
5. Was toen ik studeerde nog niet zo aan de orde, maar ondertussen is het wèl nodig.
6. It is an important issue for teaching.
7. Many teachers focus too much on the words and language alone. (See also 22)
8. From studies abroad I became aware of the importance of the cultural aspects.
9. Yes and NO! Because the world is changing very fast. The courses I had on intercultural competence are out-of-date today. A lot of things happened in the world and my skills really need updating!
10. Would enable the student to be more competent in language and other subjects as well.
11. Because, when you are young you get inspired, and if you do not get it then, you will not get it later! It is critical to do right at the beginning because you will not have the time to do it properly later.
12. Il est urgent de le mettre au programme des régendats et pour les aggregations, pas uniquement en langues mais aussi en mathématiques, etc. On n'apprend pas à gérer les élèves multi-culturels. Il faut savoir qu'on a de bonnes chances d'avoir un élève anorexique, des élèves très différents et des parents très différents. Exemple, 2ème année d'anglais, une tchètchène qui ne parle que le russe et le tchètchène mais doit apprendre l'anglais d'un prof francophone! Comment gérer ces élèves qui sont primo-apprenants et sont plongés dans une classe sans suffisamment connaître le français. Ne pourrait-on avoir une certaine flexibilité par rapport aux coutumes (ramadan, etc).
13. Ten years ago we did not have too many immigrants, now we do. We did not have much experience with other cultures, we were underdeveloped in intercultural matters. We had no knowledge, the universities did not have any intercultural department. Today this is the case, luckily! I remember that we did not even know the terms. Even in the post-graduate course in the UK in 1999, it was not an issue, or even mentioned in the course.
14. It prepares students for a reality they are going to face later on in their lives. They will be involved with people from other other cultures. It's not something theoretical, it's reality.
15. Because it was not part of it and I need it badly today!
16. I believe there should be a least a whole-day session on intercultural competence in the training, it is not enough, but more than I received. Ideally it SHOULD be at least a week. Some children become disengaged in languages because they cannot relate to them, we concentrate too much on technicalities and not on communicating them properly.
17. It seems we talk so much about 'cultures emerging'... Young "teachers to be" have to be getting this knowledge and these skills from somewhere.
18. To help integrate in tomorrow's world. Better for acceptance.
19. We still have too many stereotypes, children are often at the front line of stereotypes.. Even I find everyday how many stereotypes I still have.
20. Interacting and communicating intercultural, develop an understanding for how we see the world and how we communicate about the world.
21. The awareness of IC is very important. But IC was not such an issue in the 80s.
22. Simply because teaching a language is important and teaching a language is as important as teaching the culture. An international education is quite important today.

23. I think that global development forces us to understand each other better and that we need to develop more tolerance to other cultures. In the end the human needs are the same!!
24. IC is very essential for primary schools. Forms the pupils' personalities, IC is a skill that effects their everyday life.
25. As a young teacher you don't know the area of IC and the options and possibilities for teaching IC.
26. Because children would love more and more information and experience of other countries and cultures.
27. Learning language is only a tool. If you dont have the IC, it is useless.
28. Le régendat aujourd'hui se fait en 3 ans avec une obligation de partir 3 mois dans un des pays dont on étudie la langue. Je constate un plus grand épanouissement culturel, meilleure connaissance de la langue. Ils sont plus aptes que moi à transmettre ces compétences aux élèves.
29. Should not necessarily have been an important element. But IC is important because it concerns the understanding of people with another background and hence is important for language and communication in general.
30. Would have made me realize the importance of IC. It would have made teaching easier also for teachers who had not been that interested in IC.
31. C'est dans le programme. Ceci dit, on ne sait pas tout faire en un an. L'agrégation fait beaucoup de choses en-dehors des langues et peu dans les langues (uniquement un cours de didactique par langue). Le reste c'est du général. Le programme établi par la Communauté française ou par le libre change régulièrement, l'agrégation essaye de suivre du mieux possible. Je comprends que l'agrégation ne puisse pas tout faire.
32. Es ist zunehmend wichtig, dass die Schule die Kinder besser auf das internationale Leben vorbereitet. Die Lehrer müssen heute viel mehr Erfahrung mitbringen über andere Länder, deren Sitten und Gebräuche, als das früher der Fall war.
33. Would have made me better equipped to teach English.
34. Plus incité à parler de la civilisation, plus pris d'initiative, développé l'aspect civilisation, culturel.
35. Parce que je crois fermement qu'il faut éduquer la personne à l'interculturalisme. C'est pourquoi je ne peux pas travailler en commun avec mes collègues, ils ne comprennent pas, je fais ce travail toute seule.
36. Weil, meines Erachtens nach, dass der wichtigste Punkt ist, um Sprachen erlernen zu können und unterrichten zu können. Man muss dazu sensibilisiert werden.
37. ABSOLUTELY, because children and teenagers are really very interested in other cultures and they really want to learn about it. They want more projects which have to do with intercultural issues and how they can increase their knowledge and their understanding of the other culture.
38. Makes teachers more sensitive towards other cultures. Needs to be spread to the pupils as well.
39. Lack some skills and ideas to teach in IC. The students are very interested in the subject.
40. Weil, wenn man den Kindern das vermitteln soll, dann sollte man das aus der eigenen Erfahrung mitbringen. In meinem Fall war das nicht so, da ich schon lange unterrichte. Ich kann mir aber denken, dass das heute in der Ausbildung der neuen Lehrer eine grössere Beachtung findet.
41. To improve competence in teaching intercultural competence.
42. Important to know other cultures. And if the teachers need to teach the pupils, they need to know these aspects.
43. Oui, il faut permettre aux idées de prendre forme; pour avoir les idées, savoir comment intéresser les élèves. on fédère autour d'un thème. Si on ne donne pas le thème, certains professeurs ne feront pas l'effort de chercher.
44. Because of EU and globalisation there is a need for more knowledge of other cultures.
45. Because this is a wide subject. The right communication between people has become vital, we have to learn having patience, to develop competences in this field and then you become more skilful in passing this knowledge on to others.
46. It is not possible to learn language without a cultural background.

47. If teachers don't find intercultural competence important, or if they don't have sufficient knowledge in this area, it becomes difficult to pass the competences on to the pupils. And intercultural competences are very important because the society in general becomes more and more diverse.
48. I think again for the same reasons I gave in the previous question, combating xenophobia, opening peoples' eyes, preparing them be world citizens.
49. Weil man dann konkret mehr Wissen hat, mehr Kenntnisse. Aber wenn ich mich recht entsinne, war das an der Uni eine privat Initiative, sie haben das angeboten, aber das war nicht 'prüfungsrelevant'!
50. I would argue in some cases that it would be important for some teachers, and that it would be nice to have it. I always thought it was important to learn a foreign language. Generally, the teacher who wants to teach a foreign language has this inclination already.
51. Important to avoid conflicts. Must raise awareness of differences, but at the same time also emphasise the equalities that exists across cultures.
52. For two reasons, the first one is, if you are teaching languages, you can't teach languages if you are not sensitised to intercultural matters, the second reason is that, as a teacher in France, you have to work in "zep" areas, particularly when you start your career. To be educated in intercultural aspects can help to handle the parents of the children better.
53. Due to the fact that we are living in a intercultural society.
54. To be able to answering questions from the children. In order to stimulate their curiosity and encourage them to get into different cultures.
55. I have to explain, it should have been, but my course was NOT specific for language teachers.
56. Because all the teaching should be content-based, what is the content about, it is interwoven with cross-cultural competences.
57. Difficult to say after 28 years. But it is an important aspect of teaching.
58. I did spend a semester at university in France, so I gathered intercultural competence myself, but there was not any intial training or input, whih made it quite limited.
59. Mein Studium hat mir ausser der Freude an Literatur und Philosophie nichts vermittelt und mich nicht auf meinen Beruf als Lehrerin vorbereitet.
60. En fait le probleme en France, c'est qu'il n'y a pas de formation, on a un examen oral pendant 30 minutes pour savoir si on peut enseigner en primaire, on n'a pas de formation.
61. As I had a lot of native teachers, English and American, it made me feel more confident in just not knowing the language but more in general.
62. Ceci n'était pas une préoccupation à ce moment-là.
63. We are not learning languages to repeat what is in the books, we need to know and understand the other culture and apply what we know.
64. Definitely yes, because it generates motivation and it makes the learning process memorable and it accelerates learning.
65. I think we are talking about the European citizen, making our children European children, opening up to other countries in Europe, at the time of my training it was not a topic.
66. It was not necessary at that time, we were not even member of the EU, it might have been a good idea though. But I had a training in 2003 (teach the teacher programme) for 3 months, subject was intercultural education, it was funded by the European Union, the name translates like 'Equalising your degree'.
67. Because essential for today's world.
68. If I had been trained it would have meant giving me skills right away, this way I had to develop everything myself and it meant a lot of effort, research and time.

28. Why not?

1. Was voldoende! 't Zou erg zijn indien dit niet zo was.
2. Vielleicht war das damals nur in Bergen an der Uni so gut! Bei uns war es damals voll ausreichend. Ich weiss nicht, ob das heute nicht an allen Universitäten selbstverständlich so der Fall ist?
3. As important the topic is, I believe I really had enough information about it at that point. As a young student you are happy if you learn something. A human being cannot cope with an endless amount of new information. That's why I think it's better to educate myself more all the time. The more I teach, the more I want to know about things. And that is a very good starting point for learning anything new.
4. Initially you have to concentrate on how to teach the language. You can deal with intercultural competence later.
5. Because I decided to go to the UK for several months every year. I wanted to pick up my knowledge by living in the country.
6. It is not so much needed in my initial education but afterwards, and the curricula should have better guidelines and more specific rules.
7. Because the most important are the teaching techniques and skills, because in Italy we learn much more about culture and literature than teaching techniques.
8. Having a good and competent native speaker as teacher was great.
9. For me no, but for young teachers it would be very necessary!
10. Because it was sufficient.

Question

Have you taken part in in-service training or staff development to learn about teaching intercultural competence?

Yes: 33.3% (26)

No: 66.7% (52)

Question

What did this training include? Was it sufficient? What was lacking?

1. Cursus in 't Zuiden van Frankrijk aangeboden door Min. v. Onderwijs. Uitwisselingen met school in Wallonie (leerlingen).
2. Took part in small regional course together with teachers from the region. Had different lectures on IC relationship. Exchanged experiences from the classroom. Was good.
3. Exchange teacher in France for some weeks. Courses in England missed some follow-up and/or the opportunity and time to reflect on the experiences.
4. Die Kurse waren vom Goethe-Institut organisiert und wurden nicht von der Schule bezahlt. Ich habe das während meiner Arbeitszeit organisiert und ich musste mich von der Schule freistellen lassen. Ich musste für meine Abwesenheit alle Lehrpläne vorbereiten, das war sehr stressig. Ich war auf einem Kursus in München und in Leipzig, Jeder Kurs dauerte 10-14 Tage.
5. It included websites on cultural similarities and differences, sharing ideas. It included sharing of resources, videos, games, and other materials.
6. Mostly through projects than through training: Comenius projects, field conferences: that's where I have learned most.
7. It was a theoretical training at a local university about 10 years ago. It is now called Anglia-Ruskin. It was the language department at the time. It was my own initiative, on Saturdays, outside school time.
8. I have followed several trainings and there are big differences between them. The standard is variable.
9. Workshops and courses which focused on the basics idea of IC. Not sufficient but gave a motivation for exploring the subject further. Lacked practical ideas and knowledge about the target culture.
10. Engaged in a textbook project that has been going for 6 years. Had been a kind of training. Difficult to pinpoint specific courses.
11. Have in relation to the projects received training in IC in general and also technical aspects regarding use of Internet.
12. Exchange of ideas with more experienced colleagues. Was inspiring. Was sufficient.
13. Focused on the Finnish communication style and compared it with other styles/cultures. Was sufficient.
14. Aber ausserhalb des Schule: Das war etwa vor 12 Jahren, veranstaltet wurde das von einem Schulbuchverlag. Erstaunlicherweise war der Anteil über interkulturelles Lernen sehr umfangreich.
15. Ich habe das selber gestaltet, d.h. interkulturelles Lernen an andere weiter zu vermitteln. Seit 2-3 Jahren haben wir English in der Grundschule. Die Landesregierung hatte vorschlagen dass Lehrer, die die Grundausbildung haben, die anderen Lehrer auf den neuesten Stand bringen sollten. Ich wurde dazu eingeladen und habe das überregional organisiert. Es gab natürlich Vorlagen, wie das vermittelt werden sollte, wenn, überregional, andere Lehrer aus dem Einzugsgebiet in dem ich unterrichtete eingeladen wurden,
16. Dieser Kurs ist ganz neu auf uns zugekommen, es war Hilfestellung, wie man das den Kindern

	vermitteln sollte. Vom zeitlichen Rahmen nicht ausreichend, man könnte das einen 'Crash Kurs' bezeichnen, ich wünschte mir da eine viel intensivere Fortbildung.
17.	Avant, l'occasion n'existait pas mais aujourd'hui cela commence à changer tout doucement. J'ai dû faire une ou deux formations à ce niveau-là. Apparemment aujourd'hui cela serait obligatoire de faire 1-2 stages dans un autre domaine (astronomie, etc) dans la formation de "maître".
18.	Was on seminars, where some courses focused on intercultural aspects. Was insufficient. The intercultural aspects were badly presented.
19.	Have had several seminars on intercultural teaching. Taking part in a cross-national cooperation with contacts in Scotland and Prague. Sufficient.
20.	We have had lots of training, we have an expert within the school. She is in charge of training international education. She also teaches on the continuous education programme.
21.	When the framework came out in September 2006 the school organised a "service day". I did a presentation to the rest of the staff explaining the objectives of the "intercultural strand" of the framework guidelines.
22.	Had a course in Danish as second language. Focus on different techniques to use when teaching bilingual pupils. Was sufficient. But the material was based on foreign experiences, which sometimes made it hard to transfer into a Danish classroom.
23.	Have been exchange teacher in Scotland, England and USA. On own initiative. Very useful.
24.	C'était proposé par l'éducation nationale mais sans obligation. Je l'ai fait de ma propre initiative. C'était 3 semaines linguistique, phonétique, vocabulaire et culturelle, communication, tout les aspects de la langue.
25.	Couple of times in the year we have meetings with other teachers and we get guidance. During these training days it is not only intercultural skills, but this is part of it.
26.	For the last three years I am a teacher trainer myself. The time was lacking though there was not enough time for development training too, it should be done before they go to school.

Question

Have you learned about teaching intercultural competence in any other way?

Yes: 76.9% (60)

No: 23.1% (18)

Question

What did this include? Was it sufficient? What was lacking?

1. Aanbod bijscholingen.
2. Zelfstudie, ervaring, praten met collega's.
3. Self-study from travelling and living abroad. Had not really been sufficient.
4. Reading about IC. Have a native english teacher at school, French assistants come some days every week. A good input. Every year there is cross-curricular activity for the school where there is opportunity to develop IC.
5. This was a long time ago, from 1980-84. I lived in Mexico at the time. I worked a lot in the area of "intercultural competence". It was a special programme for seniors, most of them analphabets.
6. Have been researching by reading on the Internet. A good start, but not sufficient. Miss interactions with other teachers.
7. It was through observing my colleagues! We are encouraged to watch each other teaching. It is part of the scheme of work and I had to plan it in my lessons. We worked in the department together on the planning of cultural awareness, we did this as a team effort.
8. Ich fahre jedes Jahr mindesens sechs Mal nach Deutschland. Wir gehen in Konzerte, Theater, ins Kino, wir waren selbst bei der WM dabei! Ich lese sehr viel, ich kenne viele Leute, aber alle diese Aktivitäten finanziere ich selbst.
9. Par l'expérience, en m'intéressant à la culture et aux coutumes des autres. En lisant des articles, en discutant avec les gens du PMS, en me renseignant. Mais il faudrait vraiment donner ça dans la formation initiale. Ce n'est pas parce que vous comprenez que vous allez perdre votre individualité. J'imagine que c'est plus facile pour les prof de langue. C'est un atout d'être une femme et mère de famille >>> cela donne une légitimité par rapport aux autres mères de famille (par ex tâche ménagères, éducation, ...).
10. It was and is my own initiative. I went to conferences in Greece, where educators and scholars discussed intercultural matters only. It was applied knowledge, lessons, presentations, debates. I also participated in a seminar on intercultural competence and I am currently learning Russian.
11. Paper on interculturality during master studies.
12. I participated in workshops organised in Budapest by Oxford and Cambridge Universities to which I enrolled myself.
13. I say "Yes" with hesitation - because I do it all on my own, and I am not at all sure that this is the right kind of knowledge.
14. Through Comenius projects, participating at conferences, participating in exchanges. That's where I learned most.

15. I don't necessarily see 'learning' as a serious commitment to some programme. To me it means learning all the time: the media, other people, books, films, music... The world is full of information and it is totally impossible for one person to handle it all. At the moment I'm enjoying myself to a great extent, as I'm working with even more experienced colleagues from other schools and writing textbooks with them. I learn as I write materials, get feedback from the other writers, give feedback to the other writers... I learn at school when I talk to colleagues, teachers of other subjects... Outside work I learn when I travel, I meet people from different countries, I ask questions, I tell other people about my country....
16. Reading on my own, experiences, you learn by doing. It's the most effective thing. It wakes up your own interest.
17. Through self-study. But mainly through own experiences from abroad. Lack of practical materials for use in the classroom.
18. Selfstudy on culture and teaching on culture.
19. It was not sufficient. I have been doing that on my own because I am interested in it and it was all my initiative. The National Board organises seminars, but only in the capital districts and on weekdays. it is difficult for us to get to. As a Unesco school we luckily get material from ASPNET, magazines and information on projects from them.
20. 1) I was on a course for teachers in Ireland. I asked for a grant from the EC. I went for 2 weeks to attend a language course for teachers on bi-lingual issues, i.e. English and Irish language issues; 2) I participated in a teacher exchange activity in Finland. I was teaching all subjects, we had a Slovenian-Finnish week and I learned a lot. I am also part of a project called "JALING", it is a large European project and it is strong on intercultural issues.
21. Made at the university a self-study on intercultural communication related to business life Not sufficient, not related to teaching primary.
22. From relations abroad, from own interest in different cultures. Miss more contacts outside Slovenia,
23. By living in the UK for quite a while with an English family, and being exposed to everyday life in the UK.
24. I attend different conferences, f.e., every year is a special Christmas conference with good workshops, and it promotes intercultural know-how and studies.
25. From experiences abroad as well as interacting with foreigners. Media, literature, pop music etc. Something is always lacking. Miss some updating on IC in general.
26. Sur le tas, de manière diffuse. A eu un excellent professeur à l'Ecole Normale. Il les avait déjà passionné, a été très motivée. A appris de lui. Très complet.
27. Meeting people from abroad. Sometimes through projects. Has been sufficient. have been eager to learn about IC myself.
28. En suivant un manuel, un guide méthodologique. Je me suis inspirée de plusieurs sources. L'école aide aussi, grâce notamment aux gens du terrain, aux collègues plus âgés qui partagent leur expérience.
29. Aber das war reine Eigeninitiative: ich organisiere Gruppenreisen mit meinen Schülern nach England, organisiere einen Besuch in einer englischen Schule. Aber da kommt nicht viel bei raus, da die englischen Kinder fast kaum Deutschunterricht haben! Gottseidank habe ich in der Zwischenzeit englische Familienangehörige dazubekommen, und das hilft mir viel wenn ich Rat und Anregungen brauche.
30. Have used own experience in finding materials that include IC subjects and that are feasible with the time limits. Has been sufficient, but miss a professional exchange of experience and ideas from colleagues.
31. Da ich selber in mehreren englischsprachigen Ländern war und Feste, Brauchtum, Alltagssituation selber erlebt habe. Und das konnte ich den Schülern vermitteln. Was mir fehlt ist jetzt die reine Landeskunde, u.z. ausreichende Kenntnisse über das Land an sich, Geographie und alles was damit zusammenhängt, z.B. Sehenswürdigkeiten, etc.
32. There existed seminars on this topic at the British Council, 4-5 years ago, not anymore, they have changed their objectives and they do not to cooperate with primary schools any more. Same has happened with the Board of Education of Slovenia. I got invitations to go to these seminars, but not any

