



Call for Papers

IC2014 Conference

Intercompréhension en réseau : scénarios, médiations, évaluations

Networked intercomprehension: scenarios, forms of mediation, assessment

<http://miriadi.net/ic2014>

Université Lumière Lyon 2 – 19th- 21st June 2014

Research fields: language sciences, language teaching / didactics, didactics of plurilingualism, CALL, intercomprehension and learning, computer technology for human learning, educational sciences.

Following on from the IC2012 conference held in Grenoble in June 2012, IC2014 will once again be co-organised by Université Lumière Lyon 2 and Université Stendhal Grenoble 3 and will be held in Lyon. The conference will focus on the progress of the work connected to the international and European project, MIRIADI (Mutualisation and Innovative Research within an Interconnected network Aiming to Develop e-Intercomprehension). This being said, the conference is open to researchers and teachers who are not directly involved in the project but who are interested in closely related research questions and themes.

“Networked intercomprehension” is considered a communication practice and/or a learning method which involves:

- an online interaction phase. This phase could form part of a pedagogical scenario or could constitute a post-course phase.
- the desired and globally organized use of at least two, possibly more, languages. These could be part of the same family of languages (inherent intercomprehension) or not (acquired intercomprehension).



Programme d'éducation
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Principal research axes

1. Scenarios

The concept of a scenario, with its necessarily chronological dimension, is of the utmost importance in networked intercomprehension training: communication scenarios, assistance or tutored scenarios, task-based scenarios, collaboration scenarios, etc. We have got used to associating the notion of a scenario with a large number of terms without necessarily being certain that it always takes on the same meaning.

The papers presented under this theme will seek to clarify the definition of a 'scenario' before providing analyses of intercomprehension scenarios that have been implemented. The various papers presented should thus allow us to:

- discover the diversity of standard networked intercomprehension scenarios (phases, duration, status, etc.)
- better understand the relationships between:
 - scenarios, contexts and intended audiences. What kind of scenario is best suited to which audience, which context, under what conditions?
 - scenarios and objectives. What skills are targeted? What language activity(-ies) and in what order (Direct interaction? Or comprehension first?)? Written or oral? What types of discourse? What type of genre?
 - scenarios and languages. What language(s) to start with? What languages follow (especially when oral language activities are focused upon)? With what type of *contract* for using the different languages?
 - scenarios and technological tools (for communication, for collaboration, for monitoring, for organization), digital environments and platforms, etc.

2. Forms of Mediation

The concept of mediation, most often associated with translation and interpretation (two excellent forms of mediation), is somewhat neglected in the field of intercomprehension. The term 'forms of mediation' is expressed in the plural to highlight that mediation may take different forms and may be observed from complementary viewpoints.

Research studies presented should allow us to:

- better understand how and in which ways intercomprehension can be a means of mediation:
 - between the languages from the same family (or not) on a metalinguistic level,
 - when learning one or more languages, as a preliminary, intermediate, waiting or transitional phase on a metacognitive level,
 - between the different cultures taking part in the exchange, on an intercultural or meta-cultural level, or of the apprehension of otherness,
 - when learning about tolerance and respecting others, on an 'ethical' or meta-communicative level, given one's intention to put all participants on equal footing.

- examine the instruments and approaches which allow mediation through intercomprehension (whether that mediation is collaborative, distributed, unexpected, random, etc.) and investigate the strategies used (reformulation, translation, explanation, etc.) with the goal of reciprocal comprehension and access to meaning. The actors involved could be peers, experts or ex-peers.

3. Assessment

Assessment in intercomprehension is an up and coming research subject.

The various papers presented should allow us to:

- reflect on evaluation methods in intercomprehension (assessment of learning, of participation, of needs, of benefits, etc.) and on the people involved in this assessment (teacher, partners or the learner himself),
- provide reference tools to allow the quality of intercomprehension trainings to be evaluated, more in line with intercomprehension than with the Common European Framework of Reference for Languages (CEFR), and similar to the Framework of Reference for Pluralistic Approaches (FREPA) or other frameworks for distance intercomprehension learning.

Programme overview



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Thursday 19th June 2014

12pm Registration
 2pm Opening ceremony
 2:30pm Keynote Address
 4pm Parallel sessions
 7pm Welcome reception
 8:30pm Social event

Friday 20th June 2014

9:00am Keynote Address
 9:45am Parallel sessions
 12:30pm Lunch
 2pm Parallel sessions
 4:45pm Round table discussion
 7:30pm Gala dinner

Saturday 21st June 2014

9:15am Parallel sessions
 12:30pm Closing ceremony

Scientific committee

ANQUETIL Mathilde (Università degli studi di Macerata - it)
 ARAÚJO e SÁ Maria Helena (Universidade de Aveiro - pt)
 BALBONI Paolo (Università Ca'Foscari, Venezia - it)
 BONVINO Elisabetta (Università Roma 3 – it)
 COSTE Daniel (ENS de Lyon et Université Paris 3-Sorbonne Nouvelle - fr)
 DE CARLO Maddalena (Università degli Studi di Cassino - it)
 DEGACHE Christian (Lidilem, Université Stendhal-Grenoble3 - fr)
 DEPOVER Christian (Université de Mons - be)
 DE HOYOS José Carlos (Université Lumière Lyon 2 - fr)
 GARBARINO Sandra (CRTT, Université Lumière-Lyon2 - fr)
 GOMEZ FERNANEZ Araceli (UNED - es)
 HEMMING Erik (University of Aland – fi)
 JAMET Marie-Christine (Università Ca'Foscari, Venezia - it)
 LE BESNERAIS Martine (Universitat Autònoma de Barcelona - es)
 LEONE Paola (Università del Salento - it)
 LOPEZ ALONSO Covadonga (Universidad Complutense de Madrid – es)
 MANIEZ François (CRTT, Université Lumière Lyon 2 - fr)
 MARTINEZ Hélène (Justus-Liebig-Universität Gießen - de)
 MEISSNER Franz-Joseph (Justus-Liebig-Universität Gießen - de)
 OLLIVIER Christian (Université de la Réunion – fr)
 ROSSI Elisa (Université Lumière Lyon 2-fr)
 SÉRÉ Arlette (Universidad Complutense de Madrid – es)
 SOUBRIER Jean (Université Lumière Lyon 2 - fr)
 SPITA Doina (Universitatea Alexandru Ioan Cuza - Iasi - ro)
 UZCANGA VIVAR Isabel (Universidad de Salamanca - es)

Deadline for submissions: **before 20th December 2013**

Submissions: one double-sided page including bibliographic references (cited in text)

Submissions should state which of the three conference axes the paper addresses and explain the relationship with the axes' sub-themes (topics).

Languages: abstracts can be submitted in French, English, German, Spanish, Italian and Portuguese. Paper presentations may also be given in these languages provided that the author(s) prepare slides in another language for a simultaneous presentation.

Post-conference publications: Accepted submissions received before 10th July 2014 will be published online. We are currently looking into publishing the conference proceedings in a journal.

Contact email: ic2014.lyon@miriadi.net

Submission system: (coming soon) <http://ic2014.miriadi.net>
