НАУЧНЫЕ СТАТЬИ

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«МОМЕНТЫ ОЗАРЕНИЯ» В ПРОФЕССИОНАЛЬНОМ ДИСКУРСЕ В ХОДЕ ПРОГРАММ АКАДЕМИЧЕСКОГО ОБМЕНА

Системная функциональная лингвистика изучает применение языка для установления смысла. Одной из важнейших ситуаций поиска смысла для учащихся школ и колледжей является опыт академического обмена в странах изучаемого языка. В подобных ситуациях проявляется способность студентов участвовать в межкультурной коммуникации на иностранном языке и справляться с межкультурными различиями.

В настоящей статье обобщаются основные результаты тематического исследования, посвященного недельному школьному обмену между учениками из Германии и Италии и их опыту "моментов озарения". Моменты озарения - это опыт переосмсления критических инцидентов в позитивном ключе, более подходящем этически и ориентированном на целевую группу. Оно основано на опознавании и осознании через столкновение культутр, понимание и управление межкультурными различиями.

Таким образом, с помощью эмического подхода в данной статье описан опыт, который учащиеся испытывают во время своего пребывания за границей, и то, как он влияет на профессиональный дискурсивный обмен и их межкультурную коммуникативную компетентность (МКК), исследованы стратегии поведения в этих ситуациях.

Качественные данные отбирались на всех трех этапах изучения зарубежного опыта. Они показывают, что моменты озарения и используемые дискурсивные стратегии вносят вклад в МКК с точки зрения межъязыковых, межсоциальных или межкультурных аспектов и открывают новые возможности для

осмысления межкультурных различий и повышения межкультурной осведомленности. Чтобы справиться с подобными ситуациями, учащиеся разрабатывают "стратегии озарения", которые, как правило, являются невербальными (скорее внутриличностныи нежели межичностными). Сравнение результатов моментов озарения в этом исследовании с предыдущими исследованиями критических ситуаций дает основания их переосмыслить концепцию и вместо этого ввести концепцию "моментов озарения", соответствующих контексту академических обменов. Такая же трактовка может применяться к анализу делового и профессионального дискурса использования языка, содержания и лексики.

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'LIGHT-BULB MOMENTS' IN PROFESSIONAL DISCOURSE DURING STUDY ABROAD EXCHANGES

Systemic Functional Linguistics is about using language to negotiate meaning. One of the key meaning negotiation situations for language learners in schools and colleges is the experience of exchange visits to the countries where the language is spoken. Bound up with this is the students' abilities to deal with intercultural communication and cultural differences. This paper synthesises the key findings of a small-scale case study investigating a one-week school exchange between pupils from Germany and Italy and their experience of 'light-bulb moments'. Light-bulb moments are a positive, ethically more appropriate and target group-oriented re-conceptualisation of critical incidents, which focuses on recognition and understanding through encountering, understanding and managing difference. Thus, through an emic approach, this study explores the kind of light-bulb

moments pupils experience during their stay abroad, how they influence pupils' professional discourse exchanges and their Intercultural Communicative Competence (ICC) and what strategies pupils employ to deal with these situations. Qualitative data are gathered from all three stages of the study abroad experience. These show that light-bulb moments and the discourse strategies employed contribute to ICC in terms of inter/intra-linguistic, inter/intra-social or inter/intra-cultural aspects and open up opportunities for reflection and raising awareness. To deal with these situations, pupils develop 'light-bulb moment strategies', which tend to be non-verbal (more intra- than interpersonal) rather than verbal. Comparing the findings of light-bulb moments in this study with previous research on critical incidents provides evidence to reimagine the concept of 'critical incidents' and introduce the concept of 'light-bulb moments' for school exchanges instead. The same understandings can also be adapted to apply to business and professional discourse analysis of language use, content and lexis.

Key words: professional discourse, Systemic Functional Linguistics, school exchange, critical incidents, study abroad, intercultural communicative competence, light-bulb moment

Introduction

Since this study aims to see school exchanges through the eyes of pupils and explore their negotiations of light-bulb moments within intercultural communicative encounters, this introduction will start with the context of the study, i.e. study abroad. In a second step, we will introduce the key actor, the 'intercultural speaker', followed by analysis of the key concept 'light-bulb moments'. Due to the limited word count, however, this introduction cannot provide an exhaustive review of previous literature.

Background theory

Study abroad

According to Llanes (2012), learning a second language can be categorised into the following four contexts, depending on the quantity and kind of exposure to the target language: foreign language instructed setting, naturalistic setting, immersion setting and the study abroad setting. Study abroad in turn consists of external context and internal context (Gudykunst & Kim, 1992). Whereas the former includes locations where the intercultural communication takes place as well as their meanings attached by society, the latter refers to the cultures the interlocutors bring to the situations of communication (Byram & Feng, 2005). According to Kruse and Brubaker (2007), study abroad is also a process, whereas Byram (1997) considers it a location of learning. Learning in this location encompasses a myriad of often vague implications, which is highlighted by the following definition: it is *'a temporary sojourn of pre-defined duration, undertaken for educational purposes'* (Kinginger, 2009, p. 11). In the anglophone literature, the terms 'stay abroad' and 'study abroad' are fairly frequently used interchangeably.

