

Portuguese Academic Writing: Peer interaction in abstract production task

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Goal

- to diagnose students' language and grammar conceptions emerging from peer interaction during an abstract writing task in higher education.

Presentation

1. Theoretical framework
2. Context
3. Methods
4. Results and discussion
5. Clues for future research

Theoretical framework

- Didactical course focused on textual genre (Bronckart, 2003; Schneuwly & Dolz, 2004).
- Textual genre: scientific article (Bazerman, 2006; Dell'Isola, 2015):

Theoretical framework

Collaborative writing

a contextualized activity that involves the creation of a joint text by two or more co-authors who share decisions and responsibilities in relation to the writing process

(Allen, Atkinson, Morgan, Moore & Snow, 1987;
Corcelles & Castelló, 2015)

Theoretical framework

Collaborative writing: dimensions

- Writing conditions
- Relationship between peers
- (As)symmetrical roles
- Previous knowledge

(Corcelles & Castelló, 2015)

Theoretical framework

Peer interaction

allows the participants to express their own perspective regarding the content to be introduced in the text and the best way to do it, which presupposes a discussion and reformulation of ideas on a shared basis, adapted to each specific writing situation

(Corcelles & Castelló, 2015; Santana, 2007)

Theoretical framework

Peer interaction: dimensions

- Types of Conversation
- Evidence of linguistic skills
- Regulation of the collaborative writing
- Group dynamic



understand how the conceptions of the actors are constructed in relation to the task they perform

(Santana, 2007; Fontich, 2010)

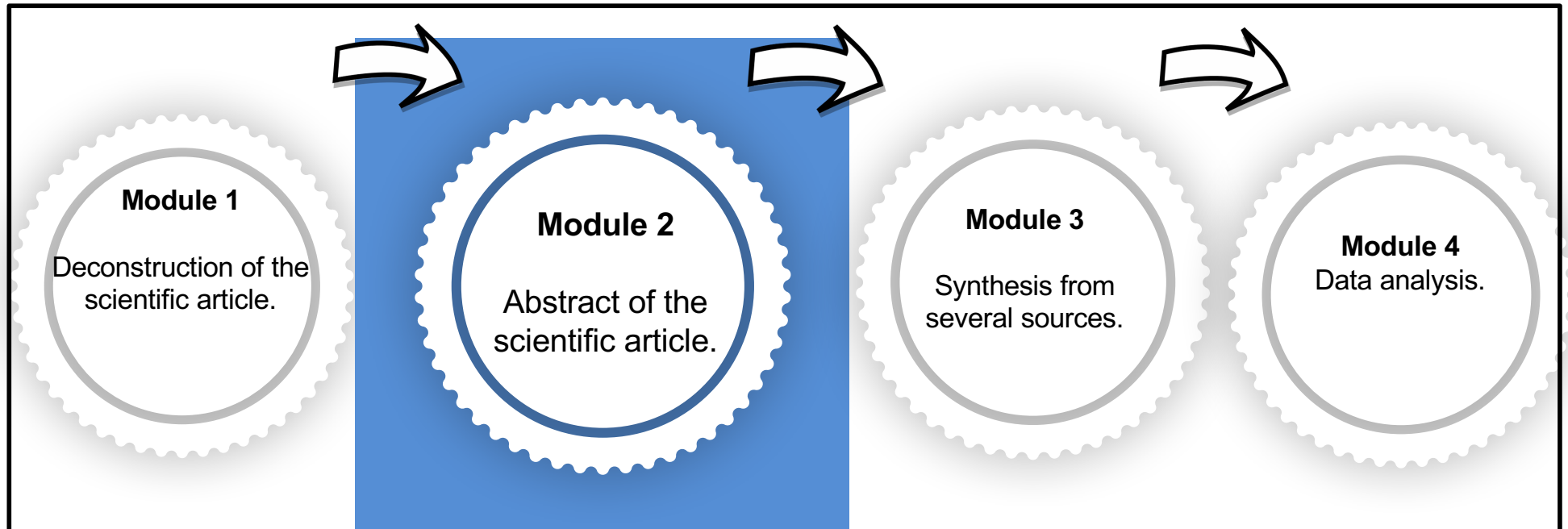
Theoretical framework

Metalinguistic activity

- a “many-levelled capacity to look from outside” (Camps & Milian, 2000)
- a facilitator of the learning process, especially in more complex uses of language, both oral and written uses, and considering the communicative situation (Camps & Milian, 2000; Fontich, 2017)

