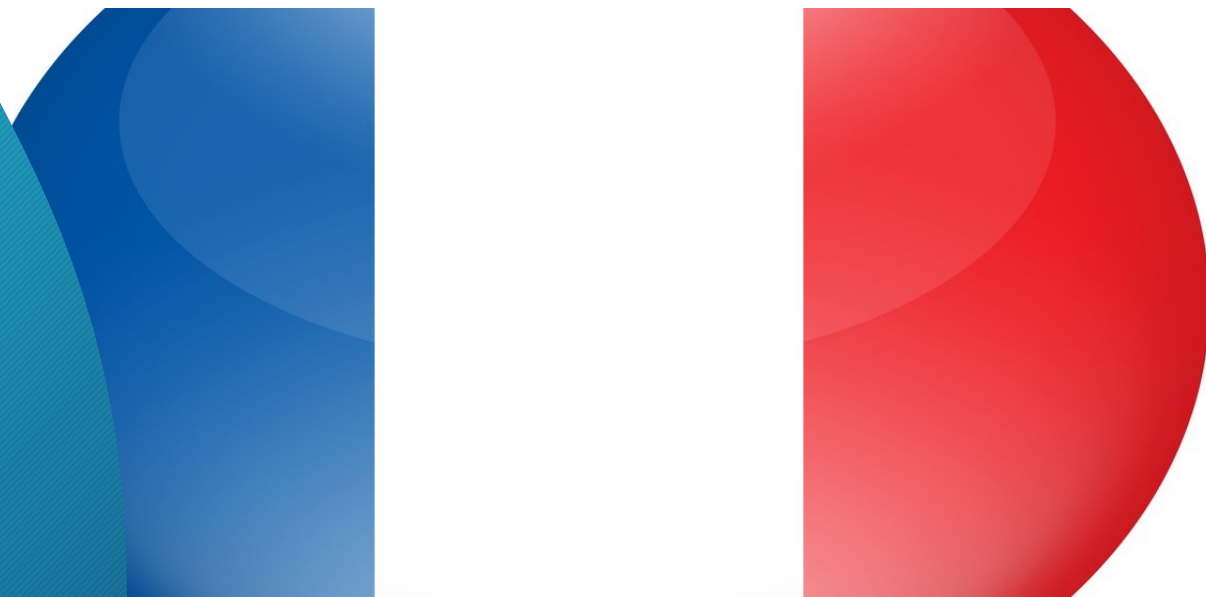


AFMLTA Conference
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*Developing a cross-cultural approach
and linguistic knowledge among teachers
in a French-Australian school: challenges
and success*

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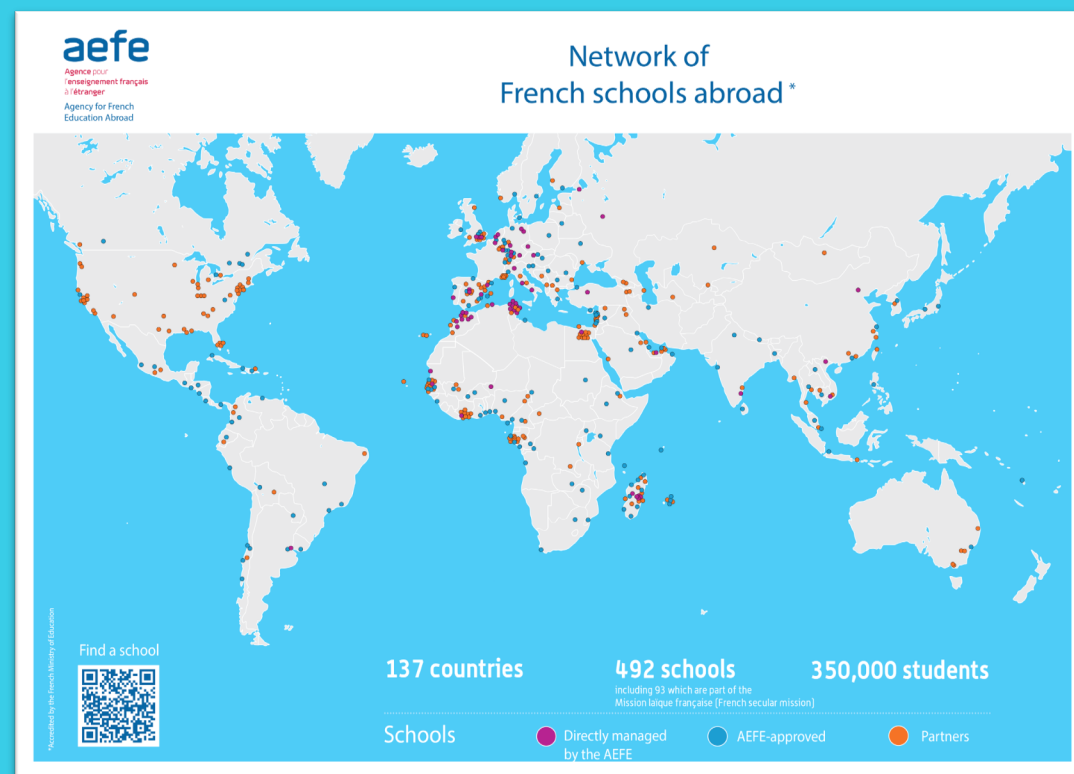
Overview