- longer and I think that is a serious lack of support to learn more and to be better prepared but it is not happening any longer.
33. Tried to set up own standard for teaching IC. Have been missing some specific guidelines on how to deal with IC.
34. I studied by myself to answer my own concerns and question on how to apply what I learned in my class. I prepared modules, concepts, brought in my conclusions from 'living a situation' or reading a particular text which I thought important as an example.
35. Travelling, Comenius. E-twinning project insufficient. Lack of materials for primary pupils.
36. Surtout par l'expérience, par le questionnement, par la remise en cause. J'ai eu la chance d'être sélectionnée pour partir 6 semaines aux USA avec Fulbright et d'avoir eu beaucoup d'échanges avec les prof d'anglais d'autres pays. Ce qui me permet aujourd'hui de monter un Comenius. Je voyage beaucoup aussi.
37. Have been searching on Internet for articles about intercultural competences. It is difficult to find the right and useful source.
38. From travels abroad and the contact with native speakers sufficient. Gives an insider knowledge of the behavioural attitudes among English-speakers.
39. I was in Cambridge on a course for teachers of English from the whole world. We tried to present teaching and learning attitudes from all countries to each other, we tried to evaluate and to find if we understand each other. This was a 3-weeks course, and we had 3 days role playing "kid-teacher", etc. This course was very helpful and I learned a lot. I go to a lot of conferences on this topic and I myself give presentations on the subject.
40. From own research on materials for language teaching, have experience in different aspect areas of teaching intercultural competence. Have not been missing any courses, have a bilingual background.
41. Have been on seminars arranged by Cirius and the association of communes to learn about fundraising for cross-national activities. Sufficient.
42. It includes reading articles in educational journals, discussions with colleagues from other institutions. It is 1) part of our ongoing school programme and 2) part of my individual objectives.
43. Got a Socrates grant and received training in England. Was very satisfied with the training.
44. I read a few books while I was writing my dissertation, but it was not enough. That is why I am now doing a PHD on the subject of intercultural understanding at the university of Aix-en-Provence.
45. Personal contacts, also the school does the Comenius project, we learned a lot in visiting our partner schools.
46. Reading, taking courses at the Goethe Institute, comparing my experience with the experiences of my colleagues at teachers' conferences, but all of this is my personal initiative.
47. It was very complex, part of it included British studies in Norwich at a language institute, it included courses on methodology of teaching intercultural competence which were organised by the British Council in Hungary, and through an Internet website, which helped me to teach intercultural understanding, the name is www.intercultural.hu
48. See Q.30.
49. I have shared a working party to research material on intercultural understanding, two teachers looked at festivals in France, in Germany and Spain, then we produced ICT resources to help other teachers teach this particular aspect.
50. Mein eigenes Interesse, ich habe Kurse für Erwachsene gegeben, "effective socialising", wie verhalte ich mich richtig, wie gehe ich mit dem/der anderen Kultur um, ich habe mir alles selber erarbeitet und dann weitervermittelt.
51. Un programme européen qui s'appelle "Evlang" - "Eveil aux langues et aux cultures du monde" - à l'université. Je le fais toutes les semaines, pas seulement en anglais, mais aussi avec d'autres cultures et langues, n'importe quelles langues, minoritaires, et aussi les langues de la classe, le portugais, le

thai, le créole, le martinique.

52. I do a lot of Internet research, reading books, talking to friends who are natives.
53. je fais une formation universitaire en parallele pour me former moi-même dans la matière.
54. Yes, because I am a very curious person , I take different media, radio, television, Internet, I listen to speakers from different countries, invite speakers to come to our classroom, try to bring other cultures into the classroom.
55. I read a lot.
56. I have it now in my university studies for the masters degree 'science de langage' but not before.
57. Through the Comenius project from 1999-2001 I realised the importance of teaching intercultural skills.
58. Because teaching other subjects (history and political science) means that I have to deal with these things in any case, personal attitude to combine history and teaching English to improve intercultural competence is a natural for me.
59. Through the Internet, by trying to find other schools and projects.
60. European Project 'Supervisor'

What are the difficulties that teachers face when promoting intercultural competence?

1. Barrière van vooroordelen doorbreken bij de leerlingen.
2. Taal is belangrijk! Als leerkracht richt je je in de eerste plaats op standaard vlaamse kinderen. Je speelt dus te weinig in op die andere culturen (o.a. bij tekstkeuzes waar allochtonen zich meer betrokken voelen).
3. Dat ze zelf over te weinig info beschikken over hoe ze het moeten aanbrengen. Welke Oefeningen jkan men daaron d doen.
4. Methode is beperkend. Wat moeten we er precies uithalen, wat moeten we de leerlingen meegeven. Wij kijken vnl. naar Frankrijk en bv. heel weinig naar Wallonie. Ook in handboeken wordt niet verwezen naar Wallonië (Borinage, Ardennes...).
5. Tegenwerking van de ouders (bv. bezoek aan Moskee in Aalst: één van de kinderen mocht van zijn vader niet meegaan). De kinderen zelf staan daar zeer open voor.
6. Materials in general. Lack of updated materials. Time to look for the right materials is another problem.
7. None mentioned.
8. Very often the classes are too big. Differences in intellectual level in the class - often takes a lot of time to organise the lessons. When focus on IC verbally, you feel it motivates the students.
9. My language groups are too big. I have 26 children in primary, 31 in lower secondary. This needs an enormous time of preparation and puts a heavy burden on me.
10. Have not enough hours.
11. It is the "relevance" for the students in front of you. If you are teaching a difficult area, they do not care, they have their own difficulties. Just knowing about other childrens' lives is not important to them. But when you show them that other children also can have problems in a similar way or situation, that is a way forward; because then they can share experiences, they can sympathise with each other.
12. Ich glaube es ist das norwegische Schulsystem! Die Schüler sind undiszipliniert, sie tun was sie wollen, sie stören sehr viel. Deshalb muss ich manchmal einfach das Lehrprogramm darauf einstellen. Die Eltern sind wütend, wenn wir streng sind und Disziplin erwarten. Sie beschweren sich das es zuviele Hausaufgaben gibt. Unsere Schüler sind sehr faul, nicht motiviert, wollen einfach keine Anstrengungen machen, sich keine Mühe geben.
13. La composition des classes (eg tchêchène). Des choses qu'on ne connaît pas par rapport à nos élèves (ex géorgiens: les gens ne vont à l'école que pour rouspéter >>> or on croyait qu'ils n'étaient pas impliqués dans l'éducation). On ne sait pas ce qu'on peut et ne peut pas faire, ce qui est apprécié, ce qui ne l'est pas. Par exemple mettre une mini-jupe lors des réunions des parents si parents musulmans. Personne dans l'école ne parle arabe ou turc. Il y aussi des grandes différences de connaissance entre les cultures (par exemple en histoire).
14. First of all, the lack of time, lack of training. We are not well enough trained to use intercultural methodologies. There is also some resistance by teachers to change their teaching styles, particularly with older teachers, because this implies more effort and time to develop new and more material. There is a lack of acceptance with students and parents, society in general, to understand the need to learn more than one language. Even our own school administration is too resistant to a new way of working. We lack proper teaching and learning resources which concentrate on intercultural. We only get course books which are concentrating on the linguistic issues and they are not taking intercultural matters or understanding into consideration.
15. Lack of training. Lack of sound methodology. Students have some prejudice regarding openness to other cultures.
16. I think the difficulties for the teachers can originate from the fact that we do not know enough about intercultural teaching! We do not have sufficient knowledge ourselves about cultures of other people. Maybe we do not have enough adequate training and we have not been trained "how to teach intercultural competence".

17. Lack of knowledge of the children AND myself as well. Sometimes parents as well. Most important is lack of time and also a lack of sensitivity from the children.
18. I think from my experience in my classroom, my students find the different elements of the other culture less important, because they are less familiar. This creates prejudices, a certain arrogance which, I think, is simply an expression of their lack of knowledge, lack of willingness to find out why the other is different. Once they have learned and understood it, they accept it, but it is a difficult process
19. Are people interested in different cultures. How to motivate them? How to make sure my method is motivating? If I don't know enough, how can I teach - luckily there is Internet. Sometimes it's difficult to use so many methods. How can we be interesting in our method. There aren't so many difficulties, sometimes the difficulties are more in your head: acceptance of different cultures, much different from Finnish culture.
20. Tired students. They don't want to learn anything, they just want to go home. Once students get motivated, everything changes! Well, not everything. Obviously, I have all kinds of students in the classroom, and for some people it is very difficult thing to learn things in a foreign language. On the other hand, the "better" students sometimes think they already know it all. There is also this "artificiality" that foreign language sometimes suffers from. That is, simulating a conversation in a foreign language seems sometimes artificial because the participants can easily understand the mother tongue. I think the lack of authenticity is a complex problem, even if not that big a deal every day.
21. In the UK, with children, it is prejudice! I think it often comes from watching TV, but promoted by the whole environment. When children can watch old warfilms on Germany and so on ... it makes it very difficult!
22. The lack of time and how the classes are organised. Is the school system flexible enough, especially when we talk about personal contacts and projects? You can't use fixed timetables for this. That's the most difficult thing. A bit easier in lower secondary level. It means a lot of work outside your class. Should not be part of your free time. You should be paid for your work. That's why many teachers say 'no thank you'.
23. Sometimes it is hard to see the result of teaching IC, but you can see the result in the pupils' behaviour.
24. Definition: what is IC, is a tricky question. It is related to personal skills and thus it is difficult to teach the pupils IC, also because it needs the willingness from pupils to learn IC. Difficult to operationalise IC. Can be difficult to draw lines for the level of tolerance. How do you teach the pupils not to think in stereotypes, when you use stereotypes in teaching about other cultures?
25. It is primarily lack of time!!! The overall planning is too tight.
26. Lack of knowledge!!!
27. Sometimes problems with the pupils and how to involve in IC. Destroy the class when focusing on IC. Sometimes problems with teachers of the Greek language, who are against English lessons in primary. Also for the schoolboard, who don't want any changes, and are against alternatives and IC.
28. Lack of funding, not time to travel abroad, Curricula needs to be followed too tightly.
29. It can even be difficulties in their mother tongue. Students will never study, they do not have any motivation to do so, and they have NO support at home. You have to do everything at school and it finishes there...
30. Sometimes other teachers think that this is not important. They haven't got any experience and they have had no possibilities to visit foreign countries.
31. Lack of time to prepare and find the right materials to bring into the class.
32. Il est difficile de faire bouger les classes pour un voyage scolaire pour un échange. Avoir des grandes classes est aussi une grande difficulté. Les moyens manquent, on se sent parfois très seul. Il serait bien d'avoir un local de langues dédié qui soit plus imbibé de l'atmosphère, pour que les élèves se sentent ailleurs. Le programme n'est pas du tout explicite et il faudrait qu'il le soit. La société de demain c'est pas que la Belgique. Or l'objectif principal est d'assurer l'épanouissement de l'étudiant dans la société de demain. "S'enrichir de la différence des autres" >> mais pas dans le contenu des 14 thèmes. Lors de la présentation du programme, les inspecteurs avaient dit qu'on ne pouvait plus inclure la culture (pure) dans le programme, en répondant aux questions. Il serait très bien de pouvoir trouver des correspondants sur Internet >> mais il faut pouvoir surveiller les élèves, or ce sont des grosses classes. Intéressant de favoriser les échanges Internet avec des élèves dans d'autres classes.
33. Teachers' insufficient knowledge of how to incorporate IC in language classroom. Textbooks with too little emphasis on IC.

34.	Personal inexperience in dealing with intercultural communication.
35.	Les programmes qui restent trop vagues. Il est important d'avoir un très bon manuel. Le manuel d'anglais utilisé incluait d'office les compétences interculturelles. Le manuel de néerlandais ne les incluait pas ou ce n'était pas intéressant pour les élèves (qui n'accrochaient pas, situations pas réaliste par rapport à leur réalité). Donc à moi de définir les situations par rapport au thème du manuel >> je trouve l'inspiration dans mon expérience ou à travers d'autres manuels (même de niveau légèrement plus élevé) en fonction de l'intérêt et du niveau de la classe.
36.	Ich kann das nicht sagen - da mir von meinen Schülern viel Interesse entgegengebracht wird.
37.	The pupils' lack of interest and language skills.
38.	Le choix d'un support authentique et adapté au niveau des élèves qui présente un intérêt pour les élèves selon leur âge et qui soit exploitable. Les chansons, il en a fait (Beatles). Fonctionne bien avec les élèves. Mais cela devenait démodé pour les élèves. Les paroles ne sont pas toujours recommandable ou exploitable en cours. Pas toujours évident de trouver une chanson d'aujourd'hui mais qui corresponde.
39.	In the country maybe the fact that some people don't know anything about other countries. I am in a small village, so you have to teach more as there is a lack of knowledge. I imagine that in bigger cities this problem is maybe less important, but in the countryside it is an important factor.
40.	C'est sont des difficultés créées par les cultures différentes dans ma classe. Il y a des élèves qui ne se lancent pas du tout, il y a des résistances qui viennent de l'environnement de la famille, je crois.
41.	Das wir oft zu wenig Zeit haben. Der Zeitfaktor spielt eine grosse Rolle. auch wie vorher erwähnt, dieser Mangel an landeskundlichen Aspekten wie Geographie und Erdkunden. Ich habe nicht genug Kenntnisse und es gibt dazu wenig gutes Material.
42.	Lack of material! We definitely need better material, in any form, to improve our knowledge!
43.	Difficult to explain cultural differences to the students.
44.	Lack of materials, insufficient education, the professional education puts too much focus on grammar.
45.	Was das Material anbelangt, es sind zu wenig Unterrichtshilfen vorhanden und ich glaube, dass das ganz einfach eine rein finanzielle Sache ist.
46.	The different levels of interest in students, there are students who are very much focused on the language, other students who are more focused on the assessment of the grade and they do not find it that important.
47.	Some teachers and pupils are not interested in the subject. Lack of materials to use in the classroom.
48.	Materials. Teachers' lack of knowledge of other countries and their cultures.
49.	1. Une connaissance approximative des thèmes imposés par les manuels scolaires >> présentation superficielle ; 2. Un prof de langues devrait voyager pour pouvoir comparer, apporter son expérience; 3. Il faut être en contact avec d'autres pays (par exemple pour connaître le rythme des cours dans les autres pays). Il devrait y avoir des bases de données sur Internet. Les manuels sont vieux parfois de 15 ans. Le fait d'avoir participé à Fulbright a fort aidé, grâce aux contacts, à l'interactivité; 4. La méconnaissance des outils technologiques est un frein. C'est sans doute en train de changer.
50.	Need books that include the intercultural competences. Teachers are in general very eager to improve the pupils' intercultural competence, but they have to do a lot of work on their own. A major problem is also the lack of access to the Internet.
51.	Miss information about appropriate behaviour attitudes within English-speaking cultures. Difficult to have intercultural competence as an independent subject. Must be integrated in the general subjects.
52.	The risk of being too much outside of the curriculum, to be reproached for being too liberal. The head of the school and the parents want us primarily to teach grammar, but so far I did not have any complaints.
53.	Sometimes you are caught in your own prejudices, you do not understand and you have to teach. I have to work on my attitudes, and I find this the hardest. I read a lot and I communicate a lot in order to better myself.
54.	There seems to be a huge demand for contact to other English-speaking classes. That sometimes makes its difficult to get a contact. Time to prepare.
55.	Some colleagues have a negative attitude towards IC. Some teachers find themselves already having too many obligations. School management has to support IC financially and morally. Each school should

have an international committee to promote the idea of IC.

56. I would say it would be the proper understanding of the children. Effectively, the materials are readily available but not all the children would understand it. I have to take their teenage problems into consideration. I have to work with examples which have meaning to them in the context of their own life - it all has to be very praxis-oriented.
57. Unser Hauptproblem (heute) ist das Austauschprogramm von Schülern. Es liegt eine mangelnde Bereitschaft vor, sie wollen einfach nicht eine Woche von zu Hause weg. Die Schüler haben uns Bemerkungen gemacht wie: "keine Lust", "ich will meine eigene Musik hören", "ich will nicht von zu Hause weg". Bei meinen Schüler zwischen 14-16 Jahren ist das ganz dominant. Aber ich habe das von vielen anderen Kollegen auch gehört. Wir können uns das nur so erklären, 1. Mit Internet denken die Kinder gut informiert zu sein; 2. bei unseren Kindern, an meiner Gemeinschaftsschule z.B., hat es zu viel Instabilität in den Familien gegeben, die Eltern haben sich getrennt, sind geschieden, leben mit neuen Partnern zusammen. Die Kinder sind verunsichert, haben einfach Angst vor Neuem, weil sie im täglichen Leben schon mit so vielen neuen Situationen fertig werden müssen.
58. To get as authentic as possible, with the help of as many resources as possible. We already have interactive whiteboards in the classroom so we can use the Internet, show videos and play audio tapes.; But to convey the authenticity of the experience to the children is the most difficult one for me.
59. Teachers don't have sufficient knowledge of other cultures. Financial problem to get the needed training in language and intercultural competence.
60. For me it is that you never know when you are falling into stereotypes, that is my main difficulty.
61. The pupils only find it interesting as long as they can relate to the subject. It must not be too new or unfamiliar for them.
62. Difficult to explain differences between cultures and habits. Difficult to make the children interested and tolerant.
63. I would say it is the lack of immediacy – it's that they learn about it, but unless they can visit in a relatively short time, they might lose it.
64. In the beginning of each year I have to face the question "why German"? Parents resist it, they think it is a very difficult language, they ask "why should my child learn German, what purpose does that serve"? I have always to explain the reasons. But luckily, after some months they all start to like it.
65. Well, what I tried to do is a cross-curricular approach, to include different subjects like history, geography, literature, sometimes biology, physics. In our education students have difficulties integrating different subjects at the same time, so integrating English history, or English literature and English history, for example, is not easy.
66. Lack of new and relevant material on culture and society. Lack of interest from the pupils, who can't see the relevance.
67. The risk of stereotyping.
68. Der zeitliche Rahmen, die engen Vorgaben des Bildungsplans, es muss ein ganzes Schulbuch behandelt werden, die wenige Zeit führt zu Schwierigkeiten.
69. C'est difficile, au début quand on commence, parce que les enfants sont très centrés sur leur propre culture, il n'acceptent pas bien les autres, ils ressentent ça comme bizarre et étrange, mais il faut toujours partir de leur propre culture, pour eux leur propre culture est évidente - et avec cette expérience ils ont plus facile de s'intéresser à l'autre. Les primaires sont coupées de la réalité, ils ne voient pas le pays ni les gens.
70. It's not easy, my main problem is that I can read about the nations, all my knowledge is not based on experience but on the written word.
71. La difficulté principale c'est que je travaille avec des élèves en difficulté, ils sont en refus de l'autre, on n'est pas à l'écoute facilement et c'est difficile à faire passer l'information.
72. Our curriculum ties our hands in a way, often we do not have the time, people in the Ministry and in schools are not really aware of the importance of cultural diversity.
73. I think the difficulty is when teachers come across something interesting but miss the interpretation, text book is a starting point but we need more.
74. It really depends on the school, because they are 'quartiers difficiles' with a lot of foreign children, main objective is to make them feel at home in France, so this comes at a later stage. In the others not a real

problem, most children are curious about others, they may have reactions to different customs though.

75. The children are very open, not many difficulties, sometimes we have to be careful what the parents might think, in the beginning we had to adjust, now we are used to the fact that we have a lot of foreigners in the classroom.

76. No difficulties, but you have to decide to do it.

77. Psychological reasons, pupils and adults don't like when we talk about it because it means change and they do not like it - some French teachers don't like it - it makes them reflect on how we live.

78. No difficulties myself. I guess the teachers could refuse to do it or want money doing it.

What recommendations would you make to improve the development of intercultural competence in the language classroom?

