

# Anhang 2

## ERGEBNISSE DER ONLINE- ERHEBUNG „EUROPA“

LACE-Projekt  
Sprachen und Kulturen in Europa  
für die GD Bildung und Kultur  
März – Mai 2007

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**UNTERSUCHUNGSGESAMTHEIT:** Sprachenlehrer in Belgien, Dänemark, Finnland, Frankreich, Deutschland, Griechenland, Ungarn, Italien, Norwegen, Polen, Slowenien und dem Vereinigten Königreich (England)

**STICHPROBE:** 279 Personen nahmen an der Online-Erhebung teil (darunter 242 Frauen, 35 Männer, 2 haben diese Frage nicht beantwortet). 40 Teilnehmer haben den Fragebogen nicht vollständig ausgefüllt und wurden deshalb nicht in die Analyse einbezogen.

### Unterrichtsstufen:

- 99 Teilnehmer unterrichten in der Grundschule
- 137 Teilnehmer unterrichten in der Mittelschule (allgemeinbildend)
- 42 Teilnehmer unterrichten in der Mittelschule (berufsvorbereitend)
- 28 Teilnehmer unterrichten in der Mittelschule (beruflich)
- 80 unterrichten in der Oberstufe des Sekundarunterrichts
- 20 unterrichten auf Hochschulebene
- 34 unterrichten in der Erwachsenenbildung
- 7 gaben „Sonstiges“ ('other') an.

Von den 239 Teilnehmern unterrichten 26 weder in der Grundschule noch in der Mittelschule. Sie wurden in diesem Bericht ebenfalls ausgelassen, so dass die Teilnehmerzahl letzten Endes 213 betrug.

### Sprachen und Stufen:

	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				
<b>Total Respondents</b>								<b>213</b>

Von den 213 Lehrern, die in der Grundschule und/oder der Mittelschule unterrichten, sind 60 ebenfalls in der Oberstufe des Sekundarunterrichts tätig.

Die meisten Lehrer, die an der Online-Erhebung teilgenommen haben, unterrichten Englisch.

Von den 99 Teilnehmern, die in der *Grundschule* unterrichten, sind 62 nur auf dieser Unterrichtsstufe tätig. **In diesen Bericht wurden nur diese 62 Teilnehmer einbezogen, wenn es um ISCED 1 ging.**

## Unterrichtserfahrung

- 44 Teilnehmer besitzen weniger als 5 Jahre Erfahrung im Unterrichten von Fremdsprachen (22 in *ISCED 1*)
- 43 Teilnehmer besitzen 5 bis 10 Jahre Unterrichtserfahrung (8 in *ISCED 1*)
- 38 unterrichten Fremdsprachen seit 11 bis 15 Jahren (15 in *ISCED 1*)
- 35 unterrichten seit 16 bis 20 Jahren (8 in *ISCED 1*)
- 53 besitzen eine sehr fundierte Unterrichtserfahrung über mehr als 20 Jahre (9 in *ISCED 1*)

## Altersgruppen

- In den 80ern geboren: 23 (davon 11 in *ISCED1*)
- In den 70ern geboren: 46 (davon 13 in *ISCED1*)
- In den 60ern geboren: 64 (davon 22 in *ISCED1*)
- In den 50ern geboren: 52 (davon 11 in *ISCED1*)
- In den 40ern geboren: 12 (davon 1 in *ISCED1*)

16 Teilnehmer (davon 4 in *ISCED 1*) haben diese Frage nicht beantwortet.

## UNTERRICHTSDAUER

51 Lehrer haben 120 Minuten pro Woche für ihren Fremdsprachenunterricht  
24 von diesen 51 Lehrern unterrichten auf Ebene *ISCED 1*).

130 Teilnehmer (davon 28 in *ISCED 1*) haben 120 bis 240 Minuten pro Woche.

14 (davon 6 in *ISCED 1*) haben 240 bis 360 Minuten pro Woche.

18 (davon 4 in *ISCED 1*) haben mehr als 360 Minuten pro Woche.

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

## KONZEPT

Frage:

Was verstehen Sie unter „Entwicklung interkultureller Kompetenzen“ im Fremdsprachenunterricht?

Im Folgenden sind neun mögliche Ziele aufgelistet. Bitte ordnen Sie diese Ziele von 1 bis 9 in der Reihenfolge ihrer Bedeutung ein:

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

Ein **NIEDRIGERER** Wert **bedeutet**, dass das Ziel einen **HÖHEREN** Stellenwert hat.  
Ein höherer Wert bedeutet, dass das Ziel einen niedrigeren Stellenwert hat.

Im folgenden Text werden die Mittelwerte pro Ziel in folgender Reihenfolge in Klammern angegeben: Gesamtwert - Wert für *ISCED 1* allein - Wert für Mittelstufe allein.

Wenn wir die Ziele nach ihren Werten in Kategorien einteilen, erhalten wir folgende Ergebnisse:

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)			

Als erstes stellen wir fest, dass auf europäischer Ebene kaum Unterschiede zwischen den Werten für *ISCED 1* und den Werten anderer Ebenen bestehen.

Als zweites stellen wir fest, dass alle Ziele – abgesehen von den 2 oder 3 ersten – mehr oder weniger ähnliche Werte erzielen.

**‘Developing attitudes of openness and tolerance towards other people and cultures’ (2.73 – 2.47 – 2.77)** ist mit Abstand das am höchsten bewertete Ziel.

Das Ziel mit dem zweithöchsten Wert ist **‘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)**, kommt an dritter Stelle.

**‘Promote reflection on cultural differences’ (5.12 – 4.94 – 5.19)** erzielt auf Ebene *ISCED 1* und in der *Mittelstufe* fast den gleichen Wert.

Es folgt das Ziel **‘Provide information about daily life and routines’(5.13 – 4.98 – 5.18)**, wiederum mit geringen Unterschieden zwischen den Unterrichtsstufen.

Ähnliche Werte erzielt auch **‘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). Dieses Ziel findet geringfügig mehr Beachtung bei den Lehrern der Mittelstufe als auf Ebene *ISCED 1*.

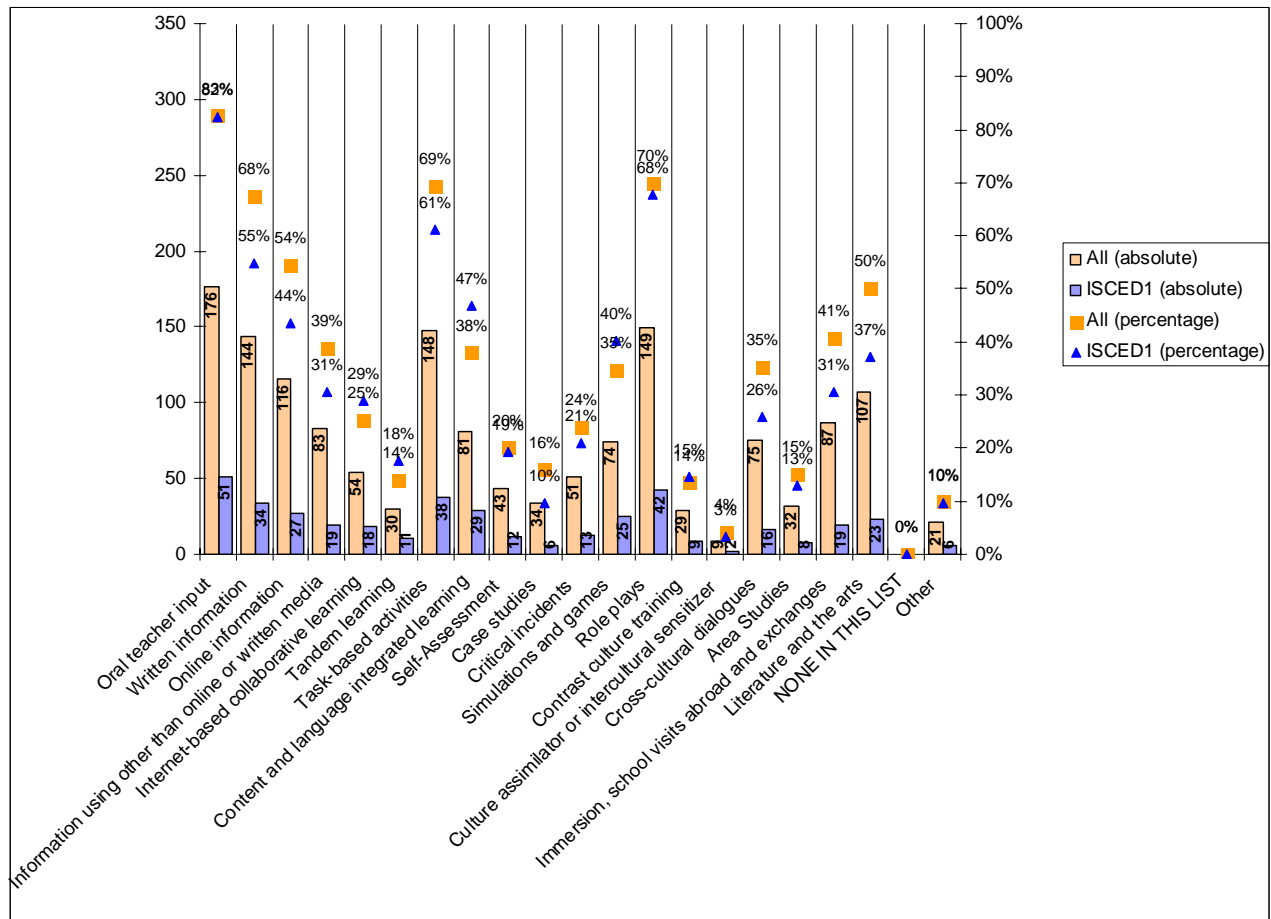
Die Werte für **‘Provide information about shared values and beliefs’** (5.86 – 5.69 – 5.96) liegen in etwa gleich mit denen der vorigen Ziele.

