

**International bilingual conference**

**Department of French Studies**

**University of Turku, Finland**

**21-23.9.2006**

**Academic Mobility: Blending Perspectives**

**Mobilité académique: Perspectives croisées**



**Programme and information**

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

Organizing committee

Fred Dervin, Turku, freder@utu.fi

Laura Keihäs, Turku, laura.keihas@utu.fi

Veronika Laippala, veronika.laippala@utu.fi

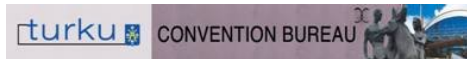
Eija Suomela-Salmi, eisusa@utu.fi

Vera Välimäki, Turku, vesova@utu.fi

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**The International Office of The University of Turku**

## Conference information



1. **Publicum**, the conference venue (street address: Assistentinkatu 7)
2. **Department of French Studies** (2<sup>nd</sup> floor in building called Juslenia, street address: Henrikinkatu 2))
3. **Main building** of the University of Turku (conference reception on 21.9.2006)
4. **Turku Cathedral** (land mark, easy to spot)
5. **The market square** (surrounded by the city centre and shopping area)
6. **Foija**, restaurant where the conference dinner takes place on Sep 22<sup>nd</sup>
7. **Tourist information centre and the City Hall** (City reception on 22.9.2006)

### 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: Assitentinkatu 7). Rooms reserved for the conference are numbers 3, 4 and 5 (Thursday and Friday) as well as 1, 2 & 3 (Saturday).

### 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 € (3 € 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 919 940<sup>1</sup>, 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 in mid-September. 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](http://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 academic mobility. 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 university programmes.

## **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).

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

## **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.

The conference dinner takes place at Restaurant Foiija (number 6 on the map). Tickets with different colours (= different menus) will be given to you at registration. May we kindly ask you to place the ticket on the table for the waiters? Please note that drinks are not included.

## **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 Aleksandra, Assi, Elina, Heta, Kaisa, Maarit, Tanja, Taru, Teija and Virve are able to help you both in English and in French.

**They will all wear a black T-shirt (with the words TURKU ÅBO or TURKU FINLAND printed on it)**

# Conference programme

**Thursday 21<sup>st</sup> September 2006, rooms Pub(licum) 3, 4 and 5**

Time	Type of event	Speaker
12.00	<b><u>Registration &amp; coffee</u></b>	
13.00	Welcome Room Pub 3	<b>Fred Dervin,</b> Senior Lecturer, Department of French Studies, University of Turku (Finland)
13.05- 14.05	<b>Keynote Speech (in English)</b> Room Pub 3	<b>Mike Byram,</b> Professor in Education, University of Durham (UK)  <i>The 'value' of student mobility</i>
14.05- 15.30	<b>Panel "plenary" session</b> Room Pub 3	<i>Emerging academic mobility issues in the Finnish context</i>  <b>Panel Chair: Minna Söderqvist,</b> Research and Development, Multilingual Management Assistance and Journalism, Helia University of Business and Applied Sciences  <b>Angelina Korsunova,</b> University of Jyväskylä  <b>Minna Franck,</b> Helsinki Collegium for Advanced Studies, University of Helsinki  <b>David Hoffman,</b> Institute for Educational Research, University of Jyväskylä  <b>Matti Taajamo,</b> Department of Teacher Education, University of Jyväskylä
15.30 – 16.00	<b><u>Refreshments</u></b>	

<b>16.00 – 17.00</b> <b>Session 1</b>	16.00 – 16.30	<b>Chairperson:</b> <b>Laura Keihäs</b> <b>Room 4</b>	<b>Chairperson:</b> <b>Mara Dirba</b> <b>Room 3</b>	<b>Présidente :</b> <b>Virginie Suzanne</b> <b>Room 5</b>
		<b>Academic mobility and integration</b>	<b>Academic mobility: an academic field of study?</b>	<b>Aspects et réflexions sur la mobilité estudiantine</b>
		<b>Inmaculada Sanz-Sainz</b> – University of Granada, Granada, Spain <i>Is the Socrates/Erasmus programme beneficial for students? An empirical approach</i>	<b>Fred Dervin and Esmeralda Lopes Rosa</b> – University of Turku, Turku, Finland, Universidade do Algarve, Faro, Portugal <i>The Researcher as a Voyager</i>	<b>Thierry Blöss et Magali Ballatore</b> – LEST – CNRS (UMR 6123), Aix-en-Provence, France <i>Le sens caché de la mobilité des étudiants Erasmus</i>
	16.30 – 17.00	<b>Guadalupe Soriano Barabino</b> – University of Granada, AVANTI Research Group, Spain <i>Integration of international students : Students from California State University (USA) at the University of Granada (Spain)</i>	<b>Organising mobility</b>  <b>Anita Boesmans</b> – Department of Teacher Training, Katholieke Hogeschool, Hasselt, Belgium <i>An international class in Hasselt, Belgium</i>	<b>Sophie Elias-Varotsis</b> – Université Paris 12 –Val de Marne, France <i>Mobilités culturelles, cultures des mobilités</i>
19.30	Official reception of the Conference	University of Turku, Main building (Number 3 on the map above) Rector of the University of Turku <b>Keijo Virtanen</b>  Music: (Double quartet from) the <i>Student Union Choir of the University of Turku</i>		

**Friday 22<sup>nd</sup> September 2006, rooms Publicum 3, 4 and 5**

Time	Type of event	Speaker
8.30		<b><u>Registration</u></b>

9.15 – 10.15	<b>Plenary (in English)</b> Room 3	<p align="center"><b>Eija Suomela-Salmi</b> Professor in French Studies University of Turku</p> <p align="center"><i>Effects of stays abroad on students' representations</i></p>			
10.15 – 10.30	<b><u>Refreshments</u></b>				
<b>Session 2 10.30 – 12.30</b>		<b>Chairperson: David Hoffman</b> Room 4	<b>Chairperson: Julia Vauterin</b> Room 3	<b>Présidente: Sophie Elias-Varotsis</b> Room 5	
		<b>Student mobility and integration</b>	<b>Academic mobility and integration</b>	<b>Mobilité et interculturel</b>	
		10.30.-11.00	<b>Kathy Durkin</b> - Media School, Bournemouth University, UK <i>An exploration of support strategies for non-native students making the transition to a different academic culture.</i>	<b>Yulia Zharkova-Fattore</b> – University of Fribourg, Bern, Switzerland <i>Learning to adapt : International students in Swiss universities</i>	<b>Mathilde Anquetil</b> – Università di Macerata, Italie <i>Mobilité Erasmus et communication interculturelle Une recherche-action pour un parcours de formation</i>
		11.00 – 11.30	<b>Curriculum development and mobility</b>	<b>Student Mobility and New technology</b>	<b>Daniel Niclot , Michèle Foucard et Shirley Lawes</b> – IUFM, Champagne-Ardenne, France – Institute of Education, Londres, Angleterre <i>Un outil pour préparer les étudiants à la dimension interculturelle de la mobilité internationale</i>
		<b>Tünde Dókus Ocskó</b> – Corvinus University of Budapest, Hungary <i>ICBC-Curriculum Development for MA in Intercultural and Business Communication. A Step Towards a Joint Degree</i>	<b>Sabine Ylönen</b> – Centre for Applied language Studies, University of Jyväskylä, Finland <i>Training of academic discourse practises for exchange students with e-material</i>		

	11.30 – 12.00	<p><b>Begoña Cueto</b> Department of Applied Economics, University of Oviedo, Spain <i>An outcome analysis of international student mobility policies</i></p>	<p><b>Jeannine Gerbault</b> – Université Michel de Montaigne Bordeaux 3, France <i>Needs analysis as a tool for supporting student mobility</i></p>	<p><b>Alexandra Budke</b> - Universität Potsdam, Allemagne <i>Contacts sociaux et images nationales des étudiants Erasmus en Allemagne</i></p>
	12.00 – 12.30		<p><b>The voice of mobile students</b></p>	<p><b>Martine Eisenbeis</b> – Département des Etudiants Etrangers, Université de Lille 3 , France <i>« L'auberge » : des modules multimédia pour favoriser l'intégration des étudiants Erasmus ?</i></p>
			<p><b>Krzaklewska Ewa</b>, Erasmus Student Network AISBL, Brussels, Belgium <i>Why study abroad? – typologies of students, their motivations and needs</i></p>	
12.30 – 14.00	<b><u>Lunch</u></b>			
14.00 – 15.00	<p><b>Plenary (in English) Room 3</b></p>	<p><b>Vassiliki Papatsiba</b> Senior Research Fellow, Department of Educational Studies, University of Oxford, UK  <i>Mobile bodies: a step towards mobile minds</i></p>		

<b>Session 3</b> <b>15.05 – 17.50</b>	15.05 – 15.35	<b>Chairperson:</b> <b>Kathy Durkin</b> Room 3	<b>Chairperson:</b> <b>Fred Dervin</b> Room 4	<b>Présidente:</b> <b>Alexandra Budke</b> Room 5
		<b>Language,</b> <b>Interculturality</b> <b>and identity</b>	<b>Skills development</b>	<b>Citoyenneté et</b> <b>mobilité</b>
		<b>Rapoport Tamar</b> Hebrew University of Jerusalem, Israel <i>The criticalgaze of</i> <i>“Foreign Students“ :</i> <i>The case of the Hebrew</i> <i>University , Jerusalem</i>	<b>Mercedes López-</b> <b>Roldán</b> – University of Granada, Granada, Spain <i>Instruments for</i> <i>International Academic</i> <i>Mobility used by the</i> <i>University of Granada</i> <i>(Spain)</i>	<b>Sandrine Billaud</b> – Ecole nationale Supérieur d’architecture de Montpellier, Montpellier, France <i>L’acquisition d’une</i> <i>citoyenneté</i> <i>démocratique</i> <i>européenne grâce à la</i> <i>mobilité transnationale</i> <i>. Le cas des étudiants</i> <i>européens en France</i>
	15.35 – 16.05	<b>Ainhoa de Federico,</b> University of Lille 1, France <i>Friendship networks of</i> <i>Erasmus students and</i> <i>their effects on</i> <i>identifications</i>	<b>Mercedes López-</b> <b>Róldan and</b> <b>Inmaculada Sanz</b> <b>Sainz</b> – University of Granada, Granada, Spain <i>Information Channels</i> <i>for Socrates/Erasmus</i> <i>Students at the</i> <i>University of Granada</i> <i>(Spain)</i>	<b>Discours</b> <b>académique et</b> <b>mobilité</b>  <b>Babault Sophie,</b> Université Lille 3, France <i>Mobilité universitaire</i> <i>et activités de prise de</i> <i>notes : une approche</i> <i>interculturelle.</i>
	16.05 – 16.20		<u><b>Refreshments</b></u>	
16.20 – 16.50	<b>Michael Berry</b> – Turku School of Economics, Finland <i>Converting exchange</i> <i>and local students into</i> <i>pedagogical learner -</i> <i>teachers</i>	<b>Julia Vauterin</b> – Lappeenranta University of Technology, Lappeenranta , Finland <i>Academic mobility as a</i> <i>tool for innovative</i> <i>development of</i> <i>entrepreneurial cross-</i> <i>border networking</i>	<b>Pascal Schaller</b> – Département des Etudiants Etrangers, Université Lille 3, France <i>Apprendre le français</i> <i>en France : une</i> <i>situation</i> <i>d’appropriation du</i> <i>français en milieu</i> <i>homoglotte, le cas</i> <i>d’études d’un centre</i> <i>universitaire de</i> <i>langues.</i>	

	16.50 – 17.20	<p><b>Paul Catteuw</b> – Karel de Grote- Hogeschool, Antwerpen, Belgium <i>A Framework of reference for intercultural competence : a proposal</i></p>	<p><b>Silvia Ghiselli - Gian Piero Mignoli</b> Università degli Studi di Bologna, Bologna, Italy <i>Study experiences abroad: graduates features and professional accomplishment</i></p>	<p><b>Fred Dervin</b> – Université de Turku, Finlande <i>Imaginaires interculturels et mobilité académique: le cas du projet Absolutely Intercultural!</i></p>
	17.20– 17.50	<p><b>Philip Shaw</b>, School of Computer Science and Communication, Royal Institute of Technology, Stockholm, Sweden – <b>Margrethe Petersen</b>, Aarhus School of Business, Denmark <i>Language environments of exchange students at scandinavian universities</i></p>	<p><b>Teaching Staff Mobility</b></p> <p><b>Patricia Driscoll</b> – Christchurch University, Canterbury, UK <i>“Welcoming a foreign teacher trainee” (precise title of presentation TBA)</i></p>	
19.00 – 20.00	<b>Official reception by the City of Turku (City Hall – number 7 on the map)</b>			
20.30	<b><u>Networking Dinner in Turku</u> (Foiija – number 6 on the map)</b>			

Saturday 23<sup>rd</sup> September 2006, rooms Publicum 1, 2 & 3

Time	Type of event	Speaker	
9.00 – 10.00	<b>Plenary (in French)</b> Room Pub 1	<p><b>Martine Abdallah-Pretceille</b> Professor in Didactics and Education Paris Sorbonne &amp; Paris VIII</p> <p><i>"Mobilité sans formation n'est que ruine de l'âme"</i> [on the importance of preparing academics to move]</p>	
<b>Session 4 10.00 – 11.00</b>	10.00 – 10.30	<b>Chairperson:</b> <b>Inmaculada Sanz-Sainz</b> Room 3	<b>Présidente:</b> <b>Ainhoa de Federico</b> Room 2
		<b>European projects on Academic Mobility</b>	<b>Mobilité et interculturel</b>
		<b>Marián Morón and Guadalupe Soriano Barabino</b> – University of Granada, Spain <i>Results from the Temcu project: A teacher training module</i>	<b>Marion Perrefort</b> - Université de Franche-Comte Ufr Slhs – Faculté des Lettres, Besançon, France <i>Changer en échangeant ? Regards croisés sur la mobilité scolaire, académique et individuelle</i>
10.30 – 11.00	<b>Students' perceptions of Academic Mobility</b>	<b>Nathanael Wallenhorst</b> – Laboratoire EXPERICE, Paris 13 (sciences de l'éducation), France <i>Des lycéens entre la France et l'Allemagne, Education informelle, mobilité géographique et mobilité psychique</i>	
	<b>Mihai Paunescu</b> - National School of Political Studies and Administration Bucharest Romania <i>Students' perspectives upon their mobility: the experiences of Romanian, Polish and Bulgarian outgoing students.</i>		
11.00 – 11.30	<b><u>Refreshments</u></b>		

