

H
Y
P
A

an innovative tool in applied linguistics: Gestural
didactics of the languages-cultures lexicon



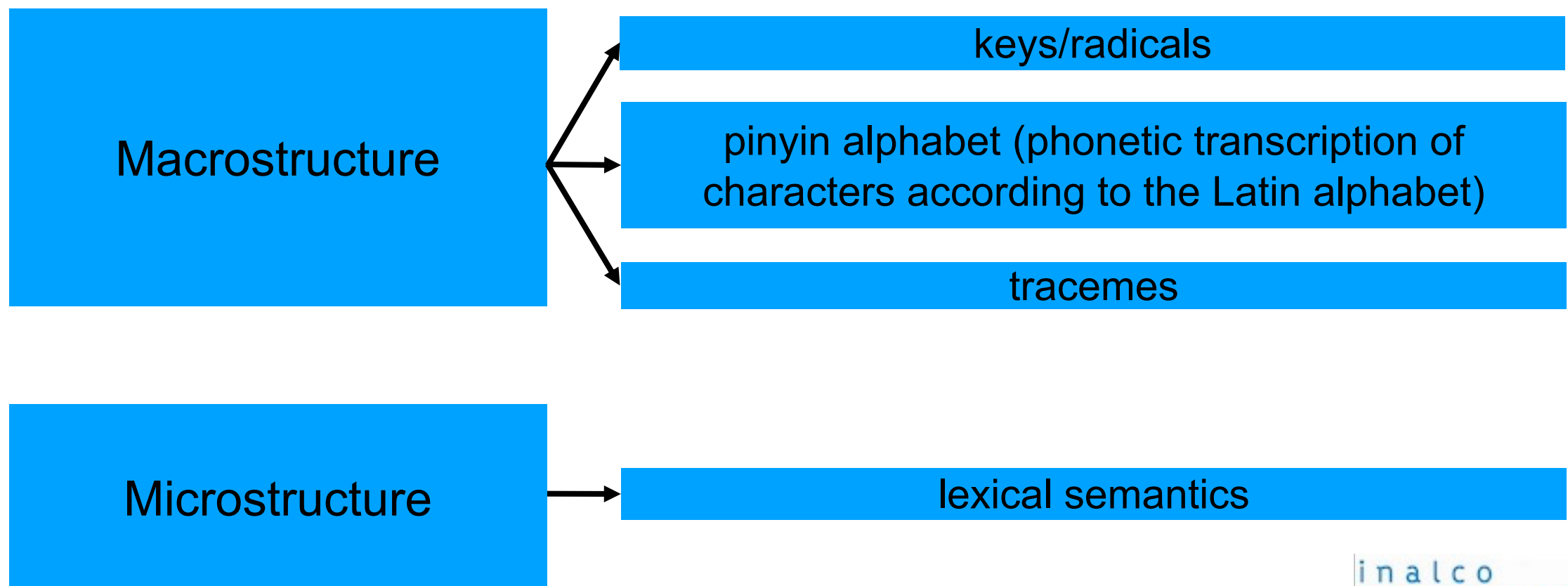
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H
Y
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an innovative electronic learning dictionary

“Learning dictionaries are general dictionaries that are distinguished by their purpose: they are aimed at an audience who learns the language described as a mother tongue or as a foreign language, and are often presented in levels. They accompany the acquisition of vocabulary in all its aspects: semantic, syntactic, morphological.”
(Alise Lehmann & Françoise Martin-Berthet, 2018 : 264)



1) Innovation on the macrostructural level: Tracemes

Traditional dictionary

Classification of characters
according to radicals

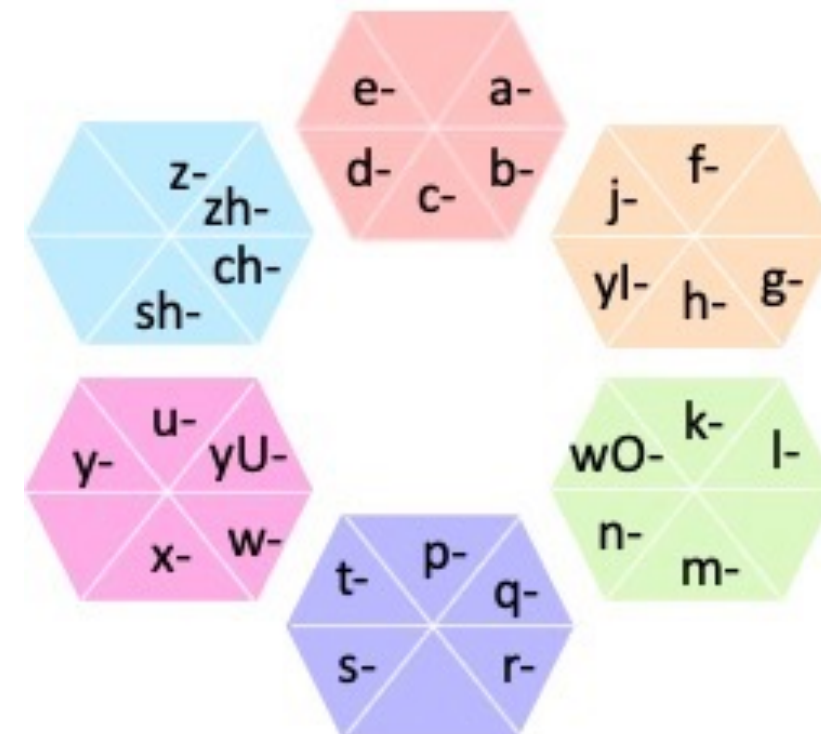
部首目录

一画		
1	一	15
2	丨	15
3	丿	15
4	丶	16
5	㇀ (㇀ ㇀)	16
	㇁ (㇁ ㇁)	16
二画		

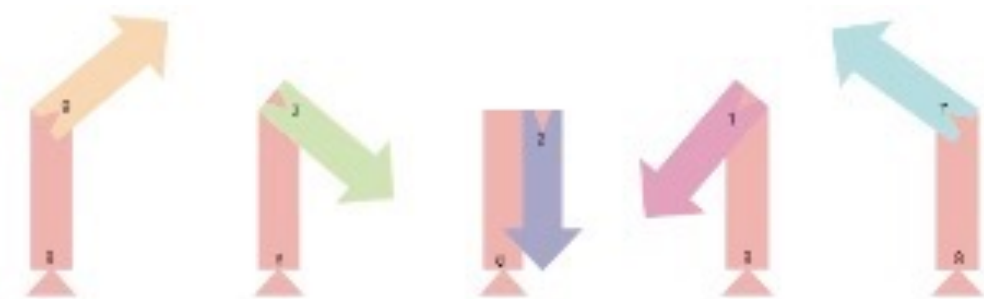
Classification of words
according to alphabetical
order

