

# From developing to investigating intercultural competence in practice through oral and written interactions in online exchanges.

Binational research project INFRAL 2008  
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# Partie A : Development and measure of Intercultural Communicative Competence for pre-service teachers of French (FLE) through telecollaboration

Environment, scenario / design and data processing.

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# Our educational position

- “Target ”culture is no more the ideal to reach, seek a balance between two norms (inter-cultural)
- To help native speaker to rethink his/her own culture, to present his/her **interpretation** to the other, to negotiate an interpretation acceptable for the different sides throughout an **interaction** in which each one brings his/her knowledge and questions. (cf. Tardy , *éthique de la différence*)
- Avoid presenting any culture as a monolithic system
- Conflicts are not avoided in favour of a consensus (critical events; rich points)
- Objectives :
  - taking into account the differences without approving, taking into account points of view without subscribing to them
  - **intercultural speaker**: mediator between 2 cultures

# Learning / interactional Environment

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# Usual kinds of experience in the development of intercultural competence

- through **mobility** (Coleman, 2005; Savicki, 2008)
  - immersion settings beyond the classroom, prioritising contact and personal engagement, experience can be sustained by reflective personal-diary entries
  - Often: autonomous activity
- through **intercultural education** (Müller, 1995)
  - integrated intercultural teaching approach via discussions on intercultural resources and activities within the classroom, experience is analyzed from a meta-perspective
  - No interactions with Other

# Newer (8 years) kinds of experience

- Internet-mediated intercultural foreign-language education
- Difficulties and failures O'Dowd et Ritter (2006)
  - Lack of participation among participants (teachers/tutors, institutions, learners)
  - indifference towards members of the other culture
  - tensions / conflicts among participants
  - negative evaluation from one group towards the other group

# Intercultural communication at a distance : influential parameters

- Diverse institutional and cultural learning environments
- Exoglossic interaction
- Collaborative learning dimension
- Technological environment and literacy.
- Task-design



Distinguish intercultural issues from others

# Objectif de la recherche-action

- En qualité de formateur, parvenir à mettre au point des dispositifs qui soient propices au développement de la compétence de communication interculturelle
- En qualité de chercheur, parvenir à tracer le développement de la compétence de communication interculturelle



# Intercultural Exoglossic Exchanges in Group at a Distance (IEEGD)

- *... a situation in which sets of learners living in different countries are engaged in intercultural-oriented tasks in small groups at a distance. Those tasks are essentially collaborative and involve exoglossic exchanges.*

(Audras & Chanier, 08)

# Les enjeux de la formation à l'interculturel retenus

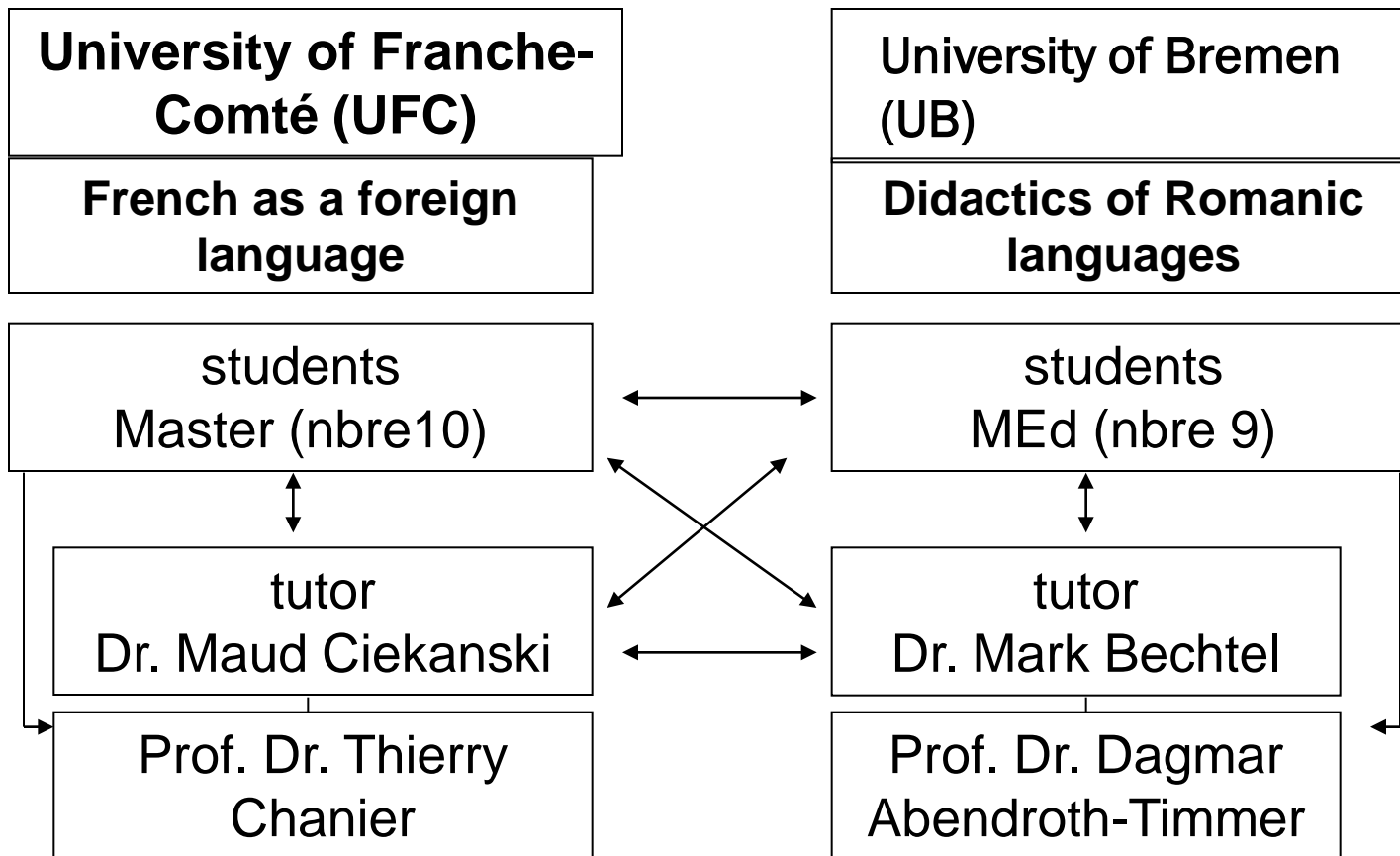
- Mettre en œuvre une approche subjective et relationnelle (aider la prise de conscience de sa propre subjectivité)
- Vers une « ethnographie » (O'Dowd, 2005) des problèmes et des situations pour comprendre les rapports des groupes en présence.
- La reconnaissance de l'autre passe par un retour sur soi d'où l'importance de l'aspect contrastif des phénomènes. Comprendre les autres dans leur différence, c'est en retour prendre conscience de qui l'on est vraiment.
- Prendre en compte la difficulté d'objectiver et d'explicitier les normes culturelles auxquelles on adhère



**Proposition d'un scénario qui permette aux apprenants de partir de situations interculturelles potentiellement riches abordées par le prisme d'une diversité de perspectives**

**=expérience interculturelle proposée dans Infracol**

## 2 Teaching-learning environment



# Synchronous & asynchronous env.

Centra-platform:  
audio conference,  
chat, whiteboard

Centra 7 - infral\_q1\_1 (HGT060278)

Fichier Vue Aide

Tableau blanc 00:00:45 / 01:07:04

**Participants**

ileana
Johanne
Kerstin
Wafa

**Agenda**

- Diapositive1.JPG

## Moi et toi – nos langues et cultures

### Séance Centra 1

- Rappel des règles de communication (5 min)
- Présentation individuelle à l'aide des planisphères (une partie en allemand) (20 min en tout)
- Questions concernant les similitudes et les différences (débat de 30 min)
- Rappel du travail qui est à faire dans le blogue. On va se quitter (sans oublier les salutations) (5 min)

Infral08 quadrem 1: November 2008 - Microsoft Internet Explorer

Adresse: [http://infral08q1.blogspot.com/2008\\_11\\_01\\_archive.html](http://infral08q1.blogspot.com/2008_11_01_archive.html)

Google

**Infral08 quadrem 1**

Labels: bienvenue (6), EtapeE5 (1), préparation Centra 1 (5), Préparation travail Wiki (11), étapeE1 (15), étapeE2 (16), étapeE3 (19), étapeE4 (7)

autor: infral\_rec, ileana, Kerstin, Maud, Johanne, Wafa

Labels: samedi, novembre 29

● ● ● La poursuite de Centra 3....