Context

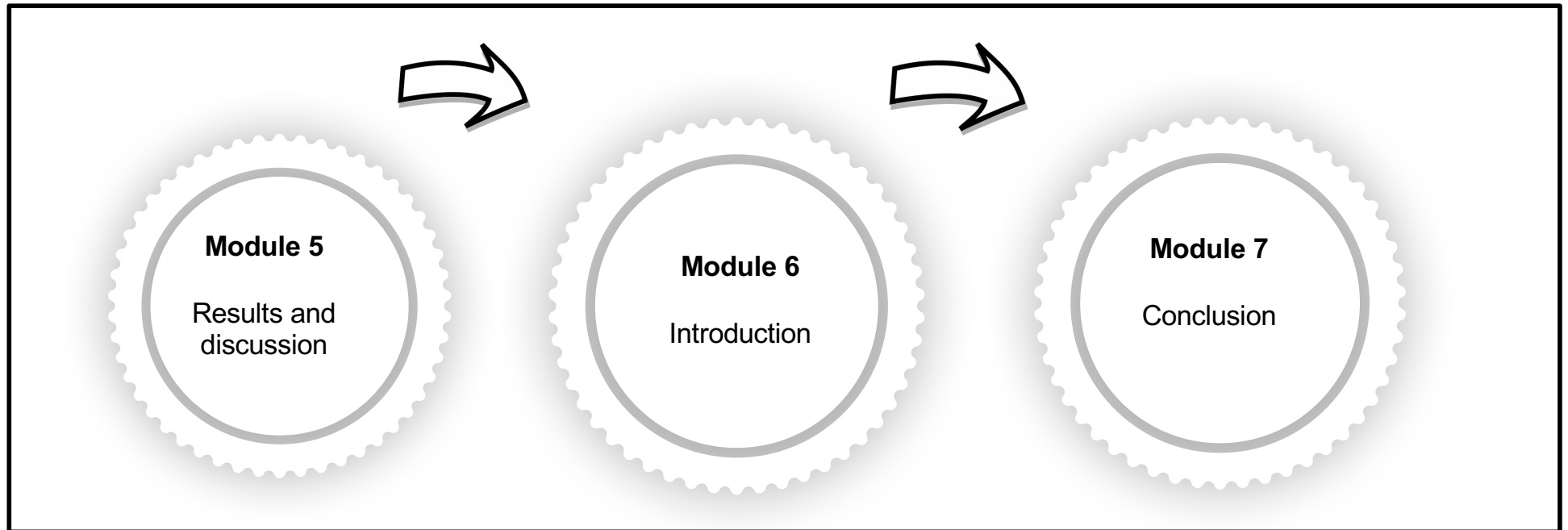
Writing course: scientific article genre
Module 2: abstract in scientific article



Final text production: a scientific article

Context

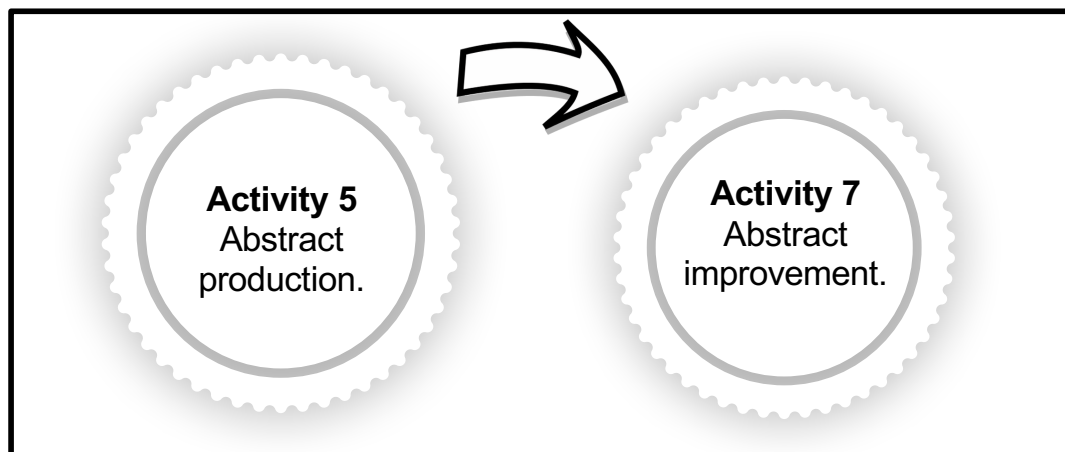
Writing course: scientific article genre
Module 2: abstract in scientific article