HYPA dictionary

Classification according to gestures
/ tracemes



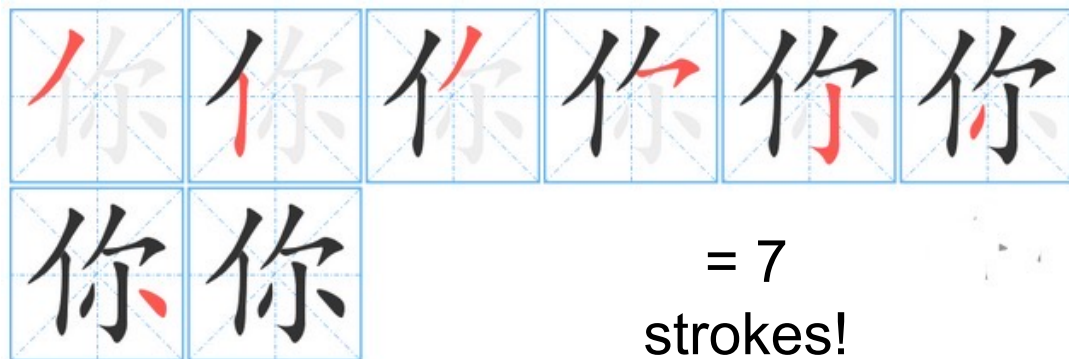
HYPA “keyboard-compass”



HYPA “tracemes”

1) Innovation sur le plan macrostructurel : les tracèmes

1) A new approach to writing



Duosemes

= 2
strokes!



2) A bilingual or multilingual keyboard is more accurate than an ordinary keyboard

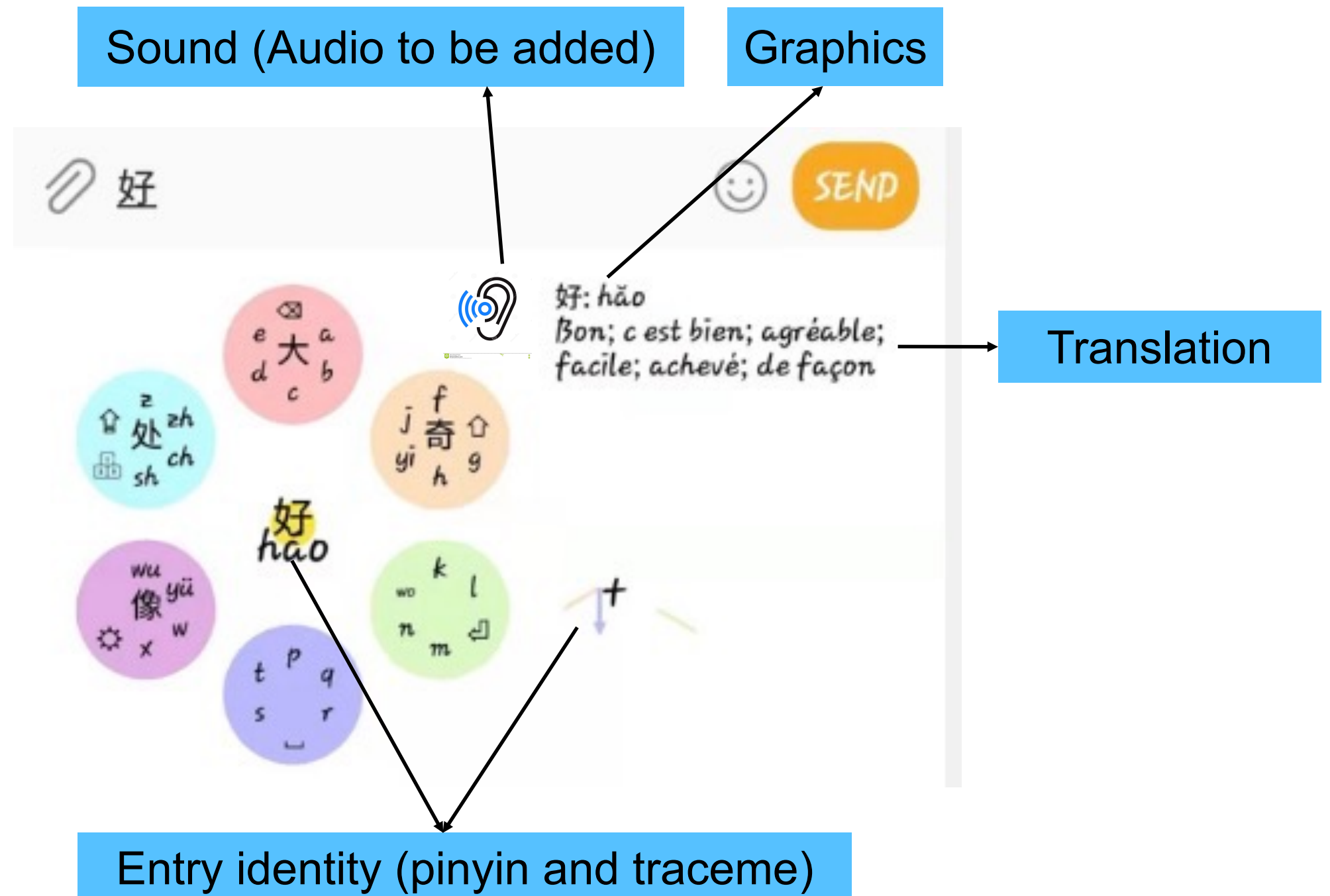


Choosing the right homophone with an ordinary keyboard?



