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研究課題名(和文) Designing and experimenting environment-adaptive pedagogical material for tenses in French as a Foreign Language.

研究課題名(英文) Designing and experimenting environment-adaptive pedagogical material for tenses in French as a Foreign Language.

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研究成果の概要(和文)：研究成果は3種類ある。まず言語の時間性の分析と継続的実験の結果、非ネイティブスピーカーがフランス語での行動表現のシステムに滑らかに「入り込む」ことを可能にする直感的で非常に視覚的な教材が作成された。次にアプローチ(どのような学習活動で、どのように教材を使用すべきか)も広範囲に文書化されている。とりわけ学習活動の過程で現れ得る予想外の事例についてもいかにこの教材が対応可能かを示している。最終的に、本プロジェクトは、言語活動が実現されるまさにその瞬間に、教材の表す概念をリアルタイムで内面化するプロセスについて、いままでにない角度から新しい光を当てるといって成果を挙げた。

研究成果の学術的意義や社会的意義

このプロジェクトの理論的枠組は、外国語教育に関するある考え方に基いている。本教材は、学習活動の場に参加した学習者の観点に細かく対応しようとしており、この点では、本アプローチは、「one size fits all」という傾向に反することになる。だが、他方、本研究で示した視点は、外国語の学習を多様であると同時に人間の普遍的な行為として検討する。行為から生じる表象としての世界を言語を通して経験すること—ここでは行為を表すこと—は異なる言語話者にとっては異なったものとなる。しかし、まさにこれを意識すること自体により、我々は言語による相互作用が、人類にとって共通の行為であることを認識できるのである。

研究成果の概要(英文)：The research results of this project are of 3 types. The analysis of verbal temporality and successive experiments have allowed the creation of an intuitive, highly visual teaching material, allowing non-native speakers to "enter" the system of representation of actions in French. The pedagogical approach - how to use the material in which activities - has also been widely documented. It has been shown that equipment must meet contingent requirements, which are reflected in the course of activities. These activities were created on the principle of problem solving, for which the hardware offers keys. Finally, this project has shed new light on the process of internalizing in real time the concepts represented in the material at the very moment of the realization of the activities.

研究分野：外国語教育

キーワード：FFL Tenses CBA Multimodality Enaction

1. 研究開始当初の背景

1.1. Tenses in French: A challenge for learners.

Reporting on what one did, imagining alternatives, talking about future events, etc., are essential skills for daily communication in any language. However, verbal tenses in French as a Foreign Language (FFL) are one of the greatest challenges for learners, both in endolingual and exolingual contexts. In an endolingual context – France for example – initial learners frequently compare French and English languages, but this comparison is misleading. The two languages share many typological traits, but the Tense-Aspect-Mood system is different. Essentially, three periods (past, present, future) are reflected in the inflected verb in French while there are only two periods in English that are. In the exolingual context of the teaching of French in Japan, differences between the two Tense-Aspect-Mood systems are, obviously, even greater. In this case, the First Language takes on a disproportionate role in the learning process: it certainly mediates the first contact with the Foreign Language, but it can also impede learning by shunting aside actual understanding of its functioning.

1.2. Teaching materials

In an endolingual context at initial levels, explanations for tenses are simplified to the extreme and practically irrelevant. They respond more to an editorial practice (Renoud, 2019a). At university in Japan, where French is mostly taught, the situation is the opposite. The whole system of tenses is explained at length in First Language. However, these explanations remain descriptive. Above all, it reflects the multilingual skills of the textbooks' authors, not how learners can work their way through the actual use of the language (see the cases of the Future tenses in Renoud (2020, 2022b)).

1.3. The learning task environment

In both cases, a central point is apparently forgotten by materials designers: How is the material used? To design the material for this project, on the contrary, the starting point was to understand how the material becomes a resource at a given time in a given situation. This situation is potentially that of a learner engaged in a task and who is facing a problem. The learner looks in her environment, i.e., the physical environment of the task, for ways to solve this problem and this is when the material becomes useful (Renoud, 2019c). The challenge, however, would be to design material that could meet needs that do not exist before the learner is engaged in the task. Indeed, needs emerge from the learner's interactions with the environment. How to think of a suitable material to this extent?

