



Ivan Vale de Sousa
(Organizador)

Letras, Linguística
e Artes: Perspectivas
Críticas e Teóricas 4

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Editora

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Ivan Vale de Sousa
(Organizador)

Letras, Linguística e Artes:
Perspectivas Críticas e Teóricas 4

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APRESENTAÇÃO

No quarto volume deste e-book abrangente das áreas de Letras, Linguísticas e Artes, o leitor encontrará uma possibilidade de textos capazes de problematizar sua intervenção como agente protagonista e pesquisador, pois em cada reflexão são apontados inúmeros caminhos capazes de direcionar o leitor atento a problematizar sua proficiência e autonomia. Todo esse caminho discursivo se concretiza nas reflexões dos vinte e oito capítulos, que, certamente, contribuirão com a ampliação do leitor.

No primeiro capítulo, a autora relaciona a formação identitária visual dos alunos diante das influências do imaginário e do cotidiano escolar. No segundo capítulo, a temática do letramento em língua portuguesa para a pessoa surda representa o foco. No terceiro capítulo, discute-se a poética no curso de dança, por meio do *livro de artista*. No quarto capítulo, os autores analisam a construção da identidade, baseando-se em uma investigação de cunho analítico.

No quinto capítulo, são reconstruídos os percursos em torno da memória, sobretudo, do termo *reza*. No sexto capítulo, os modos de organização da linguagem artística dança são problematizados a partir das reflexões reveladas ao longo do estudo. No sétimo capítulo, os autores analisam o multiculturalismo e a aquisição de um novo idioma. No oitavo capítulo, a concepção à especialidade *autismo* é analisada na relação com os envolvidos no espaço escolar.

No nono capítulo, o contexto do Brasil quinhentista é apresentado a partir de uma análise historiográfica linguística. No décimo capítulo, a leitura é problematizada nos espaços do livro e das novas tecnologias digitais inseridas nos contextos de ensino. No décimo primeiro capítulo, o autor traz para a sala de aula as reflexões de Bakhtin, reafirmando a necessidade propositiva de utilização do autor no processo de ensino e aprendizagem na escola. No décimo segundo capítulo, é analisada a grotescalização da linguagem cômica europeia e a cultura cômica brasileira contemporânea.

No décimo terceiro capítulo, a autora analisa uma obra literária, apresentando questões sobre a personagem principal. No décimo quarto capítulo, o autor reflete, a partir de uma obra literária, além de problematizar questões e propor a ampliação de olhares sobre o texto literário. No décimo quinto capítulo, a autora rediscute a importância da Arte na educação infantil. No décimo sexto capítulo, a autora estabelece um processo de compreensão em dança, associando-o com os demais elementos na arte do movimento.

No décimo sétimo capítulo, a autora amplia a visão dos leitores sobre processos criativos em Rede Digital. No décimo oitavo capítulo, a autora coloca em destaque a presença do professor e do Ser professor. No décimo nono capítulo, há a proposição de um diálogo harmônico com uma ópera. No vigésimo capítulo, enfatiza-se a importância do ensino de Arte na Educação de Jovens e Adultos.

No vigésimo primeiro capítulo, as autoras refletem como a noção de sujeito foi sendo construída nos estudos linguísticos. No vigésimo segundo capítulo, as autoras abordam a educação informal como possibilidade de interação afetiva entre seis irmãos. No vigésimo terceiro capítulo, os autores descrevem as vivências de estudantes e, para isso, utilizam a linguagem midiática. No vigésimo quarto capítulo, os autores analisam, reflexivamente, as criações poéticas investigadas.

No vigésimo quinto capítulo, a autora coloca em destaque dois idiomas no campo da discussão. No vigésimo sexto capítulo, os autores colocam em destaque a corporeidade de um povo indígena. No vigésimo sétimo capítulo, a autora discute conceitos essenciais para multimodalidade. E, por fim, no vigésimo oitavo e último capítulo, a autora apresenta reflexões sobre a importância da literatura para o desenvolvimento do ser humano em sua complexidade, bem como sobre a viabilidade de desenvolver um trabalho com gêneros textuais baseado no Interacionismo Sociodiscursivo, de Bronckart (2003), Schneuwly e Dolz (1999), como uma possibilidade de sistematização do ensino de literatura em língua inglesa.