HYPA keyboard: The user is directed to the right homophone thanks to the associated translation!

2) HYPA microstructure



HYPA manual



Tracèmes HYPA :
Une même écriture
pour toutes les langues ?

Tracemes HYPA, the same writing for writing for
all languages ?

Basic pedagogical material, the tracèmes: 1 to 8 successive directions maximum (Monosemes, duosemes, tricemes, quadricemes, pentasemes, hexasemes, heptucemes, and octucemes).

Manual contents :

- A corpus of tracemes

Gestural lexidiactic

- A set of lexicon lists entitled "one more traceme, one more word"

Didactics of dissyllabic
collocations

- A presentation of the radical groups in the form of stories

Lexiculturology

Didactics of the languages–cultures lexicon using HYPA

1) Gestural Lexidactics

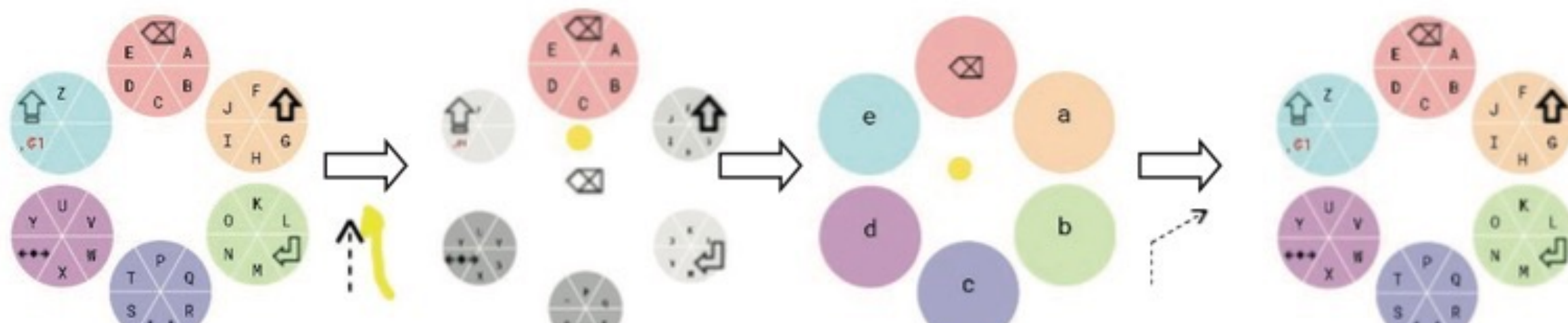
Gestural lexicidactics consists learning, memorizing, and mastering lexis using gestures, referred to as the neologism “tracemes,” with HYPA’s transcriptionist and Gestural Semantic Keyboard (GSK) application. (Lian CHEN & Pierre-henry DE BRUYN, 2020)

SON écrit en pinyin		SENS ajouté grâce à HYPA	
1 ^{er} direction (monosème)	Composant pinyin initial	5 ^{ème} direction (pentasème)	Clé visuelle
2 ^{ème} direction (duosème)		6 ^{ème} direction (hexasème)	
3 ^{ème} direction (tricème)	Composant pinyin final	7 ^{ème} direction (heptucème)	Caractère
4 ^{ème} direction (quadricème)		8 ^{ème} direction (octucème)	

4 steps for a traceme

1) Gestural lexicidactics

Each step of the writing process with the HYPA keyboard:



1st gesture: Selection of a group of letters

2nd gesture: Choose the desired letter

不 **bù** *Ne...pas (être ou faire)*

b-

Tā **bù** chīfàn
Il **ne** mange **pas**
他不吃饭

是 **shì** *Être*

sh-

Tā **shì** Zhōngguó rén
Elle **est** Chinoise
她是中国人

HYPA manual information, according to the HSK (Chinese Language Proficiency Test) program

2) Didactics of syntactic and lexical collocations, mainly dissyllabic

Collocation

to write up

a contract

heavy

rain

Collocate

Base

« 固定搭配 gùdìng dāpèi »

ou

« 搭配 dāpèi »

Duō yībǐ duō yīcí

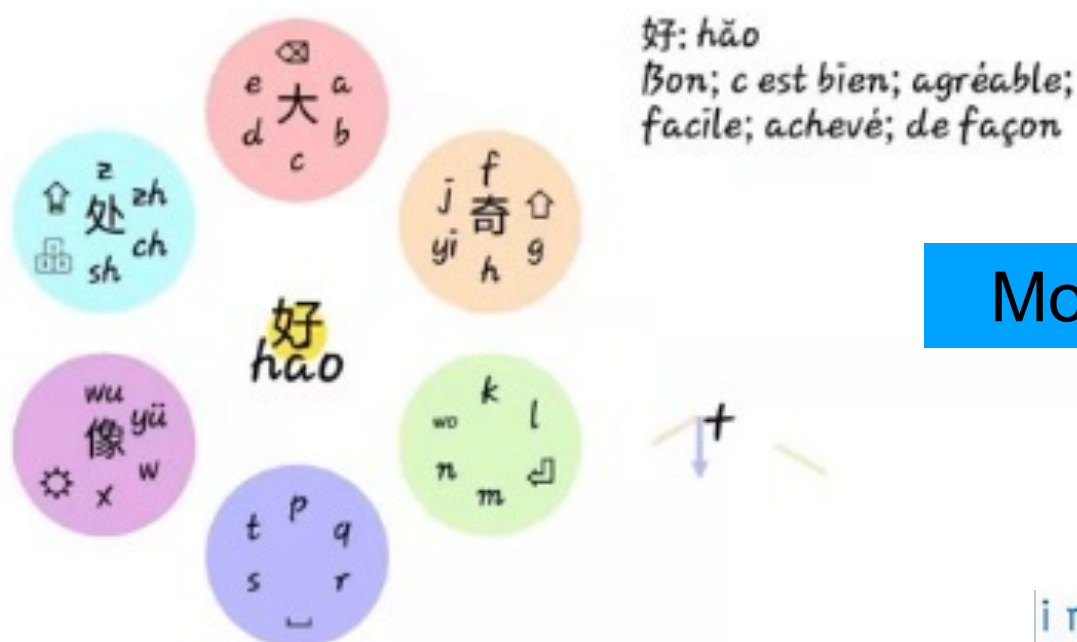
多一笔多一词

One more stroke, one more word

📎 好



SEND



Monoseme

a) Lexical collocations: dissyllabic lexis

kě 可 ↑ kě ài 可爱 *Mignon* 可 ↗ kě yǐ 可以 *Pouvoir*
可 ↘ kě néng 可能 *Peut-être* 可 ↓ kě pà 可怕 *Horrible*
可 ↙ kě xī 可惜 *C'est dommage* 可 ↖ kě shì 可是 *Mais*