**‘Provide information about the history, geography and political conditions of the foreign countries’** (6.44 – 6.69 – 6.36) steht an letzter Stelle.

## METHODEN / TECHNIKEN / VERFAHREN

### Frage:

Welche der folgenden Methoden, Techniken, Verfahren und/oder Aktivitäten wenden Sie an, um interkulturelle Kompetenzen zu entwickeln? (mehrere Antworten möglich)



In der obigen Tabelle und im folgenden Text sind Prozentsätze angeführt. Diese Prozentsätze sollen vor allem einen Vergleich möglich machen. Es wurden jedoch keine statistischen Tests durchgeführt. Dennoch ist Folgendes zu den 213 Teilnehmern insgesamt festzuhalten:

Im höchsten Quartil (75 - 100 %) finden wir **'Oral Teacher Input'**

Im dritten Quartil (50 - 75 %) liegen: **'Role Plays', 'Task-based activities', 'Written Information', 'Online Information' und 'Literature and the arts'.**

Im zweiten Quartil (25 - 50 %) erscheinen: **'Immersion, school visits abroad and exchanges', 'Information using other than online or written media', 'CLIL', 'Simulations and games', 'Cross-cultural dialogues' und 'Internet Based Collaborative Learning'.**

Das unterste Quartil (0 - 25 %) enthält: **'Critical Incidents', 'Self-Assessment', 'Case Studies', 'Area Studies', 'Tandem Learning', 'Contrast culture training' and 'Culture assimilator or intercultural sensitiser'.**

Zusätzlich zu den vorgeschlagenen Optionen haben 21 Teilnehmer zudem **'Other'** angekreuzt, was Folgendes beinhaltete:

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.

Betrachten wir die Lehrergruppe auf Ebene *ISCED 1* näher, so stellen wir Folgendes fest (anhand der Antworten der 12 Teilnehmer):

Proportional zur Gruppe insgesamt wählten weniger<sup>1</sup> Lehrer auf Ebene *ISCED 1*:

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

Es gab keinen Fall, in dem die Lehrer auf Ebene *ISCED 1* die Optionen proportional häufiger<sup>2</sup> ankreuzten als in der Gruppe insgesamt.

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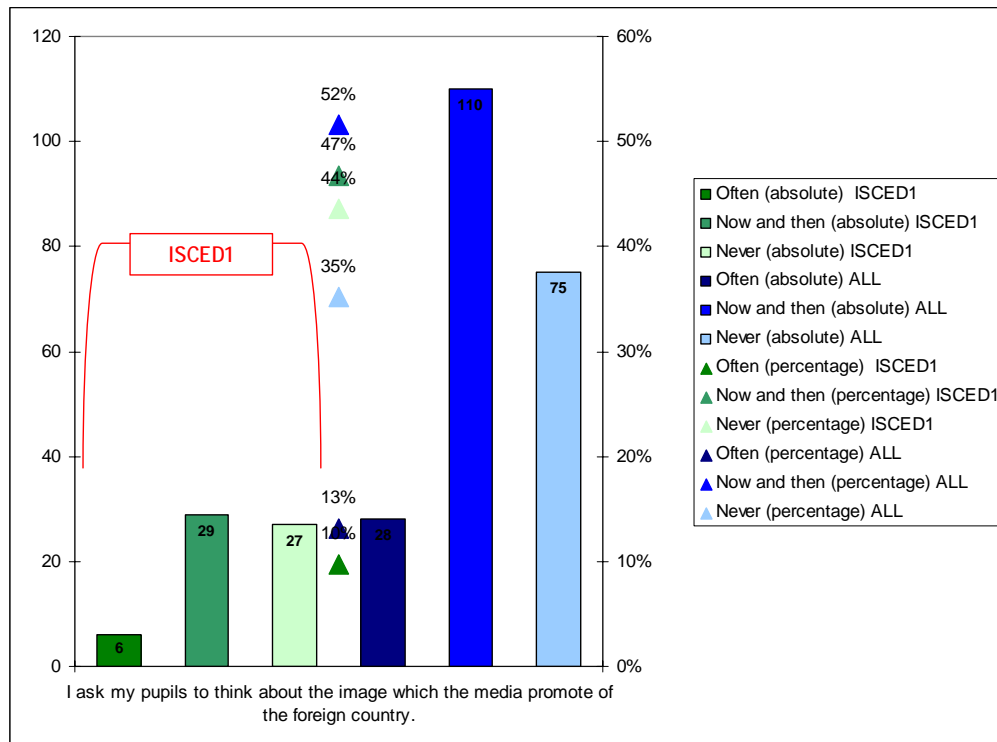
<sup>1</sup> Differenz von über 10 %.

<sup>2</sup> Differenz von über 10 %.

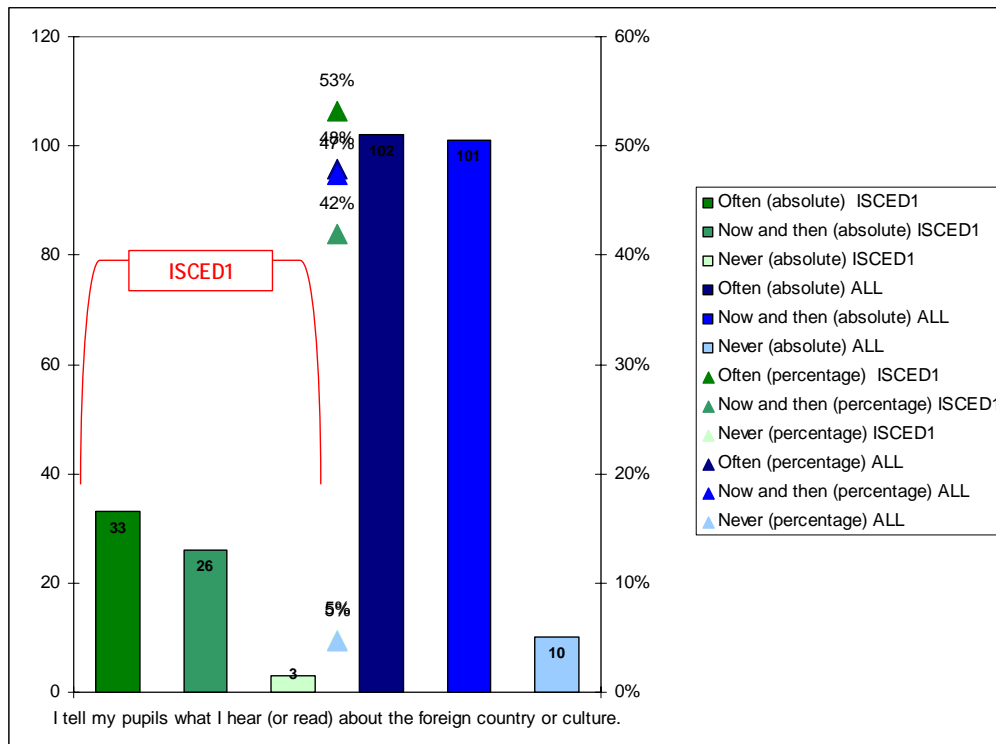
# AKTIVITÄTEN

## Frage:

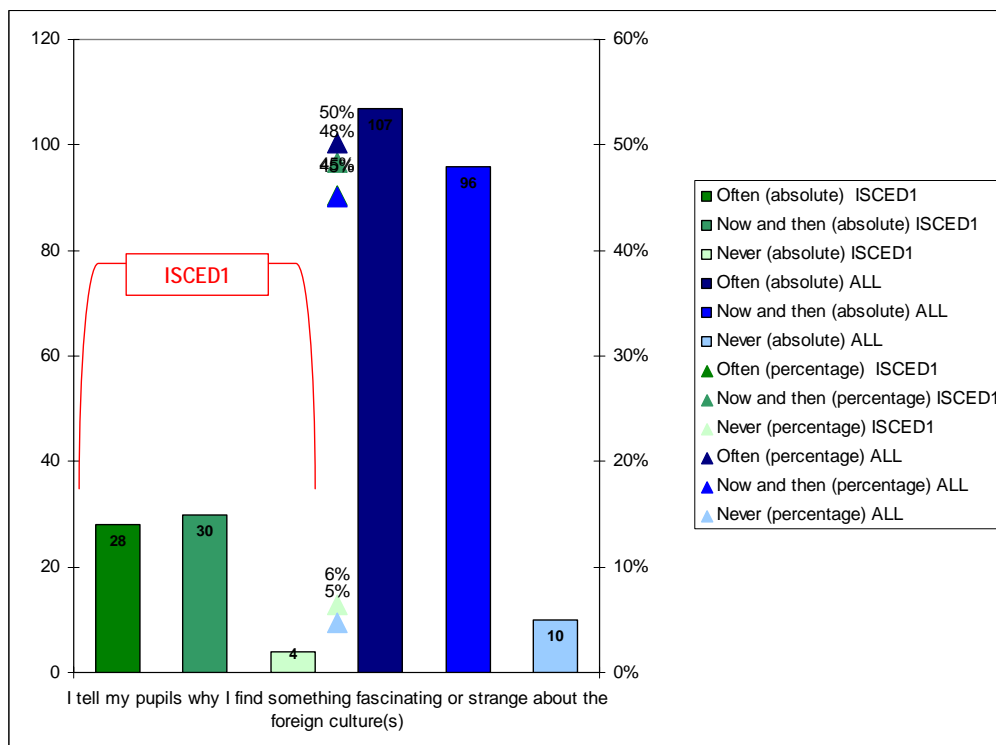
Welche Art(en) von Aktivitäten führen Sie während der Unterrichtszeit durch, um interkulturelle Kompetenzen zu entwickeln? (Bitte geben Sie für jede Aktivität an, wie oft Sie diese während des Unterrichts durchführen).



