

*EUROPEAN CENTRE FOR MODERN LANGUAGES*

*CENTRE EUROPEEN POUR LES LANGUES VIVANTES*

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DGIV/EDU/GRAZ (2000) Workshop 4

## **REPORT**

**WORKSHOP NO. 4/2000**

### **CULTURAL MEDIATION AND THE TEACHING AND LEARNING OF LANGUAGES**

**Graz, Austria, 20-24 June 2000**

Co-ordinator: Geneviève Zarate  
Co-animators: Aline Gohard-Radenkovic  
Denise Lussier  
Hermine Penz

**2000**



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DGIV/EDU/GRAZ (2000) Workshop 4

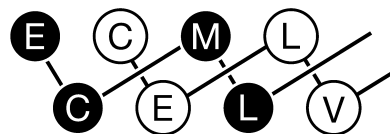
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**Contents****Paper**

The field of cultural mediation: Conditions for emergence of a European research network	5-14
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**Appendices**

<b>Appendices</b>	15-47
Appendix 1: Workshop description	17-20
Appendix 2: Attendance list	21-27
Appendix 3: Programme of first workshop (20-24 June 2000)	29-30
Appendix 4: Description of five research projects set up at end of workshop	31-41
Appendix 5: Participants' evaluation of first workshop	43-46
Appendix 6: Recommendations to the ECML	47



Paper:

**The field of cultural mediation:  
Conditions for emergence of a European research network**

**Political issues**

To cope with geopolitical tensions (armed conflict or ideological clashes) and to mark a renewal or rebuilding of relations between States previously hostile, are introducing the study of the new partner country's language is one of a whole set of political measures available. As an international organisation responsible for maintaining peace between States since 1949, the Council of Europe sets itself the general goal of establishing a united Europe based on freedom, democracy, human rights, and the rule of law. Consequently, the Council of Europe has put promotion of linguistic and cultural diversity at the centre of its work. This project is intended to contribute by putting forward the idea of cultural mediation as a means of encouraging contact between languages and cultures in a Europe whose identity is still being constructed.

The intention of the *Cultural Mediation and Language Teaching* project is to distinguish the political objective (peace) from its implementation in the field of language teaching and learning. Taking the legal concepts used in politics (eg "citizenship", "human rights", "democracy"), the idea of cultural mediation is here explored as a means of realising the political project in the field of education. The difference between the two levels (politics and education) raises research issues through which negatively-charged concepts (such as conflict, xenophobia, racism) are examined in order to identify and analyse and criticise them rationally.

The project's main aim is to reveal the teaching potential in the concept of cultural mediation. Its conclusions must facilitate the everyday practice of a type of citizenship compatible with the legal definitions in the Treaty of Maastricht (1992) and the Treaty of Amsterdam (1997) and extending to "active citizenship" as outlined by the European Commission (1998), which includes ideological, social and practical dimensions. The "Education for Democratic Citizenship" project has been declared a high priority in the Council of Europe work programme and was adopted by the Committee of Ministers at their meeting of 7 May 1999<sup>1</sup>.

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<sup>1</sup> Speech by Mr Maitland Stobart, Deputy Director of Education, Culture and Sport at the Council of Europe, in: *"Language Learning for a New Europe". Report on the Final Conference of the "Language Learning for European Citizenship" project*, Strasbourg, 15-18 April 1997, pp. 90.

This is in fact an area of work of the Modern Languages Division of the Council of Europe<sup>2</sup>. The project is designed to introduce into language curricula a new sensibility to questions of identity in this context.

### **Intercultural communication in the field of language teaching**

For work on intercultural communication, the project depends on a definition of language as an element of identity which is used to analyse specific social practices arising from contact with things foreign. The project aims to develop an appraisal of the relationship to the other, which, far from regarding it as a stigma, emphasises the social advantages of multiple affiliations and establishes a critical attitude towards the certainties of a monolithic society.

The cultural approach favoured by this project investigates designated and established competences in the field of language teaching as distinct from linguistic performance proper (understood as lexical, grammatical, semantic and phonological skills as a whole) and from socio-linguistic competence. It aims to refine the definition of those competences recognised in the *Common European Framework of Reference* as general competences and generically rendered as “intercultural awareness”, “intercultural skills”, “existential competence” (*savoir-être*), and “heuristic skills”.

As its contribution to the current debate on the intercultural approach to language teaching, the project has chosen the link between language and identity as its centre of gravity. It emphasises sensitivity as part of language teaching, giving the social sciences a new presence. The complex debates on identity engendered by the discrediting and overturn of totalitarian ideologies together with greater exchange between eastern, central and western Europe and the promotion of multilingual and multicultural societies have now made such subject knowledge more valued.

Concepts developed in the social sciences – such as xenophobic representations, prejudices and stereotypes – are studied in relation to cultural mediation in order to increase their presence in language curricula (for example, when defining and assessing skills and measuring progress).

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<sup>2</sup> Cf. Preparatory report by H. Starkey, *Democratic citizenship, languages diversity and human rights*, Strasbourg, Council of Europe (in preparation).

### **The project as a research tool**

In this project the idea of cultural mediation is not perceived as already given but rather as an object to be constructed. Its construction is itself dependent on multicultural and multinational working conditions. The diversity of linguistic and cultural contexts represented by the participants is itself part of the research and contributes to its validity.

The field of teaching is defined more broadly than usual. It covers analysis and creation of educational tools and situations (language textbooks and exchanges) but is not confined to this, since it also includes out-of-school contexts which play a part in how things foreign are represented, such as media conveying images of the countries whose languages are being taught, and pupils' and teachers' out-of-school experience of otherness.