1.4. An enactive perspective for a Concept-Based material

For conceiving the material, inspiration was sought in an approach, the Concept-Based Approach (CBA), and a pedagogical practice, the collaborative dialogue. CBA already underlined the importance of putting forward the adequacy of linguistic output to the communicative purpose and not to any textbook's decontextualized rules. CBA itself draws on a procedure originally crafted by the Russian psychologist Galperin, who thoroughly studied the teaching-learning process. In Galperin's procedure, the pedagogical material represents the action achieved by the concept (in our case, how to represent a situation). Learners manipulate the material, explain along the action that it achieves – verbalization phase –, and end up internalizing this action, becoming virtually able to achieve the action mentally. Merrill Swain drew a parallel between the verbalization phase and her own work on the “collaborative dialogue” for L2 problem-solving tasks. However, CBA did not take the argument to its logical conclusion: Speaking also implies that the context evolves as speech progresses. This recursive loop is accounted for in Enactive Linguistics, not in Cognitive Linguistics to which CBA usually refers.

2. 研究の目的

2.1. What material?

Thus, the first objective was to design a material that could meet the needs that arise during the learning task itself. The material consists of intuitive visual representations of the perspective on the event, but also of the effect upon the interlocutory configuration. What change does occur in the interlocutory relationship when I use such tense? What pragmatic position am I taking as a speaker? These questions represent the contribution of Enactive Linguistics. They are meant to go beyond internal representations usually envisaged in Cognitive Linguistics and which researchers in CBA draw upon.

2.2. Does the material enable understanding? How do learners use it?

The second objective then is to determine whether the material can contribute to the understanding of the tenses in FFL and, if so, to document how this happens. The later question is, surprisingly, seldom addressed in the literature.

3 . 研究の方法

3.1. Data collection method

Four sets of data were collected, and each set included initial interviews with the volunteers, videoed tasks in dyads and individually. First, volunteers were interviewed for an evaluation of their initial level in oral production. Then, dyads of volunteers working in “collaborative dialogues”, in the sense of Swain, were presented the material and the task by the investigator, and then carried the task – the whole sequence being videoed. The volunteers carried out the activities individually as a final evaluation. During the first year of the project, data were collected at Jean Monnet University (Saint Etienne, France), and another set at Okayama University. During the second year, a third collection was carried out at Bordeaux Montaigne University (Bordeaux, France) and a last time at Okayama University, as planned.

3.2. Data analysis method

The methodology for data analysis was based on Multimodal Discourse Analysis. In the many hours of video recorded, relevant episodes where the dyads of learners are confronted with a problem and use the material to overcome it were selected. In these excerpts, our methodological approach – discourse and interaction analysis – aims to account for the integration within the conduct of the interactions of semiotic resources present in the environment as well as in discourse. Video analysis is the only method adequate for reporting on qualitative changes in real time on how participants engage within their environment and simultaneously display their understanding of the situation.

4 . 研究成果

4.1. Theoretical deepening

In Renoud (2019d), it was suggested that the reader’s physical activity in subvocalized reading contributed to the meaning of the past tenses (Simple Past vs. Imperfect), through the analogy between the articulatory positions imposed by their morphological shape (ending with closed vowels, one or plus syllables vs. ending with a semi-opened vowel, two or plus syllables) and their aspectual value (bounded vs. unbounded). Although this work represents a “spin-off” from the project, it demonstrates the richness of the theoretical framework.

4.2. The material

Several versions of the material were made for the discrimination between the Compound Past and the Imperfect (and Pluperfect) (Renoud, 2019a), the “Come-from” Past and the Present Perfect (Figure 1), the “Go-Future” and the Simple Future (Renoud, 2022b, accepted), but also for the lexical aspect – between activity and accomplishment (see Renoud (2021)) –, as well as for some adverbials such as “deja” (already), “pas encore” (not yet).

