

Reformulation in foreign language learning

ADAM MICKIEWICZ UNIVERSITY IN POZNAŃ

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POZNAŃ 2019

Reviewer: dr hab. Anna Seretny, prof. UJ

Publication financed by Harmonia 7 research grant no UMO-2015/18/M/HS2/00101 obtained from the National Science Centre (NCN), Poland, for the project titled *Acquisition of language complexity in foreign language teaching and learning*

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Published from a guaranteed manuscript

Translation: Agata Lewandowska

Cover design: K. & S. Szurpit

Technical editing: Dorota Borowiak

DTP: Marcin Tyma

ISBN 978-83-232-3562-0 (Print)

ISBN 978-83-232-4317-5 (PDF)

DOI: 10.14746/amup.9788323243175

WYDAWNICTWO NAUKOWE UNIWERSYTETU IM. ADAMA MICKIEWICZA
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www.press.amu.edu.pl

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Dział Promocji i Sprzedaży: tel. 61 829 46 40, e-mail: press@amu.edu.pl

Wydanie I. Ark. wyd. 9,00. Ark. druk. 9,25

DRUK I OPRAWA: VOLUMINA.PL SP. Z O.O., SZCZECIN, UL. KS. WITOLDA 7-9

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Introduction

The development of communicative competence in a foreign language may be understood as the enhancement of the ability to effectively realize one's communicative intent in various socio-cultural situations, in accordance with the appropriate discursive norm. Particular communicative situations require the use of more or less complex language structures, which are often relative to the degree of complexity of their discursive functions and intellectual operations engaged in constructing the meaning. The repertoire of lexical and syntactic structures in the learning of a foreign language cannot therefore be built solely with regard to the specificity of the language system. On the contrary, in particular types of speech actions, communicative effectiveness depends on the recognition of and reference to the discursive function of the acquired structures. The meaning of an utterance is rarely construed outside genre, in isolated utterances like an aphorism or a proverb (cf. Maingueneau, 2014: 139-148). It is usually a resultant of multiple discursive factors, organized into genres, realized in changing situations. This means that from the perspective of foreign language learning, what is key is the ability to collate observations of phenomena from different levels of communication while considering the whole of a communication event.

From that perspective, the effectiveness of foreign language learning, and hence the effectiveness of communication in that language, will depend largely on how the learner will conceive of the relationship between form and message, between function and structure, between language rule and discourse norm. Thus understood, language learning constitutes

an incredibly ambitious program which, not to remain an unachievable ideal, must lead to developing effective instruments of observation and control of one's own and other people's utterances in a foreign language.

The study presented in this publication puts forward the hypothesis that the technique that could support the recognition and remembering of patterns is reformulation. Reformulation, after all, focuses learners' attention on the essential parameters of a text they have heard/read, in accordance with the task which requires them to use its elements in their own (reformulated) text. The hypothesis is inspired by first language acquisition studies in which reformulation is described as the primary mechanism of language acquisition – especially by years of Claire Martinot and her team's studies (2018, 2019). From the perspective of foreign language learning reformulation assumes a broader definition than it was the case in studies of first language acquisition. According to Martinot (2012: 65), reformulation is “a process of reconstructing an utterance, where original elements of the source utterance blend with modified elements of that utterance. The modification may occur at the lexical, syntactic or semantic level”. A researcher, then, can observe lexical and syntactic modifications in corpora built from utterances obtained through reconstructing the same content. In the research paradigm adopted here, inspired by the discourse approach in foreign language learning/teaching (see Górecka, Wilczyńska and Wojciechowska, 2015), reformulation exceeds the boundaries of the sentence, or even the formal paradigm and the paradigm of content analysis. Depending on the pedagogical context, learning/teaching aims, or the learners' personal characteristics (their linguistic and discursive competences), reformulation can assume different forms and accommodate the complexity of utterances to a varying degree, focusing the learner's attention on the characteristics of the language used in the utterance, on the content scheme or the discursive functions of the text.

The aim of this publication is to recognize the potential of reformulation in language learning at various stages of education and in reference to different teaching aims, as well as to test reformulation as an instrument of analysis of the learner's utterance. Due to the aforemen-

tioned context-dependence of language use, created by the broadly understood communicative situation and the learning situation, as well as by the learner's individual interpretation of the two, reformulation was incorporated into tasks of varying levels of difficulty, at various levels of development (primary school children, middle school students, college students) and levels of communicative competence (from A1 to B2/C1).

Including reformulation in the methodological repertoire and in the practice of foreign language teaching requires a clear definition of the differences in the subject-matter and in research aims both in language acquisition and language pedagogy, so as to clearly capture the potential and the limitations of this instrument. The types and functions of reformulation in a foreign language learning situation are considerably less diagnosed than in the case of reformulation in the acquisition of the mother tongue. These issues are the subject of considerations presented in the first chapter, where the theoretical foundations of the proposed methodology are laid down, and the initial principles of its use in foreign language teaching have been developed. Further chapters of the book present reports of studies carried out at three stages of teaching. The second chapter describes a study conducted in a primary school with children in grades 3 and 6. The analysis of the corpus of reformulation utterances in English at the beginner level was mainly used for the description of children's language behaviour (speech monitoring) in school language learning and their application in particular teaching activities. In the third chapter utterances of middle school students in German as a second foreign language were analysed in terms of how discursive norm was observed, and how learners' personal learning objectives were achieved. Finally, the fourth chapter is about the use of reformulation in strategic training for the needs of constructing academic texts by students, on the example of modern language studies. The study examined reformulated fragments of a research paper by analysing students' difficulties and the development of their discursive and linguistic competences, necessary for understanding scholarly discourse and for engaging in it by writing their own text.

CHAPTER I

Reformulation in language studies

1. Language acquisition and language learning – introductory remarks

The objective of first language acquisition studies is to develop the understanding of acquisition of linguistic communicative competence at successive stages of the child's cognitive development. They focus on capturing, describing and recognizing the unique connection between individual (innate) processes of building language in its communicative and representational functions on the one hand, and external (socio-cultural) factors on the other. The aim of language pedagogy, however, is to understand the course of development of foreign language learners' linguistic communicative competence. Considering the learning/teaching context, developing competences is dependent on linguistic stimulation and individual learning aims, as well as the learner's linguistic/cognitive potential resulting from previous experience of language learning in general (native language as well as other foreign languages). The common denominator of research on language acquisition and language pedagogy is the question how the language user conceptualizes form and meaning in order to be able to make utterances which conform to the norms of social communication (genres and discourse types) applicable to a given situation. It is also a question of identity vs. separateness of the relevant cognitive processes and strategies in the use of available language data in these two situations.

The above-mentioned proximity of the subject matter which language acquisition research explores justifies its inspirations for research

in language pedagogy, bearing in mind the separateness and uniqueness of the two disciplines. In our understanding, those inspirations should not involve a direct use of results in a new/different context, or a new/different interpretation of conclusions drawn from studies conducted with analogous methods and instruments. They can, however, follow up on and analyse research questions and instruments used in queries on language acquisition from the perspective of challenges of foreign language learning/teaching in particular pedagogical contexts. Such an approach seems to justify the claim of interdisciplinary character of language pedagogy research, as opposed to “multidisciplinarity” of the field, resulting merely from the complexity of the subject, i.e. language/discourse in the process of acquisition/learning¹. In the spirit of thus understood interdisciplinarity, it seems worthwhile to examine reformulation as a research instrument, considering that it also plays the function of a learning strategy in foreign language learning/teaching and can be used as an instrument in developing the learner’s linguistic competencies.

2. Reformulation from the perspective of language acquisition research

Generally speaking, there are two perspectives in acquisition research: the linguistic one, focused on the analysis of language **material** obtained from children’s spoken production at various stages of their development (data analysis is principally based on so-called mathematical designs inspired by linguistic studies), and the socio-cognitive one, focused on **processes** generating observed linguistic behaviours (studies refer mostly to the biological model, and then to the human socio-cultural model as well) and linking language with cognitive processes. Such complex subject matter causes various methodological issues connected

¹ The interdisciplinary, multidisciplinary and autonomous character of language pedagogy is broadly discussed in Volume 34 of the *Neofilolog* journal, edited by H. Widła (2010) and devoted wholly to this problem area.

with organization and ethics of research on the one hand (Sopata 2013), and with the choice of clear, verifiable criteria of empirical data analysis on the other.

The early version of imitation theory inspired by behaviourism accounted for language acquisition mainly in phonological and lexical terms. It underlined the role of imitation mechanisms, failing to appreciate the creative potential in children. Evidently, these explanations caused a number of controversies, like noticing quite a straightforward fact that children are able to produce correct sentences which they have not heard before. Undeniably, however, the importance of the quality and quantity of input data as a pre-condition to language acquisition was brought into the limelight. Conversely, studies inspired by linguistics focused mainly on developing grammatical competence in relation to innate language abilities. The linguistic perspective originating from the generative tradition assumes the existence of successive stages of language development, whose dynamic is determined by age and the quality and quantity of language stimulation (exposure to input data). According to models inspired by generative linguistics, a child should be equipped with abstract universal principles of language (universal grammar), and the stimuli he/she receives are expected to lead to their 'specialization' within a particular language.

However, acquisition studies of the cognitive tradition, aiming to build a model of language (grammar) according to which a child develops his/her linguistic competences, are founded on the claim that acquiring a language is "a chain of successive extensions to the child's grammar, which gradually emerges from interactive communicative activities" (Tabakowska 2016: 107), while language constitutes an inventory of symbolic units, with different degrees of complexity, which forms a network of mutual dependencies. Within this field of linguistic research, Langacker's (2009) cognitive grammar defines language units as a combination of two poles: semantic (related to meaning) and phonological (related to form), which means that form cannot be studied separately from meaning, and there is a certain symbolization (connection between the phonological and semantic components), categoriza-

tion (ordering of units on the principle of “from the general to the specific”) and integration (building complex symbolic units as a result of routinization). Guided by the communicative aim and context, the language user forms linguistic utterances in selection categories out of the repertory of symbolic units offered by a language. However, Fillmore, Kolberg and Croft in their construction grammar (Tabakowska, 2016: 104) look into the dynamic process of language comprehension, where language structures hold syntactic, semantic and pragmatic information. For this very reason, the final period of inspiration from cognitive studies is most interesting for acquisition studies, as it brought a shift towards constructionism in the approach to lexicon and grammar, as well as conceptual integration at the level of utterance and grammar structures (ibidem: 112, see also Konderak 2016: 535-545).

The development of such branches of linguistics as pragmatics and discourse analysis led to the broadening of research interests to the social context. The subject of studies is no longer exclusively acquisition of syntax or lexis, but their competent use in various types of discourse or types of interaction. Within the studies of socio-pragmatic theory of language acquisition, works by Michael Tomasello (2003, 2009), a developmental psychologist, hold a particularly important position. There he describes different types of cognitive skills necessary to construct a language: interpreting intentions, establishing relevance, role-shifting, pattern recognition and grammaticalization. The medium of communicative intent is the utterance as a whole, out of which a child extracts smaller units. For this to happen, there needs to be joint attention directed at intentionality, diversity of perception and, consequently, interpretation of extralinguistic reality. Researchers within this school of thought point at the influence of language (especially grammar structures) on the manner of expressing meaning². It is more and more prominently claimed that the development

² With acquisition of language, children also learn ways of thinking which arise from the specific nature of the language code (e.g., see studies by Slobin 1985). Some meanings are shaped independent of categories of a given language, and are classified as pre-linguistic meanings, motivating a child to search for the linguistic form of expressing it. However, acquisition of meanings must not be attributed solely

of some competencies in the native language, especially metalinguistic and metadiscoursal ones, could differ in individual children depending on the customary patterns of communication in the child's environment: the family, culture, the social context (cf. Le Cunff 2008). This finding triggers a shift in balance from approaching language acquisition exclusively as the processing of data present in the environment towards including the socio-cultural aspect of the process. There are attempts made at combining the two perspectives.

Although the research approaches of the cognitivist and the socio-pragmatic schools of thought aim to explain the process of language acquisition by studying particular facets of developing linguistic communicative competencies, so far they have not presented a comprehensive model addressing the interactional dynamic and the individual growth of the child's innate cognitive potential or the socio-cultural and linguistic factors in the environment. This is so because research conclusions address various contexts of analysis, and each of the perspectives mentioned above focuses on a selected aspect of the process of language acquisition.

Replacing the theoretical perspective according to which grammatical knowledge is innate with the perspective in which grammar is extracted from use makes the best link between research fields of first language acquisition and second language learning (see Chenu and Jisa, 2009). This does not mean, however, that at present one can expect a systematized theory as a universal research paradigm (also applicable in related studies) (Kuhl 2010, also Dakowska 2001). It is difficult to describe the acquisition process as an entirety of dynamically changing configuration of individualized socio-cultural influences. Yet, specific elements of the potential model of language acquisition may describe its structures at particular levels of child development. It is with the

to the previously formed concepts, which had been demonstrated by Bowerman's studies (2003, 2007). Linguistic categories of the environment do have a partial/joint effect on children's semantic categories, while the stage of acquiring meanings unique to a language may even appear in the pre-verbal phase (see also a summary of the study in Konderak 2016).

issue of the gradualness of development of communicative competence that acquisition studies could inspire the broadening and the targeting of enquiries made for the objectives defined within language learning/teaching.

3. Reformulation in research on the acquisition of linguistic complexity

The areas of acquisition research described above allow better understanding of the unique character of the international research project “La complexité linguistique de 6 à 14 ans. Acquisition, production, traitement”, coordinated by Claire Martinot, the purpose of which is to build a language corpus and to define on its basis the language potential within particular age groups, following the hypothesis saying that a child’s first language acquisition occurs in the course of reformulations of other people’s utterances. Below we briefly present the methodology of the project, in order to show how it was used in acquisition studies, and how its critical analysis was employed for the needs of language pedagogy research.

3.1. Report on studies of linguistic complexity in the native language

Studies of acquisition of language structures by children in various age groups (6, 8, 10, 12 years of age), carried out by Claire Martinot³ at Sorbonne over many years, are based on a linguistic model of analysis whose foundation is distributionism as presented in Harris (2007 [1988]). For the needs of a study on linguistic complexity in the first language a research protocol was prepared, based on reformulation of

³ The project is a research task of the group *Sens Texte Informatique Histoire* at Paris Sorbonne University, and it was shared by research units from France, Italy, Croatia, and Poland.

a source text which contained complex predications – stories (see Martinot 2016). In that project, reformulation was defined as “a process of reconstructing an utterance, where original elements of the source utterance blend with modified elements of that utterance. The modification may occur at the lexical, syntactic or semantic level” (Martinot 2012: 65)⁴. The collected data of children’s oral reconstruction utterances were transcribed and then analyzed for the types of reformulation (language operations) and the level of complexity of the language structures employed. The subject of the analysis, then, was the changes in the way input data were treated in the children’s output utterances. Thus understood reformulation concerns language-internal processes, without accounting for cognitive considerations. Although cognitive aspects of these processes were not the object of modelling in the study under discussion, it was assumed after Vygotski (1989 [1934]) that a child does not imitate, but uses data present in the immediate surroundings in a creative, unique way. This means omitting some elements, choosing or transforming others, and finally using them in their own utterance. It was assumed that the difference between the source text and the reformulated one gives a – partial – insight into a child’s linguistic resources, their complexity and volume.

