

Reading sessions of youth literature and teaching practice: diverse approaches

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Summary of articles

■ ANNE LECLAIRE-HALTE

Reading picture books in last year of french elementary school : reflexive look on choices of a pluricatégorial and pluridisciplinairial research group

This article gives a reflexive point of view on a research habit in the teaching of French. Its purpose is to shed light on the choices made by a multi-categorical and multidisciplinary team regarding the creation of a teaching sequence designed to train teachers. This sequence was created after some observations were made during a descriptive research phase on regular habits concerning the reading of picture books from third grade to fifth grade. The sequence is based on choices that take into account the richness of knowledge and experience of the different research team members. As reading the picture book used for the sequence raises the question of the processing of values at school, this point will also be discussed.

■ FABIENNE RONDELLI & SOPHIE PATE

Using illustrated books in last year of french elementary school : knowledge and beliefs.

This paper shows how several teachers explain their ways of using illustrated books for children in the last year of french elementary school, five years after books usually used as teaching materials had to become learning objects, according to official programmes. The analysis of interviews conducted with three teachers leads to acknowledge in one hand their will to take into account the didactic contributions legitimated by the research and teaching authorities, and in the other hand their partial awareness of the difficulty created by the available illustrated books that accumulate discursive, semiotic and thematic complexity factors. The mentioned systems, based on scenari often suggested during trainings (progressive unveiling, deconstruction of the iconotextual reality, etc.) collide with declared objectives that aim at disciplinary knowledge benefits (in history, in writing, in civic education) and textual understanding. In this context, self-confrontation is an effective tool at the disposal of the teacher aiming for professional reflexivity, and of the researcher able to uncover knowledge and beliefs about the use of illustrated books in the last year of french elementary school and then take another look at the support and training systems.

■ NICOLE AUDOIN-LATOURTE

Case study of a teaching practice in album reading with year 6 children : from intending to achieving

This article is based on the case study of a session in literature led by a teacher in year 6, from a satirical album. It tries to understand the teacher's activity in the field of didactics of literature, and in the exploitation of the link between the text and the picture, in a catchy yet complex album. The article analyzes how the teacher's intentions in children's literature, expressed in interviews during the preparation of the session, or after the session, are reflected and achieved or not in the classroom. It points out the difficulty to take into account the students' learning abilities in both the reported intentions and the actual practice observed.

■ **ANTONIETTA SPECOGNA**

Connection between text and image : teaching practices in children's literature situations during primary school, pupils' learning process and « collective scheme »

This article is a contribution to the group analysis proposed in this issue. It is based on three studies of 3rd cycle's cases during children's literature class with the aim of broaching the connection between text and image, equally in the teaching and in the pupil's learning process. This theoretical and methodological analysis process comes from psychology and offers an analysis of the teaching activity through the class' language production. She is based on the practice of teaching and its repercussion on the pupils through collective operatory scheme. By focusing on the visible part of the activity, the regularities and the differences in teaching practices emerging of these three studies are put in evidence. This way, the absence of variations in operatory modes is highlighted.

■ **STEPHANE BONNERY, JACQUES CRINON & BRIGITTE MARIN**

The picturebooks used with pupils: quantitative approach on differentiated choices of teachers in the end of primary school.

This article which is based on a research questionnaire (n=281) shows that which stays or changes at the end of primary school in comparison to the lower school levels equally depends on the choices of reading that the teachers make for their pupils. More specifically, in a sociological approach, we analyze the differences in the contexts (in all Educational Areas – priority or not) to understand the different choices of books that teachers make. The investigation involved a refined analysis (quantitative level and qualitative analysis of each book) to study the sociological breakdown of the use of books that may appear easy or difficult for the different classes at the end of primary school.

■ **VERONIQUE BOIRON**

A teacher's reading of a written and illustrated story's with pupils of 8-9 years old : example of an ordinary expertise

The objective of this contribution is to define some of the features of the ordinary expertise displayed by a cycle 3 teacher during the reading of a children story book. The study uses two complementary methodologies : an interview during which the teacher answers questions about her practice of story book reading, and the analysis of the same teacher's sessions devoted to this practice. My purpose is to try to understand the complexity and expertise inherent to the teacher activity. The underlying hypothesis is that the analysis of an ordinary teacher activity should lead to a better knowledge and understanding of other practices of cycle 3 children story book reading.