No término desta sucinta apresentação ficam explícitos os múltiplos desejos de que todos os leitores tenham a oportunidade de investigar novos caminhos, sendo eles desejosos de encontrar as respostas para suas próprias indagações.

Ivan Vale de Sousa.

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TEACHING FOREIGN LANGUAGES IN FRANCE: THE CASE OF PORTUGUESE AND SPANISH

Carolina Nogueira-François

Catholic University of Lille

Lille - France

ABSTRACT: From a protectionist language policy to the promotion of linguistic diversity, France is finally open to foreign languages (cf. Beacco, 2007). As a result of this “fairly” recent initiative, schools, as well as high schools and universities can offer to their pupils to study foreign languages, introducing them hierarchically as follows: Language 1, 2 and 3 (known as “langue vivante” 1, 2 and 3). English is undoubtedly the first language taught each and every school level. Spanish or German are generally the second language of choice for students, with a clear advantage of Spanish over German in recent years. Portuguese, on the other hand, appears only as a third language option in French educational institutions (French Senate report, 2019). Therefore, in order to encourage learners to choose Portuguese as their third language, we have developed a strategy of presenting and teaching it as a language typologically related to other Romance languages they may know, such as Spanish and French. On the other hand, Spanish learners, without having previously studied Portuguese, generally perceive that language as an almost foreign one, with no typological relation with

French, a Romance language as well.

KEYWORDS: foreign languages, Portuguese, Spanish, English,

ENSINO E APRENDIZAGEM DE LÍNGUAS ESTRANGEIRAS EM FRANÇA: O CASO DO PORTUGUÊS E DO ESPANHOL

RESUMO: De uma política linguística protecionista à promoção da diversidade linguística, a França está finalmente aberta a línguas estrangeiras (cf. Beacco, 2007). Com esta abertura, as escolas, colégios e universidades propõem-nas hierarquicamente como Língua Estrangeira 1, 2 e 3 (conhecidas como Língua Viva 1, 2 e 3). O inglês é definitivamente a primeira língua ensinada em todos os contextos escolares. O espanhol ou o alemão é, geralmente, a segunda língua de escolha dos alunos, com uma clara vantagem do espanhol sobre o alemão nos últimos anos. O português, por outro lado, aparece como uma terceira opção de língua nas instituições de ensino francesas (French Senate report, 2019). Assim, a fim de motivar os aprendizes que escolhem o português como terceira língua, desenvolvemos a estratégia de apresentar e ensinar o português como uma língua tipologicamente relacionada com outras línguas românicas que provavelmente conhecem: o

espanhol e o francês. Por outro lado, os estudantes de espanhol, sem terem estudado o português previamente, geralmente percebem o castelhano como uma língua quase estrangeira, sem relação tipológica com o francês, uma língua também românica.

PALAVRAS-CHAVE: línguas estrangeiras, português, espanhol, inglês

INTRODUCTION

The teaching of foreign languages in France is a challenge for every new government. Perhaps the causes of this fact lie in its history. As a matter of fact France's initial position was to protect the French language from any "threat" of minority languages guaranteeing that no other language would dethrone the place of French as the national language (cf. De Carlo, 1998; Hagège, 2000). Later, laws were issued (see below) in order to control the growing "danger" of the English language. For these reasons, the country remained closed to international linguistic influences for some time. These historical facts may have affected the process of foreign language teaching and learning in France, since "[i]nternationally, the results of French students are much lower than those of their European counterparts" (CNESCO on line). Today, however, European language policies encourage multilingualism among its citizens, and French educational institutions, in line with these policies, offer a range of language options to students. However, students massively choose English as their first foreign language and Spanish as their second language. Portuguese thus becomes a third foreign language option.