Salut Johanne, salut Ileana et salut Kerstin ☺☺

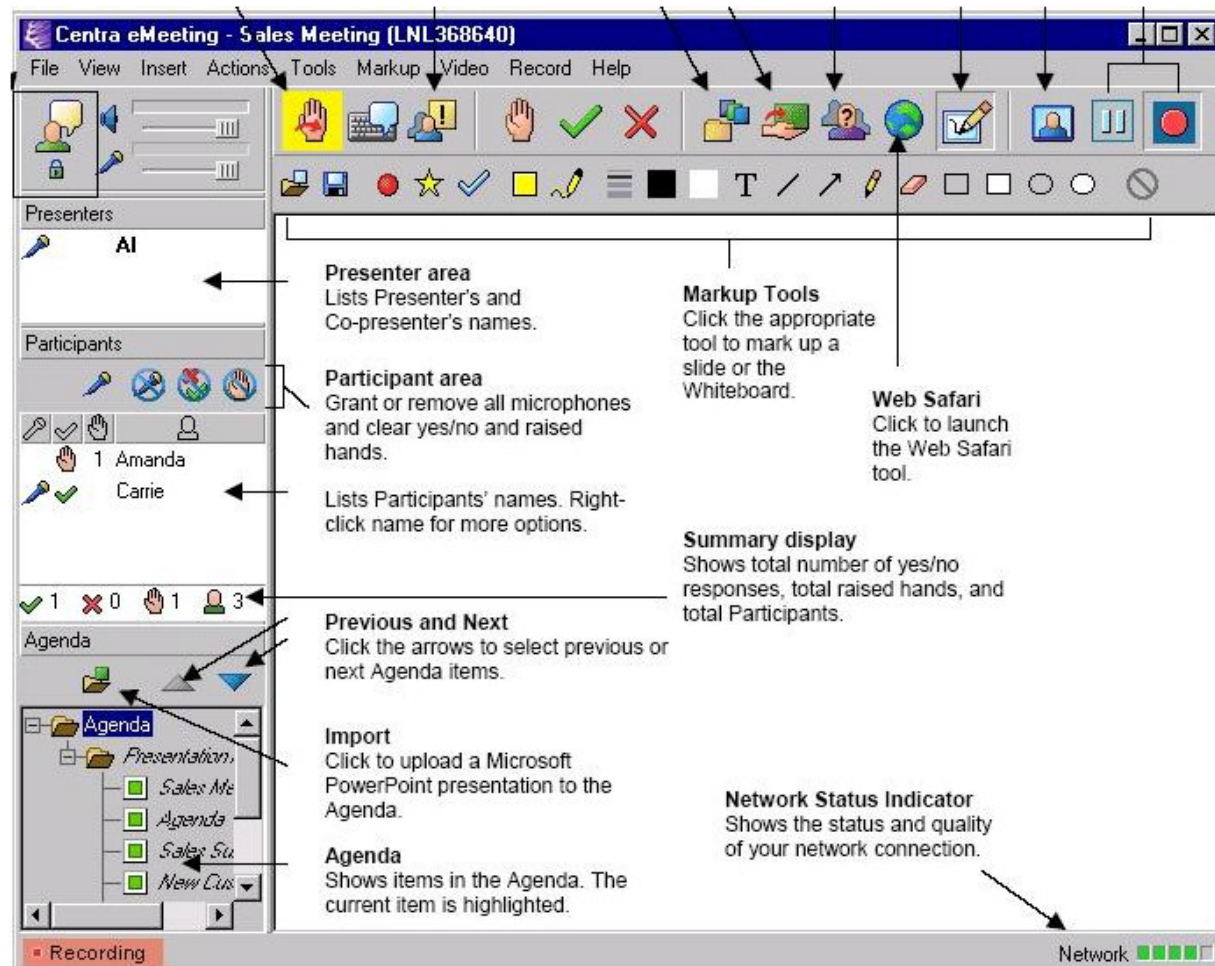
J' ai lu vos commentaires en ce qui concerne l'évaluation des apprenants. Oui, vous avez tous raison en disant que l'évaluation est une chose très difficile. De fait que l'évaluation des apprenants est un sujet très compliqué, il y a beaucoup des opinions différentes sur ce sujet, comme nous avons vécu dans la dernière séance. :-)

A mon avis, pour pouvoir évaluer un apprenant de façon juste, il faut qu'on ne considère que la notation, mais aussi les efforts des élèves. C'est-à-dire en tant que futur prof, j'essayerai de n'impliquer que les examens écrits, mais aussi la participation en cours, par exemple le travail oral ou autre accomplissements et efforts. Pour moi la peine est plus importante que le résultat d'un examen. On peut en tirer la conclusion que ma devise est « ça vaut la peine ! » :-)

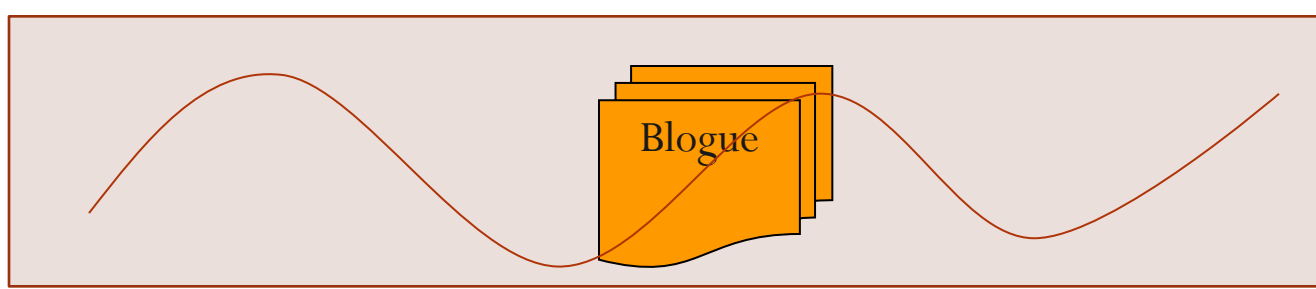
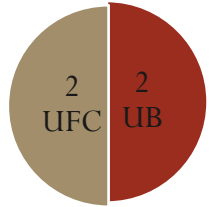
Mes réponses aux questions de Johanne :

Blog [www.blogger.com](http://www.blogger.com)

# Audio-graphic synchronous environment (Centra)



quadrem



Collective text prod.

Centra 1

Centra 2

Centra 3

Centra 4



individual



Reflexive+ self-evaluation report

Face to face 1



Bremen  
Teacher / tutor

Face to face 2

Face to face ...

Classroom



Besançon  
Teacher/tutor

Step 1

Step 2

10 weeks

Step 3

Step 4

Step 5

# Interactions around one step

## asynchronous written communication

### presence

### synchronous multimodal communication

**1st phase  
cours**  
Took place seperatly  
in  
Besançon  
Bremen  
introduction  
3.11. (0h30)

**5th phase  
cours**  
Took place seperately  
in Besançon and  
Bremen  
reflection  
17.11 (1h)

**2nd phase  
blog**

A circular pie chart divided vertically into two equal halves. The left half is olive green and contains the text '2 UFC'. The right half is dark red and contains the text '2 UB'.

3.-10.11. (7 days)

**4th phase  
blog**

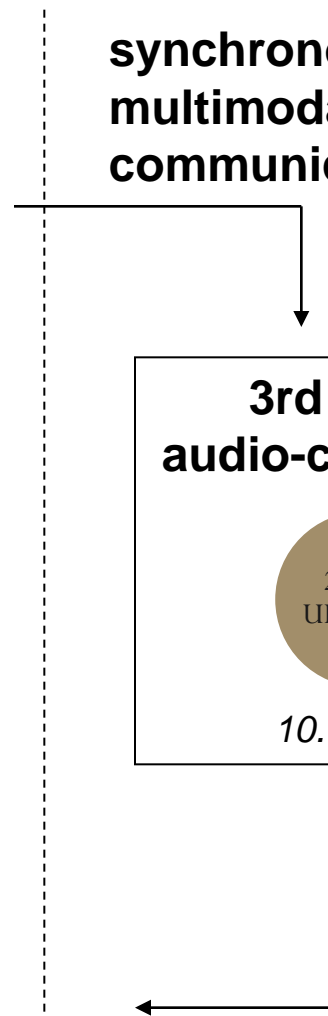
A circular pie chart divided vertically into two equal halves. The left half is olive green and contains the text '2 UFC'. The right half is dark red and contains the text '2 UB'.

10.-17.11. (7 days)

**3rd phase  
audio-conference**

A circular pie chart divided vertically into two equal halves. The left half is olive green and contains the text '2 UFC'. The right half is dark red and contains the text '2 UB'.