75 von 213 Teilnehmern antworteten, dass sie ihre Schüler nie ('never') fragen. Achtundzwanzig (28) Teilnehmer (davon 4 in der *Grundschule*) gaben an, dass sie dies oft tun. Teilnehmer, die in *ISCED 1* unterrichten, tendierten dazu, ('Never') häufiger als andere Lehrer und ('Oftentimes') seltener anzukreuzen.

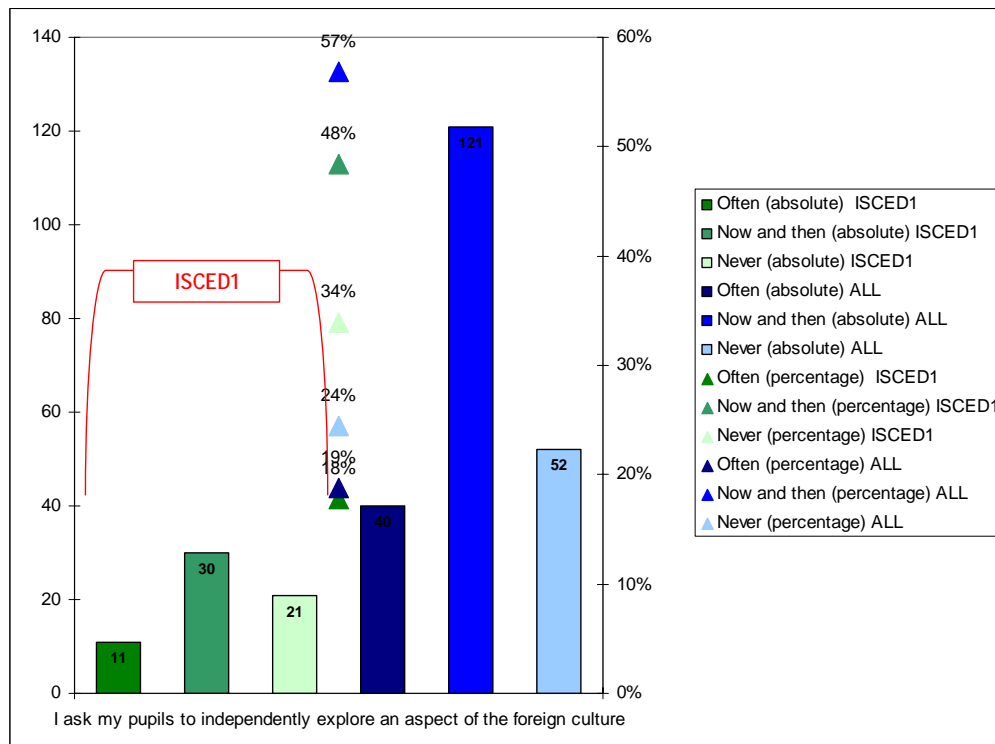


Nahezu alle Lehrer unternehmen dies zumindest gelegentlich (*'now and then'*). Fast die Hälfte aller Teilnehmer gab an, dass sie dies oft (*'often'*) tun. Es gibt kaum einen Unterschied zwischen den Unterrichtsstufen.

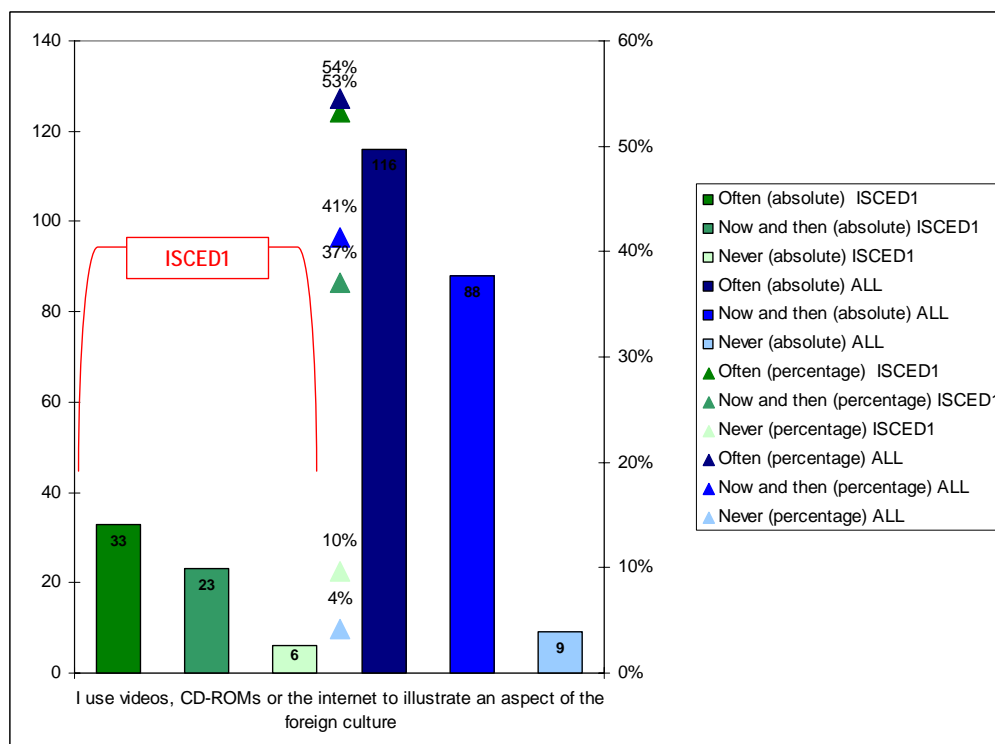


Die meisten Teilnehmer geben an, dass sie ihren Schülern oft (*'often'*) erklären, warum sie einen bestimmten Aspekt der Fremdkultur(en) faszinierend oder seltsam finden. Es gibt kaum einen Unterschied zwischen den Lehrern auf Ebene *ISCED 1*

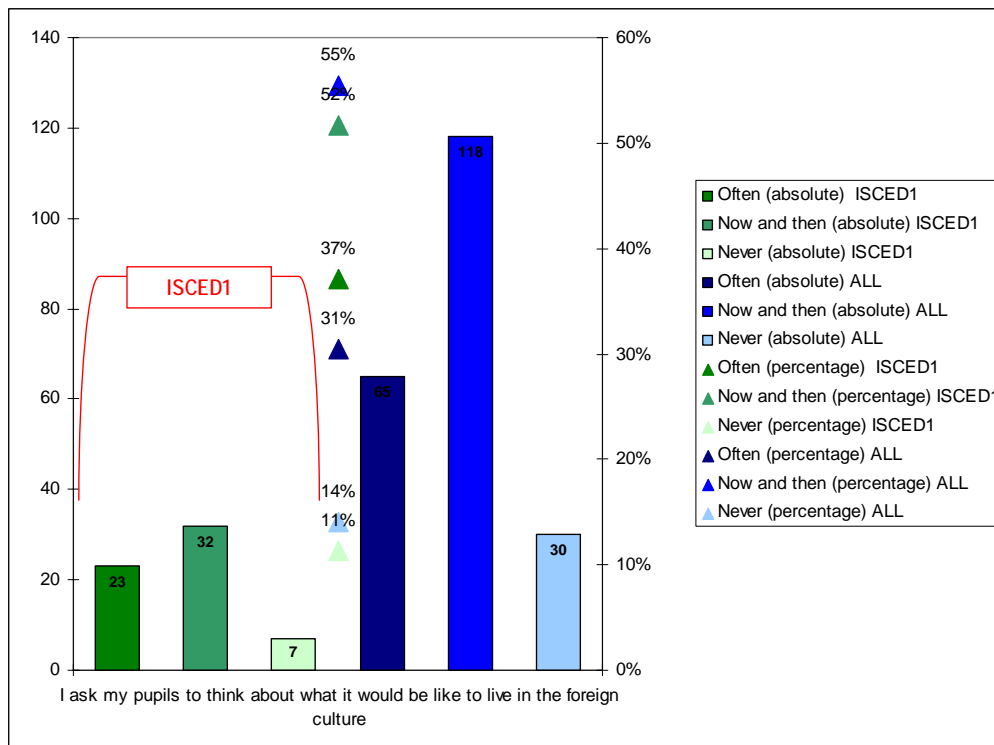
und den Lehrern der *Mittelstufe*. 10 Lehrer (davon 4 in *ISCED 1*) antworteten, dass sie dies nie (*'never'*) tun.



