



UMR 5191
Interactions, Corpus, Apprentissages, Représentations

The role of multimodality in intercultural incomprehension episodes during webconference-supported teaching.

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Intercultural incomprehension episodes

- Rich points
 - Instances of communicative behaviour...in one languaculture that members of a second languaculture do not understand or misunderstand when they encounter them (Belz & Muller-Hartmann, 2003:73)
 - Lack of knowledge surrounding the particular network of culturally specific associations and meanings
- Opportunities for participants to engage in periods of negotiation of meaning
 - triggered by surprises, questions, miscommunications

Multimodality and IIEs

- Webconference-supported teaching
 - immediacy of visual images
 - unable to avoid or ignore awkward subjects (O'Dowd, 2006)
 - allow complementary information to help resolve IIEs
- Micro-analysis of interaction data
 - two intercultural incomprehension episodes
 - how do participants use different multimodal semiotic resources during intercultural incomprehension episodes?

Context – ISMAEL project

<http://icar.univ-lyon2.fr/projets/ismael/>

18 undergraduate business students

Business French
CEFR B1.2 exit level
Internships in France

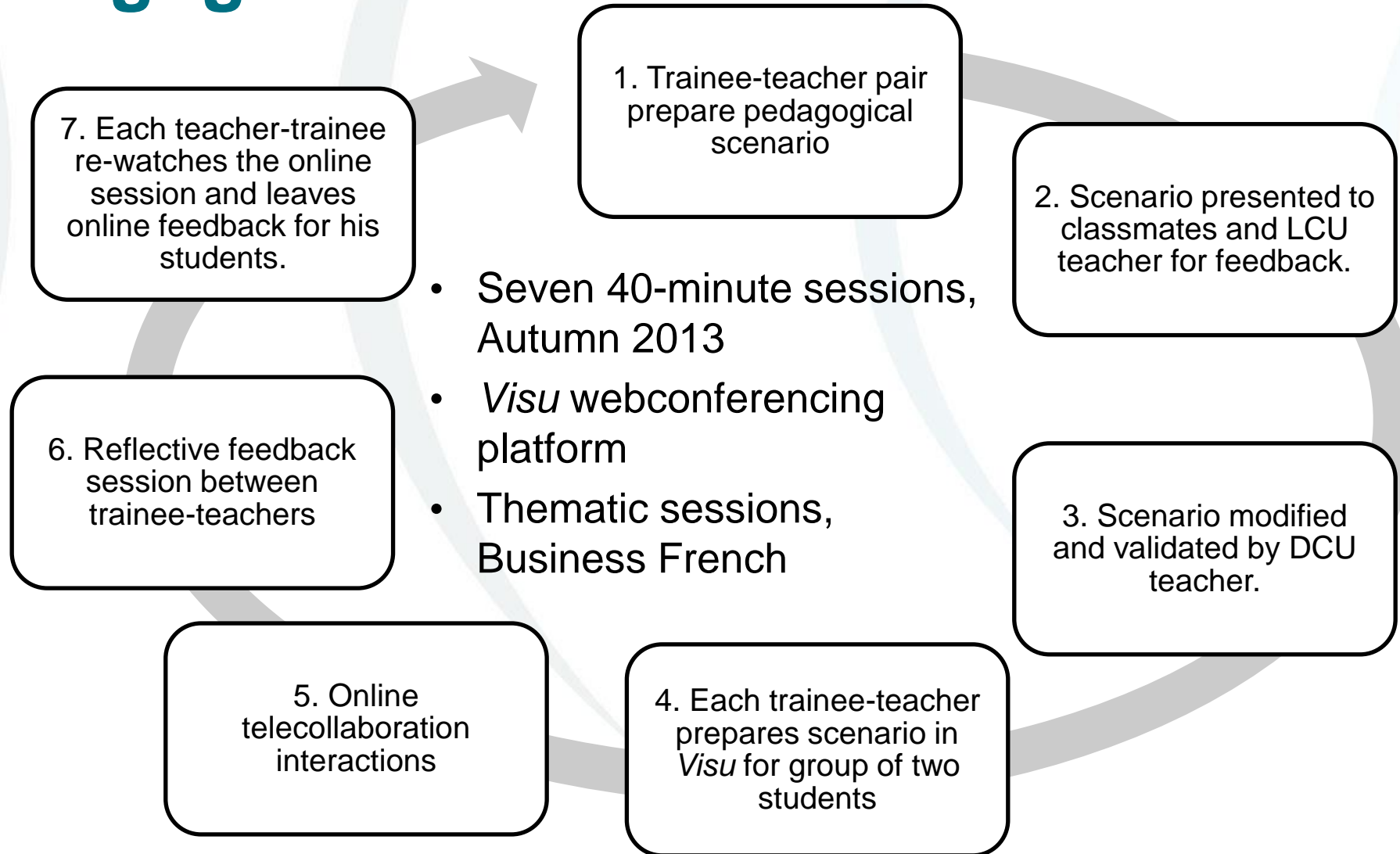


12 trainee-teachers

French as a foreign language
Master's programme

Online teaching module

Pedagogical scenario



Platform for synchronous interactions – *Visu*

(Guichon, Bétrancourt & Prié, 2012)