The following data are observed:

- Players in a position of cultural mediation, whether successful or abortive, whether in a context of relatively marked tension, or whether preceding or following a situation of conflict.
- Discourse in situations of cultural transition (school exchanges, language textbooks and the media as they reflect the current situation abroad).
- Models used to describe transformation of attitudes, change in multicultural social trajectories, and redefinition of identities.

This three-year project has the following objectives:

- To provide information and analysis on cultural representations, especially as conveyed and reinforced by textbooks, the media and interaction relating to things foreign.
- To describe cultural mediation in terms of a set of attitudes, strategies and savoir-faire to counterbalance the prejudices, stereotypes and xenophobic representations bound up with this concept.
- To provide recommendations and conclusions on language teaching and learning for the use of educational decision-makers.

The project aims to set up a research network, ie to create a scientific community doing shared research (with a multinational research topic, co-ordinated data collection, and joint evaluation and dissemination of the findings), sharing common disciplinary points of reference and capable of producing an analysis of its multinational experience and multilingual practices. This network will be set up in the course of the project and is intended to continue after the project has come to an end.

The participants must have initial expertise in one of three areas: personal experience of cultural mediation, involvement in designing teaching aids for intercultural competence, or participation in research on relationships between cultural identities or on representations of things foreign. It is anticipated that by the end of the project the disparity of experience will have been reduced, benefiting everyone involved in the project, and that everyone will share

the same research culture, whether for data collection or for analysis and dissemination of the findings.

At the end of the project, it is expected that the participants will have developed bilingual (French/English) communication skills and the receptive, decentred attitude needed for smooth functioning of a multinational research group not based on promoting identity interests specific to individual communities.

### **A multidisciplinary field**

(written in collaboration with D. Lussier)

Unlike conventional approaches to language teaching and learning, where subject variety depends on variety of linguistic areas, the subject range here is based on a diversity borrowed from the social sciences. In establishing research topics we draw on the following approaches:

- A linguistic approach (analysis of discourse and interaction) applied to study of intercultural encounters (inside and outside school) and/or school textbooks and/or the media in order to reveal the cultural patterns present, while a sociolinguistic approach allows study of social markers, cultural referents and their meanings.
- A semiolinguistic or semiological approach to written, oral and audiovisual media and/or school textbooks.
- A social psychology approach used to devise instruments for measuring and evaluating attitudes present in the relationship with things foreign in order to identify cultural representations and attitudes and behaviour towards things foreign; psycholinguistics is used to study cultural identity in the acquisition of a second or foreign language.
- A sociological and/or sociohistorical approach to migration routes and relations between national, ethnic or regional identities.
- A biographical approach to life histories or linguistic histories.
- An ethnographic approach to multinational and/or multilingual situations.

Different approaches may have common subjects: the working of cultural representations; the dynamics of xenophobic or xenophilic attitudes; or valued cultural models.

Members of the team are co-opted on a multidisciplinary basis. At the first workshop they illustrated the diversity of these approaches by the following research examples:

- **Hermine Penz, University of Graz, Austria:** Hermine Penz's approach to cultural mediation makes use of discourse analysis, an area in itself multidisciplinary, since it borrows its methods from the fields of ethnomethodology, the ethnography of communication, pragmatics, and sociolinguistics. The subject of analysis is constituted by fields of communication in which linguistic and cultural meanings are not systematically shared by the actors, who must therefore negotiate them and be heedful of their application (or non-application) and the effectiveness (or lack of effectiveness) of the negotiation strategies which they employ. The analysis can be performed at three levels: (a) the macrolinguistic level (conversation segments, such as openings and terminations, and topic development); (b) the intermediate level (speaking turns and speech acts); and (c) the microlinguistic level (syntax, lexicon, phonology and prosody).

Two examples were presented at the workshop:

- For interaction between British and Austrian students in an Internet newsgroup, analysis showed that the students used a wide range of negotiation strategies. They were able to distance themselves from their own interpretative categories and assumptions. Instead of starting from their linguistic and cultural certainties, they developed strategies for clarifying differences in their interpretations and points of view. The main strategies took place through metacommunication, where, by systematic questioning, obscure points could be explained.
- The second example concerned a school exchange between British and Austrian classes, where the pupils exchanged literature on the theme of law and order (a project organised by Carol Morgan and Hermine Penz on the basis of an initial Franco-British project run by Carol Morgan).
- **Aline Gohard-Radenkovic, University of Fribourg, Switzerland:** Aline Gohard-Radenkovic presented a semiolinguistic and semiological approach taking the example of a method she had developed for training "cultural mediation interpreters", themselves foreign-born but assimilated in Switzerland, who were responsible for receiving and supporting war refugees from the Geneva Red Cross. With these participants, she had gradually constructed a "reading" of representations of the foreign and of the "other" in the discourse of the press and audiovisual media. To do this, she offered a semiolinguistic analysis of terms used in different journalistic contexts over a given period and identified a number of binary representations (them/us, me/the other, good/bad foreigners, etc). She also developed a semiological approach for decoding implicit and explicit representations in this iconographic portrayal of "foreigners" of all types in various media (newspaper cartoons, documentaries, drawings in a textbook for interpreters, etc).

