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Título	"La dimension iinterculturelle dans la vision pédagogique en languestrangere. Analyse comparative des conceptions professionnelles des enseignants d'anglais, de francais et d'allemand".
Responsable	Sercu, L.
Colaboradores	Ryan, P.
Objetivo/s	1) to inquire into foreign language teachers' views regarding the teaching of intercultural competence in foreign language education, 2) to investigate to what extent current teaching practice can be characterized as directed towards the attainment of intercultural communicative competence rather than communicative ("linguistic") competence, and 3) to investigate whether it is possible to profile an 'average foreign language-and-culture teacher' irrespective of the country in which s/he teaches
Hipótesis/supuestos	The collection of data was guided by eight questions, focusing on three areas of study, namely how teachers look at themselves and their job, how they describe their students and how they describe their classroom teaching.
Marco teórico	Byram, M., Esarte-Sarries y Taylor, S. (1991), Muñoz Cruz, H. (2001), Parisi et al (1999) y Ryan, P. (1997-1999, 2002 y 2002a)

Metodología	Teachers' perceptions of their current language-and-culture teaching practice
Población/muestra	47 Mexican high-school teachers. 93.75% are English teachers and 6.25% Spanish as a second language teachers.
Resultados	It was found that teachers tended to be more subject-oriented than pupil-oriented in their approach to teaching. Their most important objective was a language-learning objective and the least important objective, a culture learning objective. From the possible culture-teaching objectives, both of the highest rated objectives involve promoting the ability to empathize with people living in other cultures. It is interesting to note that developing attitudes of openness and tolerance towards other peoples and cultures (one of the main attitudinal objectives of Byram's list of intercultural competence, 1997) holds the least importance for them.... Returning to the aims guiding the study, it may seem early to draw conclusions about teaching practice especially being characterized as directed toward the attainment of intercultural communicative competence rather than communicative competence as intercultural communicative competence is new to Mexico and at the level of being discussed and introduced into the educational community and its structuring.
Lengua objeto de estudio	Inglés, francés y alemán
Elaboró	Dulce Ma. Gilbón A.
Fecha elaboración	31 de enero de 2008
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Observaciones	
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