<b>Session 5 11.30 – 13.00</b>	11.30 – 12.00	<b>Chairperson : Tom Stewart Room 1</b>	<b>Chairperson : Patrick Danaher Room 2</b>	<b>Présidente : Eija Suomela-Salmi Room 3</b>
		<b>Mobility and language learning</b>	<b>Teaching staff mobility</b>	<b>Réflexions sur la mobilité académique</b>
		<b>Mihoko Teshigawara – Center for International Cooperation in Engineering Education, Graduate School of Advanced Technology and Science, The University of Tokushima, Japan <i>Academic Mobility in Japan: The Demographics of Double-Degree Programs</i></b>	<b>Leena Lestinen and Anna-Leena Riitaoja – Institute for Educational Research, Jyväskylä University, Centre for International Mobility CIMO, Helsinki, Finland <i>Teachers in exchange – From a big picture to a group portrait</i></b>	<b>Aleksandra Ljalikova – Département d’Etudes Francaises, Université de Tallinn, Estonie <i>Mobilité académique, déplacement ou voyage touristique?</i></b>
	12.00 – 12.30	<b>Obstructions and mobility</b>	<b>Mara Dirba –University of Latvia, Latvia &amp; Fred Dervin – University of Turku, Finland <i>Figures of liquid strangeness: the case of mobile academics in Finland and Latvia</i></b>	<b>Eleni Guinou, Université de Ioannina, Grèce <i>Le professeur d’interculturel dans sa mobilité académique ou autre</i></b>
		<b>Liudmila Kirpitchenko, Monash University, Melbourne, Australia. <i>Academic migration to Australia and Canada: Russian professional elite in focus.</i></b>		
	12.30 – 13.00	<b>Experience of strangeness</b>	<b>Suzanne Ehrenreich – Ludwig-Maximilians- Universitaet , Munich, Germany <i>Residence abroad and foreign language teacher education – A study of the assistantship and its educational significance in teachers’ biographies</i></b>	<b>Mobilité des enseignants</b>
		<b>Katarzyna Hadaś and Krzysztof Podemski - Adam Mickiewicz University, Poznań, Poland <i>Experience of strangeness: Travel, tourism, academic mobility.</i></b>		

13.00 – 14.00	<b><u>Lunch</u></b>			
<b>Session 6</b> 14.00- 16.00	14.00 – 14.30	<b>Chairperson :</b> <b>Esmeralda Lopes Rosa</b> Room 3	<b>Chairperson :</b> <b>Ioannis Tsoukalas</b> Room 1	<b>Président :</b> <b>Fred Dervin</b> Room 2
		<b>Impact of Academic mobility</b>	<b>Historical perspectives on Academic Mobility</b>	<b>Réflexions sur la mobilité académique</b>
		<b>Patrick Danaher</b> – University of Southern Queensland and Central Queensland University, Australia <i>Fraternal academic mobility itineraries Down Under :</i> <i>Autoethnographies , ecologies of practice and professional learning by three Australian university lecturers</i>	<b>Pieter Dhondt</b> - University of Helsinki, Department of history , Helsinki, Finland <i>Student mobility in Europe in the nineteenth and early twentieth century, the case of Finland</i>	<b>Daniele Geffroy Konstacky</b> - Université Hradec Kralové, Faculté de pédagogie, République Tchèque <i>Apports d'une ville de Bohême orientale dans les échanges Erasmus</i>
	14.30 – 15.00	<b>Marián Morón</b> – University of Granada, Granada, Spain <i>Study abroad and its impact on mobile participants' development: The ALE experience</i>	<b>Reflections on Academic Mobility</b>  <b>Tom Stewart-</b> Kutztown University, USA <i>Academic mobility: A North American perspective</i>	<b>Larissa Znoenko</b> – Université pédagogique d'Etat d'Omsk, Russie <i>Mobilité académique des étudiants dans les recherches contemporaines de la pédagogie russe.</i>
15.15 – 16.15	<b>Plenary (in English)</b> Room 1	<b>Elizabeth Murphy-Lejeune</b> Lecturer in French (Language, culture and intercultural studies). Saint Patrick's College, Drumcondra, Dublin 9.  <i>The Student experience of mobility, a multi-instrument score.</i>		
16.15	<b>Concluding remarks</b> Room 1	<b>Eija Suomela-Salmi</b> , Professor in French Studies, <b>Fred Dervin</b> , Senior Lecturer in French Studies University of Turku, Finland		

## **ABSTRACTS**



## **PLENARIES**

**ABDALLAH-PRETCEILLE Martine**, Professor in Didactics and Education, Paris Sorbonne & Paris VIII, Director of Association Bernard Grégory, France, [martine.pretceille@free.fr](mailto:martine.pretceille@free.fr)

### ***“Mobilité sans formation n’est que ruine de l’âme” [on the importance of preparing academics to move]***

En parodiant la célèbre formule de Rabelais (1532) « science sans conscience n’est que ruine de l’âme », Martine Abdallah Pretceille se propose de démontrer l’importance de la formation comme préalable à l’efficacité de la mobilité académique. On a l’habitude de dire que « les voyages forment la jeunesse », ce dicton populaire confond action et formation, outil et objectif.

Les chercheurs en sciences sociales ont démontré, depuis longtemps déjà, que les contacts ne suffisent pas à améliorer les relations entre les individus et les groupes d’individus. Les violences et les conflits inter-nationaux, inter-ethniques, inter-religieux, etc., passés et présents, contredisent malheureusement, l’utopie du « dialogue interculturel » via les contacts, les échanges. Dès lors, il revient aux chercheurs et aux praticiens d’analyser les conditions d’une éducation à l’altérité et à la diversité susceptibles de sortir les échanges de leur idéologie sirupeuse.

En se multipliant, les échanges se sont non seulement diversifiés mais ils se sont aussi complexifiés autant dans leurs objectifs que dans leurs modalités provoquant ainsi des fractures et des interrogations. Associés pendant longtemps aux apprentissages linguistiques, les échanges scolaires se sont élargis aux apprentissages culturels. Même si l’objectif n’est pas encore atteint dans ces domaines, Martine Abdallah-Pretceille souhaite démontrer qu’il faut aller encore plus loin et mettre en place des apprentissages cognitifs car la mondialisation n’est pas uniquement un état, un contexte, elle nous oblige à changer totalement le paradigme de pensée.

**BYRAM Michael**, Professor in Education, University of Durham (UK), [msbyram@durham.ac.uk](mailto:msbyram@durham.ac.uk)

### **The ‘value’ of student mobility**

The ‘value’ of student mobility can be considered at both societal and personal level. At societal level, policies to encourage student mobility in Europe are doubtless part of the general intention to create a European polity of some kind, and a ‘European identity’ to correspond to it. Although the policy issues should not be forgotten, in this talk I will concentrate mainly on the impacts of the phenomenon on individuals.

How we decide for the individual what the ‘value’ of student mobility might be is not a simple nor an easy question. Even more difficult is how we measure the value. A number of dimensions are immediately evident:

- opportunity for learning which is not available in the students’ own environment

- personal development in various ways – changes in attitudes and perceptions, acquisition of new knowledge about the host environment, second/foreign language acquisition
- changes in identification with polities - the national, the European and others
- the impact on others in the host environment – other students and other teachers

There are also possible long-term effects: changes in career intentions; impacts on professional identity; and, not least, impact on emotional life, as students often find partners in their new environment.

There will thus be two main aspects of my talk: to consider how we determine the dimensions of the experience which need to be understood and in some way evaluated (and perhaps quantitatively measured); and to consider in particular the long term effects and how these can and should be valued.

I will refer to my own research on the long term effects but also to work being published in a newly edited book, and because the latter includes research on students travelling between continents and not just in Europe, I will remind us how important it is to see the specific concern of the conference with European conditions in a wider context.

**MURPHY-LEJEUNE Elizabeth**, St Patrick’s College, Dublin, Ireland,  
[emurphylejeune@eircom.net](mailto:emurphylejeune@eircom.net)

### **The Student experience of mobility, a multi-instrument score**

Student mobility is becoming a more richly diversified experience as post-modern societies develop transnational ways of being and doing (Bordes-Benayoun & Schnapper, 2006). Mobility, and the experience of strangeness which it entails, has even been construed as an essential trait of post-modernity (Bauman, 1992, 1993). Mobility is now interpreted as a fashionable concept, even a myth, evoking fluidity, borderlessness, transformations, and making the very notion of society obsolete (Urry, 2000). But what social realities lie beyond the sometimes trendy analysis and inflated representations of academic discourse? Can we go deeper and find more substantive results?

In this paper, it will be argued that the student experience of mobility is a multi-faceted score in that it is a trans-disciplinary domain where diverse voices may be heard. A first perspective relates to the kind of theoretical discourse, which constructs mobility as an ideal in a “hyper-modern” world. A second perspective may be gained from examining socio-demographic data about student mobility worldwide and the kind of politics underpinning the international educational market. A third perspective indicates that there are considerable inequalities in the area of mobility, depending on the students’ country of origin and their socio-economic status, particularly in the way they are “welcomed” in host countries. A further perspective arises when the students’ voices manifest themselves. These voices create a “typical” storyline, a taxonomy. Using this taxonomy, different individual itineraries may be drawn, outlining the potential outcome of the experience: complete, medium or minimal immersion.

**PAPATSIBA Vassiliki**, Marie-Curie Research Fellow, Department of Educational Studies, University of Oxford, UK, [vassiliki.papatsiba@edstud.ox.ac.uk](mailto:vassiliki.papatsiba@edstud.ox.ac.uk)

### **Mobile bodies: a step towards mobile minds?**

In this presentation, I will try to sketch out the specifics of study abroad with the EU Erasmus/Socrates student exchange programme and analyse the way students perceived and dealt with cultural difference, and interacted with others. Beyond recurring assumptions and assertive statements about the cultural benefits that European student mobility is supposed to bring about, how did students perceive otherness and deal with change, difference or unfamiliarity? Did this cultural experience succeed to bring closer and to increase common references among young European neighbours, nevertheless foreigners to each other?

As a background to this questioning, a sociological approach of the rhetoric on the benefits of mobility for individuals will be developed. According to this approach, the rise of the era of mobility can closely be connected with the late modernity and optimist views of the self's capacity to adapt to the challenges posed by globalisation. Mobility thus becomes an act expressing the individual appropriation of an "enlarged" action-space, supposed to become less constrained by social determinism. Following this line of conceptualisation, mobility can also be seen as a form of elective biography (do-it-yourself biography) and would favour the emergence of a freer individual.

At the individual level, the assumption can be made that for the majority of individuals who deliberately decide to experience a stay abroad, a certain curiosity and desire of encounter with the culturally different Other exist. However, the experience *in situ* proves to be more complex and demanding, requiring individual adjustment and capacity to tolerate change, uncertainty and difference. The intercultural approach has traditionally given an important place to the investigation of cultural shock and individual adjustment in intercultural encounters entailing a high degree of cultural distance. Yet, in the case of student mobility within Europe, the specific nature of the intercultural experience has not attracted intensive research interest, possibly because dissimilarity within European cultures has been thought to be less pronounced, thus preventing individuals from experiencing massive confrontation with difference and change.

From a political point of view, it is noteworthy that European student mobility, especially when promoted through large-scale schemes, as for instance the EU Erasmus/Socrates student exchange programme, has not distinctly aimed at the acquisition of intercultural competence, even though enabling young Europeans to internalise a 'European consciousness' has been a hoped-for outcome. In the view of the political actors who initiated this scheme (i.e. the European Commission) and the academic community which supported it, student mobility was seen as a means to promote cooperation between Higher Education institutions and to support the development of the European labour market.

Results of the analysis of 80 student accounts on experiences of Erasmus mobility within Europe have shown that student mobility reinforces the individual belief of being able to

face changing environments, to monitor the self and to be monitored as a self, and to take control on one's life-path in a reflexive way, by accepting risks impelling new dynamics. From the students' perspective, mobility experience seems to release impulses for personal growth and individual autonomy. Yet this advantage, however important it may be, often dominates the other outcomes of a mobility period, such as cultural and political awareness, intercultural competence and enlarged feeling of belonging. Without specific and systematic action to support intercultural learning, acquiring a feeling of belonging in an enlarged Europe, enriching national identities with the desired European dimension, seems to be a random outcome of individual experiential learning. This result creates a tension with views and expectations for students to become "culture carriers" and vectors of Europeanisation, since the pro-social and societal dimensions of student mobility outcomes, as an experience supporting cultural awareness and understanding, tolerance and civic conscience were less systematically present at the end of the stay abroad.

This result however does not affect the value of student mobility. On the contrary, it makes us aware of the conditions that need to accompany mobility experiences. The latter can be a powerful multi-facet educational tool, if we keep away from naive assumptions about the miraculous effect of immersion in a different socio-cultural setting. It is also crucial for the educational communities and the political bodies to go beyond fine-sounding rhetoric on the importance of student mobility, and thus seriously commit to preparing youth to live in a pluralist and tolerant world.

**SUOMELA-SALMI Eija**, Professor in French Studies, University of Turku, [eija.suomela-salmi@utu.fi](mailto:eija.suomela-salmi@utu.fi)

### **Effects of stays abroad on university students' representations**

In my presentation, I will discuss some results from a study carried out at the Department of French Studies of the University of Turku dealing with students' representations on the French language, Frenchmen and French society and culture. I will focus on the effects of stays in France (as exchange students or in professional contexts) and on how they are reflected, on the one hand, in the students' discourses related to their self-representations, especially as academic specialists in their field and, on the other hand, in their changing representations of the Other, i.e. the French. The corpus of the study consists of questionnaires addressed to 60 students (BA and MA levels). The point of departure is that representations are socially and discursively constructed; they precede discourse but are made visible through discourse. Furthermore representations are fluid and partly related to the identity / identities of the speakers. In my analysis, I will also show how certain linguistic forms and discursive strategies adopted by the students are indicative of auto- and heterostereotypes.

## **Panel session**

**HOFFMAN David**, Institute for Educational Research, University of Jyväskylä, Finland, [david.hoffman@ktl.jyu.fi](mailto:david.hoffman@ktl.jyu.fi)

### **Emerging academic mobility issues in the Finnish context**

Research and discussions about academic mobility are often much more about context-based assumptions than new information on a set of issues which are assuming increasing importance in many regions (Hoffman 2004). This is mainly due to the narrow methodological range used by researchers approaching topics purporting to address academic mobility issues and a corresponding lack of initiative on the part of higher education stakeholders to re-frame policy discussion to better reflect the needs and potential of today's higher education systems and the communities in which higher education institutions are embedded (Teichler 1996; Enders et al. 2005; Scott 2005).

This interdisciplinary panel will draw on the current research and experience of five academics working in the Finnish national university system and who are currently both working on and experiencing various forms of mobility afforded by higher education.

The purpose of this panel is to illuminate a variety of issues which often escape notice in discussions about academic mobility limited to forms of mobility which gained prominence in past two decades, that is, conventional or traditional internationalization policies (Gornitzka et al. 2003). These policies, which focused primarily on short-term exchanges of students, faculty, resources; as well as research cooperation were widely implemented in the European Research Area in general and Finland in particular (ibid.; Ollikainen 1999).

While these policies mainly conceived of academic mobility *between* countries, cultures and institutions (Scott 1998); patterns of mobility *within* – as well as between – these settings may ultimately prove to be more interesting in terms of research and more important with regard to higher education stakeholders in the coming decades.

The panelists will draw on their diverse range of perspectives, experiences and research to elaborate emerging trends, issues and open questions regarding academic mobility in the Finnish context.