The screenshot displays the VISU platform interface. At the top, a navigation bar includes icons for Accueil, Utilisateurs, Séances, Profil, Salon sync..., Salon de re..., and Bilans. Below this, a yellow banner shows the session title: "(F1L1 Rachel) Les Français et le monde de l'entreprise : les droits du travail" enregistrée le "15 Oct. 2013, à 15: 46".

The main area features three video windows. The largest window on the left shows a woman with a headset, labeled with a red box containing the number '1'. To its right are two smaller windows stacked vertically, showing two other participants, labeled with red boxes containing the numbers '2' and '3' respectively.

Below the video windows is a 'Timeline salon' section. It includes a play button with the time '00:32:16' and a horizontal timeline with markers at 00:00:00, 00:08:01, 00:18:01, 00:28:01, 00:32:16, 00:38:01, and 00:44:45. A red box highlights the '00:32:16' marker. Below the timeline is a chat area with a green background, labeled with a red box containing the number '4'. The chat area shows several speech bubble icons and a document icon. A red box containing the number '3' is also present in the chat area.

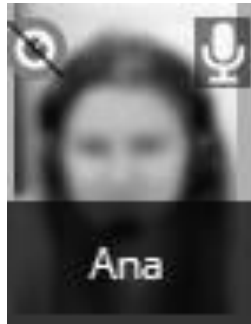
On the left side of the chat area, there is a sidebar with the name 'B. Rachel' and a list of options: Marqueurs, Chat, Messages, and Documents. At the bottom of the interface, the text '2012 - VISU - Université Lyon 1' is visible.

Sub-corpus



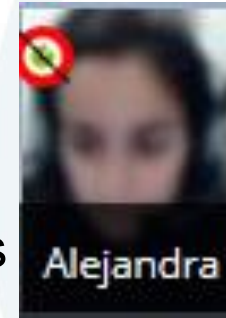
23 years old

No previous
teaching
experience



Mexican-
Canadian

tech issues

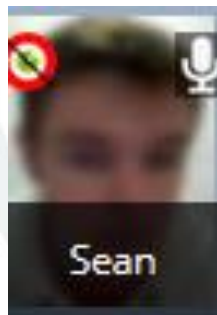


Spanish



23 years old

First-school
teaching
Tutoring



Irish



German

Session 5 - Food truck specialising in local food
- Business consultants – marketing strategy