- **Denise Lussier, McGill University, Montreal, Canada:** Presentation of the theoretical context of the pan-Canadian study *Understanding development of cultural representations in order to provide active approaches to language teaching*. This exploratory research involves the following approaches in a multidisciplinary framework: semiology, social psychology, psycholinguistics and sociolinguistics. It uses quantitative and qualitative techniques, such as written questionnaires, individual interviews (with protocols), focus groups, analysis of media and educational discourse, and interaction analysis. The research team, which is not yet at full strength, must validate development and adaptation of survey instruments in French and English.
  
- **Geneviève Zarate, Humanities Department, École Normale Supérieure, Lyons, France:** Geneviève Zarate presented a Franco-Australian research project which she had co-ordinated and which was brought about by a geopolitical crisis fuelled in Australia by French nuclear testing in the Pacific. The role and positions of those acting as “cultural intermediaries” between France and Australia were analysed through a symmetric study of the operation of xenophobic and xenophilic attitudes during a situation of crisis. Questionnaires, analysis of the Australian media (the press, and television advertising involving reference to France), and interviews with Australians and French citizens living in Australia and involved in Franco-Australian relations were adduced for this research. The findings have been published in France and Australia.

### **Intercultural dynamics in a complex geopolitical environment**

(written in collaboration with A. Gohard-Radenkovic)

The team co-ordinating this project was formed through scientific co-option on the basis of complementary disciplines. However, the result in terms of national representation has a number of specific features: one country, Canada, which is an observer at the Council of Europe, does not belong to the group of European nations. Austria is the ECML’s host country but its domestic policy is the object of international censure, being suspected of contravening the founding principles of the European Union. The fact that it is represented in the team is an overt sign of active struggle against xenophobic ideology. Switzerland and Canada have similar language policies, bilingual in the case of Canada and multilingual for Switzerland, even if these policies have their opponents (the “*Neinsager*”). Canada is officially a multicultural society, whereas France must adapt its heritage as a monolingual and centralising nation-State to the principles of the European Union.

Work in a multinational group therefore forms an element of the research. The “sociological glasses” that may prevent perception of existing differences are as follows: the relationship to time and space encoded in each culture, implicit hierarchies (eg ranking of occupations, relationship to authority, status of languages), expected attitudes and ritualised discourse (avoidance strategies, for example), social and moral values (such as status of women), values relating to education and knowledge (eg status of pupils and transmission of knowledge), and university cultures and practices (internal hierarchies, and methods of co-option and recruitment). Risks of misunderstanding may arise from positive or negative stereotypes or historically determined relations of conflict which influence the view of the other as a threat or approved model and may or may not foster types of complicity or connivance within groups which may also appear as exclusion. Furthermore, there are frustrations due to the problems of understanding a foreign language in a field of bilingual communication, the resistance produced by differences in working methods (in the dynamics of a group project, for example), and the reproduction of unconscious attitudes. In short, rules of communication are necessary in a multinational research group: interpersonal communication in a multinational and multilingual context is not self-evident. Its progress and success do not depend solely on the motivation or goodwill of the individual. Objectively, there is a loss of familiar cues. It is therefore essential to clarify the rules for a common language.

With respect to such future provisions on an individual level, the group established at the first workshop forms a very special geopolitical landscape. Two countries are islands (Iceland and Malta), three have populations of under one hundred thousand (Andorra, Iceland and Malta). Three countries (Czech Republic, Poland and Slovakia) belong to central Europe. Eight (Andorra, Finland, France, Greece, the Netherlands, Spain, Sweden and Switzerland) belong to western Europe. Four (Finland, Iceland, Norway and Sweden) belong to Northern Europe. Four (Croatia, “the former Yugoslav Republic of Macedonia”, Romania and Slovenia) form part of the Balkans. Three (Andorra, France and Spain) fall within Latin Europe. Germanic Europe is represented by Austria and Switzerland but not by Germany.

The ideological changes of an evolving Europe cut across the group’s make-up: Latvia used to be under the domination of the USSR, and six of the countries (Croatia, Czech Republic, Poland, Romania, Slovakia and Slovenia) were under Soviet influence. Six belong to the European Union (Austria, France, Greece, the Netherlands, Spain and Sweden). Two countries (Greece and “the former Yugoslav Republic of Macedonia”) are at present affected by the aftermath of the Kosovo conflict. This description reveals some notable gaps with regard to countries having signed the ECML Partial Agreement (cf. “Recommendations to the ECML”, appended). It also indicates the fault lines on which the group will have to work in order actively to practise cultural mediation within itself. This choice will help to assert the specific nature of this project in relation to the two others with which it is associated in the ECML 2000-2002 programme of activities: “Introduction of language awareness into the curriculum” and “Intercultural socio-linguistic competence in teacher training”, which are combined under the heading “Language awareness, intercultural competence, and multilingual matters”.

This description also underlines the disparity in traditions of research into language teaching. A country of fewer than 50 000 inhabitants cannot be expected to have a teaching background comparable to that of a country with a policy of external linguistic expansion going back for over a century!

**Establishing a shared research culture  
(written in collaboration with D. Lussier and H. Penz)**

By research culture we mean the sharing of a culture common to all disciplines at a level where international transversality enables all possible cultural differences to be transcended. To be more precise, it is a matter of establishing a culture of relations between equals founded on scientific validity and independent of the administrative hierarchy. The term “research” and its élitist connotations have sometimes thrown off balance participants who had no symbols of academic legitimacy in their countries. This could undoubtedly be a cause of withdrawal from the second workshop. It must be pointed out that, given the disparity described above, an academic background is not a requirement for participants. It should be taken for granted that participants do not have to have university credentials to prove their suitability to participate in a research project.