1. Meer geld. Alles is verschrikkelijk duur. Er zijn al goede zaken (bv. Prins Filipsfonds voor uitwisselingen). Investeren in opleiding voor leraars. Eens een grote doorlichting houden. Er schort nog één en ander aan (zeker bij de Masters). Er zijn wel goede evoluties. (Alhoewel uitwisselingen worden vaak nogal elitair voorgesteld.) De nodige informatie is moeilijk te vinden.
2. Opleiding zou een interculturele component moeten bevatten. Niet enkel contacten buiten de klas. Kinderen hebben de neiging in eigen groep met elkaar op te trekken. Dat wordt soms als bedreiging ervaren.
3. Lacunes bij de opleiding.
4. Website waar informatie kan gehaald worden (bv. werkblaadjes, franse muziekteksten, actualiteiten, rellen in Parijs, ...) en wordt aangegeven hoe men daar in de klas mee kan werken.
5. De bezoeken (aan bv. Moskee) zijn steeds bijzonder goed meegevallen. Kinderen mochten honderduit vragen stellen. Het komt er op aan om mensen uit andere cultuur naar de school brengen of er zelf naar toe te gaan. Veel beter dan erover te lezen, vertellen, een film (of ander medium) te bekijken ...
6. Improved options for direct interaction and contact with students outside Norway. Teachers should be better updated. More trips abroad to get some new input.
7. IC should have more visibility to make it clear to all teachers that it is necessary to include IC in classroom. Could maybe be done through the national curricula.
8. More time to get in contact with students in other countries. Time to prepare exchanges. Would be motivating for students if they know they are going abroad
9. Smaller groups! But most importantly, I wish there would be a 'platform' where all language teachers get together and discuss and talk and exchange experiences on the problematics of language teaching. I wish there would be cross-curricular activities! I would like to attend seminars, "exchange initiatives" between teachers. AND new and better, and more, materials for teaching Spanish.
10. Integrating the students in activities, where they get to know other cultures. Find issues and subjects that give the student a wider knowledge and which include IC.
11. I would recommend to think very hard what the interests of a specific school are and what needs to be taught. Understand what the children's interests are in life, and then research on it. I try to get on school links to similar schools on the Internet in other countries. Let them relate to these children. It is really understanding your audience which makes it accessible and happening.
12. Die Lehrmittel müssen besser werden und auch einfacher. Man sollte mit einfacheren Projekten anfangen. Es werden zu grosse und "idealistische" Projekte vorgeschlagen, und viele Lehrer schaffen das einfach nicht. Mit kleineren und weniger anspruchsvollen Projekten würden die Lehrer viel mehr mitmachen und man kann das auch viel leichter evaluieren. Man sollte klein anfangen, die meisten Lehrer sind zu gestresst um so grosse Projekte durchzuführen zu können. Wir brauchen bessere und einfachere Lehrmittel. Die EU hatte ein Projekt gemacht mit Postkarten und kleinen Broschüren. Bei uns haben alle Lehrer das benutzt, weil es einfach war und die Schüler haben viel gelernt, das war so gut angekommen, dass viele gefragt haben, ob sie das Material im nächsten Jahr wiederbekommen können - ich kann es nur hoffen....
13. Dire que c'est vraiment important, que c'est une base des langues. Dire aux élèves que c'est une richesse, qu'ils doivent être fiers de parler une autre langue, qu'ils sont confrontés à des consonnalités différentes. Stimuler la curiosité, leur faire faire des recherches chez eux. Il faudrait avoir des outils: eg tous les pays de l'Union européenne éditent une brochure qui explique le système scolaire, etc.
14. First and foremost: raise awareness! To raise the understanding that we need intercultural education, raise awareness with everybody, the community, parents, students, teachers. We need strong arguments why we have to learn this, how important it is for our next generation. They need the tools and qualifications to work in different countries. We need urgently new course books, revise the NC and promote lifelong learning. This includes also more computer skills.

15. To European Commission: teacher training also during undergraduate studies, courses regarding intercultural awareness at university level. Ministry of Education (see above). More specific guidance in the curriculum.
16. Workshops, professional meetings, written information, examples.
17. I would say that if I could include one aspect of cultural similarities or differences in each lesson, that would be ideal! We need more resources and more training and more time!
18. Familiarisation seems the strongest recommendation to make. What I mean is to meet people from other countries, to bring native speakers into the classroom, bring assistant teachers into the classroom. We had a neighbouring school which had a teacher from the Comenius programme. I asked if she could come to us, at least for an hour, and that made a great impact.
19. Projects, visitors, student/teacher exchange programme, it really opens your eyes.
20. If I had all the money in the world, I would increase the authenticity factor by bringing foreign (from the Finnish perspective) people to classes every day. I believe in learning by doing, and I am sure the students learn a lot from real-life conversations with real people. Theory is a valuable thing, but practice is something we all need, too.
21. In the UK we need better facilities, better materials. Particularly materials which are designed for that age group! At the moment, we try to do it ourselves! We need time to look at it, to look at new books offered by a publisher, but, here again, the time factor is the most difficult issue!
22. The administration should provide some resources for cooperation between teachers in the area and inside the school, also financial and time resources to make plans together and create the contact. The reason is that we need to be paid for what we do. We should have time for it as well. It adds some value to your work. Many teachers are afraid of cooperating. It is part of the language area, in Finland. They use any language teachers to take part in projects. We should abolish our limits in terms of subjects and learn to work in multi-disciplinary projects. How can we teach intercultural competences if we don't communicate well at the school level? Also we are not aware of existing projects and it would be good to exchange knowledge and experience.
23. Teacher training, including exchange programmes and opportunities for teachers to attend courses abroad. Should be offered as initial training and in-staff training. IC should not be limited to the language teachers, but should be integrated in teaching in general.
24. More EU projects with quite a lot of schools. But not as "massive" as the present ones! When you enrol in them for so many years, it is a heavy load on us teachers. They should be made easier and less intensive. It takes too much time. I would like them to design easier projects. There should be more training for the teachers who run these courses, and they should not just be in the capital but also in the regions. Easily accessible for everybody and wider spread over the country.
25. Sensitivity training for teachers and pupils, where you have to see yourself as someone coming from another culture. Discussion on how to use stereotypes, where do they come from, what is true and not, what is the underlying story that creates the stereotype.
26. I would say it helps if we talk about it much more, f.e; in seminars, courses, conferences. We should really also work on parents, include them in this development, there is a lot going on and they should know more about it.
27. Should have graduate courses in teaching intercultural competence. School advisers should establish In-service training that includes IC. More workshops, conferences to show how to include IC in the lessons in order to make IC a part of everyday teaching are needed.
28. Persuade teachers to use Internet to make contact with other countries, to be open to new ideas. Better funding.
29. Trying to get them in touch as much as we can with the other language, promoting experiences abroad. I suggested to parents to go on vacation to the UK, to go abroad, but they are either too poor or not interested at all. At school we should have more exchange programmes with students from the UK and other countries. But in the south of Italy this is not very common.
30. Teachers should be open to these subjects, teachers should have access to exchange programmes, and teachers should have more possibilities to visit.
31. The curricula should be less grammar-orientated and have more focus projects. Too much focus on grammar is an obstacle for the use of language and communication.
32. Il serait très bien de pouvoir trouver des correspondants sur Internet >> mais il faut pouvoir surveiller les

élèves, or ce sont des grosses classes. Intéressant de favoriser les échanges Internet avec des élèves dans d'autres classes. L'immersion prend de plus en plus d'importance. Ce serait magnifique si c'était possible pour tous. Cela donne de très bons résultats. Les élèves ont le goût à l'effort en plus de nouvelles connaissances. Modifie leur attitude face à l'apprentissage.

33. The availability of films that pinpoint everyday life's cultural differences.
34. Some sort of IC framework should be incorporated in the European projects. Should provide the basic guidance in teaching IC. Could stress the importance of IC in the initial professional training. Perhaps relevant to look at different media and learn to use the right level of sensitivity according to a certain context. Encourage teachers to build up their own IC.
35. Développer d'autres manuels en néerlandais qui reprennent des situations plus réalistes. Manuels anglais sont plus souvent faits pour l'enseignement des adultes ou professionnels >>> les situations sont plus réalistes. A partir de la troisième, ils en ont un peu marre de parler du bonheur, de la superstition, etc. Surtout si l'on va vers l'utilisation exclusive du manuel. Ne pas trop laisser de côté la grammaire, le vocabulaire (les driller pour qu'ils soient rassurés et qu'ils osent parler, acquérir confiance en soi). On en a besoin aussi dans notre langue maternelle.
36. Man sollte schon viel mehr Kontakte haben mit anderen Schulen, vor allem internationale Kontakte, man sollte uns mehr Austausch mit Fortbildungsmöglichkeiten anbieten.
37. More time to teach English. Better access to the Internet.
38. Disposer d'une salle informatique avec accès à Internet, des enregistrements authentiques, des missions à la télé ou à la radio. Avoir le matériel nécessaire dans le bâtiment, et facilement accessible. Gros effort à ce niveau en France.
39. There should be one or more specific books for teachers, to instruct them what to teach and how to teach. Now, it depends on the book we choose from the curricula. There are too many books, but not a single one on how to improve intercultural competence.
40. Pour améliorer la situation dans l'école, il faudra des "médiateurs culturels", qui passent un certain temps avec les élèves étrangers qui arrivent à l'école. La même chose est souhaitable pour la classe qui reçoit un/une élève étranger. Il faudra être plus souple dans les programmes, p.e. je voudrais des visites et des échanges, avec des écoles en France, organiser des fêtes ensemble, et vivre les différences avec eux.
41. Zunächst einmal einen einfacheren und ein praktischeren Lehrplan, der am Alltag orientiert sein sollte. Er ist augenblicklich zu abstrakt und der Anspruch ist zu hoch angesetzt. Der zweite Punkt ist, dass wir eigentlich mehr Zeit bräuchten. Nur zwei Unterrichtsstunden, das ist zu wenig! Wir brauchen auch mehr Medien. Da muss man immer Sachen selber zusammensuchen. Es gibt zu wenig Fortbildung. Und dringend mehr Material für Landeskunde!
42. I can only repeat it again and again: more material, more activities, more original material, everything we need to be efficient is lacking and that poses a big problem to be up-to-date with events in the world.
43. More training for the teachers on how to teach and explain cultural differences. Textbook should contain more guidelines on IC.
44. Should be an independent objective in the nationale curricula. More updated materials on IC.
45. Auf jeden Fall eine bessere Ausbildung, bessere finanzielle Ausstattung und besseres Material!
46. In-service improvement courses would be absolutely wonderful!!
47. Language books with more specific focus on the intercultural aspects. Better possibilities for the pupils to communicate with pupils abroad.
48. School exchange with visits abroad. Use and involve the different nationalities represented at the school.
49. Plus de contacts entre les gens, les pays; e-mail, webcam, lettres, rencontres, voyages. L'accès aux données aide, mais un vrai rapport humain fait la différence. Avoir des séminaires entre profs de différents pays. Mon expérience Fulbright à complètement changé ma vision.
50. Better access to the Internet. More cross-national cooperation between teachers and more cross-national contact between the pupils.
51. Miss information about appropriate behaviour attitudes within English-speaking cultures. Applying for exchange grants is financially and administratively a huge task to overcome. Should be better and more simple to arrange teacher swaps.

52. With more money lots of things would be possible. I want more time, I would suggest exchange programmes for students, exchange programmes for teachers, and for both together.
53. Finding partners from different countries, or helping teachers to find partners, to learn from reality, video conferencing for example, to provide teachers with modern materials and topics, it will greatly help them to prepare their lessons.
54. Time and money to improve teaching in intercultural competence. Interactive whiteboards in order to get the full use of the Internet and its options for communications.
55. From the political side, IC should be written down as part of the schools' main objectives and should therefore also be given financial support. The local communes should have a general international policy, which includes the school.
56. I would say the use of up-to-date materials, to have the opportunity of communicating with students from other countries on an individual basis.
57. z.B. mehr Fortbildung und Zeit für mehr Fortbildung. Wir sind heute überhäuft von neuen Lehrplänen, zentralen Abschlussprüfungen, es bleibt einfach zu wenig Zeit für alles andere. Ich wünsche mir mehr "assistant teachers" im Austausch. Man kann das bei uns über die Bezirksregierung anfordern. Aber bis heute ist das nur für den Französischunterricht erfolgt. Austauschlehrer finden die Schüler sehr gut, weil sie den richtigen Akzent der Sprache hören, besonders wenn die Lehrer dann von ihrer Heimat erzählen, von Gebräuchen, vom täglichen Leben. Ich habe den Austauschlehrer für Französisch auch in meine Klasse eingeladen.
58. Difficult to say, as we already do a lot anyway.
59. Teachers and pupils in upper secondary should all have a stay abroad. But applying for EU-funded grants is difficult and is very demanding. Should be easier.
60. First of all to introduce this subject in the training curriculum for all teachers and to organise ongoing professional training on the subject when they are at school.
61. Should re-introduce friendship classes across the borders.
62. Would like speaking activities that emphasise different opinions in different cultures. Would like samples of authentic sources on various subjects in order to show the differences.
63. I would like to see encouragement, for example inviting foreign nationals, a network of people, to come in and talk about their country, debating, teaching the children nursery rhymes. If the children could see more than one person in the classroom who speaks the language, that would make it more realistic
64. One should not just concentrate on grammar but bring the cultural aspect of a language into the classroom. Music is a good start, poems, everything which brings a language to life.
65. I think I would emphasise the content of language teaching, we teach grammar and vocabulary, but it should have more practical examples and tasks to develop cross-cultural competences. I need also graphs, pictures, because these materials can trigger a lot of talk and better understanding.
66. Would like some kind of digital toolbox to pick out relevant subjects to promote intercultural competence. Teachers and students should have more face-to-face experiences with being abroad. More paid trips abroad to promote this could be a solution. Should be more emphasis on the youth use of media and everyday life situations.
67. I think there needs to be more in-service training for teachers in primary, and also in initial teacher training, so that teachers who come into schools have this knowledge already.
68. Ich würde mich direkt an das Kultusministerium wenden, weil sich bei uns gerade sich viel bewegt. Nach der Pisa Studie hat man die Dringlichkeit und die Notwendigkeit, in der Schule diese Kompetenzen zu entwickeln, plötzlich erkannt. Weil wir junge Menschen brauchen, die in der Welt ihre deutschen Scheuklappen ablegen.
69. il me faudrait une meilleure connaissance du monde anglophone, moi j'y suis allée en touriste, je voudrais aller dans une école, chez des gens, pas à l'hotel. La formation pour les enseignants des langues devrait proposer un stage dans le pays de la langue enseignée.
70. That future teachers get the right education right from the start - and this is not very common. It should start at university and colleges, and develop into a continuous education.
71. Qu'on commence a s'intéresser à la culture de l'enfant, j'ai 7-8 nationalités dans ma classe, europeen et non-europeen, il faut d'abord leur donner un espace de parole, s'intéresser d'abord à eux, c'est une porte ouverte a les faire s'intéresser à autre chose en une autre langue.

- 72.** The environment, the school system, the Ministry and people involved should raise their awareness about these issues. There are still some old habits from the past which must be cleared in their heads, we are very closed people and we have to adapt to the world today.
- 73.** Teacher books is not enough, my colleagues struggle because they do not know enough, basic material is missing, there should be more material and information for starting teachers.
- 74.** It would be good that all the teachers get a good basis in that domain and understand the importance of these skills, to have fundamental didactic material at their disposal.
- 75.** One very good way is to promote Comenius and exchange programmes, meet children from other countries, this promotes the intercultural aspect.
- 76.** Training of teachers, more emphasis in the curricula, especially extending beyond language teaching as such.
- 77.** Whole staff has to participate, in other subjects as well.
- 78.** More project material sent from the EU covering all European countries and implementing e-twinning, because it is a lot easier and the kids like it!

Annex 2

ONLINE SURVEY RESULTS 'EUROPE'

Project LACE
Languages and Cultures in Europe
for DG Education and Culture
March – May 2007

**Attention: To respect the authenticity of the LACE research,
all data has been retained in its original form.**

www.lace2007.eu

UNIVERSE: Language teachers in Belgium, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Norway, Poland, Slovenia and UK (England)

SAMPLE: 279 people participated in the online survey (242 of them female, 35 men, 2 did not answer the question. 40 respondents failed to complete the questionnaire and are not included in the analysis.

Teaching Level:

- 99 respondents teach at Primary Level
- 137 respondents teach at Lower Secondary level (general)
- 42 respondents teach at Lower Secondary level (pre-vocational)
- 28 respondents teach at Lower Secondary level (vocational)
- 80 teach in Upper Secondary
- 20 teach at Higher Educational level
- 34 are involved in Adult Education
- 7 also indicated 'other'.

Of the 239 respondents 26 do not teach in either Primary or Lower Secondary. These are excluded from this report too, bringing the number of respondents down to 213.

Languages and levels:

	I don't teach this category of students/pupils	ENGLISH	FRENCH	GERMAN	ITALIAN	SPANISH	RUSSIAN	OTHER
PRIMARY EDUCATION	114	78	17	6	2	6		7
LOWER SECONDARY - GENERAL	76	102	30	19	1	10		13
LOWER SECONDARY - PRE-VOCATIONAL	171	33	6	6		1		3
LOWER SECONDARY - VOCATIONAL	185	21	4	5		1		1
UPPER SECONDARY	153	45	11	10		5		3
HIGHER EDUCATION	201	11		1		1		
ADULT EDUCATION	186	22	2	1	1	1		1
OTHER	206	6		1				
							Total Respondents	213

Of the 213 teachers that teach in either Primary and/or Lower Secondary, 60 teach in Upper Secondary as well.

Most of the teachers that participated in the online survey teach English.

Of the 99 respondents teaching at *Primary Level*, 62 teach at this level only. **In this report only these 62 are included when talking about ISCED1.**

Teaching experience

- 44 respondents have less than 5 years' experience of teaching foreign languages (22 in *ISCED1*)
- 43 respondents have 5-10 years teaching experience (8 in *ISCED1*)
- 38 have taught foreign languages for 11-15 years (15 in *ISCED1*)
- 35 have taught for 16- 20 years (8 in *ISCED1*)
- 53 are very experienced and have more than 20 years' teaching experience (9 in *ISCED1*)

Age range

- Born in 1980s: 23 (of which 11 in *ISCED1*)
- Born in 1970s: 46 (of which 13 in *ISCED1*)
- Born in 1960s: 64 (of which 22 in *ISCED1*)
- Born in 1950s: 52 (of which 11 in *ISCED1*)
- Born in 1940s: 12 (of which 1 in *ISCED1*)

16 respondents (of which 4 in *ISCED1*) chose not to answer this question.

TEACHING TIME

51 teachers have less than 120 minutes per week for foreign language teaching.
(24 of these 51 are in the *ISCED1* group.)

130 respondents (of which 28 in *ISCED1*) have 120-240 minutes per week.

14 (of which 6 in *ISCED1*) have 240-360 minutes per week

18 (of which 4 in *ISCED1*) have more than 360 minutes per week.

	TOTAL	ISCED1	ISCED2
Less than 120 minutes per week	23.9%	38.7%	17.1%
120-240 minutes per week	61.0%	45.2%	67.1%
240-360 minutes per week	6.6%	9.7%	6.2%
More than 360 minutes per week	8.5%	6.5%	9.6%

CONCEPT

Question:

What do you understand by ‘developing intercultural competence’ in a foreign language teaching context?

Below are nine possible objectives. Please rank them in order of importance by assigning each objective a number between 1 and 9.

OBJECTIVE	ALL TEACHING IN PRIMARY OR LOWER SECONDARY		Teaching in PRIMARY		NOT teaching in PRIMARY	
	AVERAGE SCORE	RANKING	AVERAGE SCORE	RANKING	AVERAGE SCORE	RANKING
Provide information about the history, geography and political conditions of the foreign culture(s)	6.44	9	6.69	9	6.36	9
Provide information about daily life and routines	5.13	5	4.98	5	5.18	4
Provide information about shared values and beliefs	5.86	8	5.69	7	5.96	8
Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, ...)	5.70	7	6.35	8	5.45	6
Develop attitudes of openness and tolerance towards other people and cultures	2.73	1	2.47	1	2.77	1
Promote reflection on cultural differences	5.12	4	4.94	4	5.19	5
Promote increased understanding of students' own culture	5.73	6	5.58	6	5.79	7
Promote the ability to empathise with people living in other cultures	4.55	3	4.47	3	4.57	3
Promote the ability to handle intercultural contact situations	3.73	2	3.82	2	3.73	2

A **LOWER** score **means** that the objective is considered **MORE** important. A higher score means the objective is considered to be less important..