b) Syntactic collocations

Exemple : Subject + Predicate structure

wǒ 我 ↑ wǒ de 我的 *Mon, mien, ma* 我 ↗ wǒ yǒu 我有 *J'ai*
我 ↘ wǒ men 我们 *Nous* 我 ↖ wǒ shì 我是 *Je suis*

Exemple : Déterminant + Déterminé structure

sì 四 ↑ sì bǎi 四百 Quatre cents 四 ↘ sì nián 四年 Quatre années
四 ↓ sì suì 四岁 Quatre ans 四 ↙ sì yuè 四月 Avril 四 ↗ sì shí 四十
Quarante

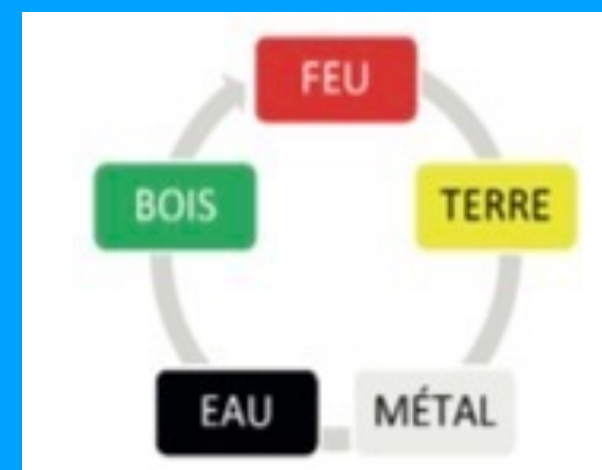
Exemples : V + object complement / V + degree complement / V + resultative structures

chī 吃 ↑ chī bǎo 吃饱 Manger à sa faim 吃 ↗ chī fàn 吃饭 Manger
吃 ↘ chī lì 吃力 Pénible 吃 ↓ chī ròu 吃肉 Mange de la viande
吃 ↙ chī wán 吃完 Finir de manger

3) Lexicuilturology: An exploration of the concept of “lexiculture” within the didactics of languages-cultures using HYPA

a) Essential lexicultural dimension in HYPA

1. Evolution of characters.
2. Classification of Chinese characters from the oldest to the newest (pictograms or "imitative symbols", ideograms "indicative symbols", "compound ideograms" or "significant combinations", "ideo-phonograms") and henceforth the innovation of tracemes.
3. Chinese phonetic pronunciation and tones with their reform and history.
4. With the quadricemes is the introduction of ready-made expressions or chéngyǔ 成语 and Taoist culture
5. With the Pentasemes: presentation of the theory of the Five elements.
6. With the hexasemes, heptucemes and octucemes is the cultural staging against present Chinese keys or radicals.



A+) Il était une fois un **homme** 人 [rén] appelé Jian Wen, fils d'un respectable seigneur. De son **père** 父 [fù] très **âgé** 老 [lǎo], il hérita d'une **grande** 高 [gāo] taille et de **longs** 长 [cháng] cheveux noirs. Les plus anciens le regardaient parfois comme le **double** 叉 [yāo] de son père. Destiné au succès et à la richesse, toute la Chine espérait qu'il deviendrait le meilleur soldat de l'Empire du Milieu. Vêtu d'une cape en **poils** 毛 [shàn] d'ours, il passait ses journées à chasser dehors. Mais lors d'une **grande** 大 [dà] promenade en forêt, ne s'apercevant pas du précipice devant lui, Jian Wen ne s'**arrêta** 畏 [gèn] pas et tomba. Suite à cette **profonde** 玄 [xuán] chute, il **mourut** 歹 [dǎi : méchant → sǐ 死 : mourir].

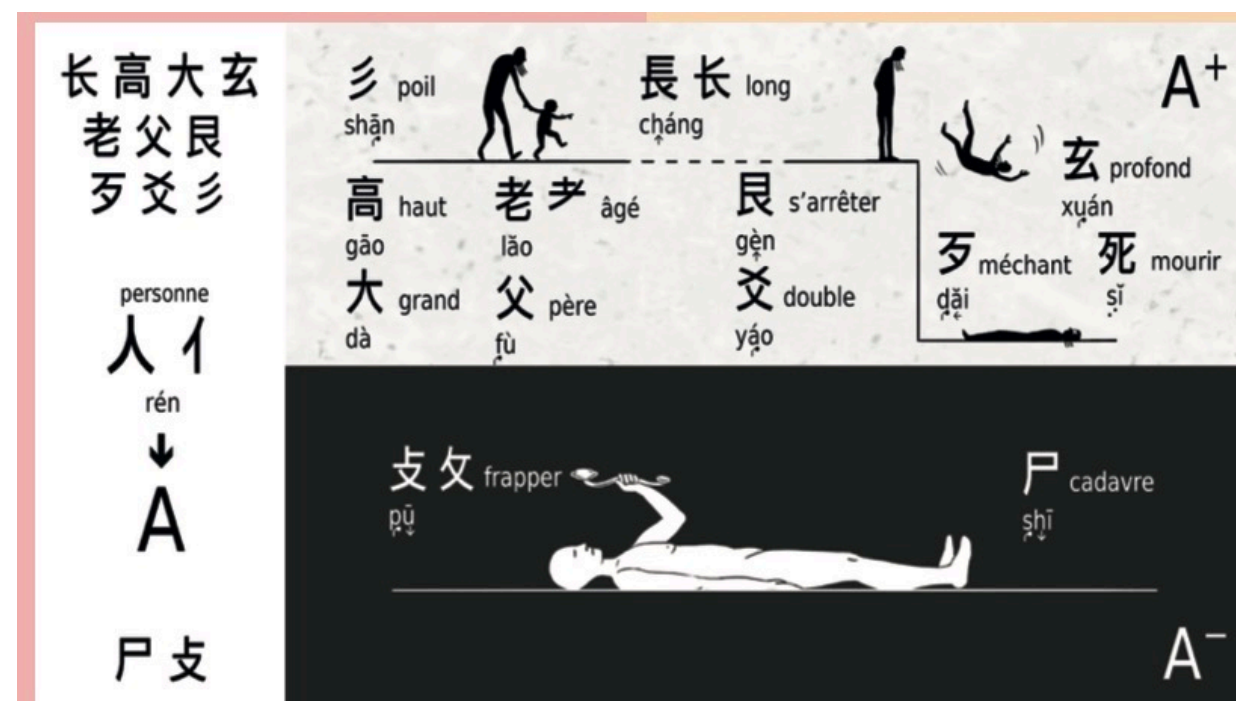
A-) Bien que le *cadavre* 尸 [shǐ] de Jian Wen fût récupéré par les soldats de l'Empire, la légende raconte que son âme repose toujours au fond du canyon et, de façon clairement audible, *frappe doucement* 支 [pū] les rochers qui recouvrent son corps.