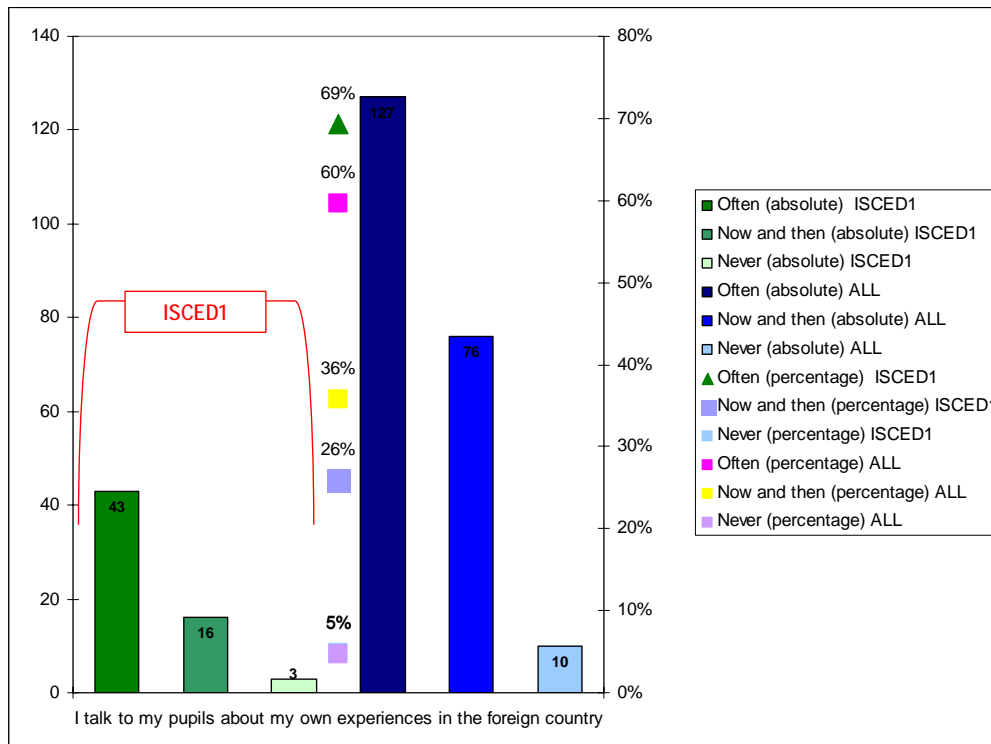
Ein höherer Prozentsatz (57 %) an Teilnehmern behauptet, dass sie ihre Schüler gelegentlich (*'now and then'*) bitten, einen bestimmten Aspekt der Fremdkultur eigenständig zu erforschen. Die Lehrer der Grundschule gaben diese Antwort seltener (48 %) und tendieren dazu, häufiger nie (*'never'*) (34 %) zu antworten als die Gruppe insgesamt (24 %).



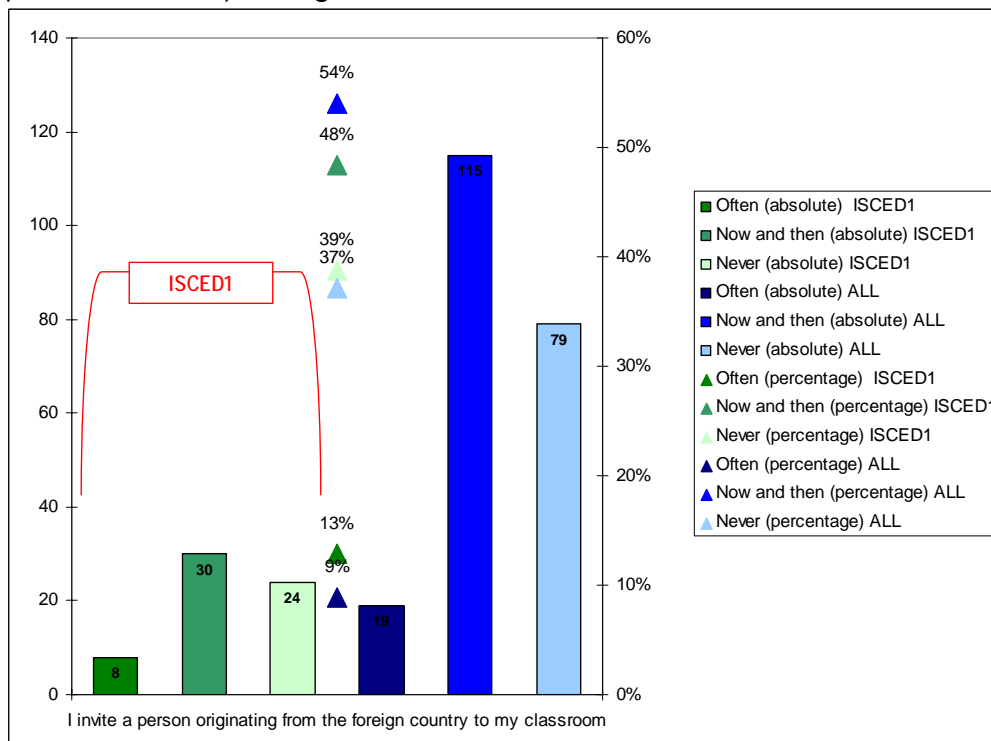
Eine begrenzte Anzahl Teilnehmer (9 von 213) gab an, dass sie dieses Arbeitsmittel nie (*'never'*) benutzen. Die meisten Lehrer (54 %) benutzen es oft (*'often'*) und ein erheblicher Prozentsatz (41 %) benutzt es gelegentlich (*'now and then'*). Die Verhältnisse in beiden Gruppen sind nahezu gleich (*ISCED 1* und *Mittelstufe*).



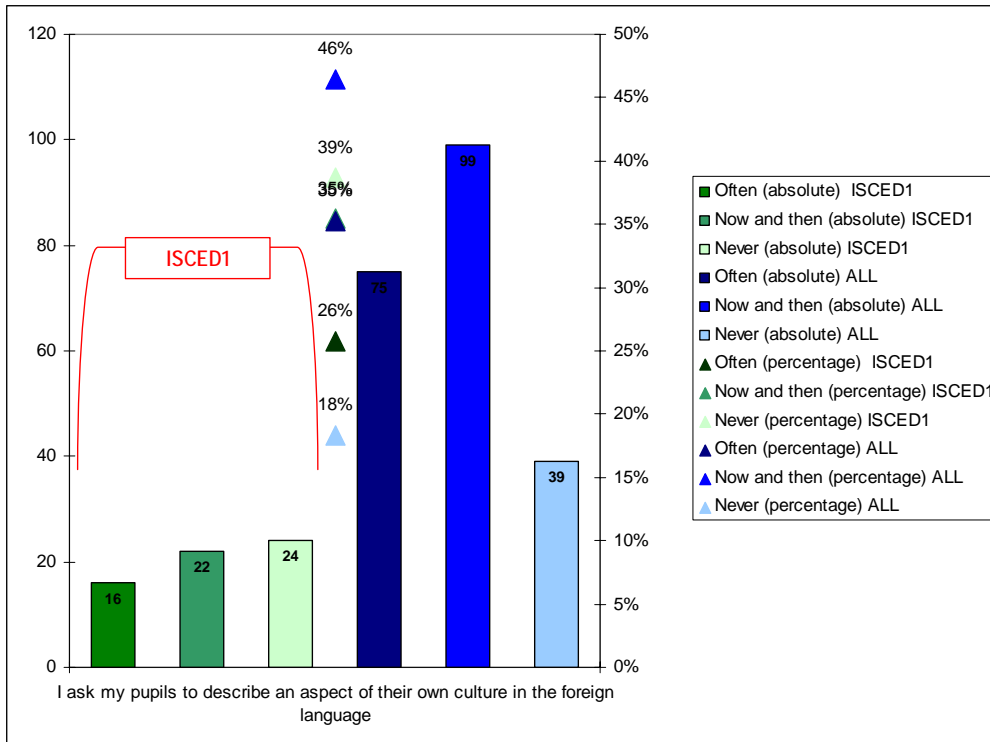
Die meisten Lehrer bitten ihre Schüler entweder gelegentlich (*'Now and then'*) (118 von 213) oder oft (*'Often'*) (65 von 213), sich vorzustellen, wie es wohl wäre, in der betreffenden Fremdkultur zu leben. In der Gesamtgruppe gaben nur dreißig (30) Teilnehmer an (davon 4 in *ISCED 1*), dass sie diese Übung nie (*'Never'*) anwenden.



