



Teachers **I**ntercultural **C**ompetences
as **K**eystone to **L**earning in **E**urope
(TICKLE)

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IUFM/UDS (FRANCE)

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Project information

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Partner Summary of the TICKLE project

The French team has done the following work in this second year of the project:

- Workshops for teacher trainees (15 short courses) 'Cultural and linguistic differentiation': Working on how to acknowledge the cultural and linguistic diversity of the children in a classroom. Studying some work of reference, adapting some Tickle tools, testing these tools with pupils and discuss the results.
- Translating, adapting and carrying out the Dutch role play 'Compare one's own image with the one others have'.
- Organising experimenting activities in a class of 4 and 5 graders with their teacher and two teacher trainees.
- Organising the TICKLE meeting in Guebwiller (March 2009).
- Welcoming and working with the experts in Guebwiller after the meeting.
- Drawing up a training course for the upcoming 'Teaching trades' Master and presenting it to the teacher trainers of our institute.
- International teacher trainer mobility: a French and German team accompanying a group of French teacher trainees to Canada and Finland.

1. Project Objectives in the participating country

- To use a common project to overstep the professional identities by going from the disciplinary membership to a broader vision.
- To conceive and to experiment together training courses which are enriched by the proposals of our project partners, in preparation for offering a modular training course for the 'Teaching trades' Master.
- To increase the acknowledgement of the intercultural aspect in the professional ethics of each member of the team.
- To offer tools which will be useful to the whole teaching community.

2. Project Approach

The French team worked with two teacher trainer colleagues of the IUFM d'Alsace who are researcher in this field:

Christine HELOT, a sociolinguist professor working in the area of educational linguistics and more specifically in the field of bilingual studies and Andrea Young, associate professor in the field of European plurilingualism.

- Hélot, C. (2007) : *Du bilinguisme en famille au plurilinguisme à l'école*. L'Harmattan : Paris.
- Hélot, C. et al (ed). (2006) : *Ecarts de langues, écarts de cultures : A l'école de l' Autre*. Peter Lang : Frankfurt
- Hélot, C. et Young, A. (2002) : "Bilingualism and Language Education in French Primary Schools: why and how should migrant languages be valued?" *International Journal of Bilingual Education and Bilingualism*, Vol 5 : 2. C. Baker (ed.). Clevedon, UK : Multilingual Matters. (p. 92-112).
- Hélot, C. (2003) : "Language Policy and the Ideology of Bilingual Education in France". *Language Policy*, Vol 2, n°3. B. Spolsky (ed.). Dordrecht, NL : Kluwer Academic Publishers. (p. 255-277).
- Hélot, C. et Young, A. (2003) : "Education à la diversité linguistique et culturelle : le rôle des parents dans un projet d'éveil aux langues en cycle 2". *Numéro spécial de la revue LIDIL (Linguistique et Didactique des Langues)* D.L. Simon & C. Sabatier (eds.) *Le plurilinguisme en construction dans le système éducatif : contextes, dispositifs, acteurs en situation formelle d'apprentissage*. (p. 187-200).
- Hélot, C. (2005) : " Bridging the Gap between Prestigious Bilingualism and the Bilingualism of Minorities: Towards an Integrated Perspective of Multilingualism in the French Education Context." In: "*Multilingualism in Educational Settings*." M. Ó Laoire, (ed.). Tübingen : Stauffenburg Verlag. (p. 15-32).
- Hélot, C. et Young, A. (2006) : "Imagining Multilingual Education in France : A Language and cultural awareness project at primary level". In: "*Imagining Multilingual Schools*." T. Skutnabb-Kangas & O. Garcia (eds.) Clevedon, UK : Multilingual Matters. (p. 69-90).
- Hélot, C., Benert, B., Ehrhart, S. & Young, A. (dir.), *Penser le bilinguisme autrement*. Kolloquium Fremdsprachenunterricht, collection dirigée par G. Bach, D. Caspari, V. Raddatz & W. Zydts. Frankfurt-Berlin-Bern-Bruxelles-New York-Oxford-Wien, Peter Lang, 2008, 228p.
In particular the article from:
 - Young, A. (2008) « La prise en compte des enfants bilingues à l'école primaire : Penser la formation des enseignants autrement », pp.185-199
- Hancock, A., Hermeling, S., Landon, J. & Young, A. (dir.), *Building on Language Diversity with Young Children: Teacher Education for the Support of Second Language Acquisition*. Münster-Hamburg-Berlin-Wien-London, LIT Verlag, 2006, 287p.

The French team did lean on the publications of these colleagues to work on the awareness by all teacher trainees of the necessity to acknowledge the intercultural aspect in their classes to be able to improve the achievement of every student.

The French team used also the works of Byram, 2000, Roberts and al., 2001, Perregaux, 2003, EOLE projekt Switzerland, and Komorowska, 2000.

The French team considers that it is not enough to build a training course on this problematic. It is important to increase the awareness of a great number of subject teachers in order that interculturality in the classrooms becomes a transversal matter of concern and not only that of 'experts' or 'convinced' teachers.

3. National Project Outcomes & Results

The university of Strasbourg - and our 'integrated teacher training centre' IUFM – are autonomous state institutions.

The teaching and training courses are evaluated every four years when the diplomas are approved.

