

International bilingual conference

Department of French Studies

University of Turku, Finland

30-31.8 - 1.9.2007

Conférence internationale bilingue

Département d'Études françaises

Université de Turku, Finlande

30-31.8 - 1.9.2007

Assessing language and (inter-)cultural
competences in Higher Education

Évaluation des compétences langagières et
(inter-)culturelles dans l'enseignement supérieur

-Programme and information / Programme et informations -

Conference organized by the Department of French Studies, University of Turku, FIN

Organizing committee

Fred Dervin, Turku, freder@utu.fi

Taru **Itä**linna, tarita@utu.fi

Léa Sengers

Eija Suomela-Salmi, eisusa@utu.fi

Scientific committee

Nathalie Auger, University of Montpellier, France

Michael Byram, University of Durham, UK

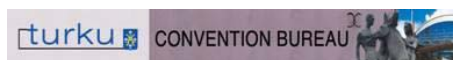
Fred Dervin, Department of French Studies, University of Turku, Finland

Aleksandra Ljalikova, Department of French Studies, University of Tallinn, Estonia

Päivi Sihvonen, Department of Romance Languages, University of Helsinki, Finland

Eija Suomela-Salmi, Department of French Studies, University of Turku, Finland

Special thanks to our speakers, partners and sponsor :



Conference information



1. Publicum, conference venue (street address: Assistentinkatu 7)
2. Department of French Studies (2nd floor in a building called Juslenia, street address: Henrikinkatu 2)
3. Main building of the university (cf. <http://www.utu.fi/faktat/kampuskartta/rakennukset/t1.html>) get-together, Thursday evening 7 pm. Entrance through the street hämeenkatu then up the hill opposite the street Lemminkäistenkatu.
4. Turku Cathedral (landmark, easy to spot)
5. The market square (surrounded by the city centre and shopping area)
6. Restaurant Samppalinna (address: Itäinen Rantakatu 10) - Dinner Saturday evening 7 pm.
7. Tourist information centre

Conference venue

The conference takes place in the Social Sciences' faculty building Publicum, which is located in the campus area of the University of Turku (street address: Assistentinkatu 7). Rooms reserved for the conference are numbers 2, 3, 4 and 5.

The Department of French Studies

The department organizing this event is to be found in the building Juslenia, (street address Henrikinkatu 2). After entering the building, turn left. The department of French Studies (in Finnish: Ranskan kieli) is on the second floor.

Getting to Turku from the airport

Turku airport is located eight kilometres from the centre of Turku. Getting to the city centre is easy:

By bus :

Bus number 1 leaves every 20 minutes and takes you to the city centre. Single adult fare is 2.5 € (3.5 € by night, from 23-04hrs). The last bus departs at 00.50 hrs!

By taxi :

Regular taxis are usually waiting outside the airport, but there are also special airport taxis. Their fares are fixed (e.g. between the airport and hotels in Turku 12€/person) and they provide good group discounts. A regular taxi costs around 17 € and the trip takes about 20 minutes.

Airport taxi: tel. 0400 919 940¹, fax (02) 233 0155

Regular taxi: tel. 02-10041

Car Hire :

Avis, (02) 231 1333 / Budget, 0800 12535 / Europcar, 0403 062 831 / Hertz, 020 555 2600 / Scandia Rent, (02) 478 7500.

Climate and dress code

The weather in Turku can be unstable at the end of August. Participants are therefore advised to bring warm clothes and umbrellas. Informal dress is recommended. For up-to-date weather information please consult the website of the Finnish Meteorological institute at www.fmi.fi/en

Access to internet

There will be computers reserved for conference participants near the registration table in Publicum. Computers can be found also in the university's libraries and there is an internet café on Hämeenkatu, near the university area.

Badges

Participants will receive a name badge after registration. All participants are requested to wear their badge at all times and to leave them at the registration desk at the end of the conference.

Book exhibition

There will be two tables next to registration:

- one is for books and documents related to research on language and (inter-)cultural assessment. Participants are welcome to leave their own publications on the table as well as forms. The table will be supervised by our helpers. Please do not take the books.
- the second table is for leaflets, brochures and other handouts introducing projects on assessment.

Left-luggage

There are left-luggage boxes of different sizes at the conference site (Publicum). All you need is a 0.50 cent (Euro) coin to use the boxes (which is returned).

Meals

Lunch will be served at cafeteria Macchiavelli (next door to Publicum). A ticket will be given to each participant for Friday, please give it to the cashier when you get your meal at Macchiavelli.

¹ To make a telephone call to Finland, use land code +358 before the number and leave out the first 0.

The dinner on 1.9.2007 will take place at the restaurant Samppalinna on Itäinen Rantakatu 10 in Turku at 7 pm (number 6 on the map).

Money exchange

If you need to change money or take out cash with your credit card, Forex money exchange bureau offers the most reasonably priced rates in town. Their office is by the market square on Eerikinkatu and it is open on weekdays 08.00-19.00 hrs and on Saturdays 09.00-15.00 hrs.

Shopping

There are some shops on Hämeenkatu, close to the university. The city centre, situated around the market square (see map) is only a 10-minute walk away from the university.

Social programme

As you may have noticed, we are not offering any excursions. Since our programme is packed, guests and participants can make their own arrangements before or after the conference. Information on Turku, the surrounding area and Finland can be found in the brochure distributed at the conference (available on the registration table) or at: <http://www.turku.fi/Public/default.aspx?nodeid=8726&culture=en-US&contentlan=2>

The street address of the tourist information centre is Aurakatu 4 (see map).

We recommend (among others):

- The Turku castle
- The Arts and Craft Museum in Turku
- The city of Naantali
- The city of Rauma

Taxi

If you want to order a taxi from or to the conference site, dial the following number: from a foreign phone: +358 2 10041, from a telephone box, your hotel or a Finnish mobile: 10041. Please note that telephone boxes are "rare" in Finland.

Vending machines

There are some vending machines in Publicum. Coffee, soft drinks, snacks can be purchased.

NB: The conference is bilingual. Please note that no simultaneous interpreting of the papers will be provided.

Should you have any question during the conference, please do not hesitate to ask
our colleagues at reception !
The conference helpers (Léa, Lotta, Maisa, Milla, Nora, Satu, Vera & Veronika) are able to help you both
in English and in French.

Informations sur la conférence



1. Publicum, lieu de déroulement de la conférence (adresse : Assistentinkatu 7)
2. Département d'Études françaises (1^{ère} étage du bâtiment Juslenia, adresse: Henrikinkatu 2)
3. Bâtiment principal de l'université (cf. <http://www.utu.fi/fakta/kampuskartta/rakennukset/t1.html>), soirée de bienvenue le jeudi à 19h. Pour accéder au bâtiment, prendre la rue Hämeenkatu puis monter les escaliers dans la direction opposée de la rue Lemminkäistenkatu.
4. Cathédrale de Turku (point de repère).
5. Marché (de nombreux centres commerciaux à proximité).
6. Restaurant Sappalinna (adresse : Itäinen Rantakatu 10) - dîner samedi 19h.
7. Office de tourisme.

Lieu de déroulement de la conférence

La conférence se déroule dans le bâtiment Publicum, situé sur le campus de l'Université de Turku (adresse : Assistentinkatu 7). Les salles 2, 3, 4 et 5 ont été réservées pour la conférence.

Le département d'Études françaises

Le département d'Études françaises, qui organise la conférence, est situé dans le bâtiment Juslenia, (adresse : Henrikinkatu 2). Pour rejoindre le département, entrez dans le bâtiment et tournez à gauche ; le département d'Études françaises (en finnois : Ranskan kieli) se trouve au premier étage.

Se rendre au centre-ville de Turku depuis l'aéroport

L'aéroport de Turku est situé à huit kilomètres du centre-ville. Néanmoins, il est assez facile de se rendre en ville :

En bus:

Le bus numéro 1 part de l'aéroport toutes les vingt minutes et va jusqu'au centre-ville. Un ticket coûte 2,50 € (3,5 € la nuit, de 23h à 4h) ; le dernier bus part à 0h50.

En taxi:

Il existe deux types de taxis : d'une part les taxis "classiques", et d'autre part les taxis desservant tout spécialement l'aéroport. Ces derniers sont les plus avantageux : leurs prix sont fixes (12 € par personne pour un trajet de l'aéroport au centre-ville de Turku), et ils font des réductions pour les groupes. Avec un taxi "classique", il faudra compter environ 17 €. En moyenne, le trajet dure vingt minutes.

Taxi spécial aéroport : tél. 0400 919 940², fax (02) 233 0155

Taxi "classique": tél. 02-10041

Louer une voiture:

Avis, (02) 231 1333 / Budget, 0800 12535 / Europcar, 0403 062 831 / Hertz, 020 555 2600 / Scandia Rent, (02) 478 7500.

Climat et code vestimentaire

À la fin août, le temps à Turku peut être très variable ! Ainsi, il est avisé de se munir de vêtements chauds, ainsi que de parapluies. Tenue décontractée conseillée. Pour avoir la météo du jour, vous pouvez consulter le site Internet de l'Institut météorologique de Finlande (www.fmi.fi/en).

Accès Internet:

Des ordinateurs seront réservés aux participants de la conférence dans le bâtiment Publicum. Vous pourrez également trouver des ordinateurs ayant accès à Internet dans les différentes bibliothèques universitaires. Vous pouvez aussi vous rendre au cybercafé dans la rue Hämeenkatu, à proximité de l'université.

Badges

Après s'être enregistrés, les participants recevront chacun un badge à leur nom. Ils sont vivement incités à le porter tout au long de la conférence. Par ailleurs, ceux-ci sont également priés de rendre leur badge à la réception à la fin de la conférence.

Ouvrages en démonstration

Il y aura à cet effet deux tables à côté de la réception :

- l'une est destinée aux livres et documents traitant de la recherche sur l'évaluation des langues et de l'(inter-)culture!. Les participants sont invités à y déposer leurs publications et leurs imprimés. La table sera placée sous la surveillance de nos assistants. Les participants sont donc priés de ne pas prendre les ouvrages se trouvant à cet endroit !
- l'autre table rassemblera elle les divers documents, brochures et photocopiés introduisant des projets relatifs à l'évaluation.

Consigne

² Pour téléphoner en Finlande à partir de l'étranger, faites d'abord le code du pays +358, puis taper le numéro sans le premier 0.

Vous pourrez trouver des casiers pouvant recevoir des bagages de différentes tailles sur le lieu de la conférence (Publicum). Vous aurez besoin d'une pièce de 50 centimes d'euro (qui vous sera rendue) pour les utiliser.

Repas

Le déjeuner sera servi à la cafétaria Macchiavelli (située juste à côté du bâtiment Publicum). Un ticket sera délivré à chaque participant pour le repas du vendredi ; il suffira de le remettre au caissier lors de votre passage au restaurant.

Le dîner du samedi soir aura lieu au restaurant Samppalinna à 19h (adresse : Itäinen Rantakatu 10, Turku, n. 6 sur la carte).

Devises

Au cas où vous devriez changer de l'argent ou tirer du liquide avec votre carte de crédit, nous vous conseillons de vous rendre au bureau de change Forex, qui est celui proposant les prix les plus raisonnables. Celui-ci se trouve à côté du marché, à Eerikinkatu, et il est ouvert du lundi au vendredi de 8h à 19h et le samedi de 9h à 15h.

Shopping

Vous pourrez trouver quelques magasins à Hämeenkatu, près de l'université. Autrement, le centre-ville, situé aux alentours du marché, ne se trouve qu'à dix minutes à pied de l'université.

Visites

Comme vous avez pu le noter, nous n'organisons pas d'excursions. Notre programme étant complet, les visiteurs et participants sont incités à prendre leurs dispositions en dehors des horaires de la conférence. Vous pourrez trouver des informations sur la ville de Turku et ses alentours ainsi que sur la Finlande dans la brochure mise à votre disposition (table près de la réception) ou sur le site <http://www.turku.fi/Public/default.aspx?nodeid=8726&culture=en-US&contentlan=2> .

Autrement, l'adresse de l'office de tourisme de Turku est : Aurakatu 4.