This may be attributed to the fact that mainly tertiary education programmes and long-term stays have been investigated so far. This implies that previous research has rather neglected short-term stays (Jackson, 2006) and school-age children (Evans & Fisher, 2005). In general, empirical literature on study abroad suffers from 'general inconsistencies and inconclusiveness' (Wang, 2010, p. 50) which arises from the complex interplay of external and internal contexts (Gudykunst & Kim, 1992). Research shows that study abroad does not unconditionally contribute to linguistic or cultural gains for the learner (Wilkinson, 1998; Goldoni, 2013; VeLure Roholt & Fisher, 2013) even

though school exchanges are often promoted as 'one of the major vehicles to become trans-lingually and transculturally competent' (Goldoni, 2013, p. 359). Consequently, scholars increasingly discuss possible factors that might increase the success of stays abroad (Lee, 2012) for students. This might help deconstruct the myth of a smooth study abroad experience and make the preconceptions more realistic.

The intercultural speaker

Intercultural learning is considered a core element of foreign language teaching and implies the continuous acquisition of intercultural communicative competence (ICC), which is a dynamic process. ICC is defined as *'an individual's ability to communicate and interact across cultural boundaries'* (Byram, 1997, p. 7). Therefore, the intercultural speaker (Byram & Zarate, 1996) is linguistically *and* interculturally competent (Wilkinson, 2012). Consequently, the intercultural speaker goes beyond its predecessor of the (near-) native speaker model (Byram, 1997; Young & Sachdev, 2011), which has been challenged and critiqued by many scholars (Davies, 2003; May, 2014). The definite article suggests a wrong sense of uniformity among all speakers, leaving out the individual aspect (Byram & Wagner, 2018). According to Byram (1997) or Young and Sachdev (2011), it is considered an unrealistic, unattainable and even incomplete model which pupils can fail if they strive towards it.

The intercultural speaker, also referred to as a mediator between people of different cultures and languages (Zarate et al., 2004; Byram & Wagner, 2018), embraces the four interrelated components of ICC: knowledge, skills, attitude and awareness (Byram, 1997) – offering a holistic learner profile. Byram and Zarate (1996) list the following abilities which the intercultural speaker should embrace: (1) identifying *'areas of contrast and contradiction in the relationship between two given communities';* (2) explaining *'contrasting and conflicting behaviours and beliefs'* and being able to *'resolve a conflict or to negotiate the acceptance of a non-negotiable conflict of belief';* (3) evaluating *'the success of a mode of explanation'* and developing *'a mode of explanation with respect to a particular interlocutor and their cultural context'* (Byram & Zarate, 1996, p. 241).

Critical incidents and light-bulb moments

During the process of intercultural learning, critical incidents are very likely to occur. The term 'critical incident' originally derives from

Flanagan's (1954) Critical Incident Technique, which retrospectively attempts to identify any actions that have contributed significantly to the success or failure of a particular outcome. In the intercultural context, most definitions of critical incidents usually have a negative connotation and are synonymous with culture-based misunderstandings (Busse & Krause, 2015). Scholars use different nomenclature – especially different prefixes – for a similar content such as 'intercultural conflict' (Ting-Toomey, 2012) or 'cross-cultural misunderstandings' (Wilkinson, 1998). *'Events are called critical if they occur unexpectedly for a person, are inexplicable, lead to misunderstandings and conflicts, and are likely to end in disappointment and annoyance'* (Klieme & Beck, 2007, p. 264).

Byram and Feng (2005) claim that misunderstandings often arise from internal context (Gudykunst & Kim, 1992), i.e. the methods interlocutors employ to make sense of the situation and their understanding of culture. This is reminiscent of what Byram et al. (2001) say: *'Intercultural speakers/mediators need to see how misunderstandings arise, and how they might be able to resolve them'* (Byram et al., 2001, p. 6). The strategic competence of Canale and Swain's (1980) model of communicative competence might be helpful. It is split up into verbal and non-verbal communication strategies, which students make use of when experiencing *'breakdowns in communication due to performance variables or to insufficient competence'* (Canale & Swain, 1980, p. 30). Thus, they presumably imply linguistic deficiency, which is not only too narrow and not all-embracing as it neglects other competencies such as cultural awareness, but is also rather negative and therefore may not be really appropriate for the study context.

