

Provided vs Internalized Forms and Models: different ways to articulate Reading and Writing

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Overview

- the present research examines **how French primary school pupils re-use material from source texts** when writing
- it relies on experiments designed to observe **the appropriation of a literary genre** by the pupils
- the results are herein described only in terms of their **lexical and semantic aspects**, insofar as they provide information on material re-use and genre appropriation
- the preliminary analysis of the results unveils distinct **procedures and strategies**; the existence of **contrasted individual young writers' profiles** appears likely

Theoretical framework

- the **genetic analysis** applied to children's texts for teaching purposes
- the researches on **cognitive and linguistic constraints** of verbal written production
- the work of didactics researches who have evidenced the educational effectiveness of **the concept of genre** (concept renewed and codified by Bakhtin)
- the researches on the **"already there"**: study of how writers re-use available or provided textual resources

Protocol and methodological options -1-

- general research on the relationship between imitation and invention
- provide **comparative information** on the ways in which writers reinvest materials from source texts
- protocol conducted in **field-study conditions**
- a **created narrative** rather than the mere continuation of a text, to avoid the analysis of an additional parameter (primer text)
- a writing task **rather than a revision** : one groupe of student (G1) was divested of its first draft, in order to limit the constraints caused by the texte already produced

Protocol and methodological options -2-

- the literary **genre of the Robinsonnade** :
- literature deriving from the diversion of the famous novel by Daniel Defoe, « Robinson Crusoe », London, 1719
- which promotes the production of invented or **imaginative narrative**

*"The Robinsonnade can be defined as **an adventure and education novel in which a child is involved in a shipwreck and then confronted with the issues of survival and isolation in an island off of the original civilization; the child is generally rescued at the end of this initiatory stay**"*

Source texts



- A : « *L'île d'Abel* », William Steig, Neuf de l'école des loisirs
B : « *Sa Majesté des Mouches* », William Golding, Folio Junior
C : « *Robinson Crusoé* », Daniel Defoë, Classiques abrégés, École des Loisirs
D : « *Vendredi ou la vie sauvage* », Michel Tournier, Flammarion jeunesse.

- extracts from works taken in the **children's literature**
- step in the narrative scheme:
*after the "adverse event" (shipwreck), **the installation** on a desert island*
- writing in the **first person** (« I »)

→ **lexical profile (source texts):**

12 to 23 grammatical sentences and 230 to 562 words

study material

- population:
 - 27 girls and 24 boys, **age 11** on average (G1V2 group G3 group)
 - 51 papers** comprising an average 236 graphic words each
- corpus (target texts)

	G1 V2	G3
number of papers	24	27
mean number of graphic words	254	218
number of graphic words in the longest text	364	544
number of graphic words in the shortest text	110	60
mean number of syntactic sentences	18	18
number of sentences in the text with the highest number of sentences	25	55
number of sentences in the text with the lowest number of sentences	8	6

conduct of the analysis

→ 1 — the re-use of lexical material as a means to elaborate the genre

- 1.1. a relative stability of lexical choices
(title, incipit, the word « island », the semantic field of the fire)
- 1.2. lexical variations to construct the genre
(semantic field of food)
- 1.3. recovery-processing methods
(semantic field of habitat)
- 1.4. in summary

→ 2 — a proposal for the categorization of re-use modes

- 2.1. two opposing scriptural procedures: condensation vs expansion
- 2.2. recapture modes contrasting between fidelity and infidelity
- 2.3 toward individualised young writer' s contrasting profiles