Participants were asked to report on their previous experience in the field. These participants included:

- Kira Irishkanova: Representation of emotions in discourse.
- Libuse Liskova: Multicultural education in Czech lower secondary schools.
- Karl Rieder: “Language awareness” of teachers and teacher students in the field of intercultural pedagogy.
- Christophe Röcklingsberg: Intercultural communication regarding German and Swedish.
- Abdeljalil Akkari: Teachers and cultural diversity: institutional constraints and educational creativity.
- Georges Androulakis: Attitudes and representations connected with current immigration in Greece.
- Weronika Wilczynska: Change in intercultural perception following a school exchange between Poznan and Rennes.
- Meta Grosman: Intercultural focus in teaching of literature.

Although the sharing of a research culture cannot be understood simply as formal compliance with internationally approved rules, two introductory methods were pursued simultaneously during this first workshop: firstly, an exposition of standards of professional conduct, and secondly, the exploration and establishment of a common research plan for each group.

The following code of practice was proposed: systematic naming of sources and avoidance of plagiarism by provision of specific references for ideas and methods used, with standard presentation of bibliographical references. Attention was drawn to laws on copyright. The status of informants in research was clarified: they were partners whose rights, values and privacy must be respected. Any information regarding them could be disseminated only with their consent. They must be aware of the aim of the research and their role in achieving it. Any refusal to participate must be respected, together with the confidentiality and anonymity of their replies.

Subsequently, the following five projects were developed:

- Project 1: Cultural awareness in curricula and learning materials.
- Project 2: How is hospitality represented in social interactions? Intercultural comparison and mediation.
- Project 3: Representations of the concept of “otherness” in advertising: Impact on cultural mediation.
- Project 4: An analysis of the culture-language interface in order to develop sensibilisation strategies in cultural mediation.
- Project 5: Representations of others and other cultures in initial and in-service teacher training.

Their formulation, although in some cases still provisional, took place in three stages during the second part of the workshop: initial poster presentation of a provisional group project and comments by members of the team; collective development of a research project and presentation of a second poster; final formulation of project after approval by the team and writing of a research-plan abstract. It is the latter version which is presented below. Although all the projects have not progressed at the same speed and may be modified, all the participants are involved in one project or another and all the projects have evolved to a written form regarded by the participants as sufficiently developed to be published here.

This system was rounded off by the appointment of a representative for each group with the following functions:

- Ensuring information flow between group members.
- Ensuring communication between the group and the team member for resources who is to provide support for the group.

- Acting as the group's memory, for example by keeping all the group's exchanges and output.
- Being the pivot for the group's internal discussions and its relations with the outside world.

Each member of the team is in charge of a specific project, as follows:

- Denise Lussier: Representations of others and other cultures in initial and in-service teacher training.
- Aline Gohard-Radenkovic: Cultural awareness in curricula and learning materials.
- Hermine Penz: How is hospitality represented in social interactions? Intercultural comparison and mediation.
- Aline Gohard-Radenkovic: Representations of the concept of "otherness" in advertising: Impact on cultural mediation.
- Geneviève Zarate: Analysis of the culture-language interface in order to develop sensibilisation strategies in cultural mediation.

These two measures are designed to make each group responsible for respecting the timetable and ensuring progress.

## **Appendices**

- Appendix 1: Workshop description
- Appendix 2: Attendance list
- Appendix 3: Programme of first workshop (20-24 June 2000)
- Appendix 4: Description of five research projects  
set up at end of workshop
- Appendix 5: Participants' evaluation of first workshop
- Appendix 6: Recommendations to the ECML



## Appendix 1

### Workshop description

Workshop No 4/2000 to be held at the European Centre for Modern Languages, will be on the following topic : **"Cultural mediation and the teaching and learning of languages"** (20 -24 June 2000)

*Co-ordinator :* Geneviève ZARATE, Educational Sciences Section, Ecole normale supérieure of Fontenay/St Cloud, France.

*Co-animators :* Aline GOHARD-RADENKOVIC, Institut pratique de Français, University of Fribourg, Switzerland;  
Denise LUSSIER, Departement of second language education, University McGill, Montreal, Canada;  
Hermine PENZ, Department of English Studies, University of Graz, Austria.

#### Description

Focused on the identities and representations of the "other" in a multicultural and multilingual Europe, this project relates to the work concerning intercultural competence and particularly, what comes under the "savoir-être" and its link with other competences ("savoirs", "savoir-faire", "savoir-apprendre"). From situations which can be observed in several countries working with the ECML, this project aims to define a place and a role of cultural mediation for the teaching and learning of languages. Research groups of teacher trainers and/or researchers will be initiated to try to describe skills and strategies related to cultural mediation and identify the instruments and contextual elements which would facilitate their development.

The ECML offers the infrastructure to facilitate exchanges (meetings, Internet communication) as well as the diffusion of results in the form of a collective publication. The co-ordinating team proposes a multidisciplinary theoretical framework in the area of cultural mediation, they will guide the participants in their research, co-ordinate and monitor the schedule and ensure the overall compatibility of the results. Participants are invited to collect field data, to compare this information and set up a common framework of analysis. Results will be disseminated via a publication intended for the teaching community and researchers in methodology and through recommendations addressed to decision makers.

## **Objectives**

Objectives for the research groups :

We hope to

- raise the participants' awareness of the functioning of cultural representations in situations of "compound" identities;
- establish international research networks based on the same objectives and approaches relating to their research in this area;
- coordinate the collection and analysis of data, on the basis of a multidisciplinary approach and a variety of teaching and learning contexts and linguistic, geopolitical situations;
- formulate proposals on the role of cultural mediation and the respective competences/skills in the teaching of languages.