The analysis of the obtained data was done within the scope of particular predications, which were predefined for the source text, and then

⁴ Reformulation as a language acquisition research instrument is used primarily in experimental studies based on specific hypotheses concerning the quantity and quality of language structures in children’s utterances at various levels of development, obtained on the basis of the source material. Use of reformulation as a research instrument is not sufficient, however, for the needs of comprehensive description of the process of language acquisition, because experimental data may attest to the quality of the utterances produced, but they cannot account for the processes of language comprehension/understanding. Children’s utterances may certainly be interpreted from the perspective of processes preceding their production, but this implicates posing further hypotheses requiring further experimental verification. NB, language pedagogy research could use pedagogical dialogue/interview after task completion as a form of such verification, for the needs of developing language awareness (and, in consequence, learning awareness). The aims of these studies are, however, quite different in nature (see point 3).

identified for the reformulated text⁵. The unit of analysis assumed for the project was then of strictly linguistic nature rather than textual, or – yet more broadly – discursal. The gathered material was searched for primary language units (mostly lexis and syntax) without considering their textual and discursal functions. These steps were consistent with the aim of the study, i.e. a diagnosis of language structures used by different age groups in terms of their linguistic complexity, and not cohesion or discursal appropriateness of the utterance. These methodological choices are also reflected in the categories of reformulation identified by the research team, which have been presented in the table below:

Table 1. The categories of reformulation

REPETITIVE REFORMULATIONS (REPETITIONS)				
NON-PARAPHRASTIC REFORMULATIONS CHANGES IN MEANING				
PARAPHRASTIC REFORMULATIONS				
LEXICAL CHANGES	semantic and interpretative paraphrases		formal paraphrases (restructuration and transformation)	MORPHO-SYNTACTIC CHANGES
	lexical analytical paraphrases		syntactic analytical paraphrases	
	lexical synthetic paraphrases		syntactic synthetic paraphrases	

Source: authors' own design

⁵ For example, the first sequence of the source story had been divided into four simple predications: [P1a] Pani weszła na szkolne podwórko [The teacher entered the schoolyard]

[P1b] później niż zwykle [later than usual]

[P2a] Trzymała za rękę dziewczynkę [She was holding by the hand a girl]

[P2b] której nikt dotąd nie widział [whom nobody had seen before]

Learners' reformulations can take the form of repetitive paraphrase, where both form and content of the source text have been preserved. From the point of view of acquisition research, including repetitions within the category of reformulation is justified by the child's need to activate his/her cognitive and linguistic resources at the moment of verbalization. From the point of view of acquisition research, classifying repetition as reformulation is justified by the child's need to engage the cognitive and linguistic resources at his/her disposal at the moment of verbalization. The category of reformulation can also be applied to such learner utterances which, despite changing the meaning of the original text, contain its lexical-semantic elements (non-paraphrastic reformulation). In contrast to those, paraphrastic reformulations carry the same or modified meaning (extended, narrowed, interpreted) with accurate use of the lexical and syntactic form. Paraphrastic reformulations may feature the following:

- lexical changes
 - semantic and interpretative paraphrases, e.g. *The girl got out a book. The girl got out a coursebook;*
 - analytical lexical paraphrase, e.g. *The boy handed in the box. The boy reached out his hand and gave her the box.*
 - synthetic lexical paraphrase, e.g. *The teacher entered the school holding a girl by the hand. The teacher brought a girl to school.*
- morpho-syntactic changes
 - formal paraphrases, e.g. *The children were delighted with the painting. The painting delighted the children.*(transformation); *The teacher held a girl by the hand. The teacher held the girl's hand.* (restructuring);
 - analytical syntactic paraphrases, e.g. *I am waiting for you at the oak tree on the edge of the forest. I am waiting for you at the oak tree which is on the edge of the forest.*
 - synthetic syntactic paraphrases, e.g. *In the box there was a piece of paper on which someone wrote... In the box there was a piece of paper with an inscription.*⁶

⁶ The examples come from a corpus analysed according to the above typology in the first part of the publication (see Paprocka-Piotrowska, 2019).

The typology of reformulation was conducted not only on the basis of the type of paraphrase in the output material (repetition, change in meaning, analysis and synthesis), but also based on the key linguistic item undergoing the reformulation (lexical, syntactic). According to the model, the reformulations were of microstructural character, and apart from repetitions, the applied categories made a distinction between the grammatical aspect (morpho-syntactic structure) and the semantic aspect (including interpretational one). Thus formulated research protocol is coherent with the aim defined for the study.

3.2. The potential and limitations of the linguistic and discursal model of analysis

Applying the linguistic model of analysis of linguistic complexity in reformulation, constructed in the course of theoretical studies, required children's reformulations to be assigned either to the semantic category or to the grammatical category. In cases where the reformulation data carried features of integrated modification in both categories, the researcher had to decide which operation was the dominant one. Let us use an example to expound the difficulty in classifying the material: In our study, many children reformulated predication [P2b] *której nikt dotąd nie widział* [whom nobody had seen before] with the use of the adjective *nowa* [new]: *że dziewczynka była nowa* [that the girl was new] (e.g. Natalia, age 6). The example was categorized as syntactic synthetic paraphrase. One could say, however, that the expression "nowa dziewczynka" [new girl] or "nowa uczennica" [new student] is of interpretative nature in relation to the source text and to the whole story, which concerns school life, and because of that, could be classified as a semantic synthetic paraphrase. Such methodological dilemmas draw attention to the complexity of the reformulation process and reveal the degree of reduction it undergoes due to the research protocol applied in the study. What is more, the reduction is conscious, aimed at exclusion of scarcely available variables and justified by focusing exclusively on describing the

linguistic aspect of reformulation. These, so to say, limitations “by design” consist in understanding linguistic complexity to be an exclusively systemic feature, without considering the discursive context of use. Admittedly, it is true that the subject of the study is linguistic resources rather than communicative competence, but it is difficult to ignore the fact that in speech the selection of structures of various levels of complexity is made not only on the basis of the repertory of language forms available to the speaker. It is also made in relation to discourse, that is to language as a medium always used in more or less institutionalized forms of communication and, to some extent, chosen on the basis of the appropriate social norm.

Moreover, language behaviours identified in children’s reformulations were analyzed without consideration for the child’s internal conditions and his/her individual objectives for reformulation. Treating everybody in the same way, as isolated individuals, constitutes another limitation for the conclusions drawn. After all, the challenge in humanities lies in that the more we control the experimental situation by eliminating the influence of the context, the more distant we become from the real conditions of language use. In this particular research situation, it does not seem impossible for a child who did not do very well at retelling the story, showing only limited language resources, to have low stress resistance, or for some reason not to be willing to cooperate with the researcher, to be tired, ill, unwilling to engage in the task, etc. There may be many different reasons, and they could be accounted for only in qualitative research involving an interview, and even that, admittedly, to a limited extent.

The above observations should not lead to the conclusion, however, that the acquisition project under discussion does not meet methodological standards, or does not contribute valuable information. On the contrary, the results obtained by applying the linguistic model of analysis seem valuable in many ways, especially if the limitations mentioned above are taken into account when drawing conclusions. The data obtained make it possible not only to indicate important differences in complexity of children’s utterances depending on age, but also to for-

mulate certain general tendencies in the ways source material is used by children in their own utterances⁷. Limiting oneself to observable language behaviours and avoiding speculation concerning internal cognitive processes seems to guarantee objectivity. What makes the methodology attractive, however, also constitutes its weakness in the context of language learning, especially if we want to find out not so much what children's language behaviour is like (description), but why they behave in one way or another, and how important it is for the development of their linguistic competencies (explanation).

The dissatisfaction experienced in connection with acquisition research based on the linguistic model led us to compiling our observations and considering them more comprehensively in relation to a whole text and a child's cognitive abilities. As for that last aspect, it seems indispensable to become more familiar with discourse characteristics (and not only linguistic ones) of the text put forward for reformulation, as well as to capture significant parameters of the situation of reconstruction, and of its perception (roles, objectives, etc.) by children as, to a large extent, determining their language choices. This means that an analysis of a reconstructed story may, or even should, take into account the level of narrative competence (familiarity with text organization on the basis of discourse type), the objectives of reconstruction, or the level of involvement in the task. From the perspective of child cognitive development, it is interesting to ask how interaction with the child on the topic of reformulation affects his/her development of language awareness as a user of discourse in a particular situation. And finally, from the pedagogical point of view, it would be worthwhile to find out in what way reformulation could be used for children's cognitive and linguistic development in their education. Naturally, we are entering the territory of cognitive science, especially its most recent, interactive stage; one might be deceived to think that the response to the interpretative doubts concerning the data obtained in the study quoted above could be addressed

⁷ One of the tendencies is to attain synthesis, to distance oneself from the text and to use language resources that are not present in the text. For a detailed description of the study and its conclusions see Martinot et al. 2018.

with a model inspired by cognitive linguistics. It is not enough, however, to extend the recorded observations with supplements proposed by cognitive linguistics (i.e. expand the studies to include these aspects), if only because methodology should match research hypotheses, and these are different in the two cases.

The *ex-post* criticism of the research procedure has become an inspiration for our innovative profiling of it in language pedagogy (because of the new context of learning/teaching). The analysis performed draws attention to the potential of reformulation not only as an experimental instrument, but also as an individual strategy of language development in contact with other people's utterances. Just because of this characteristic, reformulation may prove attractive for language pedagogy, on condition that it is redefined within research protocols ancillary to research aims of language pedagogy.

4. Reformulation as an instrument in language pedagogy research

From the language pedagogy perspective, identifying types of reformulation/language structures appearing in reconstruction utterances is not sufficient, just because it does not reflect the unique character of the language task which the teacher has posed and the student's perception thereof. The instruments of analysis generated within the acquisition perspective (and therefore in the first project presented above) allow *ex negatio* to notice elements which escape their description, and which could be significant for the child's/learner's manner of operation and its cognitive outcomes.

4.1. Context-dependence of language pedagogy research

With the current state of the art, it would be a truism to say that foreign language teaching must not be limited to the development of interlanguage (grammar and lexis) and its proceduralization. Its aim is

to prepare such teacher instructions and propose such working techniques that would allow the learner to work dually: on the one hand to extract some grammatical and lexical rules from context, on the other – to retain the trace of their uses in discourse and, gradually, on their basis, reconstruct discourse behaviour norms characteristic of particular genres. The final outcome is the development of the ability to apply these norms to one's own intentions in foreign language communication.

If we assume that a language rule applies to the level of the sentence, i.e. to the principles of combining lower level elements, and that a discourse norm specifies ways of selecting and structuring meaning in situ, then we will realize how important their integrated teaching is in developing communicative competencies in a foreign language. Our previous studies (Karpińska-Szaj and Wojciechowska, 2015) allow us to maintain that a student's inclusion of the discursive characteristic of an utterance may not only effectively support his/her efforts in developing grammatical knowledge, but also contribute to the development of metadiscourse and metacognitive observation skills, thus encouraging more systematic and targeted enrichment of language resources⁸. This happens when a text put forward for reformulation holds authentic genre characteristics, and when language elements are consciously processed in connection with the relevant discourse schemata. In this context, the learner's discourse competencies developed in the native language, and other familiar languages are to be recognized as valuable resources in learning another language.

To make one step further, one must say that from the language pedagogy perspective it is important to capture an individual dynamic of this particular kind of learning and of the factors which affect it. In line with this proposal, the present project is not about describing the learner's L2 resources, but about accounting for the processes which enable

⁸ Such correlation between language competence and discourse competence was proven in a specific situation of first-year French studies students learning/being taught the morpho-syntactic subsystem, in a study described by the authors in 2015 (Karpińska-Szaj and Wojciechowska, 2015).

their operationalization and enrichment, so that it would be possible to create proper conditions and tasks necessary for their emergence. The learning/teaching dyad indicates a connection between these two sides of the coin in language pedagogy. It is this relationship between the teacher and learner, the perception of their mutual roles and tasks, that should determine the selection of the source material (understood here as discourse models) and of the task (its utilization for the educational and research purposes). Including the specific character of the language teaching context also makes it possible to recognize individual pathways of the learner's development, accounting for their uniqueness and changeability as the basis for devising their therapeutic and pedagogical development.

4.2. Reformulation: functions and tasks

In order to make the pedagogical functionality of reformulation more specific, it may be useful to have a brief overview of pedagogical research inspired by acquisition, and applied in teaching. The reformulation technique has been and still is of interest to research, both in acquisition of the language of instruction (French: *langue de scolarisation*) in a school context (see Lahire, 1992, Le Cnuff, 2008) and in the context of foreign language teaching (e.g. Swain, 1995, Swain and Lapkin, 2002).

As far as the language of school instruction goes, recent years have seen a strong emphasis on developing language in its cognitive function and establishing the conditions of purposeful use of reformulation by learners and teachers as a technique supporting conceptualization. Pedagogical interactions are studied from this perspective, with the focus on the types of the teacher's reformulations, their role in reinforcing learners' positive language behaviours and in stimulating their metalinguistic activities. Initially concentrated on enriching syntax and lexis, the research evolves towards higher level units (textual or discoursal), and includes in its scope of interest issues of developing metadiscoursal skills in relation to school discourse.

The other area of research mentioned above is situated within the field of Second Language Acquisition (SLA). It is much broader and has a long tradition. Its roots reach Krashen's concepts (1977, input hypothesis) later developed and verified by Schmidt (1990, noticing hypothesis), Schmidt and Frota (1986, noticing the gap) and Swain (1995, output hypothesis)⁹. In these studies the technique of reformulation constitutes the central element of the research protocol. As these studies are fairly well known, we will limit ourselves to pointing out some key distinctions, so as to demonstrate the innovative character of our new proposition against their background.

Reformulation is used in two main types of tasks (see Thornbury, 1997, Pawlak, 2011). The first, called a "reformulation task" is used mainly in developing writing competency and is divided into three basic stages: the student reformulating the text in a foreign language, the teacher reformulating the text with a maximum preservation of meaning and formal requirements of the language, and the student comparing the two texts in search of elements that need correcting. It is worth noticing that this task reverses the traditional sequence in learning a language, which assumes practicing accuracy first and only later developing fluency. In their main form, the other type of tasks (reconstruction tasks) involve the learner reconstructing a previously read/heard model story, and then the original and the reconstructed versions being compared. The task focuses the learner's attention mainly on lower-level processes (bottom-up), engaging higher level processes at the same time. Learners' interactions which accompany the task are to make them aware of their shortcomings in terms of language resources necessary to render the meaning of the text. Numerous variants of this task have been developed (e.g. dictogloss, jigsaw task, dictowatch).

Although neither of these task types excludes discourse and genre aspects, they are mostly oriented toward developing language competence (lexicogrammar). Their advantage is that they stimulate the

⁹ An overview of these studies in relation to the reformulation task can be found in Pawlak 2011.

learner's cognitive and meta-cognitive activity: selective attention and self-assessment, directing attention at both meaning and form, testing hypotheses concerning language, developing pair work, etc.; in other words, parameters which are crucial for learner autonomy. The use of such tasks is usually accompanied by questionnaires, interviews, pre-tests and post-tests, which serve better understanding of the learner's perspective and his/her learning strategy, as well as effects of reformulation and discussion of observed differences.

As in the approach briefly presented above, in our language pedagogy proposal¹⁰ reformulation is not only a research instrument but also (or even primarily) a learning/teaching tool. The research intent is to define new functions of reformulation in the use of foreign-language texts for satisfying one's individual needs in developing communicative competence in a foreign language.

5. Use of reformulation in language pedagogy – project assumptions

Innovative use of reformulation is based on two basic assumptions. First, reformulation is one of key learning strategies, and focusing on producing the output version of the original text should, at least theoretically, activate four processes identified by Canale (1983): learning through mistakes, learning through doing, learning through observation of an expert, learning through collaboration with an expert. For our project, this repertory has been expanded to include learning through self-observation, which goes far beyond learning through mistakes. It implicates

¹⁰ It has been devised and developed as part of the NCN Harmonia project UMO-2015/18/M/HS2/00, titled "Acquisition of linguistic complexity in a foreign language", realized at the Faculty of Modern Languages, Adam Mickiewicz University in Poznań (Professor Katarzyna Karpińska-Szaj, Agata Lewandowska PhD, Professor Aldona Sopata, Bernadeta Wojciechowska PhD) in the consortium with the Catholic University of Lublin (Professor Urszula Paprocka-Piotrowska – project manager) as well as a foreign partner (Professor Claire Martinot, Paris – Sorbonne).

a wide range of meta-cognitive and meta-discourse strategies. According to the second assumption, discoursal and linguistic characteristics of the input data as well as functions of reformulation should change with the advancement of the learner's communicative competencies and learning competencies.

5.1. Including the context of reformulation

The progression in choosing input texts and reformulation tasks constitutes the major research challenge posed in the study. For that reason, the research protocol focuses on observing the relationship between particular elements of the pedagogical situation where the reformulation technique is employed, and it includes a systematic presentation of three parameters:

1. input features such as language characteristics (grammatical, lexical and textual complexity), including those resulting from genre and discourse context (structural, rhetorical, stylistic, etc.)
2. task features, e.g. proportions between different types of reformulation elicited by the task (so-called pushing output) and those which result from the creative interpretation of the text reformulation task.
3. learner characteristics, their developmental potential dependent on the age, school level, the languages they know, and the earlier discourse experience in the native language and other foreign languages, as well as attention management strategies employed, attitudes and representations concerning the source material and learning, skills of utilizing communication experience of the native language or another foreign language (e.g. using narrative competencies, or, more broadly, discourse experience in other languages).

The list above clearly proves that the learners' perspective, their resources and attitudes are crucial here. This is so because perception of the input material is partly filtered by the task, and partly depends on

the aims, own resources and learners themselves. Therefore, the belief that the teacher's and the learner's perspectives are the same, though admittedly common in language pedagogy, may turn out to be wrong. Caution concerning this aspect of the study made us include interviews accompanying the reformulation tasks in the research protocol. The interviews are, on the one hand, to stimulate the learner's activity, and on the other, to help the teacher adapt the task so that it would reach the pedagogical goals and to have an insight into learning activities of particular individuals. The interviews have the characteristics of a pedagogical dialogue, aimed at making learners discover their own resources and be able to evaluate and develop them.