- **Panel Chair: Minna Söderqvist**, Dr Sc (IB), Research and Development, Multilingual Management Assistance and Journalism, Helia University of Business and Applied Sciences
  - *Access to the Finnish Labor Market for Non-Native Graduates?: Hidden Transition Challenges*
- **Angelina Korsunova**, Research Assistant (Corporate Environmental Management) and Chairperson of the Subcommittee for International Affairs of the Student Union, University of Jyväskylä.
  - *Crossing Borders Within the University: Opportunities to Discover*
- **Minna Franck**, PhD (Archeology), Research Coordinator, Helsinki Collegium for Advanced Studies, University of Helsinki.

- *The Practical Realities of Mobility and Recruitment – The Case of Helsinki Collegium for Advanced Studies*
- **David Hoffman**, Graduate Student (Social Policy), Institute for Educational Research, University of Jyväskylä.
  - *Academic Mobility in Finnish Universities: What We Talk About; And What We Don't*
- **Matti Taajamo**, PhD, Researcher (Education), Department of Teacher Education, University of Jyväskylä.
  - *Cultures Don't Encounter – People Do*

## **Parrallel sessions (in English)**

**BERRY Michael**, Turku School of Economics, Finland, [michael.berry@tukkk.fi](mailto:michael.berry@tukkk.fi)  
(Research paper)

### **Converting exchange and local students into pedagogical learner-teachers**

The creation of an ‘Erasmus Space’ to develop intercultural learning for university students has been a very important step forward. Unfortunately, failure to effectively use EU Erasmus Space can create or reinforce negative stereotypes of ‘strangers’. This paper introduces one pedagogical way to use Erasmus Space by converting exchange and local students into pedagogical intercultural learner-teachers. This approach opens the door to creating competence to move towards becoming ‘intercultural mediators’ (Zarate) and ‘intercultural speakers’ (Byram & Kramsch) as students discover ‘rich points’ (Agar) and gradually create a semi-coherent discursive Third Space (Bhabha & Kelly ) in their multicultural pedagogical groups.

Universities could benefit from moving beyond the traditional pedagogical role of teacher-leader / student-follower by converting exchange and local students into learner-teachers. Exchange students rarely have in-depth relationships with local students. The teaching in courses for exchange students about the local culture often comes from a local teacher with limited, if any, local student input, and other lecture courses often provide limited opportunities for meaningful interaction. Courses based 100% on interaction between local and exchange students can create a student learner-teacher environment in which teachers can also become learners. Examples will be presented from intercultural courses in Finland and Austria.

**BOESMANS Anita** Katholieke Hogeschool Limburg- Department of Teacher Training, Hasselt, Belgium, [anita.boesmans@ler.khlim.be](mailto:anita.boesmans@ler.khlim.be) (Work in progress)

### **An international class in Hasselt**

Five years ago an international module of 3 months was organized at our teacher training department for the first time. Every year we evaluated the programme and every year changes were made. So you could call our international module ‘work in progress’ or ‘an example of practice’

This presentation wants to be an encouragement to other teacher training institutions to set up their own international module.

Therefore we shall look at

1. Why we chose to set up an international module for all our incoming students of teacher training, rather than disperse them over the different courses and also why we chose to open up this module to our own students.
2. How we’ve come to choose the contents of this module
3. How we try to involve more staff

- How we try to involve staff more in this international module
4. How we try to work with the differences and find out about the similarities: an intercultural exercise
  5. How we evaluate the students and the module

Although it involves a lot of work, we find the international class a very challenging and rewarding experience. Both colleagues and students express their appreciation and that's what keeps us going on and indeed helps us to increase the quality of the module!

**CATTEEUW Paul**, Karel de Grote-Hogeschool, Antwerpen, Belgium,  
[paul.catteeuw@kdg.be](mailto:paul.catteeuw@kdg.be) (work in progress)

### **A framework of reference for intercultural competence: a proposal**

At Karel de Grote-Hogeschool (Antwerpen) intercultural communication is a compulsory subject for students of commercial sciences and business administration who will be professionals in the Antwerp area, a world port city with enormous international contacts throughout the world. The aim is to acquire intercultural competence to be able to do business with people with a different cultural background at home and abroad.

To teach intercultural communication we make use of portfolio learning (tutoring, evaluation and presentation) and of blended learning (through electronic platform), introducing innovative forms of teaching (reflection and evaluation) and assessment (co-assessment and peer assessment).

Tuition is based upon a theoretical scheme, a framework of reference for intercultural competence (consisting of 7 basic competences, subdivided in 16 partial competences) on three levels (basic, advanced and expertise).

This framework has been made up after thorough study of existing material (Inca, Worldwork, ...) and literature and advised upon by a Flemish-Dutch work group (a.o. universities of Leuven, Amsterdam and Wageningen).

The first results of this teaching method are very encouraging, as students are getting more and more acquainted with portfolio teaching and do seem to acquire intercultural competence, so that they have a solid basis to start working (intercultural) after graduating.

**CUETO Begoña**, Department of Applied Economics, University of Oviedo, Spain,  
[bcueto@uniovi.es](mailto:bcueto@uniovi.es) (work in progress)

### **An outcome analysis of international student mobility policies**

The University of Oviedo (Spain) participates in the Erasmus – Socrates Programme since its early years (1987). Over 8.000 students have moved throughout this period, adding incoming and outgoing students. In 2002 and 2003 a fall in outgoing exchanges was observed that put Oviedo in the lower range of Spanish universities regarding this matter and opened up a significant mobility “deficit”. A plan developed in 2004 led to policy changes promoting Erasmus among Oviedo students.

This paper uses policy analysis methods and literature to study the effects of this plan on the intense growth of both Erasmus applicants and exchanges in 2005-2006. The effects of other factors that influenced this growth are also analysed: the Erasmus program received the Prince of Asturias Award (the equivalent to the Spanish “Nobel”) in 2004 and it had a great impact in the city (the awards are presented in Oviedo); and a new programme for low-income Erasmus students was launched, supported by the regional Government. Administrative data for the last two years corresponding to Erasmus applicants (accepted and rejected) and for the new income-based programme allows estimating the effects of every one of the three aforementioned factors on the increase in outgoing mobility.

**DANAHER Patrick (DANAHER Mike – DANAHER Geoff)**, University of Southern Queensland, Toowoomba, Australia, [danaher@usq.edu.au](mailto:danaher@usq.edu.au) (work in progress)

**Fraternal academic mobility itineraries Down Under: Autoethnographies, ecologies of practice and professional learning by three Australian university lecturers**

Academic mobility takes many forms, crossing disciplinary, faculty/division, organisational and paradigmatic boundaries. If this mobility is to be enabling and strengthening, rather than debilitating and dysfunctional, to individuals and institutions alike, opportunities for and processes of professional learning must be taken up rigorously and systematically in order to contribute to fulfilling the multiple expectations of and on contemporary academics.

Deploying the principles of autoethnography (Ellis & Bochner, 2000) while acknowledging criticisms of this research method (Buzard, 2003), this paper reflects on the authors’ respective and shared itineraries as academics in two Australian non-metropolitan universities. These itineraries traverse the two universities and within one of them two campuses, differently configured faculties and divisions, the disciplines and paradigms associated with communication and cultural studies, education, geography, history, Japanese language and culture and the multiple roles associated with lecturing and tutoring, researching and publishing, postgraduate studies and supervision, administration and management, and community and professional service.

Conceptually the paper is framed and informed by the helpful conceptualisation by Stronach, Corbin, McNamara, Stark and Warne (2002) of ‘ecologies of practice’ (see also Danaher, 2005). This conceptualisation highlights the commonalities and divergences evident among system and institution-level policies, campus and faculty practices and academics’ own subjectivities. It provides therefore a useful theoretical lens for analysing the professional learning being carried out by the authors in their mobilities across and within the two universities, as well as for making explicit both the potential of and the limitations on that learning.

**DE FEDERICO Ainhoa**, University of Lille 1, France, [ainhoa@defederico.net](mailto:ainhoa@defederico.net)

**Friendship networks of Erasmus students and their effects on identifications**

A number of research on exchange students working with the social psychological hypothesis that contact breeds solidarity show deceiving results on the impact of staying abroad on the changing of attitudes towards the host country. These often merely assume that contact with locals exist and do not systematically study the real relationships created by exchange students. In this research it is argued in order to look at potential impact of social contact during exchange sojourns it is essential to first examine the formation of contact itself. This is why in this presentation we will first deal with the dynamics of friendship formation of a sample of Erasmus students (N=298) and from that standpoint, the kind of effects that can be derived from them. Friendship relationships tend to occur rather among Erasmus students, which deviates potential effects from the local hosting country into more cosmopolitan kind of cognitive and affective effects. Under certain circumstances cross-national friends stop being identified as foreign friends (identification of others is altered by friendship) and students identify themselves with larger more cosmopolitan identifications (macro identifications seem to be mediated by micro-identifications).

**DERVIN Fred**, University of Turku, Finland, [freder@utu.fi](mailto:freder@utu.fi) – **LOPES ROSA Esmeralda**, Universidade do Algarve, Faro, Portugal, [erosa@ualg.pt](mailto:erosa@ualg.pt)

### **The Researcher as a voyager**

The purpose of our paper is to investigate the variety and richness of current research approaches to Academic Mobility. Data from a survey on researching Academic Mobility is introduced and some answers are provided to the question *Who does what, and when and where does this take place?* Answers are also documented in regard to the questions: *Why and what do researchers learn while working on Academic Mobility?* and, *What remains to be done?*

**DHONDT Pieter**, Department of history, University of Helsinki, Finland, [pieter.dhondt@helsinki.fi](mailto:pieter.dhondt@helsinki.fi) (Work in progress)

### **Student mobility in Europe in the nineteenth and early twentieth century, the case of Finland**

In recent years the historical research on student mobility received an important impulse by the creation of the international research network "Academic migrations within and to Europe". In a number of publications members of the network have presented their results concerning the main student flows between the different European countries, the motivations of the students to travel abroad, in which way they were stimulated (e.g. in several countries travel scholarship competitions were organised) and the effects of these migrations in the home as well as in the host countries.

Also the Finnish universities were influenced to a large extent by the presence of foreign students within their walls and the stay of their own students abroad. How many students were there in both groups? Where did they go to and where did they come from? And especially, what were the effects of these student movements on the (educational) development of the Finnish universities? The Finnish case is particularly interesting

because of its position between East (Russia) and West (Sweden and Germany) and because of the rather exceptional attitude of Finnish scientists towards Germany - the promised land with regard to scientific developments from 1870 - after the First World War. The developments in Finland will be put in an international perspective by means of findings of the research network.

**DIRBA Mara**, University of Latvia, Latvia, [mardi@lanet.lv](mailto:mardi@lanet.lv) – **DERVIN Fred**, University of Turku, Finland, [freder@utu.fi](mailto:freder@utu.fi) (work in progress)

### **Figures of liquid strangeness: the case of mobile academics in Finland and Latvia**

Our joint paper looks at the experiences of different kinds of mobile populations within academia. A first section of our paper examines the representations and the current *doxa* on what we consider to be two figures of strangeness: liquid and solid strangenesses. The second and third sections of our study investigate the experiences of mobile academics, whom we consider as the archetypes of liquid strangeness: exchange students in Finland and university teaching staff in Latvia.

**DÓKUS OCSKÓ Tünde**, Corvinus University of Budapest, Hungary, [tunde.dokus@uni-corvinus.hu](mailto:tunde.dokus@uni-corvinus.hu), [tdokus@freemail.hu](mailto:tdokus@freemail.hu) (work in progress)

### **ICBC – Curriculum development for MA in intercultural and business communication. A step towards a joint degree**

Intercultural communication is a growing discipline in Continental Europe. Graduates in Eastern Europe have been adjusting to the changed working environment and they are interested in developing their knowledge and skills in this new and increasingly important area.

Corvinus University of Budapest (previously University of Economic Sciences and Public Administration) is under restructuring and we are going to introduce new types of training in foreign languages. The Institute of Behavioural Sciences and Communication Studies of CUB co-operating with other European universities is working out the programme of a new MA course entitled Intercultural and Business Communication.

The conception of mobility and multidisciplinary, which implies transition from one to another study programme within one or more universities, means that shaping new plans and developing teaching materials and curricula are essential elements of the project. Although the curriculum is to comprise the same core subjects, our aim is to give some special national characteristic to the training by offering country/region specific subjects.

The project promotes the development of new tools and methods for training intercultural competencies by establishing an international network of participants. An innovative aspect of the project is that we intend to exploit ICT as much as we can and also produce CDs, video materials and create a website for the project. The web site will be formed by the products of the project carried out in each institution and it will be regularly updated. The course relates theories of intercultural communication to practice and vice-versa, and in particular offers the opportunity to link learning during the course to work-based

environments. We intend to involve in the training non-educational institutions such as embassies, multinational companies and institutions of media.

**DURKIN Kathy**, Media School, Bournemouth University, UK,  
[kdurkin@bournemouth.ac.uk](mailto:kdurkin@bournemouth.ac.uk) (Work in progress)

**An exploration of support strategies for non-native students making the transition to a different academic culture**

**Objectives:**

- To explore the lessons to be learned from the successful transition of Russian immigrant students into Israeli higher education over the past fifteen years.
- To examine the implications for the academic support of international students in the U.K.

**Theoretical framework**

Durkin (2004, 2006) explored the challenges facing international masters from collectivist cultures (Hofstede 2001) in adapting to Western norms of critical academic debate (Paul 1994, Tannen 1998). These include cultural differences in ‘face’ issues (Ting Toomey 1994), inference/explicitness (Hall 1976); directness /indirectness and freedom in expressing opinions/debate. Recent studies (Lerner 1999, Lerner, Rapoport & Lomsky-Feder 2006) indicate that many Russian immigrant students in Israel similarly experience a sense of ‘cultural dumbness’ due to second language deficiency and initial uncertainty of academic expectations. This present study seeks to draw lessons from the Israeli experience.

**Method of inquiry & data sources**

This is a relatively new area of research requiring an exploratory, interpretive approach. Fourteen qualitative in-depth interviews were conducted in Israel in March 2006, comprising Russian and native Israeli lecturers, undergraduate, masters and doctorate students, in Haifa and The Hebrew universities. Social Science and Education departments were selected as their written assignments require a high level of critical thinking and argumentation.

**Conclusion**

Successful teaching/learning strategies to be outlined

**EHRENREICH Susanne**, Ludwig-Maximilians-Universität, Munich, Germany, [susanne.ehrenreich@anglistik.uni-muenchen.de](mailto:susanne.ehrenreich@anglistik.uni-muenchen.de) (research paper)

**Residence abroad and foreign language teacher education – A study of the assistantship and its educational significance in teachers' biographies**

The long tradition of voices recommending a compulsory period of residence abroad for future language teachers goes back more than a hundred years. Parallel to that, the assistant exchange scheme has provided an opportunity for language students to spend a year in a country where the language they are learning is spoken. Interestingly, empirical research investigating the assistant experience and its actual effects is almost non-existent (cf. Murphy-Lejeune 2002, p. 47).