In the text below the average scores per objective are given between brackets in the following order: score for all - score for *ISCED1* only - score for Lower Secondary.

If we categorise the objectives according to their scores, this results in the following:

SCORE	ALL	Only <i>ISCED1</i>	ALL except <i>ISCED1</i>
1 – 2.99 (Most important)	Develop Attitudes of openness ...	Develop Attitudes of openness ...	Develop Attitudes of openness ...
3 – 4.99	Promote ability to handle ... Promote the ability to empathise...	Promote ability to handle ... Promote the ability to empathise...	Promote ability to handle ... Promote the ability to empathise...
5 – 6.99	Promote reflection ... Provide information about shared daily life ... Promote increased understanding ... Provide experiences with a rich variety ... Provide information about shared values ... Provide information about history, geography ...	Promote reflection ... Provide information about shared daily life ... Promote increased understanding ... Provide information about shared values ... Provide experiences with a rich variety ... Provide information about history, geography ...	Provide information about shared daily life ... Promote reflection ... Provide experiences with a rich variety ... Promote increased understanding ... Provide information about shared values ... Provide information about history, geography ...
7 – 9 (Least important)			

The first observation is that on a European level, there is little difference in the scores for *ISCED1* and non-*ISCED1*.

The second observation is that, apart from the first two-three objectives, all objectives have more or less similar scores.

Developing attitudes of openness and tolerance towards other people and cultures (2.73 – 2.47 – 2.77) is by far the highest ranked objective.

Second best-ranked objective is **promote the ability to handle intercultural contact situations (3.73 – 3.82 – 3.73)**.

Promote the ability to empathise with people living in other cultures (4.55 – 4.47– 4.57), ranks third.

Promote reflection on cultural differences (5.12 – 4.94 – 5.19) is valued almost equally by the *ISCED1* group and teachers in *Lower Secondary*.

The objective **‘Provide information about daily life and routines (5.13 – 4.98 – 5.18)** follows with, again, little difference in rating between teaching levels.

Similar scores are found for **‘Promote increased understanding of students’ own culture’ (5.73 – 5.58 – 5.79)**.

Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film ...) (5.70 – 6.35 – 5.45). **This objective is slightly more appreciated by teachers in *Lower Secondary* than by *ISCED1* teachers.**

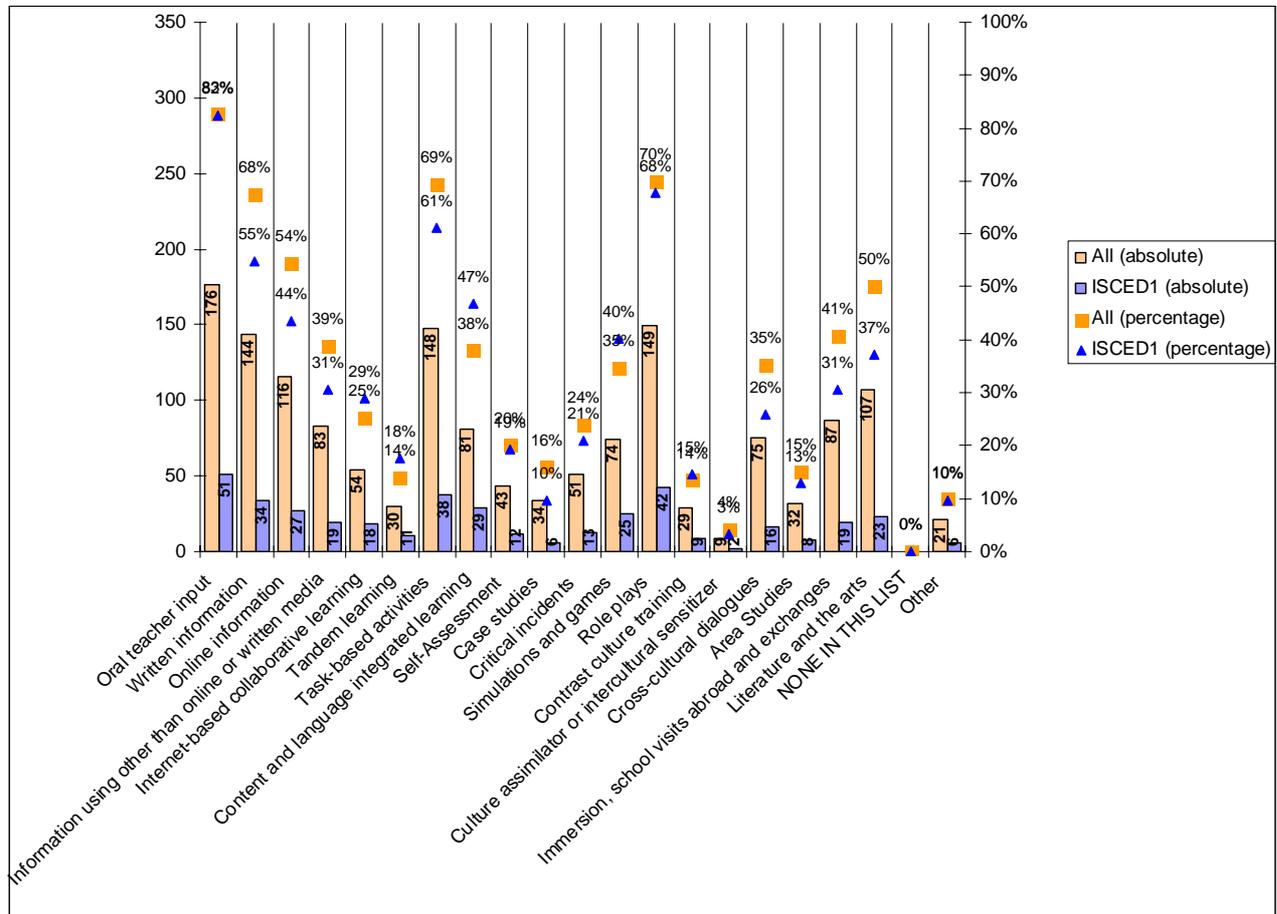
The scores for Provide information about shared values and beliefs (5.86 – 5.69 – 5.96) are in the same range as those for the previous objectives.

Provide information about the history, geography and political conditions of the foreign countries (6.44 – 6.69 – 6.36) is ranked last.

METHODS / TECHNIQUES / PROCEDURES

Question:

Which of the following methods, techniques, procedures and/or activities do you use to develop IC? (more than one answer allowed)



In the above chart and the following text percentages are used: this is mainly for the purpose of comparison. No statistical tests have been performed. That being said, the following observations can be made for the group of 213 teachers as a whole:

In the highest quartile (75-100%) we find **'Oral Teacher Input'**

In the third quartile (50-75%) are: **'Role Plays', 'Task-based activities', 'Written Information', 'Online Information' and 'Literature and the arts'.**

In the second quartile (25-50%) appear: **'Immersion, school visits abroad and exchanges', 'Information using other than online or written media', 'CLIL', 'Simulations and games', 'Cross-cultural dialogues', and 'Internet Based Collaborative Learning'.**

The bottom quartile (0-25%) contains: **'Critical Incidents'**, **'Self-Assessment'**, **'Case Studies'**, **'Area Studies'**, **'Tandem Learning'**, **'Contrast culture training'** and **'Culture assimilator or intercultural sensitizer'**.

In addition to ticking at least one of the suggested options, 21 respondents also ticked **'Other'**, which generated the following:

1. presentation, evaluation, discussion of pop songs or feature films which focus topical and long-existing intercultural conflict situations e.g. Northern Ireland -> pop song: (Sunday, bloody Sunday); clash of civilisations -> feature film " Bend it like Beckham" etc.
2. a multimedia project, called "Voices from the World", where students exchange and share their topics through e-mail letters; interactive theatre performance "OVA2005" realised on the occasion of the European Comenius Project "Olympism and Education in the Field of Sport".
3. pen-paling with students from Ohio, USA.
4. Media.
5. making videos on various topics.
6. arranging for a native speaker to visit the class and involve the students in active discussion; drama classes where students deliver their parts in the foreign language, thus having not only to pronounce, intonate or accentuate properly but also to address their roles as if they were part of the culture the play belongs to.
7. visitors to the school from other cultures to carry out workshops with children; Foreign Language Assistants; support of charities.
8. inviting people from other countries to come to my school and talk to pupils.
9. Foreign Language Assistants (FLA) teaching small groups and sharing their life experiences.
10. "I have an excellent possibility to use foreign Erasmus students to give information and have discussions with my pupils."
11. finding out about European languages and family trees
12. films.
13. creating own interactive exercises on this topic.
14. video conferences with partner students abroad.
15. "I try to have people coming from other cultures visiting my class as "*mediatori culturali*" It is a project provided by our local authorities ."

16. "Since I teach young learners, I use a lot of children's rhymes, songs etc."
17. kinaesthetic.
18. class projects involving the collection of pictures from different countries.
19. watching films, documentaries, listening to music and talking about the lyrics.
20. twin class work exchange visits.
21. cultural contact with the world through sending postcards.

When looking further at teachers in *ISCED1*, we note the following (based on the responses of 12 respondents):

Proportionally less¹ *ISCED1* teachers than the group as a whole choose:

- written Information
- online Information
- immersion, school visits abroad and exchanges
- literature and the arts.

There were no cases where *ISCED1* teachers ticked options more² than the whole group.

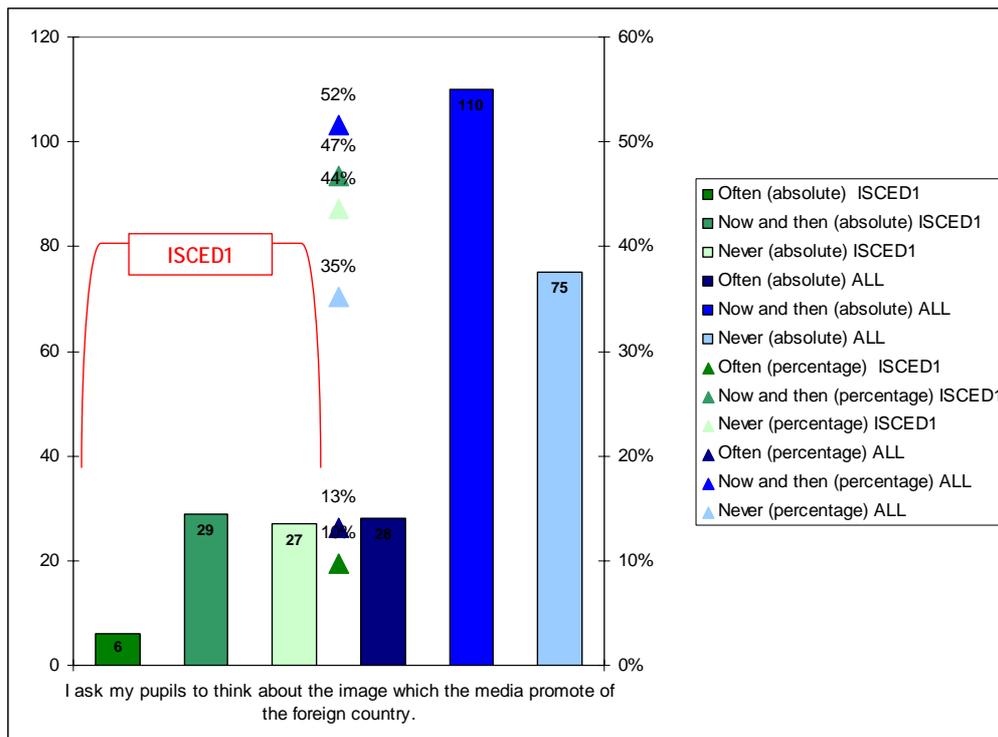
¹ Difference of more than 10%.

² Difference of more than 10%.

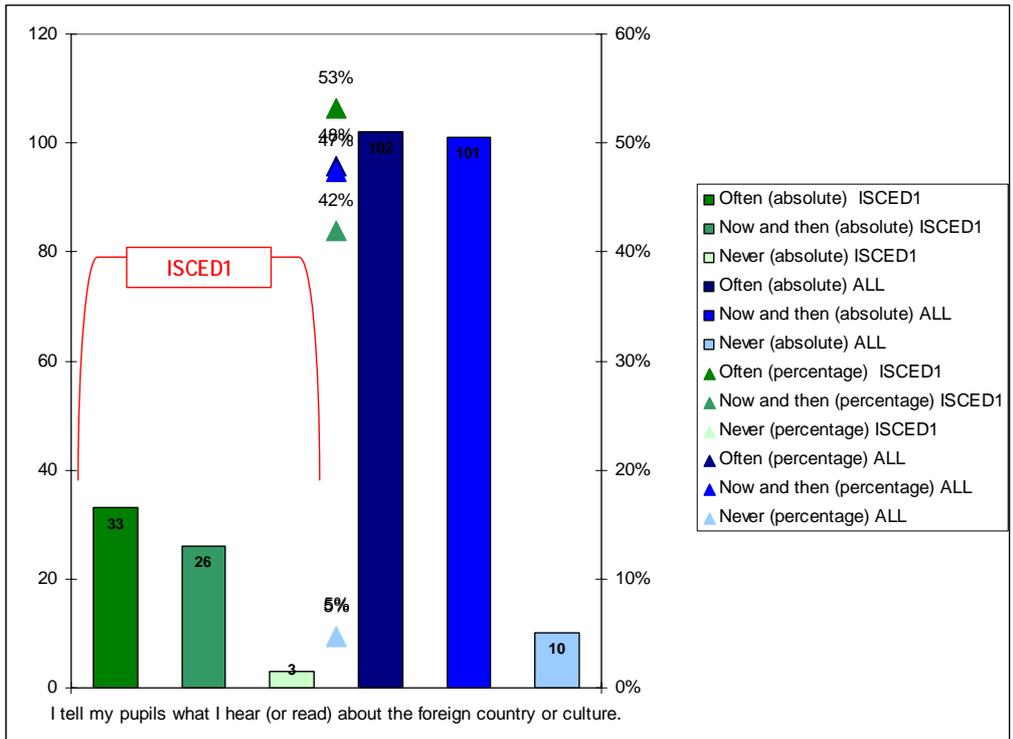
ACTIVITIES

Question:

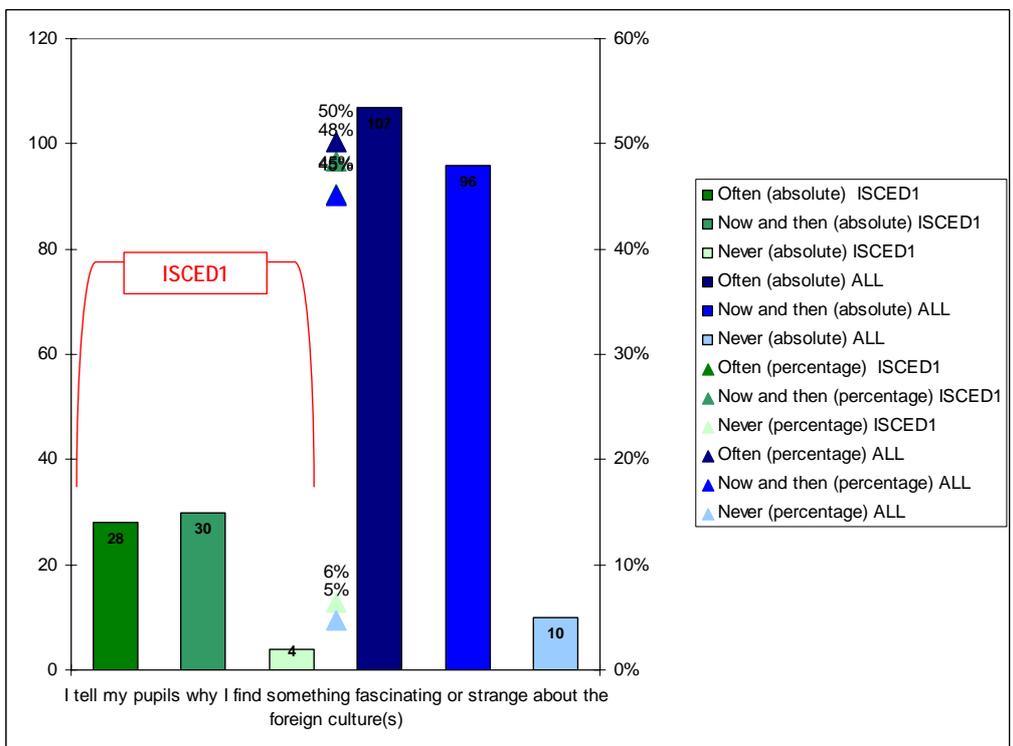
What kind(s) of activities do you use during classroom teaching time to develop intercultural competence? (Please indicate for each activity how often you practise it during classroom teaching time).



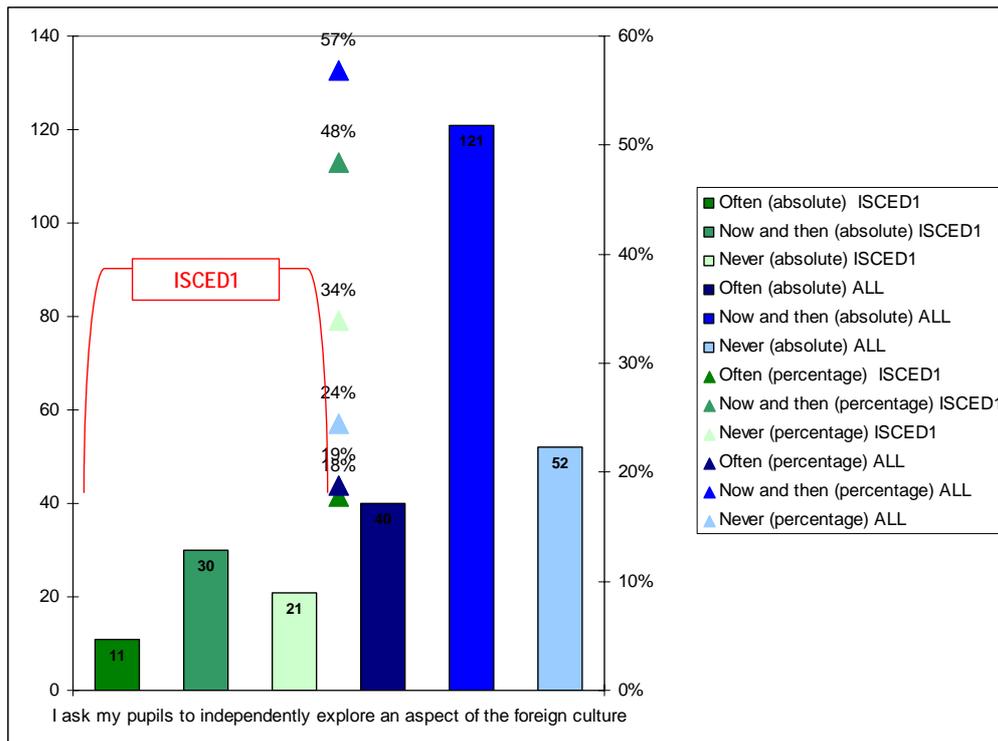
75 out of 213 respondents say they 'Never' ask their pupils. Twenty-eight (28) respondents (of which 4 in *Primary*) answer that they often do this. Respondents teaching in *ISCED1* tend to tick 'Never' more often than other teachers and tend to tick 'Often' less frequently.