FRENCH LANGUAGE: FROM PROTECTION TO OPENNESS

As mentioned before, the situation of foreign language teaching-learning in France is directly related to the history of the country. Since the 17th century, the French language has been adopted as the norm, undermining other languages that coexisted at the time (Hagège, 2000). These other languages were in fact regional languages, later called minority languages and dialects. The French Revolution not only maintained the status of French as the official language on the French territory, but but also using it as an instrument for building and strengthening the nation-state. Consequently, the French state engaged in a struggle against the influences of other languages to protect and strengthen what was installed as the national language. The French language was then imposed on all citizens, making sure that "French will spread first in France through the systematic destruction of regional languages and dialects and then abroad in the shadow of the colonial adventure" (De Carlo, *op. cit.*).

Accordingly, France embarked on a mission to promote national union, which would not have been possible without linguistic union, once "the establishment of centralized political powers concerned with extending their control over all regions

that are supposed to come under their authority is not always compatible with the maintenance of small ethnic groups scattered over vast territories” (Hagège, *op. cit.*). At that time, “the enemy of the State”, meaning the regional languages, were quickly jeopardized due to the fact that society itself would despise anyone using a local tongue. This phenomenon is highlighted in deputy Grégoire J-B’s Report *On the need and means to destroy dialects and to universalize the use of the French language* shows (1794):

It can be assured, without exaggeration, that at least six million French people, especially in the countryside, ignore the national language; [...]. Thus, with thirty different dialects, we are still, for the language, in the Tower of Babel, while for freedom we form the vanguard of nations [...].

Nowadays, however, the “enemy” of the French language is another national language: English. Its gradually growing influence on French territory was considered by intellectuals, politicians and defenders of the French language in general as a threat to its sovereignty. Consequently, in 1994, François Mitterrand’s government created the Toubon law, aiming to regulate the use of French, as well as to establish barriers against the increase of English language on French territory. According to this law:

The language of instruction, exams and civil service exams, [...] as well as theses and dissertations in public and private educational establishments, is French, except where justified by the requirements of teaching regional or foreign languages and cultures or where the teachers are associate teachers or invited foreign teachers in public and private educational establishments [...].

However, these measures proved to be ineffective. English was everywhere: the language of new technologies, of the Internet, of the series that teenagers watch, of the songs they listen to, among others. Then, in 2007, Nicolas Sarkozy initiated some changes by giving autonomy to the universities. Six years later, under the government of François Hollande, a reform of higher education was adopted. This reform repealed the Toubon law and allowed teaching in English, in addition to the teaching OF English (with the creation of “European” as well as “International” labelled schools). France was then forced to loosen up its position regarding to English, which had become the language of international trade, finance, technology, science and even the academic language par excellence (Escudé & Janin, 2010; Crystal, 2003).

AN OVERVIEW OF THE FOREIGN LANGUAGES IN FRANCE

In 2007, the European Council published the European Language Policy (see Beacco, 2007), which aimed to promote equal and diversified language teaching in Europe. Linguistic diversity thus seemed to be finally appreciated and the multilingualism of citizens stimulated. Minor languages (regional languages), once considered a threat to the French language and censored by the French state, may

now be paradoxically found in language options offered to the pupils in French schools (see the French educational system below). Although the main idea was to neutralize the spread of English on French territory, the French government also inspired itself from the foreign language teaching of the Nordic countries (Denmark, Finland, Iceland, Norway, Sweden). Indeed, these Nordic countries have been pioneers in the teaching of modern languages as early as primary school, since the end of the 1950s.