Objectives for individuals :

- raising awareness of the possible risks taken in relation to otherness;
- raising awareness of the diversity of cultural and linguistic contexts and identities in Europe ;
- experience the phenomenon of misunderstanding and mediation in a multinational research group.

## **Expected results**

We aim to present at the end of 2002:

- information and analysis concerning the cultural representations, the way in which they are presented, maintained and propagated via the media, textbooks, interactions...;
- a description of attitudes, strategies and «savoir-faire» related to cultural mediation, in order to offset prejudices, stereotypes and xenophobic representations;
- first draft recommendations and conclusions relating to the role of language learning and teaching in this context (how to promote the above mentioned attitudes, "savoirs-faire" and strategies by means of language learning and teaching).

**Calendar of Activities** (tasks to be completed between meetings are printed in italics)

**20 – 24 June 2000: Initial Workshop**

Presentation of the project on an institutional and methodological level; definition of common research topics; definition of specific areas of concern of the participants and set-up of research projects.

*June – December 2000*

*Setting up research groups in the different identified contexts; establishing local partnerships, if necessary finding complementary resources, compiling of a bibliography on a national basis; elaborating research plans and identifying methods for data collection.*

**January 2001: network meetings**

Validation of research projects in the context of the project «Cultural mediation and the teaching and learning of languages»; validation of data collection methods; coordination of the bibliography.

*February – May 2001*

*Development of tools for data collection*

**June 2001: network meetings**

Evaluation of the first steps and validation within the context of the project.

*June – Autumn 2001*

*Collection and analysis of data.*

**Autumn 2001: network meetings**

Analysis of collected data and validation within the context of the project.

*Autumn 2001 – spring 2002*

*Analysis of data*

**Spring 2002: network meeting**

Preparation of the presentation format of results and preparation of publications.

*Spring 2002 – June 2002*

*Editing of research reports.*

**June 2002: Final workshop**

Coordination of results; drafting of recommendations; evaluation of the project.

**Profile of participants**

Participants should accept the aims of the project and be prepared to actively participate over three years. They should subscribe to the professional code of ethics principles of any scientific community and with the specificity of communication in a multinational, multicultural and bilingual (French / English) context.

They should have either experience in cultural mediation, the conception of teaching material for intercultural competence, or in research related to interrelations of cultural identities or to the representation of “otherness”.

Participants have an active competence in one of the two working languages (oral contributions to the debates, writing of theoretical texts) and a passive one in the other language (reading of scientific literature, analysis of documents).

The participants shall be prepared and in a position to take an active role not only in the workshop, but in future activities planned for this project (cf Calendar of Activities).

**Working languages**

The working languages of the Workshop will be English and French. Simultaneous interpretation will be provided between these two languages during plenary sessions. Interpretation will not be available for group work activities.

**Reference**

*Medium-term programme of activities 2000-2002 of the ECML (reference no 1.2.2)*

## Appendix 2

### Attendance list

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## Appendix 3

**Project on Cultural Mediation  
and The Teaching and Learning of Languages:  
Programme of the first meeting  
(Graz, 20 – 24 June 2000)**

**Tuesday, June 20, 2000**

Aims of the day : First approximations of the concept of cultural mediation

9 : 00 – 10. 30 am	Opening session, Welcome (ECML Secretariat) Presentation of team and participants
10 : 30 – 11 : 00 am	Break
11 : 00 – 12 : 30 pm	Presentation of the project by the team
12 : 30 – 14 : 15 pm	Lunch break
14 : 15 – 16 : 00 pm	Reflexions on our cultural experiences and redaction of posters (sub-groups)
16 : 00 – 16 : 30 pm	Break
16 : 30 - 17 : 30 pm	Presentation of the posters
17 : 30 pm	Synthesis by the team

**Wednesday, June 21, 2000**

Aim of the day : Constructing the steps of a research project

9 : 00 – 10 : 30 am	Presentation by the team and reactions : What does it mean to develop a cultural mediation research project ?
10 : 30 – 11 : 00 am	Break
11 : 00 – 12 : 30 pm	Examples of possible approaches by participants and by the team
12 : 30 – 14 : 00 pm	Lunch break
14 : 00 – 16 : 00 pm	Guided tour
16 : 00 – 19 : 30 pm	Break
19 : 30 pm	Workshop Dinner

**Thursday, June 22, 2000**

Aim of the day : Identification of the research project

9 : 00 – 9 : 30 am	Summary of research approaches
9 : 30 – 10 : 30 am	Contexts and research questions to investigate
10 : 30 – 11 : 00 am	Break
11 : 00 - 12 : 30 pm	First step : selecting a research question and / or a context and / or an approach
12 : 30 – 14 :15 pm	Lunch break
14 : 15 – 16 : 00 pm	Presentation of first step : poster session
16 : 00 – 16 : 30 pm	Break
16 : 30 – 17 : 30 pm	Collective evaluation
17 : 30 – 18 : 00 pm	The concept of networking

**Friday, June 23, 2000**

Aim of the day : Identification of network and finalisation of the research project

9 : 00 – 10 : 30 am	Feedback from the team and proposals for further steps
10 : 30 – 11 : 00 am	Break
11 : 00 – 12 : 30 pm	Matching people and projects and formation of the networks
12 : 30 – 14 : 15 pm	Lunch break
14 : 15 – 16 : 00 pm	Second step : Finalizing the research project
16 : 00 – 16 : 30 pm	Break
16 : 30 – 18 : 00 pm	Presentation of second step : poster session
18 : 00 – 19 : 00 pm	Break
19 : 00 pm	Reception at Graz Town Hall and farewell party