4.3. Use and efficiency of the material

However, the analysis of the actual use of the material yields this project’s most important findings. In a first article (Renoud, 2019b), the implementation by a group of three learners of a task involving the choice between two past tenses was reported on. The analysis demonstrated how concepts from the material could be integrated into the learners’ linguistic knowledge building during the task. A significant example is the work done by a learner to explain to her partners the choice of a tense, the Compound Past. Video analysis showed that gesture, phrasing, and grammar converged with the concept of the material. The gesture was that of tracing with the tip of the fingers a bounded segment. This gesture coincided with the vocalization of the word expressing duration in the sentence, this word filling in the slot of an argumentative role identical to the sentence in French that the group was discussing. The key to the sequence was that the segment was also a structuring element of the visual representation of the tense on the material laid on the desk and referred to while the group was achieving the task. This sequence, it was argued, corresponded to a qualitative change in the learners’ understanding of the Compound Past in this context of use (expressing duration of a past, bounded event).

However, in these versions of the material, an insufficient account was taken of the interlocutory dimension – the effect that the use of the tense produces on the relationship between the speakers. For the past tenses, a later version was created and used in the classroom, but there is no data. This version will be presented in educational journals, in

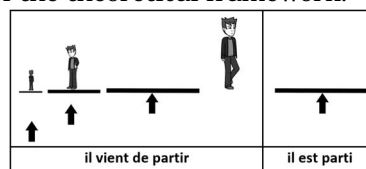


Figure 1: Come-from Past (left) vs. Present Perfect (right). The speaker (represented by the arrow) is “causing” meaning by the mere fact of her presence.

sections devoted to pedagogical materials.

For the two tenses of the future, on the other hand, data proved to be instrumental in understanding how the material was used. Not surprisingly, it is also for these tenses that the pragmatic dimension, based on an interpretation of grammar from the perspective of Enactive linguistics, was best integrated. The experimental task consisted of five short dialogues for the choice between the “Go-Future” and the Simple Future.

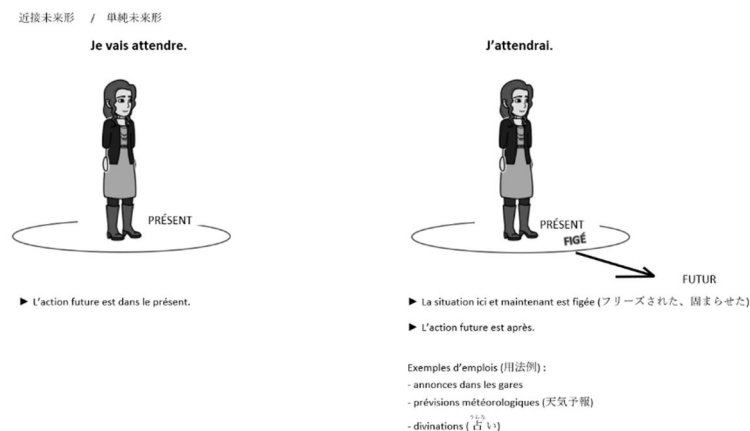


Figure 2: Pedagogical material for discriminating between the “Go-Future” (left) and the Simple Future (right) in French.

The choice for a pedagogical transposition from theory to class-friendly material was the use of a metaphor, that of a “freeze”, for the Simple Future. Indeed, from the perspective of Enactive Linguistics, an utterance with the “Go-Future” evokes a future event on the basis of a shareable observation among the participants while the Simple Future excludes the futures imagined by the other participants, for the speaker’s unilateral

benefice: the present moment is limited (“frozen”) so that the future coincides with what the speaker has decided.

The fundamental finding lies in the observation of how this material was used over the whole task (about ten minutes). It was observed a gradual decrease in the volume of hand gestures (pointing to the material, iconic, rhythmic) which were then replaced by quick glances at the material (the worksheet put on the desk). This was interpreted as a phase of internalization of the concepts represented on the material, i.e., the creation on the mental level of the “actions” achieved by the “Go-Future” and the Simple Future, in accordance with the initial model of the CBA, Galperin's procedure. To our knowledge, this is the first time that internalization is documented in real time in the domain of Foreign Language Instruction (Renoud, accepted).

To conclude, these findings have demonstrated the interest to account for how the material is used in real time. They highlight the importance to document moment-by-moment the process of linguistic knowledge building. The project also invites to approach pedagogical material within a CBA framework as “external memory” – it is a reasonable interpretation of Galperin’s writings. In further research, a interesting parallel could be drawn with the Extended Cognition thesis.

5. 主な発表論文等

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3. 雑誌名 Journee Pedagogique de la Langue Francaise	6. 最初と最後の頁 32-37
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〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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