



Replacement in writing process : a way to study professional writing

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Data and purpose

- Data:

writing processes issued from Inspector's reports collected from elementary schools in France.

- Purpose :

To show how these writing processes can give informations about the inspector's ways of assessing a practice of teaching.

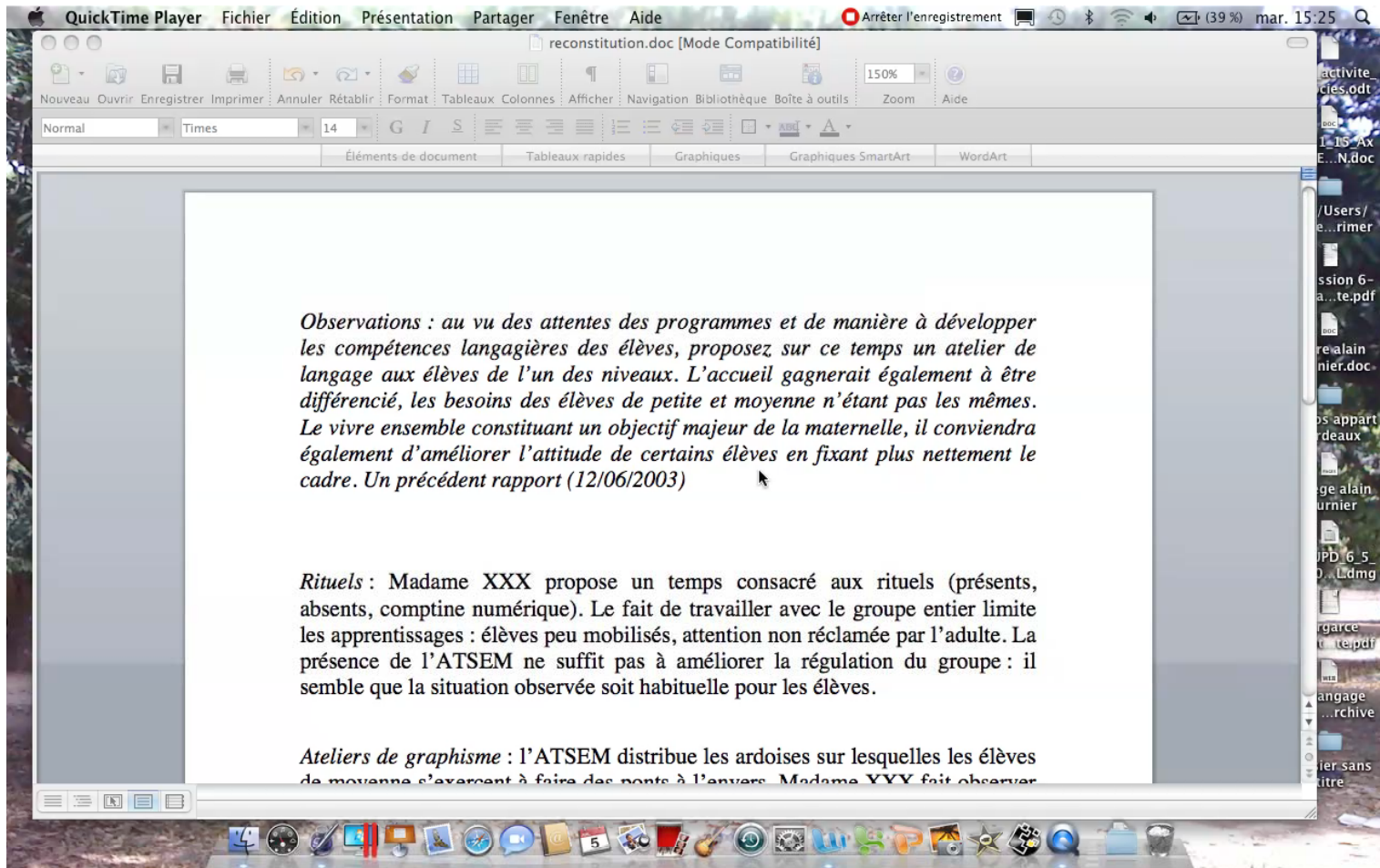
Two kinds of tools

- Genetic criticism during a first work on the corpus
- Enunciative approach to analyse the language.

Genetic criticism

- Any component of a manuscript is considered as a part of the whole.
- Addition and deletion: two basic actions with a word processor.