Summing up, the new model of analysis for reformulation in the context of foreign language teaching/learning is based on confronting quantitative and qualitative research on complex language structures used by children in reformulation tasks, and combining it with elements of other levels of analysis discussed above.

5.2. Selected empirical contexts of reformulation in foreign language learning

As indicated above, there is a potential in research on acquisition/development of linguistic communicative competencies, which is inspired by acquisition research based on reformulation. We are going to include it in three types of pedagogical situations, which are action research situations as well:

1. Use of language corpora of short, cohesive utterances at the beginner level (third and sixth grade in primary school). The idea is to include previously practiced language structures in longer utterances formulated by the children themselves. Because of the early stages of language learning, a particularly important element in this research situation, which is a pedagogical situation as well, is the reformulation classified as repetition, as it is this type of paraphrase that seems the most suitable for the mechanical mem-

ory dominant at that stage, and a relatively low control of formal elements of the utterance. Analysis of reformulations is of high importance in diagnostic studies for the purpose of describing language behaviours in language learning at early stages of school education and their application in particular pedagogical activities. It is especially important to draw attention to learners' techniques of monitoring their own utterances. This is why children's utterances are recorded and then analyzed with them from the point of view of the degree of advancement of their meta-linguistic competences (proficiency of use of selected elements of lexicogrammar) and formal competencies (attention to cohesion and correctness of the utterance). In this context, reformulation is a learning strategy for basic language structures¹¹.

2. The use of corpora which are composed of longer reformulated texts, in our case a story, in the context of foreign language learning, in order to develop the competencies of foreign language learning by developing meta-linguistic and meta-discursive awareness, based on previously developed linguistic and cognitive potential. In this protocol, learners' productions (reformulated text) are analyzed in reference to external, normative levels (determined by genre) and internal, personal ones determined by learner characteristics (level of discourse competence, scope of linguistic experience, language resources at the learner's disposal, general knowledge, etc.). The accumulated corpus material is to be a point of departure for a pedagogical intervention based on pedagogical dialogue, where transferred lexical and grammatical elements as well as familiarity with the formal schema and content-based schema of the produced text are reflected upon. It is also about a better understanding of how learners use their grammatical, textual and discourse knowledge developed in oth-

¹¹ For teachers such activities have a high diagnostic value in education of special needs learners because they provide information about possible linguistic and communicative deficiencies, and make it possible to compensate for the emerging difficulties by becoming aware of their specificity (see Karpińska-Szaj, 2015).

er contexts to direct their attention and possibly compensate for deficiencies in a foreign language.

3. The use of reformulation as strategic training for the skill of building academic texts, on the basis of language studies. This is one of those discourse situations where learners have little experience in the mother tongue and in other foreign languages, so they can find little support for performing the reconstruction task in their discourse resources. In this task the source materials are academic articles from the student's field of studies. Reconstructing particular sections of the article and discussing the difficulties encountered is intended to combine linguistic and discourse competences, that is recognizing and including particular elements of the article: posing a problem, justifying it, indicating the theoretical framework of the proposed solution, introducing a plan, basic definitions and oppositions, progressing in the development of reasoning, applying appropriate type of reasoning (theoretical considerations and research report) and its argumentative character, and, finally, conclusions. The point is not only to build a repertory of ready-made formulas and language structures typical of academic style, but also to conceptualize the genre as an indispensable framework for focusing attention on elements that are important for comprehending and building a text. The aim is to examine how students develop their discourse competence through successive reformulations of articles, how they use it for a better understanding of theoretical problems presented in the articles, and how they apply it in editing their own MA thesis (on the example of thesis introduction).

6. Conclusions

A critical analysis of reformulation against the background of theoretical approaches characteristic of language acquisition studies made it possible to recognize the limitations of research protocols in linguis-

tic models of analysis, and inspired devising a research model within the realm of discourse. The discussion of the project is the proof that language pedagogy can develop its research methodology by analysing studies in related fields, and through confrontation with them, develop a better understanding of its own uniqueness/distinctiveness. Formulating research problems and aims in categories appropriate for language pedagogy made it possible to define new areas of exploration and to characterize precisely the context of a given study, as well as to establish the preliminary principles of using reformulation in foreign language learning/teaching. The questions posed and the recommended new tasks should contribute to the increase in our understanding of the relationship between building linguistic and discourse resources at various levels of language learning/teaching, in reference to various skills.

CHAPTER II

Reformulation as a learning strategy at the beginner level

1. Introductory remarks

For young learners, developing skills in a foreign language is both a challenge and an opportunity of cognitive development. Practicing skills in a foreign language requires intensive cognitive processing of the language input and, more importantly, output. However, production should not be delayed, as it is critical to acquisition as well as serving important motivational role. The problem is that the processes of language production often exceed the cognitive capacity of the learner: young learners find it challenging to plan and compose the content of their output while controlling its linguistic form at the same time. Their mental capacities may simply not be sufficiently developed to perform such difficult tasks. This is where task formats involving reformulation offer promising solutions: they provide learners with content for their production as well as the language model they can follow. Recognizing the potential of reformulation should help us confirm the usefulness of the exercise, so that it could be employed more intensively in language teaching at all levels, including the lowest one. Our study is going to consider the value of reformulation as a teaching/learning activity at primary level, its possible application in early language pedagogy, and the strategies the learners resort to while performing the task.

2. Reformulation of narratives in studies of children's oral production

Narrative structure in children's oral production has been a separate subject of studies. Most of them are based on the concept of *story grammar*, developed by Stein and Glenn (1979), which identified two major elements: the setting and the episode. The former presents the characters and the situation they find themselves in, and the latter has its own internal structure based on the following sequence, referred to as GAO for short (Gagarina 2016):

- goal (of the protagonist),
- attempt (to reach the goal),
- outcome (of the protagonist's actions).

A useful outline of story grammar based on Stein and Glenn (1979), supplemented with illustrative examples, was given in Iluz-Cohen and Walters (2012: 59) – see Table 2.

The GAO sequence (here represented by Internal Response/Goal; Attempt; Consequence) is sandwiched between the initiating event and the ending, because a story may be composed of numerous episodes, each of which will ideally have this triple format. Such control of narrative macrostructure is the evidence of the highest level of discourse competence, which we may expect to be evidenced in the other parts of this study, conducted with older, more advanced learners. Here, with young learners, it is more than likely that the narratives will feature 'imperfect' episodes, where there is no goal introduced or there are other elements missing. Our study focuses on qualitative analysis, hence it will analyse the co-occurrence of these elements in particular children's versions of our model story, and the type of elements that tend to be omitted by the participants. This, combined with the commentary obtained in the interviews, ought to give us insight into the processes the learners engaged in when producing the narrative.

Table 2. Outline and illustration of story grammar categories.

SETTING	introduction of the time, place and characters	<i>Once upon a time there were three bears, a papa bear, a momma bear and a little tiny baby bear. They all lived in a tiny house in a great big forest.</i>
INITIATING EVENT	event or action that sets up a problem or dilemma	<i>One day a little girl named Goldilocks came walking through the forest.</i>
INTERNAL RESPONSE/GOAL	protagonist's reactions to the initiating event	<i>She was surprised to see the tiny house and noticed it was empty.</i>
ATTEMPT	an action of the protagonist to solve the problem	<i>Goldilocks went inside, tasted the three bowls of porridge, tried out the three chairs, and tried out the three beds.</i>
CONSEQUENCE	result of protagonist's actions	<i>The bears returned to find the porridge eaten, the baby chair broken and Goldilocks sleeping in the baby bear's bed.</i>
ENDING	response by the protagonist to the consequence	<i>Goldilocks jumped out of the window and ran away.</i>

Adapted from Iluz-Cohen and Walters, 2012: 59

It may be relevant to note that research into bilingual children's storytelling has repeatedly shown discourse skills to be transferable from L1 to L2, which means the stories told in L1 had similar levels of discourse complexity to stories told in L2 (Pearson, 2002; Iluz-Cohen and Walters, 2012; and, with some reservations, Fiestas and Peña, 2004). Unsurprisingly, the results were much different for linguistic complexity, and showed lower rates for the use of both lexical and morphosyntactic elements of language for L2. It seems, therefore, that children's exposure to L1 stories, and the discourse competence which they developed as a result, has high chances of being benefitted from in L2. This speaks in favour of employing narrative discourse in the language classroom from

very early stages, as even very young children are familiar with stories and are capable of building them quite successfully in L1 around the age of five (see Trabasso and Rodkin, 1994). The familiar narrative structure may serve as a scaffold onto which learners may build their target language production: a well-known element as support in undertaking new challenges.

Recognizing the potential of reformulation should help us understand why we find this exercise particularly useful, and why we want it to be employed more intensively in language teaching at all levels, including the lowest one.

3. Research aims: the impact of reformulation on young learners' self-monitoring

The aim of the project is to put reformulation to the test in order to arrive at a broader understanding of how it could be employed in the language teaching/learning process. For this study, reformulation is defined as “a process of reconstructing an utterance, where original elements of the source utterance blend with modified elements of that utterance. The modification may occur at the lexical, syntactic or semantic level” (Martinot 2012: 65). Its full value may be revealed if it is employed as a longer pedagogical process, focusing both on the product (especially the macro-structure of the reconstructed text), and on the processes. One cycle of such an activity constitutes the subject of this study, carried out in two different age groups: grade three and grade six of primary school (9-year-olds and 12-year-olds respectively).

The research aims are slightly different for the two groups.

At the **third-grade level**, one of the key aims of the study is to analyse attention development and to encourage learners to monitor their own language production. Here, reformulation serves to introduce and/or develop meta-cognitive awareness in young beginners in their first attempts at target language production of longer utterances. The experiment is expected to reveal whether, and to what extent, such young

learners are ready to monitor their performance and to account for the way in which they performed the task. Metalinguistic awareness is believed to be crucial in L2 learning, much more so than in the case of L1, where most language processing happens subconsciously (Sharwood-Smith, 1991).

The choice of reformulation as a research instrument for the lower level students was based on the same assumption as Martinot (2012) made in her studies (see Chapter I), namely that when acquiring L1, a child does not just imitate the language they are exposed to but tries to reconstruct it, with the L2 repertoire they have at their disposal at a given stage. In her Output Hypothesis Swain (1995: 126) addresses a similar issue in L2 learning: “output pushes learners to process language more deeply (with more mental effort) than does input”. Consequently, in order to optimize the language learning process, it is not enough to look at the output itself and analyse its formal linguistic aspects. What is crucial here is the very process of language production, and one way of trying to get an insight into it is to ask the speakers about that “mental effort”, the way they approached the task and how they evaluate their performance. It is also worth pointing out that narration is considered to be among the most “ecologically valid methods of investigating children’s linguistic competence” (Gagarina, 2016: 92), because stories are part of children’s common experience and they find this type of task very natural, especially in comparison with standardized tests and other experimental routines. The output elicited from those young learners had to be a simplified form of narration due to attention span and language proficiency limitations characteristic of that age group.

The subjects of the study being young learners of English as a foreign language, the experiment design needs to take into account the fact that their L2 repertoire is rather limited. The solution was found in choosing reformulation as a research instrument. At this stage learners’ production relies to a large extent on the language provided in teaching materials and may involve repetition of exactly the same language forms as provided in the model. It must be pointed out, however, that in this case repetition is not to be dismissed as mere “parroting”. Extensive research

in cognitive psychology and linguistics (e.g. Munnich et al., 1994; Scott, 1994; Ellis, 2001; Erlam, 2009) supports the view that reformulation tasks, also referred to as *elicited imitation* if smaller 'chunks' of language are involved, depend on previously acquired knowledge and are reconstructive rather than imitative by nature.

The situation of building one's performance on a model was familiar to the subjects. What was new was the length of the text, as according to the Polish core curriculum, foreign language learners at this level are not expected to produce more than one or two sentences at a time, usually in response to a stimulus rather than spontaneously¹². The task posed the children a new challenge of producing a longer sequence of English sentences related to their own experiences, with the use of language forms that had been given to them as a model. The participants' attention could focus on organizing the content and language forms required by the task, without being excessively burdened by it, as most of the material had been already provided. Engaging learners' own experiences in forming the utterances gave the task an element of authenticity and enhanced their attention.

The interview carried out immediately afterwards was intended to access the participants' impressions and self-analysis of their performance. The learners were expected to provide information about their

¹² The core curriculum for foreign language courses in Polish schools defines the learning outcomes as follows: "In spoken utterances, the learners 1) repeat words and simple sentences; 2) form very simple and short utterances based on a model, e.g. name objects in their immediate surroundings and describes them, name activities; 3) recite poems and nursery rhymes, perform dialogues, sing songs individually 4) or in a group, e.g. as part of mini-performances; 5) use previously learned words and phrases in play." "In responsive use of language, the learners 1) react to instructions verbally and non-verbally; 2) introduce themselves and others, i.e. say their name and age, say where they are from and what they can do; 3) ask and answer questions within the range of memorized phrases; 4) use basic polite forms (e.g. for a greeting, goodbye, thank-you, request or apology); 5) express their interests." (Rozporządzenie Ministra Edukacji Narodowej z dnia 14 lutego 2017 r. w sprawie podstawy programowej... , p. 48; translation AL)

experience, and through that develop a higher level of meta-cognitive awareness of their L2 performance. Their reflections on the challenges and ways of dealing with them were expected to offer insight into their language processing, the language choices they made (repetition, omission, transformation, etc.) and become useful to us in shaping the future use of reformulation in L2 learning. Thus, as in the other two parts of the study, the design of the experiment served two functions: the reformulation and the interview were not only a source of discourse data for analysis, but also a learning experience for the learners, which offered insight into the mental processes involved.

As far as the sixth-grade level is concerned, the research aim of the study was to examine learners' use of the narrative discourse structure to manage their attention while listening to the source material and while reconstructing the text. The analysis places strong emphasis on cohesion and completion of the task rather than on formal accuracy of the language used in the reconstructed story. In other words, the subject of analysis is learners' discourse competence within the scope of the narrative genre, and how that competence is employed in bringing the task to completion. The choice of narrative structure was made based on children's familiarity with this type of discourse and its structure, which both guaranteed their involvement and attention. Although narrative competence is a multi-layered concept involving cohesion, coherence and structure (Pinto et al. 2015), an account of a sequence of events may be recognized as a representation of an original story as long as its key elements, i.e. the participants and the chronological organization of the tale, are identifiable.

The data obtained through the reformulation task served in diagnosing the learners' difficulties in building the text, and were then confronted with their assertions concerning their focus of attention and overall impression of their performance expressed in the follow-up interview. Ultimately, the analysis should lead to improving further use of reformulation as an instrument of instruction for the teacher, with focus on improving learners' command of particular aspects of linguistic form and/or discourse structure.

4. The context and design of the study

The participants of the experiment are students of a primary school in the city of Poznań, who are all native speakers of Polish, learning English as part of their school curriculum. There are two groups of participants: six children from grade three in primary school, and six more from grade six of the same school. The team was supported by the school teachers, who offered advice on the choice of language material for the experiment and made other useful suggestions considering the design of the tasks (see below). Both recording sessions were carried out at the school, in the participants' familiar surroundings, so that they would feel as confident and comfortable as possible.

4.1. The task for younger children

The younger children were given the task of saying what they do (present tense) on a particular day of the week. In the week preceding the day of the session, lessons focused on talking about daily routines and activities, with model expressions needed to perform the task provided in teaching materials together with visual aids. In this case the reformulation was expected to involve a lot of repetition of previously supplied phrases and structures, but it was up to each student to choose a particular set of expressions, and build an account of a sequence of events relying on their own experience. In other words, the content of their performance depended on the day they chose to report on and the activities they wanted to recount. It is worth pointing out that the instruction was part of a regular English course, not a sequence of lessons specially designed for the needs of the study, which was of significance to the authenticity of the design and its possible further application in regular pedagogical practice. The class were given a lot of opportunities to practice the use of the language needed for the task both in writing and in speech.

The participants' contributions were recorded by their teacher, who followed the team's instructions. Only afterwards did the learners join

the researchers for an interview, as a group. The children were asked about their impressions of the task, their difficulties and ways of dealing with them. The interviewees' questions were to guide the learners' attention to various aspects of their own performance: from lexical choices, through planning, to L1 dependence or lack thereof. The children were very eager to share their observations and excited about the experience.

4.2. The task for older children

The older group were given a "proper" reformulation task. The learners listened to one continuous text, telling a story of a naughty boy who gets into trouble, which they were later to retell "in their own words". In order to prepare the participants for the experiment, and to prevent the novelty effect of the task itself, the school teacher was asked to perform such activities with the group in the weeks preceding the experiment. The materials for these activities had been provided by the research team. At the suggestion of the teacher, the task was modified to include a series of illustrations, which the participants were to arrange in the correct order on the basis of the story they had just heard. The successful completion of this part of the task was irrelevant to the outcome of the experiment (the results were checked with the teacher before the recordings were made). However, the visuals gave students focus and helped them remember the sequence of events in the story (see appendix), which was crucial for the successful realization of the reformulation task.