Entre autres, nous vous recommandons les visites suivantes :

- le château de Turku.
- le musée artisanal.
- la ville de Naantali.
- la ville de Rauma.

Taxi

Si vous voulez appeler un taxi à Turku, appelez le +358 2 10041 (de l'étranger ou d'un téléphone portable étranger) ou tout simplement le 10041 (de votre hôtel, d'un téléphone portable finlandais ou d'une cabine téléphonique).

Distributeurs de boissons, etc.

Des distributeurs sont à votre disposition dans le bâtiment Publicum : vous pourrez y acheter du café, des boissons, des gâteaux, etc.

NB: La conférence étant bilingue, il n'y aura pas de traduction simultanée des interventions.

Si vous avez des questions durant la conférence, n'hésitez pas à les poser à nos collègues à la réception !

Nos assistantes (Léa, Lotta, Maisa, Milla, Nora, Satu, Vera & Veronika) seront là pour vous aider, aussi bien en français qu'en anglais.

Conference programme / Programme de la conférence :

Thursday 30th August 2007 / Jeudi 30 août 2007

Place: Pub(licum), street address: Assitentinkatu 7 (1 on the previous map), rooms: 2, 3, 4 and 5.
Lieu: Pub(licum), adresse: Assitentinkatu (1 sur la carte ci-dessus), salles: 2,3,4 et 5.

Time	Type of event	Speaker	
11.00	<u>Registration & coffee - Inscriptions & café</u>		
12.00	Welcome - Discours de bienvenue Pub Room 3	Eija Suomela-Salmi Professor Fred Dervin, Senior Lecturer Department of French Studies University of Turku (Finland)	
12.10 - 13.10	Plenary Speaker / Plénière (in English - en anglais) Pub Room 3	Danièle Moore Faculty of Education, Simon Fraser University, Burnaby, Canada Developing Intercultural Competences for Teachers in Multicultural Contexts. Voices, Choices and Challenges.	
	Chairperson / Président de séance: Esmeralda Lopes Rosa Room 2	Chairperson / Président de séance: Eija Suomela-Salmi Room 3	Chairperson / Président de séance: Fred Dervin Room 5
13.15 - 13.45	Assessing reading Reima Al-Jarf King Saud University, Saudi Arabia Testing reading for special purposes.	Assessing grammatical knowledge Janne Skaffari Department of English, University of Turku, Finland Springtime for sentence structures ? Grammatical knowledge and its assessment in the post-Bologna curriculum.	Évaluer l'interculturel Kuo-Lei Chang Université Tamkang, Taiwan Étude sur l'application du "modèle de complexité" dans l'enseignement- apprentissage interculturel.
13.45 - 14.15	Per Kristian Urlaub Stanford university, USA Assessing second language reading as intercultural communication.		Marlene Da Silva Université de Minho, Portugal L'auto-évaluation des opérations comportementales et verbaux interculturelles des futurs enseignants de français dans le cadre de la formation initiale à l'enseignement à l'université de Minho (Portugal).

14.15 - 14.45	<u>Refreshments - Rafrâichissements</u>		
	Chairperson / Président de séance: Marjut Johansson Room 4	Chairperson / Président de séance: Joanna Anckar Room 3	Chairperson / Président de séance: Outi Veivo Room 5
	Assessing pragmatic competence	Developing and setting up assessment of language skills	Évaluer l'écrit académique
14.45 - 15.15	Wenli Wu University of Warwick, England Exploring participants' strategies for learning English in cross-cultural learning environment.	Eija Suomela-Salmi Department of French Studies, Finland ECC-Lang Assessing language and (inter-)cultural competences in Finnish Departments of French.	Frédérique Artus, Marielle Maréchal Université Mons Hainaut, Université de Liège, Belgium Épreuve d'évaluation critériée en expression écrite académique.
15.15 - 15.45	Colette Mrowa-Hopkins Flinders university, Australia The challenge of assessing the socio- pragmatic competence of language learners in an Australian university.	Cultural studies & assessment Kenneth Froehling Brno University of technology Czech Republic Coconducting courses and assessing students in cultural studies related courses.	Sabine Kraenker et Ulla Tuomarla Université de Helsinki, Finlande Écriture académique et identité culturelle: comparaison entre un corpus français et un corpus finlandais.
15.45 - 16.15	Sociolinguistic variables and assessment Samira ElAtia University of Alberta, Canada An investigation of the effect of language variation on students' performance in a university entrance French placement test.	Assessment of regional and minority languages Eugene McKendry Queen's university, Northern Ireland Assessment in regional and minority languages in higher education abroad.	
16.30 - 17.30	Plenary Speaker / Plénière (in English - en anglais) Pub Room 3	Mike Byram Professor in Education, University of Durham (UK) Intercultural competence - shall we assess or evaluate?	

19.00	<p><u>Get-together – Soirée de bienvenue</u> Welcome speech by the Rector of the University of Turku, Keijo Virtanen Main building of the University (n. 3 on the map) Discours de bienvenue de la part du Recteur de l'Université de Turku, Keijo Virtanen Bâtiment principal de l'Université (no. 3 sur le plan)</p>
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Friday 31st August 2007 / Vendredi 31 août 2007

Place: Pub(licum), street address: Assitentinkatu 7 (1 on the previous map), rooms: 2, 3, 4 and 5.
Lieu: Pub(licum), adresse: Assitentinkatu (1 sur la carte ci-dessus), salles: 2,3,4 et 5.

Time	Type of event	Speaker	
8.30	<u>Registration - inscription</u>		
9.15 - 10.15	Plenary Speaker / Plénière (in French - en français) Pub Room 3	Marion Pescheux Université Jean Monnet, St Etienne Conceptualisation métalinguistique et évaluation des compétences langagières en classe de FLE: réflexions sur le positionnement de l'enseignant en formation initiale à l'université	
10.15 - 10.30	<u>Refreshments - Rafrâichissements</u>		
	Chairperson / Président de séance: Mara Dirba Room 2	Chairperson / Président de séance: Janne Skaffari Room 2	Chairperson / Président de séance: Maarit Mutta Room 2
	Assessing intercultural communicative competence	Computer-assisted assessment	Évaluation alternative
10.30 - 11.00	Uwe Baumann Faculty of Education and language studies, The Open university, UK Intercultural communicative competence: a case study of a student of German at a distance.	Francesca Helm & Gillian Davies University of Padova, Italy Computer-mediated communication, electronic diaries and the European Language Portfolio for self, peer and tutor assessment of intercultural competences.	Mitsuru Ohki Université de Kyoto, Japon L'auto-évaluation pour développer l'autonomie, la motivation et la compétence linguistique - étude de cas pour l'enseignement de la grammaire française dans une université japonaise.

11.00 - 11.30	Kim Griffin and Teresa Bordón Middlebury College, Spain Assessment of linguistic and cultural progress in North American students learning Spanish in Spain using oral proficiency interviews, language contact profiles, and weblogs.	Montserrat Iglesias and Cristina Palomeque University of Barcelona, Spain The use of ICT tools to involve students in their learning/assessment process.	Svetla Kaménova Université Concordia, Canada S'évaluer et être évalué en phonétique corrective avec le logiciel interactif CAN8.
11.30 - 12.00	Jacqueline Geoghegan Bournemouth University, UK How self-managed learning can integrate cultural awareness into the communicative approach of an IWLP Languages Programme.	Teachers' and learners' attitudes towards assessment.	Tarja Leblay Université de Jyväskylä et Direction nationale de l'enseignement, Finlande Evaluation de la compétence langagière orale: auto-évaluation et évaluation externe.
		Joanna Anckar Jyväskylä University, Finland Investigating FL Listening comprehension tests - where the listening processes and the test method meet	
12.00- 12.30	Liang Wang The Open university, UK Localizing ICC assessment: a case in China.	Fred Dervin and Eija Suomela-Salmi University of Turku, Finland Students' voices on their Master's Voice: Finnish students of French gauging the assessment of written competences.	Evaluation et littérature
			Xavier Martin Université de Oulu, Finland Quelle place pour l'enseignement de la littérature à l'université ?
12.30 - 14.00	<u>Lunch - Déjeuner</u>		
14.00 - 15.00	Plenary Speaker / Plénière Pub Room 3	Professor Claude Springer University of Provence, France New competences, new modes of evaluation for a socially situated plurilingual/pluricultural communication.	
15.05 - 15.35	Chairperson / Président de séance: Colette Gattoni Room 3	Chairperson / Président de séance: Eija Suomela-Salmi Room 4	Chairperson / Président de séance: Monica Vlad Room 5
	Assessing (inter-)cultural competence	Assessing criticality	Représentations sur l'évaluation
	Mark Chapman Hokkaido University, Japan The use of a group oral test in a Japanese university: validity and practicality.	Etsuko Yamada University of Durham, UK Indicators of 'criticality' for a beginners' language course; how can they be systematised for assessment?	Emmanuelle Huver Université François Rabelais, France Quelles représentations de l'évaluation chez les enseignants de langue dans l'enseignement supérieur?

15.35 - 16.05	Laure Ayooso University of Oxford, UK Is the "culture test" an accurate reflection of students' (inter-)cultural competence?	Peer & self-assessment	Julie Rançon et Nathalie Spanghero-Gaillard Université Toulouse le Mirail, France Relations entre les représentations des enseignants sur les apprentissages et apprentissages évalués des apprenants.
		Milica Savic University of Nis, Serbia Peer assessment : a path to student autonomy.	
16.05 - 16.20	<u>Refreshments - Rafrâichissements</u>		
16.20 - 16.50	Abdel Latif Sellami Zayed University, Dubai Beyond culture teaching: assessing (inter)cultural competence.	Susan Sheehan British Council Manchester, UK Self-assessment and the adult learner of English.	Jacques Da Silva Université du Minho, Portugal Représentations des futurs enseignants de français de l'évaluation de leurs compétences langagières interculturelles dans le cadre de la formation initiale à l'enseignement à l'Université de Minho (Portugal).
16.50 - 17.20	Mara Dirba University of Latvia, Latvia Students' Interpretation of Intercultural Competence	Assessing pragmatic competence in intercultural communication	Jean Noriyuki Nishiyama Université de Kyoto, Japon Impact du Cadre Européen Commun de Référence (CECR) pour l'enseignement du français à l'université japonaise: universalisme européen au défi du contexte de l'Asie.
		Susanna Kohonen The University of Joensuu, Finland Analysing intercultural communication with the help of conversation analysis: interpreting overlaps and interruptions in intercultural talk.	

Saturday 1st September 2007 / Samedi 1er septembre 2007

Place: Pub(licum), street address: Assitentinkatu 7 (1 on the previous map), rooms: 2, 3, 4 and 5.
Lieu: Pub(licum), adresse: Assitentinkatu (1 sur la carte ci-dessus), salles: 2,3,4 et 5.

Time	Type of event	Speaker
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9.00 - 10.00	Plenary Speaker / Plénière (in English - en anglais) Pub Room 3	Sauli Takala University of Jyväskylä, Finland Reconciling national assessment practice with CEFR-based assessment: (How) Can it be done?
10.00 - 10.30	Chairperson / Président de séance: Mara Dirba Room 2	Chairperson / Président de séance: Fred Dervin Room 3
	Assessing LSP	Assessing intercultural communicative competence
	Ineta Luka School of business administration Turība, Latvia Development of students' ESP competence in tertiary studies	Serkan Geridönmez Anadolu university, Turkey Intercultural: voices from Turkish EFL context.
10.30 - 11.00	Testing academic competence in ESP	Gill O'Neill and Prue Holmes Waikato Management School, University of Waitako, New Zealand Managing intercultural interactions in multicultural contexts: a framework for intercultural communication competence self- assessment.
	Reima Al-Jarf King Saud University, Saudi Arabia Testing Research Skills in EFL"	
11.00 - 11.30	<u>Refreshments - Rafrâichissements</u>	
	Chairperson / Président de séance: Ineta Luka Room 2	Chairperson / Président de séance: Maarit Mutta Room 4
11.30 - 12.00	Assessing LSP	Évaluer les productions langagières académiques
	Marina-Anastasia Tsoutsouloupoulou & Makrina Zafiri University of Thessaly, Volos, Greece Insights into how ESP/AEP materials can help learners of L2 construct an academic profile.	Aleksandra Ljalikova Université de Tallinn, Estonie Le qualitatif et le quantitatif dans l'évaluation universitaire.