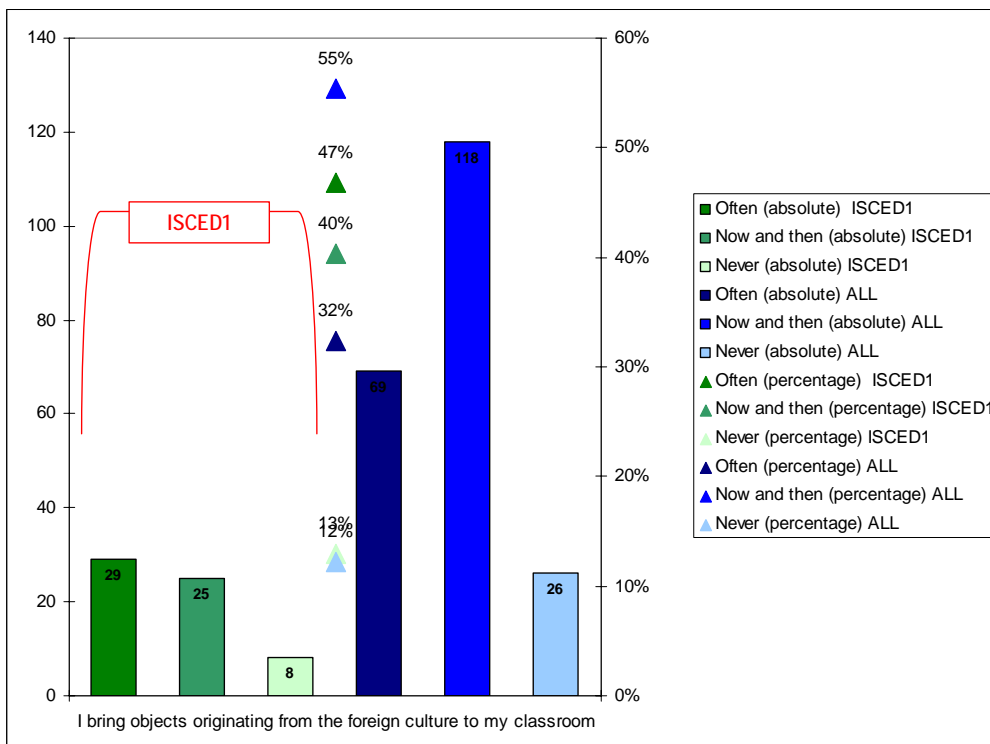
Nur 10 Teilnehmer antworteten, dass sie nie ('Never') mit den Schülern über ihre eigenen Erfahrungen in dem fremden Land reden. Die meisten Lehrer (127 von 213 oder 60 %) tun dies sogar oft ('Often'). Die Lehrer in *ISCED 1* tendieren dazu, häufiger mit oft ('Often') zu antworten. Die Lehrer der *Mittelstufe* wählten gelegentlich ('Now and then') häufiger als die Lehrer der Grundschule.



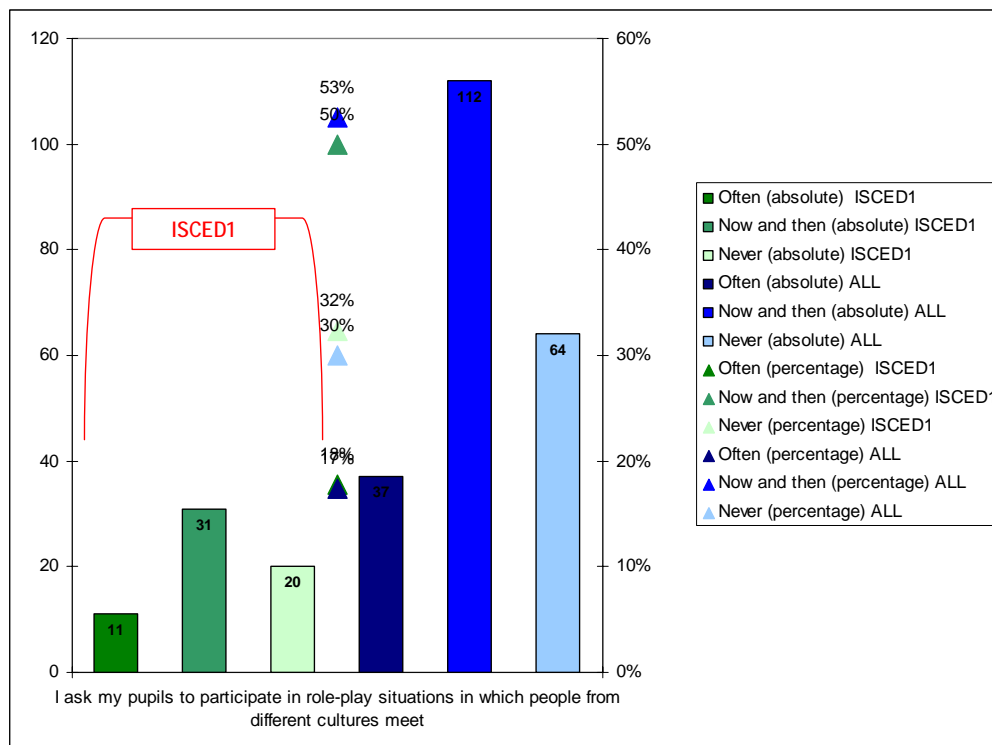
Die meisten Lehrer laden gelegentlich ('Now and Then') Personen aus der Fremdkultur ein. Ein erheblicher Prozentsatz (37 %) der Teilnehmer dieser Studie gab an, dass sie dies nie ('Never') tun.



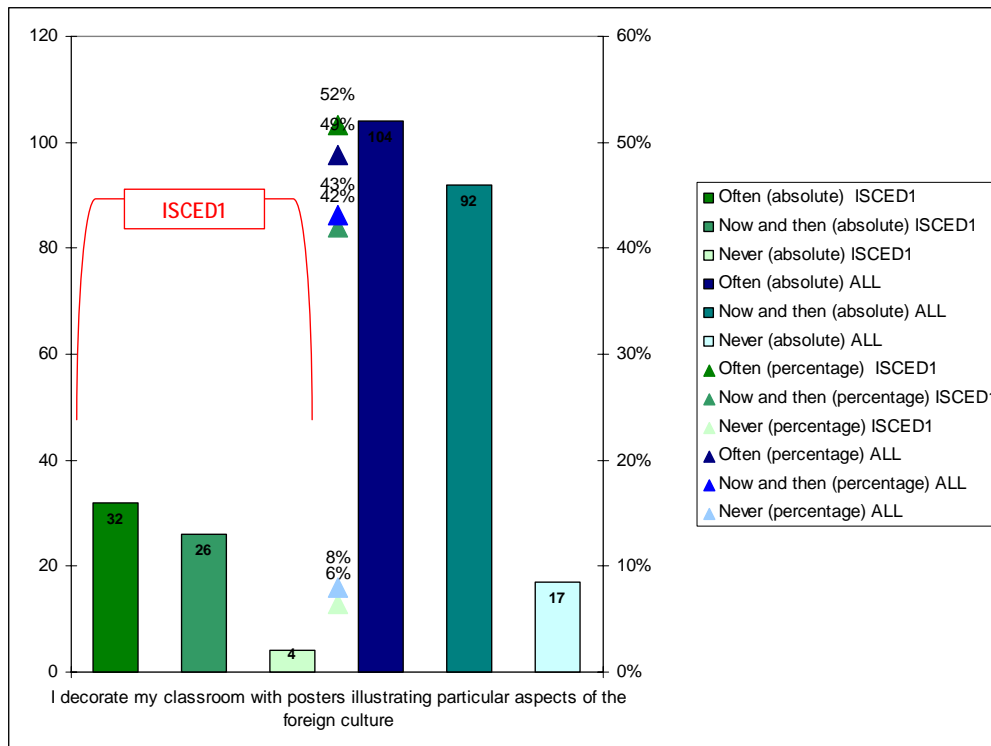
Die meisten Lehrer, die behaupteten, dass sie dies nie (*Never*) tun, unterrichten auf Ebene *ISCED 1* (24 von 39), und die meisten Teilnehmer, die mit oft (*Oft*) antworteten, gehören dem Sekundarunterricht an. Dennoch gaben die meisten Teilnehmer an, dass sie ihre Schüler gelegentlich (*Now and then*) bitten, einen bestimmten Aspekt ihrer eigenen Kultur in der Fremdsprache zu schildern.



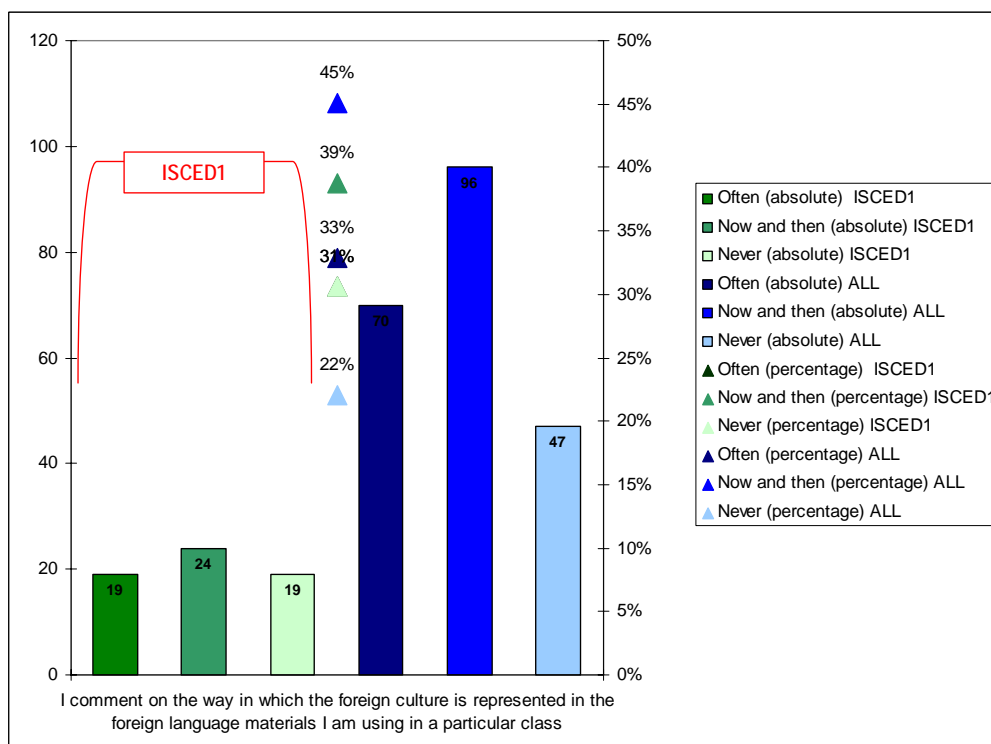
Nur 26 Teilnehmer behaupteten, dass sie niemals Gegenstände mit in den Unterricht bringen. Die Lehrer auf Ebene *ISCED 1* tendierten häufiger mit oft ('Oftentimes') zu antworten als andere.



