

Teachers and students' representations about writing in vocational school

A contrasting perspective

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- I. Introduction : the reasons why we work on writing representations
- II. Methodology
- III. Analysis – students, teachers : different representations
 - A. Representations of vocation school teachers about their students and students' statements
 - B. About the writing functions
 - C. Writing in class
- IV. Discussion

I. The reasons why we work on writing representations

- The benefit of « rapport à » in teaching studies
 - Barré-de Miniac, C. (2000). *Le rapport à l'écriture : aspects théoriques et didactiques*. Villeneuve-d'Ascq, France: Presses universitaires du Septentrion
- Potential influence of teachers' representations on their teaching practices
 - Blaser, C. (2014). *Le rapport à l'écrit des enseignants : un levier essentiel dans le développement de la compétence à écrire des élèves* (Rapport de recherche). Université de Sherbrooke.
- Why investigating if the representations of teachers and students match or not
 - Bautier, É., & Rayou, P. (2014). *Les inégalités d'apprentissage : programmes, pratiques et malentendus scolaires*. P.U.F.
- Some studies about convergence between teachers and students and the way it can influence their learning → No study (to my knowledge) about their divergences and consequences on teaching / learning

II. Methodology : a case study in two vocational classrooms

➤ **Ecrire@Ip : an action-research project**

- The high school :
- 2 classrooms : 30 students 15 - 18 years old
- One hour of writing workshop per week with groups of 15 students

➤ **Profile of the students**

The G.A classrooms :

- Nearly 30 % of students have parents who are not French
- 31 % of recently graduated don't find a job
- A high academic failure rate
- A majority of students didn't choose this vocational guidance
- School-related problems
- Writing problems

II. Méthodology

➤ 2 surveys :

- For the teachers :

Survey 1 : Representations of their students : their language practices, their literacy practices, their skills, their problems

5 teachers who work on the project + 6 teachers who don't work with us

Survey 2 : 5 teachers more or less involved in the project
Ecrire@Ip

= 3 French and History teachers and 2 vocational teachers

Questions about the teachers' literacy practices, their personal representations about writing and their teaching practices

- For the students : 1 survey in 3 parts to do at home

The students' survey

➤ 3 parts :

39 students interviewed

- Part 1 : Language and literacy practices
> 29 answers
- Part 2: Representations about writing
> 20 answers
- Part 3: Feelings about writing workshop
> 25 answers

The comparative perspective

➤ Similarities :

- Questions about literacy practices
- Questions about definitions of writing and functions performed by writing in class
- Questions about the writing workshop

➤ Questions in « mirror effect » :

- Teachers' view of the students skills / students' answers to the self-assessment items
- Teachers' view of the students literacy practices / students' answers
- Teachers' view of the students language practices / students' statements

III. Contrastive representations between students and teachers

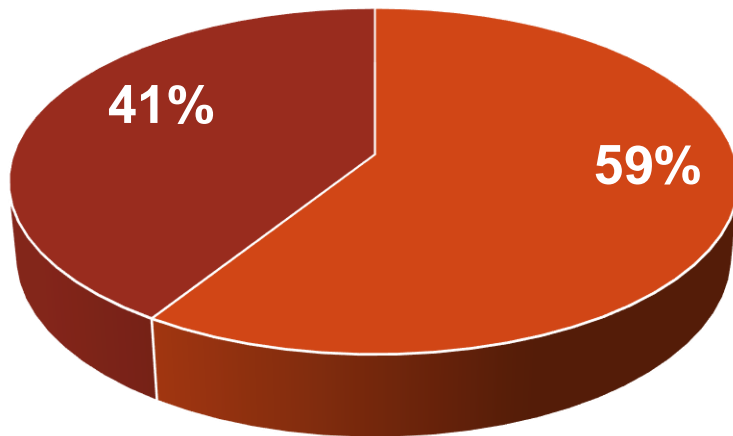
A. Representations of vocation school teachers about their students and students' statements :

➤ About literacy practices :

- 10/ 11 teachers who think that their students don't read at home
- 7/11 teachers who say that their students don't write at home