1— the re-use of lexical material as a method to construct the genre

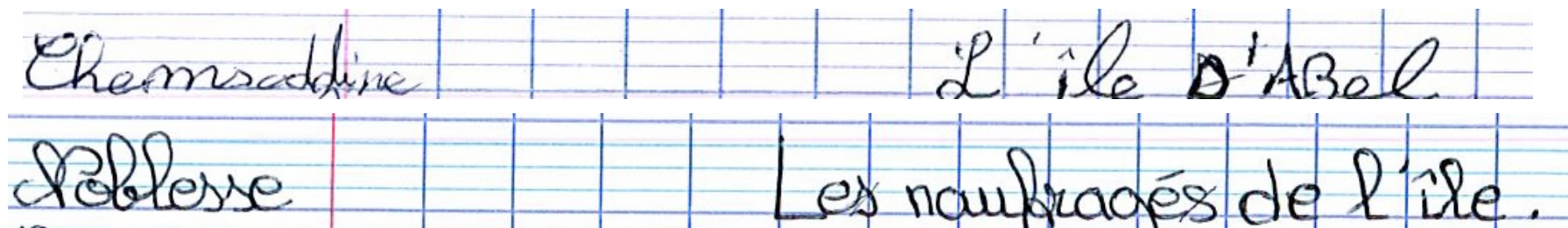
1.1 — a relative stability of lexical choices : the title

→ 68 % of titles included the words « island », « shipwreck », or « castaway » taken from source texts and writing instructions

* Chemsaddine 's example: recapture of the hero from text A

* no title in G1V2 papers vs. **96% in G3 papers**

hypothesis: classroom habits ?



Chemsaddine L'île d'Abel
d'Ablesse Les naufragés de l'île.



1— the re-use of lexical material as a method to construct the genre

1.1 — a relative stability of lexical choices : the incipit

- recapture of the **writing instruction by 20%** of pupils
« a child arrives on a desert island after a shipwreck »
- **47%** of the pupils recaptured either the first **sentences of the source texts**, or a combination of the first sentences of two different source texts, or segments of sentences of those texts

* *Sabrina's example:*

hypothesis: deletions show organizational choices of semantic information

text C

« **Au milieu de tous mes travaux il m'arriva de trouver, en visitant mes bagages, un petit sac** qui avait été empli de grains pour la nourriture de la volaille à bord du vaisseau. »

Sabrina G1V2

Au milieu de tous mes travaux il m'arriva de trouver
~~des~~ ^{en} ~~ba~~ ~~de~~ visitant l'île de trouver des bagages
et un sac. Je pris le sac en premier puis ~~le~~ ^{je} l'ouvrit,

1— the re-use of lexical material as a method to construct the genre

1.1 — a relative stability of lexical choices : the incipit

- **more recapture in G1 (79% VS 55%)**
of which **writing skills seem more developed**
according to interviews with the teachers

hypothesis:

** causality between writing skills and frequency and nature of recaptures*

** memory trace of the first draft of the text (written one week before)*



1— the re-use of lexical material as a method to construct the genre

1.1 — a relative stability of lexical choices: the word « island » (characteristic of the genre)

→ 7 occurrences in the source texts (out of a total of 1444 words)
but present in 90% of the target texts

* 71 occurrences of « island » only :

* 16 occurrences of « island » within a characterizing
segment from source texts (« desert island », « south of the island », « Abel 's island »)

Nora G3

ils disent que je suis sur l'île d'helle

→ school programmatic influence (Napoleon 1st) ?

Christina G3

étaient en voyage pour une expédition sous l'oeil pastorel
loins de l'île d'Anchros en Grèce près de la île

→ cultural or educational influence on the pupil ?



1— the re-use of lexical material as a method to construct the genre

1.1 — a relative stability of lexical choices: the semantic field of the fire

→ the most frequent words of text A (« fire », « smoke », « set alight ») occur 9 times in the source texts (out of a total of 1444 words), but are present in 72% of the target texts

* Dylan's example: a reformulation very close to the original text A
hypothesis: the characteristics of text A (short, close to the pupil's language register) explain the frequency of recaptures

Text A

« Quelques jours plus tard, je réussis à **allumer** un **feu**. J'avais entendu parler en classe des méthodes en usage chez les primitifs (...) Mes **feux** possédaient la même magie que ceux des ancêtres de la préhistoire.(...) J'utilisai d'abord mes **feux** pour envoyer des signaux de **fumée** »

Dylan G3

sur une île déserte. Quelques jours plus tard il réussit à allumer un feu il a utilisé la méthode qui l'a appris à l'école chez les primitifs, et ces feux connaissent la même magie que la préhistoire. Il avait pris la fumée pour envoyer des signaux

1— the re-use of lexical material as a method to construct the genre

1.2 — lexical variations to construct the genre: the semantic field of food

→ question: to what extent do the understanding of the genre-specific requirements translate into lexical choices?