12.00 - 12.30	Sehnaz Sahinkarakas & Qatip Arifi Cukurova University, Adana, Turkey & SEE University, Macedonia The CEFR and the needs of the ESP students.	12.00 - 12.45	Monica Vlad, Fred Dervin, et Chantal Claudel Evaluer le français écrit académique: quelles grilles? Quelles techniques? Quelles pratiques?
12.30 - 13.00	Marcela Borecka Brno University of Technology Czech Republic Teaching foreign languages to engineering students: some aspects of assessment and self-assessment.		
13.00 - 14.00	<u>Lunch - Déjeuner</u>		
14.00 - 15.00	Panel discussion / Discussion (in English and in French - en anglais et en français) Pub Room 3	The CEFR and its impact on national curricula in higher education Participants: Michael Byram, Danièle Moore, Teija Natri, Claude Springer & Sauli Takala	
15.00	Concluding remarks / Conclusions (in English - en anglais) Pub Room 3	Eija Suomela-Salmi Professor in French Studies Fred Dervin Senior Lecturer in French Studies University of Turku, Finland	
19.00	<u>Conference dinner –Dîner de clôture de la conférence</u> Samppalinna - address: Itäinen Rantakatu 10 20700 Turku		

PLENARIES

Professor Michael Byram

University of Durham, UK

Intercultural competence - shall we assess or evaluate?

The question of assessing intercultural competence can be a technical matter and one which is rich with philosophical implications.

I will try to steer a course between Scylla and Charybdis to reach a point where the land of practicality is visible.

Professor Danièle Moore

Faculty of Education, Simon Fraser University, Burnaby, Canada

Developing Intercultural Competences for Teachers in Multicultural Contexts. Voices, Choices and Challenges.

The contribution will discuss some key choices and challenges associated with the development and assessment of (inter/pluri/trans)-cultural competence for pre-service teachers in a highly multilingual and multicultural context. The specific contact situation of Vancouver (British Columbia, Canada) will serve as a backgrounder for the discussion, with a focus on Aboriginal/First Nations and French Teacher Education as the two high priority areas for the promotion and protection of diversity in the BC context.

Diversity has always been a force in Canada's development. By 2017, one in five Canadians will come from a visible minority group (Government of Canada, 2004). In BC alone, Vancouver ranks as one of the most diverse city in the world (Nations Unies, 2004). Canada stands apart in its acceptance and recognition of differences within the population as a source of strength. In BC, the Ministry of Education has developed a number of policies and documents to honour diversity. Guidelines outline criteria related to the academic K-12 program, to ensure equitable access for all students. Policies promote the monitoring and development of supporting material and learning resources that are inclusive and representative of the population (e.g. Diversity in BC Schools. A Framework, 2004).

Within this context, the goals of the Professional Development Program (PDP) for pre-service teachers highlight a continuing commitment to respect students and their development, and to value lifelong learning through openness, reflective practice, and active participation and cooperation with the local communities. Within this general framework, Aboriginal/First Nations and French Teacher Education are two high priority areas. The programs value a community approach to learning and intercultural awareness, through mixed cohorts of student-teachers, indigenous and non-indigenous, francophone and francophile, working in elementary and secondary schools. The modules incorporate indigenous voices, local knowledge, and cultural resources available in the environment (First Nations and other communities residing in the metropolis). The framework aims to increase the skills and competencies of pre-service teachers working in communities with large populations of plurilingual and pluricultural children and youth in schools (including important numbers of Aboriginal learners, and in the case of French immersion, Chinese children). Teacher training is thus seen as a local contact zone where diverse linguistic and cultural networks meet, and intercultural dialogue is encouraged in and among the learners. Within this built-in context of linguistic and cultural contacts, observing, participating, experimenting and knowing are key components for the inclusion and development of teachers' pluriculturalism. Language Biographies and Learning Portfolios are also privileged tools to voice, record and assess experiences of contact with other cultures, and their significance for professional development.

Associate Professor Marion Pescheux

Université Jean Monnet, St Etienne, France

Conceptualisation métalinguistique et évaluation des compétences langagières en classe de FLE: réflexions sur le positionnement de l'enseignant en formation initiale ^ l'université

Mots-clé : métacognition, conceptualisation métalinguistique, interlangue, évaluation formative.

Cadre théorique : « métacognition » et « conceptualisation » ; évaluation « formative »

La « métacognition » est définie à la suite des travaux de J. Flavell (1985) comme l'ensemble des « opérations mentales exercées sur des opérations mentales » (Noël et al. 1995). Le concept de métacognition relève des Sciences Cognitives en général, et intéresse les Sciences de l'Education. La « conceptualisation » dans le cadre de la Didactique des Langues Etrangères (H. Besse, 1992 : 116) est destinée « à amener les étudiants à prendre conscience et formuler la manière dont ils « conceptualisent » le fonctionnement de la L2 qu'ils ont appris ». Enfin, parmi les 14 types d'évaluations envisagées par Hameline (1982), l'évaluation formative peut se définir comme celle qui permet à un apprenant, non de se comparer à une norme ou aux autres, mais de repérer des étapes de son apprentissage.

Deux questions posées en Didactique des Langues Etrangères

La « conceptualisation » interpelle la didactique des langues sur le statut des productions langagières issues de la « grammaire intériorisée » d'un apprenant à un stade donné. L'acceptation des formes non canoniques, des règles grammaticales forgées par l'apprenant et de l'insertion de celles-ci dans le programme de la classe pose la question de leur *évaluation formative*. Pour l'enseignant, il s'agit de leur

conformité à ses conceptions métalinguistiques et didactiques et de la remise en cause de sa fonction dans sa classe : si l'enseignant est l'expert de la langue-cible, les apprenants sont les « experts » de leur propre processus métalinguistique. On examinera comment des enseignants, surtout lorsqu'ils sont en formation initiale de Master 1 de FLE mettent en place et évaluent une démarche de conceptualisation métalinguistique ou une démarche inductive, qui part des productions des apprenants. Des exemples d'évaluation formative explicites ou implicites, réalisées par des étudiants en Master1 seront présentées et discutées.

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Professor Claude Springer

Université de Provence, France

New competences, new modes of evaluation for a socially situated plurilingual/pluricultural communication.

Two essential elements should be taken into account: the transversal and social dimension of languages. Foreign language teaching/learning should be reconsidered across the curriculum if we really want to develop pluricultural communication. Moreover, a language pedagogy opened to collaborative learning situated in communities could help us go beyond the traditional loneliness of the learner centered approach towards a togetherness spirit of a community acting collaboratively. I feel that the social action perspective as well as the sociocultural theory, which are the fundamentals of the CECR, give us the theoretical framework we need.

The CECR has brilliantly opened new ways for defining and evaluating language competence. It is nevertheless necessary to open language didactic to broader educational issues and to root our argument in the current competence based movement and the definition of key competences for universities. The OECD « definition and selection of competencies » program has decided on 3 key areas: interacting in socially heterogeneous groups, acting autonomously, and using tools interactively. The first one is important for our discussion. Similarly, the Bologna and Bergen european decisions for universities, the necessity to define competences and qualifications offer another complementary framework. Last, the new social virtual informal learning environments open new ways which should also be taken seriously into account.

The intergovernmental Symposium on the CECR, in Strasbourg 2007, opened new directions. Daniel Coste warned against a certain drift which reduces the CECR to the general levels of competence as a universal norm, but also against commercial concerns instead of pedagogic ones. However, plurilingual/pluricultural education is and must be our ultimate concern, because European citizenship, and therefore the European educative policy, is plurilingual and pluricultural. We have thus not arrived yet at the end of the road for evaluation / certification of competences, new horizons are to be discovered. It is necessary for us to take up the new challenges in order to better describe plurilingual/pluricultural competence, to facilitate new practices of auto/co-evaluation socially situated, to give to intercultural competence all its dimension.

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<http://tuning.unideusto.org/tuningeu/> site sur le Tuning project, compétences clés et qualifications pour l'enseignement supérieur

Nouvelles compétences, nouveaux modes d'évaluation pour une communication plurilingue/pluriculturelle socialement située.

Deux points essentiels sont à considérer : la dimension transversale et sociale des langues. L'enseignement/apprentissage des langues devrait être repositionné de manière transversale dans le curriculum général si l'on souhaite réellement favoriser une communication pluriculturelle. De plus, une pédagogie tournée vers l'apprentissage collaboratif situé dans des communautés plurielles permettrait de dépasser la traditionnelle centration sur l'apprenant solitaire au profit d'une communauté agissant solidairement. Il me semble que la perspective de l'action sociale ainsi que la théorie socioculturelle, sur lesquelles le CECR s'appuie, fournissent sans ambiguïté le cadrage théorique dont nous avons besoin. Le CECR a eu le grand mérite d'ouvrir de nouvelles perspectives pour la définition et l'évaluation des compétences en langues. Il est cependant nécessaire d'ouvrir la didactique des langues vers des préoccupations éducationnelles larges et d'inscrire notre problématique dans le mouvement actuel de l'approche par compétences et la définition de compétences clés pour l'enseignement supérieur. Le programme de l'OCDE sur la Définition et la Sélection des Compétences (DeSeCo) a défini trois domaines clés : interagir dans des groupes socialement hétérogènes, agir de manière autonome, utiliser interactivement les outils. Le premier domaine concerne notre réflexion. De même, les nouvelles orientations européennes, issues de Bologne et Bergen, pour les qualifications et la définition des compétences dans l'enseignement supérieur proposent un cadrage différent mais indispensable à notre réflexion. Enfin, les nouveaux environnements virtuels d'apprentissage collaboratif informel ouvrent des perspectives qui doivent être prises au sérieux. Le Symposium intergouvernemental sur le Cadre européen, qui s'est tenu à Strasbourg en février 2007, a permis de tracer de nouvelles pistes. Daniel Coste a mis en garde contre une certaine dérive qui réduit le CECR à une échelle de compétences devenue norme universelle, mais aussi contre les préoccupations commerciales plutôt que pédagogiques. Or, l'éducation plurilingue/pluriculturelle est et doit être l'ultime préoccupations parce que la citoyenneté européenne, et donc la politique éducative européenne, est plurilingue et pluriculturelle. Nous ne sommes donc pas arrivés au bout du chemin pour l'évaluation et la certification des compétences, de nouveaux horizons sont à découvrir. Il nous faut ainsi relever les nouveaux défis afin de mieux cerner la compétence plurilingue/pluriculturelle, de faciliter de nouvelles pratiques d'auto/co-évaluation socialement situées, de donner à l'interculturel toute sa dimension.

Professor Sauli Takala

University of Jyväskylä, Finland

Reconciling national assessment practice with CEFR-based assessment: (How) Can it be done?

Assessment and examinations in Europe are known, in addition to shared features, to display quite distinct characteristics, which reflect national/regional traditions. This is also true of language assessment and language examinations. In language education, there are also quite distinct patterns concerning the roles of national examinations and international examinations. In some countries the international examinations play an important role while in others they have a more marginal position. With the emergence of several conceptual tools, developed largely under the aegis of the Council of Europe during the past few decades (from the Threshold level to the CEFR and the Portfolio), there is a possibility to obtain increased transparency in assessment, examinations and certificates, which would promote mutual recognition of examinations and certificates. CEFR, in particular, offers an unprecedented opportunity in this respect. However, it cannot be used mechanically but requires thoughtful and informed application. If properly done, and documented, the chances of reconciling national assessment practice with CEFR-based assessment are promising. This will be explored in the presentation.