**Saturday, June 24, 2000**

Aim of the day : Implementation of research project and refining cultural mediation

9 : 00 – 10 : 30 am	Feedback from the team and approval of research projects with regard to cultural mediation
10 : 30 – 11 : 00 am	Break
11 : 00 – 12 : 30 pm	Writing the final description of the research projects and anticipating obstacles and difficulties
12 : 30 – 14 : 15 pm	Lunch break
14 : 15 – 15 : 30 pm	Issues concerning the development and implementation of research projects in each country
15 : 30 – 16 : 00 pm	Break
16 : 00 – 17 : 00 pm	Interactive conclusion
17 : 00 – 17 : 30 pm	ECML questionnaire evaluation

## Appendix 4

### **Description of five research projects set up at the end of the workshop**

#### **PROJECT No. 1**

##### **Cultural awareness in curricula and learning materials**

- Ekaterina Babamova (“The former Yugoslav Republic of Macedonia”);
- Meta Grosman (Slovenia);
- Anthony Licari (Malta);
- Anica Pervan (Croatia).

#### **Stage 1**

Collection of national curricula / syllabi and other related (legislative) documents concerning foreign language learning / teaching in the respective countries.

G.A. 1. to find out if and to what extent these documents encourage cultural awareness in education.

S.O1. examination and analysis of explicit efforts to promote understanding and respect for “otherness” in foreign language curricula and syllabi.

Procedure: translations, summaries and exchange of local documents / materials among team members for comparison and research with the aim to arrive at a comparative representation of the documents concerning foreign language learning / teaching in the respective countries.

#### **Stage 2**

Collection of the learning materials<sup>3</sup> which are used at elementary and secondary level.

Decision on which materials are to become part of the corpus to be examined.

Determination of criteria of how to search for examples of cultural presentation.

---

<sup>3</sup> Learning materials include textbooks, workbooks, audio and video materials and mass-media productions used in the classroom.

Locally published and imported learning materials will be examined from the point of view of:

in locally published materials	in imported materials
what elements of culture are included, products, ideas, behaviours	what elements of culture are included, products, ideas, behaviours
do the presented elements encourage intercultural comparison	do the presented elements encourage intercultural comparison
what kinds of emotions they stimulate	what kinds of emotions they stimulate
what cultural models are being presented	what cultural models are being presented

### **Expected results**

1. Increased knowledge about the importance of an explicit cultural-awareness component in curricula / syllabi for the teaching oriented at multiculturalism
2. Increased knowledge about the importance of an explicit cultural component in textbooks / learning materials for the learners' acquisition of cultural awareness
3. Teacher training (pre-service and in-service) adapted to the obtained results

*Note:* corpora of English and French will be included in the project

**PROJECT No. 2**  
**How is hospitality represented in social interactions?**  
**Intercultural comparison and mediation**

**Group members:**

- Sigurbjorg Edvardsdottir (Iceland);
- Heike Speitz (Norway);
- Libuse Liskova (Czech Republic);
- Weronika Wilczynska (Poland).

**Context**

*Educational context:*

FL teachers and students in IC situations: mobilities, exchanges, visits.

**General aims**

- GA 1. to establish the conceptual framework of *Hospitality* in our respective cultures;
- GA 2. to study the cultural patterns of Hospitality as specific to each culture;
- GA 3. to contribute to developing possible / appropriate IC mediation strategies for FL users.

**Specific objectives**

- SA 1.1. to define the criteria allowing to identify Hospitality as a social pattern;
- SA 1.2. to determine possible dimensions of this concept --> general grid;
- SA 1.3. to select a number of objectively definable situations as a common reference for description.
- SA 2.1. to describe the specific cultural models;
- SA 2.2. to compare the patterns --> to identify similarities and discrepancies;

- SA 2.3. to interpret the results in terms of possible areas IC misunderstanding.
- SA 3.1. to suggest ways of raising IC awareness by reflecting upon significant examples from the corpus;
- SA 3.2. to propose IC mediation strategies.

### **Approach**

- pragmatic
- sociolinguistic

### **Survey instruments**

Questionnaire built as a grid (situations + dimensions) to be completed with the data for each culture (referring to informal, formal and official relationships).

Interviews (to provide complementary information or clarification).

### **Research questions**

- RQ 1. To what extent and in which respects do IC models differ in various European cultures?
- RQ 1.1. What are sociolinguistic exponents of these models?
- RQ 1.2. What are behaviours connected to given types of interaction?
- RQ 1.3. What is the pragmatic interpretation of the above?

**PROJECT No. 3****Representations of the concept of “otherness” in advertising:  
Impact on cultural mediation**

- Georges Androulakis (Greece)
- Christina Gautheron-Boutchatsky (France)
- Marie-Christine Kok Escalle (Netherlands)
- Karl Rieder (Austria)

**General issue**

The processes for acquiring and transmitting cultural representations are not only explicit and conscious but also implicit, arising from interaction between the individual and his environment. Cultural representations are transmitted concepts.

One such concept, “otherness”, which is bound up with phenomena of xenophobia and xenophilia, is of crucial importance for the process of European integration.

In this **context**, we focus on the important role of media advertising. The underlying hypothesis is that advertising is a good example of a vehicle for implicit meanings. Cultural representations play an important part in the making of advertisements; they also have an influence on the representations internalised by the recipient.

