

UNIVERSITÉ CHARLES-DE-GAULLE – LILLE 3

UMR 8163 – “Savoirs, Textes, Langage”

Rapport de Mission

Northwestern University (Illinois) & University of Miami (Floride), 22.fév.-1^{er}.mars 2014

Liliane SANTOS

liliane.santos@univ-lille3.fr

Partie de France le samedi 22 février 2014, je suis arrivée à Chicago l’après-midi du même jour (heure locale). J’ai terminé l’élaboration des activités prévues pour le workshop que je devais tenir le mardi 25 février, de 17h à 19h, auprès des étudiants de portugais du département d’Espagnol et de Portugais de la Northwestern University (Evanston, Illinois). Intitulé “Creative Writing in Portuguese”/“Escrita criativa em português”, voici son résumé :

“Com frequência, as atividades de escrita em língua estrangeira (como em língua materna, aliás) negligenciam a dimensão do prazer das palavras e da manipulação dos recursos linguísticos. Neste workshop, proporemos três atividades que permitam desenvolver a competência escrita de aprendizes de Português Língua Estrangeira, de todos os níveis, por meio de atividades lúdicas:

1. a redação de uma “carta enigmática”, ou a criação de um enigma;
2. a reconstituição de um poema, ou a decifração de um enigma;
3. a redação, a leitura e a reconstituição de um texto, ou a criação e a decifração de um enigma.

Ao final do workshop, os participantes terão não somente expandido as suas competências lexicais e gramaticais, mas terão igualmente percebido que é possível aprender brincando”.

Une partie de mon temps a été également dédiée à la finalisation (texte et Power Point) de la communication que je devais présenter au 1er INFLIT (*International Meeting on Foreign Language Learning in Tandem*), tenu à la University of Miami du 27 février au 1er mars 2014.

Partie de Chicago le mercredi 26 février, je suis arrivée à Miami à minuit du jeudi 27. J’ai terminé le texte et la présentation de ma communication, intitulée “The Construction of Cultural Identity Representations in Online Tandem between French and Brazilian Students: Some Preliminary Remarks”. Voici le résumé de ce travail, que j’ai présenté le samedi 1er février :

“In its French-Brazilian version, the Teletandem Brazil project (www.teletandembrasil.org) enables students from the University of Lille 3 (France) and from the State University of São Paulo (Brazil), to take part in online exchanges, based on the principles of autonomy and reciprocity. The Teletandem project engages pairs of students in a

collaborative learning of their respective languages and cultures, this environment providing opportunities to use the foreign language in authentic interactions, through a socio-constructivist approach (Kerbrat-Orecchioni, 2005).

In this paper, we present some preliminary remarks on the construction of cultural identity representations by the students engaged in the project, from 2006 to 2012, the specificity of the exchanges we analyze being that most of the French students involved in them are third generation Portuguese. We will thus examine the consequences of the introduction of a third culture within exchanges which, linguistically speaking, are bilateral, for, as a matter of fact, these students are often facing a conflict: as French, they are attracted by the Brazilian culture, yet as Portuguese descendants, they have an ambiguous relation to that same culture. Furthermore, although they seem to have kept an apparently weak link with Portugal and its culture, they can be heard saying: "I was born in France, I don't speak Portuguese, yet I am Portuguese". As stated by Rey & Van den Avenne (1998), even if a language is lived as an identity marker, the affirmation of identity is not necessarily related to the practice of this language.

Similarly, the Brazilian students may have conflicting feelings towards Portugal and France, made of superiority (towards Portugal) and inferiority (towards France).

This complex question has appeared to be essential in the development of the online exchanges, as it might be a key towards the understanding of success and failure of the interactions. Our preliminary results show that the most successful linguistic exchanges occur when students face peacefully their own cultural identity, with no feeling of superiority or inferiority (either historical, economical, or ideological)."

Je suis retournée à Chicago le samedi soir, d'où je suis partie pour rentrer en France le dimanche 2 mars en fin d'après-midi. Je suis arrivée à Paris dans le lundi 3 mars.