Examples of empirical research into critical incidents are mainly found in the German tertiary education context: Hiller (2007) uses an Extended Critical Incident Analysis (ECIA) to investigate how problems arise for intercultural encounters between Germans and Poles at the cross-border university in Frankfurt (Oder). A joint project MuMiS (Schumann, 2012) between three German universities provides a database on intercultural misunderstandings between German students and foreign exchange students in university communication. The aims are to improve the ICC of both groups and to make use of critical incidents for pedagogical purposes. Da Silva (2010), by

contrast, analyses students' term papers about their own critical incidents during their year abroad to find out how students reflect on these problems in retrospect and what solutions they offer.

However, these examples are not set in the context of short-term exchanges of secondary students and have a rather narrow (only language and culture) and negative view of these learning situations and are less concerned with how critical incidents can contribute to the development of intercultural learning. Nevertheless, they have been crucial in furthering my knowledge about critical incidents and have highlighted the need to extend the research context from long-term tertiary programmes to short-term secondary school exchanges.

Since I have some reservations about the denotations and connotations of the concept of critical incidents, I hesitate to use it in the context of this study. It seems sensible to me to gradually develop a new concept, which is ethically more appropriate for research with teenage students and indeed with professional adults involved in possible language and culture misunderstandings, involves less negative associations, encompasses a broader spectrum (not only culture and language) and tries to be more target group-oriented and context-oriented. Light-bulb moments should not remain inexplicable and conclude with negative feelings. Instead, they should be considered a learning opportunity, from which learners in both school and college and business professionals can benefit in a long-lasting way.

Methodology

Research questions

Previous, often inconclusive and inconsistent, literature has illustrated that research into pupils of secondary education who are taking part in short-term school exchanges has been '*largely ignored*' (Jackson, 2006, p. 134) and that their experiences during the sojourn have been investigated by only a few researchers. In addition, the purpose or experience of critical incidents/light-bulb moments encountered within this context has not been investigated so far. Consequently, an area ripe for research has been identified which will be approached with the following research questions.

Research question 1. What type of 'light-bulb moments' occur during school exchanges? This question explores students' conception and connotation of light-bulb moments with the aim of categorising them later. The hypothesis is that the concept of critical incidents is too

narrow, which is why a broader concept can be developed by employing a bottom-up approach.

Research question 2. How do light-bulb moments result in students' ICC? Since the study is interested in ICC and school exchanges are often promoted as a means to further one's ICC, this question aims to see the kind of impact of light-bulb moments on students' ICC.

Research question 3. How do students deal with these situations? We have seen that intercultural speakers mediate between cultures and languages. Hence, it is crucial to see what kind of strategies they employ for this mediation. Furthermore, Klieme and Beck (2007, p. 262) argue that *'the ability to perceive one's own emotional states and those of others, as well as having appropriate linguistic and social repair techniques at one's disposal, are significant competences in an intercultural context'.*

Research design

This research is driven by a small-scale case study using student ethnography as a 'tool' to collect data (light-bulb moments), which best fits the context of exploring individual experiences within study abroad. This matches the more recent trend of study abroad studies conducting '*small-scale, focused studies (e.g. case studies, ethnographies) of single education abroad programmes*' (Jackson, 2012, p. 456), which is seen as a necessary complement to the inconclusive outcomes-based research in study abroad (Kinginger, 2008). *'There seems to be little agreement about what a case study is'* (Lincoln & Guba, 1985, p. 360), yet it might be defined as *'an in-depth study of interactions in an enclosed system'* (Opie, 2004, p. 74), in this study of intercultural communicative interactions in a one-week study abroad context.

Participants

'Participant' has a double meaning in this study: not only are my participants participating in the school exchange and in this study, but also in the data collection and analysis process, which will be explained later. This means that this study adopts a participative approach, in which the students are consciously and actively integrated in the data collection process by morphing into ethnographers.

In the following, an explicit account of the case will be given. The case consists of a group of 29 year-11 German students, aged between 15 and 16. The ratio of boys (38%) to girls (62%) is rather unequal, which is, however, representative of a class at this school. They are

enrolled in a *Gymnasium* in a socio-economically well-situated town of 20,000 inhabitants in Upper Bavaria. This has a certain connotation: *Gymnasium* is the most advanced of the three kinds of secondary schools, i.e. only pupils with a very good average grade can attend it. In addition, Bavaria is ranked among the best with regard to education in Germany. Yet, it is a heterogeneous group. Although they are all in their second year of learning Italian, their language background differs since they come from different branches with a focus on either STEM subjects or languages. Therefore, for some students Italian is their fourth language, for others – the third. Although Italian is an additional, non-compulsory subject for the final two years of *Gymnasium*, students' attitude, motivation and performance level are spread over a wide continuum. 66% of the students enjoy learning Italian, whereas only three students do not like it and nobody has pronounced a strong aversion to it. The reasons why they have chosen Italian show a fluctuation between intrinsic motivation (language and culture, enjoy learning languages, communicate abroad, family connection, challenge), extrinsic motivation (no Latin anymore, no second science, fits well into timetable, useful modern language, participate in more exchanges) and no choice/obligation (those pupils coming from *Realschule*, ranked between *Gymnasium* and *Mittelschule*, must have a second foreign language). They should have a language level of CEFR B1 according to the Common European Framework of Reference, but of course, this is relative. This group and two teachers of Italian embarked on a one-week school exchange with a city in the alpine Lombardy region of northern Italy from April 6th to 13th, 2019, where they stayed in host families, went to school and spent the weekend with their exchange partners. In this paper I refer to students by the pseudonyms they gave themselves. The names given are not, therefore, the participants' real names. Everyone except one 'Wanjuk', as he called himself, had been to Italy before, most of them several times. It was the second leg of the exchange, with the Italians having visited the Germans a couple of months before. As for sampling, there was already a pre-defined group of the 29 participants who voluntarily chose to participate.