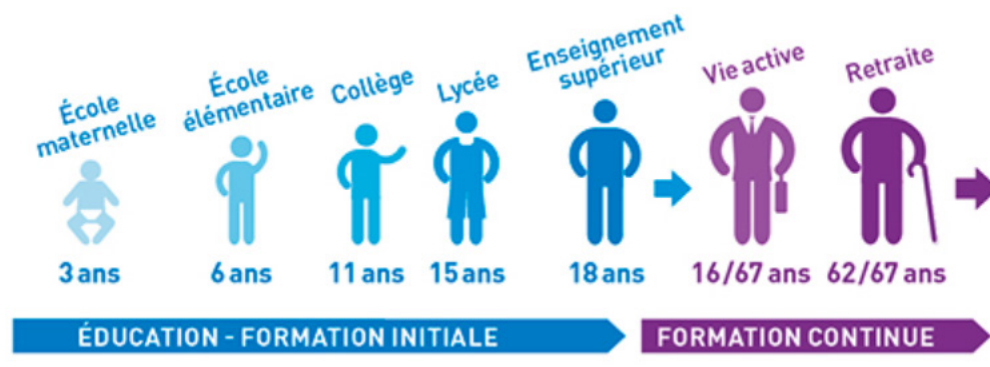


Figure 1: The French educational system (source: Government)

Although early awareness of foreign languages is important, this measure does not seem to contribute to diversifying students' language choices, since social demand advocates the study of English from an early age. In primary school, the role of the family in the choice of the child's language is not negligible, which is why the lack of information for families is a major gap in French national education (Senate report).

Allemand	Anglais	Arabe	Espagnol	Italien	Portugais	Russe	Autres langues étrangères	Langues régionales
16,40 %	78,57 %	0,06 %	2,23 %	1,32 %	0,25 %	0,03 %	0,22 %	0,92 %

Table 1: Primary school pupils by language studied in 2002

As indicated above, pupils aged 6 to 10 study a first foreign language (LV1) in primary school (English for the vast majority). Indeed, “[a]s languages are becoming more widespread in schools, the percentage of English is increasing and the ‘English tunnel’, against which the mission reacted in 1995, is developing and consolidating” (idem). That is why the then Minister of Education did not hesitate to say “If I were a dictator, I would ban English in primary school”.

In addition to the first language, students aged 11 to 14 start learning a second foreign language in *college* (secondary school). Eventhough the fundamental objective of French language policy was to diversify language options for learners, we are now witnessing what Blanchet (2014) calls a “double monolingualism” in the

choice of learners' languages. As we already know, English is the first language of choice for a vast majority of learners. Although Spanish and German are the most frequent second language choices for learners in recent years, Spanish has become almost the norm in almost all educational contexts.

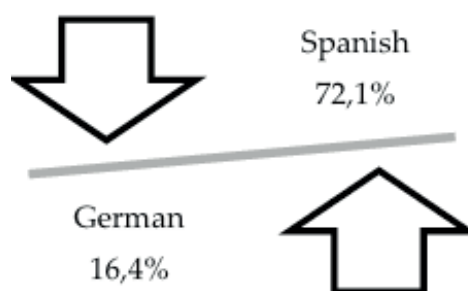
See below, the status of learners of a LV2 in 2002:

	1995-1996	%	2000-2001	%	2002-2003	%	Evol 2000/03	Evol 1995/03
ALLEMAND	1 314 318	15,30	1 041 144	11,99	950 997	10,80	- 8,66 %	- 27,65 %
ANGLAIS	5 337 950	62,13	5 423 373	62,47	5 465 393	62,07	+ 0,77 %	+ 2,39 %
ESPAGNOL	1 663 329	19,36	1 924 262	22,16	2 073 760	23,55	+ 7,77 %	+ 24,68 %
ITALIEN	192 020	2,24	213 942	2,46	227 847	2,59	+ 6,50 %	+ 18,66 %
PORTUGAIS	10 639	0,12	9 642	0,11	10 158	0,12	+ 5,35 %	- 4,52 %
RUSSE	18 821	0,22	13 820	0,16	13 338	0,15	- 3,49 %	- 29,13 %
ARABE LITTERAL	6 342	0,07	6 053	0,07	6 492	0,07	+ 7,25 %	+ 2,36 %
CHINOIS	2 745	0,03	4 337	0,05	5 384	0,06	24,14 %	+ 96,14 %
HÉBREU MODERNE	5 747	0,07	6 969	0,08	6 521	0,07	- 6,43 %	+13,47 %
JAPONAIS	1 838	0,02	1 881	0,02	2 177	0,02	+ 15,74 %	+ 18,44 %
NÉERLANDAIS	720	0,01	985	0,01	1 008	0,01	+ 2,34 %	+ 40 %

Table 2: Distribution of middle and high school learners by language studied (2012).