Parallel sessions (in English)

Al-Jarf, Reima

King Saud University, Saudi Arabia

Testing Research Skills in EFL

Since most Saudi graduate students are not proficient in English, they are required to take an ESP course when admitted to the M.A. and Ph.D. programs, in order to enable them to locate abstracts and full-text articles from specialized electronic databases and websites for their courses, assignments, and theses as part of their ESP courses. At the end of the training module, the students were given individual research projects, for which they had to select the search terms, define the search strategy, select the relevant database, go online, log into the electronic database, go through the searching steps, conduct simple and advanced searches, and print and save the actual records obtained. The test required the students to locate different types of resources such as dissertation abstracts, refereed journal articles etc... Secondly, Screen shots of were also printed and handed out to students together with questions. Those required the students to identify, mark, circle, fill in, and explain certain parts of a search screen, search commands or abbreviations. Finally, the students were asked to skim through sample abstracts and research articles and locate and summarize the aim of the study, type of instrument used in collecting the data, the subjects, data collection procedures, statistical analysis procedures and results. A detailed description of test content and research skills measured by the test will be given. Scoring of students' responses, statistical analysis and sample questions will be given

Al-Jarf, Reima

King Saud University, Saudi Arabia

Testing Reading for Special Purposes

Since most Saudi graduate students are not proficient in English, they are required to take an ESP course when admitted to the M.A. and Ph.D. programs, in order to enable them to read and comprehend reference material in English and locate information the internet for their courses, assignments, and theses. Based on a needs assessment questionnaire results, an ESP course focusing on reading comprehension, specialized art terms, translation and online art materials was especially designed to meet the students' academic and professional needs. Authentic art texts were selected from online art encyclopaedias, online art encyclopaedic dictionaries, internet art websites, and online art book reviews. The texts increased in length and difficulty level. They had different organizational structures and most text had familiar themes. At the end of the semester, the students took a final exam that consisted of reading and comprehending art texts, defining specialized art terms, translating art texts into Arabic, locating, skimming through and translating online art materials. The reading test required the students to recognize the art text macro- and micro-

structures, to locate main ideas and supporting details such as names of artists, artworks and place names, characteristics, classification, time sequences, enumeration, comparison and contrast, outlining and identifying key concepts and key terms in the text. The test required the students to figure out meanings of key art terms from context. It also required them to identify the part of speech of some art terms in context and to break art terms into prefixes, suffixes and roots. The translation subtest required the students to render a translation of the overall meaning of the text. The students were also asked questions that required them to go online, search for the ARTyclopedia, National Art Education Association, an art conference, art book reviews from Amazon, the British Museum, and the [Turkish Plastic Arts Archives](#). They were required to skim through those websites and locate specific information. As for the Art book reviews, students had to render the general meaning of selected book reviews in Arabic. A detailed description of the content sampled and skills tested (i.e., table of specifications) will be described in detail. Sample items will be shown and statistical analyses of those tests will be reported.

Anckar, Joanna

Jyväskylä University, Finland

Investigating FL Listening comprehension tests –where the listening processes and the test method meet

FL listening comprehension ability is frequently measured especially in large scale assessment contexts through the means of the multiple choice method. However, many scholars are questioning the validity of the method, as processes outside the listening comprehension proper may affect the test scores.

In order to verify the validity of the use of a multiple choice test I have let test-takers (at the Finnish matriculation level, CEF A2; n:218) briefly write down justifications for selecting an option at each item of a test of listening comprehension. Through these introspective responses I have established a model of the activated cognitive processes, covering both the processing of the written test items and the spoken text as well as the use of different strategies. Among influencing variables are the characteristics of an individual item and the ability level of the test-taker.

Ayosso, Laure

University of Oxford, United Kingdom

Is the “culture test” an accurate reflection of students’ (inter)cultural competence?

In second language (L2) learning contexts where there is little opportunity to be in direct contact with L2 culture(s), it is often challenging for teachers to assess the progression of learners’ cultural acquisition (Valette, 1986). This paper thus examines this assertion in light of the results of a test of general cultural knowledge about France and other Francophone countries which was administered to university students (N=88) at a U.K. language centre.

The research instrument consisted of a questionnaire made up of ten items, and data was obtained through quantitative analysis. The answers were analysed through a range of independent variables such as level of competence in French, gender, age, field of study and nationality. The findings were then linked to a broader study on students' and tutors' attitudes toward the cultural contents of French language courses.

The results of the test generally yielded low scores, although they tended to improve according to some predictable factors such as level and age. More interestingly, students' nationalities and fields of study also played a role in the extent of cultural knowledge.

In light of this study's results, I will firstly discuss the concepts of "second culture acquisition" (Libben & Lindner, 1996; Lantolf, 1999) and progression of cultural acquisition in course material (Neuner, 1997; 2003). I will then reflect on formative and summative means of assessing cultural knowledge in French courses specifically aimed at 'non-language' degree students by referring, in particular, to the Oxford University Programme in Languages (OPAL certificates).

Baumann, Uwe

The Open University, United Kingdom

Intercultural communicative competence : a case study of a distance learning German course for adults

The concept of intercultural communicative competence (ICC) has been widely accepted in Europe and nowadays forms part of the teaching of languages and culture(s) in educational settings (see Byram, 1997; Byram & Morgan, 1994; Byram et al., 2001). The research literature focuses mainly on the acquisition of ICC among secondary school children and young adults in universities (see for instance the British-based Interculture Project (<http://www.lancs.ac.uk/users/interculture/>)). In comparison, less is known about adult learners of languages and their ICC who are 'a special target group, with special interests and needs which differ to some extent from those of children and young people' (Loretsen (1995) quoted in Aarup Jensen et al., 1995: 9). This paper uses a case study to offer an insight into the intercultural learning of an adult student of German at the Open University, UK. It will assess what effect the study of a higher level German course at a distance has had on the learner's ICC, drawing on questionnaire and interview data.

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Borecka, Marcela

Brno University of Technology, Czech Republic

Teaching Foreign Languages to Engineering Students: Some Aspects of Assessment and Self-Assessment

The paper will give an overview concerning the system of teaching languages to engineering students with special focus on the assessment of selected language competences and on the importance of standardization of language teaching in accordance with the Common European Framework of Reference for Languages.

Some of the general and specialized courses will be discussed with respect to course evaluation, current forms of testing and examining.

The importance of Language for Specific Purposes will also be mentioned.

Some examples of application of language assessment will be commented in greater detail.

Information technology and its use as:

- a basis for self-assessment of first year student's entrance level of English,
- a means of compensation for the low study load in language learning at the faculty (e-learning and self-testing),
- a tool of gaining feedback from exchange students as a basis for the assessment of their needs in different language skills,

will also be mentioned

Chapman, Mark

Hokkaido University, Japan

The use of a group oral test in a Japanese university: validity and practicality.

The purpose of this presentation is to demonstrate the use of a group oral English test at a university in Japan. The group oral test has attracted attention recently (Bonk and Ockey, 2003; Van Moere, 2006) as a valid and practical alternative to the traditional face-to-face interview test format. The presenter will show how the group oral is employed through videos of student performances. The videos will act as a springboard for discussion of the use of the group oral as a practical and efficient way to assess the cultural competence of learners in an EAP program in higher education. In the author's opinion this test format offers construct validity and positive washback to an EAP program which emphasizes the ability to construct and manage small-group discussions. Additionally, as the group oral allows four candidates to be assessed within fifteen minutes, it is more practical than other tests of spoken English proficiency.

Dervin, Fred & Suomela-Salmi, Eija

University of Turku, Finland

Students' voices on their Master's Voice: Finnish students of French gauging the assessment of written competences.

The assessment of foreign language competences has long been based on purely linguistic and teacher-centered approaches in most teaching/learning contexts. With new methodologies being developed under the influence of the *Common European Framework of Reference for Languages*, the time for changes seems to have come. Basing our model of language and (inter-)cultural competences on reflections around the Framework, our paper proposes to examine Finnish university students of French's perceptions and interpretations of assessment of their written productions at a Finnish university. The study is based on two sets of data. The first part of our paper concentrates on a questionnaire on the assessment of written competences, which was distributed by e-mail to all our students (BA to MA students) in autumn 2006. The questionnaire allows us to give a picture of the students' insight into assessment and the definition of language competences, and check potential variation as determined by study years. The reactions from this batch of students provide clues on changes in their perceptions, awareness and understanding of writing French as a foreign academic language during their first year in our department. As a final goal, our paper sets to look at the effects of the new system on the students' discourse in comparison with that of BA and MA students.

ElAtia, Samira

University of Alberta, Canada

An Investigation of the Effect of Language Variation on Students' Performance in a University Entrance French Placement Test

This study investigates the impact of sociolinguistic variables on students' performance on a French placement test (FTP). This study took place in Campus Saint-Jean (CSJ), the French campus of the University of Alberta, Canada. The students' body entering CSJ is diverse with students speaking different varieties of French: Francophone Canadians, Francophones from Europe or Africa, French Immersion students.

Students were categorized according to their sociolinguistic background. A comparative analysis of the results of the FPT showed that the performance of the students differed significantly from one group to another. Moreover, there were distinct features in the responses within each group where students displayed identical behavior. Finally, certain groups were discriminated against because of the variety of French they spoke. Hence, the language variety used in a test could be a source of bias. Findings from this study showed that sociolinguistic factors have strong effect on the performance of examinees from different linguistic background

Elorza, Izaskun

University of Salamanca, Spain

Written corpora for FL students' self-assessment: Input and reference

In this paper the use of written corpora is analysed in reference to two dimensions of the FL learning process: The availability of the FL input for the student and the prominence of intuition in students' writing production. Two applications of corpus methodology are considered: The enhancement of FL input availability as well as the use of reference corpora in FL writing. Examples are provided from a study carried out with Spanish university students of a degree in English Studies. Finally, it is argued that the use of written corpora can help students achieve more autonomy as FL learners for the development of reading and writing skills.

Froehling, Kenneth

Brno University of Technology, Czech Republic

Conducting courses and assessing students in cultural studies related courses

My paper focuses on how I am presently conducting my cultural studies related courses at my faculty and assessing the students in them. As a foreigner myself, I have to find a right way between those Czech and foreign students who have traveled extensively and lived in foreign countries, and those Czech students who have had little or no experience in traveling and experiencing other cultures—and not be seen penalizing those for not traveling enough when assessing them. Both my paper and presentation will focus on the experiences I have had, especially in “English for Europe, a course that was only begun at my faculty in September 2006, in making students aware of intercultural differences in the world today, including making good use of foreign students in my classes who can enrich the discussions there. After outlining the methods used in the class and during examinations, I will briefly mention the feedback I have gotten up to now from my students.

Geoghegan, Jacqueline

Bournemouth University, United Kingdom

How Self-Managed Learning can integrate cultural awareness into the communicative approach of an IWLP Languages Programme.

This paper explains the benefits that a structured, fully assessed Self-Managed Learning scheme can bring to language learning in British universities, with specific reference to non specialists. Language tutors experience the tension that exists between the two approaches to language teaching: one focusing on communicative skills and the other aiming to develop an understanding of the socio-cultural context in which the language is used.

The first section outlines the current context of language learning in British Higher Education. A case study based on Bournemouth University is presented in the second part and aims to demonstrate that if staff are prepared to design and implement a Self-Managed Learning programme which underpins class activities, the communicative and cultural aspects of language learning can be reconciled and offer a balanced curriculum. Assessment is two-pronged: class activities are assessed through professional communicative tasks whilst assignments for Self-Managed learning, carried out in exam conditions, test the cultural knowledge in the form of reading, listening and writing tasks.

The students who opted for a foreign language as a minor will then become open-minded, culturally aware, young professionals who will be able to communicate and operate successfully in an international environment.

Geridönmez, Serkan

Anadolu University, Turkey

Intercultural Competence: Voices from Turkish EFL Context

Intercultural competence in foreign language teaching is mostly dependent on the cultural context of the country where this language is taught. Therefore; it is important to identify the attitudes and readiness of the people involved in foreign language learning regarding ICC. Turkey, as a member candidate for EU is trying to do is best to integrate into Europe. However cultural, political and social structure of Turkey may result in different attitudes and beliefs regarding ICC, an important part of this integration process. This study aims at exploring the opinions of EFL students as well as teachers from different educational institutions. The collection of data from a variety of participants through questionnaires and interviews will reflect some positive and negative voices from Turkish EFL contexts regarding ICC principles. The results will contribute to attempts to create a common ICC framework and to apply ICC in Turkey in future more effectively.

Griffin, Kim & Teresa, Bordón

Middlebury College, Spain

Assessment of linguistic and cultural progress in North American students learning Spanish in Spain using oral proficiency interviews, language contact profiles, and weblogs.