The next section deals with the two types of instruments used to collect data in all three phases – before, during and after the exchange.

Data collection

Before and after the exchange: questionnaires

Questionnaires were distributed to all German students before and another after the stay, which has been done in similar studies (e.g. Fisher & Evans, 2000). The pre-sojourn questionnaire's aim was to gather background data such as gender, exposure to country/language, motivation, anxiety and attitude. On the one hand, these individual factors are useful for defining the case, on the other hand, they impact the study abroad experience and its outcomes (Goldstein & Kim, 2006) – and probably also light-bulb moments. Another aim is to see their reasons for participating and provide 'prospective' views of the exchange in terms of the expectations and perceptions of the school exchange. The rationale behind the post-sojourn questionnaire is to investigate the German students' post-sojourn perceptions of the exchange and to provide additional and more reflected information on light-bulb moments.

During the exchange: student ethnography through the collection of light-bulb moments

Even though this study is not an 'ethnography' per se (i.e. as research design), I am drawing on one of its tools for my data collection. Ethnography fittingly translates as a '*description of peoples and cultures*' (Denscombe, 2010, p. 79) and usually involves a case study (Wiersma & Jurs, 2009). It is considered a holistic and naturalistic approach (Bray, 2008; Wiersma & Jurs, 2009), aiming at understanding people and their actions *in situ* and in depth – which is the kind of picture I want to obtain of the students and their experiences with light-bulb moments. Ethnographers immerse themselves in the world they want to explore (Denscombe, 2010). It is thus not striking that students abroad are often defined as ethnographers. This implies that they are required to participate, which applies to the participatory approach of this study. The students will be participant observers and researchers by participating in the environment of their exchange partners and in the data collection in form of collecting light-bulb moments. Although this is not an intervention, I acknowledge that through the act of encouraging reflection and increasing awareness, their experiences of the exchange might be slightly altered.

The 'light bulb' questionnaire

In order to help students collect and reflect on their light-bulb

moments during their stay abroad, I invented a list of questions that asked them to describe (who, what, where, when) and explain (why it was eye-opening, how they tackled the situation, how they felt) their experiences of intercultural encounters. I was partly guided by Spradley's (1979) *Nine Observational Dimensions* for ethnographic fieldwork, a framework which I chose as it is very clear and includes feelings. Yet, I adapted it to make it more appropriate for the students and their light-bulb moments.

1. *Who* was involved in the situation? What role (e.g. teacher, exchange student) did the people have?

2. *Where* did the situation happen?

3. *When* did it happen? *How long* did it roughly last?

4. *What* exactly happened? Please describe the course of action.

5. *Why* was it a light-bulb moment for you? Did it surprise you (positively/negatively)? Did it shock/annoy/enlighten you?

6. *How* did you *deal with the* situation? What did you do? What approaches (e.g. other languages, gesture, facial expressions) did you choose to react to the situation?

7. *How* did *you feel* during this situation? What did you *think*?

8. Did a particular *knowledge* (e.g. something you learnt in your Italian class) help you deal with the situation better?

9. *What* did you *think* about yourself and the other people involved back then?

10. Did the situation *change* you? Why? Why not?

Findings and discussion

Light-bulb moments

The purpose of this section is to reflect upon the findings and deal with two salient, overarching findings that have emerged among the data: light-bulb moments and light-bulb-moment strategies, which are closely linked to each other.

Comparing the findings of light-bulb moments in this study with previous research on critical incidents provides evidence to back the hypothesis from the beginning to reimagine the concept of 'critical incidents' and introduce 'light-bulb moments' instead.

Critical incidents imply a rather negative connotation and focus mainly on culture, as illustrated by common definitions such as 'intercultural conflict' (Ting-Toomey, 2012) or 'cross-cultural misunderstandings' (Wilkinson, 1998), which is why this study worked

with 'light-bulb moments'. However, findings of the present study have shown that light-bulb moments are not only restricted to negative emotions but instead can trigger a huge array of emotions when students or professionals experience them (Table 1).