Once upon a time there was an **man 人** called Jian Wen, who was the son of a respectable lord. From his **father 父**, who was very **old 老**, he inherited a **tall 高** height and **long 长** dark hair. The older ones sometimes looked at him as the **double 双** of his father. He was destined for success and wealth, and all of China hoped that he would become the best soldier of the Middle Kingdom. Clad in a cloak of bear **hair 毛**, he spent his days hunting outside. But, while on a **great 大** walk in the forest, Jian Wen did not notice the precipice in front of him, so he did not **stop 停**, and he fell. As a result of this **deep 深** fall, he died 歹 : (wicked -> 死 die).

Although Jian Wen's **corpse** 尸 was retrieved by the soldiers of the Empire, legend has it that his soul still rests at the bottom of the canyon and, clearly and audibly, strikes **softly** 支.

心 xīn
coeur

心 = 忄 → ㇏ → B



Lian CHEN

HYPA didactic practice: current phases and perspectives

1) Use of the HYPA manual in the course
“Oral expression and comprehension” in the
L1

不 **bù** Ne...pas (être ou faire)

b-

Tā bù chīfàn
Il **ne** mange **pas**
他不吃饭

2) Integration of HYPA in digital education



第一课

Caché pour les étudiants

Lexididactique gestuelle

- ☒ H-P HYPA : Tracèmes des vingt-six lettres-1
- ☒ H-P Exercice de sinogramme (HYPA) -1
- ☒ H-P Exercice du lexique (Monique Hoa leçon 10)
- ☒ Écriture de sinogrammes - leçon 10
- ☒ devoir - Écriture de sinogrammes - leçon 10

Compréhension écrite



Tā bù chīfàn
Il ne mange pas
他不吃饭。

[Retourner](#)

Carte 2 sur 28

Exercice de sinogramme (HYPA) -1

déplacement

次 cì 他 tā 不 bù 和 hé



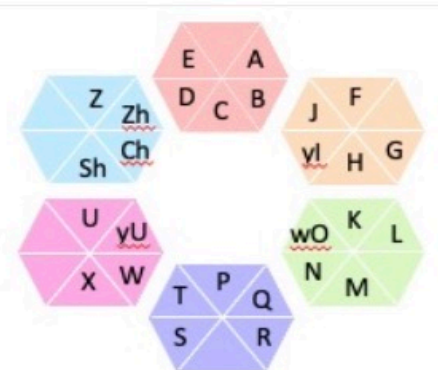
[Vérifier](#)

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Exercises on Moodle + H5P
using HYPA

Exercice du lexique (Monique Hoa leçon 10)

Complétez les blancs en utilisant l'app HYPA



1. Nǐ de wūzi zhēn piàoliang. Zhēn gānjìng.
_____ 的屋子真漂亮。_____ 干净。

2. Chuānghù hěn dà.
窗户 _____。

3. Nǐ de shū zhēn duō.
你的书真 _____。

[Vérifier](#)

