

## Talking about *culture*, representations, and stereotypes in the teaching of French in elementary school in Denmark

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The teaching of French as a Foreign Language in elementary school in Denmark includes a linguistic as well as a cultural element. One of the goals is to help the students become intercultural global citizens in developing their intercultural communicative competence (ICC) (Byram 2020). In order to develop ICC, it is important to include diverse voices in language teaching, e.g. authors, artists or others from outside France (and the European francophone countries) such as Québec, Morocco, Haiti, etc., or even from hybrid backgrounds.

In this paper, I will present the main findings from my PhD project in which I investigate the notion of culture (Holliday 2019) as well as representations of the world (Risager 2018) in the subject French. I apply a mixed methods design to examine what view on culture is created in the interface between the official policies, teachers' views and beliefs, and commonly used teaching materials. I thus combine a document analysis, textbook analysis and data from a questionnaire and follow-up interviews in a thematic analysis which allows me to compare various data types within one analytical framework. In this presentation, with examples from all data types, I will discuss *the notion of culture* and different representations found in my data and what impact it may have on the development of ICC. Denmark and France are historically tied to each other through European history and this link continues to be present in the teaching of French; explicitly as well as implicitly. I will discuss the possible impact of my findings on the teaching of French and on our future global citizens.

**Keywords:** Culture, intercultural communicative competence, representations

### References

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