Multimodal transcription

1 Video window showing a woman speaking.

2 Video window showing a woman on a phone call.

3 Video window showing a woman speaking.

4 Timeline track showing speech and gesture annotations.

Parole Alannah				
Nr	Annotation	Temps de d...	temps de fin	Durée
462	euh les employeurs ont	00:37:01.068	00:37:02.750	00:00:01.682
463	euh le déjeuner	00:37:03.183	00:37:04.495	00:00:01.312
464	et aussi euh	00:37:04.735	00:37:05.806	00:00:01.071
465	une peuse heure	00:37:06.106	00:37:07.151	00:00:01.045
466	vers euh	00:37:07.653	00:37:08.517	00:00:00.864
467	quinze heure	00:37:09.497	00:37:10.244	00:00:00.747
468	hum	00:37:10.954	00:37:11.558	00:00:00.604
469	so c'est un euh un pause du café	00:37:12.817	00:37:14.849	00:00:02.032
470	non c'est pas pour euh	00:37:19.240	00:37:21.038	00:00:01.798
471	pour des vingt minutes mais	00:37:21.540	00:37:23.332	00:00:01.792
472	c'est un	00:37:23.678	00:37:24.054	00:00:00.376
473	c'est une pause	00:37:24.381	00:37:25.070	00:00:00.689
474	euh c'est je ne suis pas s- sûre parce que	00:37:31.351	00:37:34.318	00:00:02.967
475	euh je ne euh je ne travaille dans une entreprise mais peut-être	00:37:34.940	00:37:40.720	00:00:05.780

Timeline tracks (from top to bottom):

- Adele_S1_son.w...
- Parole Catriona [221]
- Parole Adèle [625]
- Parole Alannah [544]
- type de geste [113]
- stratégies verbales [184]

Timeline annotations (from top to bottom):

- travaille dans # un é
- mhmh
- très b
- donc tes deux par
- alor
- quelle vision vous avez de: du travail en France
- com
- vous ima
- comment vou
- le travail en Fra
- m
- question
- question
- reformulation

Example 1

- Trainee-teacher initiation of negotiation routine
- Culture embedded in language (lexical item « bobo »)
- Importance of understanding the term
 - Food truck clients / fish & chips van

Melissa_tpa1
(23:39-23:45)



je vise une clientèle euh un peu/
I'm targeting a kind of customer base that's

**Bobo/
Bobo!**

++
++



j` sais pas
I don't know



si vous
if you



connaissez ce terme/ +
know this word/ +



bobo/ +
Bobo/ +

Melissa_tpa2
(23:46-23:53)



en fait ça veut dire bourgeois bohème/
in fact that means bourgeois bohemian/

+

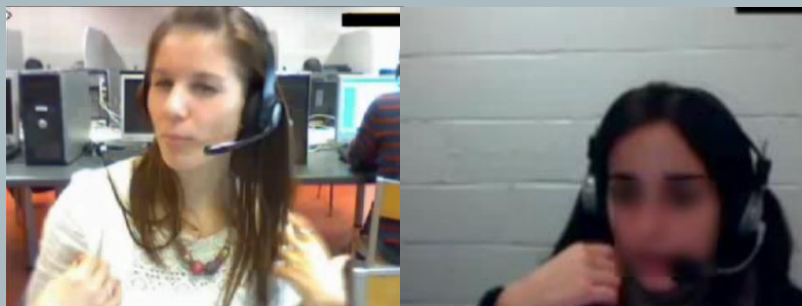
+



j`vais t'envoyer une photo
*I'm going to send **you** a photo*

++

++



c'est des gens **un peu**
*they're people who are **quite***

ch[ic]
ch[ic]



Alejandra_tpa3
(23:52-23:53)



[non] [non]
[no] [no]

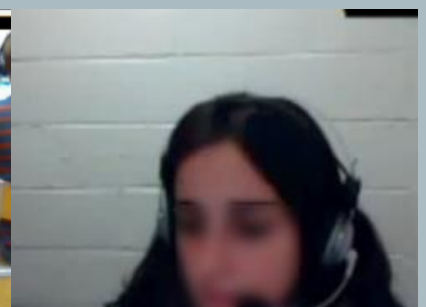
Melissa_tpa4
(23:54-23:59)