Comparing these 2002 data with the more recent 2017 data, we find that 72.1% of learners in schools and colleges studied Spanish as a second language. With 16.4%, German is the third choice of learners. In fact, at the beginning of the twentieth century, German was indeed the first choice of foreign language in French secondary education, but since 1918, the number of pupils studying German has been steadily declining. It is believed that one of the reasons to this were the two World Wars involving Germany (Paris was invaded by the Germans in 1940, leaving its mark on the population); moreover, German has the reputation of being a “difficult” language in France, which influences the choice of a language considered “easier”.

According to Silhouette (2016) “thirteen languages are taught in France, but only three of them, English, Spanish and German are offered in most high schools”. In this context, the French government, whose intention has been to stimulate the multilingualism of its citizens, is now witnessing a uniformity in the choice of languages, since in 2017 alone, more than 95% of learners chose to study English as LV1; 72.1%, Spanish as LV2, as shown in the following graph:



Graph 1: Choice of LV2 in High School (2017)

Portuguese however is chosen by less than 1% of students. We will see in more details this third language choice in the next section.

THE PLACE OF PORTUGUESE AND SPANISH LANGUAGES

Referring to what we mentioned earlier, English and Spanish are widely studied as foreign languages in public and private schools. Although, in some schools, learners may choose other languages such as German or Spanish as their first foreign language, as we have noticed, they generally choose English. Similarly, for the second language, learners can often choose between Spanish, German, Italian, Japanese, Chinese or Arabic, depending on the school's offer. Despite this diversity of options, we have also observed that Spanish is usually chosen by most of the students.

Portuguese, on the other hand, is part of the group of languages called *MoDiMes* (less popular and less studied languages), and it is generally put forward as a third foreign language, namely LV3, which is often optional for students. In some educational institutions, particularly private ones (*Grandes Écoles*, for instance), an LV3 is only offered according to students' requests. Here are the data of high school students who have chosen to study a third foreign language in 2017:

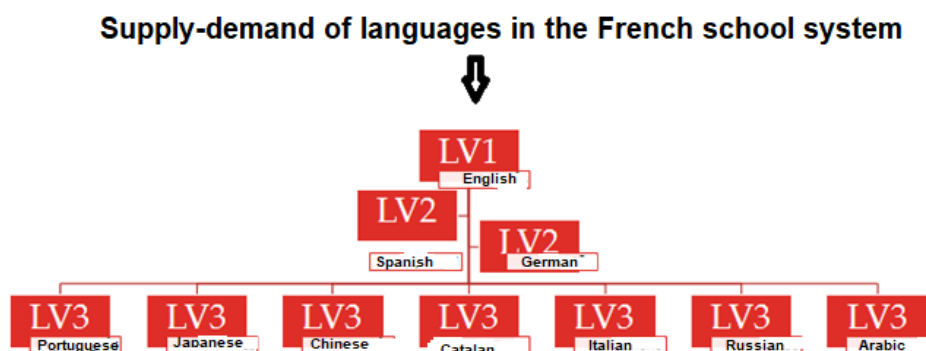
	Effectif total de la classe	Élèves étudiant une LV3		Italien	Chinois	Espagnol	Russe	Langues régio.	Portugais	Arabe	Japonais	Allemand	Hébreu	Anglais	Autres (1)
		Effectifs	%												
Seconde	559,393	51,435	9.2	20,769	8,325	7,583	2,904	2,021	2,131	2,291	1,767	1,194	291	49	2,110
Première	530,435	31,841	6.0	12,132	5,472	4,973	1,786	1,433	1,272	1,152	1,025	816	233	61	1,486
Terminale	540,457	28,765	5.3	10,883	4,820	4,414	1,509	1,887	1,195	992	768	787	250	43	1,217
ULIS en lycée généré. et techno.	176	14	8.0	4	1	0	0	4	0	1	0	0	0	0	4
Total formations généré. et techno	1,630,461	112,055	6.9	43,788	18,618	16,970	6,199	5,345	4,598	4,436	3,560	2,797	774	163	4,817
%				39.1	16.6	15.1	5.5	4.8	4.1	4.0	3.2	2.5	0.7	0.1	4.3
Public	1,290,711	83,681	6.5	33,645	11,782	11,860	5,521	4,414	4,410	4,086	2,549	1,949	349	68	3,048
Privé	339,750	28,374	8.4	10,143	6,836	5,110	678	931	188	350	1,011	848	425	85	1,769