Table 1. Affective Connotations of Light-Bulb Moments

TYPE OF RESPONSE	COMMENT
Negative	*The situation was too much for me and I did not know what to do. Later, when finding out what the host parents were thinking about me because of this situation, I was appalled and a bit enraged* (Busch).
	For me, it was a light-bulb moment because it didn't feel like school. I was shocked about the behaviour of the pupils and about the fact that the teacher didn't care (Elli).
	It was a light bulb-moment for me because it surprised me negatively (Shrek Lover).
Change from negative to positive	*First, I was very confused because I didn't understand what I did wrong but after I had realised that she was thinking we eat dogs in Germany I found it very amusing* (Baum).
	For me it was a light-bulb moment because Anita was laughing, which made me feel embarrassed. But it was not something bad. Now I know the difference (Brandy Love).
In between	*I am not sure whether this was a light-bulb moment but it definitely puzzled me* (Wanjuk).
Positive	*It was a light-bulb moment because at that moment it was very amusing and it was an*

interesting misunderstanding (Gabriel).

Because thanks to this situation, I finally learnt the difference between carne and cane (Niclas).

In addition, the characterisation of light-bulb moments contradicts the focus of critical incidents on mainly cultural aspects. The findings of this study demonstrate that light-bulb moments are either related to social aspects (11x), culture (10x) or language (8x), which shows that light-bulb moments encompass more areas than critical incidents (Table 2).

Table 2. The Course of Action of Light-Bulb Moments

CODE / CATEGORY	FREQUENCY	COMMENTS / EXAMPLES
Social	11	*Behaviour when invited to a party.* Several students (Betti B., Gabriel, Lana Rhoades, Rudolf, Shrek Lover) mentioned that the Italians expected them to help them clear up after the party in Italy, although the Germans did all the tidying up alone in Germany. Therefore, there were different expectations in terms of host versus guest behaviour/responsibility between the two countries.
		Behaviour when complaining. The Italians complained about the Germans' behaviour at the party indirectly via the teachers instead of seeking direct confrontation
		Manners. Being made aware of one's own good manners (Gabriel) and how to approach the fact that

		your meat which is cooked by the host mother is still raw (Busch).
		Other. Italians like to talk to strangers in public places (in a gondola) whereas Germans would rather be silent or look at their phone (Caro).
Culture	10	*School context.* Different classroom behaviour of pupils (don't behave well, show no respect) and teacher (does not care) compared to Germany (Elli). Italians go to school on Saturday (Sebastian).
		Public transport/places. Toilet use for free at motorway service areas (Franziska). Unwritten seating rules in a bus (Wanjuk).
		Food/Eating. Italians really do eat lots of pasta (Zimmer). Italians drink coffee and know a lot about it, the same is true for Germans with beer (Michael). Having cornflakes with coffee in one bowl for breakfast (Greta). Spending lots of time at the dinner table for dinner (Viktoria).
Language	8	*Mixing up two words.* Saying *cane* (dog) instead of *carne* (meat) when talking about food (Baum, Brandy Love69, Hasl, Niclas, Valentina). Confusing *fruitarian* and *bitch* because of verbalising one's thoughts in front of others (Elisabeth).

> *Learning new words.* Not understanding the Italian word *pullman*, a synonym for *bus* (Giorgia, Moto Moto).

Furthermore, research on critical incidents has largely been conducted for long-term tertiary study abroad programmes, showing that critical incidents develop mainly within the university setting (e.g. Schumann, 2012). Light-bulb moments, however, also occur during short-term secondary school exchange trips and the areas where they can arise are '*endless*' (Michael): they can occur '*everywhere*', which was the students' top answer. This shows an extension from narrowness of critical incidents to ubiquity of light-bulb moments.

In a study by VeLure Roholt and Fisher (2013, p. 54), critical incidents were considered '*most significant learning experiences*', yet, the impact of critical incidents on learners' ICC has largely been ignored so far. This present study, however, has shown that light-bulb moments contribute to learning, which the students are also aware of. After the exchange, after having completed the trip, the students had to answer the following question: *'Is the experience of light-bulb moments beneficial to learning Italian, i.e. becoming a better learner of Italian?'* Their answers are presented in the following chart (Figure 1).
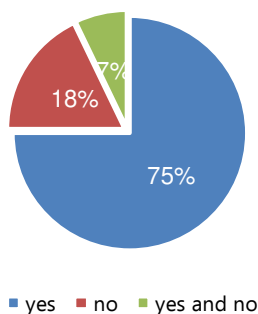

Figure 1. Experience of light-bulb moments beneficial to language learning

Three quarters of all students think that light-bulb moments have a

positive effect on becoming a better language learner. Furthermore, four of the five ticking *'no'* still mention positive aspects and the normality of experiencing these situations and therefore, the percentage is even higher:

It has more to do with how to behave abroad. You pay more attention to the differences in terms of customs to not come across impolite (Elisabeth).

If, then maybe in terms of attitudes, e.g. becoming more open and relaxed (Fisch).

I think you have to expect to be surprised in terms of cultural things/habits anyway, if you participate in a school exchange/travel abroad (Remus).