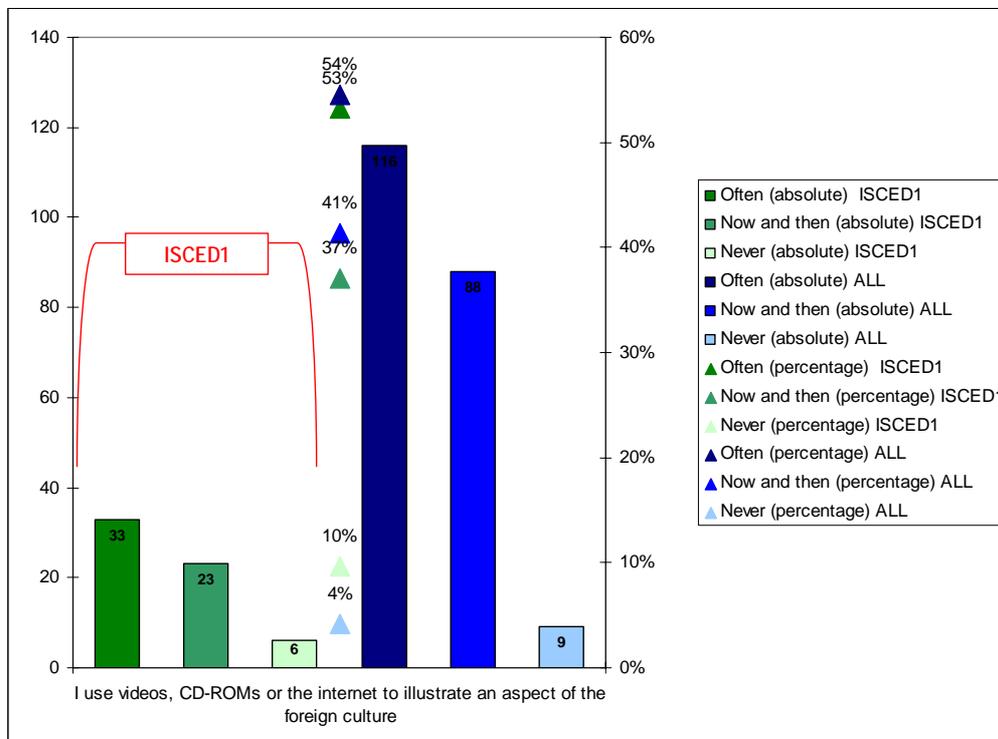
Almost all teachers do this at least 'Now and then'. Nearly half of all respondents say they 'Often' do this. There is little difference between teaching levels.



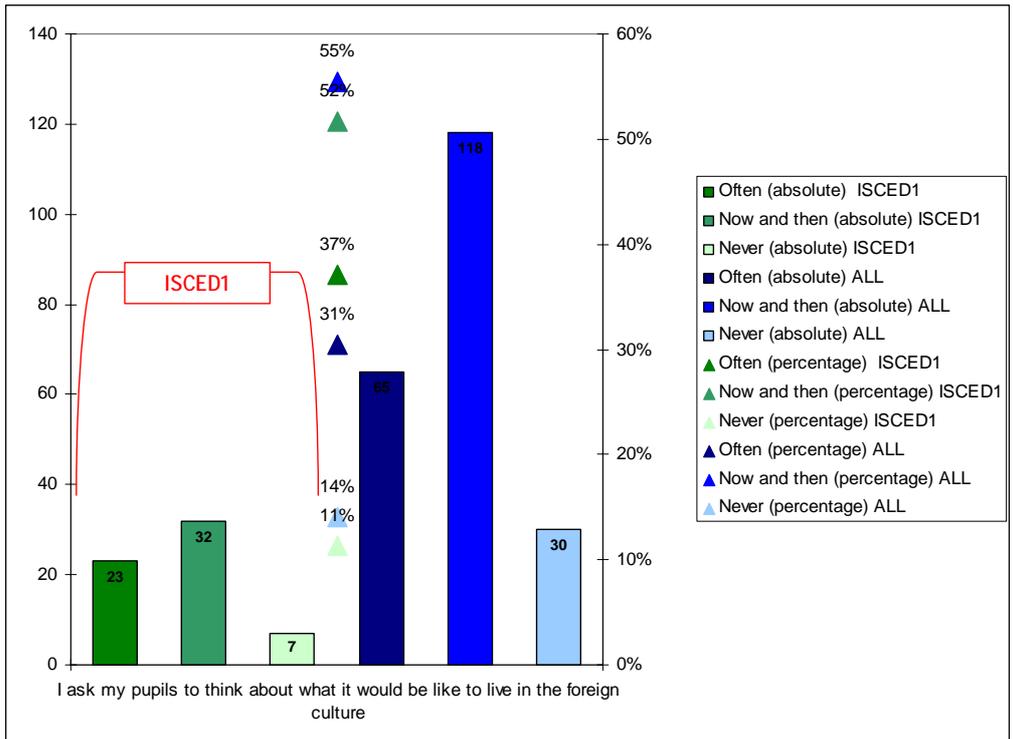
The majority of respondents say they 'Often' tell their pupils why they find something fascinating or strange about the foreign culture(s). There is little difference between teachers in *ISCED1* and teachers in *Lower Secondary*. 10 teachers (of whom 4 in *ISCED1*) answered that they never do this.



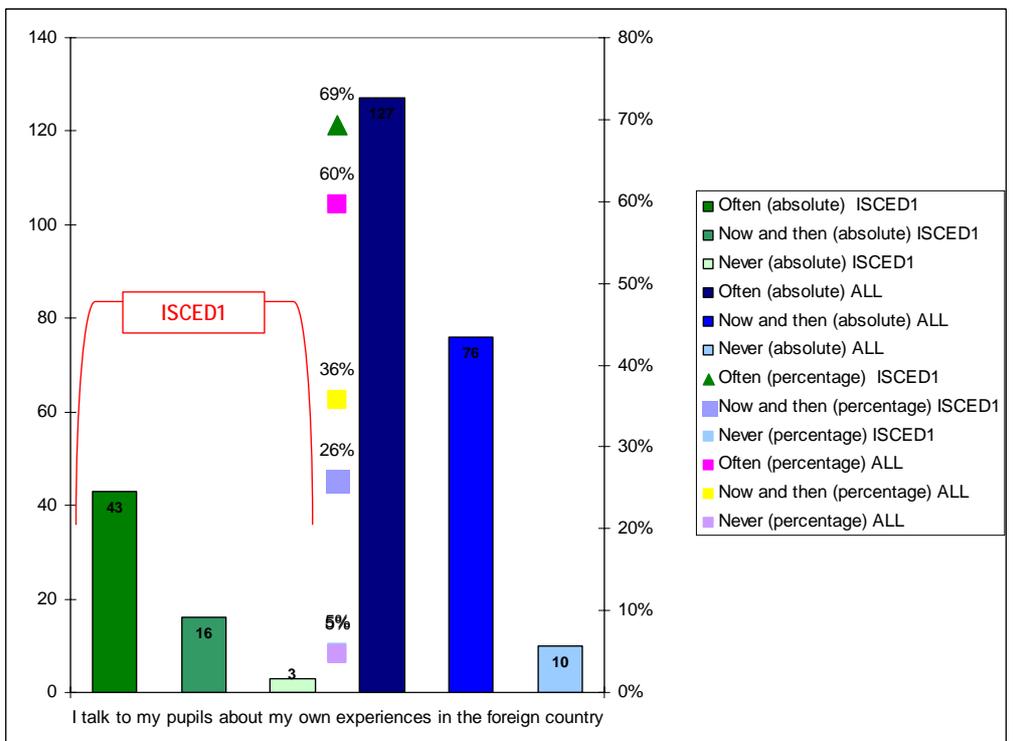
A greater percentage (57%) of respondents claim they 'Now and then' ask their pupils to independently explore an aspect of the foreign culture. Primary level teachers give this answer less often (48%) and tend to answer 'Never' more frequently (34%) than the group as a whole (24%).



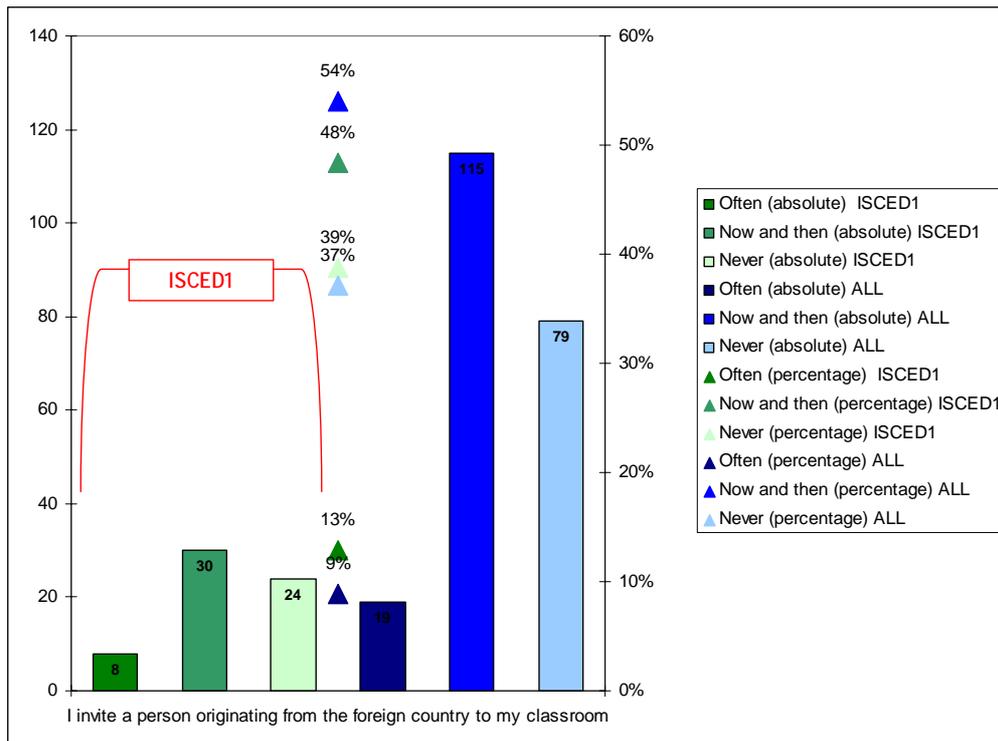
A limited number of respondents (9 out of 213) said they 'Never' use this tool. Most teachers (54%) use it 'Often' and an important percentage (41%) use it 'Now and then'. Proportions are close to equal in both groups (*ISCED1* and *Lower Secondary*).



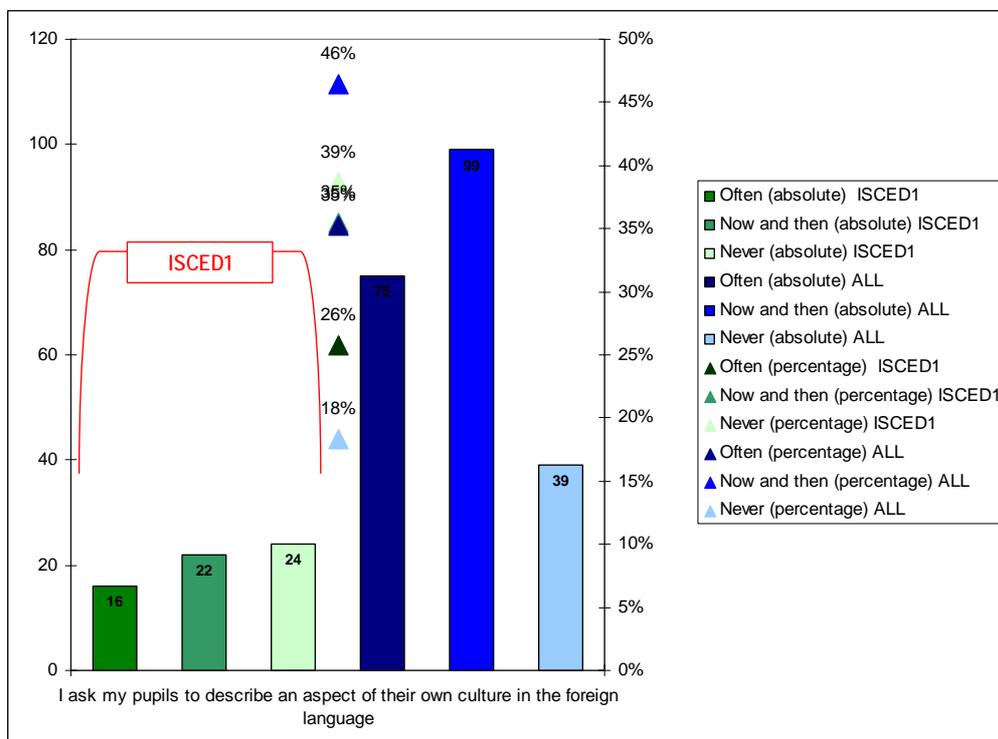
Most teachers ask their pupils either 'Now and then' (118 of 213) or 'Often' (65 of 213) to think about what it would be like to live in the foreign culture. For the whole group there are only thirty (30) respondents (of which 4 in *ISCED1*) who claim they 'Never' use this activity.



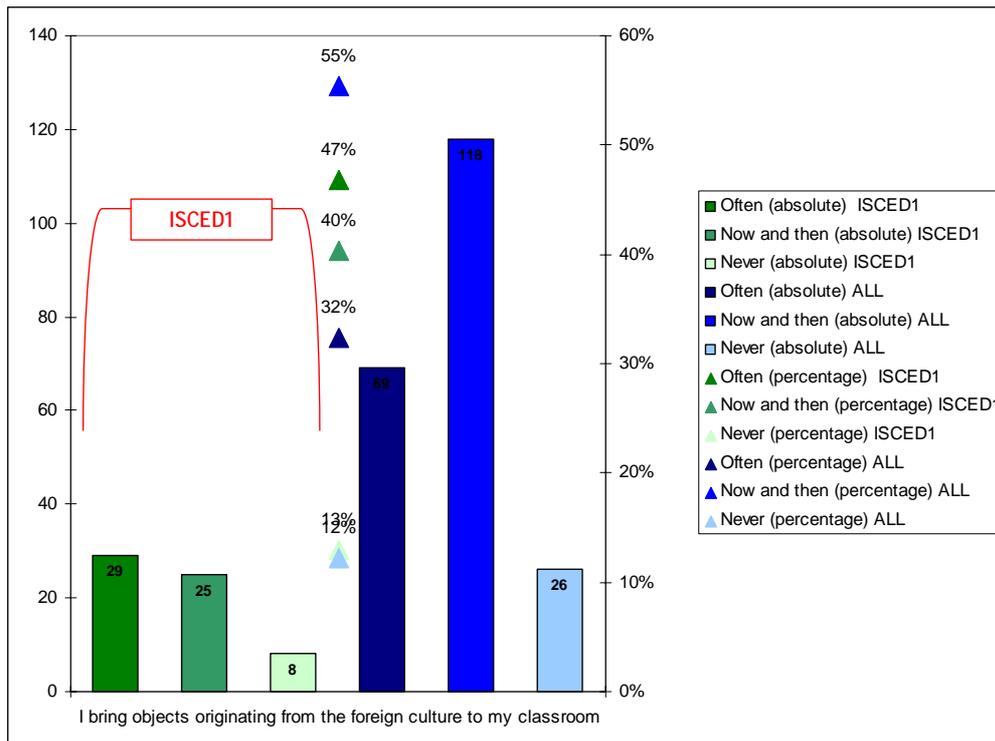
Only 10 respondents answered that they 'Never' talk to their pupils about their own experiences in the foreign country. Most teachers (127 out of 213 or 60%) even do this 'Often'. Teachers in *ISCED1* tend to answer 'Often' more frequently. Teachers in *Lower Secondary* choose 'Now and then' more often than primary level teachers.



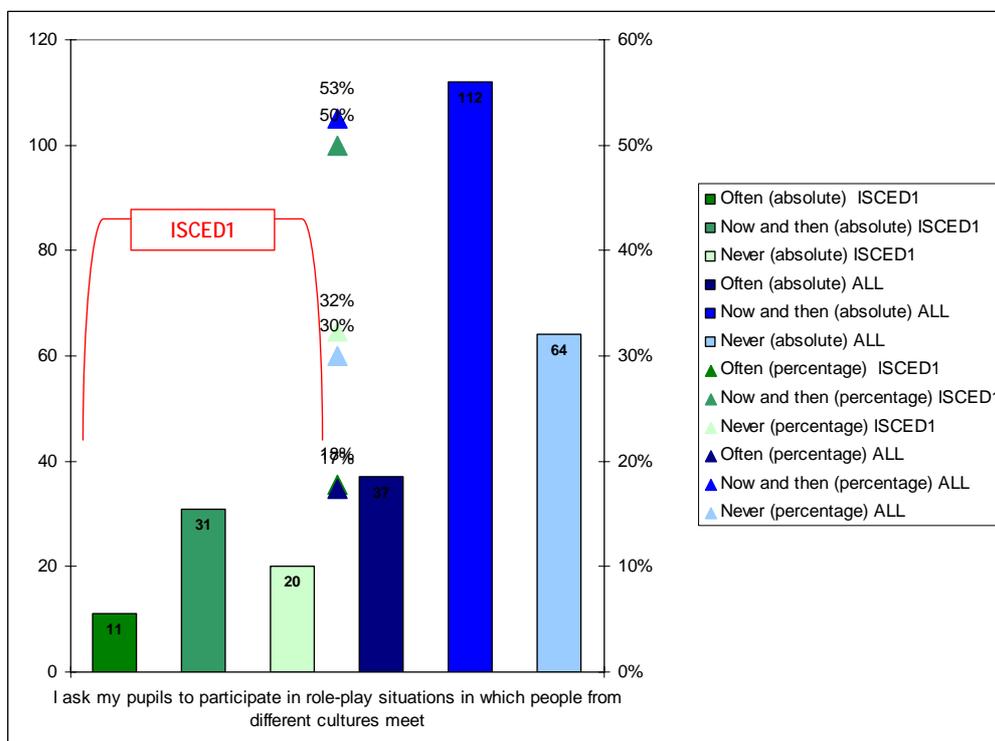
Most teachers invite people originating from the foreign country 'Now and Then'. An important percentage (37%) of the respondents in this survey said they 'Never' do this.



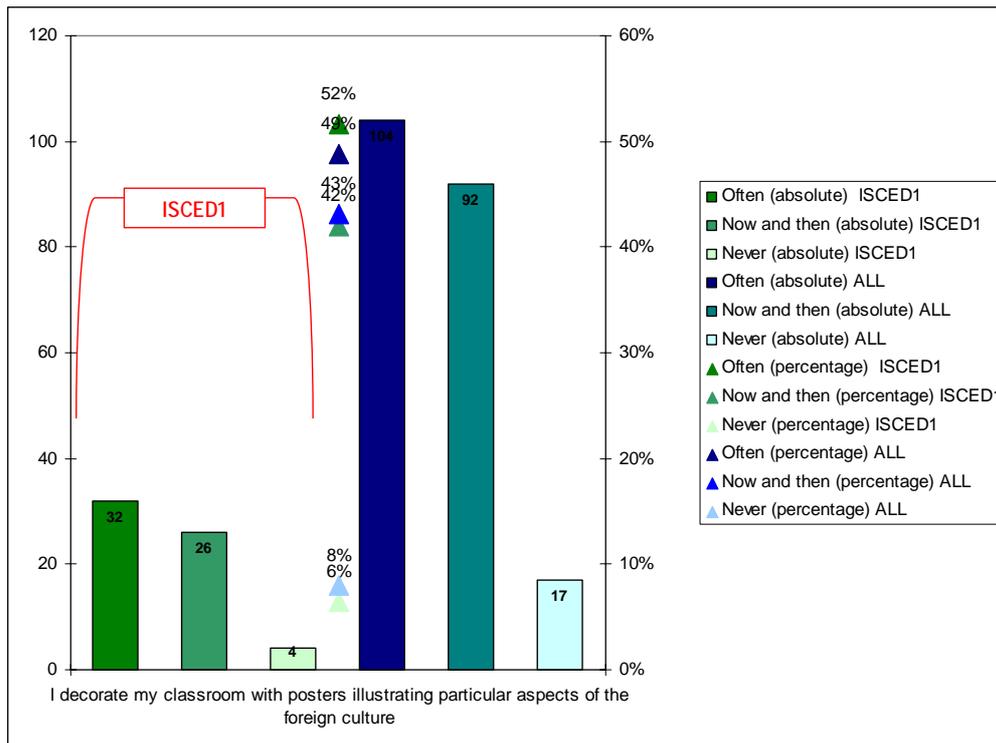
Most teachers who claimed they 'Never' do this are *ISCED1* teachers (24 out of 39), and most respondents who answered 'Often' are secondary level teachers. That being said, the majority of respondents say that they 'Now and then' ask their pupils to describe an aspect of their own culture in the foreign language.