Final text production: a scientific article

Context

Module 2: abstract in scientific article



Methods

Task: Producing an Abstract

Procedure :

- prior to the writing session: reading a scientific article without the abstract.
- classroom, with the students organized in dyads: presentation of the writing instruction, which comprises the planning, textualization (revision) (Hayes & Flower, 1980) of the abstract;
- duration of the task: 1h15m;
- audio recording of the peer interaction with mobile phones;
- sharing of the recording with the teacher (*Google Drive*).

Methods

Task: Producing of an abstract

Sample:

- 8 dyads

Transcription of a peer interaction:

- Rules adopted in the project

CORDIAL-SIN (*Corpus Dialectal for the Study of Syntax*).

Results and discussion

| Writing process | Duration |
|------------------------|-----------------|
| Planning | 19:31 |
| Keywords selection | 03:83 |
| Textualization | 19:11 |
| Keywords selection | 01:33 |

Results and discussion

| Linguistic and discourse dimensions | Examples |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Macrostructure | <ul style="list-style-type: none">• thematic content• tense• paragraph |
| | |
| | |

Results and discussion

Metalinguistic activity:

explicit mode on macro aspects (thematic content)

A1. Yes, but I think that the main theme is {pp} perhaps the

A1. Sim, mas eu acho que o principal tema é {pp} talvez a

children's linguistic awareness — I don't know if it is

consciência linguística {fp} das crianças — Eu não sei se está

correct — {fp} at the reading, writing and cognitive levels.

certo. — {fp} ao nível da leitura, da escrita e do

What do you think? Because this has

desenvolvimento cognitivo. O que é que achas? Porque depois

All to do with the rest of the article.

tem tudo a ver com o resto {fp} do artigo.

A2. The [AB|method-] The methodology, the goals and the results

A2. A [AB|meted-] A metodologia e os objetivos e os resultados

are easy to identify, now the theme it is more complicated.

é fácil de identificar, agora o tema está a ser mais complicado.

Results and discussion

Metalinguistic activity:
explicit mode on macro aspects (thematic content)

A1. What is the goal?

A1. Qual é que é o objetivo?

A2. Goals ... {pp} [soud of flipping pages.] Turn that page over.

A2. Objetivos... {pp} [*Ouve-se o folhear de folhas de papel.*] Vira aí.

A1. It's right here. I think we can (...).

A1. Está aqui. Acho que podemos (...).

A2. This is the methodology. The goals are there, OK.

A2. Isto é metodologia. Os objetivos é estes, OK.

A1. Yes, yes.

A1. Sim, sim.

Results and discussion

Metalinguistic activity:
explicit mode on macro aspects (tense)

A2. Students use — used — the new [criteria]

A2. Os alunos usam — usaram — os novos

A1. During the school year new criteria emerge

A1. {fp} Ao longo do ano letivo regista-se emergência de novos critérios.

A2. Registou-se uma emergência

A2. New criteria emerged.

Results and discussion

Metalinguistic activity:
explicit mode on macro aspects (paragraph)

A2. Oh! I made a paragraph but I don't want it.

A2. (...) Ai! eu fiz **parágrafo**, não quero.

Results and discussion

| Linguistic and discourse dimensions | Examples |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Macrostructure | <ul style="list-style-type: none">• thematic content• paragraph• tense |
| Microstructure | <ul style="list-style-type: none">• lexicon• punctuation marks |
| | |

Results and discussion

Metalinguistic activity:
explicit mode on micro aspects (lexicon)

**A2. I don't how to write it, {pp} because they [AB|ha]
with [AB| spe-] specific requirements?**

A2. Não sei como é que hei de pôr, {pp} porque eles [AB|ti-]
com [AB| re-] requisitos específicos?