I didn't experience this kind of light-bulb moments but I can imagine that such moments can be advantageous in the field of language (Wanjuk).

Table 3 portrays the opinions of those 75% of pupils who list the profits of light-bulb moments.

Table 3. Benefits of Light-Bulb Moments According to Students

CODE / CATEGORY	FREQUENCY	COMMENTS / EXAMPLES
Social	10	*You understand the people better* (Rudolf).
		Often, you learn something about the attitude and behaviour of an Italian person (Giorgia).
		In terms of attitude because you know how to behave (Viktoria).
		You notice differences (Valentina).
		You are forced to react (Lana Rhoades).

		Better at coping with unfamiliar situations (Gabriel).
		You know what to expect in future situations (Franziska).
Culture	8	*You understand the country better* (Rudolf).
		You understand the culture, habits through concrete examples (Michael).
		You get to know the characteristics of a nationality (Greta).
		Learning about the way of life in the respective country is also part of language learning (Giorgia).
		Sometimes you are just relieved that your own life is different (Elli).
Language	7	*Learning through a misunderstanding.* Often you learn through a possible misunderstanding (Elli).
		Improving listening skills. You learn to listen better (Gabriel).
		Accuracy. You talk correctly (Sofa).
		Vocabulary. If it's about vocabulary, yes (Hasl).

		General. Thanks to them you improve your language skills (Gabriel). You won't make the same mistakes again (Shrek Lover).
Learning in general	7	*Collecting knowledge* (Zimmer). *You learn from them* (Valentina). *More motivation to learn* (Dr. Kiesel).

These conclusions apply equally to adult professionals as well as to students. The students in this study were also aware of the positive impact of light-bulb moments and wished to include light-bulb moments in the classroom. Therefore, Table 4 illustrates the suggestions proposed by the students, which implies making extra-mural experiences (school exchange context) *intra-mural* (classroom-based).

Table 4. Students' Suggestions of How to Tackle Light-Bulb Moments in the Classroom

CODE / CATEGORY	FREQUENCY	EXAMPLES
Discussion together	17	*Comparing with others whether they experienced similar situations* (Viktoria). *Talk about them so that the same won't happen to fellow students and everyone can learn from them* (Valentina).
No treatment	6	*Not dealing with them at all. Everyone has individual*

		experiences (Franziska).
		Mainly, everyone should deal with them on their own (Michael).
Approaching the teacher	3	*Discussing them with the teacher* (Helena).
Analysing and finding explanations	3	*Analysing situations and finding explanations that could help everyone* (Rudolf).
		Explaining and raising awareness for particular situations in a group (Gabriel).
Role plays	2	*By acting?* (Dr. Kiesel).
		Re-enacting the moments in the form of a theatre in front of the class (Busch).
A lesson on 'you really put your foot in it'	1	*Probably when presenting cultures of Italy (e.g. the different regions) and at the same time presenting examples of 'you really put your foot in it' or exceptional things* (Wanjuk).

There seems to be clear agreement on the need to discuss the results together as compared to not dealing with them/dealing with them individually, which contradictorily are the two most frequent answers. Valentina sees the learning potential and wants everyone to refine their knowledge and repertoire about light-bulb moments, which goes hand in hand with Byram et al. (2001) who state the need for students to understand how misunderstandings originate, and how they could deal with them. Thus, these moments also open up opportunities for reflection and raising awareness. It also seems that students are socially

orientated, highlighted by the suggestions in Table 4. Students rely on teachers for help and want to analyse and explain the situations together with the whole class.

The present study has also demonstrated that light-bulb moments contribute to the participants' ICC in terms of social, cultural and linguistic aspects, which are the same three areas in which light-bulb moments occur. These three categories seemed almost omnipresent when analysing data, which is why one might even consider calling for a reconceptualisation of ICC in terms of social, cultural and linguistic aspects. Table 5 pulls the findings together.

Table 5. Impact of Light-Bulb Moments on Students' ICC in Terms of Social, Cultural and Linguistic Aspects

CATEGORY	SUB-CATEGORIES
Social	– knowledge about its inhabitants' behaviour/character traits and how they function – knowledge about inhabitants' expectations in terms of behaviour – changing behaviour towards Italians – changing behaviour in Germany, adapted to Italian culture – offering help even if not asked – be more self-confident – be polite when approaching a difficult topic so that no one feels offended – always trying to not upset the host family – reinforcing stereotypes – awareness of how to tackle difficult character traits
Culture	– knowledge about the other country's culture / lifestyle – adapting to the host culture/family – awareness of cultural differences become more apparent – awareness of the importance to get to know other

	culture's expectations
Language	– knowledge about the language use of the target country – stressing important allophones that are important for Italian but not common in the mother tongue – changing language use

Light-bulb moment strategies

The ability to 'resolve a conflict' features an important role of Byram and Zarate's (1996, p. 241) intercultural speaker, even though we have seen in the characterisation of light-bulb moments that the term 'conflict' is misleading and not all-encompassing. This section describes how students deal with light-bulb moments and compares two stages: For the first stage, data from the collections of light-bulb moments will be used, referring to how students dealt with light-bulb moments during their stay. The second stage, by contrast, looks at data from the post-visit questionnaire and is concerned with the strategies that students would now, after having processed and analysed their experiences, employ to deal with light-bulb moments. Both are analysed according to the model of strategic competence by Canale and Swain (1980), which is split up into verbal and non-verbal strategies. In a third step, these findings will be pulled together to conceptualise strategies for light-bulb moments.