Middlebury College, (Middlebury, Vermont (USA)) specializes in language immersion and study abroad programs. As such, it recognizes the importance of measuring progress in second language acquisition and cultural competence.

Objectives: This research represents a pilot study that will serve as a basis for creating a complete assessment program. The program may then be used as a valid instrument to measure the evolution of communicative competence as pertains to learners living in the target language environment.

Perspectives/theoretical framework: This research is guided by the Common European Framework, and current thought on communicative competence, strategies, individual factors, and interlanguage theory.

Methods, techniques, or modes of inquiry:

- Oral proficiency interviews (pre and post semestre administration)
- Language contact profile (pre and post semestre administration)
- Weblogs (progressive analysis during the semestre)

Data sources: 20-30 minute oral interviews

10 written samples from weblogs

Multiple choice answers to written questionnaire

Helm, Francesca & Gillian Davies

University of Padova, Italy

Computer-mediated communication, electronic diaries and the European Language Portfolio for self, peer and tutor assessment of intercultural competences.

Computer-mediated communication (cmc), in its increasingly diverse forms, offers countless opportunities for intercultural communication, though, as many researchers have reported, increased contact does not necessarily lead to increased understanding and awareness. Cmc in its spoken, written, synchronous and asynchronous forms, also offers new opportunities for assessment of language and intercultural competence due to the fact that it is not ephemeral, it can easily be recorded and made accessible to peers and tutors and even anyone on the WWW.

This paper looks at the use of cmc and electronic diaries in the assessment of intercultural competence within the context of English language classes at an Italian University. This also in light of the use of the European Language Portfolio which aims not only in promoting metacognitive skills but also in promoting awareness of students' linguistic and intercultural experiences and hence encouraging learners to record, reflect on and enhance these experiences

Iglesias, Montserrat & Cristina Palomeque

Escola Universitària d'Hoteleria i Turisme CETT (University of Barcelona), Spain

The use of ICT tools to involve students in their learning / assessment process

The assessment of oral skills has always been a tricky issue for language teachers, who more than often cannot find useful, viable tools in their search for assessment validity and reliability.

On the other hand, with the introduction of the ECTS (European Credit Transfer System) teachers have found themselves in the need to promote autonomous learning and other key competences as well as to enable students to become involved in their own learning process.

The present action research project aims to provide a tool for students to work autonomously as well as cooperatively. Another objective is to foster reflective learning, by presenting awareness-raising oral tasks to students that lead to peer assessment and self assessment.

The participants of this project are a group 18 university students studying EFL (English as a Foreign Language) as part of their degree in Tourism. ICT (Information and Communication Technologies) tools such as blogs, podcasts and streaming videos will be used to work on the students' oral performance.

Kohonen, Susanna

University of Joensuu, Finland

Analysing Overlaps and Interruptions in Intercultural Talk: A Tool for the Teaching and Assessment of Foreign Languages and Intercultural Communication Skills

The paper has two sections. In the first place, the aim is to summarise the results of the author's PhD study on the comparisons of turn-taking and speech overlap patterns in three-party conversations among native French, native British English and in a Mixed group composed of both French and English participants (all students of a university in England) conversing in both French and English. The theoretical framework of the inquiry draws on three theories: Conversation Analysis (e.g., Sacks, Schegloff & Jefferson 1974), Interactional Sociolinguistics (Gumperz 1982a; 1982b), and studies that focus on the analysis of the participants' interactional roles (e.g., Goffman 1976; Spencer-Oatey 2000c).

Qualitative analyses of both turns-at-talk and the participants' interactional roles were carried out. Furthermore, the study applied quantitative analyses, such as chi-square tests of the overlap categories. Statistical differences were discovered. One of the main statistical results was that certain overlaps of talk were used differently in the two native groups.

However, significant similarities were also observed. Less than 2% of all overlaps were interruptions, whereas 80% of all overlaps were categorised as natural speaker changes and collaborative overlaps. Based on the statistical differences and the qualitative analyses, the present inquiry suggests possible openings for speech overlap analyses in the field of intercultural communication studies (cf. Moerman 1996), with regard to culturally specific rules of conversation

The second aim of the paper is to suggest that the above-mentioned findings provide a hitherto missing scope and insight into the study, teaching, and assessment of foreign languages and intercultural communication in higher education. The findings of the present study should have an impact on the teaching of French and English as second or foreign languages, especially in relation to the teaching of oral skills and intercultural communication skills. The aim is to encourage teachers and scholars of foreign languages, who often in their teaching of language and oral communication focus on macro-level issues such as culture-specific habits, manners and politeness phrases, to explore the micro-levels of communication as a tool for understanding intercultural communication. These micro-levels include, among other, the analysis of speech overlaps and interruptions in different native speaker groups, and in mixed, intercultural groups. Such analyses are likely to prove fruitful in the teaching and assessment of foreign language skills combined with intercultural communication.

Lūka, Ineta

School of Business Administration Turība, Latvia

Development of Students' ESP Competence in Tertiary Studies

The topicality of the present qualitative evaluation research is determined by the development of tourism industry in Latvia whose labour market requires creative, decisive, educated, competitive specialists with a good command of English and excellent cooperation skills. The object of the research is the development of students' English for Special Purposes (ESP) competence. The researcher has used theoretical (study of theoretical literature and sources) and empirical methods of the research – data obtaining methods (students and teachers' interviews, students and tourism employers' surveys, students' assessment and self-assessment, students' tests) and qualitative and quantitative data processing methods. This report deals with the results of the research conducted from 2003 to 2007 – the designed ESP curriculum for tourism students, the created definition of ESP competence, the components of ESP competence, its criteria, indicators and ESP competence levels. It offers suggestions on how to develop students' ESP competence in tertiary level studies.

Our findings suggest that the new approach contributes to improved linguistic performance and skills development in this academic context.

McKendry, Eugene

Queen's University Belfast, Northern Ireland

Assessment in Regional and Minority Languages in Higher Education Abroad

The CRAMLAP Project (*Celtic Regional and Minority Languages Abroad Project*) was one of seven projects funded directly by the European Commission under its Action Plan *Promoting Language Learning and Linguistic Diversity 2004-2006*

CRAMLAP sought to investigate the provision and practice of teaching Regional and Minority Languages outside their national boundaries in Higher Education across Europe. Celtic languages were investigated in the first year, and other languages in year two. Questionnaires were sent out to institutions enquiring about course provision, staffing, methods, resources, staff training and assessment. A summary of the findings,

including assessment, will be presented. The project documentation on Assessment includes a discussion of current issues and the role of the CEFR. It provides for reference and comparison a translation into English of *Teastas Eorpach na Gaeilge/The European Certificate for Irish*, developed by the University of Maynooth and based on the CEFR. Results and conclusions will be presented.

Mrowa-Hopkins, Colette

Flinders University, Australia

The challenge of assessing the socio-pragmatic competence of language learners in an Australian university

This presentation addresses issues concerning the socio-pragmatic competence of language learners in Higher Education. The development of learners' socio-pragmatic skills has been identified as a fundamental outcome of language instruction, however, in spite of scholarly interest in *Intercultural Communicative Competence* (Paige 1993, Byram 1997), *socio-cultural understandings*, or *Intercultural Sensitivity* (Bennett 1993), there are problems that defy methodological understandings in the way this competence is meant to be taught, and more importantly evaluated and assessed in pedagogical settings. Within current teaching methodologies, the ways in which we can enable our learners to be fully functional in the target language culture is still one of the most challenging areas of language teaching.

I propose to report on a Teaching and Learning Innovation project conducted at Flinders University, in South Australia, with a group of first-year French learners. The project has been designed to raise awareness of the socio-pragmatic aspect of culture, and to specifically enable language learners to develop emotional readiness to face their new cultural environment through discussing video-based scenarios illustrating different perspectives. Through activities that focus on the discourse and non-verbal strategies that speakers use to convey their meanings in specific contexts, learners are encouraged to express their own feelings and respond to interlocutors in ways that are considered appropriate by members of the target group. The evaluation phase includes two self-evaluating questionnaires, an interview with native speakers, a weekly intercultural diary, and the performance of a role play.

O'Neill, Gillian & Prue Holmes

Waikato Management School, University of Waikato, New Zealand

Managing intercultural interactions in multicultural contexts: A framework for intercultural communication competence self-assessment

We propose to present a model for self-assessment of intercultural communication competence which emerged from a study undertaken by students in an intercultural communication course in a New Zealand university. Drawing on frameworks of ICC (Byram, 1997; Chen & Starosta, 1996), they first undertook a study using three approaches: theoretical course content, an ethnographic study with a cultural other, and self-reflection. The aim of the study was to answer the questions: What is ICC? How do we assess whether

we have it? Student groups then developed frameworks for assessing ICC—their own and their cultural other's. These suggest the need for greater emphasis on individual and contextual self appraisal, and accommodating differences in world view, faith, ethics, and values and beliefs. The findings from this study have important implications for what ICC is, where it resides, and how it is assessed.

Sahinkarakas, Sehnaz

Cukurova University, Turkey

Arifi, Qatip

SEE University, Macedonia

The CEFR and the needs of the ESP students

Since the introduction of the European Language Portfolio (ELP) and the Common European Framework of Reference for Languages (CEFR), different versions with a variety of descriptors have been developed and used across Europe. However, there is still a need to develop more descriptors for specific target groups and at finer levels so that progress can be made more visible (Lenz & Schneider, 2004; Little, 2006). Considering this need, the present study seeks to answer the following questions in the process of implementing the ELP with the English for Specific Purposes (ESP) students in the University of SEE:

To what extent do the empirically scaled descriptors available in various ELP versions across Europe reflect the needs of the ESP students?

For what competences and at what level do we still need to develop more descriptors for those students?

Savic, Milica

University of Nis, Serbia

Peer assessment – a path to student autonomy

Peer assessment, as a form of alternative assessment, appears to be rarely used in Serbian academic context, both for developmental and evaluative purposes. This paper examines its advantages and disadvantages, requirements for its successful application, as well as its usefulness and applicability to EFL academic writing courses. In addition, it presents the results of a small-scale study conducted with third-year English Language students at the English Department in Nis, Serbia. The aim of the study is to determine to what extent teacher and student ratings of student writing correlate, which elements students focus on in their

assessment, which criteria they use to evaluate writing, and, consequently, whether they are capable of providing quality feedback for their peers. The paper also deals with students' attitudes to and their perception of the usefulness of peer assessment. Finally, it provides suggestions for the application of this form of assessment in the academic context.

Sellami, Abdel Latif

Zayed University, College of Arts & Sciences, United Arab Emirates

Beyond culture teaching: assessing (inter)cultural competence

This study highlights the ever increasing need to teach English for intercultural communication with a view to promoting empathy and understanding as well as relinquishing bias and stereotyping. Focusing on university student quantitative and qualitative data, this study examines the 'knowledge', 'attitudes' and 'behavior' components of intercultural competence (IC). By exploring students' spoken and written discourse the study investigates the unease that surrounds attempts at assessing intercultural competence, an area that still continues to evolve.

Drawing on the findings from questionnaire and interview data, this presentation – titled “Beyond culture teaching: assessing (inter)cultural competence” – illuminates the concept of intercultural competence and deciphers some of the intricate complexities that characterize it. It argues for adopting a holistic approach in the measurement of intercultural learning. The presentation also stresses that assessment in the ESL class needs to transcend merely tapping aspects of knowledge and attitudes; it emphasizes the need for insights into how to best integrate and operationalize skills as well as knowledge that are both at the heart of IC.

With the imperfections now keenly felt and recognized in the way culture instruction was performed, there is a pressing need to introduce a more coherent approach to the teaching and assessment of culture in accordance with the needs of the new globalized world we live in. The study makes a plea for an earnest consideration of the assessment tools used when measuring students' intercultural learning and cautions against adopting the native benchmark in assessing the learner's intercultural competence.

Sheehan, Susan

British Council, United Kingdom

Self-assessment and the adult learner of English

The purpose of the presentation is to investigate how the self-assessment approach to assessment is regarded in an EFL context. The presentation will take account of the relevant theories which underpin the concept of self-assessment; but a major focus will be on the practical implications for the teaching and learning process.