In my paper, I would like to present a study which sought to examine the educational and professional significance of the year abroad experiences of German foreign language student teachers who lived and taught abroad as language assistants in English-speaking countries. Based on qualitative interview data, the overall aim of the study was to explore, from the participants' point of view, and evaluate, with reference to teacher education, the impact of the assistantship in four domains: personal, linguistic, (inter)cultural and professional learning. The study's theoretical framework combines B. Luckmann's concept of the "small social life-world" with current concepts of foreign language teachers' knowledge-base, integrating both perspectives with the help of Terhart's developmental model of teachers' professional biographies (Terhart 2001).

For foreign language teachers-in-training, the assistantship creates unique and potentially highly significant learning opportunities. At the same time, the findings of this study underline the need for careful curricular integration of such stays in terms of adequate preparation, monitoring and reflective evaluation.

**GERBAULT Jeannine**, Université Michel de Montaigne Bordeaux 3, France, [Jannine.Gerbault@u-bordeaux3.fr](mailto:Jannine.Gerbault@u-bordeaux3.fr) (Research paper)

**Needs analysis as a tool for supporting student mobility**

In the course of the 20<sup>th</sup> century, academic mobility has been evolving from unstructured, spontaneous travelling as part of one's studies or work into institutionalised exchanges and international programs. However, the fact that mobility involves larger numbers of people and has become more common may also entail that the "new strangers" travel abroad with more superficially thought out plans and less intercultural awareness. In fact, a number of problem situations in student mobility can be observed, and the need for specific resources to help the student population to cope with them seems to become more pressing.

This paper will show how the Euromobil 2 project attempts to meet the objective of identifying the needs of students planning to study abroad and of devising language and culture resources that will help them adjust to their host environment.

It will first report on a needs analysis that was performed in France by means of a questionnaire and interviews. In the presentation of the results the importance of student-specific linguistic and cultural competences will be enhanced. Then it will show how the results are being treated in a communicative and constructivist approach to produce online and offline materials for supporting student mobility.

Besides providing information for this practical goal, the survey has pointed to some critical aspects in academic mobility: 1) the importance students attach to improving their language skills, 2) the high (negative) impact of differences in role relationships, 3) the need for mastery of elaborate written skills and specific discourse conventions.

**GHISELLI Silvia**, [silvia.ghiselli@almalaurea.it](mailto:silvia.ghiselli@almalaurea.it) – **MIGNOLI Gian Piero**, [gianpiero.mignoli@almalaurea.it](mailto:gianpiero.mignoli@almalaurea.it) University of Bologna, Italy (Research paper)

### **Study experiences abroad: graduates features and professional accomplishment**

The analysis makes an in-depth investigation of the study periods abroad experienced by graduates during their university careers. This is a highly original comparative analysis of the performance of graduates who have gained this experience (through a European Union programme or by their own initiative) and of those who have never studied abroad. The study assesses the characteristics of the graduates (degree course, degree grade, regularity of degree completion times, socio-economic family background, and language and IT skills) and the employment outcomes at one, three, and five years from graduation (proportion of those in employment and those searching for a job, type of labour contract, earnings, and effectiveness of the degree).

The application of the appropriate statistical models makes it possible to analyse both the factors that influence the probability of students taking part in study abroad experiences and the effects of those experiences on their subsequent employment careers.

The survey uses the documentation gathered by the AlmaLaurea Inter-university Consortium, which has a current membership of 46 Italian universities and has investigated 250,000 graduates in the period 2000-2005. For those who completed their degrees before 2005, a survey of graduate employment is also available at one, three, and five years from graduation (based on the CATI method of investigation, with response rate achieved of 83%).

**HADAŚ Katarzyna**, [kaha@amu.edu.pl](mailto:kaha@amu.edu.pl) – **PODEMSKI Krzysztof**, [podemski@amu.edu.pl](mailto:podemski@amu.edu.pl) Adam Mickiewicz University, Poznań, Poland (Research Paper)

### **Experience of strangeness: Travel, tourism, academic mobility.**

Travel has been one of the most meaningful metaphors in many civilizations, from the Antiquity until today. The humanist's attention, however, should focus on travel understood realistically: as actual spatial mobility of human beings which results in leaving "home" and finding oneself in other, frequently different, social, natural and

cultural environment, i.e. temporary strangeness. Travel differs both from migration (finding a new “home” in a strange place and subsequent assimilation) and from vagabondage (no ‘home’ or the road becomes the ‘home’). Traveler in a strange environment applies a variety of procedures to familiarize this strangeness. Tourism understood as commercialization of strangeness is one of the forms of its familiarization. An academic mobility is the another form of meeting with strangeness. The empirical part of the article presents the findings of survey and interviews with non-European students who studied in Poland and Germany. Our respondents who came to the EU universities from all over the world report their experience of strangeness and share their ideas how to surmount it and develop intercultural competences.

**KIRPITCHENKO Liudmila**, Monash University, Melbourne, Australia,  
[Liudmila.Kirpitchenko@arts.monash.edu.au](mailto:Liudmila.Kirpitchenko@arts.monash.edu.au) (Work in progress)

### **Academic migration to Australia and Canada: Russian professional elite in focus**

A proposed study will examine the experiences of academic professionals from Russia and its newly independent states to Australia and Canada. The key questions to be addressed include:

- Are immigration experiences of the Russian professional migrants compatible with their expectations before emigrating?
- What are the reasons for differences and similarities in Australian and Canadian experiences?
- What lessons can be learned by comparing Australian and Canadian immigrants’ experiences?

The study will focus on the impact of culture on immigrant’s employment related experiences. It will examine generalized dualisms of collectivist versus individualist cultures and ethnocentric versus pluralist cultures. I am interested in how people with collectivist cultures are acculturated into the individualist societies and what expected and unexpected barriers they encounter in this process. Equally, I am interested in how the cultural identities of the receiving countries are changing in the process of mutual accommodation.

This study will also look at the different patterns of migration, including not only the traditional pattern of migration resulting in permanent settlement, but also modern patterns of temporary, shuttle and circular migration.

Empirically, this study will utilise qualitative interview techniques with both professional immigrants and employment services providers. Theoretically, this research will be embedded in the postmodernist tradition of cultural pluralism. It will start with reviewing the cultural studies tradition of Pierre Bourdieu and his key concepts of cultural and symbolic capital, cultural field, cultural power, habitus, and elite reproduction.

**KRZAKLEWSKA Ewa**, Erasmus Student Network AISBL, Brussels, Belgium, [vicepresident@esn.org](mailto:vicepresident@esn.org) (work in progress)

### **Why study abroad? – Typologies of students, their motivations and needs**

There are many different types of students and their experiences abroad differ. Additionally, the changes that occur in the postmodern world create new situation for students and require a transformation of the traditional educational paths and educational patterns. Not only a new set of skills appears necessary for future career success, but also the emerging adults – university students aged 18-28(30) – have to face new developmental tasks connected to the attainment of educational, family and labor roles.

I will present the results of my sociological research (qualitative research) and the results of Erasmus Student Network survey responded by almost 8000 European students which will let us comprehend the experience of studying abroad, study a student's personal trajectory, and understand how universities and organizations can help students make the best out of their period abroad.

Keywords: student mobility, new skills, education, emerging adulthood

**LESTINEN Leena**, University of Jyväskylä, Finland, [leena.lestinen@ktl.jyu.fi](mailto:leena.lestinen@ktl.jyu.fi) – **RIITAOJA, Anna-Leena**, Center for international Mobility, Finland, [anna-leena.riitaoja@cimo.fi](mailto:anna-leena.riitaoja@cimo.fi) (Work in progress)

### **Teachers in exchange – from a big picture to a group portrait**

The joint presentation focuses on the functions and meanings of international teacher exchange in the Finnish academy. So far, there is less research-based knowledge on this subject than there is on student mobility. The presentation is a dialogue between two researchers with different perspectives (macro / micro) on and methodological approaches to teacher mobility in their on-going research projects. Anna-Leena Riitaoja uses a macro perspective based on quantitative survey research to evaluate international teacher exchange and its effectiveness at both an educational system and an institutional level. Leena Lestinen has a micro perspective based on a qualitative methodological approach in gathering materials and in their analysis, aiming at developing an understanding of the experience from the participants' viewpoints. Accordingly, data will be collected by a system-wide survey of teachers who have participated in an international teacher exchange from various university units, and by a narrative group conversation of exchange teachers working at a same university department. Only outgoing teachers are included in the studies. The research projects are expected to provide valuable, complementary knowledge on international teacher mobility and its effectiveness not only for educational establishments, but also for teachers themselves in order to maintain good practices and to handle prospective challenges.

**LÓPEZ-ROLDÁN Mercedes**, International Relations Office, University of Granada, Spain, [mlroldan@ugr.es](mailto:mlroldan@ugr.es) (work in progress)

### **Instruments for international academic mobility: example from the University of Granada (Spain)**

The University of Granada (UGR) takes an active part in many academic mobility programmes, both for the mobility of teachers and students; although the three most intense areas of cooperation, as might be expected for a country such as Spain and a University with the tradition of Granada, are the European Union, Latin America and the Maghreb, of no lesser importance are the lines of collaboration which exist with the USA, Japan, China, Israel, Canada, Asian, countries from the former USSR, Palestine, among others. As a result of this cooperation, the University of Granada receives more than 10,000 lecturers, students and university administrators each year from all over the world, who attend Spanish classes (4,000 students), regular courses (around 8% of registration numbers), teach, collaborate with research groups, etc. The job of the International Relations Office (IRO) is to ensure that this work can be carried out under the best possible conditions. The purpose of this paper is to introduce several tools used at the IRO to specifically cover international students' needs. Firstly, different aspects of the UGR International Student Guide will be discussed. Secondly, a brief analysis of the services provided by UGR for international students will be offered. Finally, the author concludes by presenting the project she is currently developing in order to evaluate the quality of the tools used and the services offered by UGR, so as to identify their strengths and weaknesses to make the appropriate changes.

**LÓPEZ-RÓLDAN Mercedes**, [mlroldan@ugr.es](mailto:mlroldan@ugr.es) - **SANZ SAINZ Inmaculada**, [isanz@ugr.es](mailto:isanz@ugr.es), University of Granada, Spain (Research paper)

### **Information channels for Socrates/Erasmus students at the University of Granada (Spain)**

The University of Granada (UGR) has a long-standing tradition in international educational co-operation. In recent years, universities worldwide have recognised the need to consolidate their international activities and also extend them even further. This entails, on the one hand, improving the quality of the bilateral agreements and networks by using information-sharing and technical-assistance systems so as to make the international programmes available to all the university communities, and, on the other hand, analysing very carefully the experiences of national and foreign students that take part in these programmes in order to detect strengths and weaknesses in their implementation. The study we present here was conducted with a stratified random sample (N: 100) of the 1,700 European students who studied as Erasmus students at UGR (2005-2006). A questionnaire was administered to elicit information about certain features of the programme and different services provided by UGR: the degree to which students were aware of the existence of the Erasmus Student Charter and the degree to which students used UGR information services and facilities (UGR International Students' Guide, housing offer, university refectories, sports services, learning support services). Results indicate that Erasmus students obtain a great deal of information

through institutional channels but also through informal sources. Authors conclude that one way of improving the type and quality of information students receive might be through organizing events that provide foreign students with the possibility of establishing the informal relations that seem to be so important in the process of getting adapted to their new situation.

**MORÓN Marián**, University of Granada, Spain [mmoron@ugr.es](mailto:mmoron@ugr.es) (Work in progress)

### **Study abroad and its impact on mobile participants' development: The ALE experience**

Student mobility has been a fact of Spanish University life since the implementation of Socrates/Erasmus programmes in 1987, an objective ratified by the Bologna Declaration (1999) and other agreements reached by all member states in the field of Higher Education, in order to build a common area for all. Among these mobility programmes, this paper will focus on the “Applied Languages Europe”, a triple-award mobility programme, where a group of European institutions from different member states have been working together since 1987<sup>2</sup>.

This paper will adopt a positive approach to multicultural education and study abroad experiences, focusing on the outcomes of mobility, following a qualitative research methodology. Much has been done so far in order to analyse the impact of mobility experiences in the mobile subjects' future development (as shown in Burn *et al.* 1990; Opper *et al.* 1990; Teichler and Maiworm 1994; Cormeraie 1995). In this vein, this study will present the data gathered after consultation with a group of ALE students and graduates where they were asked to assess the impact of their participation in the ALE study abroad experience in their personal, academic and professional development, in general. In particular, the study analyses the development of generic skills, as well as translation and intercultural communication skills, from the participants' point of view.

Participants' positive attitudes towards mobility, their satisfaction with their training, their motivation and willingness to encourage others to study abroad, their employability in international settings, their contacts with the host institutions, countries and peoples, etc. among other interesting elements, encourage and support cooperation initiatives of this kind, which seem to be of great benefit for all the actors involved in Higher Education.

**MORÓN Marián**, [mmoron@ugr.es](mailto:mmoron@ugr.es) – **SORIANO BARABINO Guadalupe**, [barabino@ugr.es](mailto:barabino@ugr.es) University of Granada, AVANTI Research Group, Spain (Research paper)

### **Results from the TEMCU project: a teacher training module**

No one can deny that mobility is a reality in Higher Education today or the uncountable benefits associated to it. However, it is not always possible to assert that teachers are

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<sup>2</sup> University of Granada, Spain; University of Limerick, Ireland; John Moores University, Liverpool, UK; University of Northumbria-at-Newcastle, Newcastle-upon-Tyne, UK; Thames Valley University, London, UK; Université d'Aix-en-Provence, Marseille, France; University of Passau and the FH Köln, both in Germany.

prepared for this new reality and the fact is that very often they do not know how to react or what to do with foreign students in class. In some cases the presence of international students in the classroom is not even noticed by the teachers.

Taking these affirmations as a starting point, the Temcu project, the origin of which can be found in a doctoral thesis carried out at the University of Granada (Spain) by Tsokatsidou (2005), has designed a teacher training module aimed at raising awareness within university teaching staff of this new reality. The module is the result of almost three years of work undertaken by the Temcu project, co-funded by Socrates Action 6 of the European Union and whose members belong to five different European universities (the University of Granada in Spain, the University of Limerick in Ireland, Liverpool John Moores University in the UK, the University of Ljubljana in Slovenia and the University of Cyprus). The different stages of work leading to the design of the training module have been as follows:

1. Needs analysis focused on both teachers receiving international students in their classes, and Erasmus students (quantitative and qualitative).
2. Analysis of results.
3. Design of module.
4. Trial and validation of module.

The paper will give a brief overview of the process and describe the module itself.