10.11 (1 h)



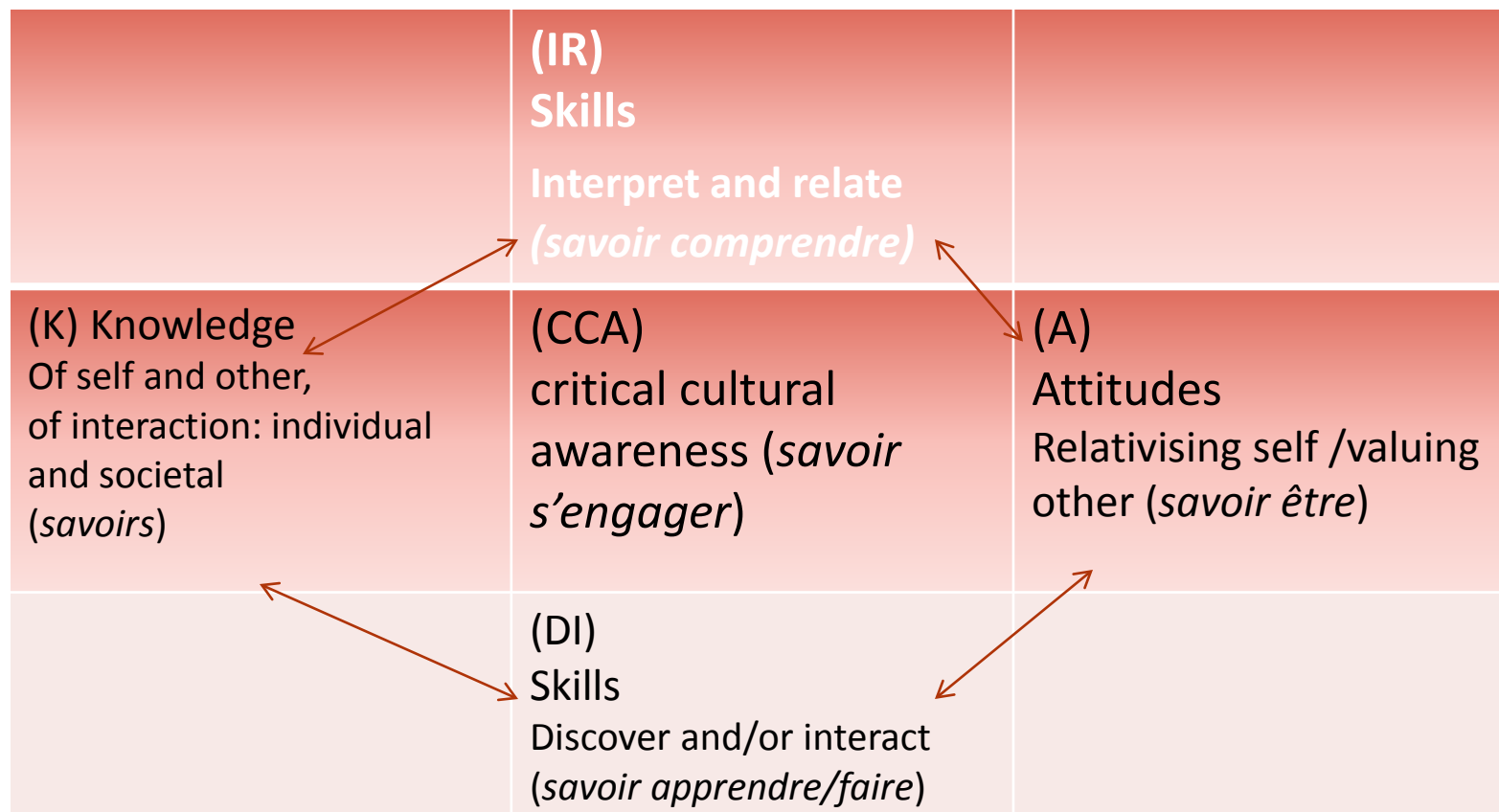
# Learning design and types of intercultural competences

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# "Intercultural communication" and competences (ICC)(Byram 1997)

- A necessary **risk-taking behaviour** in order to define his/her own position and frame of references in his/her own culture and to discover the other's culture [Byram 1997]
- Competences : a dynamic system

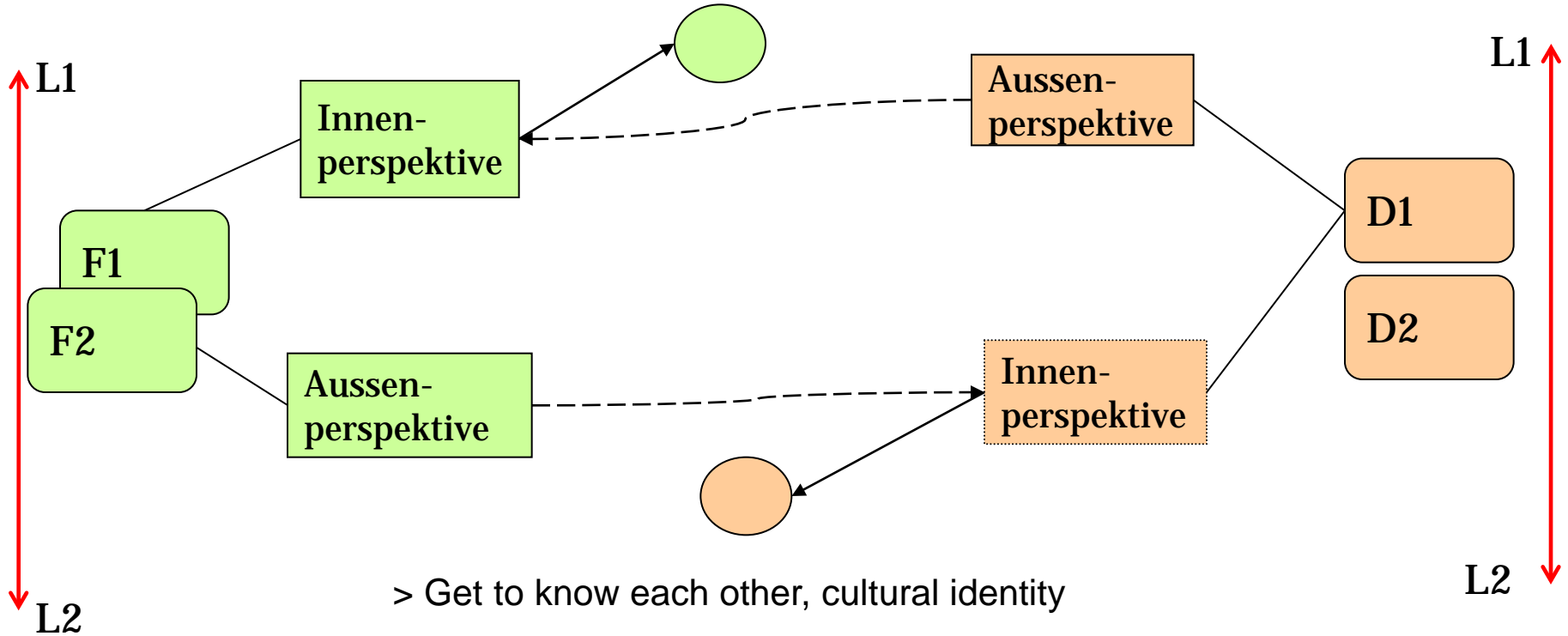


## Content - 5 steps, 5 tasks

step 0	technical introduction, pre-questionnaire	1st week
step 1	„Me and you“ > Get to know each other, cultural identity	2nd+3rd week
step 2	Critical incidents > describe, interpret, reinterpret	4th+5th week
step 3	„School – our future working environment“ > Compare	6th+7th week
step 4	Collective draft of a teaching unit > Cooperate in the development of tasks	8th+9th week
step 5	Evaluation > Reflexive report, self-evaluation, questionnaires	10th+11th week

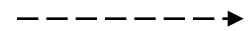
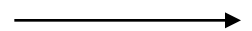
# Step 1, Attitude

> Get to know each other, cultural identity



> Get to know each other, cultural identity

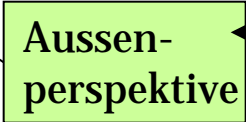
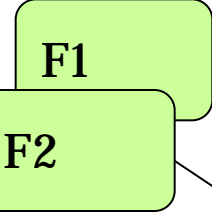
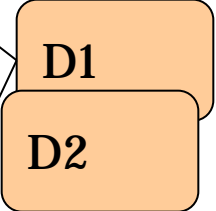
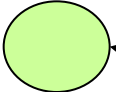
Perspektivendarstellung



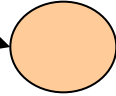
Perspektivenübernahme

# Step 3, Discover, relate

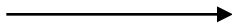
Evaluation in schools in France



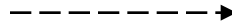
Evaluation in schools in Germany



Perspektivendarstellung



Perspektivenübernahme



# Language(s) - culture(s)

Communication  
or  
dialogue & conflict ?