The exploratory nature of my concerns led me to use a qualitative approach within a case study. The principal source of data is group interviews which took place every three months. The interviews were supplemented by a questionnaire, a composition and a document search.

Despite their initially hostile reaction to self assessment the participants came to see it as an aid to understanding the language learning process and vital for goal setting. They continued to express reservations about some aspects of the process and in particular the language descriptors.

Skaffari, Janne

University of Turku, Finland

Springtime for Sentence Structures? Grammatical Knowledge and Its Assessment in the Post-Bologna Curriculum

As a consequence of the European curricular reform, 'Intermediate grammar' began to be taught one semester earlier than before at the Department of English at Turku. The focus of this descriptive grammar course, a follow-up to the clearly normative 'Basic grammar', is on the analytical competence of the student rather than the production of grammatical sentences.

When a more advanced approach to grammar is taught earlier without major adjustments of the content of the course, some of the student output is likely to differ from what was typical under the old curriculum. I shall explore the examinations and grades of two student cohorts on either side of the reform to find out if any particular areas of grammar are less accessible to students with a narrower command of linguistics than before, and if the methods of instruction and assessment need further revision.

Eija Suomela-Salmi

University of Turku

Presentation of the Project ECC-Lang

The project ECC-Lang (Evaluation des compétences langagières et (inter)culturelles) is a joint project (2005-2007) between 5 Finnish French Departments and one Language Center including the universities of Jyväskylä, Helsinki, Tampere, Turku and Vaasa. It is financed by the Finnish Ministry of Education and the coordinating Department is the Department of French Studies at University of Turku.

The main question to which answers are sought is the following: How to combine the evaluation of general language skills, intercultural awareness and academic skills of French university undergraduates in departments training future language experts.

It must be born in mind that the university departments of languages in general do not solely focus on training language skills but rather aim at professional and / or scientific qualifications. Furthermore, as a consequence of the academic freedom of teaching the evaluation practices may vary from one department to another, even from one teacher to another. Shared explicit reflex ion on evaluation practices has been fairly scare.

The general goals of the project are:

- 1) To bring together teachers of different French Departments to discuss and share their practices and to update their knowledge of different types of evaluation and their relationship to teaching methods and results expected
- 2) To make more transparent the evaluation practices between the French Departments concerned.
- 3) To collect a corpus of spoken and written productions in each of the Departments involved
- 4) Based on the analyses of the corpus creation of a scale of evaluation inspired by the Common European Framework of Reference for Languages to be applied at the end of the first year of French students.

In my presentation I will discuss the theoretical assumptions underlying the project, explain how we have worked and proceeded and describe the corpora collected. Furthermore, I will discuss the evolution of our reflex ion, some problematic issues encountered and future perspectives.

Tsoutsouloupoulou, Marina-Anastasia & Makrina Zafeiri

University of Thessaly, Greece

Insights into how ESP/EAP materials can help learners of L2 construct an academic profile

This paper aims at presenting some of the needs of first- and second-year University students, whose mother tongue is Greek and who are taught English with an emphasis in the field of their studies (ESP).

It proposes the use of a teacher-designed, class-specific questionnaire, intended to obtain data from the students, which will aid the teachers towards a more effective selection of material and more effective teaching methods. It also attempts to bridge the gap between teacher and student self-development.

Urlaub, Per Kristian

Stanford University, United States

Assessing second language reading as intercultural communication

At universities in the United States the advanced language learner is frequently confronted with literary texts. Besides the contributions towards the linguistic development and literary education, the interaction between reader and literary text across linguistic and cultural gaps contributes to the development of intercultural awareness. The rediscovery of literary texts as instructional materials in college language classes has led to design curricula, where language and literature learning are integrated at very early stages (recent examples include the German Departments at Georgetown and Stanford).

However, the assessment of literary reading skills in the second language has remained a challenge for both teachers and researchers: no standardized instruments exist to assess the interaction between reader and literary text in the second language. The assessment tools by ACTFL (Proficiency Guidelines) and the European Council (Common European Framework) are not designed to detect the subtleties and intercultural complexities of reading literary texts in the L2.

In order to measure the effectiveness on comprehension strategies on literary reading skills in the L2, I designed an assessment scale based on William Perry's general scheme of intellectual development. I applied this scale not only in an experimental setting, but I also to train instructors to use literary texts in language classes in order to increase the learners intercultural awareness. At the conference I will present this assessment tool and elaborate on its possibilities and limitations in both experimental and instructional settings.

Wang, Liang

The Open University, Milton Keynes, United Kingdom

Localizing ICC assessment: A case in China

With the promotion of an intercultural perspective to foreign language education in China, more and more academic institutions are beginning to introduce courses on intercultural communication. Despite the varied ways of presenting course syllabi and teaching practices, there seems unanimous agreement in the case of

assessment, which only tests cultural knowledge in the form of pen-and-paper examination. This practice is largely constrained by the assessment mechanics of China's education system and in turn restricts the aim and effect of developing learners' intercultural communicative competence.

This paper reports a case of portfolio assessment following Byram's (1997, 2004) framework, which the author attempted in a university in China. Portfolio assessment is believed valuable to accommodate unquantifiable outcomes (Jacobson & Maureen, 1999) but in an examination-oriented context like China, the author found it necessary to adapt it to local situations. Based on group interviews and existing assessment practices in China and beyond, the author will make some practical proposals for localization.

Wu, Wenli, Michael Hammond & Ann Barnes

University of Warwick, United Kingdom

Exploring participants' strategies for learning English in cross-cultural learning environment ----a story of East Asian students in one UK university

This paper discusses a case study which was carried out to investigate the experiences of East Asian students who were taking a full time Master's course at University of Warwick, UK. A mixed methods case study approach was taken with data gathered through 3 rounds interviews with all the East Asian students who attended pre-session English course in summer 2004. A further 3 rounds of interviews were carried out with a broadly representative sample (n=8) within this cohort.

These experiences are examined under three interconnected themes: language; sociocultural environment; academic culture.

This paper reports in how participants developed their language skills, in both everyday use and academic contexts.

Several strategies identified were addressed and a key factor in developing language skills was feedback in both formal and informal contexts.

The findings have implications for the Master course teaching and assessment.

Yamada, Etsuko

University of Durham, United Kingdom

Indicators of "criticality" for a beginner's language course; how can they be systematised for assessment?

The Criticality Project by Southampton University (www.criticality.soton.ac.uk) has shown that university language teaching at advanced levels develops criticality. This is important because it justifies language teaching as a university discipline. The question then arises whether beginner level language teaching can also meet this criterion.

This research therefore aims to investigate whether it is possible in beginner foreign language teaching at a UK university to develop critical thinking in a systematic, planned way through teaching cultural competence. Action Research was employed on the researcher's teaching of an undergraduate Japanese language course with the focus on intercultural competence within the existing communicative and grammar- structure-based beginners' level syllabus. Qualitative data collected consist of teacher's journal, research field notes, students' questionnaires, students' group interviews and audio recording of the lessons. The analysis indicates that at beginners' level there are several factors (intercultural and linguistic dimensions that the language itself contains, using intercultural content for communication, etc.) which lead to critical thinking. The indicators of criticality appear at varied levels but do not make a steady progression. The research suggests the possible benchmarks of criticality and how they can be applied for evaluation of a beginner's level foreign language course and for the assessment of the level of an individual's critical thinking.

Translation and Interpreting and Modern/Applied Languages graduates from 7 European higher education institutions: 110 graduates surveyed.

Both the Common European Framework of Reference for Languages (2001) and the Intercultural Competence Assessment (INCA project, 2004) draw on M. Byram's framework of Intercultural Competence (1997).

Résumés – séances parallèles en français

NB : some of the following abstracts have an English translation provided by the speakers themselves.

Artus, Frédérique, Marielle Maréchal, Marc Demeuse & Franck Desroches

UMH : Université Mons Hainaut / ULG : Université de Liège / CCIP : Chambre de Commerce et d'Industrie de Paris – Direction des Relations Internationales

Exigences posées par les contextes d'enseignement/apprentissage

Les compétences requises en français pour des étudiants allophones s'inscrivant à une première année dans une université francophone sont suffisamment spécifiques pour qu'une évaluation leur soit consacrée. La présente communication portera sur la démarche de création d'une nouvelle épreuve d'évaluation critériée en expression écrite académique. Cette épreuve propose d'évaluer les premières compétences nécessaires, à savoir la synthèse objective de texte, à partir de la lecture d'un (ou plusieurs) texte(s) dont le choix est déterminé selon différents critères (neutralité - origine des documents et sujet traité - difficulté).

La validation des textes sélectionnés se fait d'abord sous forme de *tests de closure*, pour ensuite être soumis à un processus de validation empirique avant que les sujets retenus soit mis en circulation, accompagnés d'une grille de correction, elle aussi validée. L'enjeu est de proposer aux concepteurs de tests une procédure adéquate pour la production régulière de sujets destinés à ce type distinctif d'évaluation.

Restraints imposed on by institutional contexts in terms assessment

Competences in French required from non-French speaking students who wish to follow a first year in a French speaking university, are specific enough to construct an assessment focused on those competences. This paper describes the construction process of a proficiency criterion-referencing assessment of academic writing competences. It consists of a transdisciplinary activity or an objective synthesis of selected texts according to several criteria: neutrality; text sources and subjects; level of difficulty. Selected texts are first validated through Close tests; they then go through an empirical validation process to retain the texts that will be released together with a validated assessment grid. The target of this paper is to propose to test designers an appropriate procedure that allows a regular production of material aimed at this type of specific assessment.

Chang, Kuo-Lei

Département de français, Université Tamkang, Taiwan

Étude sur l'application du « modèle de complexité » dans l'enseignement/apprentissage interculturel

L'enseignement/apprentissage interculturel est le facteur incontournable en didactique des langues et des cultures. Suite à ses recherches publiées en décembre 2005, dans lesquelles l'auteur a établi son « modèle de complexité », qui permet d'inclure tous les facteurs jouant une influence dans l'enseignement/apprentissage interculturel. L'objectif de ce modèle est destiné à justifier et généraliser l'interculturalité malgré sa nature contextuelle.

Cette communication, destinée à réexaminer ce modèle et à le concrétiser, commencera par rappeler le concept de complexité, sera suivie par expliquer du modèle, et finira par une démonstration de quelques exemples sur l'aspect interculturel dans l'enseignement/apprentissage du français langue étrangère. À l'aide de ces exemples sur l'aspect interculturel, l'auteur souhaite de montrer le fait que le modèle ne reste pas seulement au niveau théorique, et surtout le fait que ce genre de modèles pourront aider à réfléchir sinon résoudre beaucoup de problèmes éventuellement rencontrés sur le terrain.

Mots clés : modèle, complexité, enseignement/apprentissage de la culture, interculturel, français langue étrangère

Da Silva, Jacques

Université de Minho, Portugal

Représentations des futurs enseignants de français de l'évaluation de leurs compétences langagières interculturelles dans le cadre de la formation initiale à l'enseignement à l'Université du Minho (Portugal)

Dans le cadre d'un Projet de Recherche institutionnel portant sur la Pédagogie dans l'enseignement supérieur, une recherche en cours à l'Université du Minho (Portugal) se penche sur la problématique des représentations (explicites et implicites) de l'évaluation des compétences langagières dans la perspective interculturelle du *Cadre européen commun de référence pour les langues* (prioritairement dans l'optique de la conjugaison des travaux de Clara FERRÃO-TAVARES, Robert GALISSON, Christian PUREN et Geneviève ZARATE) des/par les futurs enseignants de portugais langue-culture maternelle et de français langue-culture étrangère dont la formation initiale à l'enseignement est assurée par ladite Université. La recherche, de par une approche didactologique (observation–conceptualisation/théorisation–intervention/validation) de pratiques écrites et orales de ces futurs enseignants, se propose, d'abord, de déceler/caractériser ces représentations et, ensuite, en fonction des constatations obtenues lors de la première phase de l'investigation, de concevoir/implanter et d'optimiser/maximaliser un dispositif et des instruments correspondants à des fins d'auto- et d'hétéro-évaluation.