**PAUNESCU Mihai**, National School of Political Studies and Administration – Faculty of Political Sciences, Department of Sociology, Bucarest, Romania, [mihai@spidd.ro](mailto:mihai@spidd.ro)  
(Research paper)

### **Students' perspectives upon their mobility: the experiences of Romanian, Polish and Bulgarian outgoing students**

This paper aims at researching the students' perspectives from two Acceding Countries (Romania and Bulgaria) plus one new Member State (Poland) on the mobility programme of the European Union. The study specifically addresses students from Central and East European countries comprised in the 5<sup>th</sup> wave of enlargement. It inquires the students' opinions vis-à-vis the added educational value of the mobility, the mobility experience, the mobility programme itself and its implementation in the home and host universities. The argument of the paper is that Erasmus mobilities constitute largely a personal experience in the broadest sense, as well as a cultural and linguistic experience and only to a limited extent an academic experience. This is largely due to poor integration and harmonization of the European Higher Education Area despite institutional convergent trends, most notably the Bologna Declaration. The Erasmus success in the investigated countries owes more to its intercultural and social communication features rather than the academic aspects.

**RAPOPORT Tamar**, [MSTAMARR@MSCC.HUJI.AC.IL](mailto:MSTAMARR@MSCC.HUJI.AC.IL), Hebrew University of Jerusalem, Israel (Research paper)

**The critical gaze of “foreign students”: the case of the Hebrew University, Jerusalem.**

This study applies Bourdieu’s conception of power struggles over academic power in relation to literature on the ‘stranger’, in order to examine two interrelated issues:

The manner in which foreign students ("temporary strangers/guests") decipher the academic culture of the host university, and how they maneuver their "imported" academic experiences and models in construing and reviewing it.

By concentrating on the perception of foreign students, the study adds a phenomenological dimension to the understanding of academic mobility, which normally deals with students' academic success and formation of cultural identity.

Our analysis reveals the tendency of foreign students to confront and even disparage the academic culture of the HU: they represent the knowledge taught as pragmatic and under-theoretical, described the discourse in class as over-personalized and experiential, disapproved of the informal relations and lack of authority, and pointed to a gap between declared academic objectives and actual practice.

The students' critical gaze exposes an intimate link between the academic culture of the HU and the distinctive cultural constituents of Israeli-Jewish society. It also shows that, by constantly contrasting their original and new academic experiences, the foreign students struggle to secure their academic capital by constructing and adhering to a universal model of academic studies.

The analysis is based on 20 "university tales" narrated to us by "foreign students" who studied in different frameworks at the HU.

**SANZ-SAINZ Inmaculada - (ROLDÁN-MIRANDA Inmaculada)**, Universidad de Granada, Spain, [isanz@ugr.es](mailto:isanz@ugr.es) (Research paper)

**Is the Socrates/Erasmus programme beneficial for students? An empirical approach**

The objective of this article is two-fold. Firstly, this study aims at analysing the relation of the Socrates/Erasmus mobility and the linguistic competence of the English Department students (University of Granada, Spain) who were awarded an Erasmus grant during the academic year 2003-2004 (N: 60). In order to assess this, students were measured before and after their stay using a validated test that covers reading, grammar and vocabulary. According to our results, it seems that there is a difference between the two measures (test before and test after the stay) showing a significant improvement in the level of students after the mobility. Secondly, we study the evolution of students’ academic records taking into account the average grades obtained during and after the mobility in comparison to their average grades before the stay (N: 234). Other features of our students’ mobility (host universities, duration and number of courses attended) are also taken into account. According to our data, students’ average grades improve after their mobility and outgoing students who have a lower level before the stay show

stronger academic achievement in comparative terms after it. Researchers conclude that the stay seems to represent a positive element for students' academic life rather than a gap in their instruction, though further research is needed in this respect.

**SHAW Philip**, School of Computer Science and Communication, Royal Institute of Technology, Stockholm, Sweden, [shaw@csc.kth.se](mailto:shaw@csc.kth.se) – (**CAUDERY Tim**, Aarhus University, Denmark) – **PETERSEN Margrethe** Aarhus School of Business, Denmark, [mpe@asb.dk](mailto:mpe@asb.dk) (Research paper)

### **Language Environments of Exchange Students at Scandinavian Universities**

One aspect of, and one reason for, the internationalisation of Scandinavian universities is the increasing number of exchange students and postgraduates from outside Scandinavia attending courses here. Few of these students are primarily motivated by a desire to learn the local language. In fact it is widely believed that many of them live in a lingua-franca English-speaking environment, so that Erasmus contributes to linguistic homogenisation rather than plurilingualism.

This paper reports results of an ongoing study of the language environment and language learning experiences of some hundred (so far) Erasmus exchange students in two institutions in Sweden and two in Denmark. Subjects had French, German and Spanish as mother tongues. This design is intended to enable the identification of language/culture-specific factors, individual ones, and factors due to institutional policy or attitudes.

The students were interviewed three times over the course of a term on which languages they used with whom, and how they perceived their English and Swedish/Danish as developing, and their language was also tested informally. A striking result was that a number of well-motivated students in certain subjects were able to attend lectures in Swedish (strongly supported by mathematics on the blackboard and/or extensive previous reading) after only a few weeks of courses. Nevertheless, most subjects spoke English most of the time, and mother-tongue use decreased as social groups came to be more integrated across national boundaries. Contact with Swedes/Danes was limited, but strongly associated with sport participation, which also provides clearly situationalised language use. Institutional policies can have some effect, in particular the provision of effective tuition in the local language before term begins. However there are rather powerful sociolinguistic factors favouring lingua-franca English, and these are probably operative in many countries.

**SORIANO BARABINO Guadalupe**, [barabino@ugr.es](mailto:barabino@ugr.es) University of Granada, AVANTI Research Group (Research paper)

### **Integration of international students: students from California State University (USA) at the University of Granada (Spain)**

The University of Granada, with a long-standing tradition in international education, is well known by international students and over 6,000 foreign students visit the city every year to study for a certain period of time. Most of these students adhere to programmes or

agreements such as the Socrates/Erasmus programme which is, perhaps, the best known of all, but not the only one. Other schemes include bilateral agreements or networks between the University and other universities in different countries such as Japan, Mexico or the USA, among others.

This paper focuses on analysing different aspects affecting students from California State University (USA) who come to study at the University of Granada for an academic year. Their experience will be considered particularly as far as their integration both to a new day-to-day life and to a new teaching and learning style are concerned. The reason to focus on these aspects is due not only to the differences to be found between the cultures of the home and host countries (differences also in educational cultures) but also because of the characteristics of the programme of study they follow at the University of Granada. Research is based on qualitative data obtained from discussion groups and personal interviews with students and administrators and results will be compared to those obtained by the Temcu team in the research carried on Erasmus students (Atkinson, D, Morón, M. and Kelly, D.).

**STEWART Thomas**, Kutztown University, [tstewart@kutztown.edu](mailto:tstewart@kutztown.edu) (research paper)

#### **Academic mobility: A North American perspective**

This research will examine the issue of academic mobility from a North American perspective, specifically focusing on the U.S. and Canada. Types of academic mobility available for both faculty and students will be analyzed. In addition, this research will examine how major geopolitical events of the decade have created outcomes in the U.S. that are quite different from those created in Canada. In short, opportunities for academic mobility for non-U.S. students and faculty have become quite restricted. The effects of this on future academic mobility options will be discussed.

**TESHIGAWARA Mihoko** (and Ri-ichi Murakami, and Yoneo Yano), Center for International Cooperation in Engineering Education, Graduate School of Advanced Technology and Science, University of Tokushima, Japan, [mteshi@hotmail.com](mailto:mteshi@hotmail.com) & [mteshi@cicee.tokushima-u.ac.jp](mailto:mteshi@cicee.tokushima-u.ac.jp) (work in progress)

#### **Academic Mobility in Japan: The Demographics of Double-Degree Programs**

Double-degree programs are just becoming popular in Japanese higher education. This paper reports preliminary results of a questionnaire survey on double-degree programs arranged between Japanese and foreign institutions. Some distributional characteristics have emerged. In unidirectional double-degree programs, the partner institutions share some common regional or linguistic characteristics; most partner institutions in outgoing programs are from English-speaking countries, whereas those in incoming programs are exclusively from Asian countries. In bidirectional programs, graduate programs are more common. Motivation for starting double-degree programs with overseas institutions, initial expectations and actual improvements brought about by the double-degree programs are also discussed. Program details are analyzed referring to some of the

criteria of joint-degree programs in Europe (Rauhvargers 2002). Lastly, the linguistic aspects of the programs are discussed.

Keywords: double-degree programs, unidirectional, incoming, outgoing, bidirectional, Japan, language support for outgoing students and staff

**VAUTERIN Julia**, Lappeenranta University of Technology, Finland, [Julia.vauterin@lut.fi](mailto:Julia.vauterin@lut.fi) - **SHAPOSHNIKOV Sergei O.** [SOShaposhnikov@eltech.ru](mailto:SOShaposhnikov@eltech.ru) - **SHVETSOYA Natalia N.** [NNShvetsova@mail.eltech.ru](mailto:NNShvetsova@mail.eltech.ru) Saint-Petersburg State Electrotechnical University, Russia (work in progress)

### **Academic mobility as a tool for innovative development of entrepreneurial cross-border networking**

Lappeenranta University of Technology (LUT) and Saint-Petersburg State Electro Technical University “LETI” have started an innovative joint project to address the needs of Finnish and Russian entrepreneurial companies seeking for networking opportunities on the other side of the border. The aim of the project is, firstly, to promote and enhance cross-border entrepreneurial activities, local enterprise networking and cross-border exchange of experts and expertise and, secondly, increase co-operation on university level between Lappeenranta University of Technology (LUT) and Saint-Petersburg State Electro-Technical University “LETI “. The project is based on the goal-directed design and realization of academic mobility furthering programs.

**YLÖNEN Sabine**, University of Jyväskylä, Finland, [sibyl@cc.jyu.fi](mailto:sibyl@cc.jyu.fi) (Research Paper)

### **Training of academic discourse practises for exchange students with e-material**

Student mobility has become one of the principles in higher education and is supported by several EU programmes and bilateral contracts between educational institutions. Students spending a short period abroad, however, are often lacking in preparation required for the host country, including information about the country as well as communicative skills. In order to offer exchange students an opportunity to efficiently prepare themselves for their stay abroad and to raise awareness for intercultural contacts, EUROMOBIL, a hybrid multimedia language training and information programme for exchange students who want to study in the Czech Republic, Finland, France, Germany, Hungary, Portugal, Poland or Romania is designed with the support of the European Commission (Socrates/ Lingua2). The programme will cover nine languages in all. The programmes for English, Finnish, German and Hungarian are already available (see [www.euro-mobil.org](http://www.euro-mobil.org)), and the Czech, French, Portuguese, Polish and Romanian programmes will be available in 2007. To meet the needs of each target group, all programmes are designed on the basis of a needs analysis.

In this paper, I am going to focus on the German programme of EUROMOBIL and especially on the production of e-material to prepare students for academic discourse practises. Before starting to develop the material the following question had to be solved:

Which academic discourse practises are important for exchange students in Germany? As the results from our needs analysis and a previous case study showed the importance of oral study skills at German universities we chose oral study situations (tutorial, lecture, seminar, exam) for our e-material design. Our next question was: What are the special genre features of these practises? Crucial in answering this question was the use of authentic AV-material from oral study situations, its analysis and editing for language learning purposes. Authentic material of academic discourse practises is, of course, bound to field specific contents. The next question was therefore how to prepare field specific examples of certain study situations for learners of different subjects. The third question, finally, was how to design exercises for e-material intended for practising academic discourse skills. Compared to contact teaching, programmed software has several restrictions, especially with regard to feedback in productive skills training. Nevertheless, it can be a useful tool for autonomous language training by raising awareness for specific discourse conventions. Finally, we will also report on the results of using our e-material in blended learning.

*Keywords:* preparation for studying abroad, exchange students, academic discourse practises, communicative skills training, e-material for autonomous and blended learning

**ZHARKOVA-FATTORE Yulia**, University of Fribourg, Bern, Switzerland, [yulyazhar@yahoo.com](mailto:yulyazhar@yahoo.com) (Work in progress)

### **Learning to adapt: International students in Swiss universities**

International cooperation programmes and fellowships provide unique academic opportunities for a growing group of mobile students. However, international students also face many cultural adaptation challenges. The aim of this research is to understand how international students adapt to their new life in Switzerland. In particular, I interviewed nine international students at the University of Fribourg who benefit from Swiss Confederation fellowship programmes. All students who receive this scholarship are enrolled in a three month preparatory course to help them to adapt for an unfamiliar cultural reality before starting their university studies. I was interested in the impact of the preparatory course on the students' attitudes towards their intercultural experience and on the overall adjustment process during their first year in Switzerland. Collected interviews were coded and categorized using N-Vivo programme which was designed to assist in sorting of qualitative data. The first empirical findings as well as the theories focusing on acculturation and intercultural adjustment will be presented and proposed for discussion.

## **Résumés – séances parallèles en français**

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

ANQUETIL Mathilde, Università di Macerata, Italie, [m.anquetil@mclink.it](mailto:m.anquetil@mclink.it) (résultats de recherches)

### **Mobilité Erasmus et communication interculturelle. Une recherche-action pour un parcours de formation.**

La communication se base sur une recherche-action menée auprès de l'université de Macerata qui a abouti en 2004 à la rédaction d'une thèse de doctorat dans le cadre de l'école doctorale "Politique, Education et Formation Linguistico-Culturelles" sous la direction de Danièle Lévy. La thèse remaniée est en cours de publication aux éditions Peter Lang dans la collection Transversales sous la direction d'Aline Gohard.

Dans le cadre du congrès de Turku qui rassemble des spécialistes de la mobilité sans aucun doute convaincus des potentialités du séjour Erasmus pour l'éducation interculturelle des étudiants mais aussi de la nécessité de parcours formatifs d'accompagnement de l'expérience, on présentera plus particulièrement la structure de la formation expérimentée :

- l'objectif formatif avec une réflexion sur le statut d'étranger de l'étudiant Erasmus et le choix d'un modèle de citoyenneté active
- l'insertion institutionnelle du dispositif avec une réflexion sur le champ social de la mobilité et le choix d'un dispositif s'adressant tant aux étudiants outgoing qu'incoming et rejetant le modèle de l'hospitalité assistancielle
- le programme de formation avec deux niveaux d'intervention : social-communicatif et académique
- la recherche d'un modèle d'évaluation

Enfin on conclura sur un point crucial pour le développement de notre champ disciplinaire: la constitution d'équipes interdisciplinaires d'opérateurs de la mobilité aptes tant à faire émerger les compétences interculturelles par une didactique appropriée, qu'à les faire valoir institutionnellement.