3) Concretely speaking: HYPA in practice

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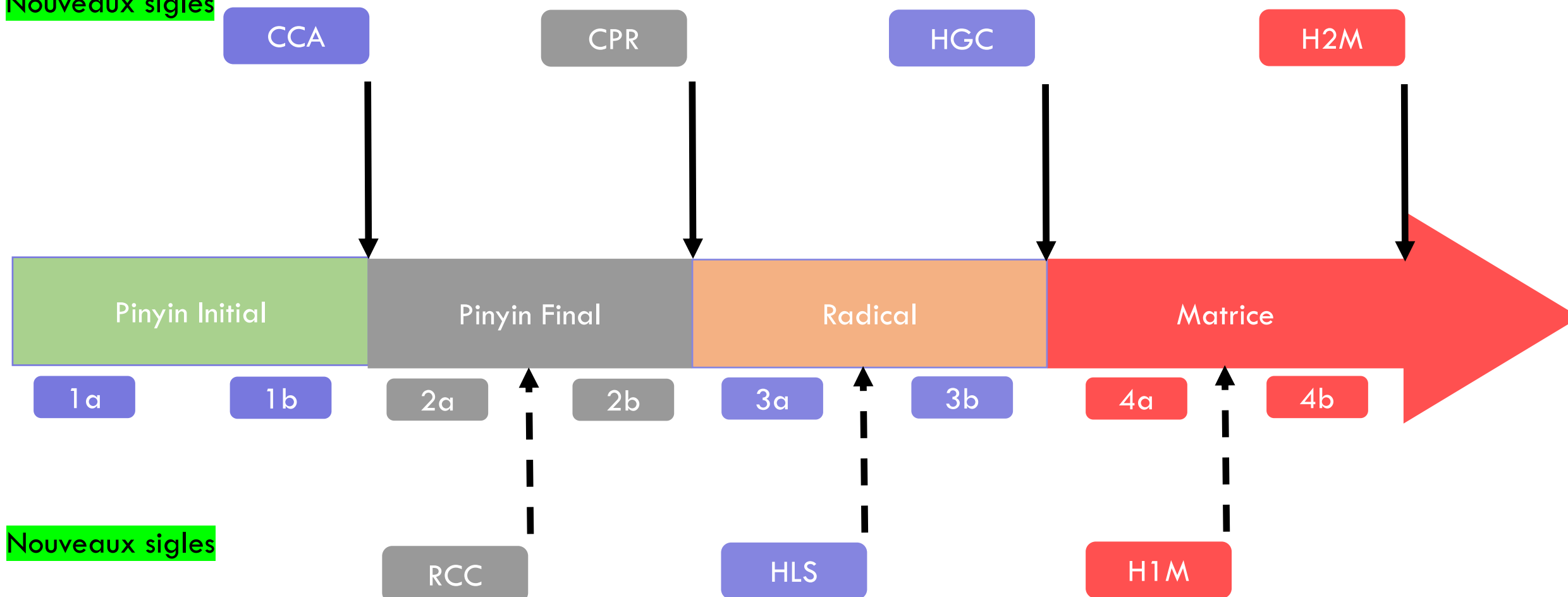
Gestural didactics of the Chinese lexicon
in practice: a logic of 4 steps encoding
remaining always the same



HYPA – IME : Interface de calligraphie chinoise

Les 4 étapes de la méthode HYPA

Nouveaux sigles

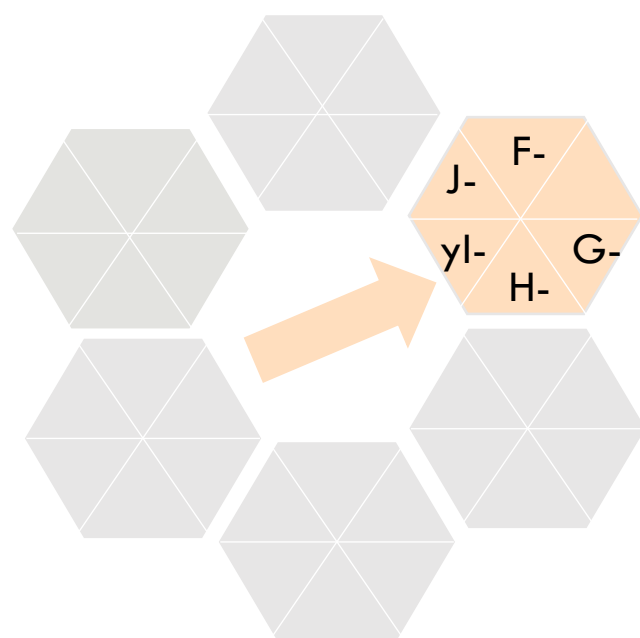


Nouveaux sigles

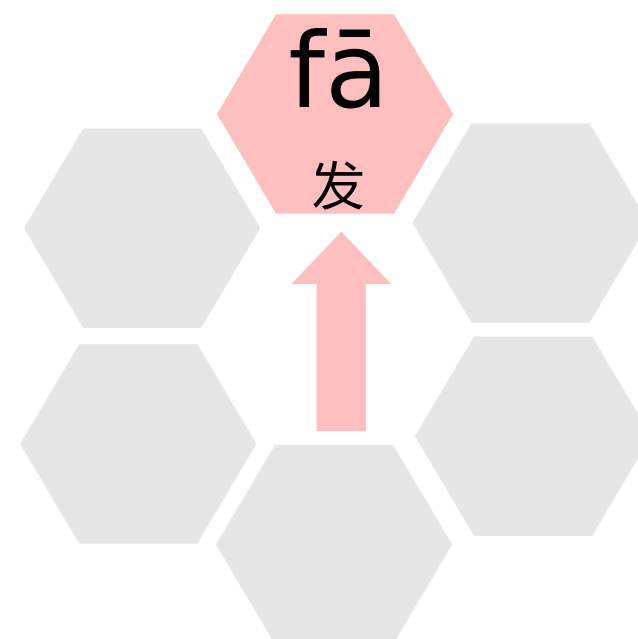
HYPA – IME : Interface de calligraphie chinoise