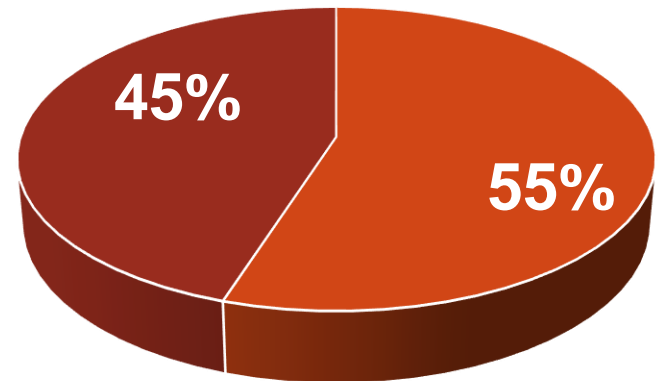
Literacy practices : students' declaration

Declarations of writing practices



- Students who declared a writing practice
- Students who declared no writing practice

Declarations of reading practices

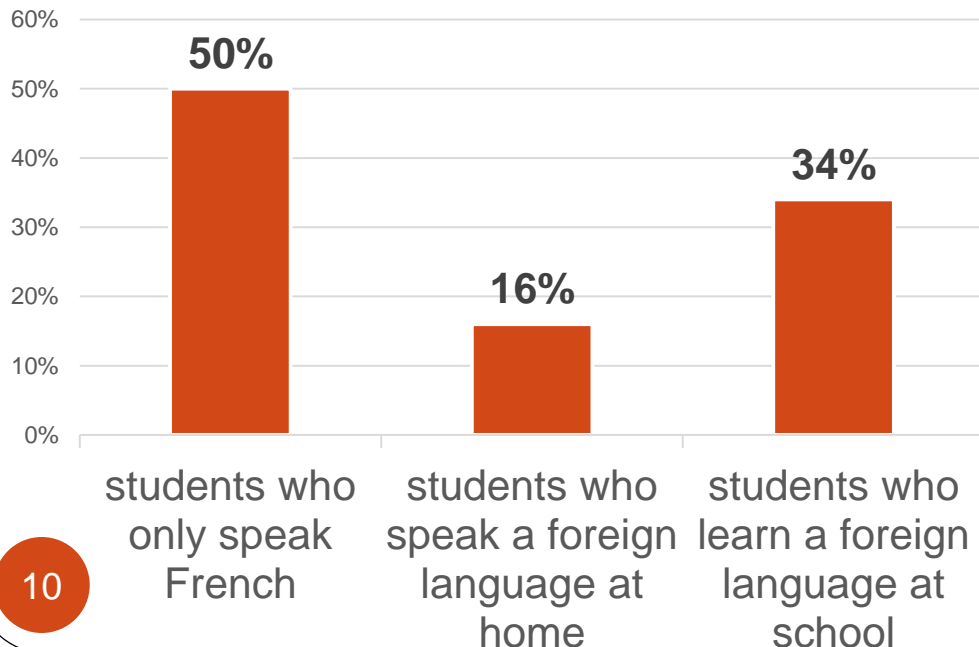


- Students who declared a reading practice
- Students who declared no reading practice