After hearing the model story in class from their teacher, as a group, the participants were invited individually to an adjacent room, where they were asked to tell their version of the story for the recording, with their copies of the images marked in the correct sequence as the accompanying task. They were requested to give a short interview on their impressions of the experience immediately afterwards. Some of the questions in the interview addressed the learners' strategies, for example whether they depended on translation from Polish or not,

and what they focused their attention on. Other questions addressed their language learning context: how often they read or listened to stories, whether they had any contact with English outside school, and if so, in what capacity, and whether they enjoyed the task they had just done for the study. That group of questions made it possible for the research team to establish rapport with the participants and understand their background, which in turn helped in the interpretation of the data.

5. Research results

In the first part of this section we will find a discussion of data obtained in the participants' recorded production, i.e. the accounts of their day (for the younger group) and the retelling of the story (the older group). Subsequently, the information obtained in the two sets of interviews is going to be analysed, again with the two groups of learners.

5.1. Analysis of children's statements

The following sections present the analysis of corpus data obtained in the reformulation recordings in two age groups: Grade Three (about 9 years of age) and Grade Six (about 12 years of age).

5.1.1. Corpus A (Grade 3)

As stated before, with the younger group, the aim of the study was to find out whether learners at this age and level are able to consciously monitor their performance, and if so, what their reflections are on the matter. The model for the participants' utterances was constructed by their teacher, based largely on materials from the group's regular course book, *Tiger 3* (Macmillan). The pattern was as follows:

Teacher: *Could you describe your day?*

Student: *Hello, my name is... I live in... I go to class... On Monday/Thursday/Saturday, etc. I get up at... (Here follows a sequence of sentences describing the pupil's activities at different times of day, from morning to night.)*

Teacher: *OK, thank you very much!*

As expected, the most common strategy adopted by the participants was repetition. The model text uses numerous lexical chunks (Schmidt, 2000), i.e. sequences of words with designated functions, and there are plenty of those describing the daily routine. Most of the utterances recorded in the experiment included accurately rendered chunks from the source material, such as those underlined below:

IZ: On Monday I get up at half past seven. ... I brush my teeth at half past eight. ... I go home at 4 o'clock. ... I put on my pyjamas and at half past nine I go to bed.

ND: I have dinner at seven o'clock in the evening.

LB: I have a shower and brush my teeth and night. (sic!)

JR: I play football at half past ten. I read a book at one o'clock.

Some contributions did demonstrate diversion from the model, which actually proves that the task does not involve mere “parroting”, but that the speakers need to process the source text through their own Inter-language system, and, as a result, sometimes produce utterances which are inaccurate. Most diversions from the ‘norm’ involve wrong choice or omission of function words, like articles and other determiners, prepositions or auxiliary verbs.

LB: I go to Ø garden **in** my sister and play ... I go to church **in** eleven o'clock.

JR: I put Ø my pyjamas at seven o'clock.

NW: I'm live in Poznań and Poland. ... I'm read books at nine o'clock. ... I rind (sic!) a

bike **it's** twelve o'clock.

ND: I put on **your** pyjamas...

In terms of cognitive strategies, the omission of function words could be accounted for as simplification. The same would apply to other, deeper modifications to the model utterances, like omission of the subject and predicate, despite which the utterance is still quite successful in communicative terms:

IZ: At school lunch at twelve o'clock.

There is also evidence of overgeneralization of some formulas; for example, the "o'clock" marker of clock time is used for times other than full hours, which is the norm:

ND: I go home at **half past three o'clock** in the afternoon.

Most students demonstrated some evidence of active monitoring of their performance, by means of hesitation, self-correction and false starts.

PB: I **wash** my... I **brush** my teeth at half past eight. (self-correction)

ND: **I go... I go home at... I go home** Ø half past three... (hesitation/false starts)

Some of the participants gave evidence of code switching when, struggling for words, they suddenly resorted to L1 with an expression of frustration (or an appeal for help?):

NW: I'm... (pause) **No, zapomniałam jak to się nazywa!**
[Oh, I've forgotten what it's called!]

Teacher: No, spokojnie sobie pomyśl.

NW: I rind (sic!) a bike it's twelve o'clock.

The discourse produced within the framework of this reformulation task – both the fully successful fragments and those which evidence some inac-

curacies – shows that children at this stage of L2 development can successfully adopt the language offered in the model text in their own production. Some of them however, are ready to go even further. One participant attempted to venture into new territory by going off the script, in a way, and accounting for events in the day which were not presented in the teaching material. Although these attempts were less successful in terms of accuracy, they show the learner’s readiness to become less dependent on input, and to embark on more spontaneous language production.

LB: I go to Ø garden in my sister. ... I go to church **in** eleven o’clock.

PB: I ride a bike go to school at...

(Intended utterance: I go to school by bike/on a bike...)

Their contributions give ground to some generalizations and observations which are consistent with previous research on the subject. Learners at that stage mostly depend on repetition of formulaic expressions, which they learn without analysing their internal structure. Some may have started to analyse the ‘chunks’ into structures, which in some cases results in inaccuracy. Since the design of the task imposed the chronological organization of the content of utterances, the participants were able to present the information required without difficulty. They followed the model in placing some adverbials of time in sentence-initial position, especially at the stage of establishing the topic of the utterance (e.g. *On Monday I get up at...*). This is a characteristic of chronology-dependent discourse; however, in most of the subsequent sentences the time adverbials are placed at the end of the sentence as this is how the model text had been constructed.

5.1.2. Corpus B (Grade 6)

The older group of learners worked on the basis of the text provided by the research team (see Appendix I). For the needs of analysis, the story was divided into sections corresponding to the story grammar framework by Iluz-Cohen and Walters (2012: 59) presented in Table 2 above.

Each micro-event or item of information was listed separately and assigned to a particular stage in the story. Subsequently, the participants' performances were mapped onto this chart, so that patterns of discourse could be observed (see Table 3 below).

It is clear that some elements of the original narration will be omitted in oral reformulation without notes, as speakers will resort to simplification and reduction. What is interesting is the types of elements that the participants find less important or prominent, and which are more memorable or worth including in their rendering of the story. We can observe whether at this stage of L2 development they are able to control and include key elements of a story, the discourse type with which they are definitely familiar both from L1 and from preparatory exercises in their English classes.

Table 3 identifies the elements of the original story which were included in particular learners' reformulations. If the table is analysed horizontally, it shows which events in the story the students found most worthy of mention, or most memorable. The intensity of their attention focuses around the *setting*, *attempt*, and *consequence*, where the speakers provide the most details. *Initiating event* and *goal* turned out to be those parts of the story where learners were found to have 'economized' on details. One could only guess that the reason behind this might be the amount of information that these parts of the story contain. Another, more likely reason may be revealed when we look at the lexical and semantic aspects of the omissions: references to emotions and motivations ('loved', 'happy' and 'angry') are the elements of the story most consistently omitted by the learners. They focus on EVENTS rather than motivations, because this is the information that pushes the story forward in terms of its chronology. The motivations are put into the background, perhaps in the assumption that they can be evident from the very development of events, or from our general knowledge of the world (schemata: children love chocolate, adults try to limit their access to chocolate, adults are angry when children do forbidden things, etc.). In other words, the learners may have found references to emotions and motivations redundant in the context of high-intensity involvement in reconstructing the development of the story.

Unsurprisingly, the only element which was included in each learner's reformulation was the fact of chocolates having been eaten by the protagonist without permission, although one person included it only after being asked for clarification. The boy in question seemed to have made a slip of the tongue, by saying "John eat insect". In reaction to this he was asked at the end of his story, "So what happened to the chocolate?", and only then did he reply "John eat chocolate". This event constitutes the climax in the story, without which there would be no point in telling it. The learners seem to have recognized the key role of that event in the narrative, and made sure it was included in their version of it. It can be said, then, that the participants prioritized the events in the story to perform the task, and that the choices they made for the purpose prove familiarity with the narrative genre and the ability to employ it actively, albeit in limited and imperfect ways.

Looking at Table 3 vertically, we can assess the amount of information from the source text that each of the participants managed to include in their versions of the story. Quantitative generalizations are impossible with such a small number of participants but one observation may certainly be made here if we look at the data and the texts themselves: a high number of elements included in the story does not automatically make it the most successful one in either linguistic or discursive terms. The story produced by KD, the one with the highest score (see Appendix IV), is neither more fluent nor more grammatically or lexically accurate than the others. The amount of information included in the reformulation may be impressive and demonstrates the learner's high cognitive capacity, but it does not necessarily translate into a well structured, cohesive story. The very first sentence demonstrates the nature of the problem: "John wasn't very good boy and he loves chocolates." Even though grammatically correct, the two clauses simply do not fit together and do not constitute a cohesive sentence. The number of elements the learners managed to build into their stories shows how well they understood and remembered the story, but does not testify to the quality of their production.

Table 3. Analysis of a story reformulation task

STORY GRAMMAR	STORY PARTICIPANT	MA	OB	MC	KD	JE	WF
		SETTING	1. John was not a very good boy.	x		x	x
	2. He loved chocolates.			x	x		x
	3. One day he went to his grandma	x			x	x	
	4. who gave him some chocolates to eat.	x	x		x	x	x
INITIATING EVENT	5. He felt very happy,				x		
	6. quickly ate up all of them,	x			x	x	x
	7. and asked for more.	x	x	x	x		
	8. Grandma got angry			x			x
	9. and said that she had no more chocolates left.		x				
GOAL	10. Then John pointed at a box in the cupboard and		x				x
	11. asked, „So what is there in that box?“		x			x	x
	12. “That box is filled with insects”, replied grandma.	x	x		x	x	x
ATTEMPT	13. Later that day, when he got the chance, he ate up all the chocolates in the other box,	x	x	?/x	x	x	x
	14. and filled it with insects.	x	x		x		x
CONSEQUENCE	15. When grandma found out about it,	x	x		x	x	x
	16. she got so angry that			x		x	x
	17. she told his mum and dad what he had done.	x	x	x	x		x

END- ING	18. He got into serious trouble!	x	x		x		
	Total number of elements included in the learner's reformulation	11	11	7	13	9	12

There are other aspects of the participants' performances connected with the narrative nature of the text: the use of tenses and temporal markers. The former is especially puzzling: although the original version of the story was all in the past tense, most students failed to use it consistently for their version of it. Admittedly, the so-called 'sequence of tenses' rule, according to which an independent past tense verb "imposes" past forms on its dependent verbs, is absent from Polish grammar, and this leads to frequent tense agreement errors in past narratives. However, the shifts in tense forms evidenced in the corpus do not seem to result from L1/L2 tense usage differences. In some cases the problem results from purely formal errors (wrong verb form choice), in others we can observe shifts in perspective across consecutive sentences, as if the speaker could not fully control the temporal aspect of the narrative, which in effect impinges on the cohesion of the text:

MA: One day when he goes to his grandma he wants a chocolate. He ated a chocolate and asked for another box.

WF: Grandpa say no, you can't eat it. There was... insect inside. John ate chocolate, it was in a box, and put on the box insects. When Grandpa say... see it, was very angry and telled her parents.

OB: John saw her box. What is in that box? Grandma tell him that in this box are insects... to znaczy... were insects.

KD: When he eat all of them he asked¹³ for more of them both the Grandmother tells that there are in the box insects... insect.

¹³ Pronounced as /'ask 'ed/ - two syllables.

As can be seen above, the speakers are not consistent with their choice of tense, but mostly go back and forth between using present tense forms, past tense forms, as well as base forms (also in contexts where they are not grammatically acceptable). Additionally, we can observe clear cases of rule overgeneralization, where regular past tense suffix [-ed] is applied to irregular verbs to form past tense. This observation points at the fact that past simple, the basic narrative tense, has not been fully acquired at this stage of the participants' Interlanguage. The speakers' cognitive resources are engaged in communicating the content of the story, hence there is less control over the form of the utterance. On the other hand, the stories they reproduced for the needs of the experiment were mostly understandable and accurate as accounts of a sequence of events, so there was no question of failure in performing the task in communicative terms. Strategically, it seems that the most interesting choice is the use of the base form of the verb, which leaves the verb unmarked, putting the listener in an 'open' situation, where they are forced to apply the appropriate form while parsing the sentence to make it interpretable in that particular context.

In OB's utterance above we can also observe one of a few cases of code switching in the corpus. These occurred where learners wanted to self-correct or signal awareness of a problem to the researcher. These were used 'outside' the narration, as if in a different channel of communication:

WF: He tell Grandpa... Grandma – ciągle myśle! – he can eat it.

Self-correction occurred without recourse to code switching, too. The recorded reformulation material showed that the speakers' monitoring of their own performance was quite intense, even if not always fully effective. There is evidence of self-correction and hesitation:

MA: and put the insect to... insects to the box (self-correction)

JE: John nnnn... knew in this box are chocolates. He... ate these chocolates. When Grandmother... found this box she was very angry. (hesitation in front of past tense verbs)

Finally, a crucial element of narrative discourse is temporal relations, i.e. the presentation of a sequence of events. In our corpus this has been achieved by means of the temporal conjunction *when*, introducing subordinate clauses of time, the co-ordinating conjunction *and*, sometimes in very long strings of clauses, as well as lexical references to the development of events in time. It is also worth pointing out that the ‘zero’ option, i.e. a lack of any time marker has also been quite common. Here are some examples of the use of conjunctions:

KD: And **when** he get a chance he take the box and take all of the chocolates, **and** put the insects to the box. Grandmother see this, **and** she tell this what he do to the parents of him, **and** they was angry on him **and** they scream.

As far as lexical temporal expressions are concerned, the most popular one originates from the source text (“one day...”), but there is one other item which is worth registering, for its complexity, grammatical accuracy resulting from self-correction, and for code switching:

OB: A few time later... nie, nie “time” tylko a few minutes later...

We can observe how much processing is involved in producing this phrase: the speaker gives evidence of monitoring his output for marking countability, the notoriously complex aspect of English grammar from Polish learners’ perspective. What is more, the participant confirmed his focus on the rule governing determiner selection for countable/uncountable nouns in the subsequent interview¹⁴.

There is another interesting case: participant JE’s performance, which was grammatically most successful, showed well selected past

¹⁴ Researcher: Skąd wiedziałeś, że tak będzie lepiej? [How did you know that it would be better that way?]

OB: Bo A FEW to jest do słów, które są policzalne, a A LITTLE jest do niepoliczalnych. [Because A FEW is used with words that are countable, and A LITTLE is used with uncountable nouns.]

tense verb forms, properly subordinated clauses of time and reason, temporal expression “one day” and the general effect of cohesion. The analysis of discourse elements, however, shows this text to be one of the less successful ones: especially the complex stage labelled here as “Initiating Event” is hardly present in JE’s account of the story, which deprives the narrative of its “build-up”, and makes it fall rather flat, especially that the participant omitted to include the ending as well. What transpires here is that this participant was so focused on linguistic accuracy that she achieved it at some cost of the story’s effectiveness.

On the whole, the narrative performances provided valuable material for observation, demonstrating considerable control of higher-level elements of the narrative structure (chronology, use of conjunctions and temporal expressions), and less control of the lower-level building blocks of story-telling, i.e. narrative tenses. These observations coincide with the research results on narrative skills being largely L1-based, and limited linguistic complexity in children’s L2 narrative performance discussed earlier in this chapter. Additionally, individual differences in preforming the task open the question of learners’ attention control, and their understanding of what is crucial for the successful completion of the task at hand.

5.2. Discussion of interview data

Each of the recording sessions was followed by an interview. The younger children’s performances were recorded by their teacher, and then they joined the research team for a group conversation, while the older participants were interviewed immediately after their individual recording sessions. In both cases the purpose was the same: to find out as much as possible about the learners’ awareness of their language learning strategies and of their cognitive processes as they composed their utterances. It may be worth mentioning that despite the age and L2 proficiency differences, both groups had a lot in common in that respect.

The younger participants declared that there was no rote-learning involved on their part. They did plan what to say (while waiting for their turn to record), but it was not exactly the same sequence of events as given in the course book model. In other words, they depended on the lexical expressions included in the input material and committed them to memory, but they did not memorize exactly the same text. Moreover, they consistently denied depending heavily on Polish in building their text, instead focusing on getting their message across, true to the facts:

LB: Musiałam się zastanowić o której to godzinie. [I had to think what time that was].