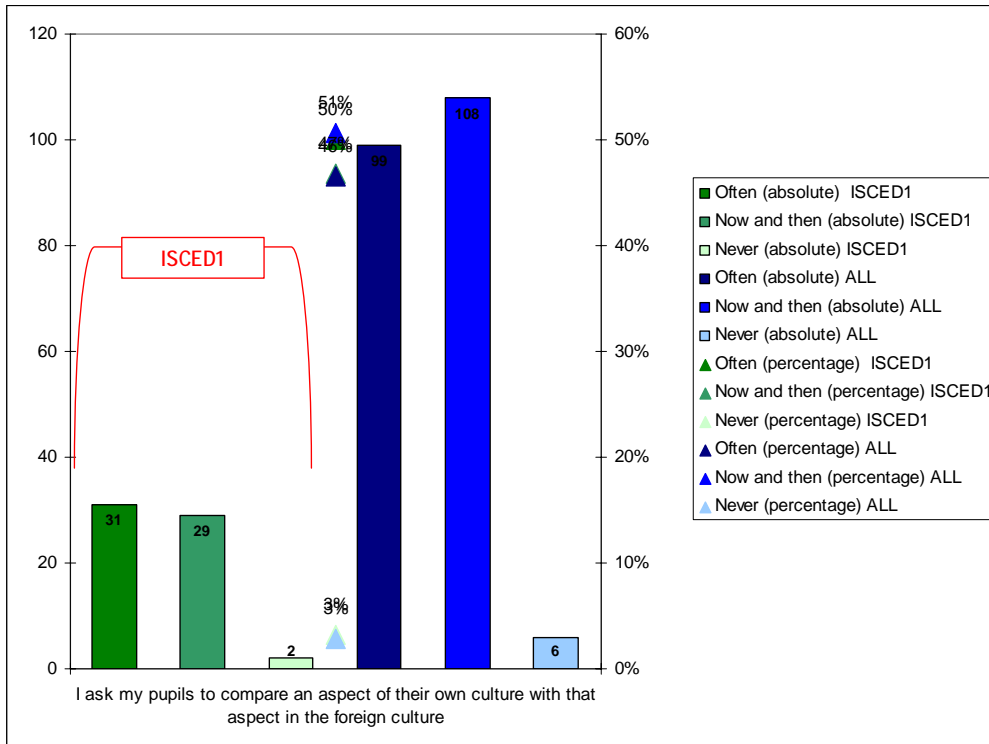
Die meisten Lehrer wenden Rollenspiel ('*Role play situations*') entweder oft ('*Oftentimes*') (27) oder gelegentlich ('*Now and then*') (112) an. Eine erhebliche Teilnehmerzahl (64, von denen 20 auf Ebene *ISCED 1* unterrichten) antwortete, dass sie dies nie ('*Never*') anwenden.



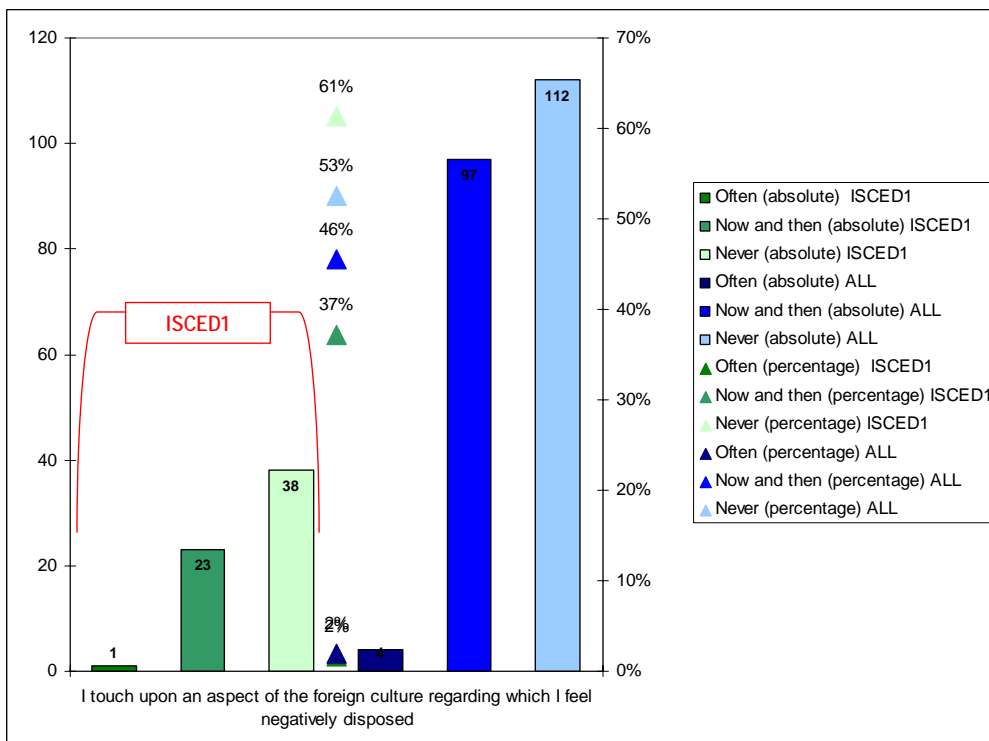
Das Klassenzimmer dekorieren ist ein beliebtes Mittel (*'tool'*), das nahezu alle Lehrer anwenden (196).



47 Lehrer (davon 19 in *ISCED 1*) gaben an, dass sie dies nie tun. Alle anderen tun dies gelegentlich (*'Now and then'*) (45 %) oder oft (*'Oftentimes'*) (31 %). Die Teilnehmer in *ISCED1* tendierten häufiger zu dieser Antwort nie zu sagen (*'Never'*) (31 % im Vergleich zu 22 % in der Gruppe insgesamt).

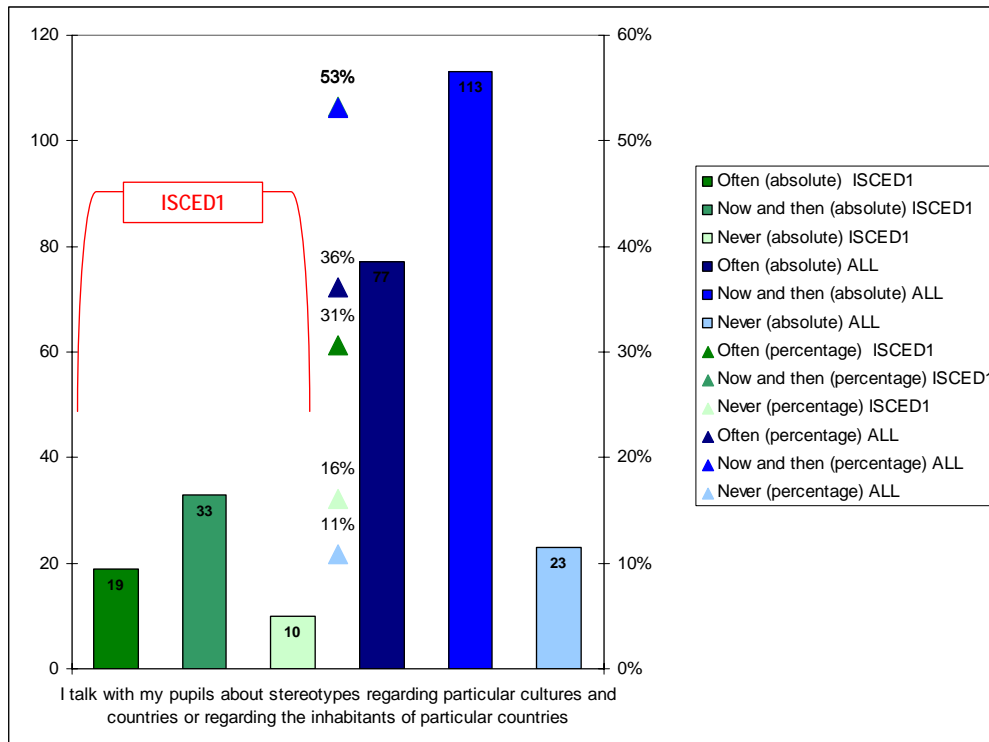


Diese Übung wenden nahezu alle Lehrer an, wobei es kaum Unterschiede in der Verteilung von oft (*Oftentimes*) und gelegentlich (*Now and then*) zwischen den einzelnen Unterrichtsstufen gibt.



Nur eine begrenzte Teilnehmerzahl antwortete, dass sie dies oft (*Oftentimes*) tun, während mehr als die Hälfte (53 %) dies nach eigener Aussage nie (*Never*) unternimmt. Bei den Lehrern der Grundschule liegt dieser Prozentsatz sogar bei

61 %. Innerhalb der gesamten Gruppe gab weniger als die Hälfte der Teilnehmer an, dass sie dies gelegentlich (*'Now and then'*) tun (46 %). Dieser Prozentsatz fällt in der Gruppe der Lehrer auf Ebene *ISCED 1* niedriger aus (37 %).



Die meisten Teilnehmer (89 %) gaben an, dass sie entweder oft (*'Often'*) (36 %) oder gelegentlich (*'Now and then'*) (53 %) über Vorurteile reden. Nur 22 Teilnehmer behaupteten, dass sie dies nie tun.