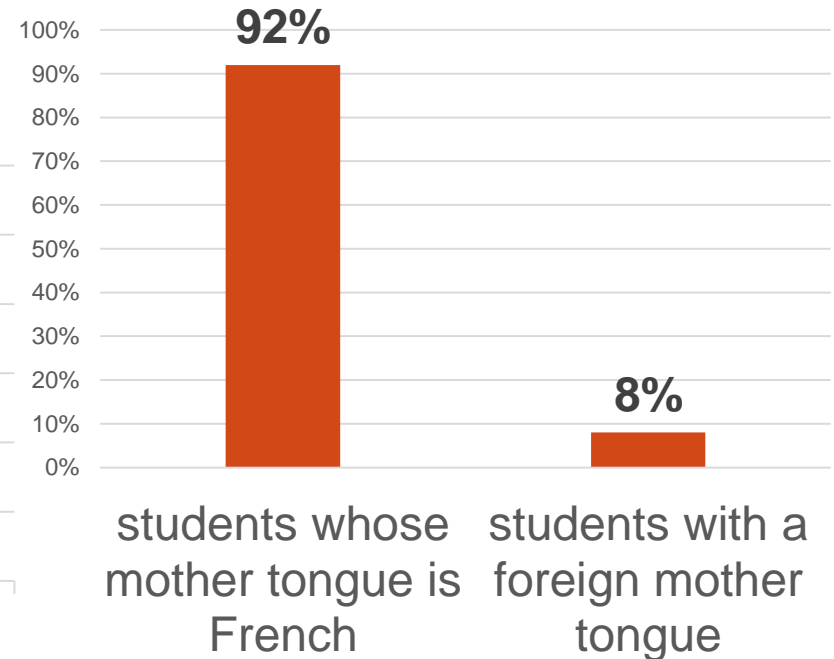
About language practices

- For teachers : 27 % of the teachers' statements about the causes of the problems of their students are linked to the sociolinguistic realities : « language barrier », another « language at home », « parents who don't speak french »
- For the students :

