

# L'intercompréhension dans les activités didactiques

PIERRE ESCUDÉ

*Université de Bordeaux, INSPE d'Aquitaine*

*Abstract*

*Intercomprehension in Didactic Activities*

*For a long time language teaching and political linguistics have been the consequence of essentialist ideology. This widespread way of conceiving language does not make sense in terms of how language and languages work, notwithstanding its being at the root of most of our common pedagogical approaches. The teaching of a language capable of practical applications for interactive comprehension offers however a further learning support. Languages are always at the same time source, target and bridge: as a result, the described method combines contents and use effectively. It is because I am to act using languages that I appropriate them: a number of dynamic aspects become involved, among which the realization of a common system generating interlinguistic and intralinguistic diversity. According to Humboldt, interactive comprehension reminds us of the fact that languages are not ergon (isolate objects) but energeia (moving vectors within open systems).*

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