

# Projeto DOC

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(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

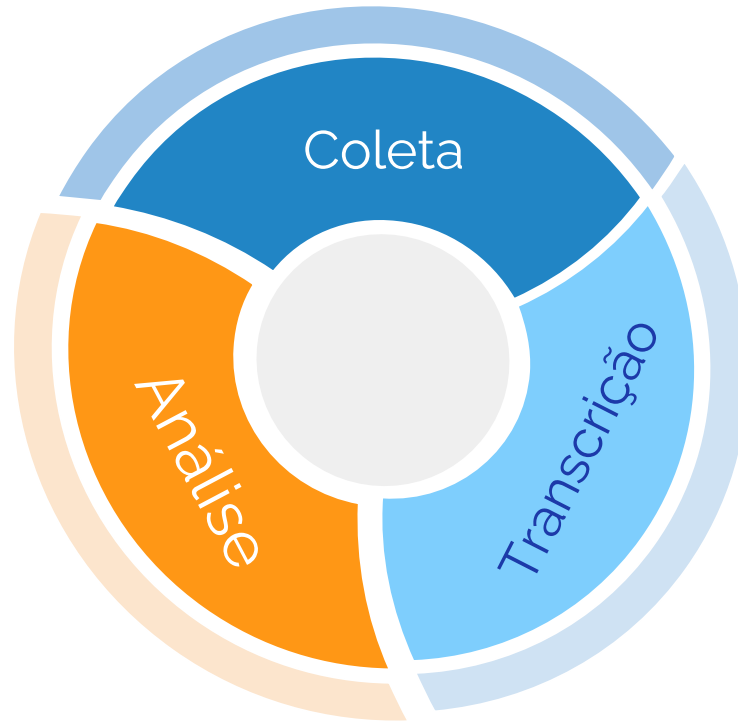
Gramática do oral

Interação

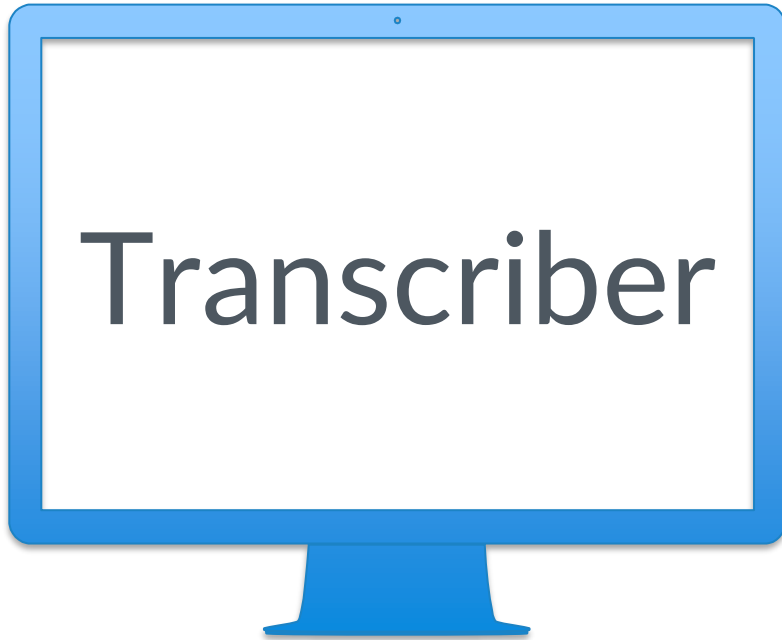
Expressão do desacordo



# 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](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 with 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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Muito obrigada!



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