Representations of the future French teachers of the evaluation of their intercultural linguistic competences within the framework of the initial training for teaching at the University of Minho (Portugal)

Within the framework of a study on Pedagogy in higher education, a research in progress at the University of Minho (Portugal) considers the problems of the representations of the evaluation of linguistic competences from the intercultural of/future teachers of Portuguese and French as native and foreign language-cultures respectively, whose initial formation in teaching is ensured by the mentioned University. Research, from a didactological approach, proposes to detect/characterize these representations and, according to obtained information, to conceive/implement and to optimize/maximize a device and instruments oriented towards the goals of auto- and hetero-evaluation.

Da Silva, Marlène

Université de Minho, Portugal

L'auto-évaluation des opérations comportementales et verbales interculturelles des futurs enseignants de français dans le cadre de la formation initiale à l'enseignement à l'Université du Minho (Portugal)

Dans le cadre d'un Projet de Recherche institutionnel portant sur la Pédagogie dans l'enseignement supérieur, une recherche en cours à l'Université du Minho (Portugal) se penche sur la problématique de l'auto-évaluation des *opérations comportementales et verbales* (en tant que catégorie lexiculturologique avancée par Robert Galisson) des futurs enseignants de portugais langue-culture maternelle et de français langue-culture étrangère dans la perspective interculturelle du *Cadre européen commun de référence pour les langues* (prioritairement dans l'optique de la conjugaison des travaux de Clara FERRÃO-TAVARES, Robert GALISSON, Christian PUREN et Geneviève ZARATE). La recherche, de par une approche didactologique (observation–conceptualisation/théorisation–intervention/validation) de réalisations d'*opérations comportementales et verbales* orales, se propose, d'abord, d'identifier/caractériser ces opérations et, ensuite, en fonction des constatations obtenues lors de la première phase de l'investigation, de concevoir/implanter et d'optimiser/maximaliser un dispositif et les instruments correspondants.

The auto-evaluation of the behavioral and verbal operations intercultural of the future French teachers within the framework of the initial training for teaching at the University of Minho (Portugal)

Within the framework of a study concerning Pedagogy in the higher education, a research in progress at the University of Minho (Portugal) considers the problems of the auto-evaluation of the behavioral and verbal operations of the future French and Portuguese teachers as native and foreign language-cultures respectively, from the intercultural point of view. Research, from a didactological approach, in particular a lexiculturological one, of achievements of behavioral and verbal operations, proposes to identify/characterize these operations and, according to observations obtained, to conceive/implement and optimize/maximize a corresponding device and instruments.

Huver, Emmanuelle

Université François Rabelais, Tours, France

Jeune Equipe 2449 DYNADIV (DYNAMiques et enjeux de la DIVersité : Langues, Cultures, Formation)

Quelles représentations de l'évaluation chez les enseignants de langue dans l'enseignement supérieur ?

Cette communication traitera de la question des représentations de l'évaluation chez des enseignants de langues dans l'enseignement supérieur français, en articulation avec leurs pratiques d'enseignement et leurs parcours de formation aux langues et à leur enseignement.

Elle s'inscrit dans une recherche plus générale à venir, menée à l'Université François Rabelais de Tours sous forme d'entretiens compréhensifs auprès de divers acteurs de l'enseignement des langues dans l'enseignement supérieur (Kaufmann J.-C. 1996). Cette recherche part du constat de la diversification des situations et des modalités d'enseignement/ apprentissage des langues résultant entre autres de la généralisation de la réforme LMD, et, vise à analyser et à interroger, chez ces différents acteurs, les représentations des phénomènes de transmission / appropriation des langues, dans la mesure où « c'est

précisément pour respecter l'apprenant et pour développer son autonomie qu'il est nécessaire de concentrer l'attention sur l'enseignant » (Castellotti V. et de Carlo M. 1995, p.9).

Kaménova, Svetla

Université Concordia, Montréal, Québec, Canada

S'auto-évaluer et être évalué en phonétique corrective avec le logiciel interactif CAN8

La communication portera sur l'utilisation de la plate-forme interactive CAN8 comme outil d'auto-évaluation et outil d'évaluation dans notre cours de Phonétique corrective.

Tout processus d'acquisition des savoirs et du savoir-faire s'achève par une évaluation faisant appel à des critères de compétences que l'apprenant doit identifier, puis s'approprier.

Dans notre cours de Phonétique corrective, l'objectif minimal est l'atteinte d'une intelligibilité confortable permettant à l'apprenant de comprendre et d'être compris sans difficulté dans des situations impliquant l'usage oral de la langue-cible (Kenworthy, 1987). En d'autres termes, l'étudiant doit apprendre à reconnaître correctement les patrons intonatifs et sonores du français et adopter les traits prosodiques et articulatoires nécessaires à une prononciation distincte. Devant ces objectifs pédagogiques, nous avons adopté la plate-forme de développement CAN8 qui, d'une part, permet à l'étudiant de s'auto-évaluer et progresser et, d'autre part, sert au professeur comme moyen d'évaluation.

En tant qu'outil d'auto-évaluation, le logiciel met à disposition des exercices d'écoute suivis de questions à choix multiples pour tester la reconnaissance d'un son ou d'un élément prosodique, des exercices lacunaires pour trouver la correspondance graphie-phonie, des exercices d'enregistrement. Dans tous ces cas le système affiche une rétroaction auditive et visuelle immédiate permettant ainsi à l'étudiant de se situer dans le processus d'apprentissage, d'avancer à son propre rythme et de gagner en autonomie. En tant qu'outil d'évaluation, CAN8 permet à l'enseignant d'élaborer des tests en tenant compte du public et des objectifs à atteindre. En d'autres termes, étant un logiciel dans lequel la méthodologie est programmée par l'enseignant-concepteur, ce laboratoire virtuel donne lieu à l'élaboration de tests qui considèrent à la fois l'objet évalué et le sujet évalué (Peereman, 1999). De plus, des caractéristiques spécifiques du logiciel offrent la possibilité au professeur de suivre le progrès de l'apprenant et d'évaluer sa performance par des commentaires vocaux.

Pourtant plusieurs limitations portent entrave à l'utilisation optimale de cette plate-forme interactive. Telles sont, par exemple, l'utilisation ardue des symboles phonétiques, l'interface peu conviviale et le manque de visualiseurs de la courbe mélodique.

L'expérience avec CAN8 nous a permis d'avoir un outil d'auto-évaluation et d'évaluation répondant aux objectifs pédagogiques de notre cours de Phonétique corrective.

Kraenker, Sabine & Ulla Tuomarla

Université de Helsinki, Finlande

Écriture académique et identité culturelle : comparaison entre un corpus français et un corpus finlandais

Thèses et mémoires sont considérés par les étudiants comme un genre littéraire ardu. Ce qui complique en outre leur travail, ce sont les fluctuations des normes nationales, internationales et disciplinaires, des règles

plus ou moins bien établies et parfois non écrites, transmises de bouche à oreille ou dispersées dans des documents de types divers. La tâche des étudiants de langues étrangères est encore plus grande, car à ces premières difficultés s'ajoutent des difficultés langagières et socioculturelles.

Nous nous proposons d'examiner, dans cette communication, une dizaine d'introductions de mémoires de masters d'étudiants de notre département et les introductions de mémoires équivalents d'étudiants de l'UFR des Lettres et des Sciences de l'homme et des Sociétés de l'Université Paris-XIII. Nous nous intéresserons plus particulièrement à la conceptualisation du parcours de l'écriture et de la lecture perceptibles dans les travaux des étudiants francophones et non francophones ainsi qu'à la représentation du processus de recherche lui-même que cette conceptualisation induit. Nous examinerons, entre autres, pour cela, la structuration générale des travaux ainsi que le référencement au discours d'autrui présent dans les textes et enfin les manifestations de la présence de l'auteur du texte et la construction de la fonction auctorielle. Ainsi, notre réflexion pourrait permettre d'avoir un meilleur aperçu des exigences imposées par le style rhétorique français et de comparer les stratégies, les lacunes et les réussites des étudiants francophones et non francophones. L'objectif de ces analyses sera double : d'une part elles pourront servir à des applications didactiques et à la mise en place d'une grille d'évaluation des compétences académiques de nos étudiants et d'autre part elle pourra nous aider à la compréhension d'un genre en général, celui de l'écrit académique.

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Academic Writing Skills and Cultural Identities: a Comparison between French and Finnish material

In general, students experience writing a thesis or a dissertation as a particularly tricky task. The academic genres and sub-genres are numerous, the writing manuals contradictory not to mention the added difficulty in writing in a foreign language. We propose to analyse a small data consisting of a dozen of introductions written in French by our Finnish students in Helsinki compared with similar data collected in Paris and written by native French students. We will pay particular attention to the conceptualization of the writing/reading process and the way it is reflected in the text itself as well as to the representation, in the text, on the research process. We will also study the structure of the text and the way the authorship is being verbalised in the writing. The main goal of this analysis is to provide with pedagogical support and to help establishing an evaluation scale. On the whole, this research will increase information on contrastive aspects of academic text genres written in Finnish and French.

Leblay, Tarja

Université de Jyväskylä & Direction nationale de l'enseignement , Finlande

Evaluation de la compétence langagière orale : Auto-évaluation & évaluation externe.

Ce projet de recherche examine la relation entre l'évaluation externe et l'auto-évaluation de la compétence orale ; il cherche à savoir dans quelle mesure différents types d'auto-évaluation peuvent être considérés comme fidèles par rapport à l'évaluation faite par un évaluateur externe.

Le corpus est composé, dans un premier temps, de deux tâches différentes (description d'une image et réaction à une situation) produites par 210 étudiants finlandais qui ont étudié le français comme langue étrangère, et dans un second temps, des réponses écrites en cours d'activités d'auto-évaluation. Ces activités sont de deux ordres: 1) sur papier : évaluer son propre niveau général (sur une échelle à 6 niveaux allant de A1 à C2) et répondre par 'oui' ou par 'non' à 42 descripteurs détaillés et 2) sur écoute : situer/évaluer sa propre production par rapport à d'autres performances préalablement enregistrées.

Les analyses statistiques faites à l'aide du logiciel SPSS montrent que la dernière méthode d'auto-évaluation semble bien prometteuse.

Martin, Xavier

Université d'Oulu, Finlande

Quelle place pour l'enseignement de la littérature à l'université ?

Parce que la littérature jouit d'un statut spécifique en France, l'école y a développé une approche particulière des textes littéraires. Est-il possible ou souhaitable de reprendre ce type d'approche hors de France ? Afin d'amorcer des réponses, il convient de réfléchir aux processus qui s'enclenchent dans un travail sur des textes littéraires. En effet, plus qu'un simple patrimoine culturel un peu désuet, la littérature peut être un moyen d'aborder la complexité de la langue et du monde. La confrontation avec des textes littéraires est une manière de travailler la langue elle-même, les différents types de discours et leur construction. Pour Paul Aron et Alain Viala, la littérature enseigne la variabilité des expressions et le dialogue des valeurs, elle est le lieu de la diversité des façons de penser et de ressentir...

En s'appuyant sur les réflexions d'auteurs comme Roland Barthes, Pierre Bayard, Marc Fumaroli ou Tzvetan Todorov (et Paul Aron et Alain Viala déjà cités), cette communication cherchera à recenser les différentes compétences qui peuvent s'acquérir avec la fréquentation de textes littéraires et elle proposera des moyens pour les évaluer.

Some stakes of the teaching of literature at university

More than just a slightly outdated cultural heritage, literature can be a way to tackle the complexity of the language and the world. A confrontation with literary texts is a way to work on language, various types of discourses and their organizations. For Paul Aron and Alain Viala, literature teaches the variability of expressions and the dialogue of values, it is the place for the diversity of the ways of thinking and feeling... This presentation aims at making an inventory of the competences that one can acquire through literary works and suggesting ways to evaluate them.

