

Projeto DOC

(Didactique, Oral, Corpus)

1.

PARCEIROS INSTITUCIONAIS



Ortolang

- Open Ressources and TTools for LANGuage
- Outils et Ressources pour un Traitement Optimisé de la LANGue

Website

<https://www.ortolang.fr/>



CORLI

Consortium CORpus, Langue et
Interaction

<https://corli.huma-num.fr/>



ULille

Universidade de Lille

<https://www.univ-lille.fr/>



STL – Savoirs, Textes, Langage

Equipe de pesquisa

<https://stl.univ-lille.fr/>



CNRS – Centre national de la
recherche scientifique

<https://www.cnrs.fr/>

2.

EQUIPE

▷ **Duas coordenadoras científicas**

- ▷ Emmanuelle Canut
- ▷ Juliette Delahaie

▷ **Dois pesquisadores**

- ▷ Antonio Balvet
- ▷ Driss Sadoun

▷ **Três doutorandos**

- ▷ Rou Chen
- ▷ Grace Kitcher
- ▷ Houssein Taouz

- ▷ Internacional
 - ▷ Espanhol
 - ▷ Colômbia
 - ▷ Espanha
 - ▷ México

 - ▷ Português
 - ▷ Brasil
 - ▷ Portugal



3. OBJETIVO



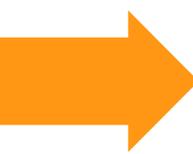
Construir uma base de dados de interações orais para o ensino do FLE, numa perspectiva comparativa interlínguas (francês, chinês, espanhol, inglês, italiano). Os corpora estão atualmente sendo constituídos e arquivados. A escolha dos tipos de interação obedece a uma preocupação didática: trata-se de interações comerciais, sociais (encontros) e opinativas (debates).

