



Preparing Future Foreign Language Teachers For Intercultural Mobility

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Abstract

The present report aims to propose an approach to train future foreign language teachers for intercultural mobility which is defined as the ability to interact effectively in multicultural settings. The pre-service teacher training programme described here tries, on the one hand, to link the research accomplished within the framework of project 1.2.3 of the first medium-term (2000-2003) and project B1 of the second medium-term (2004-2007) programme of the activities of the Council of Europe's European Centre for Modern Languages in Graz (Austria) with the design of a pre-service foreign language teacher training course at Tallinn University (Estonia). On the other hand, our intention is to give future teachers knowledge and skills of handling multicultural classroom settings and assisting them to evaluate intercultural appropriateness of their foreign language teaching materials and methods as well as to assess their learners' intercultural learning. When developing the current PRESETT course concepts to raise future teachers' intercultural awareness, Edelhoff's (1987) classification of teacher qualifications into attitudes, knowledge and skills as well as Lussier's (2007) conceptual framework of intercultural communicative competence comprising the subdimensions of cognitive knowledge (savoirs), procedural knowledge (savoir faire) and existential knowledge (savoir être) have been resorted to. The typology of intercultural activities proposed in the course serves the purpose of improving the trainees' intercultural skills in dealing with cultural diversity in the classroom, supplying them with necessary guidance for promoting intercultural communicative competence in their future teaching, and contributing to certain changes in their professional self-concept.