# Exoglossic / multilingual communication

- IEEGD situations: exoglossic exchanges (Py, 1995)
  - Participants have unbalanced linguistic competence, they are aware of it.
- Research questions:
  - One or several languages ?
  - Relationships between language(s) and culture(s)

# Prototypical cases in research papers

- One language
  - One language: L1 on one side and L2 on the other side (Vogt, 2006 ; Liaw, 2006)
  - One *lingua franca* (L2 for both)
- Two languages, tandem approach
  - Cross L1 et L2 (cf. Tridem05 & 06)
- Why? Priority to communicative approach ?  
But what about culture?

# Langue(s), culture(s), dialogue

Language continues to be taught as a fixed system of formal structures and universal speech functions, a neutral conduit for the transmission of cultural knowledge. Culture is incorporated only to the extent that it reinforces and enriches, not that it puts in question, traditional boundaries of self and other. **In practice, teachers teach language and culture, or culture in language, but not language as culture.**

Culture in the final analysis is always *linguistically mediated membership into a discourse community, that is both real and imagined*. **Language plays a crucial role** not only in the construction of culture, but in **the emergence of cultural change**.

The realisation of **cross-cultural conflict** and incommensurability of values offers the opportunity to pause and muster the effort necessary to speak, quite literally, in terms of the other



# Our perspective

- Both languages always present, whichever the learner's level of competence is
  - Negotiation of language use between institutions
    - Ecofralin08 (Spanish & French) et Infral08 (German & French)
  - Recommendations for L1 use in some parts (Furstenberg, 2001)

# Infral: languages and competences

- 19 students, pre-service teachers of French as Foreign Language
  - 10 UFC (3 not French)
  - 9 UB (3 not German)
- 2 languages, different goals :
  - Cross-comprehension practice for French speakers, 4 of them don't speak German at all
  - For the students from Bremen: 8/9 had previous experiences with native French speakers.

# Languages & cultures in 2 quadremms

## Quadrem 1

- L1: Romanian/ L2: French/  
**German begin.** (afbes1\_1)
  - L1: French/L2: English/ **no  
German** (afbes1\_2)
- 
- L1: German/ L2:French  
(afbre1\_3)
  - L1: Tunisian/L2:German/  
L3: French(afbre1\_4 )

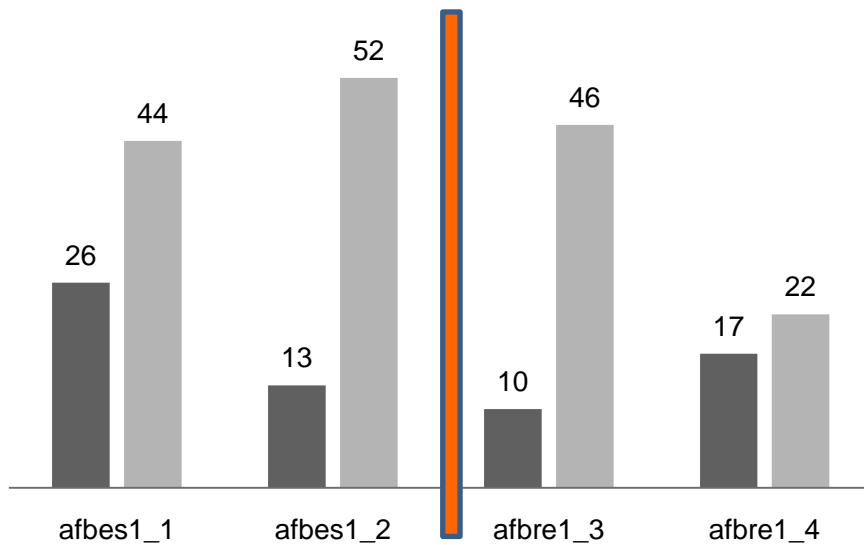
## Quadrem 3

- L1: French/L2: German  
(afbes3\_1)
  - L1: French/L2: English/ **no  
German** (ambes3\_2)
  - L1: brésilien/L2: French/ **no  
German** (afbes3\_3)
- 
- L1: French/L2: German  
(afbre3\_4)
  - L1: German/L2: French  
(afbre3\_5)
  - L1: Kosovar/L2: German/  
L3:French (afbre3\_6)

# Language use in blogs

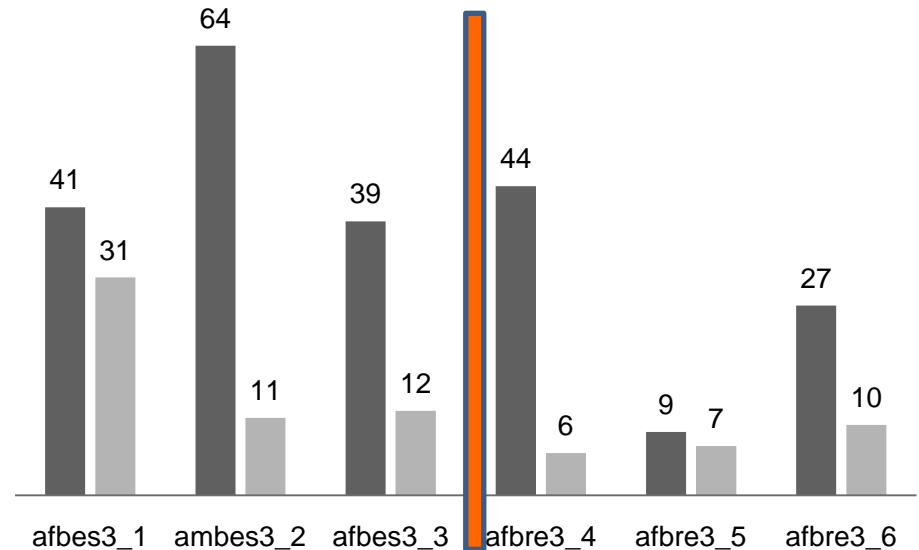
## Mes + com & language (Q1)

■ Msg + com fra    ■ Msg+com mixed



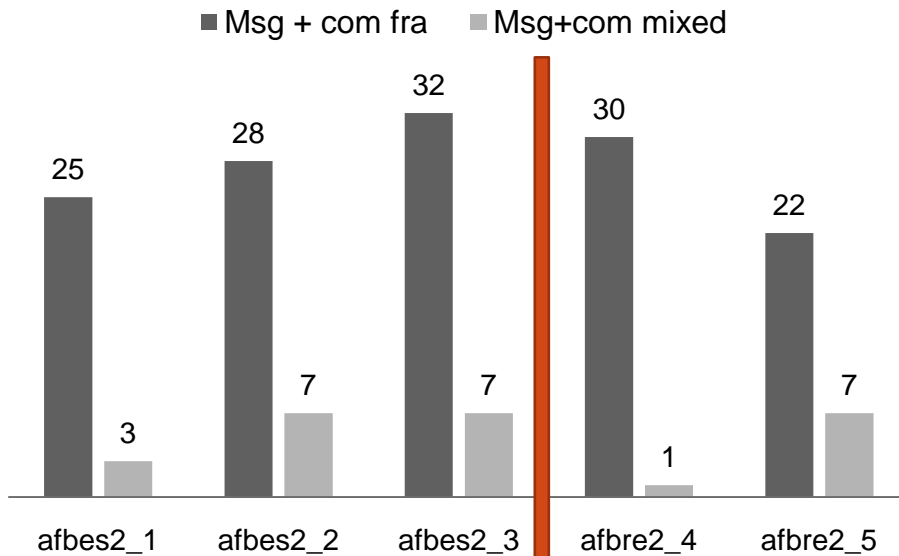
## Mes + com & language (Q3)

■ Msg + com fra    ■ Msg+com mixed

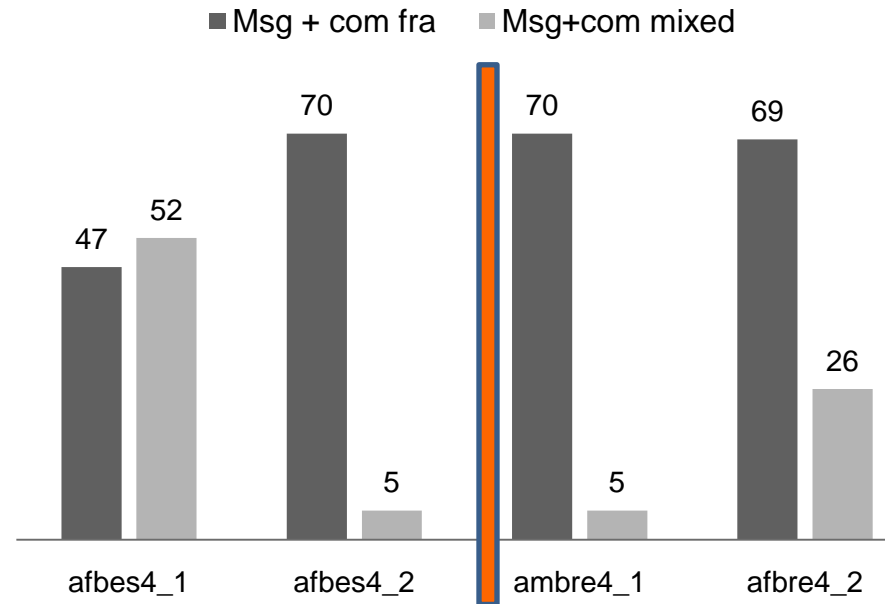


# Language use in blogs

## Mes + com & language (Q2)



## Mes + com & language (Q4)



# Traces / measures of interaction and ICC

## Data collection

- Pre-questionnaires
- Publications posted on the blog
- Records of the audio-graphic conferences
- Collective written production: draft of a teaching unit prepared in groups
- Post-questionnaires
- Written self-evaluation
- Written self-reflection