Table 3: High school learners studying a third foreign language (2017)

As we can see above, in 2017, 6.9% of high school students learn a third language. Of which, 4.1% learn Portuguese. In other words, 112,055 learners from 11 and 18 years old out of 1.630,461 chose to learn a third language at school, but only 4,598 chose to learn Portuguese. On the other hand, 39,1% chose the learn Italian; 16,6% Chinese; 5,5% Russian; and 2,5% German.

From now on, the French government plans to abolish the LV1 - LV2 - LV3 hierarchy, in order to fight against massive uniformity in the choice of languages by the students. “It is important to note, in order to measure the share of language diversification, that only 13,000 students in public and private middle and high school [...] learn a first language other than English, German or Spanish” (Senate – information report on line).

In short, here is a graph of the supply and demand for foreign languages in France today:



Graph 2: Scheme of the supply-demand of foreign languages in France

Despite the offer of various languages as a third language option, the number of students who decide to study one is still unsatisfactory as we can see in table 3 above. Finally, as we are able to see that the manner in which the linguistic diversity is handled in France remains unsuccessful.

THE TEACHING OF PORTUGUESE

In this context, teaching Portuguese in France is not an easy task. We then decided to adopt a strategy involving the intercomprehension between the Romance languages to present and teach this language to the learners. Portuguese is not presented to them as a closed linguistic system, without dialogue with other languages. On the contrary, the language is presented to them in typological connection with other Romance languages. Our goal is to show learners that if they already speak or

know another Romance language, such as French and Spanish, it will simplify their learning Portuguese. This is believed to encourage them to learn Portuguese.

Most learners who choose Portuguese as their third language already have Spanish in their repertoire. When they see that Portuguese is actually a language typologically similar to Spanish (for similarities between Portuguese and Spanish, see, *inter alia*, Almeida Filho, 1995; Carvalho & Da Silva, 2006; Ulsh, 1971), learning is easily stimulated. On this subject, Ulsh states, for example, that more than 85 percent of Portuguese vocabulary is probably composed of words that have a cognate in Spanish.

Extensive research in this area has confirmed the importance of the typological proximity between languages in the acquisition of a new one (Cenoz, 2001; De Angelis & Selinker, 2001; Hammarberg, 2001, for example). Consequently, Spanish has become a strong ally both in teaching and learning of Portuguese. Kellerman states that it is perception student have of the proximity between languages, what he calls psychotypology (1983), and not the typological proximity itself that makes the difference in the learning process.

In this context, our approach on the first day of class is to use a method of exposure to Romance languages in the form of the same short text written in Spanish, Portuguese, Italian and Romanian (see below), extracted from Teyssier (2012).

In a first stage, the students read the text in the four languages and create its French version. In a second stage, they answer simple questions about Portuguese, such as “How do you say the article ‘the’ in Portuguese?”. In a third and final stage, in pairs, they orally read an authentic text in Portuguese, translating it simultaneously into French.