■ **FRANÇOIS SIMON, ANNETTE SCHMEHL-POSTAÏ & CATHERINE HUCHET**

"Parcours Problema Littérature" : a didactic approach based on the theory of questioning and problematology

This article investigates the teaching-learning processes of analyzing and understanding literary texts in upper elementary courses. Within the theoretical framework of problem-oriented learning, which is closely linked to the theory of questioning and problematology, we develop a reflection on this specific didactic approach called "Parcours Probléma Littérature". This approach is tested by several teachers. Our approach is defined as a model of possibilities for the teaching-learning process considering analysis and comprehension and favours three major axes: an introduction into the literary work as a key-moment, chosen reading-modes and the cognitive regulation mediated by the teacher. In the article, we analyze two typical and recurrent situations of the regulative breaks: rephrasing and anticipating. The exposed didactic model puts the focus on the reader as individual. It is precisely the mediation between the reader's world and the world of the text which is at the core of the model. The "Parcours Problema Littérature" incites the teacher to ponder over his evaluation-attitude in order to facilitate the pupils' confrontation with new axiological, epistemic and rhetorical knowledge

Varia

■ **CHRISTINE AMANS PASSAGA & ODILE DEVOS-PRIEUR**

Analysis of the knowledge plurality in a teaching sequence of team sport games in elementary school

The study consists of a didactic approach to a Physical Education and Sports (EPS) teaching cycle conducted by a primary school teacher (PE). The purpose is to update the type of curriculum taught for physical activity and sports through observations made during hockey lessons. The study is based on an analysis of various levels of declared and actual practices. It provides an update to the content adaptation to be undertaken by the teacher to provide real-time adjustments and the teaching methods she uses to engage the students in the lessons.

■ **CHANTAL COSTANTINI**

The analysis of a clinical research: how is the analysis of structures enunciation reflects certain conditions at work in teaching situation?

The analysis of the interview I realize this singular forms of psychic organization of a teacher, in all their complexity. With reference to the theory of enunciation (Kerbrat-Orecchioni, 1980), I explored the traces of the subjectivity of the speaker through my own against-transference elaborations (Devereux, 1967). I was able to infer that sometimes thinking promote access to language, discourse analysis of teacher led me to think that, while being persuaded to work towards facilitation, some pipes at work could lead to declines in some of his students. What I'm trying to show through my understanding of interview with Mary, is that singular structures inform me of his speech more accurately than one might think on how they implement in teaching situation.

■ **ALAIN FIRODE**

Epistemology and Pedagogy in Jean Piaget and Karl Popper

This paper aims at examining, from an educative point of view, the differences between Piaget's genetic epistemology and Popper's evolutionary epistemology. Both thinkers set out a theory of the mind according to which human knowledge appears as a consequence of biological adaptation. Nevertheless, Popper disagrees with Piaget about two important questions: 1) Popper's theory rests on a neo-Darwinian framework which rejects the Piagetian idea of equilibrium between self and the world; 2) unlike Piaget, who considers human thought as a purely mental entity, Popper considers that a thought, once formulated in language, gains autonomous existence (it becomes an "object" outside the mind). Several important consequences, concerning theory of learning and theory of child cognitive development, ensue from these oppositions.

■ **JACQUES KERNEIS & JEROME SANTINI**

Press infographics at school: a socio-educational comparative study of the effects of contexts

This article brings out the semiotic, enunciative and epistemic specificities of infographics and their ability to produce differences between students. First, we analyze two infographics dealing with household consumption. Then we analyse a priori two sequences in which both infographics are presented, in a comparative and contrastive way. These teaching sequences were produced eight years apart; the first one was produced during the middle school (grade 9) whereas the second one was produced during vocational school. The article attempts to demonstrate how the way we conceive a sequence can either aggravate inequalities between pupils or be a source of emancipation for all. This is achieved through an approach articulating joint action theory in didactics, the didactic of contexts and sociology. The study seems to be relevant at a time where media and information education is included the reformulation law of July 2013 and in the 2014 project on the knowledge skills and culture base.

■ **SOPHIE MORLAIX & MARIELLE LAMBERT-LE MENER**

Motivation of Students at the Entrance at University : What direct or not direct Effects?

The aim of this article is the extent of the role of motivational abilities of students on academic success by adopting a quantitative and integrative approach. To this end, the data collected on students in the first year of Bachelor of three streams are used to control a variety of factors related to socio-demographic and educational characteristics of students. Measured in the framework of the theory of self-analyzes suggest that intrinsic motivation positively influences while amotivation results in lower performance. Moreover, motivation is an asset for good students, but plays a more modest role in how students and even zero for the weak. Finally, the motivation appears to be a mediating variable that expresses the indirect effects of social origin and educational background of success.