# Participation

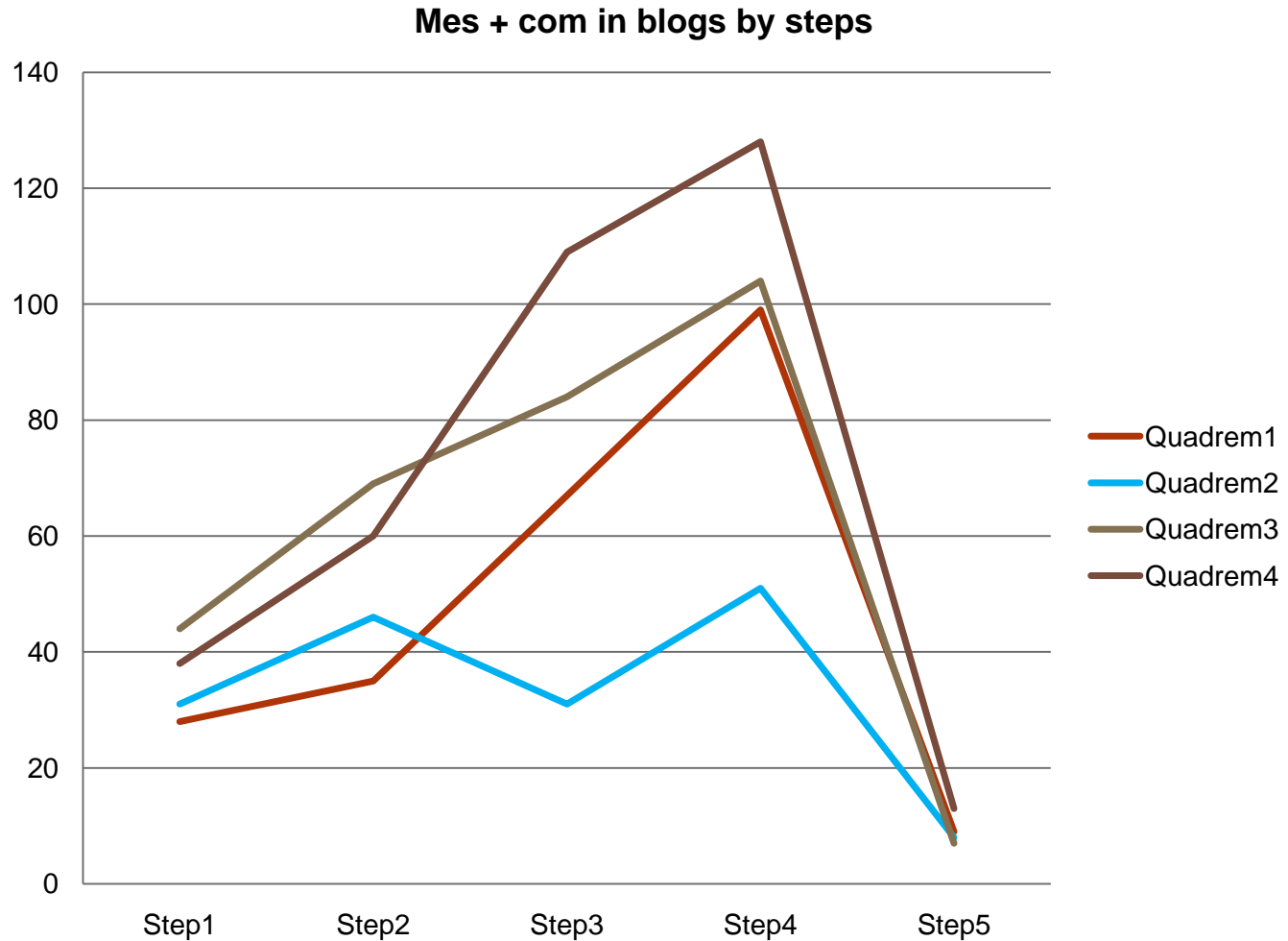
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# Participation in blogs

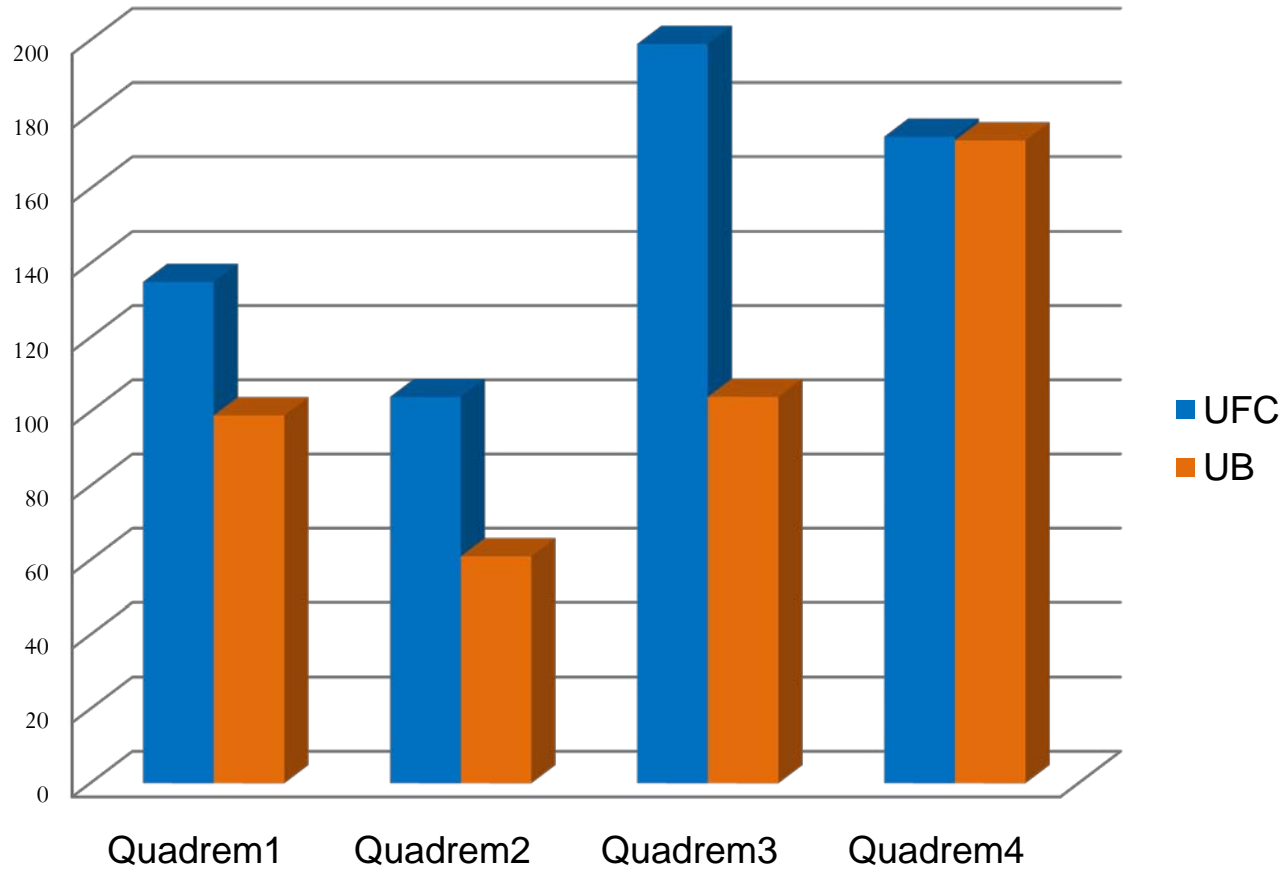
	Nb messages	Nb comments	Total pub.	F per day	Over 10 weeks
Quadrem 1	84	<b>155</b>	239	3.4	
Quadrem 2	84	<b>87</b>	171	2.4	
Quadrem3	84	<b>226</b>	310	4.4	
Quadrem4	86	<b>265</b>	351	5	