- *Introduction*
- *Context*
- *Research question*
- *A bit of theory*
- *A cross-cultural project: The French class for the Australian staff of Telopea Park School, Canberra*
- *Other projects*
- *Conclusion*

Telopea Park School, Canberra



- 1200 students
- 70 nationalities
- Primary: Bilingual curriculum
K-y2 = 80 % French / 20 % English
y3-6 = 50 % French / 50 % English
- Secondary: an Australian stream
and a French stream
(Brevet / French Baccalauréat)



Research question

How developing a cross-cultural approach and linguistic knowledge among teachers in a French-Australian school could support the harmonized binational curriculum ?

What is culture?

Culture is difficult to define...

« Culture is a complex and elusive concept, so we think we know exactly what the term culture means until we start talking to others about it and come across the wide numbers of meanings of the term.»

Joseph Lo Bianco, 2003

Let's try...

“Culture is a concept referring to ways of acting, believing, valuing and thinking which are shared by members of a community (social group) and which are transmitted to the next generation. A culture is dynamic and open to change as a result of a change in living conditions or through contact with other cultures.”

Anne Pauwels, 2000.

The iceberg analogy of culture
“Culture is like an iceberg. Most of it is under water”
Gary Weaver, *Culture, communications and conflicts* (2005)



**External
culture**
Behaviour
Beliefs

**Internal
culture**
Values and
Thoughts
patterns

A cross-cultural approach

A cross-cultural approach means that two or more cultures are compared.

This approach can lead to a risk of generalizations or stereotypes.

Stereotypes

“The stereotype can be defined as a set of traits supposed to characterize or typify a group in its physical and mental appearance and in its behavior. This set of traits is far from the “reality” but rather restricting it, by truncating it and by distorting it. The user of the stereotype often thinks that they are simply describing, but in fact they are placing a mold on a reality that it cannot contain. A stereotypical representation of a group does not only distort by caricaturing, but generalizes by automatically applying the same rigid model to each member of the group.”

Geneviève Zarate, Enseigner une culture étrangère, 1986

A cross-cultural project: The French class for the Australian staff of Telopea Park School, Canberra



Who?

Learners

- .10 spots available
- . Open to any primary staff
- . Beginner level (A.1)