[d'accord]
[okay]



mais: un peu
but: kind of



cool aussi
cool as well



ils sont **chic/**
they are chic/



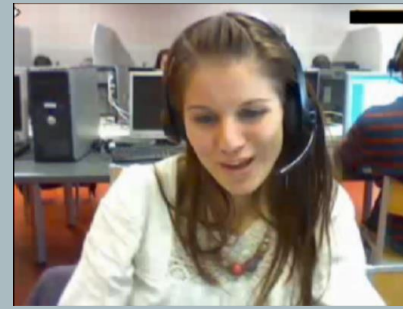
et **cool**
and **cool**

Alejandra_tpa
(24:02-24:03)



ah:
ah:

Melissa_tpa6
(24:05-24:10)



oui en **France**
yes in **France**



c'est un p`tit] c'est devenu un **[petit peu**
it's a bit] it's become a **[bit**



péjoratif]
derogatory]

Alejandra_tpa7
(24:06-24:12)



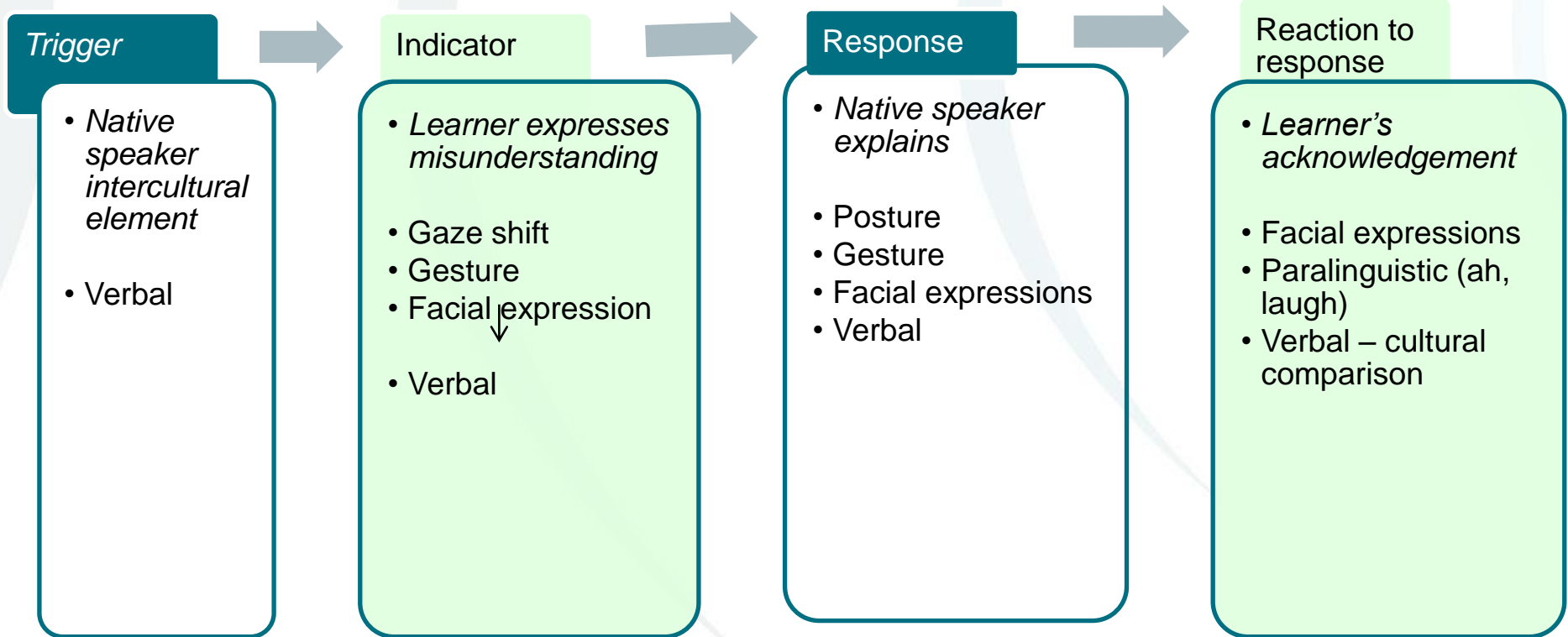
ce mot est très: + ce mot en Espagne c'est très:
this word is very + this word in Spain is very



mal ((rire))
bad ((laughs))