# Participation per step



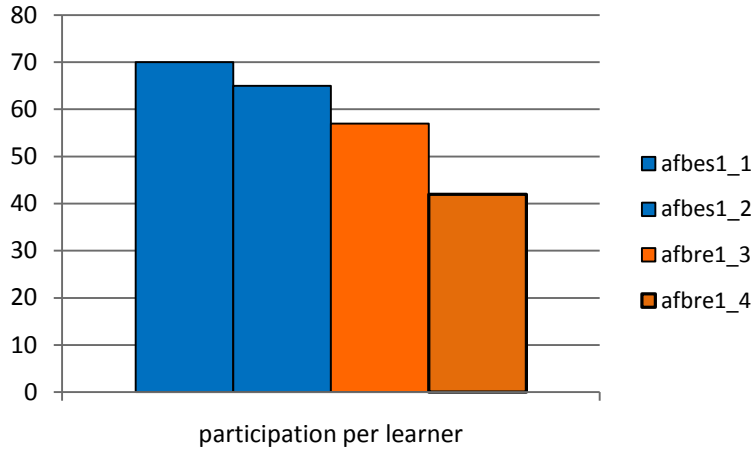
# Participation per institution

Mes + Comments in blogs

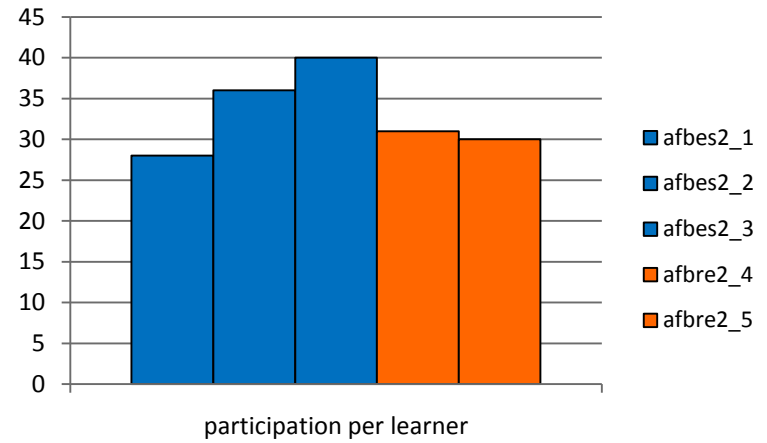


# Participation per learner

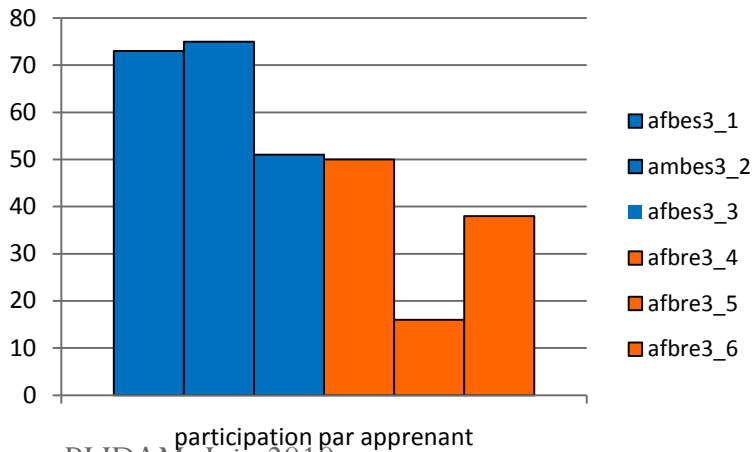
## Quadrem 1



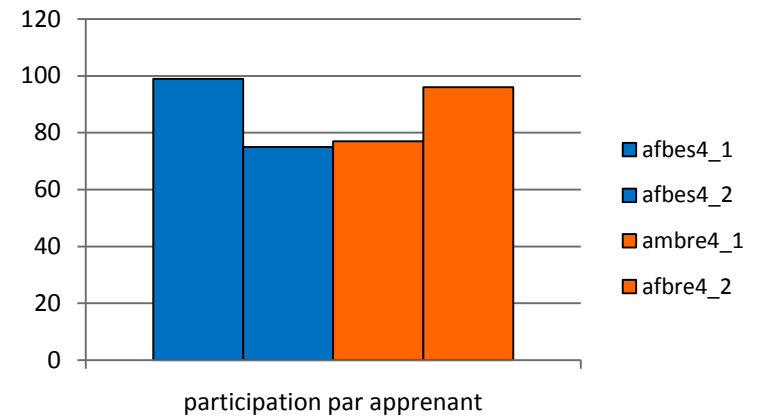
## Quadrem 2



## Quadrem 3



## Quadrem 4



participation par apprenant

# Can we trace ICC ?

Study on quadremes 1 and 3

# Search for intercultural events

- Even if the design is an invitation to intercultural communication , all messages do not include such events
- « il y a approches interculturelles chaque fois que dans une situation langagière où interagissent des locuteurs d'origines culturelles et/ou linguistiques différentes, il y a **confrontation d'éléments** appartenant à leur(s) sphère(s) culturelle(s) et/ou linguistique(s) respectives, négociation, recherche de compréhension » (Perregaux, 2002)

# Discrimination of ICC

- Following (Vogt, 2006) and (Audras & Chanier, 2008), opérationnalization of Byram's model in order to trace ICC
- 5 competences, 29 objectives: 23 were traced in blogs
  - Quadrem 1 : 133 events (out of 239 publications)
  - Quadrem 3 : 273 events (out of 310 publications)

# Some objectives for IR and DI

**IR2:** identify areas of misunderstanding and dysfunction in an interaction and explain them in terms of each of the cultural systems present

**IR3:** mediate between conflicting interpretations of phenomena

**DI3:** identify similar /dissimilar processes of interaction, verbal and non-verbal and negotiate an appropriate use of them in specific circumstances

**DI4:** use in real-time an appropriate combination of knowledge, skills and attitudes to interact with interlocutors from a different country and culture, ...

**DI5:** identify contemporary and past relationships between one's own and the other culture and country

**DI7:** use in real-time knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture



# Attitudes (A)

- 5 indicators
  - Attitudes : Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
    - Objective: willingness to seek out or take up opportunities to engage with otherness in relationship of equality.
      - Eg : use the language of Other
        - « Tu pourrais par exemple poser les questions en Allemand et ensuite en Français, ou juste écrire la traduction en français des questions sur le tableau blanc si on ne comprend pas... ( à l'écrit je comprends mieux l'Allemand car je peux voir des ressemblances avec l'anglais, mais à l'oral c'est plus difficile!)
- [afbes1\_2 , me(8s6) , 9/11/2008; 11h40 ]

# Knowledge (K)

- 11 indicators.
- Eg : K3 : the types of cause and process of misunderstanding between interlocutors of different cultural origins
  - « L'interculturel, c'est aussi des clashes, des mésententes et c'est un aspect dont j'aimerais bien parler ! » [afbes1\_2 , me(3s7) , 15/11/2008; 10h32 ]

# Skills of interpreting and relating (IR)

- 3 indicateurs
- Ability to interpret a document or event from another culture, to explain it and relate it to documents from ones' own.
- Eg: IR2 identify areas of misunderstanding and dysfunction in an interaction and explain them in terms of each of the cultural systems present.
  - « Ma cousine était totalement choquée par mon comportement parce qu'elle ne s'est jamais imaginée qu'une fille comme moi qui vit dans un pays européen, serait étonnée par un baiser sur la joue d'un garçon (...) Aujourd'hui quand je pense à cette événement, je me rends compte que j'ai exagéré la situation énormément. Mais en même temps je pense que mon comportement était absolument normale comme j'ai grandi en Allemagne où la manière de faire la bise pour dire bonjour n'est pas habituelle comme en Tunisie ou en France » [afbre1\_4 , me (9s6) , 6/11/2008; 13h41 ].

# Skills of discovery and interaction (DI)

- 7 indicators
- Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction
  - Eg: DI2 « identify significant references within and across cultures and elicit their significance and connotations ».
  - « Mein Vorname ist Ileana, Ich bin rumänischen Ursprunges.(,,,) L'élément que je trouve le moins important est l'accent , car la plupart du temps il renvoie à une étiquette sociale et cela peut avoir des connotations péjoratives » [afbes1\_1 , me(9s4) , 25/10/2008 ].