Español	Portuguais	Italien	Roumain
El español, el francés, el italiano, el portugués y el rumano son cinco idiomas derivados del latín. Para quien sabe uno de ellos es fácil entender también los otros.	O espanhol, o francês, o italiano, o português e o romeno são cinco línguas derivadas do latim. Para quem sabe uma delas é fácil entender também as outras.	Lo spagnolo, il francese, l'italiano, il portoghese e il romeno sono cinque lingue derivate dal latino. Per chi ne sa una è facile capire anche le altre.	Spaniola, franceza, italiana, portugheza și româna sunt cinci limbi derivate din latină. E ușor (facil) pentru cine știe una să le înțeleagă și pe celelalte.

Figure 2: Texts in Spanish, Portuguese, Italian and Romanian, respectively (Teyssier, 2012)

Normally, after finishing the second phase of the activity, the learners are motivated enough to perform the third phase of the activity. Then, no matter how much the text causes a certain anxiety in the beginning, the learners read it and translate it without much trouble. In fact, it is an authentic text about two fruits of the Amazon forest, and to encourage them even more, the teacher gives them the fruits they read about. The result is that they are more stimulated learners, enabling them

to read and understand an authentic text in a previously unknown language.

This method of raising awareness of the typological proximity of Romance languages has been motivating students who were not particularly motivated to learn the Portuguese language.

THE TEACHING OF SPANISH

If, on the one hand, the approach described above helps in the teaching-learning process of Portuguese, the same effect is not witnessed with Spanish. Learners who have never studied Spanish have most likely not studied Portuguese either. Moreover, most Spanish learners do not immediately associate the language they are learning with French, the native language of a majority of them and also a Romance Language.

The non-immediate connection of Spanish with French leads us to the language acquisition hypothesis that the status of languages is crucial to have them as a recourse if necessary when we are in contact with a new language (cf. De Angelis & Selinker, *op. cit.*, 2001; Gass et Selinker, 2008 et Hammarberg, *op. cit.*, 2001). According to De Angelis & Selinker (*op. cit.* p.56), for example, the central difference between the activation of the native language and that of an interlanguage (non-native languages already studied or known) in the learning of a new language is that the activation of an interlanguage generates the sensation of “speaking foreign”, and that by activating only the mother tongue, one does not produce the same effect:

It is reasonable to assume that, in normal circumstances, [...] learners do not want to sound if they are speaking their native language. The use of an interlanguage, perceived by the speaker as ‘foreign’, may well be preferred over the use of the native language because it sounds more ‘foreign’ than the native language does. Thus, we believe that there is a potential cognitive mode called ‘talk foreign’ or ‘foreign language mode’ that eases the path of interlanguage transfer. (De Angelis & Selinker, 2001)

Then, the same activity is presented on the first day of Spanish classes and, as in the case of the Portuguese class, students perform well in the first and second part of the activity but struggle a bit more in the third part (reading and translating the authentic Spanish text into French) than the Portuguese learners. We believe that this is due to the absence of a language as close to Spanish as Portuguese in the repertoire of these students.

Aware of this, we will try to improve our first Spanish class for French speakers by choosing, for example, an authentic text that is more suitable for them, or that can be more encouraging and reassuring in the process of discovering a new language.

FINAL CONSIDERATIONS

After the first lesson using the inter-comprehensive approach, Portuguese students become more motivated with the feeling that they already know the language without ever having studied it. Spanish students are also more motivated, even if the new language is not as transparent.

Portuguese learners seem to experience a sense of personal effectiveness (Bandura, 1997), for having successfully carried out activities in an unknown language. From then on, they seem to dare more in the new language, as if they could “almost speak Portuguese”, to which Almeida Filho refers (1995). Spanish students, on the other hand, don't make an immediate connection between French and Spanish when confronted with an unknown vocabulary, and take longer to read and translate. Spanish is often considered a true “new language”.

Portuguese becomes then almost transparent for French-speaking students who have already studied Spanish. Spanish is an almost opaque language for students who have never studied Portuguese. Finally, studying Portuguese for those who have already studied Spanish seems to give them an interesting and singular feeling of “*déjà vu*”.

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