**Context*****General aims***

1. To understand the schemata which implicitly reflect the concept of otherness.
2. To describe and clarify the positive and negative aspects of the schemata.
3. To explain how cultural mediation can create awareness of these implicit processes.
4. To help lay the foundations for a critical study of cultural research in the field of education as relevant to language teaching/learning.

***Specific objectives***

1. To understand the impact of the personal and school context in perception of schemata.
2. To link the positive and negative aspects of these schemata with xenophilia and xenophobia.
3. To prepare language-learning recommendations (applying to initial and further training) in order to develop teaching modules (and learning aids) to encourage awareness of these problems.
4. To help develop new approaches to the teaching of culture which are related to language learning.

**Multidisciplinary and complementary approach**

- Sociolinguistics/Psycholinguistics
- Semiotics
- Psychoanalysis

**Research questions**

1. How is the concept of otherness implicitly constructed by advertising?
2. In such construction, what role is played by language(s) in connection with other semiotic features?
3. How are these implicit schemata interpreted and internalised by students when learning languages?
4. What impact do these processes have in constructing the concept of otherness and in xenophobic and xenophilic representations?

**PROJET No. 4****An analysis of the culture-language interface  
in order to develop sensibilisation strategies in cultural mediation**

- Anna Filipova (Latvia);
- Kira Irishkanova (Federation of Russia);
- Christoph Röcklinsberg (Sweden);
- Ioana Anamaria Zaharia (Romania).

**Statement**

The main elements of culture are represented by products, ideas and behaviours. (see Tomalin / Stempleski 1997: 7). All these elements bear different aspects of language in them. The interaction of cultural and linguistic elements are related to the problem of culture-language interface.

Teaching culture cannot be seen apart from teaching language. Both areas are linked on different levels. We need strategies that help us to keep orientation in communication processes. In the context of globalisation, tools which foster mutual understanding not only on the surface structure of linguistic elements, but in the first line of underlying cultural representations and patterns are of growing importance.

**General aims**

- |       |   |
|-------|---|
| G.A.1 | to understand on what levels links between linguistic patterns and cultural patterns exist;   |
| G.A.2 | to develop an inventory for the description of these features;  |
| G.A.3 | to contribute to the foundations of a critical study of knowledge in cultural research in education linked with the learning and the teaching of languages; |
| G.A.4 | to find an adequate theoretical framework to clarify the underlying concepts and to provide an adequate descriptive methodology.                            |

**Specific objectives**

- S.O.1 to describe the culture-language interface with the help of representative examples in written and spoken discourse (in literature and in business (>G.A.2/3));
- S.O.2 to find out specific features of the links between cultural and linguistic patterns (>G.A.1);
- S.O.3 to develop an inventory of practicable strategies that can raise the awareness for the importance of the culture-language interface (G.A.4).

**Approach:**

Applied linguistic methodology with the following theoretical backgrounds:

- semiotics
- sociolinguistics
- ethno-methodology
- functional grammar

**Research questions:**

- R.Q.1: How can the existing culture / language interface be described in a way that the underlying cultural representations and patterns become visible?
- R.Q.2: How can these features be related to different linguistic levels?
- R.Q.3: How can a step-by-step procedure for a strategy be designed, which helps the learner of a foreign language to develop sensibilisation for cultural patterns which represent transparent or opaque representations of cultural embeddedness.

**PROJECT No. 5**  
**Representations of others and other cultures**  
**in initial and in-service teacher training**

- Marcella Armengol (Principality of Andorra)
- Abdeljalil Akkari (Switzerland)
- Viera Urbaničová (Slovak Republic)
- Mariá Paz de la Serna (Spain)

**Main question**

Do representations of others and other cultures enable teachers to act as cultural mediators?

Mediation is approached at two levels:

**A. Teachers of languages and other subjects**

*Primary hypothesis*

The structure of representations of others and other cultures determines the level of cultural mediation.

*Central dimension*

Mediation between mother tongue (culture) and foreign or national languages and cultures.

*Supplementary dimension 1*

Mediation between school and family cultures.

*Supplementary dimension 2*

Mediation between a multiplicity of majority and minority languages and cultures, and understanding and dialogue between these languages and cultures (the supplementary dimensions are not included in some of the countries participating in the project).

**B. Organisation of schools and the education system**

*Secondary hypothesis*

Does the organisation of the education system enable teachers to act as mediators?

**Approaches**

Psycholinguistics, sociolinguistics.

**Methodology**

Quantitative and qualitative.

**Instruments** (depending on country)

Questionnaires, documents and official reports.

**Anticipated results in order of priority**

Teachers, teacher trainers, and education system officials and planners.

**Tasks to be completed before the January 2001 meeting**

- Consultation of study by D. Lussier.
- Adaptation of instruments to each national context.
- Analytical survey (possible studies in each country).
- Bibliography.
- Preparation of an initial version of the instruments for discussion at the January meeting.

**By way of a provisional conclusion**

An initial assessment of group composition can be given. The geopolitical distribution in each group is suitably varied, even if the size (4 to 5 people) does not allow a subtler reflection of the criteria outlined above. The language criterion (French or English) which had prevailed during the first stage of setting up the groups subsequently lost its pre-eminence, and interest in the common research topic took precedence. The fields covered by the five projects are also varied but can be co-ordinated – two factors which augur well for establishment of the network. Curriculum aspects (Project 1) and repercussions for initial and in-service teacher training (Project 5) are addressed. Three fields of cultural mediation are explored: media advertising (Project 3), hospitality rites (Project 2), and school textbooks (Project 1). Two projects have conceptual aims (Project 1, “cultural awareness” and Project 3, “otherness”). Although it was not possible to establish the viability of these projects by the end of this first meeting, they seemed very plausible.