Self-correction did occur, but was mostly prompted by the teacher interviewing the children rather than spontaneous. They were stressed about being correct, and commented on being worried about it, but most of the actual problems they reported in the interview focused on the factual accuracy of their utterances and not grammatical. This seems to indicate that the participants' focus was on successful communication and getting their message across, which allows us to believe that they perceived the task as authentic. On the whole, the children reported nervousness connected with being recorded, which in a way corresponds with the emotions potentially occurring in authentic communication in a foreign language. The experience, then, may prepare learners to handling the stress of such a situation better. On the other hand, they showed very positive attitude to performing the task and high level of excitement.

Interviews with the older group were much more specific because they took place immediately after the recording had been made. Hence, it was possible for the participants as well as the researchers to address issues which occurred in individual performances.

The most commonly mentioned issue was the appropriate use of tenses: the learners were aware of the concept of using correct verb forms in a given context, even if their performance did not demonstrate

a confident command of this aspect of English grammar yet. Some of them attached very high importance to the issue:

- KD: I have a problem with these tenses. ... I try to pay attention to it.
R: And what was the most difficult? Tell us.
KD: Well, to build the sentences correctly.
R: Well, so, how to put these things in order in a sentence?
KD: More in terms of what words to use in a sentence, what tense to use, perhaps, what it should be like to be correct.¹⁵
JE: On the one hand I thought what to say next, but since we are saying that this already happened, so we use that past tense, and since I know how to inflect these verbs, the first column is the normal verb, then it is past simple and then in present perfect.¹⁶

At this stage, some participants admitted that their point of departure in building the story was Polish, and only later did they 'convert' it into English:

- R: As you were trying to remember, was it all in your head in Polish or in English?
MA: I guess it was more in Polish.
R: And then you translated that into English?
MA: Yes, only then.¹⁷

¹⁵ KD: Ja mam problem z tymi czasami. ... Próbuję zwracać na to uwagę.

R: A co było najtrudniejsze, powiedz?

KD: No to żeby poprawnie złożyć te zdania.

R: Ale co, jak po kolei poukładać te rzeczy w zdaniu?

KD: Bardziej jakich słów użyć w zdaniu, jaki może czas użyć, jak to poprawnie powinno brzmieć.

¹⁶ „Z jednej strony myślałam o tym co będzie dalej, ale też skoro mówimy o tym, że to już jest zrobione, to używamy tego czasu przeszłego, a z racji tego, że ja umiem odmieniać te czasowniki, ta pierwsza kolumna czyli czasownik zwykły, później w czasie past simple i później w present perfect.” (JE)

¹⁷ R: Jak sobie przypomniałaś, to było w twojej głowie w języku polskim czy angielskim?

Other speakers denied depending on Polish in any significant way. For example: "I don't really think in Polish, I just look for the words I know". It is not surprising that learners approach such tasks differently, depending on their level of proficiency, the amount of practice they have outside school, and other developmental or affective factors. This kind of practice allows them an opportunity to find out what is the most effective strategy for them. What is more, if the learner fails to succeed in doing that, the teacher can use the situation for directing him/her towards potentially suitable strategies.

It was quite clear that the subjects did not attempt to memorize the original text, but were building the story 'anew', with their own language resources. For some, this was the most difficult aspect of the task:

OB: I had to construct the summary so that it would be made with my own words that I know. And that was difficult.¹⁸

The school teacher's advice to use the sequencing of images as a task accompanying the listening stage of the reformulation task was indeed very useful. Her idea was to make sure the children had a purpose in the listening task, because that is what they were used to doing. Later, however, it turned out that it actually helped in the subjects' reconstruction of the text, without giving them any lexical clues. A few of the participants admitted in the interview that looking at the pictures helped them remember the sequence of events and focus some of their attention on the linguistic aspect of the task.

MA: Głównie chyba bardziej w polskim.

R: I tłumaczyłaś sobie to na angielski?

MA: Tak, dopiero potem.

¹⁸ „Trzeba było ułożyć tak streszczenie, aby zrobić to streszczenie z własnych słów, które się wie. I to było trudne.”

6. Commentary and conclusions

Reformulation has proved to be a useful teaching instrument at both levels of instruction examined in this study. At the earliest stages, when children's linguistic potential is very low, the phrases they do know can serve as building blocks for constructing their own authentic messages, allowing some flexibility in terms of sequencing, adapting certain details to children's own situation, even though the final output will mainly be repetition of a limited set of phrases. The feedback obtained from the participants, as well as their eager involvement, suggests that they are willing (and ready) to speak more in class, to have opportunities to practice the language they learn more freely, even though they still need a clearly defined structure for it. Adopting reformulation as a common teaching instrument would give learners a sense of achievement in communicating their own message, which in turn could boost their motivation and engage them more. The sense of achievement is in a way inherent in the task format: even very low competence levels do not prevent learners from completing a story reformulation task, as they are given a model to build upon in terms of both language forms and discourse structure. Thanks to this, the participating children had a generally positive experience, regardless of how successful their overall performance was, and were able to give an account of how they approached the task. Motivation is particularly important in the context of learning English as a FOREIGN rather than SECOND language. The common problem of the former is insufficiency of communicative opportunities, which are abundant in the latter. This lack could be compensated for to some extent by creating authentic situations where young learners could exchange real information about themselves on the basis of a set of model words and expressions, and with the language that they have already acquired.

With the older group, the benefits of introducing 'proper' reformulation activities include the ones above, but extend even further: it could be observed during the experiment that both the learners and the teacher are almost exclusively concerned with grammatical accuracy, so much

so that some learners were able to recite grammar rules almost by heart. The performances, however, do not show that attitude to be very effective, as accuracy in these utterances was rather low, and students' attention was mostly focused on the content of their stories. Doing reformulation tasks more often would let them become better aware of how they need to approach the task, on what resources they can depend when performing it, and on what elements of the model text they should focus to do as best they can. The activity could also help students overcome anxiety connected with error avoidance by making them more accustomed to making mistakes, and then learning from them. Since most of their classroom activities involve controlled practice, both teachers and learners see errors as a negative phenomenon rather than a learning opportunity. A slight shift in emphasis would be beneficial to both sides. All in all, what young learners need is a lot of meaningful input and output, so that they could become more aware of the communicative value of the language they are learning and the strategies they personally find the most effective in fulfilling the task. The reformulation task proposed in our study does create such opportunities.

Another important aspect of introducing reformulation at the early stages of foreign language instruction is that it provides opportunities for children's use of those language forms which they have learned outside the classroom, in language courses or other activities involving their target language (e.g. computer games, books, personal exchanges, or even writing). Judging from the interviews, such situations are commonplace, as only one of our subjects in the older group depended solely on school instruction, and all the others took part in supplementary courses and activities in English. Interestingly, this one student (marked here as KD) was the most successful in the reformulation task in terms of quantity: her utterance was the longest, and her version of the story includes the highest number of elements identified through the story grammar scheme (13 out of 18). Attempts at using the language that did not originate from the model material have been noted in our corpus, and even though the level of accuracy was not high in these attempts, they are very valuable for the child's progress and for enhancing his/her confidence.

The experiment reported in this chapter shows the variety of strategies our participants assumed in dealing with the task (e.g. use of L1, pausing, avoidance, self-correction) and at the same time proves the need for learners to be given a lot of opportunities for speaking in their own voice, with their own words, so that they can test out different strategies and make sure they use those that they find the most effective. Pupils seem ready for reformulation being included among their class activities at this stage, and teachers should not be discouraged by some inaccuracies in their performance.

As far as the interview as an element of strategy training is concerned, it is primarily a source of valuable information for the teacher. The students revealed their concerns, which turned out to be the occurrence of errors rather than successful communication, and it is this outcome that seems most significant. What these learners need is more reformulation and production practice, so that they would gain more confidence in their use of English and develop their own strategies for communicating successfully. They expressed that need overtly in the interviews and seem more than ready to start producing language in a less controlled, less structured format than they are used to doing. Reformulation tasks could serve as a very useful format of language practice, transitioning young learners into fully spontaneous production.

The format of the task itself could be modified to provide learners with a slightly more authentic interactive experience. Modifications could include pair work with such elements as question-and-answer and/or information gap exercises. The inclusion of visual components in the task should definitely be continued, as their role in the experiment proved very supportive in its successful completion.

An activity in which learners use new language in their personalized context is definitely beneficial to them and allows them to develop language creativity. Even though the production will not be error-free, it allows them to become aware that they can express themselves in the foreign language, which enhances their internal motivation. Almost all of the participants reported positive attitudes and willingness to do such tasks more often, and there was no outright rejection or negative

attitude among them. Most of young learners' school language practice is based on rote learning, matching, gap-filling, and other tightly structured activities, which do not allow for children's natural creativity. As a result, with time children's motivation wanes and their progress in language development is slower than it could be. Therefore, our recommendation is to employ reformulation tasks in foreign language courses at beginner and elementary levels to meet young learners' needs in developing their communicative competence and help them become more independent language users.

The task may be constructed in the way that would direct learners' attention either on particular forms, on the message, or on both at a time, depending on the aims and on the extent of attention control the learners can muster. The teacher could exploit the full potential of the exercise by using it as a diagnostic tool: monitoring learners' output could provide useful information about their needs and the type of input they could benefit from most. If the activity were to be followed by a pedagogical dialogue, as was the case in our experiment, the teacher could use it as an opportunity for strategy training, helping the learner find the strategies that suit them best when tackling a particular type of task.

Introducing strategy instruction at primary level could be another topic for discussion as a follow-up to this study. Effectiveness of strategy instruction has already been researched thoroughly, and the outcomes are very encouraging. For example, Chamot (2008) or Rubin et al. (2007) show that language learning strategy training should not only be explicit, but should also be introduced at early stages of L2 instructions: there is no reason why learning to develop strategies should be delayed, as even young children can build awareness of their strengths and weaknesses, and can be guided in efforts to overcome possible obstacles. It is the teacher's task to help learners develop techniques which would make their learning effective and enjoyable. This is why our reformulation project spans such a wide range of age groups and levels of proficiency. Contrary to what some teachers might think, LLS instruction is not exclusive to advanced language learners, but may, and should, be offered at all levels, including the lowest ones.

As far as the design of our experiment is concerned, some modifications in further studies could be made. For example, it would be useful to include an interview with the teachers, so that their point of view could be taken into consideration in the analysis. They may have observations concerning particular students' performance which would be impossible to make for researchers external to the context. The question only they could address would be whether a particular student's performance was more or less successful than usual, which could add value to our observations.

Other issues that emerged in this study and are perhaps worth considering in further research are teachers' (and learners') low tolerance of error. From the team's informal conversations with the teachers, as well as the interviews with the learners, we can conclude that error avoidance rather than successful communication is at the centre of their attention. Analysing these attitudes and diagnosing their roots seems like an idea worth pursuing, so that errors could be seen as opportunities for growth rather than sources of embarrassment for teachers and students.

The study was by design a small-scale project, so the learner language analysis could not lead to any reliable generalizations. It would be worth analysing a larger corpus of similar data in order to arrive at some more comprehensive assessment of young learners' performance in narrative reformulation tasks. The data obtained here, however, give us grounds to conclude that such tasks offer useful opportunities for productive language practice in general, and for developing skills necessary to build a narrative text in particular. Therefore, we are convinced that reformulation tasks should be employed more intensively in foreign language courses for young learners.

CHAPTER III

Reformulation in the acquisition of communicative competences at the intermediate level

1. Introductory remarks

Since the publication of the Common European Framework of Reference for Languages (2001, Polish edition 2003), reflections on language learning/teaching have been dominated by the definition of communicative competence presented in that document. The advantage of the definition included in this publication, fundamental for teaching practitioners, is undoubtedly the emphasis on the multifaceted socio-cognitive processes involved in verbal interactions as well as on the recognition of component competences that determine smooth and effective communication (linguistic, socio-linguistic, socio-cultural, and pragmatic competences). This frequently cited document of the Council of Europe – positioned closer to pedagogical policy than to research – fails to address issues related to the integration of individual components of communicative competence, their proportion and dynamics at various levels of language education, nor does it specify the importance of individual conditionalities of the process (see Wilczyńska 1999, Grucza 2010). However, for the sake of understanding the unique character of learning and for the planning of teaching, it seems extremely important to integrate data from the linguistic, textual and discursive levels both in tasks designed by the teacher and in the learner's efforts. These issues will be the subject of the study presented in this chapter.

2. The specific character of the intermediate level

The problems of integrating skills of different nature is of interest to us in reference to the intermediate level (and especially the transition from A2 level to B1) in another foreign language (in the Polish school system this pertains to what used to be the middle school and is now the higher grades of the primary school). The unique feature of this stage of learning/teaching a foreign language is its transitional character: from the functional use of language, often limited to simple acts of speech typical of the beginner level, the learner transitions to the perception and production of more complex utterances corresponding to different discourse genres. At this level of development of linguistic communicative competences the learner already has a sufficient command of linguistic resources to understand and express more abstract ideas characterised by more specific sociocultural connotations. One of the challenges of the intermediate level, then, is to consistently develop the skills of integrating component communicative competences in a given act of communication.

At the intermediate level, learners have considerable experience in learning a foreign language (usually English), while in their Polish (native) language lessons they develop discursive competences related to the story, the narrative type of text proposed in our experiment. Yet, these learner resources are seldom taken into consideration in developing foreign language competences.

In the learning/teaching context described above, reformulation appears to be a very good instrument for integrating linguistic competence and discursive competence in a particular task, as well as exploiting the acquired potential of experiences in working on a narrative text.

3. Research goal: the impact of reformulation on the integration of learners' linguistic and discursive abilities

The aim of the study is to establish the usefulness of reformulation as an instrument for developing learners' skill of integrating their lin-

guistic resources (inspired by the input data set in a particular situational context and presented within the framework of a narrative text) with discursive competence. The analysis was performed on the data from learners' written reformulations and obtained from interviews. In this part of our project, then, the aim includes, on the one hand, an evaluation of quality of the reformulations placed in the corpus in terms of their linguistic complexity, and on the other, estimating the importance of this type of task in developing competences of foreign language learning under particular pedagogical conditions (see the previously mentioned unique characteristics of the intermediate level of foreign language proficiency). The analysis will be performed on the data gathered in our corpus of learner texts (1) and in interview contributions (2)

1. How did the learners use the language input provided in the source text to build their reformulations?

To what extent were the learners able to combine the task of reconstructing the content of the story with control of grammatical accuracy?

To what extent did the learners use in their contributions the rules of narrative composition characteristic of the text provided?

2. How do the learners account for their decisions concerning the use of the linguistic resources available in the source text?

What impressions do learners have and how do they evaluate the interdependence between linguistic form and discursive norm?

How do they assess their ability to observe those dependencies in texts/tasks and to use them for their own development?

The answers to these questions will be sought jointly, first in reference to the tendencies observed in the whole corpus, and then in analysing individual strategies of particular learners as specific to the research context considered here.

4. Context and design of the study

In the experiment described here, integration of competences will be analysed in a task involving comprehension and, on its basis, construction of a reformulated text. The reformulation task involved a written reconstruction from memory of a previously read text (see Appendix V). The written form of the task gives more freedom in managing attention and in time management, mainly due to the independence from the narrator. A similar function is performed by the images accompanying the story, illustrating particular stages of events and thus making it easier to remember their sequence.

The written form was also chosen because of the ability to use the obtained data (the learners' reformulated texts) directly in the interview which accompanied the performance of the task.

Developing the skills of integrating the components of communicative competence and introducing new language resources to one's linguistic repertoire in encounters with authentic utterances is intrinsically linked with the learner's autonomy. Learners may use the new data not only as a source of linguistic resources included in the text, but also as a model in terms of text cohesion and its discursive appropriateness, effectiveness or attractiveness. After all, correct reformulation requires the use of linguistic resources for a particular purpose, which is of discursive nature, and it is accomplished by means of various textual operations. In the case of the reformulation of a story, the point is not to simply repeat lexico-grammatical structures, but to coherently reconstruct the events, considering their correct sequence and logic.

What is more, the point of a reformulation task is also to link receptive and productive skills within the same communicative competence. The reception of a text targeted at a particular goal of the task, i.e., reconstructing a story from memory, implies cognitive activity connected with understanding the text, remembering the content and reconstructing it (hence mobilising the linguistic repertoire appropriate for the features of the reconstructed narration) in speech or in writing. It

could be assumed that frequent execution of this type of task will improve the integration of these processes. The awareness of the purpose of a reformulation task may enhance observation of other people's utterances and, in effect, lead to experimenting with the acquired linguistic resources according to the representation of the formal framework of the text. Reformulation, then, is also an exercise in combining the task of text construction with control of grammatical and semantic accuracy of one's own utterance.

5. Data analysis

5.1. The analysis of learners' written production

Obtaining the linguistic resources which learners used while performing this task allowed for insight not only into the resource of lexical units and grammar structures available to the learner at a given stage of foreign language development, but also into their strategies of formulating utterances and the ability to conduct narration.