Language practices

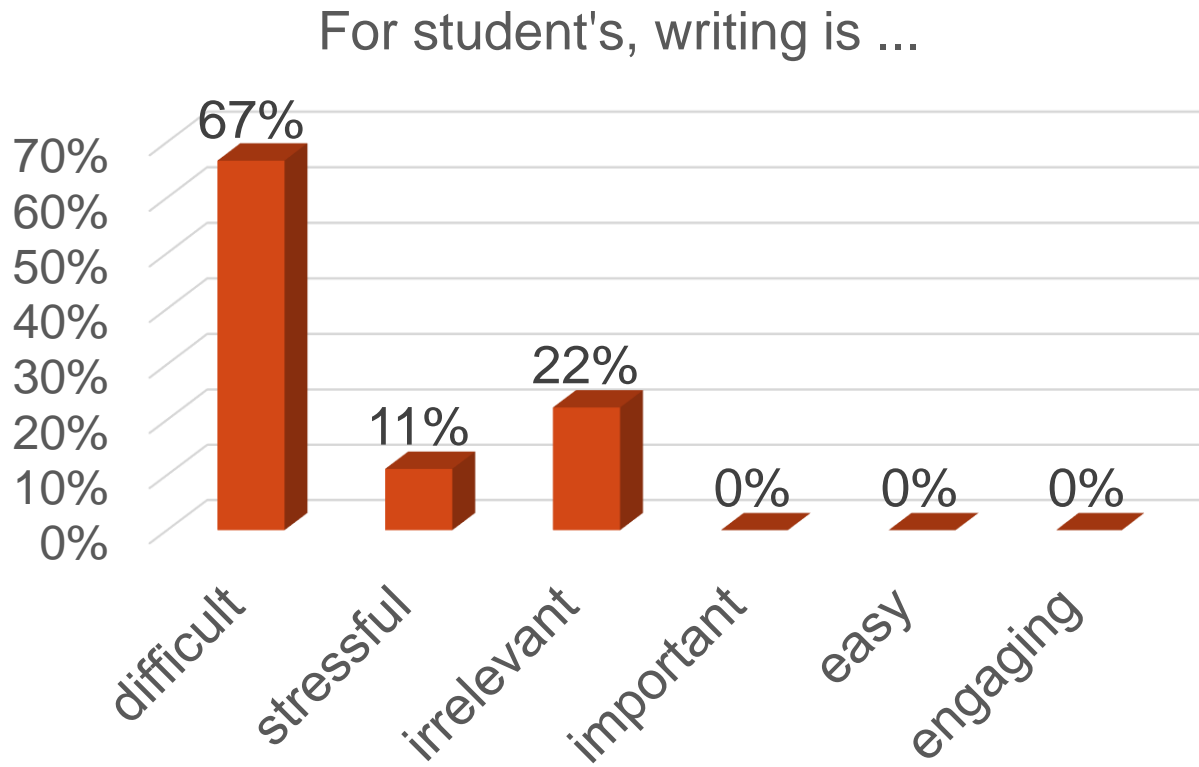


Students' mother tongues



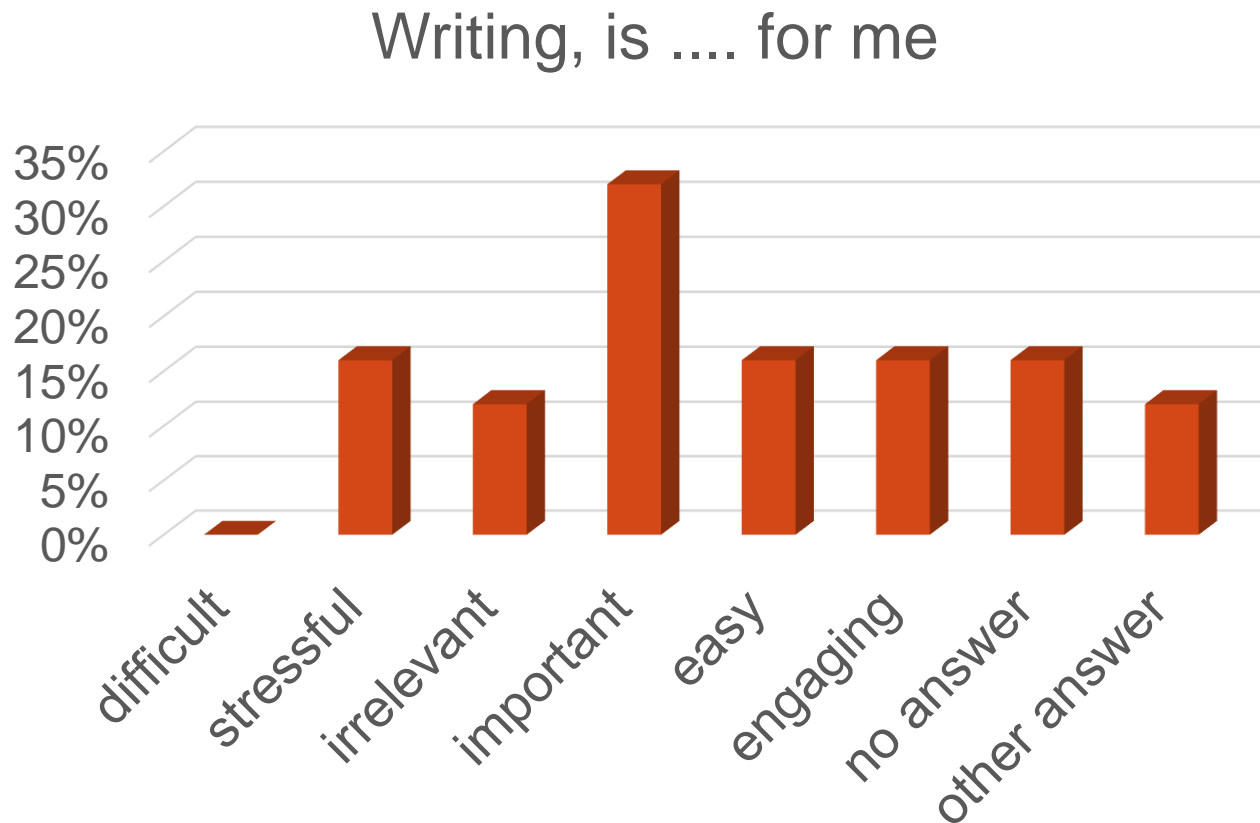
About the relation to writing of the students

➤ Teachers' point of view



About the relation to writing of the students

➤ Students' point of view



B. Teachers and students' statements about the writing functions

➤ Definitions of writing :

- For teachers :

Writing = translate oral speech or a way to express yourself

- For students :

No definition or only one function : writing = storage

➤ Function number 1 :

- For teachers : thinking and learning
- For students : keeping some important information