Example 1

Detailed negotiation of intercultural meaning



Example 2

- Existence of two ways to say *you* in French
 - *tu* (informal), *vous* (formal)
- Learner initiation of negotiation routine
- Knows the lexical meanings of pronouns
- Lacks the sociocultural knowledge to appropriately use the sociopragmatic relationships signalled by *tu* and *VOUS*
- Introductory phase of the session

Samia_tpa1
(05:56-05:56)



Sean_tpa2
(05:58-05:58)



bon alors Sean **ça va**/
so Sean **how are you**/

oui **ça va**\ et vous/
yes **I'm ok and you (formal)**/

Samia_tpa3
(05:59-06:03)



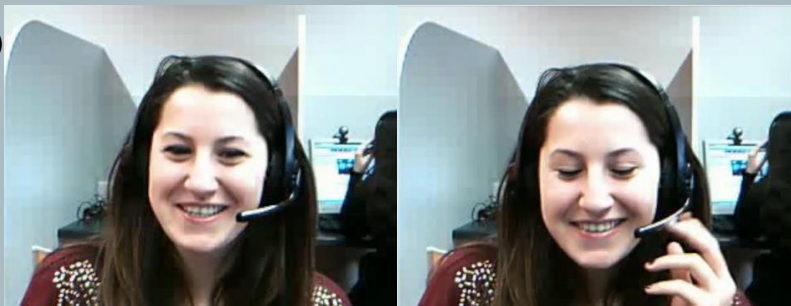
Sean_tpa4
(06:05-06:07)



ça va\ tu peux m`dire tu hein/ **t'arrêtes pas**
d`me dire vous mais:\ tu peux dire tu/ +
I'm okay\ you can use you (informal) with me
non/ **you keep** saying you (formal) to me but:\
you can say you (informal) +

d'accord/ + [de quel sujet/]
okay/ + [what about/]

Samia_tpa5
(06:06-06:09)



(((rire))) j'me] sentirais mieux ((rire)) + hein/
[[((laugh))] l'd] feel better ((laugh)) + what/

Sean_tpa6
(06:12-06:12)



**c'est quel sujet/
what about/**

Samia_tpa7
(06:13-06:15)



bah parce qu'en fait à chaque fois **tu me dis VOUS/**
ehh because in face every time you say YOU/
(formal)

Sean_tpa8
(06:17-06:17)



**divan/
sayou/**

Samia_tpa9
(06:18-06:19)



tu m- tu me dis vous/ +
you say to me you/ (formal) +

Sean_tpa10
(06:20-06:21)



ah d'accord\
ah okay

Samia_tpa11
(06:21-06:21)



**et tu peux me dire tu\
and you can use informal you**

Samia_tpa12
(06:26-06:28)



**Angela elle me dit tu\ donc tu peux faire pareil/
Angela says you (informal) to me\ so you can do
the same/**

Sil_tpa13
(06:28-06:30)



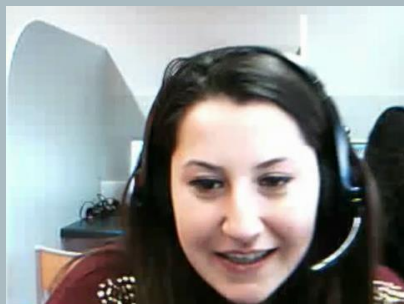
silence

Sean_tpa14
(06:30-06:31)



**de quel sujet/ oui\
what about/ yes**

Samia_tpa15
(06:32-06:34à



**non + alors j`vais t`l`écrire\
no+ so I`ll write it for you**

Sil_tpa13
(06:35-06:48)



silence

Samia_tpa14
(06:49-06:50)