## THEMEN

	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	Now and then	Never	Often	Now and then	Never	Often (%)	Now and then (%)	Never (%)	Often (%)	Now and then (%)	Never (%)
	(absolute)	(absolute)	(absolute)	(absolute)	(absolute)	(absolute)						
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%

Themen, die in der gesamten Gruppe oft ausführlich (*'Extensively'*) behandelt werden, sind:

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

Ein Thema, das relativ viele Teilnehmer nach eigener Aussage nie (*'Never'*) behandeln, ist das:

- political system (52%).

Alle anderen Themen werden weniger ausführlich (*'Less extensively'*) besprochen; einige mit der Tendenz dies mit nie (*'Never'*) zu beantworten, (z. B. *'International relations'*, *'Professional life'* und *'Different ethnic and social groups'*).

Keiner der Teilnehmer antwortete, dass er die folgenden Themen niemals behandelt:

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

Betrachten wir die Antworten auf Ebene *ISCED 1*, so stellen wir fest, dass die Themen, die häufiger ausführlich (*'Extensively'*) behandelt werden, mehr oder weniger mit denen der Gesamtgruppe übereinstimmen.

Themen, die oft nie (*'Never'*) von den Teilnehmern auf Ebene *ISCED 1* behandelt werden, sind die gleichen wie in der Gesamtgruppe, doch fallen die Antworten deutlicher aus:

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

## UNTERRICHTSDAUER

Frage: **Wie verteilt sich ihre Unterrichtszeit über „Sprachenlehren“ ('language teaching') und „Vermittlung interkultureller Kompetenzen“ ('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 %
<b>TOTAL number of respondents</b>	<b>213</b>	<b>62</b>

Die meisten Lehrer (86.5 %) wenden den Großteil ihrer Unterrichtszeit für das Lehren der Sprache auf. Dies gilt ganz klar für die Lehrer der *Grundschule* (92 %). Einige Lehrer jedoch (7.5 %) behaupteten, dass sie die Entwicklung interkultureller Kompetenzen komplett in ihren Fremdsprachenunterricht integriert haben.

Nur eine geringe Minderheit der Teilnehmer gab an, dass sie 100 % der Unterrichtszeit mit dem Lehren der Sprache zubringen.

Frage: **Möchten Sie gerne mehr Zeit im Fremdsprachenunterricht für die „Entwicklung interkultureller Kompetenzen“ ('developing IC') aufwenden?**

	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%
<b>TOTAL number of respondents</b>	<b>213</b>	<b>62</b>

Die meisten Teilnehmer (81.7 %) würden gerne in unterschiedlichem Maß mehr Zeit mit der Entwicklung interkultureller Kompetenzen zubringen. Weniger als 20 % der Teilnehmer möchten dies nicht wirklich. Nur zwei Teilnehmer (*Mittelstufe*) antworteten mit gar nicht (*'Not at all'*).

## FACHÜBERGREIFENDE AKTIVITÄTEN

### Frage:

**Haben Sie an fachübergreifenden Aktivitäten mit Lehrern anderer Fächer teilgenommen, um bei Ihren Schülern interkulturelle Kompetenzen zu entwickeln?**

	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 %
<b>TOTAL number of respondents</b>	<b>213</b>	<b>62</b>

Die Lehrer in *ISCED 1*, die nicht an fachübergreifenden Aktivitäten teilgenommen haben (9), tun dies oft deshalb nicht, weil sie alle oder fast alle Fächer selbst unterrichten.

Betrachten wir die Teilnehmergruppe insgesamt, so stellen wir fest, dass nur die Hälfte (50.7%) nach eigener Aussage an irgendeiner Form von fächerübergreifenden Aktivitäten teilgenommen hat.

**Frage** (an die Teilnehmer, die mit ja ('yes') auf die vorige Frage geantwortet haben):  
**Um welche Fächer handelte es sich dabei?**

	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 %
<b>TOTAL number of respondents</b>	<b>109</b>	<b>28</b>

Bei denjenigen, die an fachübergreifenden Aktivitäten teilgenommen haben, handelt es sich bei den Fächern meist um:

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

In gewissem Maße auch um folgende Fächer:

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

Etwa die Hälfte der Teilnehmer nannte:

- arts (49.5%)
- cooking (45.0%)

Die Antworten in der Kategorie andere Fächer ('Other') beinhalteten:

- 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

**Frage** (an die Teilnehmer, die nach eigener Aussage nicht an fachübergreifenden Aktivitäten teilgenommen haben): **Warum nicht?**

	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 %
<b>TOTAL number of respondents</b>	<b>78</b>	<b>12</b>

Die mangelnde Flexibilität der Stundenpläne ist einer der Hauptgründe, warum fachübergreifende Aktivitäten nicht stattfinden. Weitere wichtige Gründe scheinen zu sein: 'Other teachers don't have the time' und 'Too difficult to implement'. Einige Teilnehmer gaben zudem an: 'Other teachers don't think it is necessary' und 'I don't have the time'.

In der Kategorie andere Antworten ('Other') finden wir Folgendes:

- *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 things 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.*

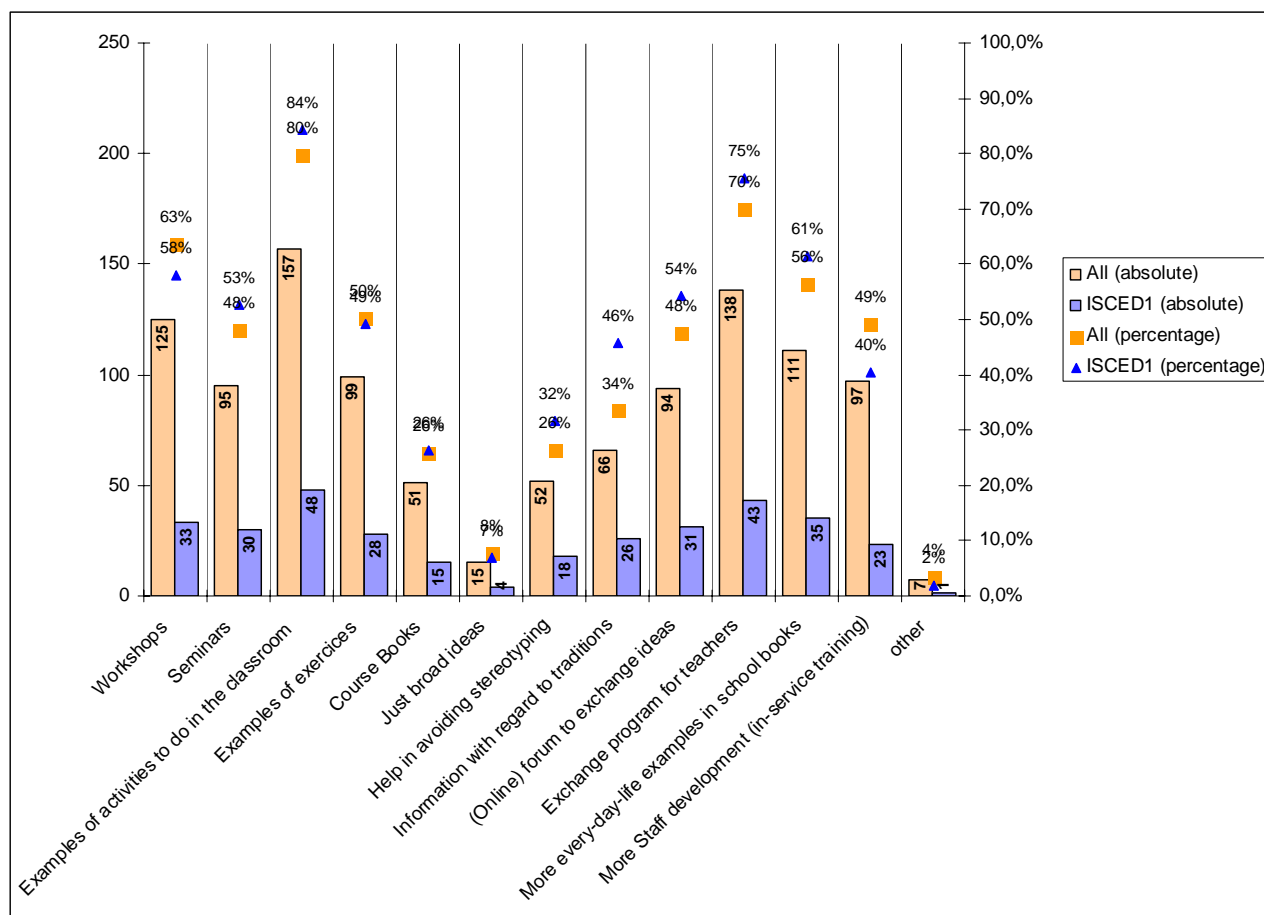
## ANLEITUNG

**Frage:** Sind Sie der Meinung, dass die Lehrer in verstärktem Maße gezielte Anleitungen zur Entwicklung interkultureller Kompetenzen erhalten sollten?

	ALL	ISCED1
Yes	92.5 %	91.9 %
No	7.5 %	8.1 %
<b>TOTAL number of respondents</b>	213	62

Eine eindeutige Mehrheit wünscht sich als Lehrer gezielte Anleitungen zur Entwicklung interkultureller Kompetenzen.

**Frage** (an die Teilnehmer, die eine gezielte Anleitung wünschen (27, davon 10 in *ISCED 1*)): **An welche Art von Anleitung denken Sie dabei?**



Ideen, die von den meisten Teilnehmern befürwortet wurden:

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

Die Lehrer in *ISCED 1* wünschen sich zudem Alltagsbeispiele in den Schulbüchern (61.4 %).