The data stemming from the time during the stay can be summarised as follows:

Table 6. Students' Strategies of Dealing with Light-Bulb Moments in Italy (during the sojourn)

VERBAL STRATEGIES	NON-VERBAL STRATEGIES
In the target language: – talking about it (4x) – saying sorry (3x) – asking for the denotation of a word (2x)	– smiling (5x) – accepting the situation (4x) – being polite (3x) – nothing (2x) – adapting (1x)

– highlighting a sound (1x)
– repetition of a word (1x)

Not in the target language:
– asking for clarification of a
word (1x)

The strategy most used was smiling, followed by talking about the problematic situation using the target language (TL). In general, verbal TL strategies are used slightly more often than non-verbal strategies. It shows that students make use of a wide array of verbal TL strategies to extricate themselves from a light-bulb moment. The ratio between using the target language of Italian versus English as a lingua franca is 11:1, which sheds a positive light on the success of communicative language teaching in Germany. In terms of non-verbal strategies, it is remarkable that most strategies refer to interpersonal relations such as showing positive, friendly facial expressions (smiling, laughing) and being polite all the time. Unfortunately, the students did not explain what exactly they mean by 'being polite', therefore it can either be verbal as in saying thank you and please, for instance, or non-verbal as in smiling. Therefore, it could be justified to call for a new dimension since eight answers belong to the interpersonal category, highlighting its importance.

In the post-visit questionnaire, after having had time to reflect upon their own strategies, the students were asked for their recommendations to future participants as to how to deal with light-bulb moments. The strategies will be listed in the following table in the order of their frequency and with student examples (Table 7).

Table 7. Students' Strategies of Dealing with Light-Bulb Moments (post-sojourn)

VERBAL STRATEGIES	NON-VERBAL STRATEGIES

IN THE TARGET LANGUAGE: DISCUSSING THEM (5x):
   – *asking questions to clarify something (Elli)*
   talking about them (Busch)

NOT IN THE TARGET LANGUAGE: USING OTHER LANGUAGES (1x):
   – *it helps to explain oneself in English (if your interlocutor speaks English) because the vocabulary is bigger and you can express yourself more easily and more to the point/appropriately (Elisabeth)*

TAKING IT WITH HUMOUR (12x):
   – *being able to laugh about oneself (Sofa)*

OT TAKING THEM TOO SERIOUSLY WHEN HAVING SAID OR UNDERSTOOD SOMETHING WRONG (9x):
   – *not overthinking it (Shrek Lover)*
   – *being relaxed, not inhibited (Hasl)*

SEEING THEIR NORMALITY and BENEFITS (6x):
   – *being aware of the fact that there's no need to feel embarrassed because you are only about to learn the language (Valentina)*
   – *just accepting and carrying on (Remus)*
   – *extracting knowledge from them (Michael)*
   – *they are part of [language learning] and simplify the learning of specific things (Gabriel)*
   – *deriving advantage from them, i.e. seeing positive things in them, even though the situation seems embarrassing (Giorgia)*

BEING OPEN (6):
   – *saying when you don't like something – in a friendly way (Greta)*
   – *handling them in an unbiased way (Gabriel)*
   – *approaching them openly (Michael)*

BEING FRIENDLY (1x):
   – *trying to be friendly at all times so*

that nobody feels offended (Greta)

NOT RAISING AWARENESS (1x):
– not raising awareness that this is an unfamiliar situation; otherwise they will think that they will get themselves in an uncomfortable situation and will change their behaviour (Dr. Kiesel)

BEING SPONTANEOUS (1x)

NOT TRYING TO AVOID THEM (1x)

WAITING (1x)

LETTING THE SITUATION PLAY ITSELF OUT AND ABSORBING ITS IMPACT (1x)

These answers also show several aspects of Byram's (1997) model of ICC. Students mention mainly attitudes (e.g. open, friendly, spontaneous, not taking them too seriously, not trying to avoid them) and some skills (e.g. using other languages, discussing them). It is remarkable that students see the normality and benefits of light-bulb moments, which they describe with very positive words, and which could be attributed to Byram's (1997) discussion of awareness. In addition, these strategies that students come up with post-sojourn, after more reflection, show similarities with their own strategies during the sojourns, on the one hand, albeit in a different order, but on the other hand also a more diversified and extended choice in terms of non-verbal strategies; by contrast, the repertoire of verbal strategies decreases.