Text chat 06:48: Quand tu me parles tu peux me dire tu

quand tu me parles tu peux me dire **tu**/
*when you talk to me you can say **you** (informal)*

Sean_tpa15
(06:53-06:53)



°"can't deal with that/"°

Samia_tpa16
(07:00-07:03)



au lieu d`me dire VOUS allez bien tu peux me dire
TU vas bien/
*instead of saynig are you (f) okay you can say **are you (i) okay***

Samia_tpa16
(07:03-07:04)



est-ce que TU vas bien/
are YOU (i) okay

Sean_tpa17
(07:06-07:07)



oui je suis bien\ **yes I'm okay**\

Samia_tpa18
(07:08-07:10)



non\ ((rire)) **no**\ ((laugh))

Samia_tpa19
(07:11-07:13)



Angela <((en riant)) **est-ce que tu peux lui expliquer/**>

Angela <((laughing)) can you explain to him/>

Angela_tpa20
(07:18-07:29)



tu sais/ que vous est |une forme qu'on utilise pour euh: pour les amis/ et euh on peut dire tu/ **et il ne faut pas dire vous/** *you know/ that you (f) is a form that we use for euh: with friends/ and euh we can say you/ (i) and **you shouldn't say you (f)***

Sean_tpa21
(07:32-07:33)



ah d'accord
ah okay

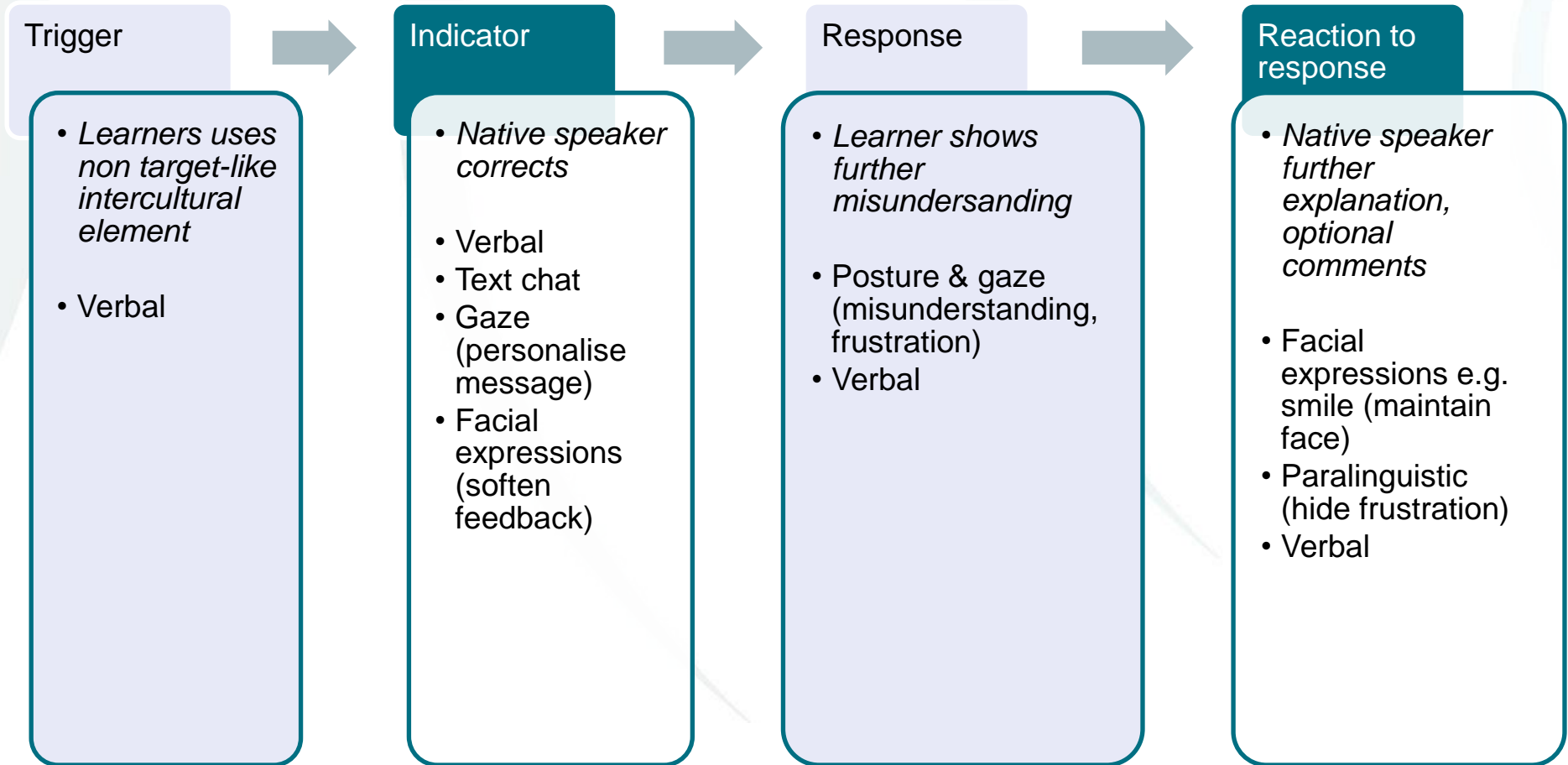
Angela_tpa22
(07:32-07:41)