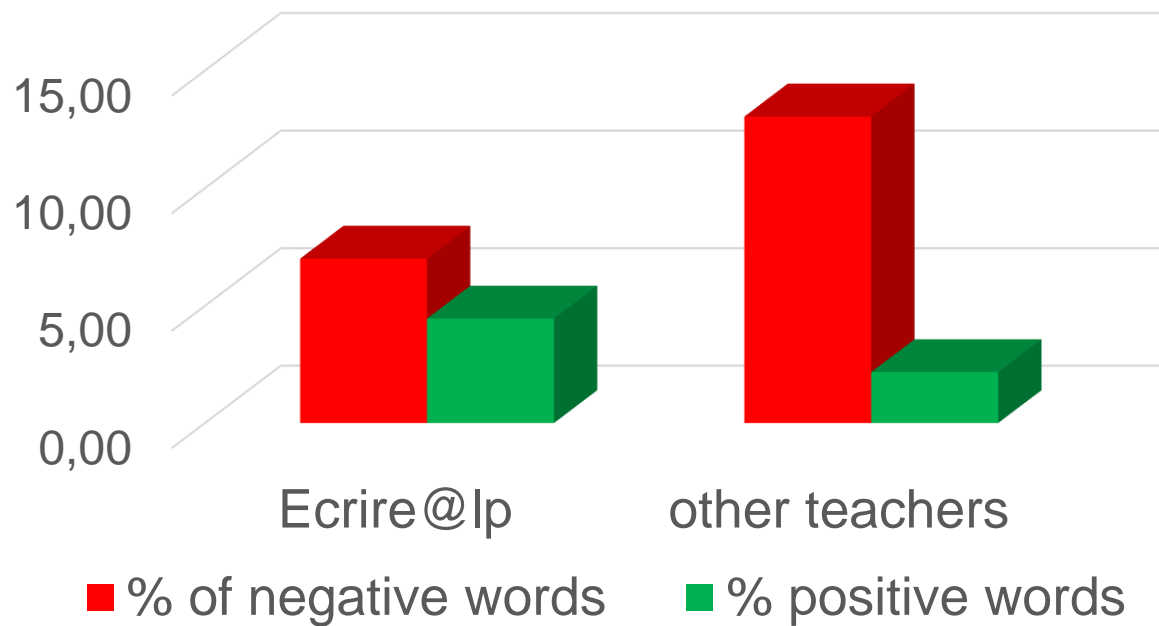
C. Writing issues : teachers' and students' view

- About the difference between « rédiger » and « écrire »:
 - For the teachers -> a quality difference
 - For the students -> no answer / « écrire » = « rédiger » or a quantity difference

About students' skills

- For teachers : real problems

Teachers' answers about students' skills

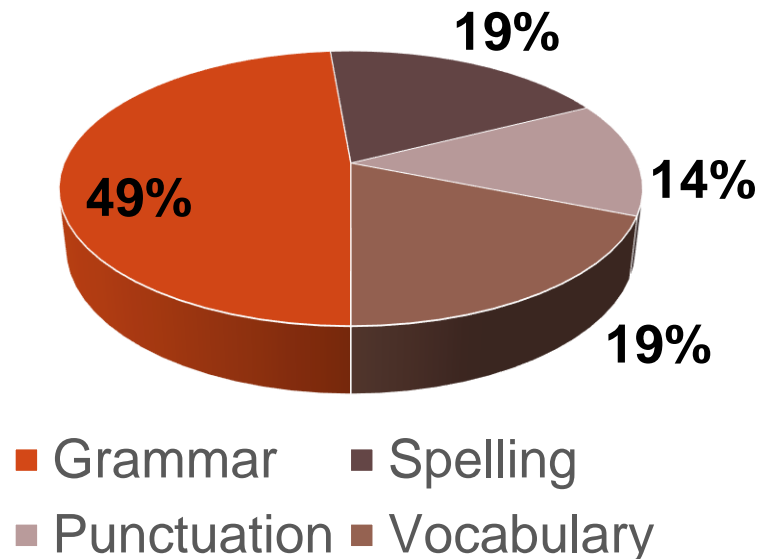


- For students : « I don't know » / « I'm good at writing » = « I'm bad »

About writing issues

- For teachers : focus on grammar

Linguistic problems



- For students : focus on spelling

IV. Discussion and prospects

- Do representations of teachers about their students influence teaching or learning ?
→ The Pygmalion effect
- Do divergences about writing functions in class can create misunderstanding ?
→ A more explicit way to teach ?
- Does the absence of explanation about the writing workshop create other problems for teachers and students at vocational school ?
- Ecrire@lp's prospects

Thank you for your
attention

Some references

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