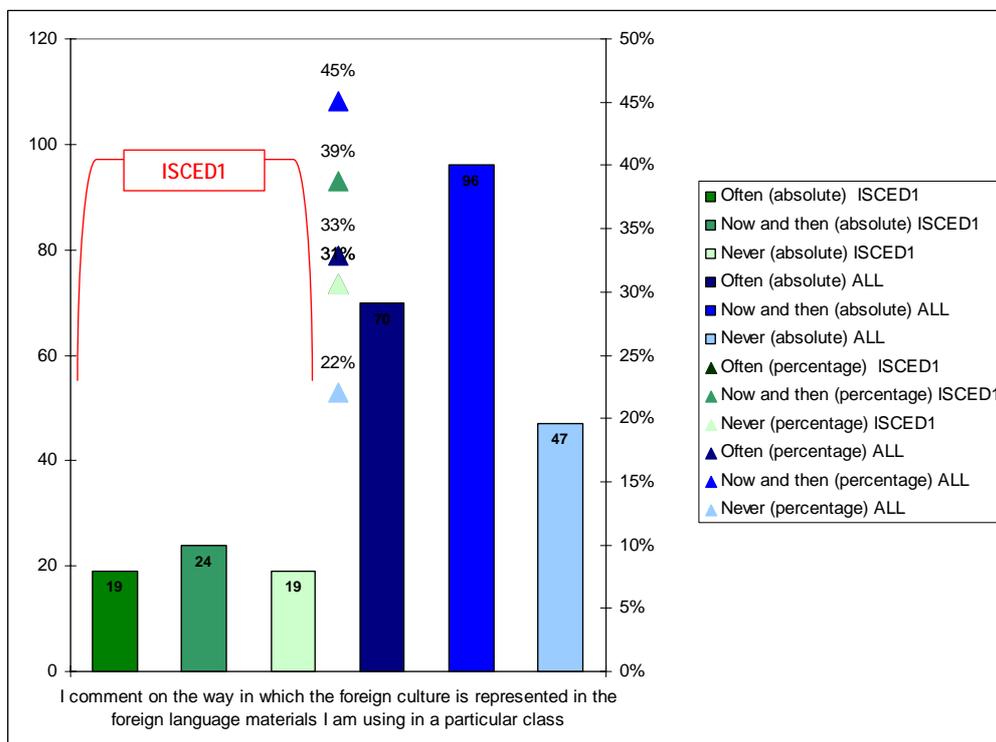
Only 26 respondents claim they never bring objects to the classroom. *ISCED1* teachers tend to answer 'Often' more frequently than others.



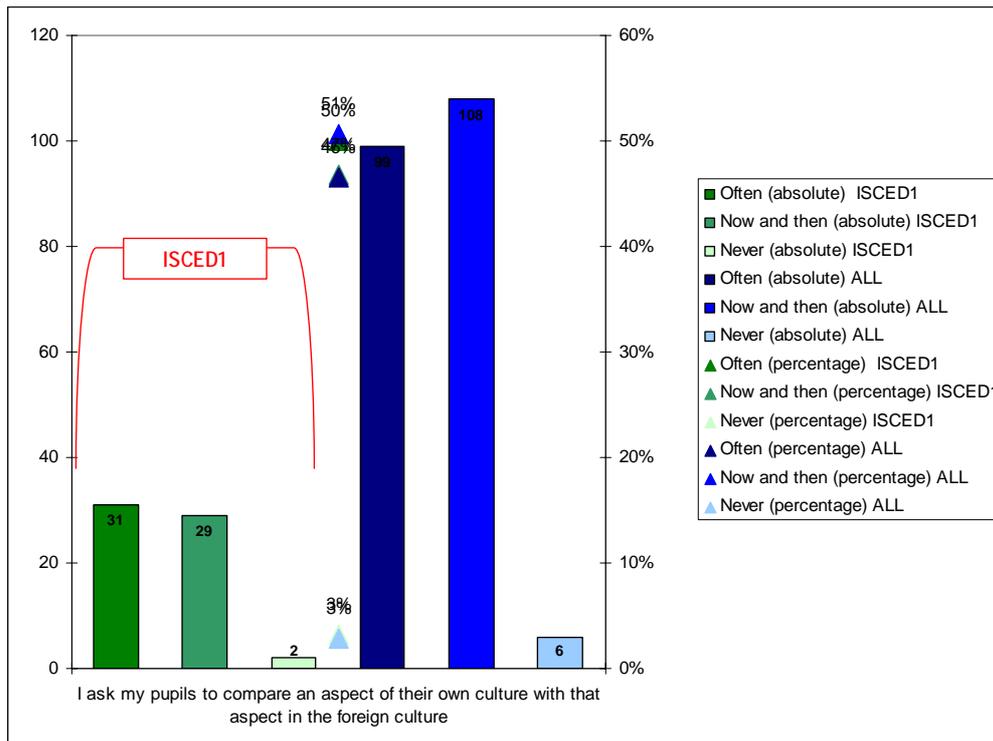
Most teachers use 'Role play situations' either 'Often' (27) or 'Now and then' (112). But a significant number of the respondent group, (64, of whom 20 teach at *ISCED1* level, say they 'Never' use this.



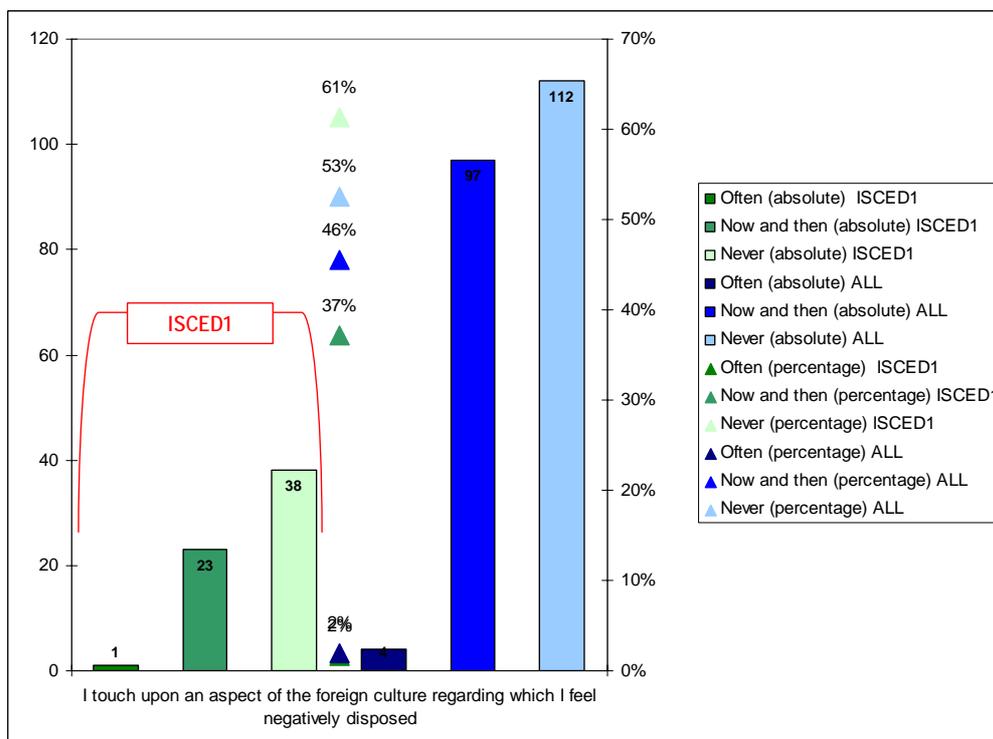
Decorating the classroom is a popular ‘tool’ used by almost all teachers (196).



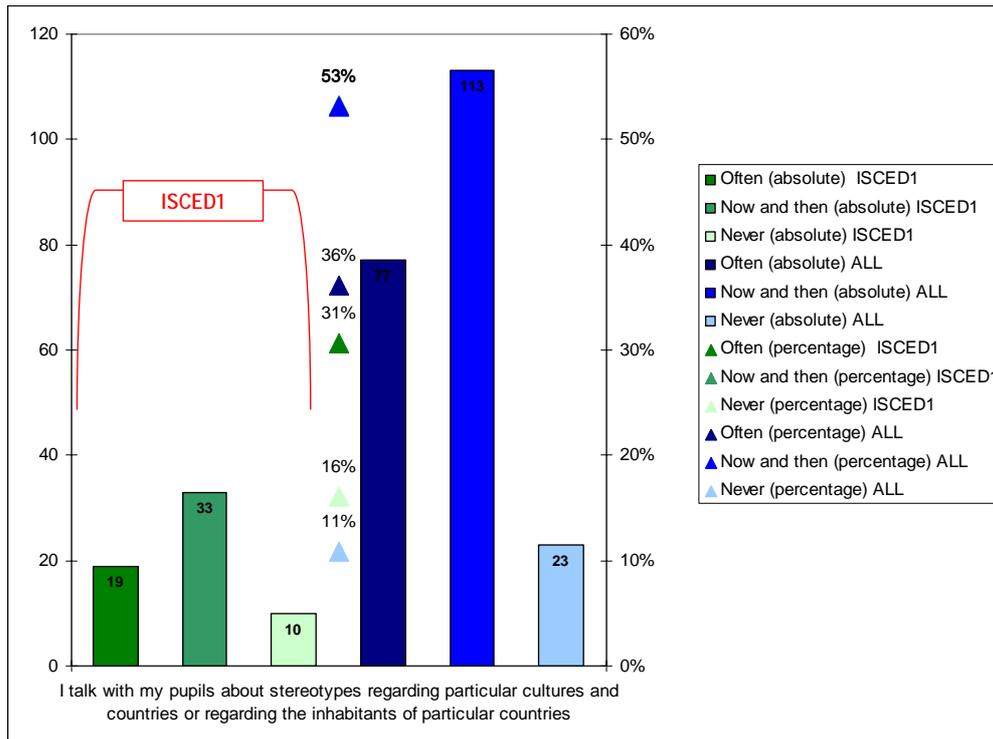
47 teachers (of whom 19 in *ISCED1*) say they never do. All others do this ‘Now and then’ (45%) or ‘Often’ (31%). *ISCED1* respondents tend to answer ‘Never’ more frequently (31% compared to 22% in the group as a whole).



This activity is used by almost all teachers, with almost no difference in the distribution of 'Often' and 'Now and then' between teaching levels.



Only a limited number of respondents answered that they 'Often' do this, while more than half (53%) said they 'Never' do this. For primary level teachers, the figure is as high as 61%. For the whole group, less than half of the respondents say they do this 'Now and then' (46%). This percentage is lower for the group of *ISCED1* teachers (37%).



The majority of respondents (89%) say they talk about stereotypes either 'Often' (36%) or 'Now and then' (53%). Only 22 respondents claim to never do this.

SUBJECTS

	ISCED 1 (62 Respondents) "I deal with it ..."			ALL (213 Respondents) "I deal with it ..."			ISCED 1 (62 Respondents) "I deal with it ..."			ALL (213 Respondents) "I deal with it ..."		
	Often (absolute)	Now and then (absolute)	Never (absolute)	Often (absolute)	Now and then (absolute)	Never (absolute)	Often (%)	Now and then (%)	Never (%)	Often (%)	Now and then (%)	Never (%)
History	8	41	13	35	152	26	13%	66%	21%	16%	71%	12%
Geography	20	40	2	60	143	10	32%	65%	3%	28%	67%	5%
Political System	0	12	50	8	94	111	0%	19%	81%	4%	44%	52%
Different ethnic and social groups	7	30	25	33	131	49	11%	48%	40%	15%	62%	23%
Daily life and routines	48	14	0	163	50	0	77%	23%	0%	77%	23%	0%
Living conditions	24	29	9	90	105	18	39%	47%	15%	42%	49%	8%
Food and drink	48	13	1	155	56	2	77%	21%	2%	73%	26%	1%
Youth culture	21	31	10	109	90	14	34%	50%	16%	51%	42%	7%
Education	26	33	3	105	103	5	42%	53%	5%	49%	48%	2%
Professional life	3	29	30	14	130	69	5%	47%	48%	7%	61%	32%
Traditions, folklore, tourist attractions	37	25	0	127	86	0	60%	40%	0%	60%	40%	0%
Literature	12	30	20	45	127	41	19%	48%	32%	21%	60%	19%
Other cultural expressions (music, drama, art, ...)	22	36	4	72	132	9	35%	58%	6%	34%	62%	4%
Values and beliefs	17	29	16	56	128	29	27%	47%	26%	26%	60%	14%
International relations (political, economic, cultural)	1	21	40	9	116	88	2%	34%	65%	4%	54%	41%

For the whole group, subjects that are often dealt with 'Extensively' are:

- food and drink (77%)
- daily life and routines (73%)
- literature (60%).

A subject that a relatively high number of respondents said they 'Never' deal with is:

- political system (52%).

All other subjects are discussed 'Less extensively'; some with a tendency to 'Never' (e.g. 'International relations', 'Professional life' and 'Different ethnic and social groups').

None of the respondents answered that they never deal with:

- daily life and routines
- traditions, folklore, tourist attractions.

When looking at the responses for *ISCED1*, the subjects that are more often dealt with 'Extensively' are similar to those of the group as a whole.

Subjects that are often 'Never' dealt with by *ISCED1* respondents are also the same as for the group as a whole, but their responses are more emphatic:

- political system (81%)
- international relations (65%)

TEACHING TIME

Question: **How is your time distributed over 'language teaching' and 'developing IC'?**

Language teaching – developing IC	ALL	ISCED1
100% - 0%	0.5 %	1.6 %
80% - 20%	53.1 %	59.7 %
60% - 40%	32.9 %	30.7 %
40% - 60%	4.2 %	1.6 %
20% - 80%	1.9 %	0.0 %
100% integrated	7.5 %	6.5 %
TOTAL number of respondents	213	62

Most teachers (86.5%) spend the largest part of their time teaching languages. This is certainly the case for teachers in *primary education* (92%). Nevertheless, some teachers (7.5%) claim to have fully integrated the task of developing intercultural competence into their language teaching classes.

Only a small minority of respondents said they spend 100% of their time on language teaching.

Question: **Would you like to devote more time to 'developing IC' during foreign language classes?**

	ALL	ISCED1
Yes, very much	28.6 %	35.5 %
Yes, to a certain extent	53.1 %	48.4 %
No, not particularly	17.4 %	16.1 %
No, not at all	0.9 %	0.0%
TOTAL number of respondents	213	62

The majority of respondents (81.7%) would - to a greater or lesser extent - like to spend more time on developing intercultural competence. Less than 20% of respondents are not really keen to do so. Only two respondents (*Lower Secondary*) answered 'Not at all'.

CROSS-CURRICULAR ACTIVITIES

Question:

Have you been involved in cross-curricular activities with teachers of other subjects with regard to developing the IC of your pupils/students?

	ALL	ISCED1
Yes	50.7 %	45.2 %
No, because I teach all/almost all subjects myself (e.g. if you are a teacher in <i>Primary Education</i>)	13.2%	37.1%
No	36.2%	17.7 %
TOTAL number of respondents	213	62

Teachers in *ISCED1* who aren't involved in any cross-curricular activities (9) are often not doing so because they are teaching all or almost all subjects themselves.

When looking at the whole group of respondents, only half (50.7%) say they have been involved in some kind of cross-curricular activities.

Question (for respondents who answered 'yes' to the previous question): **Which courses/subjects were involved?**

	ALL	ISCED1
First Language (Mother tongue/Native tongue)	71.6 %	67.9 %
History	60.6 %	53.6 %
Geography	77.1 %	82.1 %
Science	19.3 %	25.0 %
Biology	14.7 %	25.0 %
Arts	49.5%	64.3 %
Music	54.1%	67.9 %
Religion	15.6 %	7.1 %
Cooking	45.0 %	42.9 %
Gymnastics	11.9 %	10.7 %
Other (please specify)	16.5 %	10.7 %
TOTAL number of respondents	109	28

For those who were involved in cross-curricular activities, the subjects most often concerned are:

- geography (77.1%)
- first language (Mother tongue/Native tongue) (71.6%).

To some extent also the following:

- history (60.6%)
- music (54.1%)

About half of the respondents mentioned:

- arts (49.5%)

- cooking (45.0%)

Responses in the 'Other' category are:

- craft, math
- other languages
- French and German: *Our pupils use European Language Portfolio so teachers of different languages do some mini projects together; School library: Together with our school librarian we prepare 'Christmas unit'; Reading of English books and singing of English songs at the library.*
- social studies
- "Sozialwissenschaften", a subject which is a combination of Sociology, Economics and Political Sciences for language learners at the age of ±16-17
- computing
- press
- film education
- the third language: Welsh, English and Slovene
- IT (creating a website with interactive exercises thanks to 'Hot Potatoes' for example)
- human rights; citizenship
- German, French, Spanish
- environmental subjects
- education, economy
- other foreign language
- joint project on food traditions/work experience

Question (to respondents that said they were not involved in any cross-curricular activities): **Why not?**

	ALL	ISCED1
It's not mandatory	7.7 %	0.0 %
I don't think it is necessary	2.6 %	0.0 %
Other teachers don't think it is necessary	24.4 %	33.3 %
I don't have the time	24.4%	8.3 %
Other teachers don't have the time	30.8 %	25.0 %
My pupils wouldn't be interested	3.9 %	0.0 %
Too difficult to implement	38.5 %	33.3 %
Timetable is not flexible enough	55.1 %	50.0 %
Other	12.8 %	25.0 %
TOTAL number of respondents	78	12

Inflexibility of timetables is a major reason for not having been involved in cross-curricular activities. Other important elements appear to be: 'Other teachers don't have the time' and 'Too difficult to implement'. Some respondents also ticked: 'Other teachers don't think it is necessary' and 'I don't have the time'.