In the following table, these two results will be pulled together and synthesised in the conceptualisation of 'light-bulb-moment strategies':

Table 8. Light-Bulb Moment Strategies

VERBAL STRATEGIES	NON-VERBAL STRATEGIES
IN THE TARGET LANGUAGE (TL): – talking about them – saying sorry – asking for the denotation of a word – highlighting a sound – repeating a word NOT IN THE TARGET LANGUAGE (NON-TL): – using other languages – asking for clarification of a word	INTERPERSONAL: – smiling – being friendly – being polite – not raising awareness for them BETWEEN INTER- AND INTRAPERSONAL: – being open – being spontaneous – adapting INTRAPERSONAL: – taking it with humour – accepting the situation – not taking them too seriously when having said something or understood something in the wrong way – seeing their normality and benefits – not trying to avoid them – doing nothing – letting the situation play itself out and absorbing its impact

They were analysed using Canale and Swain's (1980) strategic competence, which, however, turned out to be too narrow, which is why I added 'interpersonal', 'intrapersonal' and 'between inter- and intrapersonal' sub-categories for non-verbal strategies and thus adapted the model. I refrain myself from using strategic competence since this

is reminiscent of the rather outdated difference between competence and performance and instead opt for 'strategies'. This is more neutral and evokes the picture of a tool kit from which students can pick the most appropriate tool for their current situation.

To sum up, this toolkit of light-bulb-moment strategies highlights that students suggest dealing with light-bulb moments rather non-verbally, by employing interpersonal and especially intrapersonal strategies. These strategies have been developed by students for students, which is appropriate for the participant-focused approach of this study. The following drawing tries to visualise light-bulb moment strategies.

Conclusion

'Basically, light-bulb moments can occur everywhere because they happen very often and you just have to notice them'. One of the students on our study, Gabriel, made a statement that embraces some important aspects of the study. First, he alludes to the core concept of *light-bulb moments*, a re-conceptualisation of critical incidents, to make them more ethically-appropriate and fitting for secondary students embarking on school exchanges. According to the students, they happen in intercultural communicative situations, contribute to the participants' ICC, which is of either inter/intra-social, inter/intra-linguistic or inter/intra-cultural nature, trigger a change in students' declarative or procedural knowledge and often entail various emotions. Secondly, Gabriel alludes to their ubiquity since light-bulb moments *'can occur everywhere',* which gives them a right to be researched, be collected during school exchanges and be implemented in the classroom. Third, teachers should raise students' awareness of light-bulb moments so that students '*notice them*', can deal with them and learn from them. Furthermore, students need to be introduced to different light-bulb moment strategies. According to the students of this study, light-bulb moments are conducive to becoming a better language learner.

Professional discourse applications

Firstly, it is clear that the 'professional discourse' of students on an exchange trip to Italy offers huge lessons for professionals travelling and dealing with new partners and clients both linguistically and culturally, because it demonstrates the value of having a balanced and positive attitude to help people deal with linguistic and cultural

misunderstandings. The recognition and use of light-bulb moments in helping professional users in speech and writing and the use of light-bulb moment strategies to recognise, resolve and above all not get upset by such misunderstandings is a major aid to successful foreign language use and working with different cultures. Using these tools professionals can understand and manage the situations they encounter in global business and international organisations and build stronger international relationships as they do so.

Future directions

Future directions should try to 'bridge the gap between research and practice', as suggested by McIntyre (2005), to improve school and adults' exchanges. To do so, pupils, parents, researchers and teachers need to work together to form a symbiotic relationship that eventually propels the field of school exchanges and enhances our understanding of exploring ways to positively influence students' experience and learning.

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ОВЛАДЕНИЕ СТУДЕНТАМИ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИЕЙ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ КАК ПСИХОЛОГО-ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА

Культура есть по преимуществу коммуникация
Умберто Эко

В статье анализируется проблема, связанная с овладением иностранным языком (ИЯ), как важной составляющей межкультурной коммуникации, будущими специалистами в сфере межкультурных контактов, что особенно актуально в условиях глобализации и поликультурной среды. Расширение масштабов межкультурного взаимодействия влечёт за собой рост глобальных проблем, которые могут быть решены в ходе сотрудничества в рамках международного сообщества. В связи с этим главным стратегическим направлением обновления языкового образования предусматривается пересмотр приоритетов в обучении ИЯ в контексте развития навыков межкультурной коммуникации. Особое внимание уделяется социокультурной направленности обучения, включению учащихся в диалог культур, что предполагает изменение целевых установок, содержания обучения, методов и технологий обучения ИЯ. Преподавание ИЯ путем развития навыков межкультурной коммуникации снимает возможные негативные последствия при общении с носителями иной культуры, но ставит новую проблему более детального психолого-педагогического сопровождения