

Assessment of Spoken Interactions in Two Conditions: Teacher-to-Student *versus* Student-to-Student

- Pascale Manoilov – pascale.manoilov@orange.fr
- Claire Tardieu – claire.tardieu@univ-paris3.fr

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Context of Research

- Our research theme (Prismes/Sesylia) :
stance and subjectivity, stance and standpoint.
- Spoken interaction in national language assessment (DEPP):
A new protocole to elaborate
- 2 conditions:
 - Condition 1: teacher-to-student (Goethe/
Cervantes)
 - Condition 2: student-to-student (Cambridge/
CIEP/CLES)



Theoretical framework

- Theory of the « social mind » and of « sociocultural SLA » (Lantolf 2000, 2006 ; Swain 2000 ; Léontiev 1981; Wertsch 1985)
- « Clinique de l'activité » (Clot, 1999) : the task planned vs what really happens



Our hypotheses

1. In the context of spoken interaction, the gap is bigger between the task planned and the activity observed in condition 1 (TCH-to-STU) than in condition 2 (STU-to-STU);
2. The main reason for this discrepancy lies in the positioning of the speakers, more or less in line with the social role imposed by the task or the social role imposed by the school context.
3. The positioning of the speakers has an influence on their performances



VEN: uh next week-end err err I uh I want uh I want uh go out uh with my friend .

VEN: and you ?

BIL: uh I think next week-end I will go to the the Empire State building because uh I think it 's uh it 's bigger than the Eiffel tower .

VEN: uh we can go with you ?

BIL: yes ok .

VEN: (.) ok .

VEN: uh whe(n) when uh (.) whe(n) oh when did we go ?

BIL: uh I think I will go uh at three pm .

VEN: uh .

BIL: it 's ok for you ?

VEN: uh yes .



SAL: uh I'd like to go to Central park and Time square .

TCH: yes .

TCH: why ?

SAL: I love uh non &=souffle .

SAL: j'@f suis@f trop@f stressée@f !

TCH: no relax, relax !



The protocol

- Experimental context
- 3 middle schools in France
- French learners of English A2+/B1
- 3 teachers & 12 students aged 14
- 18 video-recorded interactions : 1h 35
- + Questionnaires & Interviews



2 conditions

1- Teacher – Student



2- Student - Student





The (prescribed) task

- Opinion-gap task (Ellis, 2003 ; Prabhu 1987)
- Organizing next week-end in London / New-York





Instructions & expectations

- *Next week-end plans:*
 - *Where would you like to go? What would you like to see or do?*
Enquiring about / Expressing wants, desires
Enquiring about / Giving factual information
 - *Make some suggestions*
Suggesting a course of action
 - *React to your friend's suggestions*
Enquiring about / Expressing like – dislike
Enquiring about / Expressing preference
Agreeing / Disagreeing
- *At the end of the conversation, you should agree with your friend about next week-end plans*



Analysis

- **Quantitative analysis** (on first 3min 20 of each recording)
 - Use of personal pronouns
 - Speech density = number of words
 - Number of questions
- **Qualitative analysis**
 - Functions of questions



Who talks about whom?

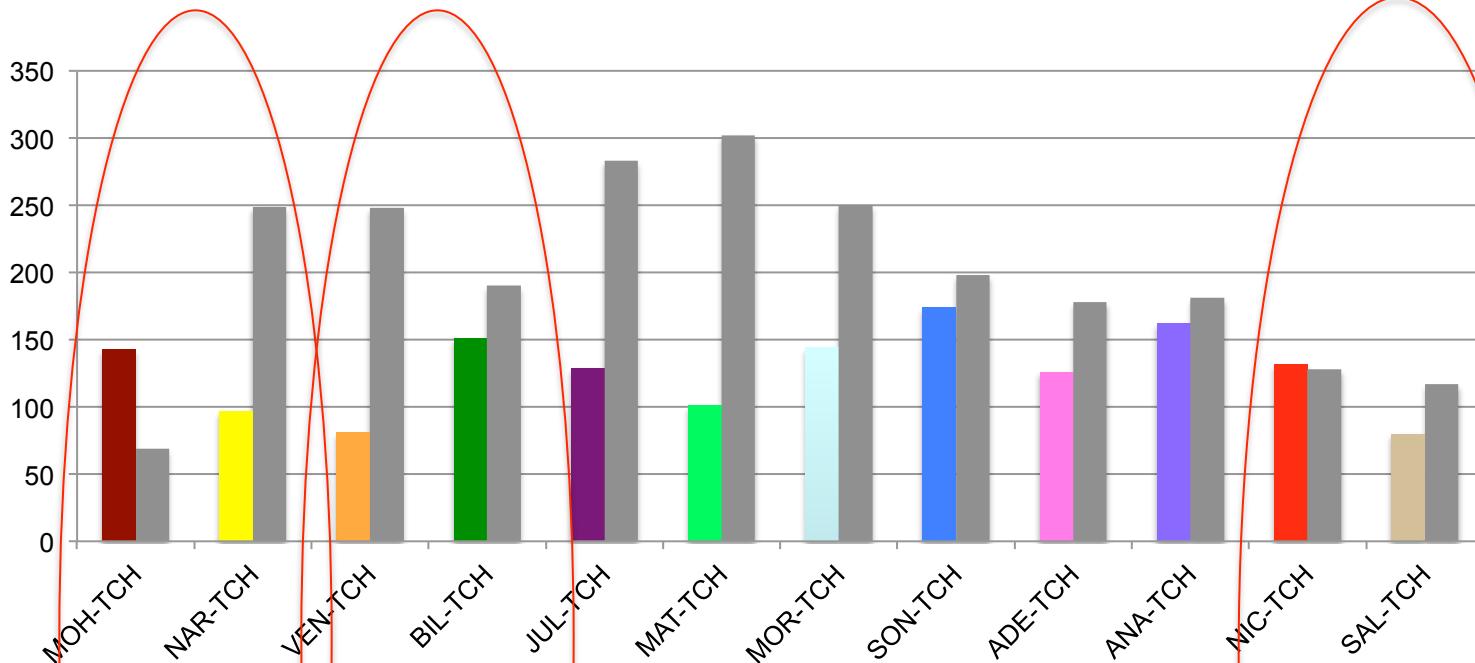
Number of pronouns used by students and teachers (3min20)