Hence, the analysis of learner reformulations included the use of micro- and macro-level linguistic resources of the source text. The analysis of micro-level linguistic resources included

- the lexical resources employed, their grammatical and semantic accuracy, the complexity of the language structures used
- the strategies for monitoring the text and its comprehensibility to the recipient.

The macro-level analysis of reformulations included primarily

- text coherence,
- the quality, completeness and attractiveness of the narration,
- the expression of cause-and-effect relations in the narration
- the inclusion of emotional states in the narration,
- the inclusion of elements of interpretation of events in the narration.

The source text begins with the following sentence:

Der Hausmeister heißt Herr Franz.

[The caretaker is called Mr Franz.]

Six out of fourteen students rendered this sentence without any changes. Instead of the original structure, some of the children used the one frequently practiced at the early stages of teaching German – *Das ist...* [This is...]. For example,

GH: *Das ist Hausmeister, der Herr Franz*¹⁹.

[This is a caretaker, the Mr Franz.]

The use of this structure was certainly encouraged by the illustration presenting the caretaker, which accompanied the introductory sentence. The second sentence of the source text was faithfully reproduced by only one student:

Meistens ist Herr Franz sehr nett zu den Kindern.

[Most often Mr Franz is very kind to the children.]

Nearly half of the students changed the inverted structure into the simpler one, with the canonical word order subject – verb, preserving the linguistic elements of the original sentence. For example:

GH: *Er ist meistens sehr nett zu den Kindern.*

[He is most often very kind to the children.]

Some of the students rendered the utterance by using simpler linguistic resources while interpreting the meaning, as can be seen in the example below, where ‘being kind’ as a feature of behaviour was replaced with a characteristic that determines an internal attitude towards children:

MN: *Er mag Kinder.*

[He likes children.]

¹⁹ In all the examples the original orthography has been preserved.

An interpretation offered by TU is of a slightly different nature, where the information that Mr Franz is kind to children is presented as an indication of his passion for working with children.

TU: *Herr Franz liebt arbeiten mit Kindern.*

[Mr Franz loves to work with children.]

The interpretative attempts may be evidence of the focus on content rather than form of the message in this part of the reformulation, and of the use of one's own linguistic resources, simpler than the more complex ones in the source text. At the same time, such a reformulation testifies to the attention to the cohesion of the text. The vast majority, i.e. twelve students, used the personal pronoun *er* [he] instead of the noun phrase, thus emphasizing the continuity of the reformulated expression.

The third utterance of the source text is quite extensive:

*Aber es gibt ein paar Dinge, die er überhaupt nicht leiden kann.
Zum Beispiel Kaugummi.*

[But there are a few things which he cannot bear at all. For example chewing gum.]

Four of the students reproduced this utterance without introducing any changes. Some students combined both utterances into one simplified one, for example:

CD: *Herr Franz ist nicht zufrieden, wenn er die Kaugummi findet.*

[Mr Franz is not happy when he finds the chewing gum.]

The synonyms of the expression *nicht leiden* [cannot bear] used by some students, for example *nicht mögen* [to not like] or even *hassen* [to hate], are certainly simpler and more frequently used ones. Particular attention should be paid to one student's utterance who, despite having used simpler verbs, used the same textual pattern as in the source text, thus preserving its dynamic and its development of the narrative:

FE: *Aber er hat eine Sache die er hasst. Diese Sache ist der Kaugummi.*

[But he has one thing which he hates. This thing is chewing gum.]

Another sequence of the source text is composed of three sentences in direct speech:

Er sagt immer: „Solange ihr das Zeug im Mund habt, ist mir das egal. Aber wehe, ihr spuckt es auf den Hof oder klebt es unter die Tische. Dann könnt ihr was erleben.“

[He always says, “As long as you have this thing in your mouth, it is all the same to me. But woe betide you if you spit it in the yard or stick it under the table. Then you will see...”]

Seven students rendered this fragment in direct speech as well, which must have been facilitated by the written form of the reconstruction and the illustrations provided. Two of these students preserved a more or less similarly complex structure as in the original text, changing only particular phrases. For example, instead of the structure *Dann könnt ihr was erleben* [Then you will see], the phrase *werde ich es nicht tolerieren* [I will not tolerate this] was used. The other four students changed direct speech into indirect, rendering the protagonist’s utterance quite faithfully in their own words:

GH: *Herr Franz sagt oft, dass wenn die Kinder den Kaugummi in ihre Munde haben, es ist ihm egal. Aber er hasst, wenn die Kinder das Zeug unter die Tische kleben, oder auf den Hof spucken.*

[Mr Franz often says that when the children have the chewing gum in their mouth, it is all the same to him. But he hates it when the children stick the thing under the table, or spit it out in the yard.]

In her utterance, student GH added a description of the caretaker’s emotion, making the narrative more attractive. The word *hassen* [to hate] was used in this context by another girl. One of the students mistakenly put together two parts of the utterance in her reformulated text, without recognizing that they had been in opposition to each other in the original text:

MN: *Er fragt die schüler, wo „Wie lange hast du es in der Mund?“ .
Ihr klebt es unter dem Tisch.*

[He asks the pupils where “How long have you it in the mouth?” You stick it under the table.]

In the example quoted we have a case of focusing mainly on the form of the utterance, which could be confirmed by the fragment “*klebt es unter die Tische*”.

The next sentence of the original text introduces another character in the story:

Ernesto weiß das, aber er klebt seinen Kaugummi trotzdem auf die Treppe. Er will Herrn Franz ärgern.

[Ernesto knows that, but he sticks his chewing gum on the steps anyway. He wants Mr Franz to be annoyed.]

This fragment of the story contains the proper beginning of the action. Five children repeat the first short sentence word by word, but they do not seem to fully appreciate the function of that sentence, which emphasizes the attitude of Ernesto to Mr Franz’s view on the stuck chewing gums and the boy’s intentions. The words *aber* [but], *trotzdem* [despite this] which emphasize the unity of the text in this fragment, are mostly omitted in the students’ narration. It is worth pointing out that the word for a very specific activity has been replaced with words which could constitute an element in a sequence of actions preceding the sticking of the chewing gum somewhere. Also the description of Ernesto’s intention, to get the caretaker upset, was reflected only in four students’ texts. However, almost all students do include in their narration the fact of Ernesto sticking his gum to the steps. As far as the choice of linguistic resources is concerned, we can observe a considerable variance in the reformulation of the word *kleben* [stick] with the more general verbs like *verlassen* [leave], or specific ones but focused on an earlier stage of activity, like *spucken* [spit out] or *holen* [bring].

The next turn of events in the original text is the arrival of the caretaker:

Kurz danach kommt Herr Franz. Als er auf den Kaugummi tritt, macht es laut „plob“.

[Shortly afterwards Mr Franz arrives. He treads on a chewing gum, which produces a loud “plop”.]

In the majority of students’ utterances this fragment has been simplified. This occurred in two cases: first, the adverbial of time – instead of the adverb phrase *kurz danach* [soon afterwards] the students chose the adverb *später* [later] out of their own resources; second, the replacement of a complex sentence with a simple one. For example, the whole fragment is expressed in one sentence:

CD: *Später Herr Franz auf die Kaugummi tritt.*
[Later Mr Franz treads on a chewing gum²⁰.]

A change at the linguistic level has an effect of reducing a certain tension in the development of the narration, achieved in the source text by separating two actions – the arrival and the treading on the gum, crowned with an onomatopoeic expression.

The sequence of micro-events indicated here does appear in several students’ work, and AB expresses it with a simpler conjunction:

AB: *Herr Franz geht und tritt auf das Kaugumi und es macht laut „plob“.*
[Mr Franz goes and treads on the chewing gum and it makes a loud “plop”.]

One of the students, KL, radically simplified this part of the story by linking it with the next fragment and putting the content of both parts into one sentence:

KL: *Er war zufrieden, aber er gefragt: „Wer ist das? Komm her!“*
[He was satisfied, but he asked, “Who is this? Come here!”]

²⁰ The translation was made in the assumption that the student had the word *treten* [tread] in mind and mistakenly wrote it as *trippen*. The word *trippen* does not exist in the German language.

Since in this student's previous utterance the subject was Mr Franz, let us assume that the pronoun *er* [he] refers to the caretaker. Clearly, the student mistakenly presented the emotional state of the protagonist. The reason may be an inaccurate understanding of this fragment of the story and/or an insufficient control of her own narration's cohesion.

The further part of the source text is a description of the caretaker's reaction:

Herr Franz bleibt stehen. Er zieht seinen Schuh aus und guckt darunter. Dann brüllt er: „Alle mal herkommen! Wer war das?“

[Mr Franz stops. He takes the shoe off and looks underneath. Then he yells: "Everybody come here! Who was that?"]

Nearly half of the students rendered this fragment by trying to imitate the process of building tension from the original text. Lexical changes in their utterances affect primarily the verb *brüllen* [scream], replaced with simpler forms like *sagen* [say] or *fragen* [ask]. Some students, by simplifying the description of a sequence of consecutive events, shift the emotions expressed with the word *brüllen* [scream] to a separate sentence, which is the case in the sentence below, where a personal interpretation of the emotional state of the protagonist has been added:

GH: *Er ist sehr geärgert.*
[He is very angered.]

A similar analysis may be applied to an example where the caretaker's order and question are replaced with a description of an internal state of the character:

RS: *Er weißt nicht, wer das gemacht hat.*
[He doesn't know who did this.]

Both of these examples testify to the students' analytical approach to the source text and their tendency to express explicitly the emotions communicated there in a more indirect way. This certainly affects the kind of narration, which becomes more literal and can potentially evoke less emotion in the recipient, released from interpreting the events reported.

In a further sequence of the original text the reader's attention is drawn to Ernesto:

Ernesto steht ganz hinten. Aber das nützt nichts.

[Ernesto stands at the very back. But that's no use.]

A few students left out this fragment of the narration in their texts. Most, however, following the source text, put Ernesto in the position of the agent, without accurately defining his efforts to hide himself: the adverb *hinten* [at the back] was replaced with *hier* [here] or *normal* [normally]. Only one of the students expressed the character's feelings connected with the situation described by putting them in a separate sentence, in the form of an internal monologue, which clearly enriched the emotional message of his narration.

EF: *Niemand kann sehen, dass er das gemacht hat.*

[Nobody could know that he had done it.]

The next fragment of the original text addresses the caretaker's state of awareness and his reaction to the pupil's behaviour:

Herr Franz muss gar nicht weiter fragen. Er winkt Ernesto zu sich.

[Mr Franz needn't ask any more. He waves Ernesto over {to himself}.]

Only three students imitated the original course of the narration in their utterances, using the same verb "Er winkt ihn zu sich". In one case the wrong use of a pronoun *zu ihm* [to him] instead of the reflexive pronoun *zu sich* [to himself/herself] lowered the comprehensibility level of the utterance. Most of the learners omitted this fragment of the original text from their reformulations, which corresponds with the previously observed tendency of focusing on the major activities while ignoring the activities leading up to them:

Dann zeigt er auf seinen Schuh und sagt: „Saubер machen!“. „Womit?“, fragt Ernesto kläglich.

[Later he points at his own shoe and says, "Clean it!". "What with?" asks Ernesto miserably.]

Half of the students preserved a short dialogue between the characters in an unchanged form, i.e., in indirect speech and with the use of the same expressions. Most students used in their reformulations a characteristic phrase from the source text: *sauber machen* [to clean]. Some students used *kläglich* [miserably], a word seldom occurring in colloquial language. In all likelihood it may be supposed that these learners encountered the word for the first time while performing the task. This would suggest that not only does reformulation allow for the use and operationalization/automation of one's own resources, but it is also used for their development.

This opportunity was not used by the students who interpreted the situation by closing it in a single sentence, for example:

RS: *Der Jung muss der Schuh sauber machen.*
[The boy must clean the shoe.]

There is no doubt that such an interpretation deprives the situation presented in the original text of its dramatic effect.

The next fragment of the original text is a description of side activities in relation to the main plot, and, as was the case in other such sequences, also in this instance a lot of students omitted it in their texts:

Jan gibt ihm ein Stück Papier. Aber damit geht es nicht. Das Papier bleibt am Kaugummi kleben.
[Jan gives him a piece of paper. But this doesn't work. The paper sticks to the chewing gum.]

It is worth looking at the reformulation by student GH. Unlike most students, who treated this fragment cursorily, if at all, GH detailed this episode by turning the word *Papier* [paper] to the word *Tuch* [handkerchief] and gave a more precise description of the activity:

GH: *Jan gibt Ernesto ein Tuch, aber es geht nicht. Das Tuch bleibt an der Schuh kleben.*
[Jan gives Ernesto a handkerchief, but this doesn't work. The handkerchief sticks to the shoe.]

An unsuccessful reformulation from the point of view of communicating the message is that by TU:

TU: *Herr Franz lasst Ernesto wäscht ein Kaugummi mit Papier. Ernesto macht das.*
[Mr Franz tells Ernesto to wash off the chewing gum with paper. Ernesto does that.]

Describing Ernesto's reaction with one sentence, a general sentence, TU omitted a fact that is important to the development of this part of the story, that is, that the character does not succeed in performing the task. This distorted the cause-and-effect relationship within this part of her text.

Another fragment constitutes a continuation of the same narrative sequence describing the way of removing the gum, as well as the effects of Ernesto's actions and Mr Franz's feelings.

Da zieht Herr Franz seinen Schuh wieder an. Er holt einen Spachtel. Damit geht es viel besser. Ernesto macht auch die Stufe sauber. Doch Herr Franz ist noch nicht zufrieden.
[Then Mr Franz puts his shoe back on. He brings a palette knife. This works much better. Ernesto also cleans the step. But Mr Franz is not satisfied yet.]

In their reformulations, six students begin a description of the next episode of the plot, connected with a female teacher, and omit the fragment with the palette knife or render it with one general sentence:

DC: *Später zieht Herr Franz der Schuhe zurück.*
[Later Mr Franz puts his shoes back on].

A general treatment of this part of the plot appeared in some other students' work in the form of a description of the character's emotional state, for example:

FE: *Herr Franz war sehr ärgerig, so er hat mit Ernesto zu seiner Lehrerin gegangen.*
[Mr Franz was very angry, so he went with Ernesto to his {female} teacher.]

Six students attempted to render this incident with the palette knife more or less faithfully. The word *Spachtel* [palette knife] turned out to be a challenge for most, and only two students used it correctly in their accounts. Others used it in a distorted form, probably because the similarity to the Polish equivalent allowed comprehension and did not require focus on the form of the word. None of the students used the linking word *da* [then], which appeared in the source text. Some of the reformulations are very complex and render the development of events accurately:

- IJ: *Herr Franz zieht das Schuh wieder an. Er holt ein Spachtel. Er macht das sauber und Ernesto macht die Treppe auch sauber. Aber das freut Herr Franz nicht.*
[Mr Franz puts his shoe back on. He brings the palette knife. He cleans it and Ernesto cleans the stairs, too. But this doesn't satisfy Mr Franz.]

The utterance above demonstrates that the learner manages the complexity of the events in this part of the story very well. His only mistake is the wrong use of the pronoun *er* [he] in the third sentence, making the recipient of the text wrongly believe that it was the caretaker who cleaned the shoe rather than Ernesto. It is difficult to say here whether the error arises from the misunderstanding of the source text or the incomprehension of narration resulting from establishing incorrect reference relationships and hence the misuse of the pronouns and the name by the student. Another thing worth pointing out in this and other utterances by the students is the fact that the protagonist's emotions are not omitted but are put in different words than in the source text, which can be seen in IJ's utterance above and in the example below, from EF:

- EF: *Aber Herr Franz ärgert sich weiter.*
[But Mr Franz keeps on being angry.]

In the learner reformulations of the fragment above an interference from English, the subjects' first foreign language, can be observed. Instead of the German word *besser* [better], one of the students used the

English equivalent *better*. The whole of the structure, however, corresponds to the German rules of grammar.

The subsequent fragment of the source text refers to the recipient's knowledge concerning people's roles in the school context (the teacher, the caretaker, the student), the relationships and rules of conduct in a school. Such knowledge is indispensable to understand that the caretaker goes to the teacher to complain about a student and that the 'free hour' that is mentioned constitutes Ernesto's punishment:

Er geht zu Ernestos Lehrerin. Sie gibt Ernesto eine Stunde frei.

[He goes to Ernesto's teacher. She releases Ernesto for an hour.]

In their reformulations some students used their knowledge of the school reality in adding some details. For example, MN wrote that the caretaker went to the teachers' room. In turn, another student's text contained the extra information (not included in the source text) that the caretaker explained the situation to the teacher:

EF: *Er kommt zu Ernestis Lehrerin und erzählt alle Geschichte. Sie gab Ernesto eine Stunde frei nach den Unterrichtsstunden.*

[He comes to Ernesto's teacher and tells her all the {whole} story. She gives Ernesto an extra hour after the lessons.]