Optionen, die etwa die Hälfte der „Stimmen“ erhielten:

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

Weniger Anklang fanden:

- “just broad ideas” (7.6%)
- course books (25.9%)

- help in avoiding stereotypes (26.4%)

In der Kategorie andere Antworten ('Other') lesen wir:

- *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 %
<b>TOTAL number of respondents</b>	<b>16</b>	<b>5</b>

Die zwei Teilnehmer, die keine zusätzliche Anleitung benötigen, wurden gefragt, **warum nicht**. Hier ihre Antworten:

- *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.*

## GRUNDAUSBILDUNG DER LEHRER

**Frage:** Inwieweit wurden Sie während Ihrer Grundausbildung als Lehrer in der Entwicklung interkultureller Kompetenzen geschult? (auf einer Skala von 1 bis 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 %
<b>TOTAL number of respondents</b>	<b>213</b>	<b>62</b>

20.7 % aller Teilnehmer antworteten, dass sie während ihrer Grundausbildung als Lehrer keinerlei Schulung in der Entwicklung interkultureller Kompetenzen erhalten haben.

Nur eine Minderheit der Lehrer (36.6 %) vergab die Note 3 oder höher, und nur 4 Teilnehmer (davon keiner in *ISCED 1*) antwortete, dass sie in großem Ausmaß (*to a very large extent*) in der Entwicklung interkultureller Kompetenzen geschult wurden.

**Frage:** Finden Sie, dass die Entwicklung interkultureller Kompetenzen ein wichtiger (noch wichtigerer) Bestandteil Ihrer Grundausbildung hätte sein müssen?

	ALL	ISCED1
Yes	92.0 %	91.8
No	8.0 %	8.2
<b>TOTAL number of respondents</b>	<b>212</b>	<b>61</b>

Eine große Mehrheit (92.0 %) der Teilnehmer ist der Meinung, dass die Entwicklung interkultureller Kompetenzen ein wichtiger (noch wichtigerer) Bestandteil der Grundausbildung sein sollte.

**Frage:** Wurden Sie zu einem späteren Zeitpunkt in der Entwicklung interkultureller Kompetenzen geschult (d.h. nach Ihrer Grundausbildung)?

	ALL	ISCED1
Yes	46.5 %	50.8%
No	53.5%	49.2 %
<b>TOTAL number of respondents</b>	<b>212</b>	<b>61</b>

Etwa die Hälfte der Teilnehmer dieser Studie hat zu einem späteren Zeitpunkt eine (gewisse) Schulung in der Entwicklung interkultureller Kompetenzen erhalten. Es gibt kaum Unterschiede zwischen den Prozentsätzen der Lehrer auf Ebene *ISCED 1* und in der *Mittelschule*.

## **Frage: An welcher Art von Weiterbildungen haben Sie teilgenommen?**

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

73 % der Teilnehmer haben an Workshops oder Seminaren außerhalb der Unterrichtszeit teilgenommen. Die zweitgrößte Kategorie ist Konferenzen ('Conferences') (47%). In der Kategorie andere Antworten ('Other') sind folgende Angaben zu lesen:

- *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.*

## **Frage:**

**Haben Sie auf anderen Wegen mehr über die Entwicklung interkultureller Kompetenzen gelernt?**

	<b>ALL</b>	<b>ISCED1</b>
Yes	<b>65.3</b>	<b>6.3 %</b>
No	<b>34.7</b>	<b>37.7 %</b>
<b>TOTAL number of respondents</b>	<b>212</b>	<b>61</b>

Etwa zwei Drittel gaben an, dass sie auf anderen Wegen ('Other ways') mehr über interkulturelle Kompetenzen gelernt haben.

## Frage:

### Worin bestanden diese anderen Wege?

	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 %
<b>TOTAL number of respondents</b>	<b>139</b>	<b>38</b>

'Reading' und 'Self-Study' waren die „beliebtesten“ Kategorien.

'Online courses' waren weniger beliebt.

In der Kategorie andere Antworten ('Other') sind folgende Angaben zu lesen (Antworten auf Ebene *ISCED 1* in Kursivschrift):

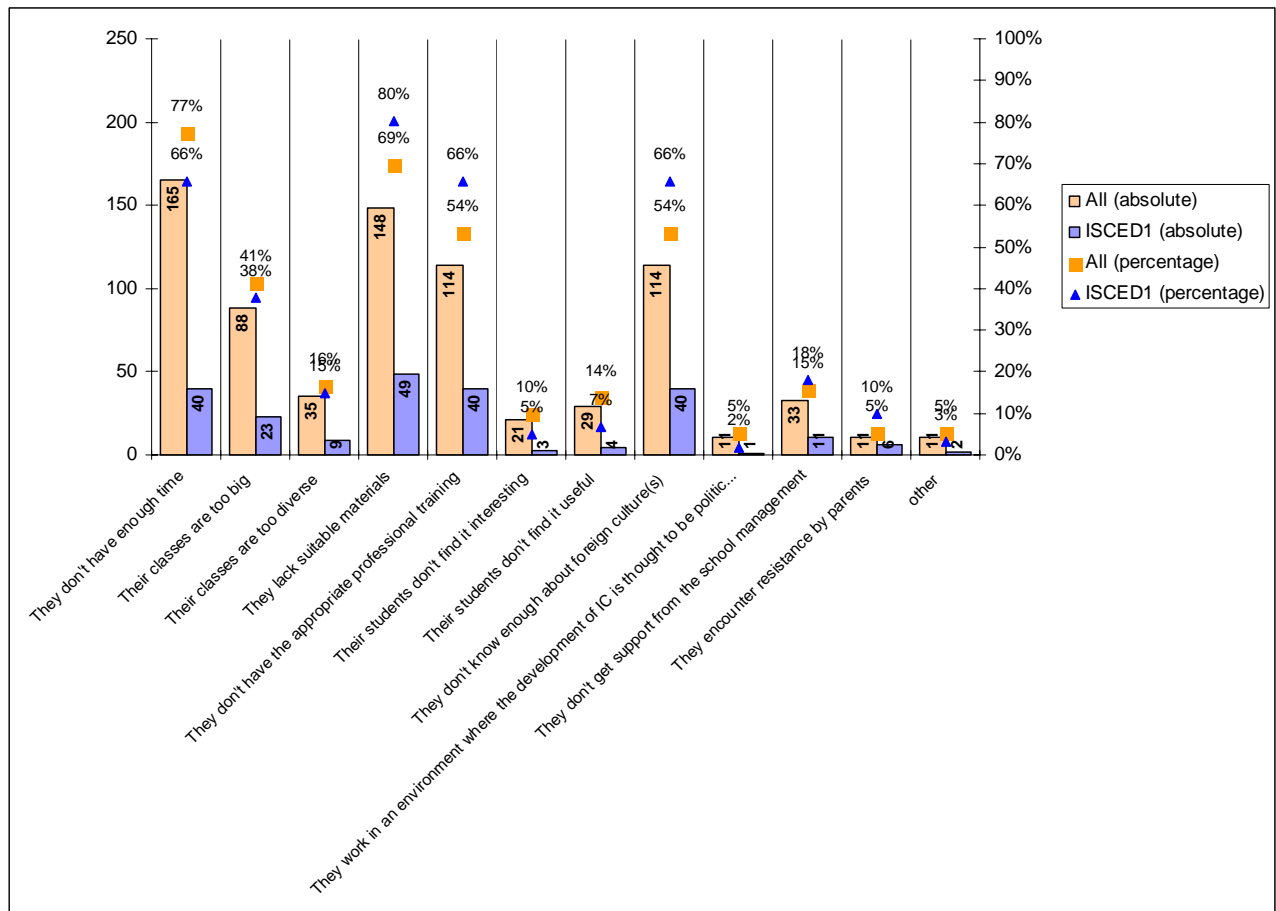
- *travel.*
- *discussions with foreign people.*
- *involvement in a group testing the language portfolio for primary school.*
- *travelling and working with the textbooks, study books + developing the curriculum (2nd Foreign Language here in Norway).*
- *an internship in Peru and living abroad.*
- *contact 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.*

## SCHWIERIGKEITEN

### Frage:

Welchen Schwierigkeiten stehen Lehrer bei der Förderung interkultureller Kompetenzen vor allem gegenüber? (mehrere Antworten möglich)



Als Hauptschwierigkeit bei der Förderung interkultureller Kompetenzen gilt 'they don't have enough time' (77 %). Ein weiterer wichtiger Aspekt ist 'They lack suitable materials' (69%).

Nicht unbedeutend sind 'They don't have the appropriate professional training' (54%) und 'They don't know enough about foreign culture(s)' (54%).

'Their classes are too big' (41%) ist ebenfalls ein Aspekt, den viele Teilnehmer als Grund dafür nennen, dass ihre Kollegen Schwierigkeiten bei der Förderung interkultureller Kompetenzen haben könnten.

Die am seltensten angekreuzten Kategorien sind: 'They encounter resistance by parents' (5%) und 'They work in an environment where the development of IC is thought to be politically incorrect' (5%).

Andere Gründe ('Other'), die genannt wurden, sind:

- *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.*

## EMPFEHLUNGEN:

### Frage:

**Welche Empfehlungen würden Sie geben, um interkulturelle Kompetenzen im Fremdsprachenunterricht zu entwickeln? Wenn Sie wünschen, können Sie auch angeben, an wen Sie diese Empfehlungen richten.)**

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</i> of 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.