

Abstract for
FIPLV World Congree 2006
LMS Språkdagar
Joint Conference 15-17 June 2006 in Gothenburg, Sweden

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This paper reports on an investigation of foreign language teachers' perceptions of their role as mediators of language and culture in foreign language education. 424 secondary school teachers from seven countries (Belgium, Bulgaria, Greece, Poland, Mexico, Spain, and Sweden) are the informants in a comparative study recently published (Sercu et al. 2005, *Foreign Language Teachers and Intercultural Competence - An International Investigation*, Clevedon: Multilingual Matters).

In our presentation we provide a comparative picture of how the foreign language teachers who took part in the investigation look upon culture-and-language teaching, how they view their students' attitudes towards the foreign countries and cultures associated with the language they are learning, and how they think about their teaching practice related to intercultural competence and intercultural communication.

The study shows that though the teachers are willing to promote intercultural competence this is not reflected in their actual teaching practice. Finally we discuss the implications for a teacher education meeting the demands of multicultural society.