Étape 1 : le pinyin initial

Étape 1a



Étape 1b



CCA
=
Caractères
Chinois
Alphabétiques

Tracème des CCA

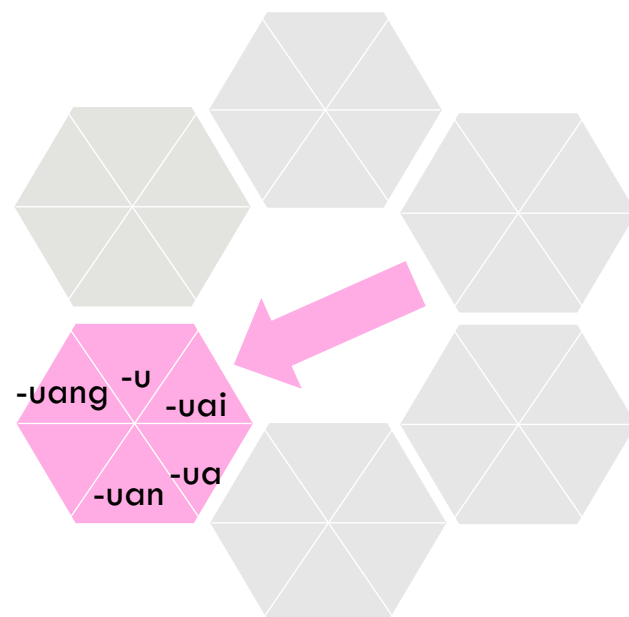
Exemple : fā = *Envoyer* = 发

HYPA – IME : Interface de calligraphie chinoise

Étape 2 : le pinyin final

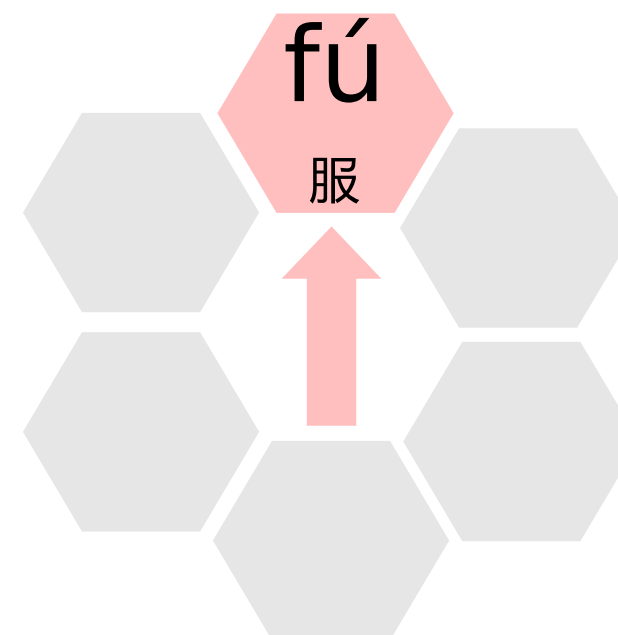
Étape 2b

RCC
=
Raccourcis
Caractères
Courant



Demi-tracème des RCC

Étape 2a



CPR
=
Caractères
Phonétiques de
Référence

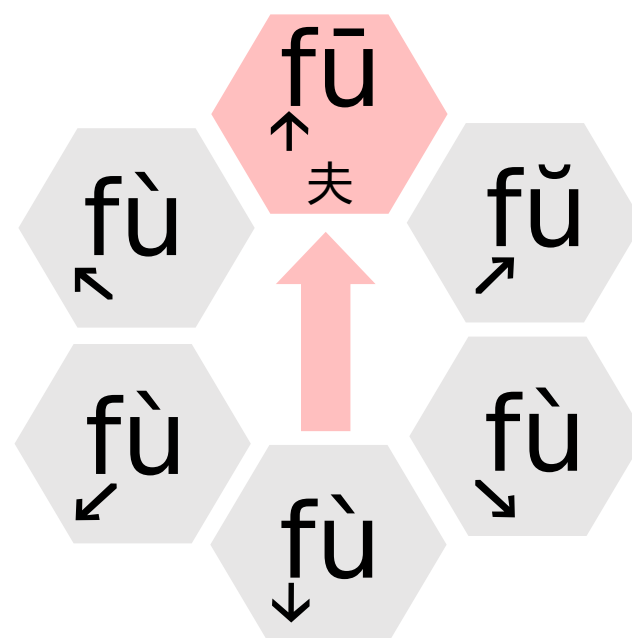
Demi-tracème des CPR

Exemple : fú = *Vêtement* = 服

HYPA – IME : Interface de calligraphie chinoise

Étape 3 : le radical

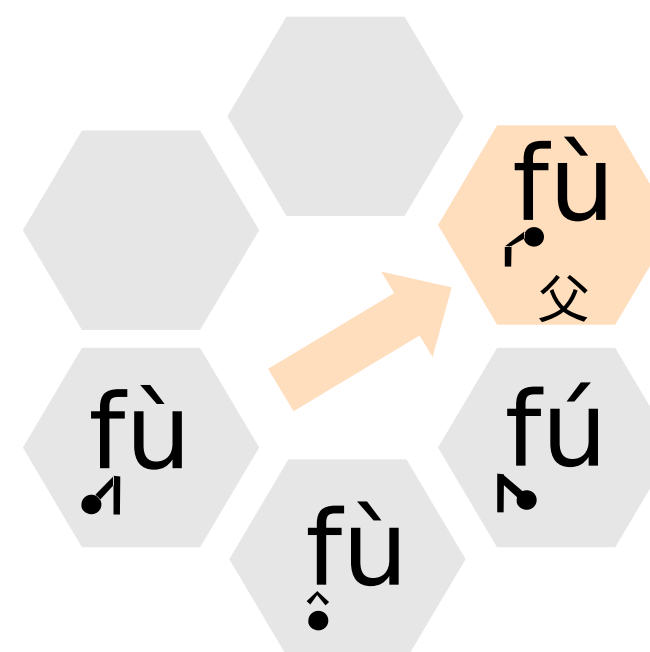
Étape 3a



Demi-tracème des HLS

Exemple : fū = *Mari* = 夫

Étape 3b



Demi-tracème des HGC

Exemple : fù = *Père* = 父

HGC
=
Homophones
Groupés par
Clés

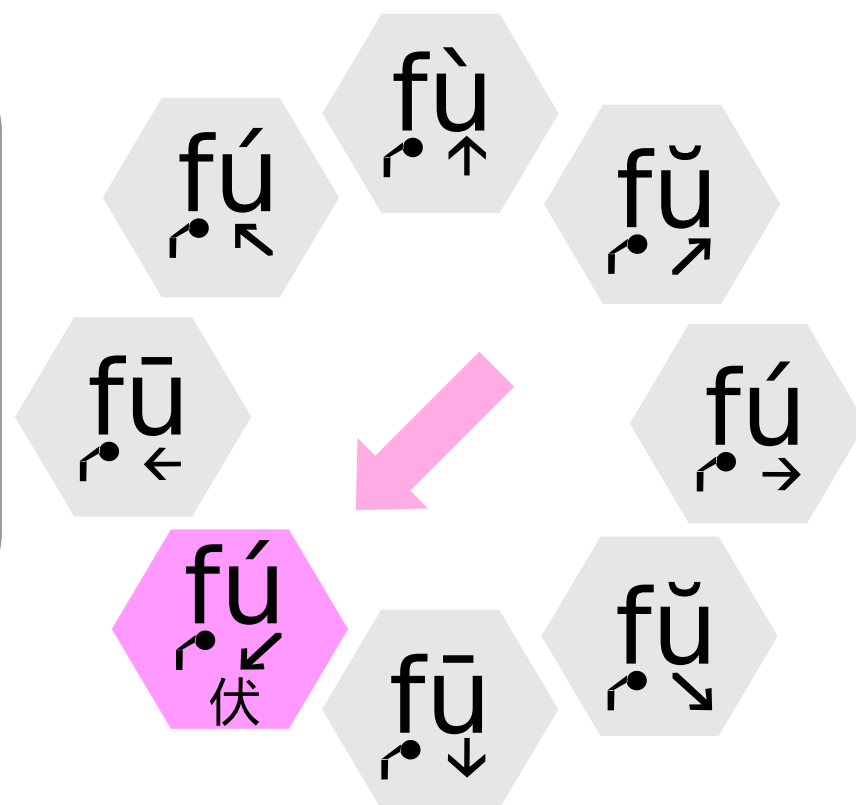
HLS
=
Homophones
Localisés
Spatialement

HYPA – IME : Interface de calligraphie chinoise

Étape 4 : la position dans la matrice

Étape 4a

H1M
=
Homophones dans
1^{ère} Matrice