*My talk is inspired by an action-research developed at the Macerata University (Italy) in the years 2002-2004, called Mobility Erasmus and inter-cultural communication, with the task to establish an educational module.*

*My aim is to present the way in which this module was structured, in particular :*

- *the educational aim as it is connected with the status of foreigners of the Erasmus students, in particular taking into account the multiple interactions between incomings, outgoings, and local students ;*
- *the two main levels of this educational program : the social-cultural and the academic ones ;*
- *the search for an evaluation method.*

**BABAULT Sophie**, Université Lille 3, France, [sophie.babault@univ-lille3.fr](mailto:sophie.babault@univ-lille3.fr)

**Mobilité universitaire et activités de prise de notes : une approche interculturelle.**

L'étude que nous présentons s'inscrit dans le cadre théorique général des recherches en interculturel, et se réfère en particulier à des explorations de la variation interculturelle liée aux représentations du savoir (Yang, 1986 ; Charlot, 1997 ; etc.), aux styles d'apprentissage (Reid, 1987 ; Richardson, 1994 ; Kember, 2000 ; etc.) et aux formes de communication académique (Ventola & Mauranen, 1996 ; Duszak, 1997 ; etc.). Faisant suite à l'analyse de différents aspects des pratiques et stratégies de prise de notes en L2 menée par Faraco et al. (2002, 2003, etc.), elle a pour objectif une analyse de l'impact des phénomènes d'ordre représentationnel sur les modalités de mise en œuvre des activités de prise de notes par les étudiants en mobilité, de nationalités variées, suivant un cursus dans une université française. Il s'agit donc, d'une part, d'explorer l'ensemble des représentations susceptibles d'influer sur les activités de prise de notes des étudiants et, d'autre part, de chercher à mettre en évidence parmi ces représentations des constantes ou au contraire de nettes divergences laissant percevoir les différents systèmes culturels auxquels elles se rapportent.

Notre étude s'appuie sur un corpus de questionnaires, à questions ouvertes et fermées, auxquels ont répondu 113 étudiants en mobilité dans une université française (inscrits en lettres, droit ou sciences économiques) ainsi que 41 étudiants français constituant des groupes témoins (inscrits également en lettres, droit ou sciences économiques). L'analyse du corpus à l'aide du logiciel de statistiques *Sphinx* vise à croiser les caractéristiques des différents groupes constitués dans le but de chercher à faire apparaître non seulement des spécificités culturelles nationales mais également des formes de culture liées à chaque domaine disciplinaire ou à chaque type d'enseignement.

**BILLAUD Sandrine**, Ecole Nationale Supérieure d'Architecture, Montpellier, France, [sandrine.billaud@montpellier.archi.fr](mailto:sandrine.billaud@montpellier.archi.fr) (résultats de recherches)

**L'acquisition d'une citoyenneté démocratique européenne grâce à la mobilité transnationale. Le cas des étudiants européens en France.**

**Objectif :** La France connaît mal les étudiants étrangers qu'elle accueille. Notre enquête permet de cerner avec précision la population européenne étudiante. Leur profil dressé, leur mobilité définie, nous envisageons les différents parcours d'acquisition de la citoyenneté démocratique européenne. Forces et faiblesses du dispositif français d'accueil sont discernées afin de proposer des solutions.

**Cadre théorique :** Le DESS « Ingénierie de formation linguistique : diffusion des langues / cultures et francophonie(s) » de l'université Paris III (2001-2002). Cette formation a demandé la rédaction d'un mémoire, le sujet est repris pour l'intervention proposée.

**Technique d'enquête :** Analyse des statistiques fournies par la Direction de la programmation et du développement (gérante des statistiques de l'Education Nationale)

dans le cadre du stage DESS à l'Agence Nationale française Socrates – Leonardo.  
Interviews de responsables Relations Internationales d'universités et d'écoles.  
Evaluation des dossiers de candidatures et rapports d'étudiants ERASMUS.

**Sources et dates :** statistiques (1999-2000), rapport CLAEYS à l'Assemblée Nationale (1999), Charte de Strasbourg des étudiants (2001), interviews (2002), Congrès de Metz Nancy, les 15 ans d'Erasmus, bilan et perspectives (2002).

**Résultats, conclusions :** Sur fond de partage de valeurs démocratiques et de construction d'une identité européenne, la mobilité étudiante est encouragée financièrement et politiquement. Cependant des obstacles administratifs et quotidiens nuisent au développement d'une citoyenneté démocratique européenne. Meilleures reconnaissances académiques, conditions d'accueil, de logement, de suivi sont des pistes envisagées.

*After years of European union construction, the idea of citizenship grew and appeared in the Strasbourg Charter of 2001 which defines the rights and duties of the European students.*

*After a very precise student profile based on academic field, graduate level, sex and age, European citizenship aspect is considered in the context of linguistic, professional, cultural and intercultural factors.*

*Even if policies, programmes, grants, international offices encourage mobility, huge obstacles slow European citizenship process. Claeys report underlined them : accomodation, numerous offices, university organisation. A better administrative welcome, a personalized student approach are eventual perspectives. The youth white paper published in 2002 gave real orientations.*

**BLÖSS Thierry**, [bloss@univ-aix.fr](mailto:bloss@univ-aix.fr), **BALLATORE Magali**, [magali.ballatore@voila.fr](mailto:magali.ballatore@voila.fr),  
LEST – CNRS (UMR 6123), Aix-en-Provence, France (recherche en cours).

### **Le sens caché de la mobilité des étudiants Erasmus.**

Les migrations des étudiants en Europe ne sont pas récentes. Elles ont toutefois fait l'objet au cours de ces dernières années de programmes d'échanges qui ont sensiblement participé à leur développement. Cette mobilité institutionnalisée à l'instar du dispositif *Erasmus* contribue à diversifier chaque jour davantage un paysage universitaire déjà fort hétérogène.

A partir d'une enquête comparative entre Bristol, Turin et Aix-Marseille, cette communication a pour objet de livrer les premiers résultats obtenus par la passation de *questionnaires auprès d'échantillons d'étudiants issus de trois universités européennes ayant participé au programme Erasmus en 2004-2005* et interrogés à leur retour dans leur université d'origine<sup>3</sup>. Pour tenter de comprendre qui sont ces étudiants mobiles, notre analyse s'intéressera à leurs caractéristiques propres par comparaison avec ceux qui ne

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<sup>3</sup> Parmi les 600 questionnaires distribués au total par le biais des services des relations internationales de ces trois universités, notre enquête s'appuie principalement sur l'exploitation de 155 questionnaires pour l'Université de Provence, 127 pour l'Université de Turin, et 82 pour l'Université de Bristol, ainsi que sur une vingtaine d'entretiens exploratoires menés auprès d'étudiants et de professeurs.

participent à ces programmes. Aussi, notre *analyse comparative* prendra appui dans chaque université sur une population étudiante témoin<sup>4</sup>.

Dans le cadre d'une approche par conséquent doublement comparative (entre contextes nationaux et entre catégories d'étudiants), cette communication se propose de comprendre dans quelle mesure le recrutement d'étudiants migrants participe ou non au processus de reproduction des inégalités scolaires et sociales dans l'enseignement supérieur. En analysant les trajectoires biographiques des étudiants Erasmus, notre propos entend en effet questionner les prédispositions sociales (ou capitaux migratoires) et les compétences spécifiques sur lesquels ces programmes universitaires sont supposés s'appuyer. Plus fondamentalement, il permet de « revisiter » les processus de sélection sociale à l'œuvre à l'Université, exhibant ainsi, en toute hypothèse, le sens caché de la mobilité étudiante institutionnalisée.

*Student migrations in Europe are not new. Over the last few years, however they have become subject to exchange programmes, which have noticeably contributed to their development. This institutional mobility, in keeping with the Erasmus philosophy, builds daily a more diverse Higher Educational landscape, which is already very heterogeneous. This communication intends to draw on a comparison between France, Italy and Britain, to better understand the reproduction process of inequalities in Higher Education, of which the recruitment of new migrant students forms part. Hence we will mainly analyse the biographic trajectories of Erasmus students to underline the social predispositions (migratory capitals) and specific competencies which are at the basis of these exchange programmes.*

**BUDKE Aleksandra**, Institut de Géographie, Universität Potsdam, Potsdam, Allemagne, [abudke@uni-potsdam.de](mailto:abudke@uni-potsdam.de) (Résultats de recherches)

### **Contacts sociaux et images nationaux des étudiants Erasmus en Allemagne.**

L'Allemagne fait partie des trois destinations internationales les plus importantes pour la migration des étudiants. Dans le groupe des étudiants des pays industrialisés, les étudiants Erasmus forment environ un quart. Le programme Erasmus, l'instrument le plus important de l'Union européenne pour promouvoir la mobilité des étudiants, a pour but que les futurs décideurs en Europe acquièrent les compétences adéquates pour intensifier la coopération européenne au niveau économique, scientifique et politique. L'idée d'une Europe unie doit gagner en acceptation, à l'exemple des étudiants Erasmus. On attend des étudiants Erasmus pendant leur séjour à l'étranger qu'ils améliorent leurs connaissances scientifiques, qu'ils apprennent la langue du pays d'accueil et qu'ils nouent des contacts avec les autochtones ce qui est vu comme la condition principale pour l'échange interculturel, scientifique et économique souhaité.

La question qui se pose maintenant est de savoir dans quelle mesure les étudiants Erasmus en Allemagne se comportent selon les objectifs officiels du programme. Des résultats d'amples recherches empiriques que nous avons réalisées sur cette question à l'aide de méthodes qualitatives et quantitatives vont être présentés.

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<sup>4</sup> Une population de référence constituée d'étudiants "sédentaires" dans ces trois Universités a également été enquêtée par questionnaires (respectivement : 105, 155 et 101 étudiants).

Le discours répondra aux questions suivantes:

- Comment se caractérisent les contacts sociaux des étudiants Erasmus pendant leur séjour en Allemagne?
- Comment peut-on expliquer les différences régionales ?
- Quels images est-ce que les étudiants Erasmus ont-ils de l'Allemagne et de leur pays d'origine?
- Quel est le rapport entre l'image du pays d'accueil et celui du pays d'origine ?
- Comment peut-on expliquer la création des différentes images par les étudiants ?
- Quelle importance ont dans ce contexte les contacts sociaux ?

La présentation se base sur les recherches publiées dans le livre :

*Budke, Alexandra (2003): Wahrnehmungs- und Handlungsmuster im Kulturkontakt. Studien über Austauschstudenten in wechselnden Kontexten. Göttingen*

*Germany forms one part of the three international destinations which are most important for the academic mobility. In the group of the foreign students of the industrialized countries in Germany, the Erasmus students form approximately a quarter. The Erasmus programme is the most important instrument of the European Union to promote the mobility of the students, in which the future decision makers of Europe shall acquire adequate competences to intensify the European co-operation at the economic, scientific and political level. The idea of a United Europe must gain more acceptance with the help of the Erasmus students. The programme wants that the Erasmus students improve their scientific knowledge during their stay abroad, that they learn the language of the host country and that they get in contact with the inhabitants of the host country. That is seen as the principal condition for an intercultural exchange, which science and economy desire.*

*The question which arises now is to what extent the Erasmus students in Germany behave according to the official objectives of the programme. The results of the empirical research, which we carried out on this question using qualitative and quantitative methods, will be presented.*

*In the presentation, the character of the social contacts of the Erasmus students during their stay in Germany will be characterized and their regional differences will be explained. Furthermore, we will show which images of Germany and of their home country exist in the minds of the Erasmus students and how these two national images are related to each other.*

*The emphasis of the research lies in the explanation of the different perceptions. We found out that national images are no fixed convictions but individual interpretations. The students only decide to employ them in communicational situations when it serves their purposes. Therefore, the friendships of the Erasmus students in Germany can be seen as one important factor to explain the character and the daily utilization of the national images.*

**DERVIN, Fred**, Université de Turku, Finlande – [freder@utu.fi](mailto:freder@utu.fi)

### **Imaginaires interculturels et mobilité académique: le cas du projet *Absolutely Intercultural!***

Dans ma communication, j'examine un *podcast* sur l'interculturel produit en anglais et mis en ligne toutes les deux semaines par une équipe d'universitaires européens. Dans l'épisode analysé ici (épisode 1), deux universitaires mobiles qui prennent part à divers projets européens sur la communication interculturelle partagent leurs expériences sur leur dernière mission en Espagne. Le projet *Absolutely intercultural!* promet à ses

auditeurs de les aider à réfléchir sur l'interculturel et d'éviter de leur transmettre de simples « connaissances sur l'Autre ». Afin de déconstruire l'approche réelle des podcasters, je proposerai une analyse discursive et énonciative d'une partie de l'épisode 1. Les résultats montrent que l'approche est davantage basée sur des imaginaires et des catalogues de *savoirs* que sur la complexité et la liquidité identitaire et culturelle.

**EISENBEIS Martine**, Université de Lille 3, France, [martine.eisenbeis@univ-lille3.fr](mailto:martine.eisenbeis@univ-lille3.fr)  
(recherche en cours)

### **« L'auberge »: des modules multimédia pour favoriser l'intégration des étudiants Erasmus ?**

Après des années d'expérience de cours de soutien linguistique pour les étudiants Erasmus/ Socrates, une équipe d'enseignants et de techniciens de Lille 3 travaille depuis un an à la réalisation de modules multimédia en ligne destinés à une préparation linguistique et pragmatique de ces étudiants avant ou juste après leur arrivée en France et basés sur des extraits du film de Cédric Klapisch « L'Auberge Espagnole »

(adresse du site : <http://auberge.int.univ-lille3.fr/>)

Ces modules, plutôt prévus pour une utilisation en semi-autonomie, ont été réalisés sur la base des questionnements suivants :

- Identification et prise en compte des besoins de ce public mobile (objectifs, compétences, domaine...),
- Mise en lien avec les descripteurs du Cadre Européen de Références,
- Potentialités de l'outil multimédia, intérêts et limites,
- Equilibre entre apport linguistique, pragmatique, sociolinguistique et place de la compétence culturelle/ interculturelle dans l'intégration,

Ce site étant en cours de réalisation et d'évaluation, notre recherche se basera essentiellement sur des questionnaires d'évaluation proposés à des enseignants et à des étudiants et présentera un premier bilan de cette expertise.

*A team of teachers and technicians of Lille 3 University, with a thorough experience in the design of language courses aimed at Erasmus and Socrates students, has been working on the creation of a multimedia environment on line, in order to give these students a linguistic and a pragmatic background, before their arrival or at their very arrival in France. This environment is based on extracts from CK 's film AE (address of the site)*

*The modules of this multimedia environment should preferably be used in a guided autonomy context and have been built with the following criteria in mind:*

- *Identify and specific needs of the public in mobility (objectives, competences, field of study...)*
- *Link the modules to the levels of the Common European Framework of References for Languages*
- *Limits and potentiality of multimedia tools*
- *Balance between linguistics, pragmatics, sociolinguistics as well as the role played by the cultural/intercultural competence in the process of integration*

*This site is still being developed and assessed, and our research will be based on questionnaires of assessment filled in by teachers and students and will present a first balance of this critical analysis.*

**ELIAS-VAROTSIS Sophie**, Université Paris 12 – Val de Marne, France, [elias@univ-paris12.fr](mailto:elias@univ-paris12.fr) , [sophie.elias@wanadoo.fr](mailto:sophie.elias@wanadoo.fr) (résultats de recherche)

### **Mobilités culturelles, cultures des mobilités.**

“ La mobilité oriente pratiques, représentations, imaginaires sociaux... Le mot ‘mobile’ recouvre dès le XIV siècle un domaine étendu. Il embrasse tout ce qui peut changer de place, l’espace, la chronologie, les fêtes religieuses, tout ce qui n’est fixe ou fixé, l’ambulant, le nomade, tout ce qui change, notamment dans les apparences et tout ce qui est instable ” (Roche, 2003).