« On line » restitution of writing



Representing writing actions

Time	Action	Words
00:00:08	Inscription	L'enseignant/nte fait écouter i
	2'' break	
00:00:18	Deletion	i
00:00:19	Inscription	une polka
	7'' break	
00:00:27	Inscription	à ses élèves et explique

Theory for an enunciative approach

- Any deletion is a kind of metalanguage (Rey-Debove, 1978)
- Any writing process includes a double specific movement (Doquet, 2011) :
 - Extending the text
 - Reading and/or amending the previously written text

First hypothesis : cases of unsuitable language

- unsuitable for the subject

manière de s'adresser aux enfants/élèves

[way to talk to ~~children~~/ pupils]

- unsuitable for the reader

référence au SCCC / Socle Commun des Connaissances et Compétences

[reference to the ~~CBKS~~/ common base of knowledge and skills]

New directions in analysis

- Observing sequences of :
addition – deletion – addition
in the same visual place and at the same
moment.
- Data : 2 inspection reports (1 inspector, 2
different teachers)



Different types of « addition – deletion – addition »

- Typing corrections
- Restarts
- Meanings rectifications

Typing corrections

- Documents photoci/opiés [photoci/copied]
- ~~m~~/l'opération [~~tt~~/the]
- ~~LES~~/Les enseignements[~~THE~~/The]

Restarts

- ~~b~~/bien investi [~~w~~/well]
- ~~En~~/En laissant une place [~~giving~~/giving a place]

Meanings rectifications

- Punctuation
- Nominal syntagm
- Verb
- Grammatical class modification

Punctuation

- **est de grande qualité ;/ : analyse approfondie des contenus** [big quality ;/: accurate contents analyse]
- **L'enseignante ;/, très à l'écoute, intervient** [The teacher ;/, listening carefully, speaks]

Nominal syntagm

- Noun :
 - ~~Les élèves/~~ a relation pédagogique [The pupils/The pedagogical relationship]
- Determiner
 - ~~Un/~~ Plusieurs élèves [One/Several pupils]
- Noun modifier
 - L'ensemble des écrits professionnels ~~de/~~ observé [All the professional works of / observed]

Verb

- Les demandes formulées alors ~~ne se sont pas/~~ n'ont pas infléchi la pratique [The requests ~~didn't/didn't~~ modify the practice]
- qu'elle ~~réagisse/~~evoie [that she ~~reacts/~~eview]



Grammatical class modification

- **Madame X, très à l'écoute ~~et~~/lors des échanges,** [Mrs X, listening carefully ~~and~~/ during our conversation,]
- ~~Les points~~ / **Pour améliorer encore l'efficacité d'ensemble** [Items / to improve the global efficiency]

Utterances' starts

- **L'écriture des é€/lèves est**
écrits ?
écoliers ?
- **La-€/es élèves**
classe ?

Reminders about the corpus

- 2 reconstructed writing processes executed in 2 times :
 - 1st time in the classroom
 - 2nd time at home
- 1 writer (the inspector), 2 teachers being visited

First results

	Typing corrections	Restarts	Meaning's rectifications	Total
Teacher A (1) 53'	26 (0,49/mn)	2 (0,03/mn)	19 (0,35/mn)	47 (0,88/mn)
Teacher A (2) 28'	28 (1/mn)	5 (0,17/mn)	17 (0,6/mn)	50 (1,78/mn)
Teacher B (1) 50'	49 (0,98/mn)	1 (0,02/mn)	9 (0,18/mn)	59 (1,18/mn)
Teacher B (2) 18'	36 (2/mn)	1 (0,05/mn)	11 (0,61/mn)	48 (2,66/mn)

(1) = 1rst time, in the classroom

(2) = 2nd time, at home

Main results

- In the both writing processes,
 - The replacement frequency is higher during the second time (at home)
 - the highest represented category is the typing correction.
- Typing corrections frequencies are the point on which these writing processes differ from each other.



First interpretations

- About the replacement frequency higher during the second time : the writer is no more describing facts but trying to formulate an evaluation. He pays more attention to the choice of words.
- About the typing corrections as element of differentiation between both writing processes : the professional practice of teacher B is criticized, the report may be more difficult to write. This difficulty could be reflected by frequent typing errors.

Conclusion

- These interpretations have to be confirmed by analysing a larger corpus with other writers.
- The sequences we have studied (addition + deletion + addition) may typify only a few part of writing. It is necessary to replace them in the « constellation » of the actions shaping the writing.