

# INSTITUT FRANÇAIS

INDE

## CECRL AND INTERCULTURAL LANGUAGE TEACHING

Indo-French Hub  
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# CECRL AND INTERCULTURAL LANGUAGE TEACHING

From the point of view of the Council of Europe, knowledge of languages is not only beneficial for work, travel or sharing information.

Teaching foreign languages also has a part to play in personal development. This humanist perspective, has led to a teaching method we have come to call intercultural language teaching

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Intercultural language teaching also takes place outside the education system and real intercultural encounters can be organized through school exchange programmes, contact on the internet, and local or international projects, for example.

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Learning foreign languages is a direct way of experiencing otherness, since it involves sounds and words that are foreign to the learner.

It is an important means of interacting with other contemporary societies.

Learning languages requires profound personal commitment, for example for those who plan to live abroad and wish to fit in.

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The CEFR promotes the “existential competence” and the development of an “intercultural personality”

Intercultural education has the purpose of developing open, proactive, thoughtful and critical attitudes in order to learn to positively apprehend and profitably manage contact with otherness

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It is designed to develop curiosity for discovery and personal management of cultural diversity, because it strives to mitigate ego- and ethnocentric attitudes.

It must influence attitudes and, by extension, beliefs and values in order to encourage various forms of acceptance of otherness on an emotional level (in line with the Universal Declaration of Human Rights)

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Council of Europe (2013), Developing Intercultural Competence through Education (DICE)

- o Respect for people from other cultures
- o Openness to and curiosity about people from other cultures
- o Openness to learning about other cultures
- o Willingness to question what is usually taken for granted as 'normal' according to one's previously acquired knowledge and experience
- o Willingness to empathise with people from other cultural backgrounds
- o Willingness to suspend judgment
- o Willingness to tolerate ambiguity and uncertainty
- o Willingness to co-operate with individuals from other cultural backgrounds
- o Valuing cultural diversity and pluralism of views and practices

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## **Attitudes:**

For example, developing curiosity and the conscious acceptance of otherness

## **Competences:**

A competence is an acquired ability that can be observed (through various forms of know-how) during activities

- ability to express oneself verbally in a thoughtful manner on the subject of otherness: this could be considered to be the most basic form of intercultural communication



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For example, at the A1, A2 or even B1 level, learners may think that they are not capable of expressing what they feel or “think” using only their target language. Verbalisation (in the form of “debates” held in class) help learners to learn about linguistic acceptance (as opposed to verbal violence), which is a precondition for living together democratically

## **Knowledge:**

Knowledge of any given society is expansive and diverse in nature. It is therefore necessary to make learners aware of available sources of information so as to widen the scope of their knowledge, which may be confined to stereotypes

Language teachers and the authors of textbooks in particular should be made aware that providing information about society or other societies can lead to simplification or, when put into practice in the classroom, can end up being limited to information considered to be fun (celebrations and traditions), daily life and generalities

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## Activities:

These activities should:

- build encounters with otherness, which are opportunities for discovery and inputs of knowledge and information;
- evoke reactions to these encounters, which must be expressed verbally so that attitudes can be studied;
- “manage” learners’ reactions to the encounters by means of their verbalisations, which are essential

These activities involve three aspects: access to new societal knowledge, the development of interpretational competences, and an increase in the complexity of attitudes that may result.

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## **Un autre exemple:**

Méthode d'apprentissage fondée sur l'intercompréhension des langues romanes: français – espagnol – portugais – italien - roumain

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# MERCI POUR VOTRE PARTICIPATION !

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