# Critical cultural awareness (CCA)

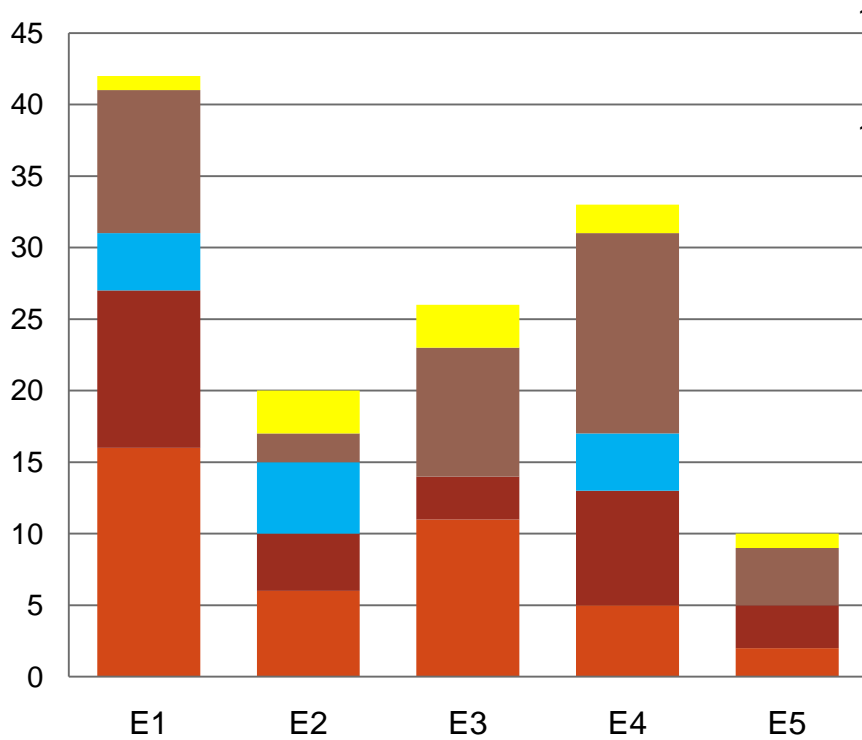
- 3 indicators
- Ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries.
- CC1 : identify and interpret explicit or implicit values in documents and events in one's own and other cultures.
- « Pour parler en général de la relation entre prof et élèves, on peut dire qu'en Allemagne il y a moins de distance entre profs et élèves qu'en France ou dans autres pays, comme par exemple en Tunisie. Moi, je trouve qu'en Allemagne la relation entre profs et élèves s'appuie sur une relation presque amicale, ça veut dire qu'il y a beaucoup de communication entre profs et élèves. Mais, on ne peut pas généraliser ce fait, parce que comme la notation, la relation entre profs et élèves peut varier » [afbre1\_4 , me (8s9) , 29/11/2008; 15h01 ].

# Coding methodology

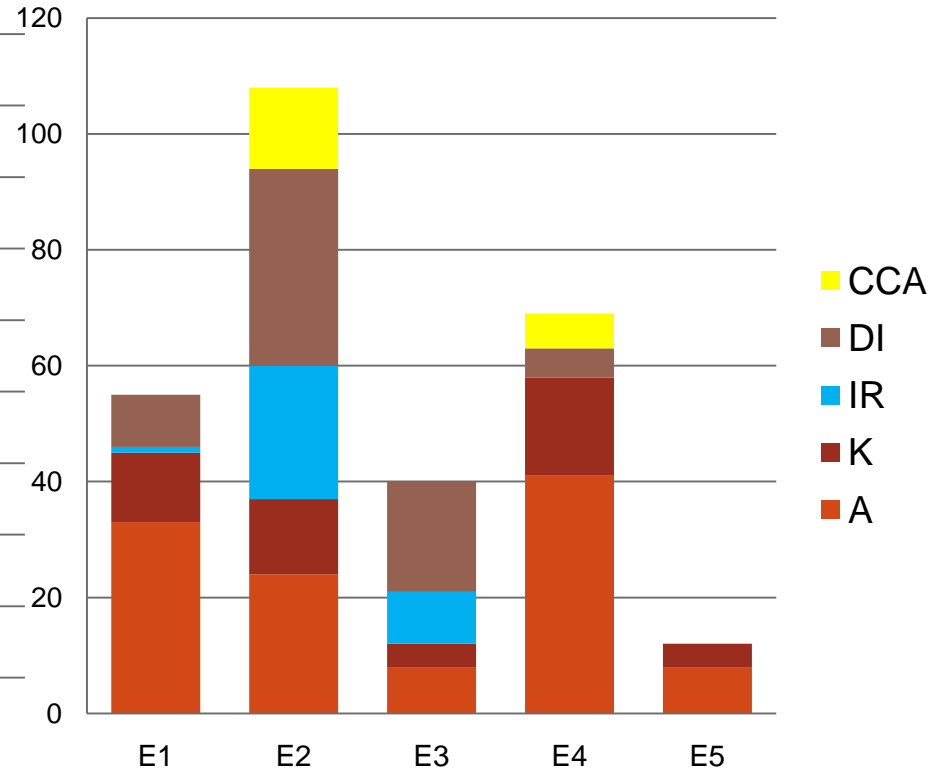
- We do not seek contact between cultures, but among people who set up specific relationships
- In order to note an event one has to study the participants and their interactions (i.e. a message cannot be studied without considering the situation)
- Several events (or none) may be identified in one publication (mes. / comment)

# ICC per step

## Types of ICC per step (Q1)



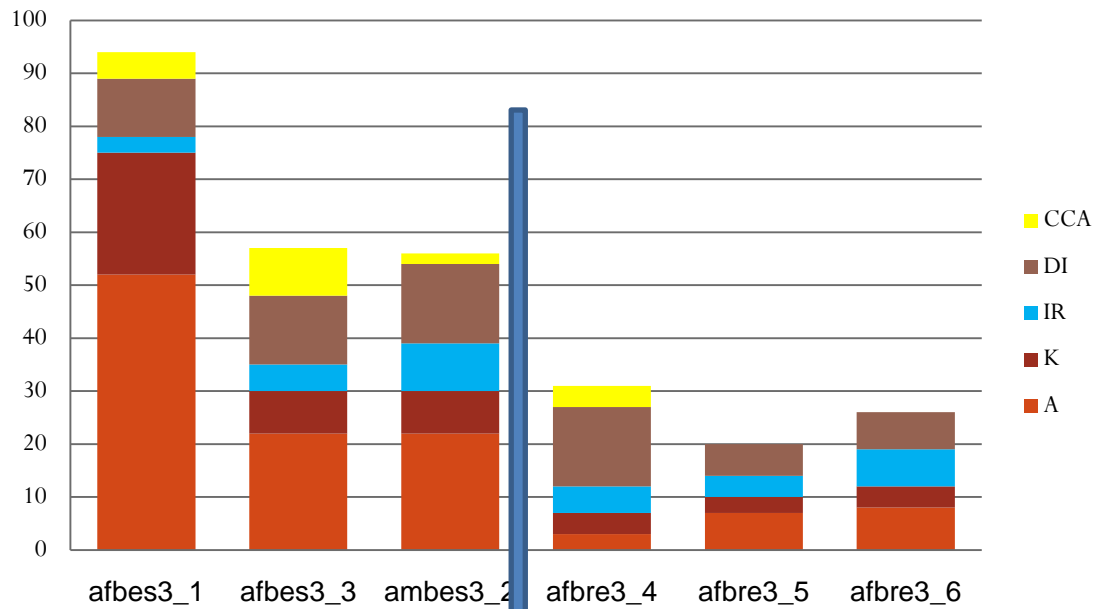
## Types of ICC per step (Q3)



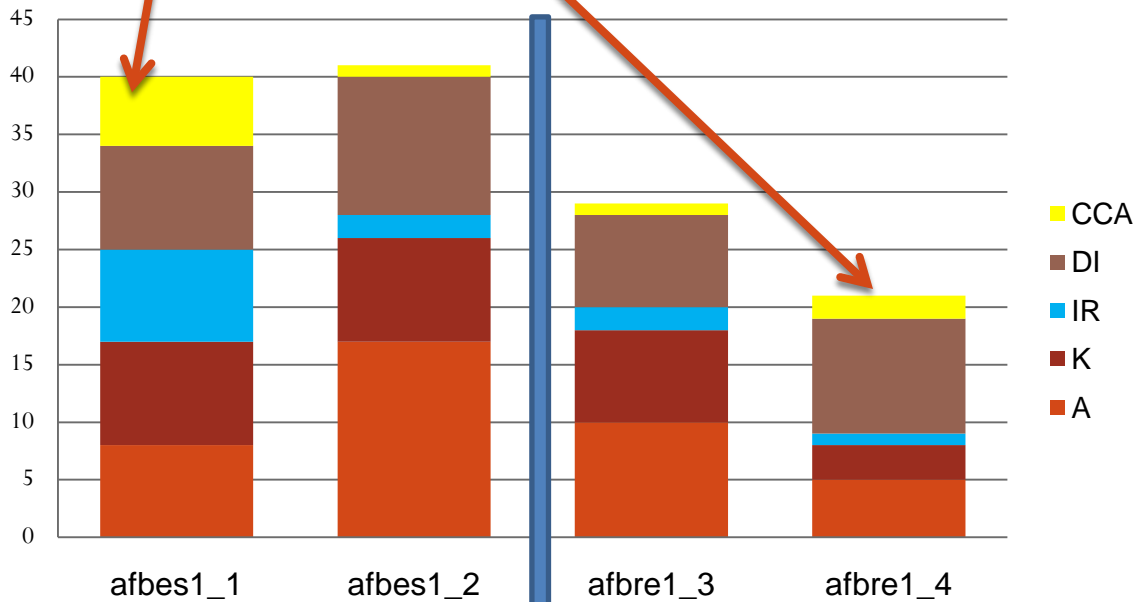
Design offers good opportunities

Per learner

Types of ICC per learner (Q3)