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Denise Lussier, Department of Second Language Education, McGill University (Canada)

Hermine Penz, Department of English Studies, University of Graz (Austria).



## Appendix 5

### **Participants' evaluation of first workshop** (15 questionnaires completed and handed in)

At the close of the first workshop, participants' skills and support for the project were measured by means of a questionnaire. Participants were asked to indicate their positions on the following aspects on the appraisal sheet handed in at the end of workshop activities:

- Appropriateness to project aims (Questions 1 and 2)
- Increased awareness of the concept of cultural mediation (Question 3)
- Realisation of personal consequences of a three-year project (Questions 7 and 8)
- Approval of workshop organisation (working methods, time allocation, general pace: Questions 5, 6, 10 and 11)
- Proposals for the future (Question 9)

The replies to the questionnaires returned are presented below.

#### **Degree of individual appropriateness to project aims (Questions 1 and 2)**

1. Exploration of concept of mediation:	2
2. Investigation of concept of culture:	1
3. Participation in an international research network:	4
4. Participation in an international meeting:	1
5. Participation in a research project:	2
6. Production of teaching aids:	1
7. Pooling of experience:	4
No answer:	1

#### *Comments*

Answers 6 and 7 are somewhat remote from the project's main aim. They show genuine involvement, but it is not specific to the project. Answer 2 attests a genuine conceptual interest but one which is fairly generic in relation to the project's central aims.

Answers 1, 3, 4 and 5 indicate work relating to these aims. Nine answers out of 15 were therefore in step with the stated aims.

Acceptance of a three-year commitment:	13
Dawning awareness during the workshop:	1
No answer:	2
Two-year commitment:	1

### *Comments*

Most participants seemed aware of the length of time for which they would be committed.

### **Degree of satisfaction in relation to initial expectations (Question 3)**

Ranked on a scale of 1 (not at all satisfied) to 5 (very satisfied)

2:	1 answer
3:	5 answers
3 and 4:	1 answer
4:	6 answers
5:	5 answers

### *Comments*

The answers cluster round the higher grades of satisfaction. However, if we take Answer 3 as the mean, only 11 answers show clearly that workshop organisation met initial expectations. It may be inferred, given the answers to Questions 1 and 2, that in the course of the workshop the participants began to support aims as they gradually perceived them.

### **Degree of personal involvement in a three-year project (Questions 7 and 8)**

1:	1 answer
2:	1 answer
3:	3 answers
4:	2 answers
5:	7 answers
No answer:	1

### **Comments**

Nine participants indicated that they would be closely involved throughout the project, while 6 instanced little or no involvement. On the basis of these answers, we may therefore expect the group to be reduced by about a third. Question 8 was not very well formulated and resulted in disparate answers.

**Approval of workshop organisation  
(working methods, time allocation, general pace: Questions 5, 6, 10 and 11)**

**Presentations by members of the team**

2:	2 answers
3:	2 answers
4:	6 answers
5:	4 answers

**Usefulness of presentations by participants**

2:	2 answers
3:	3 answers
4:	4 answers
5:	6 answers

**Usefulness of work in sub-groups**

2:	1 answer
3:	1 answer
4:	4 answers
5:	8 answers

**Usefulness of this approach for setting up research projects**

2:	3 answers
3:	4 answers
4:	4 answers
5:	4 answers

**Time management (on a scale of 1 to 4)**

Good:	9 answers
Too little time:	2 answers
Too much time:	6 answers

*Comments*

It was these aspects which attracted the widest range of opinions, the time spent on work in sub-groups producing the most divergent views. The time management process was generally approved, although it was also the area about which the greatest reservations were expressed (too much time).

**Proposals for future workshops (Question 9)**

Bibliographical information:	1
Production of data collection tools:	1
Co-ordination between different projects:	1
Renegotiation of relations with the co-ordinating team:	1



## Appendix 6

### **Recommendations to the ECML arising from the first workshop**

At the end of the first workshop, the team made the following three recommendations to the ECML:

#### **1. Planning of an interim meeting**

- Given that the number of participants was smaller than the number for which financial means were available, a meeting should be arranged between the representatives from each research group and the members of the project team. It could be held between 16 and 19 November 2000. The main aim would be to involve a representative from each research group in the design and organisation of the second workshop planned for early 2001. Such involvement would form part of logical progress towards the sharing of scientific responsibilities inherent in setting up a research network. The representatives of each group have been chosen from within each project and are as follows:
- Abdeljalil Akkari (Representations of others and other cultures in initial and in-service teacher training)
- Ekaterina Babamova (Cultural awareness in curricula and learning materials)
- Heike Speitz (How is hospitality represented in social interactions? Intercultural comparison and mediation)
- Karl Rieder (Representations of the concept of “otherness” in advertising: Impact on cultural mediation)
- Christophe Röcklingsberg (Analysis of the culture-language interface in order to develop sensibilisation strategies in cultural mediation).

#### **2. Enlargement of the initial workshop**

Geographical dispersion of current members does indeed exist. However, it reveals gaps with regard to certain countries whose national experience could enrich the project's aims. The following countries are involved in ECML activities but not represented here: Bulgaria, Cyprus, Estonia, Finland, Germany, Hungary, Liechtenstein, Lithuania and Luxembourg.

#### **3. A literature search by the ECML documentation centre**

The service might reorient its buying policy towards the following key areas: xenophobia, cultural mediation, cultural competence, and otherness.