STU-STU		
I	YOU	WE
78	51	30

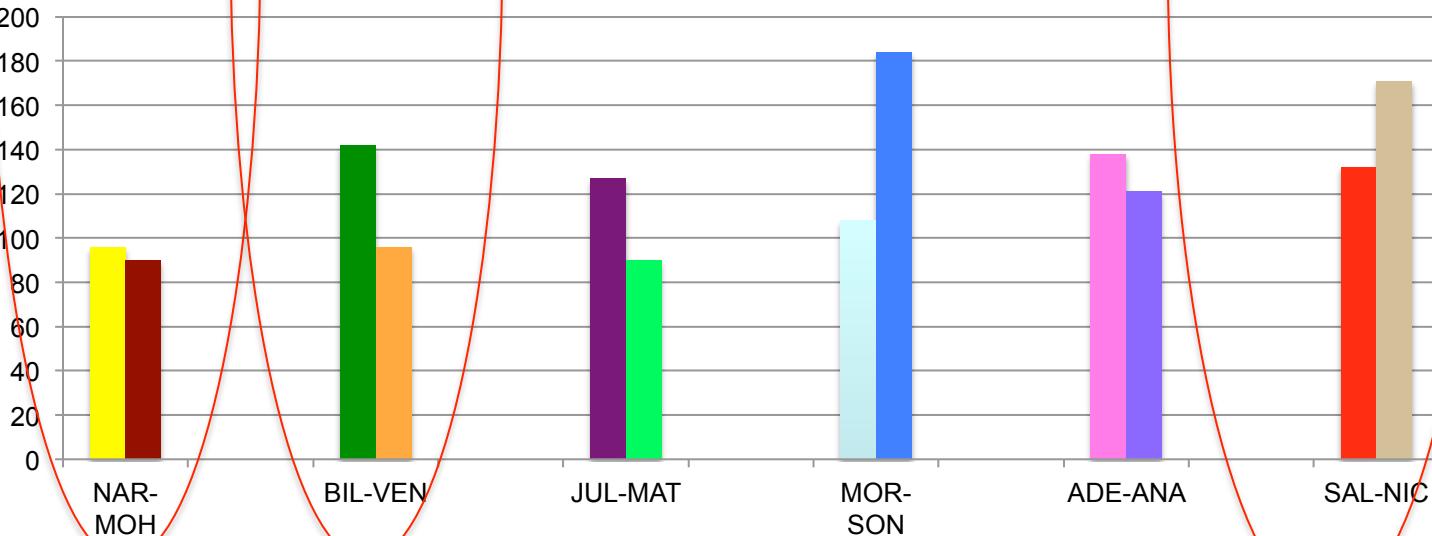
STU			TCH		
I	YOU	WE	I	YOU	WE
152	15	18	19	187	41

Number of words over a period of 3min20

1-
STU
TCH



2-
STU
STU



Questions

	TCH	STU
TCH-VEN	32	2
TCH-BIL	20	5
TCH-MOH	4	0
TCH-NAR	28	3
TCH-JUL	17	1
TCH-MAT	22	1
TCH-MOR	14	2
TCH-SON	21	1
TCH-ADE	11	1
TCH-ANA	23	3
TCH-SAL	15	2
TCH-NIC	10	2