Our estimation of the number of persons that have gone through a training course in the teacher training centre:

- Awareness campaign of the teacher trainees: 600.
- Awareness campaign of the teacher trainers: 70.
- A teacher trainer meeting is programmed for the end of October for seven teacher training centre from the north-east of France: an information will be given to the 80 attending teacher trainers.

- Students of the university of Haute-Alsace (in Mulhouse): 200.

The effects of our work can only be evaluated by the observation of real teaching practices in the classes of our teacher trainees in the next years.

4. Partnerships established within the participating countries

The French team has established partnerships mostly with the German colleagues for the following projects:

- Integrated training course: the training takes place in France and in Germany for a group of German and French students and teacher trainees.
- International mobility: project to build groups of German and French trainees who are going abroad to study together a European or another educational system.
- Observation of welcoming plans for young children: comparison between the French 'école maternelle' (motherly school) and the German Kindergarten.

A partnership has also be established with the Dutch colleagues to be able to use a game this team did develop and present to all the Tickle members.

This role-play has been adapted in France for using it also with students in primary schools.

5. Names and roles of Staff involved in the partner country

WEBER Edith

Teacher trainer, in charge of the pedagogical organisation of the training courses in GUEBWILLER, IUFM d'Alsace / university of Strasbourg (UDS).

SCHRECK Nicolas

Teacher trainer, IUFM d'Alsace / university of Strasbourg (UDS), working mostly in Colmar.

LIND Daniel

Teacher trainer, IUFM d'Alsace / university of Strasbourg (UDS), working mostly in Strasbourg.

6. Plans for the Future after the end of project period

Starting with the new university year in September 2010, the training of teachers will be organised in France according to the Bologna process.

Within this new framework the training course on 'interculturality' will be extended from 6 to 24 hours.

It is also in preparation to propose a teacher trainer training course for all the teachers who will be involved in the teaching programme of the future Master. This course could be held as a seminar under the lead of our colleagues, Christine Hélot and Andrea Young.

7. Contribution to EU policies

In the framework of the five reference specifications of the Lisbon agreement our project aims at reducing following difficulties:

- *'Reduce the percentage of students in need'* by acknowledging the origins as much as the social situations of these students.
- *'Reduce the rate of the students who leave school prematurely'* by acknowledging in the French educational system the consistency of the cultural identity.

8. Contribution to national policies

As part of the counselling and programming law for the future of the school, (Loi n° 2005-380 du 23 avril 2005 d'orientation et de programme pour l'avenir de l'École) the most important aim is:

'To build a common Education, testimony of a shared culture'.

This objective is in line with a double obligation:

- the right for everybody to be educated,
- the struggle against injustice and discriminations.

These plans are evaluated by the State through the competencies number 5 and 6 which are registered in 'the common base of knowledge and competencies' (Le socle commun des connaissances et des compétences, décret du 11 juillet 2006):

- The 5th competence is the humanistic culture.

... 'Its purpose is to develop an attitude of curiosity.'

... 'It will develop the conscience that the human experiences have something of a universal quality.'

The 6th competence covers the social and civic competencies

'... Understand that all human organisations are based on bearing and practice codes, which have to be respected'

'The life in society is founded on:

... respecting others (civility, tolerance, turning down prejudice and stereotypes) ...'

9. Dissemination activities

- Presentation of Tickle for a group of students and teacher trainees at the University of British Columbia (UBC) in Vancouver (Canada).
- Presentation of Tickle for a group of students and teacher trainees at the Oulun Yliopisto University of Oulu (Finland).
- Presentation of Tickle for a group of 200 L3-students at the University of Haute-Alsace (Mulhouse, France) during a course called 'Knowledge of the school system'.
- Presenting the training course project for the Master programme to the teacher trainers of the teacher-training centre (IUFM d'Alsace).
- Presenting the training course project for the Master programme to the teacher trainers during a meeting of the teacher trainers of the north-east of France.

- 44 teacher trainees did take part in the Guebwiller meeting.

- The Tickle project has its link on the website of our institution under the topic 'European projects'.

10. Tools developed

1. The two questionnaires: their competencies are attitude and awareness.
2. The three interviews: their competencies are attitude, awareness and knowledge.
3. The integrated French and German course: their competencies are attitude, awareness and knowledge.
4. Children's literature: their competencies are attitude and awareness.
5. Workshops (adapted role-play): their competencies are attitude, awareness and knowledge.
6. New teacher training course on interculturality for the Master programme: their competencies are attitude, awareness and knowledge.
7. International teacher trainees' mobilities: their competencies are attitude, awareness and knowledge.

11. The learning process of our group within the Tickle project

1. A radiography of the complex situation of a French area which has to accept four significant influences. The influence of the National territory (and its language policy, Ministerial circular, 2001), the influence of Germany, its neighbour, the influence of a regional culture which is still partly attached to its dialect, and finally the influence of cultural et linguistic identities coming from various migration waves.
2. An empirical process to work out training tools which will be able to take interculturality into account in courses where interculturality is feebly existing.
3. A change in our representations due to confronting and exchanging with our partners during the meetings and due to circulating in the partner countries of the project.
4. A reconsideration of our initial positions in preparation for working out a series of training courses, concerning interculturality as well as the European aspect.
5. Acquiring a reflexive attitude that will always have regard for an intercultural ethic.