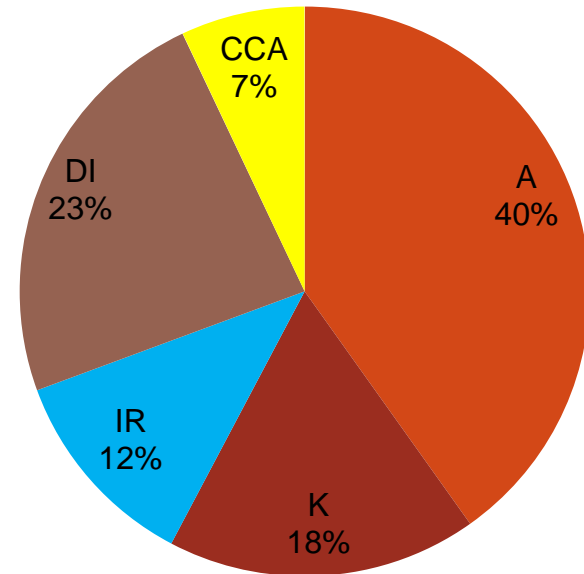
Types of ICC per learner (Q1)



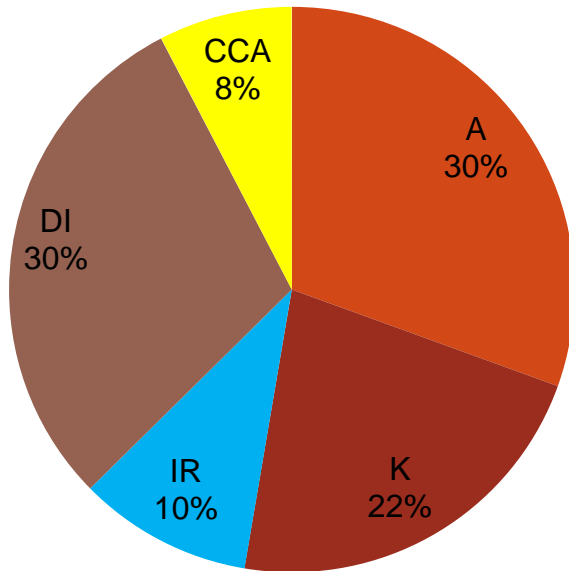


# Overall distribution

**Distribution of types of ICC (Q3)**

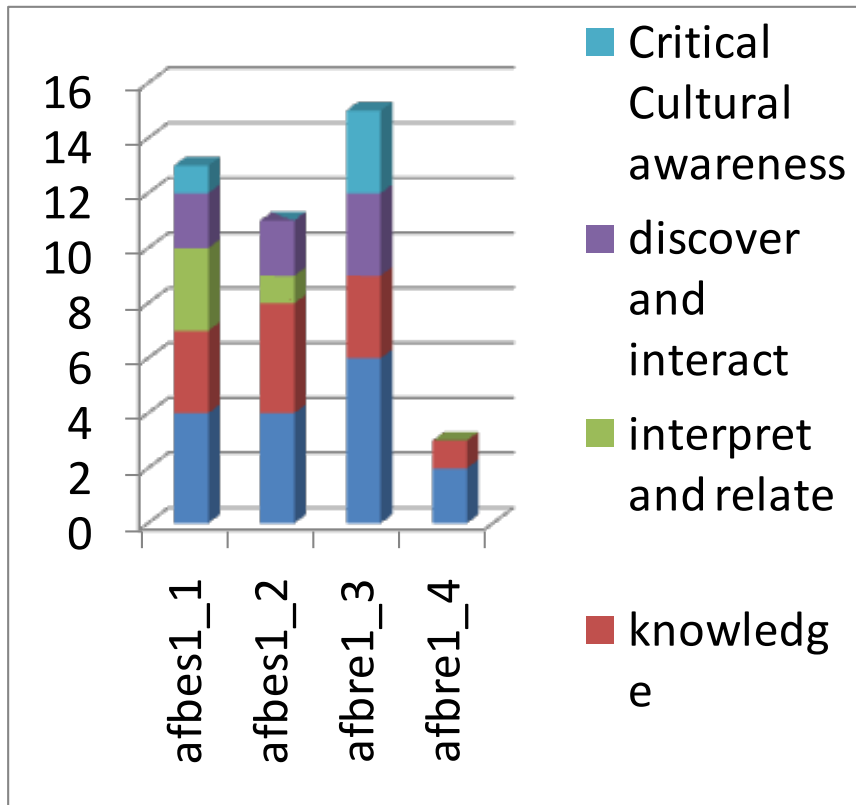


**Distribution of types of ICC (Q1)**

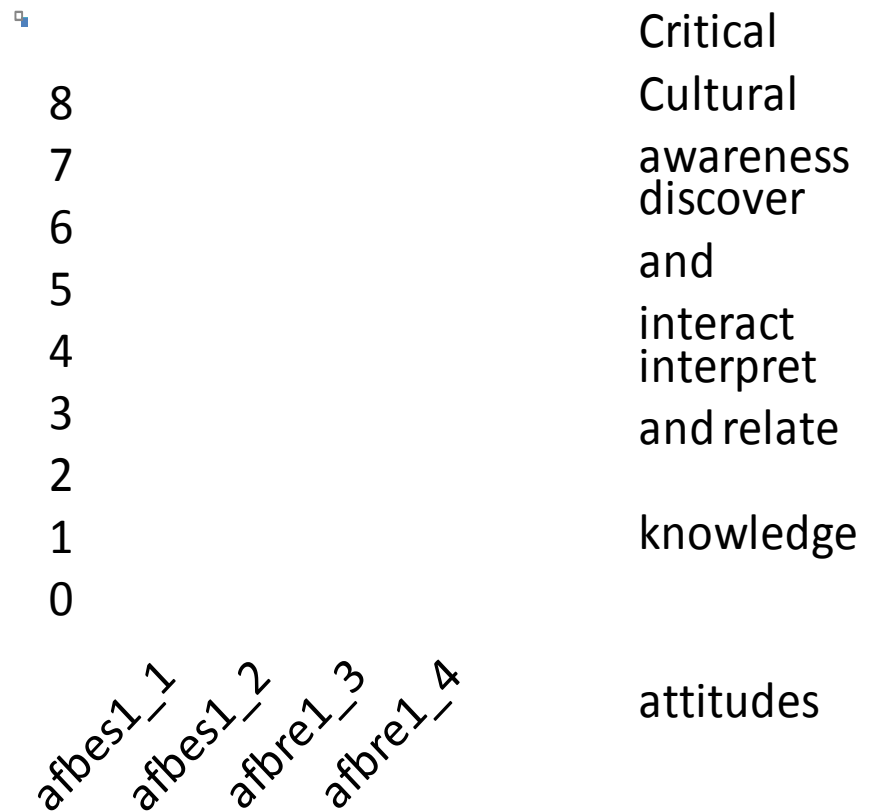


# Distribution per learner (Q1)

step 1



step 2



# Conclusion

# Design

- Learning Design and environment (blog here only studied) seem to support the occurrence of ICC events (authentic communication)
- Some development of ICC where *Discover and Interact* (DI) is observed.
- Some task seem to favor specific competences
- No one-task – one-competence. Task seem to call / mobilize a repertoire of competences

# Interaction

- Individual dimension:
  - Learners were experienced but they did not mobilized all their repertoire
  - Not everyone could transform a critical event into a learning opportunity
- Collective dimension
  - When competence is mobilized during interaction, then, there is co-responsability , co-construction, co-operation.

# Limits of four methodology

- Difficult to distinguish between **intentions and performance** (eg. When noticing attitudes)
- Difficult to establish whether learners are conscious or not of their repertoire and its use (real « skills » mobilized? )
- Difficult to make a difference between competence acquired before hand and new development

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# Références

- Nos articles sont dans l'archive ouverte EDUTICE
  - <http://edutice.archives-ouvertes.fr/>
  - Consulter > auteurs > Chanier
  - "interculturel"