These additional elements observed make the story more coherent and place it better in its context. Additionally, in the reformulation above, pupil EF added the information that the free hour took place after the lessons, which corresponds to the logic of the punishment mentioned before (most probably the student thought that releasing Ernesto from the current lesson would not be possible in a school or would not be punishment enough). This added information could testify to the attention to coherence and clarity of the narration, though it is worth noting that the added fragments do not make the story itself more attractive; quite the opposite, they could imbalance its dynamic.

The next fragment of the source text includes a description of Ernesto's hard work in the yard:

Zusammen mit Herrn Franz muss Ernesto den Schulhof nach Kaugummi absuchen. Das ist vielleicht eklig. Überall klebt welcher. Ernesto kratzt und schabt. Seine Hände tun ihm weh vom vielen Kratzen und Schaben.

[Together with Mr Franz Ernesto has to look for chewing gum in the yard. It's disgusting. Everywhere there are sticky ones. Ernesto is scratching and scraping. His hands hurt from all this scratching and scraping.]

An analysis of the gathered texts shows that all students shortened this narrative sequence. Only one used in his account the word *scha-ben* [scratch] from the source text, and one other student used the word *kratzen* [scrape]. Most expressed the meaning of this part of the story including in their utterances the fact of searching the yard for the presence of chewing gums, and another fact, very important for the narrative effect, that it was very hard work. Most students used the expression from the source text for the purpose, namely *seine Hände tun ihm weh* [his hands hurt]. Some used a generalisation, for example:

GH: *Die Arbeit ist sehr schwer.*
[The work is very hard.]

In reference to this fragment, then, we could also observe omission of detailed elements of the situation which build the atmosphere of the story and affect recipients' emotions.

The ending of the source text holds the solution to the plot:

Jetzt weiß Ernesto, warum Herr Franz Kaugummi nicht leiden kann. Und das sagt er ihm auch.

[Now Ernesto knows why Mr Franz hates chewing gum. And he even tells him so.]

The first sentence of this fragment is very important for the development of the narrative and this is probably why it was omitted by only one student. In all the other texts it is quoted verbatim or with only slight lexical or structural modifications:

BA: *Ernesto jetzt weiß, dass kleben das Kaugummi ist nicht gut und er hat es Herrn Franz gesagt.*
[Ernesto now knows that sticking chewing gum is not good and he said it to Mr Franz.]

The above reformulation includes a certain generalization: Ernesto gained some general knowledge about the negative effects of sticking gum in places, and did not – as in the original text – come to understand the cause of the caretaker’s attitude. Yet the student’s reformulation renders the logic of the story very well.

At this point, some students, based on their knowledge of characteristic features of such stories, move on to reach the end (punchline) of the story:

RS: *Die Gesichte beendet gut. Der Jung und Herr Franz sind froh. Jetzt träumt der Jung von Kaugummi nicht.*
[The story ends well. The boy and Mr Franz are happy. Now the boy is not dreaming about chewing gum.]

This reformulation impoverishes the narration to a certain extent by omitting multiple elements which give a deeper moral meaning to the whole story. The commentary referring to the end of the story demonstrates, on the one hand, the student’s narrative awareness, and on the other it proves that he does not identify himself fully with the role of the narrator. Indeed, the ending (the last fragment of the text) has a punchline:

Da lacht Herr Franz. Darüber ist Ernesto sehr froh. Denn eigentlich kann er Herrn Franz gut leiden. Wenn er mal wieder Lust hat, ihn ein bisschen zu ärgern, wird er sich irgendetwas anderes ausdenken. Jedenfalls bestimmt nichts mit Kaugummi.
[Then Mr Franz laughs. Ernesto is glad about it as he actually likes Mr Franz. If he feels like upsetting him a bit in the future, he will think of something else. Nothing to do with chewing gum, for sure.]

Except for one student, everybody who had not included a plot resolution in the previous fragment, did it now. Three students preserved the narrative structure of the source text, introducing only small lexi-

cal changes into their reformulations. Some limited themselves to just wording the moral in the ending, for example:

CD: *Ernest weiß dass es nich gut ist, wenn Jemand die Kaugummi unter dem Tisch klebt.*
[Ernest knows that it is not good when someone sticks chewing gum under a table.]

Some approached the final fragment with creativity and added details typical of endings in texts like this:

TU: *Und jetzt beide hassen eine Kaugummis.*
[And now both of them hate chewing gum.]

Some even added a moral familiar to them from other works of this type:

EF: *Wenn du jemanden die schlechten Sachen macht, er kann dich auch machen.*
[When you do bad things to someone, he can do them to you too.]

To sum up the analysis above, it should be noted that there is a large diversity in the ways in which the source text was reformulated in terms of the use of both narrative framework and linguistic resources included in the original story. As far as the level of narration is concerned, differences occur not so much in the most important twists present in almost all of the students' texts, but rather in side events, the staging of the plot, the building of tension, and the impact on the recipient's interest and emotions. Attention is clearly paid to the presentation of a coherent development of events, while the efforts to make the story of these events attractive remains in the background. In this context, the meta-commentary included by one of the students, "the story ends..." suggests that the students see the recreation of the text as a school task. If too little attention is given to elements designed to build interest or emotion in the recipient, this is probably because their real recipient is a foreign language teacher. This finding indicates the necessity of making learners more sensitive to the most frequently omitted aspects of narration

and perhaps adapting the reformulation task in such a way that would appreciate the recipient more. The point is to make the student address a different recipient than the teacher (a real or fictitious one).

This conclusion is supported by the observation of the linguistic resources which, as the analysis demonstrated, depend on the narrative strategy chosen by the student. The diversity in the use of language resources present in the original story concerns both the achievement of the task by individual pupils and the reformulations by the same student in relation to the different stages of the narration. The collected corpus registers a considerable number of phrases rendered verbatim by the students in the initial fragments of the text and in reference to the key elements of the plot. A greater diversity in the students' contributions appeared with the advancement of the narrative, and in reference to the above-mentioned side sequences, describing analytically the characters' actions and suggesting their emotional states by means of complex lexical and syntactic structures. In the case of such sequences many students showed the tendency to interpret the source text and reformulate it by means of simple lexical and syntactic structures. Such actions on the part of the learners, although ensuring the integration of linguistic and textual means within the learner's own resources and enabling their operationalization, seem to impede integrated learning as far as new elements available in the input are concerned. It is worth appreciating, however, the compensatory value of the interpretative strategy, especially when the text contains many lexico-grammatical structures difficult to a given learner. From the perspective of learning from input as a specific linguistic and discursive model, it seems crucial to have a text so saturated with new structures for the learner to be able to use them in a more ambitious narrative strategy, i.e. one taking into account the developed second plan as well.

5.2. The analysis of interview data

All learner interviews were carried out on the same day after a short break following the completion of the written task of recreating the story

the participants had read. The aim of inviting the students to a conversation on the topic of the task they had carried out was to motivate them to reflect on the techniques they had used to understand and remember text and, when writing, on the methods of selection of linguistic means of expression and on aiming for the coherence of the reconstructed text at the same time. The analysis of the students' utterances obtained during interviews, then, refers to the evaluation of the effectiveness of the techniques of remembering the content with the intention of repeating it, which required focusing attention both on the linguistic material and on the developing plot. We were also interested in the degree to which students exploited the input and in which linguistic form was integrated with the discursive norm in learners' own reformulated texts. It was also important to assess the potential of the proposed reformulation task in developing learning competences, specific to the proficiency level of communicative competence in another foreign language, chosen in our experiment.

The ability to identify and evaluate the employed techniques of comprehending and memorizing the text proved very diverse. Some students showed great awareness of what strategies of comprehending and remembering the text they had used in the first stage of the study. Some of them pointed out the usefulness of the visual material in remembering the content of the story and in building meaning on the basis of key words picked from the text. For example:

KL: *With those events it was possible to figure out a bit from the pictures what the character feels and to adjust the vocabulary to that.*

GH: *I also tried to remember some key words, so as to be able to write them later on and somehow build everything around that.*

IJ's utterances contain numerous observations regarding the methods of memorization which she used:

IJ: *I repeated it a little under my breath
(...)*

And also a bit photographically I tried to remember what's where.

(...)

I guess I paid some more attention to nouns and a bit more difficult words.

(...)

First of all I tried to find some sense in all this, how it all developed, so that I could recreate it all in my mind, just in case. And I remembered some conjunctions perhaps, like „trotzdem” and the like, more or less what structure that sentence had.

In OP's utterance a translation strategy can be recognized, too:

OP: *If you understand the whole and know how to translate it, it's much easier to translate it, remember it, translate it again and write it down. Right, well I'm not very good at translating, only those I was able to translate I did translate and managed to write them down.*

Not all the techniques mentioned above affected the quality of the reconstructed story in a positive way. The exception is the work by IJ, which is characterized by high accuracy indeed, which clearly shows that the awareness of the techniques employed does correspond with the ability to integrate them in the first stage of the task described here. This correspondence, however, is not clear, which may be demonstrated with an utterance by DC, whose reformulations show a rather low level of comprehension and memorization of the text, but whose interview contribution demonstrates a high level of self-reflection and of the ability to diagnose his own errors:

DC: *I was so focused on these names because it was the most important not to forget that. (...)*

On the first page I tried to remember everything by heart, but then it got rather long and the way that this story developed. (...)

I didn't understand and I didn't know if that was of big importance to the development of the story, but I did understand the rest, and I also got some of it from the pictures.

The above memorization techniques used by the students included various attempts to check the memorized material:

EF: *I read the text twice, I covered it and talked about it to myself in my mind.*

TU: *I tried to describe each element to myself in my own words and then this is how I reported it on that piece of paper.*

The use of the language input from the source text is limited mainly to comprehension and memorization of the vocabulary needed to recreate the text (task achievement). In learner contributions obtained in interviews one can observe that there were different reasons why they focused their attention just on the new structures/lexis. The students described various ways of dealing with unfamiliar words. Some omitted them with full intent, seeing them as an obstacle to focusing on understanding the story:

CD: *The group of words that I didn't know, ... I kind of omitted them instead of getting deep into them, because I realized that it's better to know the context than some words which I will perhaps use, but I won't know what about.*

Other students directed their attention to acquiring new words. Some said that they remembered them together with the whole context or sentence in which the unfamiliar word occurred:

AB: *There were a lot of words which I hadn't known before, for example, and I then tried ... to remember the word and where it was.*

GH: *I tried to remember such key words, to be able to write them down and build all this around them somehow.*

At the stage of recreating/constructing the text, there were students among the participants who were able to describe quite accurately their

decision-making process of choosing linguistic resources while writing. EF may be an example of such students:

EF: *[The words I hadn't understood] are not written. This was when that Ernest, because he was Ernest, was already doing the work, kind of, and his hands were hurting for some reason, and I don't remember it even now. I just wrote, as you have seen, that his hands were hurting because he had a lot to do... The beginning was easy, because in a sense, the first picture was encouraging to me – at the beginning I had thought that the whole thing would be quite easy, and there was no problem at the beginning. With the last four pictures I started to make things up. Not from memory, but just making up, really saying this with my own words. As far as the plot went, I had no problem, though there could have been some grammar errors, I didn't really focus on that, although I wanted to get all the word order right, well done, but somehow there was no such point where I would stop and not know what to write.*

In the interviews we also obtained information concerning the difficulty of remembering the original structures.

CD: *It was a bit difficult, because if I remembered the sentence, I remembered the context, we had to make up our own sentences which would try to reflect what it was about, and, well, sometimes it was complicated.*

Students also talked about the things they did to compensate for these difficulties:

WZ: *Somehow I tried to use deduction; for example, a word was used so I guessed it perhaps meant that, so I would use it here too, but I was not really sure if it meant the same.*

Students admitted using avoidance strategies too. For example, GH said that in a similar situation, when she was not certain of the mean-

ing of a word, she tried to replace it with another and did not use it. She admitted that she had left out whole episodes whose meanings she was not certain of.

The interdependence between the linguistic form and the discursive norm, both at the stage of comprehension and in writing the text, was evaluated by the students in a diverse way. A clear majority of students referred mostly to the text reconstruction stage and emphasized that they had been focusing on the events, so as to recreate the correct order in a logical way (attention to coherence of the narration was observed):

GH: *[I was focusing] mainly on the event, as if on the cause-and-effect sequence, so that this way later, then it is easier for me to write it all.*

RS: *Because when I write some texts, I am really unable to focus on those details, on such details as what he felt and so on. It's difficult for me. When I write a text it's short and to the point.*

Some students pointed out in their contributions, however, that the so-called second plan of the narrative was important to them too. For example:

CD: *I tried to reflect this context, but the fact that someone was unhappy, nice, then unkind, well, that also plays a role, because a lot could be inferred from that.*

The task of the interviews was also to observe how students evaluated their ability to use the reformulation task in developing competences in the foreign language. The students referred to their experiences of learning a language, and even defined their preferences in studying, for example:

WZ: *... I guess something like this before the aptitude tests, I think I practiced similar tasks.*

EF: *I am more of a visual learner and this is related to my interests, 'cause I sometimes work as a camera operator or a photographer on a production, and this sort of helps me re-*

member various aspects of the illustration itself, and I have the memory for... in a way, for words as meanings, only to the fact that I can see them. When I see them, I sort of know what it is all about.

IJ: *[reformulation] teaches the sort of thinking, to be able to remember everything quickly, the sort of photographic kind, to code all that somewhere quickly and to pack more information in a shorter time.*

The analysis of students' interview contributions shows that the students are very conscious of their reformulation strategies and how these are connected with the aim of the task as they imagine it. They clearly took into consideration their language skills, limitations of memory and the visual support for it in the form of the illustrations. Their responses show that, while performing the task, most of them focused their attention on major events and ignored the characters' emotions and motivations. This conclusion is consistent with the students' tendencies, observed in the corpus, to present the major elements of the narrative as ones that are the most important and crucial to the coherence of the story, at the cost of the aesthetic and emotional effect, so relevant to its attractiveness. However, the cognitive challenge associated with the novelty of the situation probably did not allow a broader definition of the aim of the actions taken. In this context, what stands out is the information concerning the use of compensation and avoidance strategies, which could be considered relevant as regards the achievement of the objective, understood as the recreation of a story. These strategies, however, limit the observation of input and its processing in terms of more broadly understood learning objectives.

At the same time, it is difficult to deny students large commitment to the task and the cognitive effort to achieve the goal, even if narrowed in scope. This involvement on the part of the students confirms the high teaching value of the task. Although in their comments the students did not see the task as an opportunity to gain new discursive and linguistic resources or to verify those already at their disposal, performing

the task required multi-layered, integrated management of content and form. Thus, they could observe that the development of competence depends on a gradual integration of rules governing language structures with recognizing their discursive functions.

6. Commentary and conclusions

The reformulated stories and interview data, put together, constitute valuable information on the potential of reformulation as an instrument of integrating various components of communicative competence and on the limitations of this task, resulting from the instructions or from students' attitudes. It also confirms the complementarity between the two teaching and research techniques, used in parallel both for the needs of diagnosing communicative competences and learning competences on the one hand, and, from the pedagogical perspective, understanding the interdependence between choices made by the learner and visible effects of his/her linguistic activity on the other. Apart from the already presented conclusions from both stages of the study, there are also lessons learned concerning the possibilities of optimising reformulation in foreign language teaching/learning. They pertain to adapting the difficulty of the text to the learner's potential, specific to the particular stage of education, as well as shaping his/her strategies towards a new text as a learning resource.

As for the former, the analysis provides information on how the task of reformulating the proposed narrative is to be carried out by the students, considering their level of proficiency in the target language. It appears that a higher level of proficiency allowed students to utilize linguistic patterns from the source text more effectively and to implement the narrative framework more fully. Students whose foreign linguistic resources were more limited tended to resort to compensatory strategies more often, perhaps because the number of new structures included in the source text exceeded their capacity for attention and memory. Therefore, the teaching implication here is that, from the point of view

of integrating the components of communicative competence, source texts containing complex structures which the learner has acquired or is acquiring would be more appropriate, so that he/she could further automatize them and integrate them with their discursive function.

In the analysis of reformulations and interviews it is also worth emphasizing the important role of the learner's attitude towards the task at hand as decisive for the value of reformulation. As we have observed, students were more focused on the task, and less on the conscious development of their linguistic and narrative competences based on the reformulation they performed. We are convinced that this is the area where the potential of reformulation could be exploited better, by means of interviews in the style of pedagogical dialogue, or another form of encouragement for self-reflection and for learners to define their learning goals in encounters with new texts. The teacher can vary the objectives of the reformulation task too, modifying the focus of the learner's attention once on observing the input and confronting it with his/her own resources, another time on the effects of reformulation with the use of the most effective strategies.