several choices within the food quest theme show a representation of the island universe and of the Robinsonnade genre

- **categorization** of the word « fruit » to evoke exotism: « *fruits of paradise* », « *wild fruit* », « *tropical fruit* » (*Ernestine, Faiçal, Margaux*)

- wide variety of **substitutions**:

- * **hyponyms** of fruit and vegetables

- * **additions** around the semantic field of hunting and fishing
(*Hugo, Basile, Pauline, Nora, Stanislas*)

- * additions around the semantic field of farming (*Raphaël*)



1— the re-use of lexical material as a method to construct the genre

1.3— recovery-processing methods: the semantic field of habitat

→ question: how do the pupils proceed?

- * **term by term** recaptures (**Coline**)
- * recapture of « **segments** », **assembled** (**Nora**) or **rearranged** (**Pierre-Yves**)
- * **thoughtful re-lexicalisations** : **Judith** substitutes the word « *hut* » to the word « *house* » that she finds more suited to the island universe

Text D

La présence de ce compagnon me décida à mettre à exécution un projet que j'avais depuis longtemps : me **construire une vraie maison** (...)

Judith's text

mais je m'étais j'aurais remarqué cette petite
maisonnette cabane, au sud de l'île. ~~* Elle m'impressionne~~

Footnote

* Elle était faite de bambou, il y en avait au
cœur de l'île, et de cordages. Cela me pourrait
être que le travail d'un homme...

Interview with Judith

The addition of the bamboo house, it is because I tried to re-use the final text (D). For example, I first put « house » and I crossed out because it is not really a house. This is built with things that the person found on the island. So I put « hut ».



1— the re-use of lexical material as a method to construct the genre

1.3— recovery-processing methods: the semantic field of habitat

→ question: how do the pupils proceed?

* **alteration of the substrate** due to erroneous understanding of the vocabulary (*Basile et Pierre Lou* for «pebble bed », and *Pierre Lou* for « haut-de-chausse » —breeches— vs. « chaussettes »)

hypothesis:

re-lexicalisation is difficult when the semantic data have been ill understood

source texts	target texts
<p><i>Text D</i></p> <p><i>I first dug a rectangular ditch that I fit with a pebble bed, in turn covered by a layer of white sand.</i></p>	<p><i>Basile G1V2</i></p> <p><i>Back to the hut, he dug a rectangular ditch, for his bed, and he made a pebble bed covered in white sand</i></p> <p><i>Pierre Lou G1V2</i></p> <p><i>He fetched bamboo twigs to light a fire, and white sand and pebbles to make a bed</i></p> <p>→ erroneous interpretation of « pebble bed »</p>

1— the re-use of lexical material as a method to construct the genre

1.3— recovery-processing methods

→ question: how do the pupils proceed?

* transformation into homophones (?)

hypothesis:

mental operations (association of ideas)

Text C

« quelques cannes à sucre sauvages » [sugar cane]

Pauline G1V2

il ### fabriqua une **canne à pêche** et des pièges [fishing rod]

Basile G1V2

il vit une **cane** qui venait de s'envoler [female duck]

1— the re-use of lexical material as a method to construct the genre

1.3— recovery-processing methods:

→ part of the vocabulary has not been re-used

* these words do not appear in the list of the 1500 most frequent words established by the lexicographer Etienne Brunet

hypothesis:

pupils establish **strategies to circumvent difficulties**

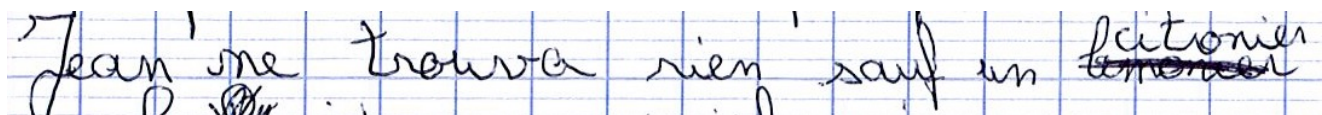
because they do not understand the words

or because they prefer rely on better mastered terms

* **Beatriz:**

the word « limonier », first recaptured, is then repressed (« citronnier »)