In the 'Other' category we find:

- *It is the first year I'm teaching in my school and I don't know all the teachers well. I hope the situation will change next year.*
- *My pupils are still rather young (9 – 11 yrs). We cooperate mostly with school librarian. Pupils learn where to find English books and how to pick the appropriate language level - English reading badge - use of dictionaries.*
- *Usually the teachers in primary education do not speak English, therefore we cannot co-operate*
- *I think it is necessary but I just started to teach (it is my first year) and it is not possible to learn all thinks at once. Not allowed to teach in another language in our school system.*
- *I am interested in it, but I haven't had an opportunity to arrange it so far.*
- *Pupils in the first and second year learning English don't really have the competence to talk about special subjects intensely. It's more important to teach them language competence.*
- *I am an NQT and this is an area which I would like to work on further but wherever possible I do mention other subjects in my language learning.*
- *I have plans to start a cross-curricular activity in future. Still in planning stage.*
- *We have unfortunately too much language to do, but I find pupils asking all the time why do we have to learn a language? This is exactly because we haven't done work on intercultural understanding with these pupils.*

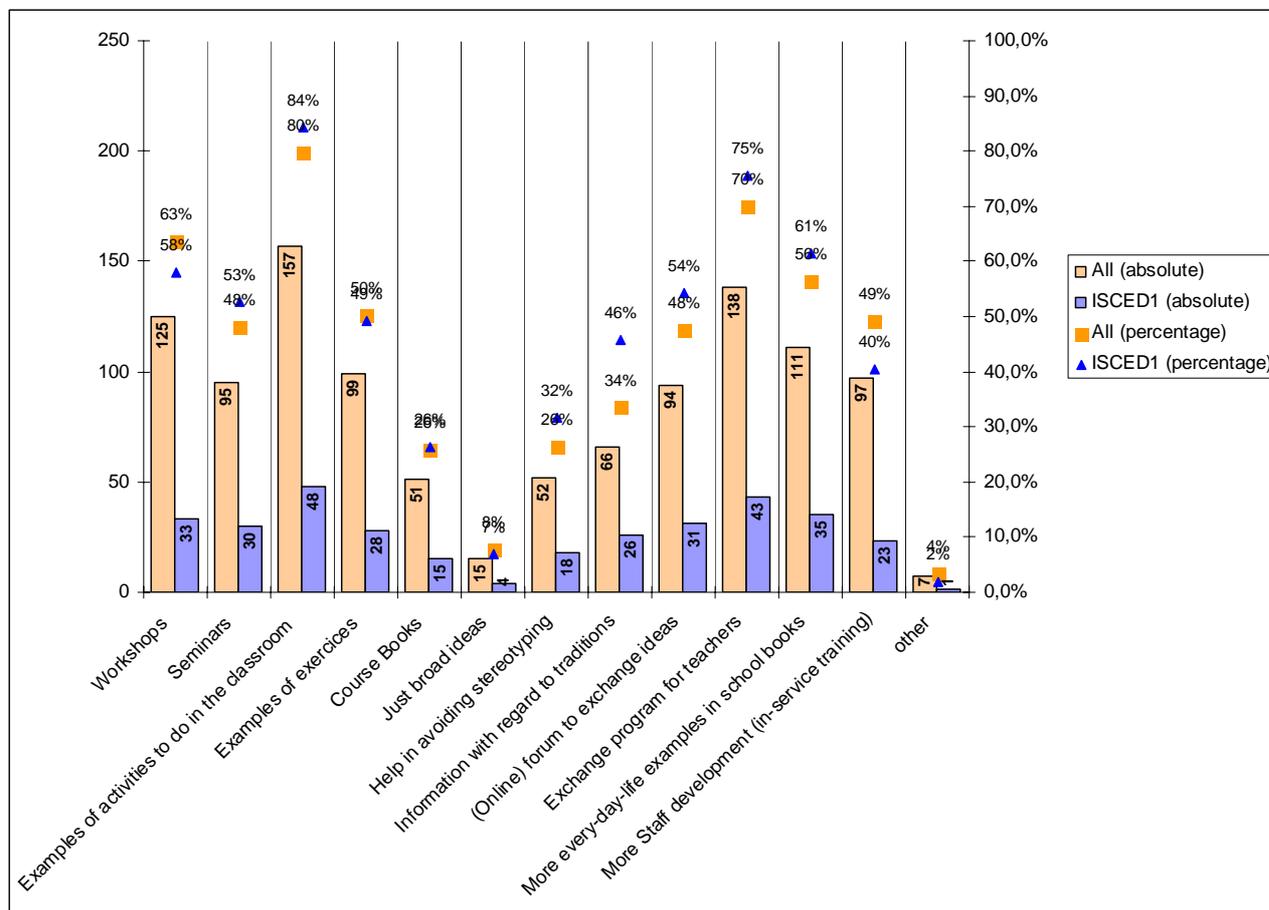
GUIDANCE

Question: Do you think there should be more specific guidance for teachers with regard to developing intercultural competence?

	ALL	ISCED1
Yes	92.5 %	91.9 %
No	7.5 %	8.1 %
TOTAL number of respondents	213	62

An overwhelming majority wants more specific guidance for teachers with regard to developing intercultural competence.

Question (put to respondents who said they would like guidance (27 of whom 10 in *ISCED1*)): **What kind of guidance are you thinking of?**



Ideas that were received very favourably by most respondents are:

- examples of activities to do in the classroom (79.7%)
- exchange programmes for teachers (70.1%)
- workshops (63.5%).

Teachers in *ISCED1* also want more everyday-life examples in schoolbooks (61.4%).

Options that get around half the 'votes':

- seminars (48.2%)
- examples of exercises (50.3%)
- (online) forum to exchange ideas (47.7%)
- more staff development (in-service training) (49.2%).

Less support exists for:

- "just broad ideas" (7.6%)
- course books (25.9%)
- help in avoiding stereotypes (26.4%)

In the 'Other' category, we read:

- *Ideally workshops/seminars etc but we never get to go out on courses these days!*
- *More possibilities to contact schools abroad with people there who are willing to participate in different intercultural projects.*
- *more information where and how to deal with things like "Comenius" and more ideas where to find the time for it.*
- *creating at the school our own school website with homemade pages of the pupils, including interactive exercises aiming at this subject (our commons roots based on latin-greek, similar words, similar behaviours, similar values..).*
- *videos for teachers and for children on aspects related to the child's world, e.g. popular games, free time, home, a whole day at school, curricular lesson examples, etc.*
- *teacher exchanges.*
- *When I visited Spain I was really impressed with the course books and how they integrated culture and language..*

	ALL	ISCED1
Language teachers have sufficient knowledge concerning 'developing IC'	50.0 %	40.0 %
The national curriculum is already very clear about this	37.5 %	60.0%
Language teachers already have enough work.	6.3 %	20.0 %
There are more important issues to deal with	6.3 %	0.0 %
Other	37.5 %	60.0 %
TOTAL number of respondents	16	5

The two respondents that didn't feel the need for extra guidance were asked **why not**. Here are their answers:

- *I don't feel teachers need more guidance as the guidance is clear in the KS2 Framework for languages. I feel that they need more training in this area, or access to recommended resources as it is time-consuming to find suitable resources.*
- *I think primary schools generally teach intercultural issues through many areas of the primary curriculum, e.g geography, history, etc.*
- *language education is most important during primary school.*
- *teaching foreign languages involves spontaneously "developing intercultural competence" in a way. There's never enough knowledge about it, but theory does not always work in practice.*
- *my pupils are too young to develop more intercultural competence. The units in the books used are enough.*
- *no time.*

PROFESSIONAL EDUCATION

Question: To what extent did your initial professional education provide training in developing IC? (score between 1 and 5)

	ALL	ISCED1
1 – none	20.7 %	19.4 %
2	42.7 %	40.3 %
3	27.7 %	29.0 %
4	7.0 %	11.3 %
5 – to a very large extent	1.9 %	0.0 %
TOTAL number of respondents	213	62

20.7% of all respondents said they never had any training in developing intercultural competence during their initial professional education.

Only a minority of teachers (36.6%) gave a score of 3 or higher, and only 4 respondents (of whom none in *ISCED1*) said training in developing IC was provided 'to a very large extent'.

Question: Do you think the development of IC should have been a (more) important element of your professional education?

	ALL	ISCED1
Yes	92.0 %	91.8
No	8.0 %	8.2
TOTAL number of respondents	212	61

A large majority (92.0%) of respondents think that development of IC should be a (more) important element of professional education.

Question: Did you have any training in developing IC at a later stage (i.e. after your professional education?)

	ALL	ISCED1
Yes	46.5 %	50.8%
No	53.5%	49.2 %
TOTAL number of respondents	212	61

About half the respondents to this survey had (some) training in developing IC at a later stage. There is little difference in the percentages between *ISCED1* and *Lower Secondary* teachers.

Question: What kind of training(s) did you participate in?

	ALL	ISCED1
Part-time courses (e.g. evening classes)	21.0 %	29.0 %
Full-time courses (e.g. masters degree)	14.0 %	19.4 %
Conference	47.0 %	45.2 %
Workshop / Seminar with colleagues in my school	28.0 %	29.0 %
Workshop / Seminar outside my school	73.0 %	67.7 %
Other	18.0 %	29.0 %
TOTAL number of respondents	99	31

73% of respondents took part in workshops or seminars outside their school. The second largest category is 'Conference' (47%). In the 'Other' category we read the following answers:

- *visit to Spain and culture and language teaching there.*
- *University.*
- *Lingua and Comenius projects and courses.*
- *Comenius project.*
- *twilight meeting with other MFL teachers.*
- *college courses abroad, in-service training at university.*
- *training in implementing Primary MFL Strategy.*
- *specific module in my second degree.*
- *teaching English to a multicultural group of students in England at Master's level*
- *Making Learning Material (35 books).*
- *teacher trainee programme.*
- *Comenius project.*
- *Fulbright Fellowship for Secondary Educators.*
- *self-study.*
- *I teach it to trainees and write materials.*
- *Studies abroad.*
- *Socrates Comenius courses in GB and Ireland.*
- *training in Pamplona, Spain by the EU and CILT.*

Question:

Have you learned about developing IC in any other way?

	ALL	ISCED1
Yes	65.3	6.3 %
No	34.7	37.7 %
TOTAL number of respondents	212	61

About two in three say that they have learned about IC in 'Other ways'.

Question:

What did this include?

	ALL	ISCED1
Reading	73.4 %	76.3 %
Exchange programme	46.8 %	50.0%
Self-study	79.9 %	73.7 %
Online course	4.3 %	7.9 %
Other	29.5 %	31.6 %
TOTAL number of respondents	139	38

Reading and Self-Study are the most “popular” categories.

‘Online courses’ are least popular.

In the ‘Other’ category, we read the following answers (*ISCED1* answers in italic)

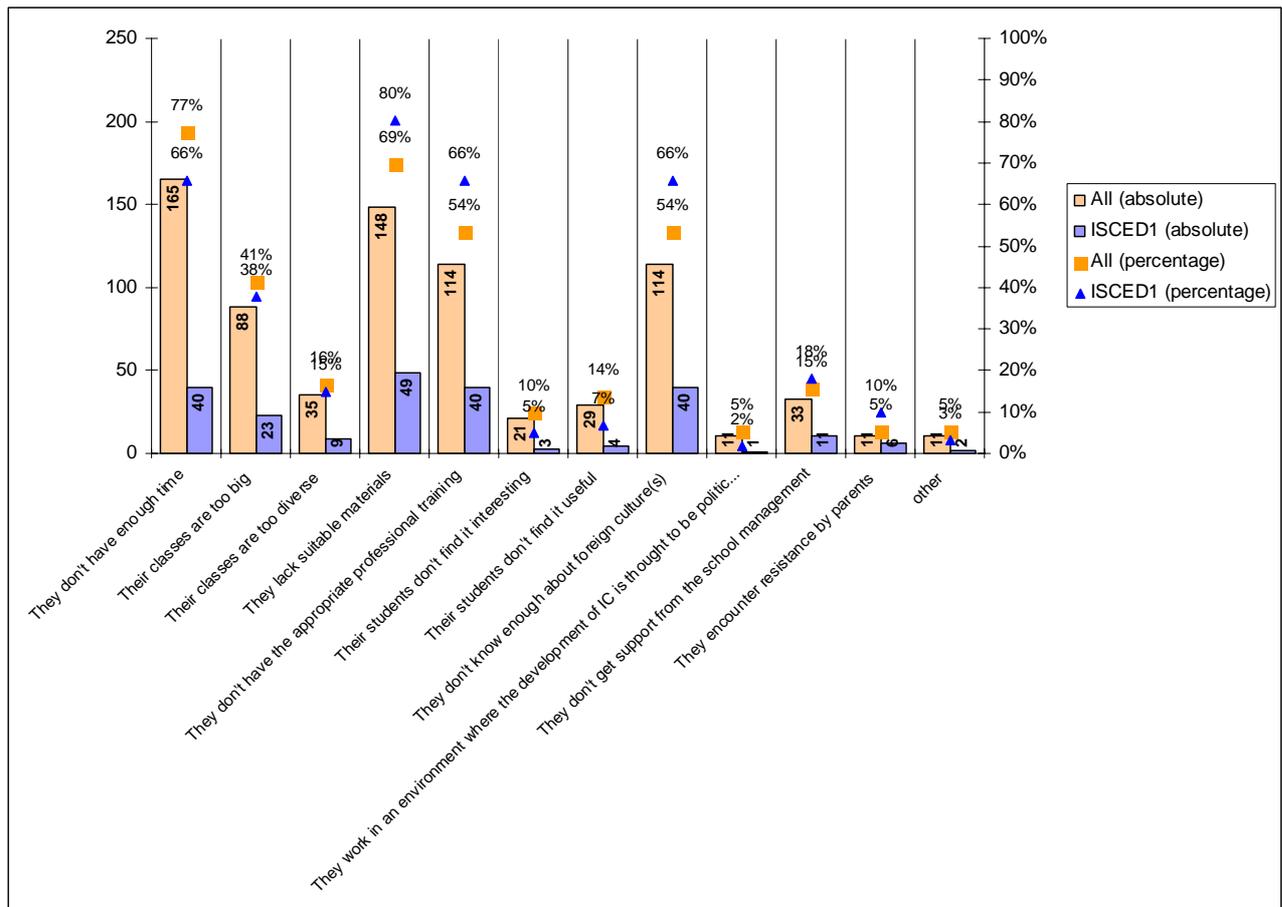
- *travel.*
- *discussions with foreign people.*
- *involvement in a group testing the language portfolio for primary school.*
- *travelling and working with the textbooks, study books + developing the curriculum (2nd Foreign Language here in Norway).*
- *an internship in Peru and living abroad.*
- *contact at school with children and families from different cultures.*
- *work with primary colleagues.*
- *visiting other schools for Comenius projects and on summer courses.*
- *reflection on what it means to teach language, i.e. it MUST include cultural understanding!*
- *Comenius 1 partnership.*
- *Exchange with Africa.*
- *I am married to a man with a double citizenship, born and bred in Australia, who currently works for the Embassy of Nigeria in Athens and involves me in many intercultural activities concerning African immigrants to Greece.*
- *travelling.*
- *Fulbright American Summer Institute for foreign English teachers.*
- *personal experiences in countries of the target language.*
- *through contacts with friends and colleagues abroad, through visits (not work-related) to different countries; through work periods abroad.*
- *exchange of ideas from colleagues.*
- *after having studied the Common European Framework of Reference.*
- *wörkshops.*
- *followed a course at Eurocentres in London, 1988.*
- *work in international contexts, travels.*
- *discussions with teachers in other countries about practices there (I hosted foreign language students and their teachers/group leaders from all around the world.).*
- *learning from other teachers.*
- *through various primary courses and the MFL framework.*
- *visiting other cultures with groups of teenagers as a volunteer in the holidays.*
- *I belong to 2 lifelong learning "associations" and take part in European seminars.*
- *university course while I was taking a FLE (Français Langue Etrangere) option.*
- *employment as Foreign Language Assistant in Scotland for one year (wonderful time!).*
- *reading research and lecturing as the lecturer of didactics + personal contacts abroad + projects.*
- *courses, study visits, university studies.*
- *Fulbright American exchange programme.*
- *travelling, courses abroad.*
- *through projects and with colleagues.*
- *forums.*
- *studies at the moment.*

- *I grew up in India in an American boarding school. while being a German. Then I did my B.A. in the USA and followed it up with further studies and teacher training in Germany before becoming a teacher here. I have taken trips to England and Poland.*
- *Discussions within our Comenius group*
- *by doing it, setting up exchanges and living in a family abroad.*
- *using the internet, finding pen-pal organisations, postcard exchanging, online chatting with other cultures. Involvement with Comenius projects.*
- *authoring a course book series.*
- *by more experienced teachers.*

DIFFICULTIES

Question:

What are the main difficulties that teachers face when promoting IC?
(more than one answer permitted)



That they don't have enough time is perceived as the most important reason for having difficulties in promoting intercultural competence (77%). Another important aspect is 'They lack suitable materials' (69%).

Not unimportant are 'They don't have the appropriate professional training' (54%) and 'They don't know enough about foreign culture(s)' (54%).

'Their classes are too big' (41%) is also a factor that many respondents mention in order to explain what difficulties their colleagues might face when promoting IC.

Categories that were ticked least often are: 'They encounter resistance by parents' (5%) and 'They work in an environment where the development of IC is thought to be politically incorrect' (5%).

'Other' reasons mentioned were:

- *at 8-9 years old, this is not a priority in their learning.*
- *it's not regarded as a priority in primary - we concentrate on teaching "language".*
- *the most serious problem is really that the classes are too big!!*
- *they do not try hard enough to get themselves interested in intercultural competence.*
- *lack of first-hand information: there's a big difference between reading about and seeing things yourself.*
- *they are not used to working systematically with it, and not enough time to develop this aspect of language learning with other things*
- *mainly lack of in-service training and time limits e.g. in Greek high schools English is taught only 2 hours per week!! Some kind of prejudice also exists from time to time [not only regarding England, but also - and mainly - the countries of the former Soviet block, immigrants from which try to integrate with the Greeks.]*
- *question is irrelevant; promoting intercultural competence is already at the heart of the Finnish foreign language teaching; teaching materials are pro-IC.*
- *it is not sufficiently integrated into the required curriculum.*
- *teachers of other subjects are not very supportive.*
- *they do not dare. They are afraid because they have never tried. They think it is too complicated. Maybe they are not comfortable in foreign languages.*

RECOMMENDATIONS:

Question:

What recommendations would you make to improve the development of IC in the language classroom? (If you want, you can specify to whom you would make these recommendations)

1.	Native speakers.
2.	Being a teacher in Denmark, the biggest problem I face is the time factor. I do not have enough teaching time (in 9 grade, 3 lessons pr. week of 45 min.) That is not enough considering all the other things my students need to learn.
3.	More teaching materials should be available.
4.	Difficult to explain in few words.
5.	To have more contact with foreign teachers (meetings or just contact by e-mail for example). Each school could have a contact with a foreign school.
6.	I think it would be very useful to establish more cross-over activities. One may start in small steps (in younger classes - just two subjects) and enlarge the number of subjects according to the children's age so that they are able to develop intercultural competence in and outside of school and even for their later life.
7.	Teachers should have the opportunity to go abroad at least every three years for one month.
8.	Train teachers to be able to share this knowledge
9.	More time to prepare and carry out exchanges. More time to help learners develop contact with students in other countries.
10.	The development of intercultural competence should be an important element of initial professional education. Teacher trainees should be given more support in this field.
11.	Ideas are needed to set up courses or sections of courses.
12.	I would like the classes to be more equipped with computers and other technical support.
13.	Support, time and willingness - smaller classes - suitable/useful material.
14.	More exchange experience! Pupils travelling more.
15.	It should be better integrated in the Learning Material which is used daily - most of all pupils have Study books and Text books, here the pictures, the content, the tasks should be more focused on intercultural competence, because when teachers are not that much qualified, their pupils get to know it at least from their learning material. (Our books are like that - and we certainly think they contribute). The curriculum must focus on intercultural competence, even the exams - then the rest will eventually be there!
16.	I have no recommendations to make
17.	It would be great to be able to visit teachers in other countries – exchange teachers.
18.	Seminars for teachers.
19.	I'd like to see general guidance from the EU and then regional seminars/workshops in which teachers in a particular area, e.g. Huntingdon and Cambridge, could meet and work out local applications of the guidance.
20.	I don't understand the question - recommendations for me or to others?
21.	More material that teachers can use. More information about the foreign culture, maybe an online internet forum to share experiences and examples.
22.	We need guidance from the government, with working examples and schemes of work that are interactive and fun for the children. They need to be focused and meaningful with a clear outcome. They need to have links to PSHE as well as other topics.
23.	Less numerous classes, more useful materials, including it into course books.
24.	It is necessary to find a team of teachers aiming at the development of intercultural competence and it is relevant to find support as for material, resources and shared teaching experiences e.g. on educational websites.
25.	Much more flexibility within current assessment frameworks. Teachers are constrained by the need to achieve the highest GCSE grades and NC levels and these can easily be achieved with 100% focus on language and 0% on intercultural awareness. This is the bottom line.
26.	None
27.	Teachers need to be familiar with the culture in a personal way - exchanges where they are invited into people's homes and spend time doing daily things such as shopping are vital, but to encourage this, they need to take place during school time, not teachers' holidays and have full supply cover paid.
28.	Plus de formations et d'accompagnement des enseignants des stages dans lesquels on met en

