

Foreword

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Texte intégral

This publication is the result of a workshop which aim was to give the opportunity to teachers and researchers to exchange about teaching practices, and about interlanguages of learners of French as a foreign language, in a contrastive approach. The workshop focused on learners who are native speakers of Less Widely Used and Less Widely Taught languages (LWULWT).

From a didactic point of view, there are only a few studies available permitting to future teachers to have an overall idea of the difficulties encountered by learners native speakers of these languages (e.g. Greek, Turkish, Croatian, Slovak, Polish, etc.), sometimes very different from French language despite their geographical proximity. From a linguistic point of view, this exchange allowed a contrastive approach revealing similarities and differences between the different interlanguages.

This meeting succeeded to shed light on some myths, avoiding both the generalizations that could obfuscate the specificities of certain linguistic systems and the very partial knowledge of these publics, permitting to the participants to make a state of art, presenting at the same time several studies of cases.

This volume brings together ten articles presenting the didactic and linguistic difficulties of these audiences. It is organized around singular axes which are trying to illuminate the same object the same topic through different aspects:

- the error analysis of nasal vowels by Fryni KAKOYIANNI-DOA, Monique MONVILLE-BURSTON & Spyros ARMOSTIS, the syntactic analysis of the sentence in a learner corpus by Anu TREIKELDER, the analysis of the lexicon by Ivan JOVANOVIĆ, and the analysis of the dictionaries by Witold UCHEREK,
- the place of literature in the teaching of FFE (Justyna BAJDA and Monika GRABOWSKA who are approaching the same question from different angles but in a complementary way) or
- the place of the intercultural (Rinetta KIYITSIOGLOU-VLACHOU) and of the multimodality and of the role of gesture (Can DENIZCI).

Two other articles are devoted to bringing a macrovision of the themes cited above. Maciek SMUK's paper highlights the problem of different barriers to creativity in the context of learning, while Selena STANKOVIĆ analyzes the attitude and motivation of non-specialist learners who learn French as a foreign language.

This set of articles allows a first reflection on learners who are native speakers of Less Widely Used and Less Widely Taught languages (LWULWT), while questioning what motivates learners to learn French but also what can prevent them to learn, these reasons being linguistic or socio-psychological related.

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contrastive, ainsi que sur l'analyse de l'appropriation du FLE à partir d'un corpus d'apprenants. Ses principales publications concernent l'interface syntaxe/sémant ...

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