Demi-tracème des MtC

Exemple : fú = *Se prosterner* = 伏

Étape 4b



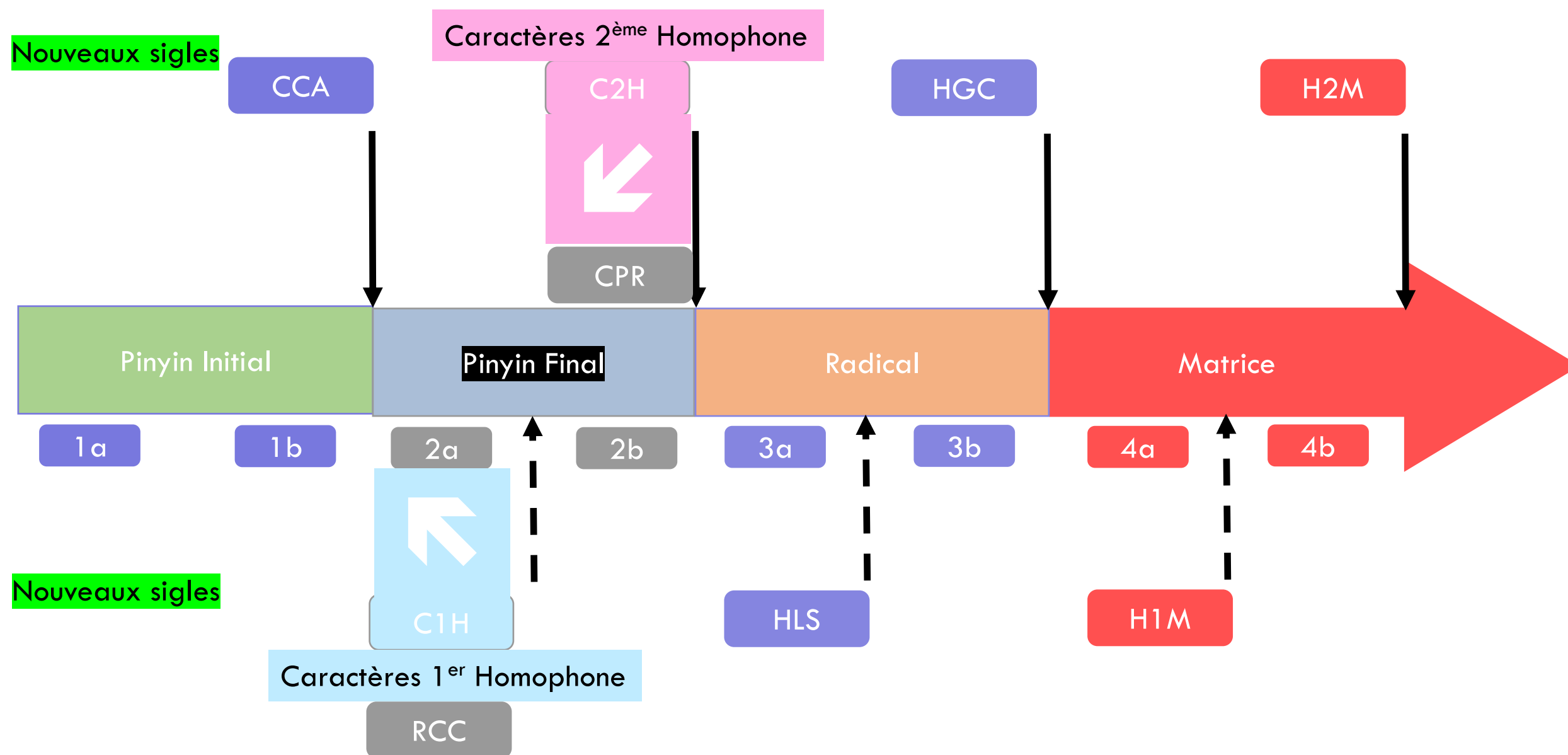
Demi-tracème des SfC

Exemple : fù = *Maître* = 傳

H2M
=
Homophones dans
2^{ème} Matrice

HYPA – IME : Interface de calligraphie chinoise

Pour les homophones des CCA on saute la 2^{ème} étape...



4) The HYPA interfaces of 1st generation in action

H
Y
P
A

Sequences of gestures which can be learnt from
an alphabetical and glyphs writing



**HYPa – pinyin : 1^{ère} interface
morphographique et non pas
téléologique**

4

4^{ème} outil : Un Pinyin
enrichi initiant à une
gestuelle signifiante

HYPa - pinyin

*Vous pouvez grâce à HYPa
apprendre et écrire le chinois avec des GESTES simples
tout en restant dans votre propre système alphabétique
et sans avoir à mémoriser les caractères eux-mêmes...!*



发
服
服
夫
父
伏
傅

ACC = CCA

3CC = RCC
(ou C1H)

PCC = CPR
(ou C2H)

DiC = HLS

RhC = HGC

MtC = H1M

SfC = H2M

fā

fú

fú

fū

fù

fù

fù

fù

Thank you for your attention !