	place des situations et pour lesquels il y a un retour après.
29.	I don't know.
30.	I would recommend an organisation to stimulate this with teachers in after-studies. I would recommend teachers from Brussels to share their experiences with each other and other teachers from Belgium.
31.	Give more didactic resources and appropriate professional training to teachers.
32.	Interesting material is needed.
33.	More training classes.
34.	Compulsory exchange programmes for teachers, exchange programmes between schools
35.	In-service training on this aspect would help teachers a lot in the form of workshops so more (European) programmes could be offered to all teachers. School links help a lot and students find them interesting and at the same time they can compare cultures in real-life situations.
36.	Better materials are needed.
37.	More teachers should be hired to unburden the colleagues already working. It is of vital importance to have more time to prepare lessons.
38.	To ensure that within each topic on the scheme of work there are suggestions and materials available. Each colleague to be responsible for developing intercultural understanding in one unit and sharing ideas & resources. Use of the FLA in researching materials. At a higher level, the international dimension to be a core part of a school's ethos & for there to be a culture of cross-curricular links.
39.	I have no recommendations to make
40.	Make certain that teachers in a foreign language (French in my case) do know something about the culture they are teaching. Some children know more than the teachers (not really a fault, but ...).
41.	Online courses.
42.	More exchange with people from the other cultures, smaller classes
43.	More attention towards primary school teachers.
44.	1. To publish suitable materials i.e. to make easily available products of European projects. 2. To teach how to exploit differences and similarities among students in the classroom as a methodology which can be easily transferred to the target culture. 3. To use FLT as a means for understanding other cultures and not only the culture of the target language.
45.	Students are motivated to dialogue with peers from different countries and learn about their different traditions and customs. We should give them the cross-cultural learning tools, like monitored e-mail, custom discussion boards and file sharing, and encourage communication between European classes, schools.
46.	The development of intercultural competence should be dealt with on an everyday basis.
47.	Contact with pupils of other countries: internet, e-mail, exchange....are possibilities.
48.	Maybe a specific lesson per week, just to be used for this purpose; topics and required abilities in tests (including the "big exams") should be changed to make it possible to shift priority.
49.	We need specific training courses.
50.	I cannot make any recommendations.
51.	More time, two 45 min. lessons per week is not enough.
52.	Guidance needed!
53.	More free materials for teachers - some training sessions that would provide some new, fresh ideas.
54.	In-service training courses. Teacher resource packs with photocopiable materials, activities and information.
55.	More workshops, having native-speaker teachers at least in upper secondary classes, scholarships, exchange programmes for teachers of English as a secondary language.
56.	Trainings should be organised for teachers to develop intercultural competence. Maybe online quizzes for students about the culture of the given country. Help schools to find partner schools in the given country (I think that nothing helps better than exchange visits and continuous correspondence).
57.	More incorporation in text books, more integration of cross-curricular activities.
58.	More information, more material.
59.	To have appropriate training or exchanges between teachers and extra teaching material.
60.	All international contacts are welcome: nowadays there are a lot of chances to be involved in international projects and through them students can visit foreign schools and get visitors from abroad.
61.	Being abroad now and then helps. This include Comenius courses, for instance.
62.	Better daily life situations than in schoolbooks.
63.	More time on the curriculum as it must not always be taken out of language lessons.
64.	In-service training, workshops on cultural awareness, training courses, etwinning, exchanges.
65.	That all teachers make ample use of the multitude of materials available to increase intercultural awareness among their students; that all foreign language teachers start by teaching themselves how to abandon stereotypes before practically addressing the issue of intercultural competence and tolerance in class; that the school management collaborate with teachers in order for the school to

	invest in intercultural joint projects, staff/student exchanges (E-Twinning, Comenius programmes).
66.	Nothing specific
67.	Use a very simple language and listening
68.	To support the intercultural understanding aspect of the Key Stage 2 framework for languages, it would be useful if there was a list of suitable resources to use, e.g. recommended websites, video clips and information material for the teacher whose own intercultural competence may be limited.
69.	I would like to have an on-line programme for teaching it (different situations, problems,...) or at least a list of internet pages because it takes a lot of time to search for this information and create my own activities.
70.	An adequate professional training, more support from the school management.
71.	Teachers need seminars with workshops.
72.	A range of suitable resources specifically designed for the primary age.
73.	More time, seminars.
74.	Teacher exchange programmes, student exchange programmes, tours and sightseeing for schools, staff and students, ICT-based tools, international LMS tools, high quality links and nationally developed information centrals.
75.	To improve my own skills to teach this subject in a classroom.
76.	Have an easier access to the multimedia room, get more information and documents.
77.	I think it is important that teachers find ways to develop intercultural competence in the classroom together in schools, and that they are given time to reflect upon their own teaching. I think that in all teaching, and maybe especially in language teaching where one needs to vary methods a lot, focus on classroom activities is too poor. The job as a teacher is increasingly difficult when the preparation of classroom activities is given a minimum of the amount of time during the day. You often have to do so when the rest of the staff has gone for the day, or at home. Anyway, the more aspects of a language, including the intercultural aspect, one is able to work with in the classroom during the school year, the better it is. Teachers should also tell pupils about personal experiences and what they know themselves about the target culture, and thus make the teaching more interesting and alive for the pupils.
78.	Increase its importance or make more explicit as one of language proficiency requirements/criteria; dramatically reduce the number of TV programmes, movie films that are dubbed (in Hungary).
79.	I wish our classrooms were better furnished with multimedia equipments.
80.	To my view the best way to improve the development of intercultural competence (ICC) in the language classroom is to engage the classroom in real tasks and situations where development of ICC becomes an integral part of the learning process (i.e. projects, on-line collaboration, face-to-face contacts, study visits and CLIL). ICC develops best in practice. The recommendations I'd like to make would be: 1. language teachers to avail of existing programmes at certain intervals during their professional career; 2. language teachers be engaged in trans-national projects at certain intervals during their professional career. These two should also be taken up in initial teacher education - and also in in-service training.
81.	To interact with teachers from other cultures, taking part in different projects, for instance a Comenius project, where schools from different countries are involved, and where the teachers and pupils learn from those participating.
82.	At university level there should be more courses for teachers-to-be to take; there should be more international seminars for teachers exclusively designed for the development of intercultural competence in the language classroom; there should be international scholarships/fellowships for the development of intercultural competence for language teachers; there should also be an online data base with exercises to be used in the language class that develop intercultural competence.
83.	I can't think of an appropriate recommendation.
84.	Children of the primary school are too young. Foundation of foreign vocabulary is most important in this stage.
85.	Promotion of exchanges between schools.
86.	none
87.	1. More hours allotted to foreign language teaching; 2. Full use of currently running programs [e.g. e-twinning]; 3. Project work - cross-curricular subjects; 4. We need to stress cultural/political/ethical similarities among nations, which can be found in literature, traditions, legends, myths and the arts. We also need to examine their differences and explain why they exist [e.g. for political/historical/geographic/economic/linguistic reasons.]
88.	More training for staff. Observation of confident teachers in this area.
89.	No recommendations to make
90.	Any help, examples for activities would be useful; language teachers should get a training for teaching IC within their initial professional training; workshops held by professionals can provide help.
91.	I am determined to help the children who need my efforts in order to get knowledge about foreign countries.
92.	The teachers should be able to travel and experience foreign cultures first-hand. We have the holidays to do it but our wages are poor.

93.	The schools don't have the funds to send teachers on exchange programmes abroad - give the schools more funds. The EU funding is not sufficient as it is at the moment - the schools have no money for anything and can't pay for their share of the deal.
94.	Teachers shouldn't forget that languages are not only a subject to teach but mostly a means of communication to be used.
95.	That, in primary education, there are opportunities in most areas of the curriculum to devote some teaching time to this important area. This need not be part of the foreign language lessons as it should not just be limited to the cultures of the language studied. Most classes have children from a variety of backgrounds and class teachers should celebrate and value their knowledge and skills.
96.	I think that primary teachers will develop intercultural understanding through the teaching of MFL using the new MFL framework.
97.	The school syllabus could include intercultural studies as a separate subject.
98.	More possibilities to use the Internet in order to communicate with foreign schools and pupils. That means better equipment (more computers, E-Mail contact, video-conference, etc.) and a specific training for teachers.
99.	I would recommend to deal with the topics within the school where the teacher works, according to possibilities the school has. There are programs about it, I think, and sometimes it would be convenient to have someone that knows these programs and explains them. It all depends on communication among people and the time that they are willing to spend for the development of intercultural competence.
100.	If teachers had more freedom within the curriculum to pursue a diverse learning environment, then more time would be freed up to broaden childrens' horizons with intercultural competence.
101.	Get the students to travel abroad to meet students from other countries. Get native speakers to come to schools to inform the students about their way of life, their understanding of culture ...
102.	In-service training for all the teachers that work in a school, especially on how they can work together to promote this subject. Each school should develop their own programme of intercultural competence as the needs vary according to the school population.
103.	I can't think of any
104.	Give pupils everyday life examples.
105.	Teachers should have more opportunities to contact with teachers from other countries, exchange ideas, experiences, etc.
106.	To the Ministry of education of Slovenia:: more lessons of English per week for the pupils, more teacher exchanges (teachers swap for a week or two).
107.	Free resources about the culture sent to all primary schools from embassies.
108.	We need more films about daily life in other countries.
109.	More in-service training for teachers, more time (i.e. more lessons to work with pupils), reading materials easily available.
110.	Time for teachers' in-service training. Opportunities to stay in the countries to acquire real information of how things really are.
111.	Less focus on the final exams, more focus on real-life situations students may face in the future.
112.	Having a possibility of regular staff (teaching different languages) meeting (once a week?) included in our work timetable.
113.	Allow teachers to use videos and DVDs in the classroom (the actual law on copyright has set strict restrictions). Help exchange programmes (pupils and teachers).
114.	More teaching time.
115.	Singing and playing roles and games (for younger pupils).
116.	I think that all the teachers working in the school should be involved in the development of intercultural competence. It is an issue that shouldn't be confined to the foreign language lesson.
117.	Have the possibility of my students to meet other students or adults from other countries.
118.	To get more information about different cultures.
119.	Finnish language teaching was at the top in the latest PISA survey. Our language teaching has been about IC and communication for decades.
120.	No recommendations to make
121.	A first step has been made by giving intercultural competence a mandatory status in the curriculum. Putting forward more exchange programmes. Living in a foreign country serves the idea best.
122.	I think that most of my students like process-oriented work with other cultures in the foreign language lessons. I let them work in small groups and use a variety of different materials, e.g. English books with information about the subject, films, online information, short stories or novels, music, etc. They read and write reports, they also discuss in their group how they want to present their project to the class. They usually make an oral presentation. Some of them use PowerPoint, others use videos, music, etc. They like to be creative, and they enjoy listening to the other groups.
123.	I think a good recommendation is to create teams of teachers that teach different subjects to work together and cooperate in order to develop intercultural competence.
124.	Every teacher should try experimenting cooperative groups in class, after a short training in CL, and even in the parents meeting. The tasks, promoting intercultural competence, are very important too. I think that this methodology is very useful to become aware of the differences between each of us.

	The first step to interculture is to know each other, as teachers, as parents, as students.
125.	IC sollte neben Religion und Ethik im Fächerverbund als Schulfach eingerichtet werden - als Empfehlung an das Kultusministerium.
126.	No idea
127.	Teachers need the appropriate training and material.
128.	I would supply FL classrooms with appropriate audio-visual materials. Students should have the opportunity to watch e.g. video films concerning FL culture. Besides, students should definitely have more English lessons a week.
129.	I am referring to young learners 7-9: Authentic materials enriching teaching; Taking children's culture and traditions to your own classroom; Learning about the lives of your peers.
130.	More seminars or workshops for the teachers - more foreign exchanges (for teachers and students).
131.	Promote exchange, e.g. online or students' exchange programmes; Enhance the promotion of self-esteem and respect, i.e. focus more on developing psycho-social competence and skills.
132.	I don't know.
133.	There should be more training.
134.	More training for staff.
135.	We should meet more foreign teachers and exchange our ideas and experiences on a monthly basis. We must travel more for our job, in intercultural workshops abroad (to know better what we teach).
136.	In the material used in teaching, there should be information available on how to teach intercultural competence.
137.	I would recommend more efficient development of intercultural competence during the study and later more seminars, workshops and conferences on topics where also some presentations and materials would be provided.
138.	Seminars.
139.	No idea
140.	There needs to be more training for teachers in the use of MFL in their lessons on other subjects e.g. use of MFL in Geography or RE so that the language becomes much more second nature to the children, and from this they would more naturally relate to people from those cultures.
141.	Better and more specialized teacher training.
142.	Have more exchange programmes.
143.	Language teachers should focus more on developing this competence, which is often neglected in the classroom. Since teachers do not get appropriate training regarding this issue during professional education, they should get the knowledge on their own from different sources.
144.	Possibilities to take part in exchange programmes and workshops.
145.	Exchange programmes, chat and online cooperation/projects.
146.	Contacts between students from different cultures are useful. Internet and e-mail provide an easy tool for this purpose.
147.	Smaller groups, please.
148.	More information (courses and seminars) - more training for L2 teachers (and more free time to attend courses) - intercultural competence is not a way of teaching, but a way of living: teachers need spending more time out of their nations, living and sharing differences. The same for their students; Teachers need more realia, case studies and materials available. UK (e.g.) is not only in a DVD for tourists, but in the real life; Intercultural competence is really a "skill for life", but is very difficult to find in schools, because the focus is often on learning information and things to do; There's no awareness about differences in the daily life, not strictly related to extra-EU immigrants: in a complex society, especially, this is normal but they don't know it.
149.	Teacher exchange programmes are very useful, Comenius projects as well, but quite hard to be organised and few teachers eager to be involved.
150.	Including the topic in professional training.
151.	Students exchanges. Culture-based projects. Culture-based websites.
152.	The school curricula should be more specific about developing intercultural competence.
153.	In-service training and seminars with good practice examples and useful materials, on-line forum with experts, teachers' exchange recommendations for Ministries of Education and institutes of education on national level and universities - pre-service training.
154.	Teachers need in-service training and the EFL school advisors need to organize more carefully the EFL teachers' training. Teachers need to realize that they have more to gain by integrating Intercultural competence with language teaching. They need to be provided with the appropriate material and with examples within various classroom situations. They need to see how this integration may work with various students.
155.	Teacher training and availability of resources.
156.	Working properly in groups in classrooms. Paying attention to detail in it.
157.	The school library should provide to the teacher a wide range of intercultural materials (realia, multimedia, books, newspapers, magazines etc.).
158.	Appropriate materials to use within the classroom and training in how to teach intercultural

	competence would be extremely useful.
159.	More workshops, better materials.
160.	Immersion in another culture: compulsory (exchange) trips lasting several months or weeks instead of having a few hours of language training a week.
161.	Having more understanding and support from the school leadership and other subject teachers when language teachers organise exchange programmes. Some more technical support to teach these competences more visually, through more senses. I mean such things like the electronic whiteboard, a computer with a projector in the classrooms.
162.	More training, appreciation of effort and time going into organising exchanges/cross-curricular programmes. Importance of such initiatives not always rated highly enough by senior management as to benefits for pupils and kudos for school. H&S issues stop a lot of colleagues wanting the responsibility. Time for organising these events should be calculated into timetable in September. <i>Recommendation directed at British media:</i> It would be extremely helpful if media covered more stories on European way of life (comparisons/differences/similarities of way of life/ political systems/ education/ welfare etc), not just sensationalism and wars. As European citizens, our students deserve to know their rights + opportunities in neighbouring countries (work/life style etc.) and how to take advantage of these. This may improve uptake of languages and influence outlook and perceptions of other cultures positively.
163.	I think that I have indicated this in my previous answers
164.	I would like to take part in one of many European projects for teachers and students. I am not very young and I find instructions on net rather difficult and discouraging so I don't really know what to do to start a project. I would appreciate very much if teachers got (probably once a year) a kind of list with European programmes and projects with clear instructions. As far as I am concerned I find cooperation with European teachers and students the most effective way of developing intercultural competence.
165.	We should have small language classes.
166.	No recommendations to make
167.	Make it easier to travel abroad with pupils.
168.	Officially recommended by the state and acknowledged to be important by the authorities. More hours for languages and start from beginning of primary school.
169.	The development of intercultural competence could be integrated into the official curriculum for language teacher training.
170.	Encourage participation in school exchange programmes, more <i>really</i> interesting materials for teachers to use in classroom (activities using the Internet, film, etc.), more materials and textbooks.
171.	I would recommend that initial teacher training broadens the understanding that teaching a language is much more than just teaching about being a competent communicator. More emphasis should be placed on understanding about cultures which will in turn motivate students to learn to communicate with other people who don't speak their language.
172.	Teachers should have more materials and they should understand that not only grammar and vocabulary but also culture classes could help them in teaching young people.
173.	We need specific materials to help us. Maybe the European Union can prepare these kind of materials.
174.	Use all modern tools and sources to give pupils authentic information.
175.	Teachers should be provided with an opportunity to take part in some workshops and seminars.
176.	With good materials it is a good way to motivate students (most of them are interested in other cultures at young age) and it helps to prevent "thinking in stereotypes".
177.	More Internet-based activities.
178.	To start with, it should be included in the curriculum of the school. Quite often it is, but they don't know how to do it. Teachers need concrete means and materials (and training) to be encouraged to take this topic actively into their daily work.
179.	We need more teaching time.
180.	None.
181.	Include such programmes in the French teachers' training period. There's probably too much emphasis on the language as such and not necessarily on what we could do with the cultural aspect of the language, which would help and develop something of a multi-linguistic/cultural class from time to time.
182.	Changing curriculum and syllabus, fewer students in the classroom, more motivation to do so for the teachers.
183.	I would recommend to provide the teachers with more opportunities to acquire the knowledge of how to conduct intercultural classes; how to combine teaching a language and intercultural competence; what kind of tasks could be used to promote intercultural competence, etc.
184.	It might be a good idea to think of widening the range of possible activities developing intercultural competence for the students at lower levels of language proficiency.
185.	Seminars, workshops, ideas.
186.	More money should be spent by the Greek Ministry of Education and Religious Affairs on teacher exchange programmes.

187.	Expand the role of 'Internationalism' in schools through direct email to Heads of Dept across all subjects and not just language teachers.
188.	The exchange of books at primary level or - much better - the ability for the teachers to choose from a list of books or even to create their own material. We should have a list of areas to be covered (in terms e.g. of language functions), but each teacher should make their own decisions as to the material they use in order to cover these areas, so that they have the time to better integrate the development of language and intercultural competence (recommendation to the Ministry of Education). Seminars and workshops on raising intercultural awareness. More freedom and flexibility.
189.	That the new standards, which are being repurposed at the moment, should make it clear to teachers that there are advantages to be gained by building empathy for people who actually speak the language the pupils are learning. Email links across Europe should be used by all schools instead of this intense focus on the language.
190.	It would be useful if course books provide more interpretations of cultural issues.
191.	I can't think of any.
192.	Teachers should have an opportunity to take part in seminars and workshops that would provide them with background knowledge; students should have access to suitable materials emphasizing the importance of developing intercultural competence.
193.	I would love to have more computers and a big interactive computer screen in the classroom.
194.	Every class - and teacher - should have the possibility to live in a family in another country for at least a week.
195.	It should be easier for educators to be involved in Comenius work. The EU should find more ways of reaching out to countries, and helping support the improvement of the development of intercultural competence in language. That we must express that, in our world today, mostly all we see is the negative, thanks to the media. There must be more emphasis on the differences between cultures, so that the understanding of these cultures can start in the young, to prevent racism and misunderstandings. Each government should realise that we are becoming more and more multicultural and world-travelled, as well as our trade with different countries. There needs to be a better foundation for intercultural language education in every country.
196.	In addition to finding the time and suitable materials, teachers themselves should be <i>aware of</i> intercultural competence and everything it entails.
197.	Teachers should get some professional training in teaching intercultural competence. Also course books should provide some extra activities on this topic.
198.	More time teaching lessons: first year of English for my students.
199.	I trust it broadens both students' and teachers' knowledge.
200.	Think of the world as the land they (students) will live in.
201.	Exchange students classes and teachers.
202.	Use pen-pals on a wider scale and school-twinning to a better advantage. I would also expect the Education Ministry to back up new initiatives in the press to help promote it.
203.	Find any help from those who know how to develop IC.
204.	The international exchange of the teacher seminars.
205.	Introducing the development of intercultural competence into national curriculum.
206.	Students should do projects.
207.	Establish a partner school system a bit like twinning towns, organised by a central organisation so that the teacher does not have to find time to do this as well.
208.	Teachers should be more independent from the course books. Exchange programmes should be more public.
209.	Better school materials including intercultural competence as far as teaching Dutch is concerned. Less vagueness in the curriculum.
210.	More time and more money to buy effective books, CDs, videos, etc.