Beatriz G1V2



Jean me trouva rien sauf un ~~limonier~~ citronnier

1— the re-use of lexical material as a method to construct the genre

1.4— in summary :

- **all pupils re-used some material**
- material available **in the texts**,
or belonging to **the same lexical field**
- material available as **external « already there »** that the pupils consider conform to their representation of the reference universe
- phenomenons of **alteration of the substrate**
- **circumventing strategies**

Unanswered questions:

- *causativity between the writing skills of the pupils as evaluated by the teachers and the frequency and nature of recaptures ?*
- *contribution of the memory of the previously produced text (G1V1/G1V2)*

2 — a proposal for the categorization of re-use

2.1 — two opposing scriptural procedures: condensation vs. expansion

→ two scriptural procedures oppose one another:

* a « **condensation** » phenomenon, inscribed in « narrative parsimony »

***Nasrine** makes a list of actions, somewhat like a stock, even though she refers to the three stages of the installation (fire, food, habitat)*

* an « **expansion** of the discourse » phenomenon

***Pierre-Yves** also re-use the three steps of the installation, but his reformulations are more developed and thus his text is longer*

2 — a proposal for the categorization of re-use

2.2 — recapture modes contrasting between fidelity and infidelity

→ we propose a categorization relying on both previous work and the universe of the **Robinsonnade**

* « **infidelity** » or « **interpretation** » : some young writers wander away from the source texts, activating other ideas that do not allow the genre to be reconstructed

→ « shipwreck »

→ « evasion »

* « **fidelity** » : some young writers reproduce the source texts and this « reconstruction » allows them to preserve the genre

→ « boarding »

→ « docking »



2 — a proposal for the categorization of re-use

2.2 — recapture modes contrasting between fidelity and infidelity

→ «Infidelity » by « shipwreck »

pupils follow an **aggregation procedure**: they assemble materials using brute force ; informational data are amalgamated without congruence with the referential universe: this raises consistency issues

* Ernestine 's example

text A

Quelques jours plus tard, je réussis à allumer un feu. J'avais entendu parler en classe des méthodes en usage chez les primitifs, mais ne m'y étais moi-même jamais essayé...Mes feux possédaient la même magie que ceux des ancêtres de la préhistoire.

target text (Ernestine G1V2)

Un enfant Quelques jours plus tard
il arrive à allumer un feu. Depuis
qu'il était tout petit, il a pris l'habitude
de voir comment ça se passe à la Préhistoire.
Il était devenu un singe. C'est une
une grosse tête pour la faire griller au feu.
→ Car ce feu a de la magie, il permet enso-
jaet ~~des~~ ^{des} signaux de fumées, destinés à attirer
l'attention des personnes au loin. Mais il

addition (arrow)

Il le mangera
est dit ! → une
Car

2 — a proposal for the categorization of re-use

2.2 — recapture modes contrasting between fidelity and infidelity

→ « Infidelity » by « evasion »

the writers proceed to the recovery of materials but they do not actually enter the genre or even go away from it during the narration

* Examples of the tale (**Emma**) and of the wonderful story (**Raphaël**)

* Examples of « abyssal narrative »: the dream (**Chloé**) or the endless story (**Sofian**)

Emma G1V2 (the tale)

Il était une fois un jeune garçon qui s'appelait Matthieu mais on l'appelait Mat. Mat s'était échoué d'a sur une île. Il coupe quelque arbre pour faire

Sofian G3 (an endless story)

Après deux jours, l'un d'eux répondit à son appel. Mais le bateau sombra et, seul survivant, Sofian construisit un radeau et, sans le savoir, retomba sur la même île.
Et cette histoire continua sans fin

2 — a proposal for the categorization of re-use

2.2 — recapture modes contrasting between fidelity and infidelity

→ «fidelity» : the «boarding» process

* Other texts are true to the genre,
but the **writer does not facilitate entry into the genre:**

