



Les candidatures de 2019

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Angela Erazo

**L'INTERCOMPRÉHENSION
DANS LE CONTEXTE PLURILINGUE DE
L'UNIVERSITÉ FÉDÉRALE DE L'INTEGRACION LATINOAMERICANA (UNILA)**
Experiences, contact e t interaction plurilingue

Angela Maria ERAZO MUNOZ
Thèse dirigée par M. Christian CHAÏCHE - Université Grenoble Alpes (France)
et codirigée par M. Francisco Carlos ROSAÇA - Universidad e Federal do Paraná (Brésil)

The poster is a complex layout with several sections:

- Resumo:** A blue box containing a summary of the thesis in Spanish.
- Metodologia de investigação:** A section with a flowchart showing the research process, including 'Observações' and 'Experiências'.
- Atualizações:** A section with a diagram showing the evolution of the research over time.
- Conclusões:** A section with a diagram showing the main findings and conclusions.
- Resultados:** A section with a diagram showing the results of the research.
- Bibliografia:** A section with a list of references.

Kevin Steil

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Master's Degree Research
University of Barcelona

A Plurilingual Approach to Teaching English as a Foreign Language to Primary Students: An Exploratory Study in a Catalan School

PURPOSE OF RESEARCH

Maintaining linguistic diversity within the first years of school has become an educational ideal for its a foreign language classroom within the scope of the current laws. The demand for learning English as an additional language is not only increasing but also more diverse than other languages. It is the intention of this study to explore the possibilities of introducing plurilingual approaches to the teaching of English as a foreign language in primary schools.

CONTEXT

The school is located in the town of Sabadell, a suburb of Barcelona, in a plurilingual environment. The students are bilingual in Catalan and Spanish. The school is part of the plurilingual approach to teaching English as a foreign language. The school is part of the plurilingual approach to teaching English as a foreign language.



PARTICIPANTS

40 1st grade students
8 Teachers
2 Class & plurilingual approach to teaching English as a foreign language

QUESTIONS AND OBJECTIVES

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PRESENTATION OF DATA



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BIBLIOGRAPHY



RUBRIC: COMIC ANALYSIS



Lívia Miranda



Colloque IC 2019 – Au-delà des frontières

Prix Jeune Chercheur 2019

Livia Miranda de Paula – Universidade de São Paulo (USP)

A Intercaprensão no curso de Letras: formando sujeitos plurilíngues a partir da leitura de textos acadêmicos em línguas românicas

Contexto

Pesquisa de doutorado entre 2014 e 2018. Partindo da necessidade dos estudantes universitários de ler textos acadêmico-científicos em línguas estrangeiras, a Intercaprensão (IC) foi aplicada como abordagem didática (Dejache & Garbarino, 2017; De Carlo et al., 2015) para transformar a relação dos estudantes de Letras com as línguas e seu ensino-aprendizagem.

Objetivos

- Compreender e descrever a formação do aprendiz-reflexivo;
- Caracterizar a didatização de textos acadêmicos na perspectiva da IC;
- Analisar os impactos da abordagem intercultural nos aprendizes

Práticas de leitura em IC: textos acadêmicos na área das Letras

A coleta de dados foi feita através do curso PUC-LETRAS, elaborado para os fins da pesquisa:

- Carga horária: 30 horas
- Público-alvo: estudantes de Letras
- Línguas: ES, FR, IT
- Módulos: I) Resumo acadêmico; II) Introdução de artigo; III) Capítulo de livro teórico
- Instrumentos de coleta de dados:
 - Questionários diagnósticos (inicial e final)
 - Diário de aprendizagem (aula a aula)
 - Atividades dirigidas (avaliação de leitura)

Metodologia de Análise

Análise Qualitativa De Perspectiva Ética (BLANCHET, 2000). As produções dos 7 participantes registradas nos instrumentos foram cruzadas em 3 blocos de análise, conforme os objetivos.

Principais resultados

O aprendiz-reflexivo formado pela IC

- Consciência do envolvimento de uma atitude crítica e autônoma em relação à leitura, às línguas e à condução de seus processos de aprendizagem.

Textos acadêmicos e IC

- O trabalho baseado nos esquemas formais e a abordagem dos conteúdos dos textos (Uzarski-Vilar, 2011) demostrou que a IC propicia o aproveitamento das semelhanças linguísticas, assim como dos esquemas textuais e discursivos compartilhados entre as culturas acadêmicas envolvidas.

Mudanças ocasionadas pela IC

- Reconhecimento da IC como abordagem que transforma a postura do professor e do aluno em sala de aula ao redimensionar as relações dos sujeitos com seus saberes, saber-fazer e saber-ser relativos às línguas, aos textos e à aprendizagem.

Conclusões

A IC reconfigurou os repertórios linguísticos e de aprendizagem dos participantes, levando-os a se (re)descobrirem como leitores, aprendizes de línguas e, enfim, como estudantes e (futuros) profissionais das Letras.

[5]

Marine Cocumelli

Pour l'intercompréhension avec des enfants lecteurs, trices en devenir

CONTEXTE

METHODOLOGIE

RESULTATS ET PERSPECTIVES

Annexes plurilingues

[6]

Paulo Nitti

Lettre d'information

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tout au long de la vie



Label européen des langues

apicad



Association internationale pour la promotion
de l'intercompréhension à distance

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