

N° 9 – November 2010

Intercultural education and training : critical analysis

Coordinated by Driss ALAOUI

Martine A. PRETCEILLE

La pédagogie interculturelle : entre multiculturalisme et universalisme

(Soon on-line)

Bertrand TROADEC

What is cultural and intercultural for psychology ?

Cross-cultural research is often defined as the study of cultural diversity or the study of cultural contacts. This definition opposes two designs of the relations between cultures (separation versus meeting). This opposition is not satisfactory from an anthropological and sociological point of view. Any culture, conceived as "separated" from the others, is always the product of "meetings" which occurred during History. Sociological analyses of racist ideologies differentiate racism of exclusion (separation) and racism of assimilation (meeting). Taking these analyses as a starting point, we propose to go beyond the preceding opposition. In sum, psychological cross-cultural research can be defined as a result of a complex system of relations between ideologies about races, ethnic groups, cultures, involving both separation and meeting.

Fred DERVIN

Renewing interculturality in education

This article is positioned within a critical and intersubjective understanding of interculturality within the confusing field of research that deals with it. The "intercultural" often leads, be it in research or teaching and learning, to misunderstandings that I shall deconstruct in the first section. The field of language learning and teaching will serve as an illustration. As such the field often contributes to objectivising and culturalist "interculturality", guiding actors (learners) towards monoculturalism instead of a postmodern and constructivist understanding of it. I shall try to demonstrate how systematic and reflexive work on the notion at school could allow renewing

interculturality, by examining the notions of culture, identity and representation but also the role the “other” plays, contexts of interaction and discourses on the Self and the Other. Two models of intercultural competences, which take these elements into account, are presented and argued for.

Michèle VATZ-LAAROUSSI & Marilyn STEINBACH

Intercultural Practices in the School Context in Regional Areas of Québec : a New Pattern ?

While intercultural practices are well established in certain schools in Montreal where ethnic and cultural diversity has been in the picture for several years, it is different in regions of Quebec more recently exposed to this diversity in their populations. However, regionalisation policies of immigration, in place in Quebec since 1993, demand a more open intercultural capital in the regions than in the metropolitan centers. How are intercultural relations going in the school context in the regions of Quebec? What are the issues, the principal obstacles and the facilitating factors? These are the guiding questions of this article. Based on different research on collaboration between immigrant families and schools and on immigration to the regions of Quebec, this article reflects on facets of cultural diversity in the school context in regional areas and on the development of new spaces of interculturality.

Abdeljalil AKKARI & Camila POMPEU DA SILVA

Intercultural education in Brazil : between conservatism and radical transformations

This article aims to analyze the emergence of intercultural education in the Brazilian educational system. First, we try to trace the development of interethnic relations in the country. The heaviness of slavery and colonization will be pointed out. Then, the article addresses recent legislative measures to encourage the inclusion of diversity in education. Finally, the text focuses on intercultural approaches in teacher education and work. The Brazilian situation is interesting because there is both a continuing conservatism preventing intercultural legitimacy in school but at the same time a profound debate about cultural identities and the need to take into account all historical inequalities.

Olivier MEUNIER

Assumption of initiative and intercultural education with the Amerindians in Brazilian Amazonia (State of Amazonas)

The traditional transmission of knowledge in the societies concerned by orality and the Western model of the school can appear a priori dichotomist, which often contributed to their juxtaposed development and generally to a process of domination of the second to the first. In Brazil, following the republican process aiming at assimilate the Amerindian populations to the Nation during the 1970-1980, these last were organized to safeguard their territory and their cultural identity, which gave place from the 90' of the last decade at a generalization of an intercultural school education in the indigenous territories, opening the school with the indigenous sociocultural knowledge. By integrating traditional knowledge in teaching, the school model allowed these children distant from an “occidentalized” school

culture, to connect the “communal” knowledge to the school knowledge. This system has a capacity to consider the plurality of the cultural differences. This one is not lived like a regressive mark of collective unconscious. It is on the contrary the recognition of the traditional cultures which conditions the desire of new knowledge and its appropriation, which could be also an answer for other countries, in particular at the pupils socially and culturally far away from the instituted school.

Varia

Stéphane BRAU-ANTONY & Vincent GROSSTEPHAN

Analysis of the professional activity of an educational adviser in the field of Sport and Physical Education : the difficulty to supervise the work of a young teacher

The purpose of this article is to describe and understand the dynamics of the interactions between an educational adviser and his/her trainee teacher during an advice interview which follows a Sport and Physical Education (PE) session. Three sorts of data have been collected: an audio-video recording of the PE session, an audio-video recording of the post-session interview between the educational adviser and the trainee teacher, and an autoconfrontation interview from which the educational adviser had to make comments on the filmed data of his/her activity. The results allowed to highlight on the one hand the content of the speech as well as the different attitudes adopted by the educational advisor during the advice interview, and on the other hand a set of professional difficulties that he/she encountered to manage his/her interview.

Joëlle DEMOUGEOT-LEBEL & Cathy PERRET

Why are junior academics worried when preparing classes ?

This paper focuses on worries of beginners' academics in relation with their conceptions on teaching and learning. It's based on empirical studies contracted in university of Burgundy. Some of these worries are common to all, and some are dependent from conceptions. Worries related to organised student participation are found more frequently in instructors who have a student centred representation of teaching and learning

Constantin XYPAS & Jean-Yves ROBIN

Existential factor in the construction of the problem in doctoral research

Observation of graduate students in education and the social sciences in particular reveals that the existential factor is a complex phenomenon. It mobilizes interest and leads to inquiry; but simultaneously, it causes intellectual resistance and inhibits the rupture with common sense (misconceptions). It therefore hinders the construction of true scientific inquiry.