

**Role of language interactions
in the development of individual and collective work :
the case of teaching-learning in the French language system**

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The purpose of this issue is to bring together a set of contributions around the issue of the role of language interactions in its development in individual and collaborative work, and more specifically concerning the teaching and learning of knowledge and skills of language and language functioning. These various articles, beyond their specificities, show that the exchanges produced between students, between students and teachers during language interactions (both oral and written) are not always a guarantee of learning and appropriation of knowledge by students. Pupils' class level, their performance, and teachers' discourse and actions downstream and during the activity seem to be involved in differences in the acquisition of pupils' linguistic and language knowledge and skills. These articles highlight that it is less a question of the effects of various devices than of a number of recurring elements uncovered by the authors in classroom practices. What these different elements have in common is that they call for linguistic, textual and linguistic cognitive activity on the part of pupils, and thus encourage better appropriation of the way language and language function.

Summary of articles

■ **PRISCA FENOGLIO & CATHERINE BRISSAUD**

Between task and activity: grade 4-6 students' verbal interactions when using a didactic tool aimed at correcting spelling mistakes

In the pedagogical scenario Twictée, created by teachers, primary and secondary school classes exchange short dictations (called « twictées ») and corrections of the dictations received (called « twoutils »). The latter are the heart and specificity of the scenario. Their intended goal is to help students normalize and automatize their orthographic knowledge through the explanation and categorization of the corrections in a set written format. This study enquires into this goal, through the analysis of verbal interactions of grade 4-6 students in five classes, during the process of making the « twoutils », with a particular attention to students with spelling difficulties. Results show that students' verbal interactions are, overall, repetitive rather than reflexive and identify variations among steps (ie. explanation vs categorisation of the correction of the spelling mistake), classes and levels of spelling performance. Based on these results, we discuss the learning processes fostered by the « twoutils » and make some proposals in order to improve their efficiency for all students.

■ **JESSY MARIN & NATALIE LAVOIE**

Interactions of 11-12 year-old pupils when writing a dyad story and their influence on the text

Offering motivating and meaningful writing activities is a challenge for teachers. Since children generally enjoy interacting with their peers, why not take advantage of this interest and allow them to write in pairs ? Different studies have focused on language interactions in collaborative writing situations. Nevertheless, the state of knowledge indicates that further research is needed to better understand the content of interactions from the beginning to the end of the writing process (planning, translating and reviewing) as well as their impact on written productions. The objectives of this research are: 1- to examine the quality of narratives produced in dyad by 11-12 year old pupils and to compare it with other stories produced individually by these students and 2- to describe the content of interactions students in the planning, translating and reviewing of the narrative in dyad. Thirty-three pupil dyads participated in this study (n = 66). A text written individually was compared to a text written in pairs using various criteria (storyline, vocabulary, punctuation, syntax, spelling and grammar). During the writing in pairs, students were filmed and interventions were organized into two categories (interventions concerning the text and other interventions). This project provides new insights into the benefits of using dyad writing to develop and improve pupils' writing skills and equips teachers with guidance on how to guide and support collaborative writing.

■ **DANIÈLE COGIS**

What verbal interactions bring to the acquisition of French grammatical spelling

Persistent errors in spelling are usually explained by a failure to apply the rules. But by the 1990s, research using the methodology of the metagraphic interviews showed that the acquisition process was based on a progressive conceptualisation of grammatical concepts. It is therefore important to work out the discrepancy between the conceptual elaboration of students who are confronted with a very complex orthographic system and the parameters that govern linguistic functioning. The article focuses on the relationship between verbalisation and conceptualisation in an interview with two grade 4 students and highlights the path that led them to “discovery” past participles used as adjectives.

■ **ARIANE RICHARD-BOSSEZ**

Language interactions in kindergarten: a key moment for the revision of literacy knowledge

This article questions how language interactions can be observed in kindergarten classes and the possibilities they open or close in terms of revising literacy knowledge. In the first part, the conditions that allow language interactions to take place in the classroom are examined. The second part focuses on the interactions that take place between students outside the teacher's presence and their role in the construction of knowledge. Finally, the last part focuses on the exchanges that take place between teachers and students, whether they are dual or collective, by questioning their effects on learning. In a transversal way, the purpose highlights the twofold dimension of language interactions in the classroom, which are both the source of cognitive processes and academic judgments on students. It leads to the formulation of several hypotheses concerning the process of revising knowledge that is played out in these interactions, particularly for students who do not initially use a literacy interpretation of educational activities and exchanges.

■ **BERNADETTE KERVYN**

Role of language interactions during the collective preparation of sentences encoding in the first year of elementary school

Which is the place and above all which is the fonction of language interactions in the preparation of the sentences encoding with the pupils in the first year of elementary school ? The spectral analysis of a corpus composed of five sessions of sentences production lead in different classes demonstrates that language interactions are an essential component of the encoding preparation work at this school level. The language interactions are omnipresent and give form to the writing as a teaching and learning activity, not above all individuel or solitary and silent, but collective, well accompanied and for a large part of it, oral. In all of considered sessions, they appeared to be essential to set up the activity's framework and to get pupils involved in it, to get the terms stabilized and memorised to facilitate the transition from spoken form to written form, as well as to mobilize and get explicit encoding processes. The analysis of the language interactions throught those functions permits to specify what does the preparation of encoding in the first year of elementary school mean and how to lead this teaching.