	STU 1	STU 2
BIL-VEN	9	10
MOH-NAR	9	7
JUL-MAT	2	3
SON-MOR	3	4
ADE-ANA	4	6
SAL-NIC	3	5



Functions of questions

- Expressing/enquiring about ability/inability to do something
- Expressing/enquiring about wants/desires
- Expressing/enquiring about preference
- Expressing/enquiring about liking/dislike
- Expressing/asking for approval
- Suggesting/asking for suggestion
- Agreeing to a suggestion
- Asking for repetition/clarification
- Requesting/offering assistance
- Giving/enquiring about factual information :
- Correcting/repairing:
- Giving/asking for justification :
- Stating/enquiring whether one knows/doesn't know
15 a thing or a fact

Task-oriented
**TCH-STU
STU-STU**

Task-oriented or
pedagogical
TCH-STU –STU-STU

Pedagogical
TCH-STU
Task-oriented
STU-STU



TCH: the MOMA yes, the MOMA here stands for the Museum of Modern Art .

NIC: I like art so I would like visit it .

TCH: ok .

TCH: you like art ?

NIC: yes .

TCH: yeah, can you develop ?

NIC: I like discover the art of new country (.) and I p(ainting), I like painting .



TCH: maybe we could go to a pub too .

MOR: uh yes .

TCH: yeah .

MOR: do you know a pub ?

TCH: yes I know many .

MOR: oh thank you .

MOR: uh can you uh uh can you uh uh (.) uh uh can you uh talk me of pub
of pub uh ?

TCH: yes of course uh .

TCH: I know one I love .

TCH: its name is the Black Swan .

MOR: oh ok .



- SON: **and the MOMA when do we go ?**
- MOR: oh ok .
- SON: **but when (.) do we go to the MOMA ?**
- MOR: uh the MOMA we can go on (.) uh six hour (.) pm .
- SON: we can go uh (.) uh after shopping .
- MOR: oh yes .
- MOR: **err but it 's uh it's [/] uh it 's a momu(ment) it's a monument for for what ?**
- SON: I don 't know we should go and then we see .
- MOR: ah ok .
- SON: (.) because I don 't know what is the MOMA so we can go there and see what it is .
- MOR: yes .

<i>Critère 1</i>		<i>Critère 2</i>	
<i>S'exprimer en interaction</i> <i>Réalisation de la tâche</i>		<i>Intelligibilité / recevabilité linguistique</i> <i>(lexique-grammaire-phonologie)</i>	
Degré 1 –		Degré A –	
Interagit avec des <u>mots isolés</u> ne formant pas d'énoncés. Réalisation minimale de la tâche.	1	Interagit dans une langue globalement inintelligible .	A
Degré 2 –		Degré B –	
Interagit très simplement ; la communication repose sur la répétition, sans prise d'initiative ou développement Réalisation partielle de la tâche.	2	Interagit dans une langue partiellement compréhensible . Les erreurs entravent la compréhension.	B
Degré 3 –		Degré C –	
Interagit de façon simple et plus autonome. Réalisation assez pertinente de la tâche.	3	Interagit dans une langue globalement compréhensible malgré un vocabulaire limité et des erreurs élémentaires et/ou récurrentes dans le domaine de la morphosyntaxe et/ou de la phonologie.	C
Degré 4 –		Degré D –	
S'engage dans l'échange, sait, au besoin, se reprendre et reformuler. Réalisation pertinente de la tâche.	4	Interagit dans une langue globalement correcte (pour la morphosyntaxe comme pour la phonologie) et utilise un vocabulaire approprié.	D
Degré E –		<i>Interagit dans une langue correcte, fluide. Des marques d'authenticité.</i>	
			E



Assessment

	STU-STU	STU-TCH
NAR	4C	3C
MOH	4C	3C
BIL	3D	4D
VEN	4C	3C
MAT	4D	3D
JUL	4D	4E
SON	4E	3D
MOR	4D	3C
ANA	3C	4D
ADE	3C	4D
SAL	4D	3C
NIC	4D	3C



Answering our Hypotheses

Depends on teacher's positioning

1. In the context of spoken interaction, the gap is bigger between the task planned and the activity observed in condition 1 (TCH-to-STU) than in condition 2 (STU-to-STU);
a correlation can be established
2. The main reason for this discrepancy lies in the positioning of the speakers, more or less in line with the social role imposed by the task or the social role imposed by the school context.
Yes 8/12
3. The positioning of the speakers has an influence on their performances



Conclusion

- Teacher's role to be clearly defined : partner or tester
- Peer interaction : more favorable ?
- Need for a larger study :
 - A wider corpus of interactions
 - Take into account the influence of the students' level on the results
- Clarification of the more favourable conditions for the testees.



Sous - titre

THANK YOU !



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