Pascal, Rousseau, Voltaire nous ont légué, chacun à sa manière, des représentations contrastées de la mobilité. Cependant, depuis le XVIII siècle, le plaidoyer pour un nomadisme pédagogique n’a cessé de se développer. Le progrès de la connaissance, la diversité de l’expérience, la multiplication des rencontres avec l’Autre et sa culture, voici les mots d’ordre de nos sociétés modernes. La mobilité est un tout et elle est partout, elle ne connaît pas de frontières. Alors, si l’on désire interroger la mobilité “ académique ”, il faut d’abord tenter de comprendre la place que celle-ci occupe dans le réseau de mobilités diverses auxquelles nous sommes assujettis.

Pour ce faire nous avons choisi d’examiner les mobilités croisées issues des migrations, du tourisme et de l’expatriation. Plus précisément nous interrogerons la problématique de l’identité et de l’identification culturelle au regard du temps et de l’espace de la rencontre avec l’Autre. Existe-t-il des moments et/ou des lieux de rencontres privilégiées ? De quelles manières des expériences temporaires agissent-elles sur les représentations de notre appartenance culturelle à plus long terme ? Dans quelles limites ces pratiques sont-elles susceptibles de favoriser la multiappartenance culturelle aujourd’hui revendiquée essentiellement par une élite culturelle ?

According to the French historian, Daniel Roche (2003), mobility affects our behaviour, our perceptions and the way we imagine ourselves and others. Since the 14<sup>th</sup> century, the adjective “mobile” has been extensively applied to highlight all that is not permanent. It encompasses whatever and whoever is likely to change or be changed - landscapes, timing, religious festivals, travellers, nomads - in fact, anything or anyone who is perceived as unstable, unpredictable.

*Pascal, Rousseau, Voltaire, among other philosophers and social commentators, have forged our imagination with contrasting visions of mobility. And yet, since the 18<sup>th</sup> century, the educational virtues of travel have been increasingly extolled. Indeed, travel has become the key word of modern societies. Travel is progress, experience, improved self-awareness, tolerance and open-mindedness. In short, travel is knowledge and knowledge is travel. Mobility breaks down all barriers. Consequently, if we are to interrogate the concept of “academic” mobility, why not start by investigating how it fits in with the network of all other forms of mobilities that we, in the 21<sup>st</sup> century, choose or are led to experience?*

*Hence, this paper will examine the crossings and interactions of different forms of circulation, namely migration, tourism and expatriation. Particular attention will be given to the question of cultural identity and identification arising from the encounter with ‘difference’ and the ‘Other’ in a particular space, at a particular time and in a particular setting. Are there times or places that are more propitious for privileged encounters? How do our short term experiences in a different*

*cultural setting affect our perceptions of cultural belonging in the long term? To what extent can travel transform sense of place into sense of space? These are the questions we shall try and answer.*

**GEFFROY KONSTACKY Daniele**, Université Hradec Kralové, Faculté de pédagogie, République Tchèque (recherche en cours)

### **Apports d'une ville de Bohême orientale dans les échanges Erasmus**

Dans le cadre de la mobilité universitaire du programme Erasmus, que peut offrir un pays de l'Union européenne dont la langue est considérée comme minoritaire ? Je propose de répondre à cette question par des exemples concrets tirés de mon expérience à l'Université Hradec Kralové.

Je présenterai tout d'abord les contacts qui nous permettent de mettre sur pied le programme de stage ou de séjour de nos étudiants ou intervenants étrangers. J'aborderai ensuite les relations interculturelles entre un pays dont la culture est souvent connue par le biais de clichés et un pays dont la culture est méconnue en traitant quelques-uns des thèmes qui ont particulièrement séduit nos stagiaires ou intervenants (systèmes scolaire et universitaire, cuisine tchèque, styles architecturaux, expériences musicales et théâtrales, fêtes nationales). Enfin nous découvrirons certaines caractéristiques de la langue en observant des panneaux et des affiches.

Au moment où les instances européennes mettent en évidence l'importance d'une formation plurilingue et de compétences multiculturelles, je suis convaincue que les pays dont la langue est « minoritaire » ont beaucoup à offrir à tous ceux qui sont animés d'un esprit de curiosité et du désir d'élargir leurs compétences communicationnelles

**GUINOU Eleni**, Université de Ioannina, Grèce, [ginou@the.forthnet.gr](mailto:ginou@the.forthnet.gr) (resultats de recherches)

### **Le professeur de l'interculturel dans sa mobilité académique ou autre**

Notre présente étude constitue la conceptualisation du parcours personnel d'une enseignante confrontée à la situation de mobilité professionnelle et personnelle. Précisément, notre communication est basée sur la mobilité issue, d'une part de l'expérience professionnelle en tant que professeur en échange au Canada, et d'autre part de l'expérience personnelle de longs voyages dans 80 pays.

Les similitudes et les différences entre la mobilité formelle ou académique et la mobilité personnelle ou informelle sont au cœur de notre problématique: combien cette mobilité formelle constitue-t-elle pour un professeur l'élément déclencheur ou non de la recherche de la mobilité informelle?

Cette expérience personnelle de la confrontation de la mobilité formelle et informelle nous a permis d'arriver à des pistes conclusives et à des propositions qui peuvent

contribuer à l'encouragement d'une plus grande compréhension des différences et au développement de l'identité européenne partagée.

**HARDOUIN Magali**, IUFM de Bretagne, Rennes, France,  
[magali.hardouin@bretagne.iufm.fr](mailto:magali.hardouin@bretagne.iufm.fr) (recherche en cours)

### **Mobilité académique et formation d'enseignants : Quels transferts de compétences ? Quelle construction personnelle ?**

Cette communication étudie les phénomènes de mobilité académique propre à un établissement universitaire d'enseignement supérieur, l'IUFM de Bretagne.

La formation d'enseignants dépasse aujourd'hui le cadre de références de l'hexagone. Les questions d'efficacité pédagogique rendent nécessaires une réflexion comparative entre "l'ici" et "l'ailleurs". La mobilité internationale est un puissant outil de construction de l'identité professionnelle et de compétences pédagogiques.

Cette communication, de géographie sociale, étudie d'abord les raisons de ces mobilités, pour ensuite analyser leurs bénéfices, aussi bien en terme de construction professionnelle (Michel Battiau) que personnelle (Elizabeth Murphy-Lejeune). Ainsi, amenés à travailler dans des contextes multiculturels, les professeurs-stagiaires seront-ils plus efficaces en raison de cette expérimentation de la diversité culturelle ?

Les matériaux de l'analyse sont constitués de formulaires, d'enquêtes effectuées auprès des stagiaires avant et après leur séjour, de dossiers rédigés au terme de leur mobilité. Ils ont été étudiés grâce au logiciel « Sphinx ».

*This paper questions the educational potentialities of teacher trainees exchanges. The mobility of teacher trainees, at the University Institute of Teacher Education of Brittany, is expanding year after year. The paper analyses how the mobility influences the construction of a professional profile. First, the research focuses on the motivations behind the mobility. Secondly, it deals with the cognitive outcomes and the return flux. The conclusion shows that mobility, because of the new learning environments, creates transfer of knowledge and of new pedagogical approaches. Mobility forms, questionnaires, surveys and reports of teacher trainees have been analysed.*

**LAWES Shirley**, Institute of Education, University of London, Grande-Bretagne,  
[s.lawes@ioe.ac.uk](mailto:s.lawes@ioe.ac.uk) - **NICLOT Daniel**, IUFM Champagne-Ardenne, France  
[daniel.niclot@reims.iufm.fr](mailto:daniel.niclot@reims.iufm.fr) - **FOUCARD Michèle**, IUFM Champagne-Ardenne, France,  
[michele.foucard@reims.iufm.fr](mailto:michele.foucard@reims.iufm.fr) (Recherche en cours)

### **Un outil pour préparer les étudiants à la dimension interculturelle de la mobilité internationale.**

#### Problématique :

Comment préparer les étudiants aux différences de nature culturelle qu'ils rencontreront dans leur vie quotidienne et leurs stages en établissement scolaire à l'étranger ? C'est une question essentielle pour la réussite de toute formation professionnelle internationale,

pourtant peu prise en compte (Cf. appels d'offre Erasmus Mundus, programme Union européenne-Canada).

### Corpus d'étude

La communication porte sur la dimension interculturelle de la mobilité étudiante à partir de l'exemple d'une formation des étudiants – professeurs aux démarches à l'interdisciplinaire dans le cadre du programme Union européenne - Canada. Elle analyse un ensemble de journaux de bord réflexifs rédigés par des étudiants du Canada et de différents pays européens.

### Les bases théoriques

Deux ouvrages fondamentaux constituent notre base théorique :

- Abdallah-Preteille, M. (1999). L'éducation interculturelle. Paris : Que sais-je ? PUF.
- Byram, M.; Fleming, M.; Alred, G. (2002). Intercultural Experience and Education. Clevedon: Multilingual Matters.

Le concept d'interculturalité (et les débats auxquels il donne lieu) est central dans cette étude

### Méthodologie de la recherche :

Les journaux de bord réflexifs sont analysés en utilisant trois outils méthodologiques :

- l'analyse lexicale (logiciel Sphinx)
- l'analyse de contenu automatisée (logiciel Alceste)
- l'analyse de discours centrée sur l'étude de la construction des compétences professionnelles, des savoirs être et des valeurs d'ouverture générés par la mobilité et la formation internationale. (interaction individu, milieux).

### Présentation des résultats et propositions :

L'analyse des résultats est en cours. Il s'agit d'évaluer si le journal de bord développé dans le cadre d'une formation spécifique est transférable à un projet de master Erasmus Mundus.

*During a training period abroad preparing teacher trainees to the cultural differences which they will encounter is a key issue in the development of professional competencies.*

*Within the context of a EU-Canada programme on interdisciplinarity involving three European universities and three Canadian universities, a reflective log has been created which takes into account the development of professional competencies in relation to the field of interdisciplinarity.*

*The students's logs are currently being studied using lexical analysing of texts, automated content analysis and discourse analysis. This study is based on the concepts of reflexivity (Schön) and interculturality (Byram, Zarate, Abdallah-Preteille...).*

**LJALIKOVA Aleksandra**, Université de Tallinn, Estonie, [alexa@tlu.ee](mailto:alexa@tlu.ee) (Recherche en cours)

### **Mobilité académique, déplacement ou voyage touristique?**

Dans notre époque mouvante, changeante, fugace, voire surmoderne, il est inévitable et donc nécessaire de sortir, au sens propre et figuré du terme, d'une institution académique, d'un établissement universitaire et des frontières de son pays pour aller à la découverte d'autres pays, d'autres collègues et d'autres étudiants. Il est important de confronter ses idées et les résultats de ses recherches à l'hétérogénéité, à la multiplicité, à la variabilité.

J'envisagerai d'abord les enjeux et les contraintes qu'imposent les échanges universitaires, autant l'intérêt de celui qui se déplace que de celui qui accueille, et bien entendu aussi de leurs intérêts croisés. J'aborderai ensuite la question des enjeux et contraintes de la mobilité académique dans le cadre universitaire estonien.

L'Estonie a une réputation de pays hautement informatisé. Le travail en réseau et les contacts professionnels virtuels se multiplient. Les TICs permettant la transmission rapide de l'information et même l'instantanéité des échanges présentent toutefois le danger bien connu de dépersonnaliser la communication humaine. Cela nuit d'évidence à la communication en amoindrissant la part de l'humain dans la communication, i.e. l'affectivité, le non-verbal, la présence réelle. Pour cette raison, les contacts personnels sont toujours nécessaires. Je voudrais donc développer l'idée de la complémentarité incontournable de deux principes apparemment antinomiques: l'informatisation du processus d'enseignement et la mobilité académique dans les universités estoniennes.

Ma réflexion portera enfin sur la pérennité des contacts établis et sur la capacité de poursuivre la coopération dans une perspective de véritable mobilité réciproque académique, motivée non uniquement pour l'obtention d'un certificat ou bonus d'évaluation académique ou pour l'agrément d'un voyage touristique, mais pour de solides et claires raisons de formation et de préparation aux échanges internationaux.

C'est précisément dans cet ordre d'idée que je parlerai, *in fine*, de l'exemple de coopération internationale que constitue le réseau du Gerflint.

*In our quickly changing, spanking, running away „supermodern“ epoch it is inevitable and even necessary, literally and in a figurative sense, to overstep the limits of one educational institution, one university, even one country for discovering new lands, new colleagues, new teachers and students. It is very important to crash your ideas and results of your research with heterogeneity, multiplicity and variability.*

*- In my speech I am firstly touching on the meaning and boundaries of university exchange, both from home and foreign university's points of view, and of course their mutual interests.*

*- Then I will touch on the subject of academic mobility in Estonian context.*

*Estonia has the reputation of a country with well-developed IT services. Percentage of work done in network and amount of virtual professional contacts are constantly increasing. New*

*technologies, while allowing instant information exchange, pose a threat of depersonalization in a human communication. It badly influences the communication itself, decreasing the human part of an interaction, losing „the personal touch” and sometimes the very meaning of communication. That is why interpersonal contact still remains necessary.*

*I would like to develop the idea of putting together two seemingly contradictory principles: informatization of teaching process and academic mobility in Estonian universities.*

*Finally, I would like to think of how it is possible to strengthen and extend the existing contacts and develop mutual academic mobility. Such mobility would be motivated not just by some certificate or academical bonus, nor by someone’s desire to travel, but be an attempt to create good connections in education and science.*

*In such a way, as a conclusion of my speech, I would like to present you the network of GERFLINT, which is a great example of international cooperation.*

**PERREFORT Marion**, Université de Franche-Comté, Besançon, France, [Marionper@aol.com](mailto:Marionper@aol.com) (résultats de recherche)

### **Changer en échangeant ? Regards croisés sur la mobilité scolaire, académique et individuelle.**

En quelle mesure le vécu de l’altérité linguistique-culturelle lors d’un séjour à l’étranger dans le cadre de la mobilité académique déclenche-t-il des processus qui conduisent vers l’acquisition de compétences sociales, voire interculturelles ? Quelle est le rôle des interactions entre « natifs/non mobiles » et « non natifs / mobiles » dans l’élaboration de ce vécu et le retour réflexif sur l’expérience ? Qu’en est-il de dispositifs susceptibles de les y aider ? Telles seront les questions centrales de notre communication.

L’opinion courante entretient volontiers un mythe, celui de la synonymie entre un séjour à l’étranger (« l’immersion »), un perfectionnement linguistique allant de soi et une acquisition quasi automatique de compétences interculturelles.

Trouvant ancrage dans une conception idéaltypique de la langue et du locuteur/apprenant, cette idée assimile la mobilité à un apprentissage sans effort particulier et résultant par le seul fait de l’immersion et du contact. Elle fait notamment une impasse sur le rôle central de l’interaction.