■ **MARTINE CHAMPAGNE-VERGEZ, MARYSE REBIÈRE & MARTINE JAUBERT**

Teach-learn spelling, language interactions to articulate professional gestures and gestures of study.

The article focuses on the teaching and learning of the French language system, a particularly critical subject, to the extent that the distinction between the language object to be learned and the language means of learning can be a source of misunderstanding between the teacher and the pupils. In this vast and complex system, we focus on the spelling that allows us to approach the whole because it is very strongly articulated with grammatical dimensions. How do language interactions inform us about how the teacher sees his or her action and how his or her students behave according to their expectations? Our hypotheses take two paths: the teacher's consideration of the teaching situation and the gradual involvement of pupils and the progressive involvement of pupils in learning language gestures through changes in enunciative positioning as a result of teachers' didactic language gestures. To answer this problem, we rely on a corpus collected in elementary school classes, from the CE1 (7 years) to the CE2 (8 years) in contrasting socio-economic environments. We study the language interactions and analyse what is common and what is different between the devices, trying to follow the thread of a genesis of knowledge, between epilinguistic and metalinguistic verbalizations, in order to capture linguistic phenomena at work and in particular scenarios and their appropriation.

■ **GEORGES FERONE & JACQUES CRINON**

Interacting at a distance in a teacher community: effects on conceptions of digital and spelling instruction

Teacher communities have existed since the widespread use of the Internet, but three phenomena are now combined. These communities are developing strongly; they are explicitly claiming effects on the professional development of teachers and positioning themselves as a new actor in training; finally, they benefit from strong support from the Institution. To understand the effects of community participation on teachers' pedagogical and didactic conceptions, we interviewed, by means of a questionnaire, members of the Twictée association, which aims to improve teaching and learning of spelling. Our results confirm other work. Participation in the Twictée network plays an important role in the emotional dimension; participation builds teachers' confidence and enjoyment of teaching. On the other hand, they show more contrasting effects in the cognitive domain. Network members report more realistic conceptions of the benefits and barriers attributed to digital. On those of spelling and its teaching, we show that the Twictée network favours the circulation of notions borrowed from the field of spelling didactics, sometimes at the cost of a profound transformation of these notions.

Varia

■ **CAROLINE BULF & VALENTINA CELI**

Reproducing a circle and talking about it in math class: is it that simple? Some elements of analysis of a didactic study comparing three implementations of the same situation

Interested in the question of the roles of language interactions in the teaching and learning of geometry in primary school, we analyze here the data collected in three different classes where the same problem has been proposed (reproduce a circle). The analyses proposed here reveal potentially differentiating elements in terms of learning coming from a very different implicit knowledge, in the three teachers observed.

■ **ALAIN FIRODE**

"Converging" or "diverging" minds ? Tradition and science education according to T.S. Kuhn and K. Popper

This paper aims to compare the positions of T.S Kuhn and K. Popper in science education. Kuhn's conclusions on this subject are clearly in support of traditional pedagogical methods: because the practice of science, according to him, requires "converging" minds, working within the framework of a "paradigm", the formation of future scientists must be the result of dogmatic teaching, encouraging students to accept the knowledge that is currently available. Popper's position, on the contrary, is more difficult to define: while considering, against Kuhn, that the researcher must have a "divergent" mind, inclined to challenge established knowledge, the philosopher nevertheless recognizes that research and scientific teaching have a necessary and legitimate part of dogmatism and conservatism.

■ **SYLVIE PEREZ & THÉRÈSE PEREZ-ROUX**

To understand teachers' professional activity in judo : declared values to the values in practice

This study combines approaches in sociological, ergological and situated anthropological approaches. The aim of this study is to describe and to understand the teaching activity of judo teachers, with a particular focus on the values that they declare and how they actualize these values in their work. The methodology used is pluralistic and three types of data were collected : a) sociological and ethnographic data, b) observational data, c) auto-confrontations. The results revealed which values emerge in practical and singular situations, typical situations in which these values are expressed and how the judo teachers manage to raise inherent contradictions and tensions to their activity.

■ **ANNE RUOLT**

Why the history of ideas ? from the reception of the Pestalozzi method in 1813, by the Guizot couple, in France

This article focuses on the scientific interest of the history of educational ideas as a discipline . To answer the question : "What is the finality of history of educational ideas ?", in a hermeneutical

perspective, the author analyzes how the Pestalozzi's "method" is presented in the *Annals of Education*, a weekly publication founded and written in Paris, between 1811 and 1814, by François Guizot and Pauline de Meulan-Guizot, before Guizot was a minister of government, and at the time when, in 1812, the editors got married, and proposes this typology of the function of history of ideas : anchors, compass and roads.