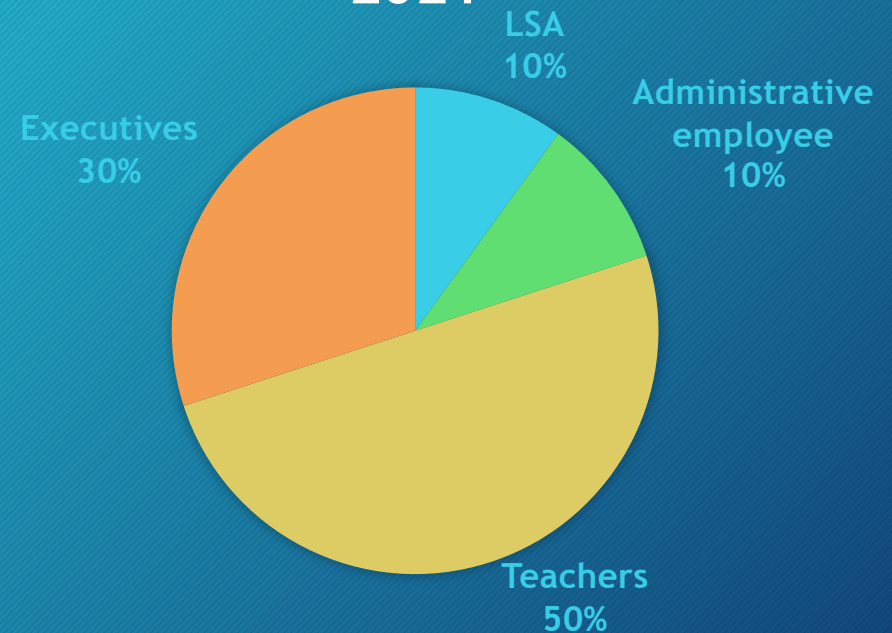
Teacher

- .Employee at the school
- .Experience in teaching adults
- .Facilitator role

All staff

- . Participation of other colleagues during the French class.
- .French staff to support the learning of their Australian colleagues

FRENCH CLASS LEARNERS 2021



When?

Where?

- *Once a week on Thursdays after school from 3h45 to 4h45*
- *In the Primary library*

Why?

Objectives

- Linguistic competence (A1 /CEFR <https://rm.coe.int/1680459f97>)

- Introduce oneself simply.
- Talk simply about family and colleagues, describing their appearance and personalities...

- Cross-cultural competence

- Comparison of the Australian and French educative system and how they work (hierarchy, teacher training...)
- Greetings, rules of politeness....
(Crozet, Maurer, 2003)

What ?

1

- *The lesson is divided in two parts :*
 - *Linguistic (40 minutes)*
 - *Reflexive discussions in French and in English(20 minutes)*
- The reflexivity, an essential component of the cross-cultural approach...*

Teachers

“Teachers cannot remain culturally neutral, as they react to foreign cultures like any other human being - not just as language teachers. Therefore, they need to analyze how their own clichés and prejudices influence their teaching and their students on a subconscious level. Teachers also need to consider how they will respond to their students' prejudices and challenge these preconceptions - not only as teachers, but also as human beings subconsciously influenced by their own experience of alterity.” Byram, Gribkova et Starkey, 2002

Learners

Learners are extremely engaged in the reflexive discussions as it is linked and adapted to their needs and their will to understand better the values and behavior of French people.

A reflexive tool  the Portofolio of languages

What ?

2

The culture is infused throughout the lesson .

EXAMPLES

.The gender (masculine/feminine) and the debate around the inclusive writing

.The variation of French language (phonetic, vocabulary as for instance“ pain au chocolat or chocolatine”, regional languages ...) and the Glottophobia (Blanchet, 2019)



What?

3

- *The material is tailored and made for this class.*
- *The authentic material is mainly used, and it is essential to “ensure that learners understand the context and intent of the material.” Byram, Gríbkova et Starkey, 2002*

EXAMPLE

Videos of French colleagues are filmed at school and are used to develop the linguistic competence but also a better knowledge of the colleague in the video.

What ?

4

- *A project for the whole primary school community...*



Other projects...

- *The “PLC bilingualism” is a bilingual discussion group*
- *Two Australian teachers and three French teachers*

One meeting a month to discuss different projects including:

- an English discussion class for French teachers*
- a conference*
- a reading club about bilingual education*

Conclusion

- *Building a bilingual and bicultural community takes time*
- *Acceptance of having different points of view, values and behavior*
- *Essential component to work collaboratively and develop a harmonized curriculum*
- *Without this shared understanding , a bilingual school is only composed of two monolingual systems living side by side*
- *This is not what we want for our students, we want them to be global citizens*

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If you have any questions...

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I will be very happy to have a chat with you!

Thank you