La terminologie « non natif/natif », « apprenant » ou encore « étudiant Erasmus/mobiles /non mobiles » semble figer les interactants dans des rôles et des comportements communicatifs, ce qui ne correspond que partiellement à la diversité des catégorisations et des activités langagières en situation de contact et à leur caractère constructiviste.

Dans l’analyse des phénomènes interculturels, on a parfois tendance à négliger le rôle que joue le non natif et les effets que la confrontation à la différence linguistique et culturelle produit sur lui. Pourtant le « natif/non mobile » est autant acteur dans le processus interactif que le non natif/mobile et son attitude à l’égard de ce dernier ainsi que les variables qui en déterminent la qualité sont fondamentales dans l’ajustement interculturel.

Tout comme le « non natif », le « natif » doit fournir des efforts considérables dans la construction de l'intercompréhension et du sens, efforts qui peuvent avoir des répercussions sur son sentiment identitaire et entraver la relation. Et, comme le « mobile », il est multiplicateur de l'expérience et acteur dans d'éventuels processus de transmission (mémoire discursive, institutionnelle, familiale, collective) et leurs retombées à long terme.

Pour appréhender et analyser ces phénomènes dans une démarche essentiellement ethnométhodologique, nous mettrons en perspective des données recueillies dans deux projets de recherche :

- Une recherche qualitative et longitudinale en cours et portant sur la mobilité académique (Erasmus, assistants) dans des contextes français, allemand et britannique ;
- Une recherche, également qualitative et à long terme, en phase d'achèvement (2002-2007) concernant la mobilité scolaire (échanges individuels de longue durée dans le cadre du Programme Voltaire).

Les données obtenues dans le cadre de l'évaluation scientifique du Programme Voltaire nous serviront d'éclairage et de point de comparaison pour les données que nous commençons à recueillir dans le projet sur la mobilité académique.

Pour la présente communication nous nous appuyerons sur des entretiens avec

- des étudiants ERASMUS allemands (mobiles/ non natifs) ayant effectué un séjour d'études à l'Université de Franche-Comté en 2005-2006,
- des étudiants allemands effectuant des études en France à titre individuel (hors cadre institutionnel ERASMUS)
- des étudiants français (non mobiles/ natifs) ayant accueilli les « mobiles » allemands en cours.
- des étudiants français ayant effectué un séjour d'études dans différentes universités en Allemagne en 2005-2006.

*To what extent does the experience of language-cultural otherness during a period abroad organised in the context of university mobility give rise to processes which allow the acquisition of social, or even intercultural knowledge? What role do interactions between “natives/non-mobiles” and “non-natives/mobiles” play in constructing this experience and subsequent reflection on it? What about structures intended to help this process ? These are the main issues which are covered in this paper.*

*It is commonly held myth that a period of “immersion” abroad, language-skill improvement, and a quasi-automatic acquisition of intercultural skills are all three inseparable. This idea, which has its roots in an idealtypical view of language and of the speaker/learner, sees in mobility a learning-process which is practically effortless, emerging spontaneously from the simple fact of contact. It pays little or no heed to the key role of interaction.*

*Terms such as “non-native/native”, “learner”, or “Erasmus student”, “mobile/non-mobile” seem to fix those participating in the interaction in communicative roles and behaviour patterns which only partly correspond to the variety of categorisations and language activities in contact situations, and to their constructivist nature.*

*In analysing intercultural phenomena, the role played by the non-native and the effects that being faced with linguistic and cultural difference exerts on them, are sometimes neglected. Yet the “native / non-mobile” plays just as big a part in the process of interaction as the non-native / mobile; their attitude to the other, and the variables affecting the quality of the relationship are crucial to intercultural adjustment.*

*Just like the “non-native”, the “native” must put up considerable effort in constructing intercomprehension and meaning, efforts which may have repercussions on their sense of self and get in the way of the relationship. Similarly, like the “mobile” person, they may enrich the experience and participate in possible transmission processes (discursive, institutional, familial, collective memory) and their long-term consequences.*

*In order to understand and analyse these phenomena from within an essentially ethnomethodological standpoint, the paper will compare data drawn from two research projects:*

- *A qualitative and longitudinal research project under way which looks at university mobility (Erasmus, assistants) in German, French and British contexts.*
- *Another qualitative, long-term project, in its final phase (2002-2007) into school mobility (individual long-duration exchanges within the Voltaire Programme)*

*The paper will be based on interviews with:*

- *German Erasmus students (mobile / non-native) having completed a study period at the University of Franche-Comté in 2005-2006.*
- *German students having completed study periods in France undertaken in an individual capacity (non-Erasmus)*
- *French students (non mobile / native) who received German “mobiles” in class*
- *French students having completed a study period in various German universities in 2005-2006.*

**SCHALLER Pascal**, Département des Etudiants Etrangers, Université Lille 3 Charles-de-Gaulle, France, [schallerpascal@yahoo.fr](mailto:schallerpascal@yahoo.fr) ou [pascal.schaller@univ-lille3.fr](mailto:pascal.schaller@univ-lille3.fr) (Recherche en cours).

### **Apprendre le français en France : une situation d’appropriation du français en milieu homoglotte, le cas d’études d’un centre universitaire de langues.**

Depuis quelques années, la mobilité internationale grandissante a entraîné une diversification et une réorientation des publics accueillis dans les centres universitaires de langue.

La spécificité du milieu homoglotte nous amène à considérer, avec l’éducation interculturelle, l’espace de la classe comme un lieu d’échanges pluriculturels entre publics multinationaux, et l’espace hors classe comme un lieu de confrontations par

l'étudiant de sa culture propre avec la culture du pays d'accueil. La recherche menée relève principalement de la didactique des langues, mais trouve également des points d'appui en sociolinguistique, en psycholinguistique et en acquisition des langues.

Une étude longitudinale menée auprès de 3 classes de niveau B2 va nous permettre de définir ce que l'étudiant va chercher hors de la classe et amène en cours (questions adressées à l'enseignant, échanges verbaux sur l'actualité du territoire sur lequel évoluent les acteurs en présence...)

Des enregistrements audio sont ainsi réalisés au cours d'un semestre de cours (février-juin 2006) de réception/production et interactions orales, à raison de 3 heures hebdomadaires par groupe.

L'analyse des énoncés produits nous conduira à établir des classifications en fonction de paramètres linguistiques et socioculturels et à définir dans quelle mesure l'étudiant opère une prise de conscience de la spécificité du milieu homoglotte pour l'inscrire dans un processus d'apprentissage/acquisition d'une langue étrangère.

*For a few years, growing international mobility has involved a diversification and a reorientation of public accommodated in the university language centres. The specificity of the second language environment makes us consider, with intercultural education, the space of the classroom as a place of pluricultural exchanges among a multinational audience and of confrontations by each student of its own culture with the culture of the host country. The analysis of statements produced in the classroom (audio recordings of 3 groups of B2 level) will lead us to establish classifications according to linguistic and sociocultural parameters and to define up to what point the student gets aware and takes advantage of the specificity of the second language context to include this process into the appropriation a foreign language.*

**WALLENHORST Nathanael**, laboratoire EPERICE, Paris 13 (sciences de l'éducation), Freie Universität, Berlin, [nathanaelwallenhorst@hotmail.com](mailto:nathanaelwallenhorst@hotmail.com) (recherche en cours)

### **Des lycéens entre la France et l'Allemagne. Education informelle, mobilité géographique et mobilité psychique.**

Chaque année, avec le programme Erasmus, des étudiants passent un semestre ou plus dans un pays dans lequel ils connaissent approximativement la langue. Désormais un nombre croissant de lycéens vivent cette mobilité et partent avec des programmes du Conseil de l'Europe, d'AFS ou de l'OFAJ. Ces étudiants ou lycéens sont scolarisés dans le pays étranger où ils vivent en immersion (plus ou moins totale selon les individus). Quelle est leur expérience, qu'apprennent-ils lors de ces expériences interculturelles de longue durée ? Comment la mobilité géographique induit-elle une mobilité psychique et représentationnelle ?

Nous proposons les résultats d'une recherche sur des lycéens français et allemands participant au Programme Voltaire, un programme d'échange scolaire d'un an entre la France et l'Allemagne, mis en place par l'Office franco-allemand pour la jeunesse (OFAJ). Ces adolescents, âgés de 15 à 17 ans, sont, pour la grande majorité d'entre eux,

des « vrais lycéens », selon la classification de F. Dubet. Ceux-ci proviennent principalement de bons lycées (de classes européennes ou préparant l'Abibac pour la plupart). Notre doctorat est construit à partir de 124 entretiens semi-directifs réalisés avec des adolescents français et allemands dans leur langue maternelle. Notre méthodologie est comparative et nous nous inscrivons dans le courant de l'Ecole de Chicago, c'est-à-dire que nous avons théorisé à partir des données avant de retourner aux données en vue de vérifier la qualité de nos outils conceptuels. Nous nous appuyons sur les travaux réalisés par les chercheurs de l'OFAJ sur les échanges franco-allemands, par V. Papatsiba sur les « étudiants Erasmus » et par M. Abdallah-Preteuille.

L'OFAJ, avec ce programme, s'intéresse aux effets à long terme de la mobilité de ces lycéens qui appréhendent l'Europe comme leur espace de vie. Certains adolescents français, alors qu'ils ont fait l'expérience qu'il était possible d'apprendre en dehors de l'école éprouvent des difficultés avec l'éducation formelle française. L'expérience interculturelle permet aux adolescents français de découvrir que « la vie » est l'occasion de réaliser des apprentissages. Nous mettons en évidence que cette prise de conscience permet un changement radical de point de vue chez ces adolescents qui prennent en compte l'espace informel comme potentiellement éducatif. Cela induit une redéfinition de l'ensemble de l'expérience sociale des adolescents dans la mesure où l'école est considérée comme étant un lieu de réalisation d'apprentissages parmi d'autres. Nous constatons chez de nombreux élèves un besoin de formalisation des apprentissages réalisés durant l'immersion.

*Every year, with the Erasmus programme, some students spend a semester or more in a country in which they approximately know the language. Henceforth, a growing number of grammar school pupils live that mobility and leave with programmes of the European Council, AFS or OFAJ. These students or pupils are sent to school in the foreign country in which they live in immersion (full or partial according to the individuals). What's their experience, what do they learn during one of those long-lasting intercultural experiences?*

*We're proposing the results from a research on French and German pupils taking part in the Voltaire programme, a programme of one year's school exchange between France and Germany, set by the French-German Office for Youth. These teenagers, aged 15 to 17, are for most of them, "true" grammar school pupils, according to Dubet's scale. These ones mainly come from good grammar schools (European classes or preparing Abibac) for most of them. Our doctorate (or Ph D) is built from 124 semi-directive talks realized with French and German teenagers in their mother tongue. Our methodology is comparative and we're in line with the stream of the Chicago School, which means that we've theorized from data before getting back to data in order to check the quality of our conceptual tools. We're relying on works realized by searchers from OFAJ on French German exchanges, by V Papatsiba on the "Erasmus Students" and by Mr Abdallah-Preteuille.*

*OFAJ, with this programme, is concerned with these pupils who apprehend Europe as their space of life. Some French teenagers, while they've experienced that it was possible to learn outside school meet difficulties with formal French education. The intercultural experience enables French teenagers to discover that "life" is the occasion to experiment learnings. We're bringing to the fore that this realization enables a radical change of viewpoint in these teenagers who consider the informal space as potentially educational. This induces a redefinition of the whole social experience of teenagers as far as school is considered as one place of the realization of*

*learnings among others. We notice in a great number of pupils a need to formalize the learnings realized during the immersion.*

*Key words: mobility / psychological mobility / intercultural learnings / non-formal education*

**ZNOVENKO Larissa**, Université pédagogique d'Etat d'Omsk, Russie, [LZnovenko@yandex.ru](mailto:LZnovenko@yandex.ru) (recherche en cours).

### **Mobilité académique des étudiants dans les recherches contemporaines de la pédagogie russe.**

L'objectif principal c'est la recherche complète dans le domaine de la réforme de l'école supérieure (le procès de Bologne) et de la réalisation de ses principes aux établissements de l'enseignement supérieur de la Russie et des autres pays-membres du procès de Bologne.

En effet, dans le cadre du développement de la déclaration de Bologne, ce sont surtout la mobilité académique des étudiants, leur compétence professionnelle et leur capacité de devenir un spécialiste réclamé dans des conditions de la vie moderne (changements de l'économie et de la politique des pays différents, le progrès technique, la nouvelle génération de la société), qui sont devenues le problème de ma recherche scientifique.

Après l'analyse profonde des sources pédagogiques et des documents normatifs du procès de Bologne, on a eu la base scientifique pour formuler la définition de la mobilité académique et des éléments essentiels de cette catégorie.

*La mobilité académique* c'est une habileté à diriger sa propre activité d'instruction, à élaborer son itinéraire personnel dans l'enseignement, ayant en vue des buts concrets, à faire le pronostic du développement de son activité professionnelle en considération des exigences de la nouvelle époque et de la nouvelle société. Outre cela c'est une habileté d'avoir une réaction flexible aux changements actuels et de reconstruire sa voie d'instruction et sa voie professionnelle. La mobilité académique met en évidence l'aptitude et l'aspiration à la continuité de l'enseignement et à l'autodidaxie.

*La particularité principale de la mobilité académique* c'est la tendance à double sens : verticale et horizontale (selon la théorie de P. Sorokin).

*L'objectif du développement de la mobilité académique* : favoriser le devenir de la compétence professionnelle du spécialiste aux conditions de l'éducation permanente

*Development of the academic mobility on all educational levels is recognized today by one of tools of realization of principles and achievement of purposes of Bologna's process.*

*At Omsk's State pedagogical university active work on development of the academic mobility of students in three measurements is conducted: interdisciplinary, interuniversity, or inter-regional, and international.*

*In our research we consider the academic mobility of students in a two-vector orientation (on Item to P. Sorokin): vertical and horizontal.*

*The vertical orientation of the academic mobility assumes movement of students upwards on a social and professional ladder. For maintenance of this purpose in Omsk's State pedagogical*

*university the “Interuniversity center of the international cooperation and the academic mobility” which within the limits of the various educational programs directed on cooperation with many foreign high schools of the countries of the Europe and the USA, offers students not only direct studying of foreign language in the language environment, but also an opportunity of development of their professional competence, mastering by them a pedagogical trade, including due to an exchange of experience with the foreign colleagues actively works.*

*The horizontal orientation of development of the academic mobility of students is understood by us as internal self-improvement of the person, ability and aspiration to continuous formation and self-education. It is necessary to note, that the concept of the academic mobility of conditions of the Russian formation gets new sense and new, corresponding the Russian realities, value. The sense of the given concept extends. It gets, besides cleanly academic, psychological and pedagogical interpretation. The academic mobility is the integral form of existence of the mental potential, reflecting realization of internal need of this potential in three-dimensional motion of social, economic, cultural, political mutual relations and interrelations.*

*Academic mobility is an opportunity to form the educational trajectory. Differently, within the limits of educational standards to choose subjects, rates, educational institutions in conformity with the propensities and aspirations.*

*The academic mobility can be the tool of successful preparation of the competent expert, competitive on a labour market.*



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