Coleta dos dados

- ▷ Conselhos numa loja
- ▷ Encontros fortuitos
- ▷ Opinião sobre um filme

Análise dos dados

▷ Perspectiva comparativa



Verbos parentéticos

FR: je pense, je trouve, je crois, je (ne) sais (pas), tu vois

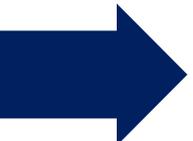
ES: creo que, me parece que



Opinar

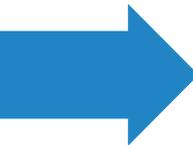
FR: falar de si mesmo

ES: apresentar um ponto de vista exterior



Ponto de vista intercultural

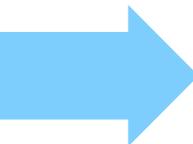
Identidade social



Outros

Semântica

Análise do discurso



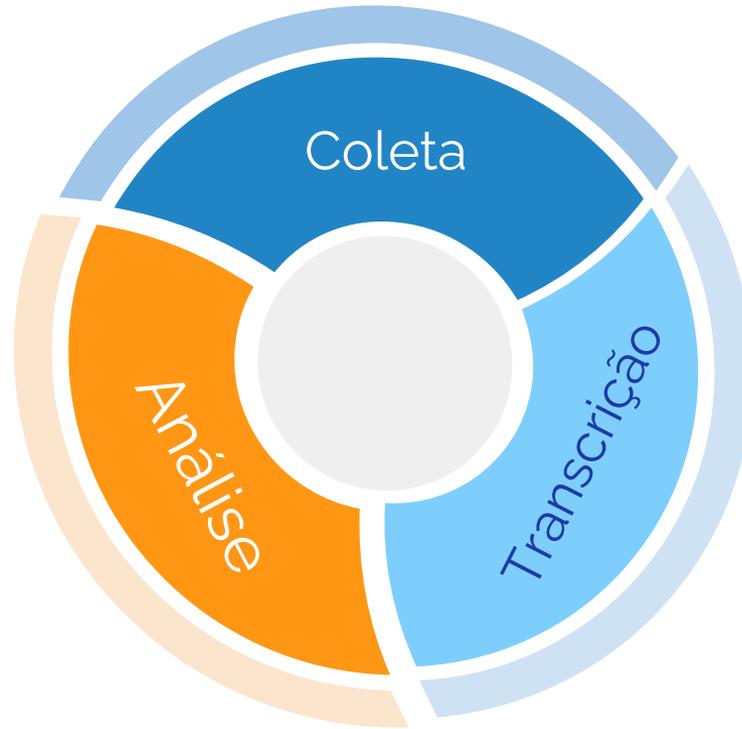
Didática

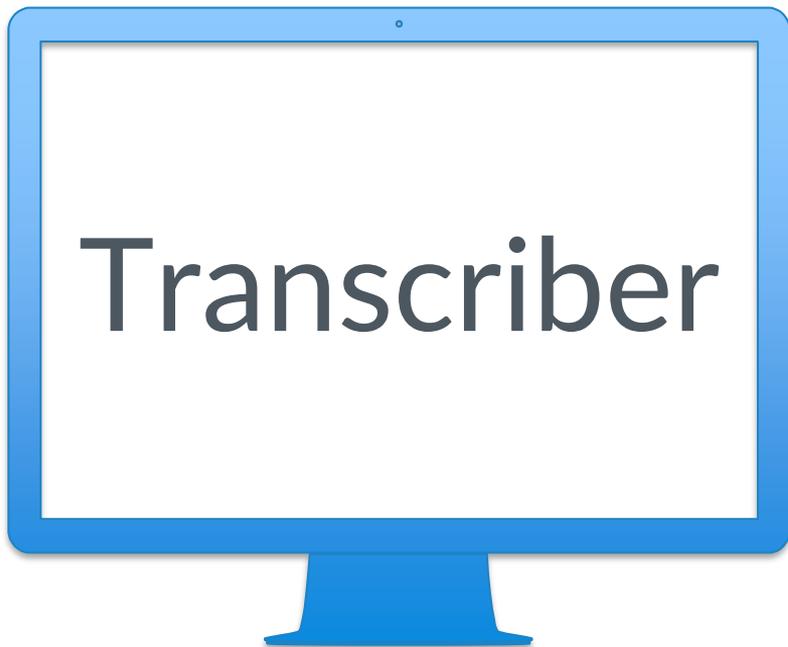
Gramática do oral

Interação

Expressão do desacordo

Corpus





Utilização fácil
Anonimização automática

<https://transcriber.en.uptodown.com/windows>

*Speech Assessment Methods
Phonetic Alphabet* (“Alfabeto
fonético de métodos de
avaliação da fala”)



https://conlang.fandom.com/pt/wiki/Tabela_SAMPA_para_o_portugu%C3%AAs

Sketch Engine? Outro(s)?

Programas de concordância

| Contexte gauche | Occurrence | Contexte droit |
|--|--------------|--|
| example, or instead you have or know how to get | informations | on those I like we could exchange from this of |
| ib way', I would like to know if you can give me | informations | about methods to improve my English. I have be |
| a reception of the presidency. if you want more | informations | www.toucanet.fr Good visit |
| game or more likely kill the gameplay. Too much | informations | and less interactivity with the story can de |
| if we had critical glance behind the abundance of | informations | . All of resources are not forcing true! |
| h there are particular presentations formats of | informations | like pop-up, dynamic illustrations... Students |
| story. The second drawback is the importance of | informations | given to players, sometimes the game is much |
| we can admit the Web constitute a vast resource of | informations | I think that Education must stay a human's job |
| with our personal interest and maybe find some | informations | in English to keep the aim and motivation to |
| I think is not normal. Please, can you give some | informations | Thanks. AD. |
| from the classroom and wish the pupils at all the | informations | that they need. I think that in a pedagogical |
| my things are new, you can't easily organize the | informations | and select the points to work. You have done t |
| Contexte gauche | Occurrence | Contexte droit |
| the knowledge of the | informations | about children's thinking all the work of the |
| prevailing ideas about the way human beings build | knowledge | and skills : logic thinking is an old intellect |
| ortant for children's learning. Most of the time, | knowledge | and skills are presented then with games and it |
| in Master Ed, we are all engaged in a way where | knowledge | and skills value is obvious. For the pleasure, |
| I many possibilities of games in order to develop | knowledge | and skills. Children are the active builders of |
| For the pleasure. And because of all the "things" | knowledge | bring to us in understanding didactics. In the |
| h the part of text who speak about all different | knowledge | computer game can develop. And I think introdur |
| ion, handlings and experiments... to be caught at | knowledge | game... |
| work in network is to make easier the training of | knowledge | taught by using technologies in network to all |
| lved in this discussion : games favor creativity, | knowledge | , skills, acquisitions on a personal way and it |
| as are necessary to assure a good construction of | knowledge | . |
| ndic vision that he gives at the construction of | knowledge | . And the profusion of new technologies allows t |
| erience and learning of others to build their own | knowledge | . But I think guides are necessary to assure a c |

<https://journals.openedition.org/alsic/561>



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escritos

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Assinar

Muito obrigada!



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Google Slides



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or commercial use



Ready to use,
professional and
customizable



Blow your audience
away with attractive
visuals