A1. Yes.

A1. Sim.

A2. [AB| Pu-] [AB| -tween] pupils between five and six years

A2. [AB| Met-] [AB| -tre] alunos entre os cinco e os seis anos

**[AB| o-] in a private school of great Lisbon, with requirements,
no... I think it's important...**

[AB| d-] num colégio privado da grande Lisboa, com requisitos, não... Eu acho importante...

(to be continued)

Results and discussion

Metalinguistic activity:
explicit mode on micro aspects (lexicon)

(cont.)

A1. With a few restrictions?

A1. Com algumas restrições?

A2. With a few restrictions. {pp} Is it restrictions or requirements?

A2. Com algumas restrições. {pp} É restrições ou requisitos?

A1. With a few requirements, you can write it that way.

A1. Com alguns requisitos, pode ser.

A2. With a few [AB|re-] requirements, it's enough.

A2. Com alguns [AB|re-] requisitos, metemos só assim.

Results and discussion

Metalinguistic activity:

explicit mode on micro aspects (punctuation marks)

A1. Does it have effects on development or performance?

A1. Tem efeitos ao nível do desenvolvimento ou desempenho?

A2. Just a moment, just a moment.

A2. Já vai, já vai.

A1. Of the reading.

A1. Da leitura.

A2. {fp} Wait.

A2. {fp} Espera.

A1. It has positive effects, comma, on reading, this comma

A1. Tem efeitos positivos, vírgula, ao nível da leitura, esta vírgula

is misplaced. Positive [effects] on reading, writing and

está aqui mal. Positivos ao nível da leitura, da escrita e

development...

do desenvolvimento...

Results and discussion

| Linguistic and discourse dimensions | Examples |
|-------------------------------------|--------------------------------------------------------------------------------------------------------|
| Macrostructure | <ul style="list-style-type: none">• thematic content• Tense• Paragraph |
| Microstructure | <ul style="list-style-type: none">• lexicon• punctuation marks |
| Enunciation | <ul style="list-style-type: none">• authorial identity/ academic voice |

Results and discussion

Metalinguistic activity:
explicit mode on enunciation

A1. Yes, but it is not the children that we will study. We will study what children made. We will study, no. They have studied (...)

A1. Sim, mas, não vamos, não é as crianças que vamos estudar. O que vamos estudar é aquilo que as crianças fizeram. O que vamos estudar, não. O que (eles estudaram) /vão estudar\. Nós vamos [AB|estuda-], {pp} nós não.

Results and discussion

Socio-subjective production dimension

Time

Word number

Results and discussion

Metalinguistic activity:
explicit mode on socio-subjective production aspects

A1. We have forty five minutes, more or less.

A1. Temos quarenta e cinco minutos, coisa menos coisa.

A2. We have time.

A2. Temos tempo.

Results and discussion

Metalinguistic activity:
explicit mode on socio-subjective production aspects

A2. [AB | -ait]. One, two, three, four, five, six, seven, eight,

A2. [AB | -pera]. um, dois, três, quatro, cinco, seis, sete, oito,

nine, ten... [Background noise, A2 counts the number of words] {pp}

nove, dez... [Barulho de fundo, A2 conta palavras] {pp}

A2. ninety six words so far.

A2. noventa seis palavras até aqui.

A1. Ooh, OK!

A1. Ah, OK!

A2. We will have to write one hundred more words. {pp} More or less.

A2. Temos de fazer mais cem. {pp} Mais coisa menos coisa.

Ongoing work

- One peer interaction transcription
- Identifying categories of analysis
- Considering metalinguistic activity: evidences of an explicit mode
 - on planning and textualization:
 - macro aspects: thematic content
 - micro aspects: lexicon, punctuation marks, paragraph
 - on socio-subjective production aspects: time, number of words
- Clues for future research: reviewing classroom planning, further explicit focus on revision task; compare the interaction with texts

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