tu ne dis pas euh vous êtes comment/ ou **mais:** tu vas comment/ou: comment ça va/vous est très formel oui/ **you don't say** euh how are you/ (f) or **but:** how are you (i) or: how's it going/ you(f) is very formal yes/

Example 2

Detailed negotiation of sociopragmatic intercultural meaning



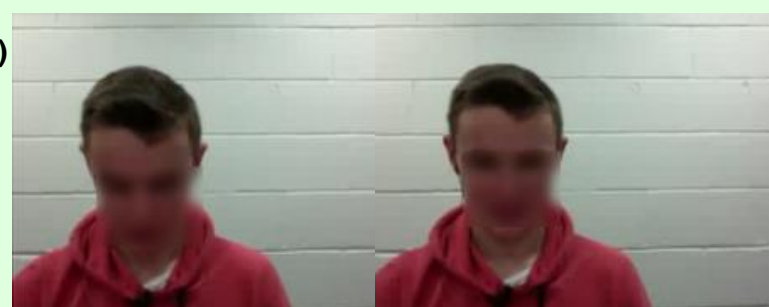
However....

Samia_tpa23
(07:42-07:47)



oui et je su[is `fin] ++ on\[on est:] **AMIS/** ((rire))
yes and I'[m well]++we [we're] **FRIENDS/**
((laugh))

Sean_tpa24
(07:40-07:48)



vous est très formel oui/ ++ **[ah d'accord]** +
[on |utilise t]u **oui d'accord**\
you (f) is very formal yes/ ++ **[ah okay]** \
+ [[we use y]ou (i) **yes okay**]

- Lack of sociocultural knowledge to appropriately use the sociopragmatic relationships signalled by *tu* and *vous*?
- Misunderstanding of trainee-teacher's socio-affective positioning?

Critical CALL

- Visual images allow
 - expression of misunderstanding
 - complementary information in negotiation of meaning
 - communicate that misunderstanding resolved
- Complex situation – many things at play and intertwined
 - Ex.1 - lexical provision, socio-cultural knowledge,
 - Ex. 2 - sociopragmatic knowledge, socio-affective
 - classification parametres for IIEs
- Learning design -> no specific intercultural objectives
 - Allusions to culture-> intercultural learning, language priorities?
- Intercultural learning and level of analysis
 - Micro level of analysis really possible?

Thanks!

Questions...

Open-access publications : <http://icar.univ-lyon2.fr/membres/cwigham/publications.htm>

Information on Ismael project : <http://icar.univ-lyon2.fr/projets/ismael/>