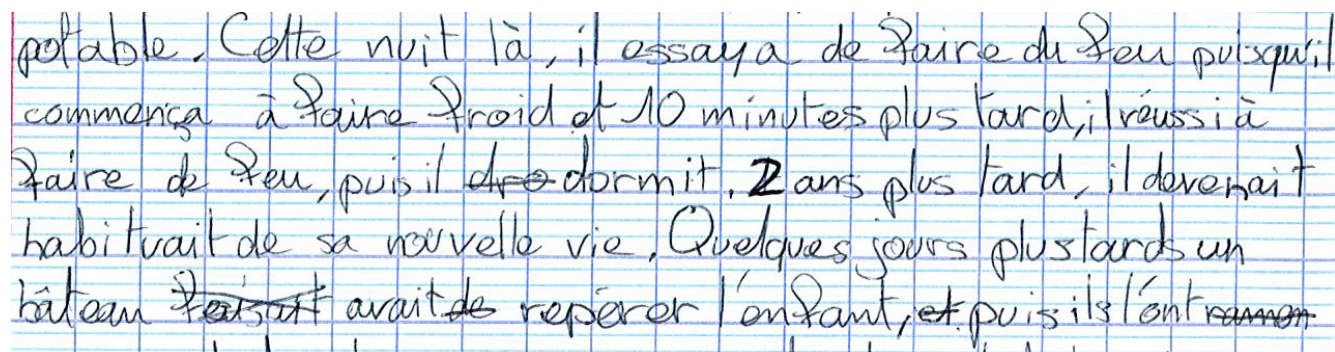
→ difficulties due to an **inappropriate language register**

(Pierre-Yves, Younes)

→ difficulties to construct a narrative within a **temporality** resembling that of source texts

= actions are listed, inscribed within a narrow time span, sometimes with naive dating elements *(Beatriz, Ezekielle)*

Ezekielle G3



potable. Cette nuit là, il essaya de faire du feu puisqu'il commença à faire froid et 10 minutes plus tard, il réussit à faire du feu, puis il ~~de~~ dormit. 2 ans plus tard, il devenait habitait de sa nouvelle vie. Quelques jours plus tard un bateau faisait avait de réparer l'enfant, et puis ils l'ont ramon

2 — a proposal for the categorization of re-use

2.2 — recapture modes contrasting between fidelity and infidelity

→ **«fidelity»** : the **«docking»** process

* the Robinsonnade genre is respected, and the reader is provided with elements helping him to enter this universe

→ **imitation** : recovery of materials from source texts, about the installation

→ **invention** : extension of semantic fields and creativity

→ **textual cohesion**

→ **sustained language register**

→ narration inscribe with in a **relevant temporality**

2 — a proposal for the categorization of re-use

2.3 — toward individualized young writer's profile

→ **One could define a writer's profile:**

- as a **function of the frequency of the words** found in the production, by analyzing deviation **from an average profile**

- as a function of **the modes of material recapture**
(condensation ≠ expansion; fidelity vs. infidelity)

* by combining any of the above categories

2 — a proposal for the categorization of re-use

2.3 — toward individualized young writer's profile

→ Writing knots

Some pupils have problems to ...

- * enter the narrative : they write « **forewords** » coming back on the shipwreck
- * choose a suitable **language register**
- * inscribe the narrative within an **adequate temporality**
- * **avoid aggregation or micro aggregation phenomena**: the recapture of materials causes ruptures in the flow of the narrative (*Faisal, Pierre Lou*)
- * **vary and adapt their writings** : few reading variants (additions above the line or in the margin) and few writing variants (crossing out followed by rewrites) besides the graphics and spelling interventions.

- **important recapture of materials** from source texts
- **recurrence of certain choices**, possibly due to lexical proximity between the texts and the pupils' vocabulary and their representation of the narrative universe
- **diversity of the substitution strategies** used : hyperonyms, hyponyms, synonyms...
- failed transformations (**alterations of the substrate**), or **circumventing strategies**
- **divergent strategies** : condensation/expansion
- **contrasted recapture modes**, from more or less controlled compilations to a well-mastered management of semantic information that are rearranged to construct a genre compatible narrative

→ **educational perspectives**

* specifically **work on the recaptures of materials from source texts:**

* **identify genre** specific semantic information

* **understand** them, to avoid reception problems

* have a **reflective look** at these recaptures to :

→ facilitate entry into the narrative (?): the text as a fulcrum

→ avoid aggregation phenomena and keep the enunciation choices

(« I » vs. « he/she »)

→ enrich the vocabulary of the pupils' writings

thank you for your attention



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