Nishiyama, Jean Noriyuki

Université de Kyoto, Japon

Impact du Cadre Européen Commun de Référence (CECR) pour l'enseignement du français à l'université japonaise : universalisme européen au défi du contexte de l'Asie

Est-il possible d'importer les fruits de la politique linguistique éducative européenne dans un pays, comme le Japon, où la culture éducative aussi bien que socio-politique s'est développée en dehors du contexte de la construction européenne ? Vu l'origine européenne du *CECR*, l'implantation de ce dispositif didactique hors de l'espace européen rencontrerait des difficultés tant didactiques que socio-culturelles, malgré l'inspiration universaliste de la référence.

Traduit en japonais en 2004, ce nouvel outil de travail reste loin de favoriser le plurilinguisme à l'échelle nationale, et quelques méthodes sont publiées sous l'inspiration du *CECR*, cherchant à intégrer l'aspect prescriptif, comme s'il ne s'agissait que du barème des objectifs de l'apprentissage à atteindre.

Comment interpréter cette réception normative et moins dynamique du *CECR* s'il se présente uniquement comme dispositif d'évaluation, sans s'intéresser au fond à l'aspect interdisciplinaire aussi bien qu'à la mobilité des personnes ? L'auteur tente à analyser ici du point de vue de politique linguistique éducative des difficultés tant institutionnelles que didactiques pour une éventuelle contextualisation du *CECR* au Japon et en Asie.

Is it possible to adapt the European educational linguistic policy to the Japanese system with a sociopolitical culture that is different from the European context? Given the European origin of the Common European Framework of Reference (CEF), the introduction of this model outside of the European space would encounter both educational and sociocultural difficulties. Translated into Japanese in 2004, this model does not support multilingualism on a national scale. Some methods presented within the CEF framework seek to integrate the prescriptive aspect, without much attention to the learning objectives to be achieved. Is it possible to adapt the less dynamic CEF model without a fundamental interest in both the interdisciplinary and human aspects? The author seeks to analyze this situation from the point of view of educational linguistic policy with the aim of finding possible contextualization of the CEF in Japan in particular and Asia in general.

Ohki, Mitsuru

Université de Kyoto, Japon

L'auto-évaluation pour développer l'autonomie, la motivation et la compétence linguistique – étude de cas pour l'enseignement de la grammaire française dans une université japonaise.

La présente communication a pour but de s'interroger sur la question suivante : l'auto-évaluation contribue-t-elle à développer l'autonomie de l'apprenant, la motivation et la compétence linguistique ?

Dans cette perspective, l'université de Kyoto a mis en place depuis 1998 un système de TIC (Technologies de l'information et de la communication pour l'éducation) pour l'enseignement des langues étrangères. Un support multimédia (CD-ROM) de la grammaire du français et une méthode d'enseignement ont été élaborés en vue de renforcer la motivation intrinsèque des apprenants. Ce CD-ROM (« *Grammaire interactive du français* ») sert à la fois pendant les cours dans la salle multimédia et en dehors des cours de langues. Nos apprenants passent un petit test à la fin de chaque leçon et effectuent une auto-évaluation, une auto-analyse de leurs erreurs. Ils fixent la note à atteindre la prochaine fois.

Une enquête effectuée en 2006 auprès des apprenants semble montrer que la pratique de l'auto-évaluation favorise leur autonomie et leur motivation intrinsèque, et que la motivation intrinsèque mène à un meilleur apprentissage de la grammaire et à une performance accrue.

Self-evaluation to develop autonomy, motivation and linguistic competence: studies for the teaching of French grammar in a Japanese university

This presentation seeks to inquire whether self-evaluation contributes to the development of learner autonomy, motivation and linguistic competence. Our students take a short test at the end of each lesson and practise self-evaluation, error analysis and the setting of a grade to be achieved the next time. A

questionnaire survey conducted in 2006 with the students revealed that the practice of self-evaluation is beneficial to both student autonomy and intrinsic motivation. Also, it shows that intrinsic motivation leads to better grammar learning and improved overall performance.

Rançon, Julie & Nathalie Spanghero-Gaillard

Université de Toulouse le Mirail, France

Relations entre les représentations des enseignants sur les apprentissages et apprentissages évalués des apprenants

Problématique

Au cours de l'élaboration d'une leçon, l'enseignant de langue étrangère échafaude des représentations plus ou moins précises de ce qu'il va proposer en classe et de ce qu'il attend comme retour des apprenants. Il prévoit des évaluations en relation avec les séquences d'apprentissage. Cependant, lors de séquences fondées sur la compréhension, il n'est pas toujours possible d'effectuer une évaluation immédiatement après le moment où les nouvelles connaissances ont été abordées et expliquées par l'enseignant.

Recueil de données

Nous avons mis en place un dispositif qui nous permette cette évaluation tout en respectant le déroulement d'une séquence de cours fondée sur la compréhension en langue étrangère. Nous avons enregistré (vidéo) trois séquences de cours de français langue étrangère qui se sont déroulées à l'Université Toulouse le Mirail en novembre 2006. Deux professeurs ont proposé à des apprenants de nationalités diverses l'étude de trois passages du roman *Bel-Ami* de Maupassant. Elles ont également répondu à un questionnaire écrit les interrogeant sur les représentations qu'elles ont des connaissances des apprenants et sur ce qu'elles attendent d'eux.

Cadre théorique

La didactique des langues étrangères a pour objectif de comprendre et améliorer l'enseignement et l'apprentissage en langue étrangère. On parle de didactique cognitive dans le sens où le chercheur met en place un dispositif méthodologique qui permet d'observer et de rendre compte des faits cognitifs des acteurs dans des situations didactiques : les apprenants et/ou les enseignants. C'est dans cette perspective que nous voulons appréhender les représentations des enseignants et l'évaluation des apprenants (Billières & Spanghero-Gaillard, 2005).

Lors de sa préparation de cours, l'enseignant a une représentation des diverses stratégies d'apprentissage des apprenants (Cyr, 1998) qu'elles soient métacognitives, cognitives ou socio-affectives. Il possède, souvent de manière intuitive, une représentation des connaissances antérieures des apprenants ; ceci lui d'introduire de nouvelles connaissances dans le prolongement de plus anciennes. De ce fait, il peut être stratégique, au sens où Tardif (1992) l'entend.

Pendant le cours, l'enseignant évalue ses propres représentations au sein de la classe mais surtout évalue en permanence la compréhension des apprenants. On pourrait alors penser que les connaissances sont acquises dans la mémoire à long terme, mais rien n'en est moins sûr (Depover & Noel, 1999).

Méthodologie de recherche

Nous avons demandé à deux enseignantes de français langue étrangère d'étudier trois passages d'une œuvre littéraire française avec des groupes d'étudiants étrangers d'origines linguistiques diverses de niveau B1-B2. Nous avons laissé le choix à chaque enseignante d'expliquer les mots de vocabulaire qu'elle jugeait difficiles. En cela, nous avons pu définir quelles étaient ses représentations sur le niveau des apprenants et sur leurs connaissances antérieures.

Avant de commencer la première séance de cours, nous avons sélectionné une trentaine de mots difficiles faisant partie des trois textes, ceux qui nous paraissaient plus ou moins pertinents d'expliquer (mots étant indispensables pour une bonne compréhension globale, pour une bonne compréhension détaillée, expressions figées, expressions métaphoriques ou tout simplement mots ou expressions peu usitées dans le langage quotidien, etc.). Une semaine jour pour jour après chaque séance de cours, nous avons demandé aux apprenants d'expliquer par écrit les mots de vocabulaire ou expressions sélectionnées par les expérimentateurs. Les résultats montrant si l'apprenant a compris, retenu et est en mesure de réutiliser le mot appris en classe (Bogaards, 1999).

Résultats et propositions

Nous avons pu ainsi remarquer que les représentations des enseignants sur les connaissances antérieures des apprenants avaient des incidences directes sur les choix de vocabulaire à expliquer (expressions jugées difficiles /versus/ faciles par l'enseignant). Ainsi, les mots ou expressions les plus difficiles ont été expliqués et les résultats enregistrés lors de l'évaluation des apprenants étaient corrects. En revanche, certains mots jugés plutôt faciles et qui n'ont pas été expliqués ont été peu ou mal expliqués par les apprenants.

La question du rôle de l'enseignant dans la découverte du sens des mots en contexte est ici abordées.

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Relations between teachers' representations acquisition and learners' evaluated acquisition

During the preparation of a lesson, the language teacher tries to imagine strategies that he/she will use in class. He/she also thinks of what he/she expects from the learners in return. He/she thinks about tests related to the lessons. Cognitive didactics of foreign languages aim at understanding and improving teaching, as well as learning foreign languages taking into account the cognitive facts of both teacher and learner (Billières & Spanghero-Gaillard, 2005). It is in this perspective that we wish to grasp teaching situations. We have then noticed that what teachers know about their pupils' knowledge has a direct impact on the choices of the vocabulary they have to explain (they will explain what, according to them, may be difficult for their learners but easy for them to explain). Thus when the most difficult words or expressions are explained beforehand, learners' tests are quite correct. On the other hand, certain words that are considered to be rather easy by the teacher and which are not explained beforehand are little or not understood by the learners. The question about the role of the teacher in the understanding of the meaning of words context is here raised.

Monica VLAD, Université Ovidius Constanta (Roumanie)
Fred DERVIN, Université Turku (Finlande)
Georgeta CISLARU, Université Paris III (France)
Chantal CLAUDEL, Université Paris VIII (France)

**Evaluer le français écrit académique :
quelles grilles ? quelles techniques ? quelles pratiques ?**

L'évaluation des travaux écrits de « jeunes chercheurs » en sciences humaines pose, en dehors des problèmes habituellement retenus pour l'évaluation des écrits argumentatifs des scripteurs experts en langue étrangère, certains problèmes spécifiques au format d'exposition des discours de recherche : l'introduction de la problématique de recherche, la définition du corpus de travail, la synthèse des écrits théoriques, l'insertion dans le texte de citations ou de renvois, la constitution de la bibliographie, qui sont autant d'exemples d'éléments culturellement et discursivement marqués et qui, de ce fait, sont loin d'être « transparents » pour les étudiants. Ces différents éléments constitutifs d'un travail de recherche interrogent en outre l'évaluateur censé focaliser sa démarche non seulement sur des paramètres linguistiques et textuels, mais aussi (ou surtout) sur des paramètres pragmatico-discursifs concernant l'adéquation des discours produits par les étudiants à la forme et au contenu de ce qu'on peut appeler – par le biais d'une étiquette assez englobante – le discours de recherche en sciences humaines.

Nous proposons de rendre compte ici d'une expérience d'évaluation des discours sur des recherches émergentes produits par des étudiants en master II *Plurilinguisme et apprentissages* de l'Université Ovidius Constanta de Roumanie dans le cadre du cours de *Méthodologie de la recherche*. Afin de multiplier les angles d'évaluation et d'auto-évaluation de ces écrits, nous avons proposé à nos étudiants de participer à la simulation d'un colloque « jeunes chercheurs » sur le thème *Enseigner le français à Constanta aujourd'hui*. Cette démarche nous a permis de traverser des étapes d'évaluation différentes : l'évaluation des propositions de communication des étudiants par le coordonnateur du cours (suivie de remédiation), l'évaluation des mêmes propositions par des étudiants tiers du groupe (grille fournie par le coordonnateur), l'évaluation des propositions (ainsi améliorées) par le Comité Scientifique du colloque (formé d'enseignants chercheurs étrangers), l'évaluation de la forme provisoire des articles écrits par le coordonnateur du cours, l'évaluation de la forme améliorée des articles par des étudiants étrangers tiers lors d'une session de *chat* (session co-organisée Constanta/Turku) et, enfin, l'évaluation de la communication orale au cours du colloque par un jury formé d'enseignants de Constanta. Chacune de ces étapes d'évaluation a permis aux étudiants de revenir sur leurs textes et de les améliorer en fonction des différentes remarques.

Lors de notre intervention à plusieurs voix (coordonnateur du cours et membres du Comité Scientifique), nous allons apporter des éclairages sur :

- le poids des différents items dans l'évaluation des propositions de communication et des articles ;
- les types de remédiations rendues possibles grâce à l'évaluation croisée des écrits sur des recherches émergentes en français langue étrangère (suite à la comparaison des différentes étapes de rédaction);
- les paramètres à prendre en compte lors d'un parcours d'apprentissage réfléchi pour la rédaction scientifique à l'université.