CHAPTER IV

Reformulation in developing discourse competence at the advanced level

1. Introductory remarks

In the experiment described in this part of the book reformulation is presented as an instrument used in strategy training, in preparation to writing a complex written form at the advanced level of foreign language teaching/learning. The input material used in the study was research articles in the field of students' specialization at the 2nd degree modern language and literature studies (Romance language studies). The aim is to follow the different ways in which students develop (meta)discursive competence²¹ through tasks involving reading research articles with the intention of using it in preparing their theses. From the perspective proposed here, the optimal use of the articles should not only be of informative value, but should also allow conscious observation of model scholarly reasoning, characteristic of the genre.

Writing scholarly texts requires a mastery of multiple component skills, whose shared characteristic is integrating intellectual activities with discursive activities. One of the skills combining such activities

²¹ An important element of metadiscursive competence is an awareness of language choices being subject to functions, structure, or strategies characteristic of a given discourse genre. Metadiscursive competence assumes knowledge and is connected with its conscious use in planning, regulating and evaluating discourse activity. In this publication the concept of discursive competence includes the meta component as well.

is a deep, critical and analytical understanding of research papers. With a view to preparing diploma theses and, in the case of this study, MA theses in modern language studies, this is a crucial skill for many reasons. First of all, the advancement of knowledge in the humanities occurs primarily through the use of current bibliographic sources. Consequently, broadening a student's personal knowledge in a given field will require becoming familiar with literature relevant to the particular subject matter (including research papers), while its processing and use in the diploma thesis will determine the scholarly value of the produced text.

Due to its aims, content, structure, logic and style, the research paper as a genre constitutes a particular type of condensed scholarly discourse, and as such provides discourse models of academic reasoning expected/required of an MA thesis. One could therefore expect that methodical improvement of analytic reading of research papers, which constitute a specific genre, will not only be of assistance in gaining knowledge, but will also help students develop instruments for presenting their own reasoned reflection in their MA theses, in accordance with the norms of scholarly writing²². In the study presented here, reading was conjoined with written reformulation of particular parts of an article. The latter is to encourage the student to work intensely on the content and the form together, not only in comprehension, but in writing as well.

Reformulation as seen from the perspective of understanding scholarly discourse assumes a broader definition. It does not involve, as Martinot (2012: 65) defines it, lexical and syntactic modifications in reconstructing the same content, nor, as is the case with the younger children in our project (see Chapter II), does it involve use of ready-made formulas for

²² There seems to be a need to distinguish between *scholarly discourse* and *academic discourse*. An MA thesis belongs to the category of academic discourse, appropriate to particular teaching aims and the development of students' knowledge rather than to the formation of new knowledge, which is the aim and practice of scholarly discourse. Such distinctions are confirmed by research, pointing at significant differences between works by experienced authors of scholarly texts and by students and even PhD candidates, who are still learning the new craft (cf. Donahue, 2010, Fløttum and Thue Vold, 2010).

expressing personal information concerning every-day routines. Neither does the reformulation involve a reconstruction of longer discourse forms, as was the case with the older children, who tried to reconstruct a story (see Chapters II and III). In the context under discussion, i.e. reception of a scholarly text with the aim of using it in preparing one's own research writing, reformulation goes beyond analysing the content and the formal paradigm of the text. Placed in the dynamic of building an interdiscursive plane (Maingueneau, 2009:107), reformulation is grounded not only in capturing the content and rendering the meaning of the text in the abstract, but, through referring to other works and theoretical constructs as well as placing the argument within a chosen paradigm, it has the character of a kind of reading report. Therefore, it must be considered in broader categories of discourse, or even metadiscourse.

From this perspective, a reflective use of reformulation in the proposed assignments becomes, for pedagogical purposes, a component of strategy training, whose aim is to develop students' competence in writing scholarly texts over the course of their modern language studies.

2. Academic discourse in foreign language learning

Recognizing the discursive competencies which are necessary to read scholarly articles depends significantly on the definition of the object of cognition. According to the discourse perspective assumed here, text and language forms are interpreted in conjunction with the social practices in which they were produced. In the case of scholarly discourse, the overriding purpose of these practices is to construct knowledge and disseminate research results in such a way that their record contains accurate documentation of the whole process – from formulating pre-assumptions and research questions, through collecting and interpreting data, to drawing conclusions. The rigour in the presentation of research results corresponds to the need to legitimise the authors of scholarly publications as members of the academic discursive community (cf. Swales, 1990).

Thanks to the close link between the research process and its communication, the various stages and variations of scholarly activity are reflected in the genres of scholarly discourse (e.g. the article, the study report, the monograph); yet, at the same time, scholarly reasoning is shaped by these genres, their characteristic values, social roles and forms. It could even be said that these genres can model the way of reasoning and experimenting²³, leading to a specific form of thinking, which Ostrowska (2011) calls a discursive thinking (see also in the same spirit, e.g., Bazerman, 2009, Donahue, 2010, Rinck, 2010, 2011)²⁴. Hence, it is reasonable to believe that reading comprehension of research articles and their reformulation can be used for developing scholarly thinking and preparing students for writing academic texts. However, the question remains how to use reformulation (intensity, scope, etc.), as well as how accurate the teaching instruction should be to meet the needs of students of modern language studies.

The inspiration for the use/development of the instrument of reformulation in the experiment presented here was the work of Delcambre and Donahue (2011), which spoke of the increasing difficulties in building the academic writing competencies necessary for research activity. According to the authors, the issue is a consequence of the free and wide access to university education in France, a claim which could also be made about the Polish system (see Wojciechowska, 2017). At the cognitive level, researchers (cf. Delcambre and Reuter, 2002; Dezzuter and Doré, 2004; Crinon and Guigue, 2006; Donahue 2010; Wojciechowska, 2017) see the cause of students' failure to use research sources in their acceptance of the position of a non-critical recipient, treating research articles as a source of complete information rather than a voice in a discussion requiring further verification or relativization, at least in terms of the

²³ However, this does not change the fact that the institutional objectives and the conditions of the discourse, as well as the social norms inherent in the roles and social status of the interlocutors, are primary in relation to the structure of the genre and the linguistic forms which serve their mediation.

²⁴ Here we touch upon the considerations in the realm of sociology of knowledge concerning the autonomy of reason, which, however, are not the subject of our deliberations.

context or methodology of the study, for example. Shortcomings in the processing and critical analysis of the content of scholarly publications also testify indirectly to the lack of appropriate tools for the proper assessment of the obtained information, or more broadly, to students' poor epistemological and discursive awareness (Reuter and Lahanier-Reuter, 2008). At the point of working on the diploma thesis, this results in the compilation of different data without commentary pointing at their value and/or limitations. Earlier, at the stage of article reading, this lack of discursive competence is evident in students' poor use of discourse characteristics of the text as scaffolding, on which they could base their reading, assess the coherence of the argumentation, refer individual elements of the presented idea to each other, in a word, consciously direct one's attention by stepping beyond the linear reading path. Instead, students use the inefficient strategy of underlining keywords²⁵.

Students themselves see the reasons for their failures in writing a foreign language thesis in two areas: their weak knowledge of the field of specialization and their linguistic deficits (cf. Wojciechowska, 2017). Here we are dealing with a kind of vicious circle, because the low level of initial knowledge makes it difficult to read articles, and in turn, the superficial reading of articles does not further the independent development of knowledge within the discipline. As for language deficits, it is apparent from our research that for many students reading articles is not an opportunity to knowingly and systematically gather language resources towards enriching their stylistic and discursive repertoire (structure of a section or paragraph, phrases, rhetorical strategies) for the purpose of producing their own texts. This is probably due to the idea of separation of writing and scholarly reflection, according to which

²⁵ Studies on learning durability show that deep processing of a text combined with its reformulation, asking questions, ordering and/or summarizing, strengthens the memory footprint in the mind much more than reading a text with highlighted keywords repeatedly – the latter strategy is pointed out by many researchers as the least supportive of learning (e.g. van Blerkom, 2007; Jagodzińska, 2008). It can therefore be argued that by involving more demanding mental operations, reformulation will also help students to more effectively build knowledge in the field in which they are preparing their master's thesis.

it is first necessary to develop a clear, ready-made thought, so as to be able to “pour” it on paper/screen (Reuter, 2004). The previously mentioned low awareness of the peculiarities of discursive scholarly texts could be considered to account for this shortcoming.

The synthetically presented research findings show that students’ independent, untargeted reading of scientific papers aids the development of their discursive competencies only minimally, and the wealth of the intellectual and discursive data with which they are faced remains poorly exploited. The effectiveness of reading articles in the construction of knowledge can also be quite questionable.

The modular concept of genre can be of assistance in the teaching of reformulation. According to it, an article can be analyzed through the prism of the modules that create it and which correspond to stages in reasoning. These modules can be distinguished on the basis of a repetitive and recognizable structure of the article, which performs a certain argumentative function and is subordinate to the logic of the genre as a whole. It is worth making a reservation that every discipline produces its own way of presenting research results, related to the specificity of its data, the importance of theory (more or less relevant to the construction of the experiment), referencing other texts (on the point-by-point basis only, or to the whole research field, more or less polemically, etc.) (cf. Bazerman, 2012).

And so in language pedagogy articles, which are the material in our study,

- in the introduction, we can distinguish such elements as the subject matter, the objective of the article, the theoretical framework for deliberations, the hypothesis, the research questions and the article plan;
- in the development, it is important to distinguish between theoretical modules, such as the definition of the main concepts or the current state of research, and the modules dedicated to the report on the study: presentation and justification of methodology, study protocol, data analysis or interpretation of results. At an even lower level, especially within theoretical modules, you can analyze section headings or the argumentative structure of paragraphs;

- the last part may include summary, conclusions, test constraints, further research prospects.

In addition to the clear structure, the specificity of discursive scholarly articles is defined by routine expressions²⁶, which are largely trans-disciplinary in nature (cf. Tutin, 2010). The awareness that modules are effected by means of formulaic language resources combined into repetitive configurations (cf. Swales, 1990; Moirand, 2003; Tutin and Kraif, 2016) seems extremely important in the context of foreign language teaching/learning. Systematic build-up of ready-to-use routine expressions can be useful both for the economy of understanding, including control of attention and interpretation, and for writing down one's own scholarly reasoning. In this context, it seems particularly important to link routine expressions to their cognitive-discursive and rhetorical functions (cf. Bazerman, 2012, Tutin and Kraif, 2016)²⁷.

The approach we propose is not only about building the repertoire of ready-made formulas and language structures typical of the academic style, but it is above all about conceptualizing the genre as the necessary framework for directing one's attention to elements crucial to understanding and composing scholarly discourse. This concept is part of the broader programme defined by Rinck (2011) as "education to (and through) scholarly writing" (French: *former à (et par) l'écrit de recherche*). In pursuing this demand, our proposal constitutes a sort of intermediate step between education by reading scholarly texts and

²⁶ All human communication is highly formulaic, and scholarly discourse leads the way in that respect. Not enough heed is paid to this aspect of discourse, which is why learners are not in the habit of developing a repertoire of such formulas. Following their own route, or misconceived creativity, they often break the rules of syntactic or semantic connectivity, they break genre patterns, misuse conjunctive markers, especially complex ones, and logical connectives. Our students' first reformulations evidenced it unequivocally, while "observing" formulaic nature of the discourse produced considerable improvement (see Seretny, 2011, 2016).

²⁷ As in Tutin (2016:123), here we can give an example of the function of introducing contrast or comparison: "Our study differs from X...", "Unlike X, our study is about...." or of referring to data/facts in support of a thesis: "As can be seen in the picture, one can observe that..." (own translation).

training by writing one's own thesis. It is worth noting that in our research protocol, these stages are included in the spiral progression, so that skills acquired on one level are invested on another level. This is illustrated by the following diagram:

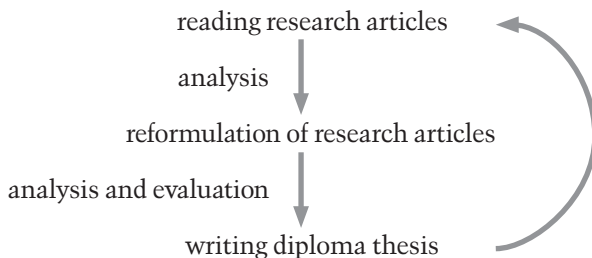


Figure 1. Stages of training in academic discourse

3. Research goal: the impact of reformulation on students' discourse competence in academic writing

On the one hand, the research aim of this section of our project addresses the issue of assessing the effectiveness of reformulation in realizing one of the teaching objectives in modern language studies, that is, the writing of a diploma thesis. On the other hand, it has a cognitive dimension, as it makes it possible to capture the progress in developing discourse skills in foreign language learning. The aim could be expressed in the form of the following two questions:

1. What do the analysis of students' reformulations and the interviews with them say about the processes of developing (meta) discursive competence in a foreign language, in reference to scholarly discourse?
2. To what extent and under what conditions does reformulation of research articles prepare students to writing their MA theses?

The first question is of cognitive nature and focuses on capturing students' progress in analytical skills and their reflective thinking, while the second considers the pedagogical effects of the proposed task in the context of modern language studies, and is of more practical nature.

In accordance with the principles established for the whole project, in this part as in the others the context of the study was specified in reference to three factors: input characteristics, task characteristics and learner characteristics, presented in mutual relations. On the one hand, recognizing the discourse genre characteristics of the research article as input material determined the shape and nature of the reformulation task, as well as, to a certain extent, the progression in students' development of discursive competencies (reading articles and writing a thesis). On the other hand, it provided criteria of analysis for the data collected.

The study was carried out on first year MA students of French studies, i.e., adult learners at the advanced level of proficiency in French. The learner characteristics under examination include discursive competencies, which have been the object of the preliminary diagnosis and of our systematic observation at various stages of the study. The changeable, dynamic configuration of learner characteristics was taken into consideration in the planning of consecutive pedagogical and research activities. It should be noted that, in the context of modern language studies, cognitive and discursive skills necessary for the writing of scholarly texts are developed in the target language practically from the beginning. Our students' experience with scholarly discourse is practically limited to that gained while working on their bachelor degree thesis in French. What is in focus of our attention, then, is the process of developing discourse competence in the preparations for writing a master degree thesis. Hence the longitudinal nature of the study and the choice of action research as our methodology, which allows us to adapt the research protocol to the changing needs and abilities of our students.

4. The context and design of the study

Our object of analysis is students' reformulations of selected sections of articles (different ones at different stages), which we treat as traces of real skills. The reformulations will be confronted with recorded group discussions on the evaluation of their reformulations, and with student interviews, which record information on the perception of the articles and the

task of reformulation, thus providing data on students' genre awareness and discipline awareness. From the perspective adopted here, reformulation is metadiscursive in nature. It requires a deeper processing of selected parts of the research article, which should enable the student to combine its form and content as well as function. Reformulation is further designed to build expertise and collect discursive techniques for the purpose of constructing one's own text. This is why the unit of analysis of the collected data is no longer a sentence but a module of the genre, understood as part of a larger whole. According to this logic, an analysis was performed of students' reformulations before and after the training in writing the introduction and conclusion of the article, and of the introductions that each of them wrote to their thesis at the end of a year's work. Because of the great importance of awareness for self-directed work on scholarly discourse, at every stage we tried to examine its development on the basis of recorded discussions, interviews, as well as peer assessment comments on students' introductions written in the final stage. The texts are for us the source of information, on the one hand, about the actual writing skills (reformulation and introduction), and on the other, about the ability to use metadiscursive awareness in the analysis of the texts of others (interview and feedback on a colleague's introduction).

As can be seen above, our study is based on the action research methodology, which made it possible to combine pedagogical activities with research/observation activities. It is longitudinal in character and combines various research protocols corresponding to the successive stages of the experiment. Its core axis is the training in reformulation and in writing, conducted throughout the academic year, mainly at a seminar specializing in the reading of research articles, and at a master's degree seminar, conducted by two closely cooperating academic teachers, members of the research team. In parallel, one of the teachers proposed reformulation of the various parts of the research article, while the other worked on critical analysis of the thesis. The goals were, for example, to formulate the principles of "good academic style"²⁸, in order

²⁸ Students had the opportunity to confront their ideas about the scholarly style by, for example, reading the chapter "The curse of knowledge" from the work by S. Pinker

to identify the features of an introduction to a scholarly text, to establish relationships between particular sections of a text on the basis of their titles, or to explain the principles of relating the assumptions placed in the introduction to the replies given in the final conclusions.

A group of six students in the first year of the master’s degree course in French studies took part in the project. The small number of students in the group permitted a very individual approach to their difficulties, a close guidance from the teachers, as well as the optimal adaptation of the research protocols to the students’ abilities in the successive stages of training. In the table below, we present the various stages of the project and the corresponding data collection tools, as well as the methods of analysis:

Table 4. The stages of the project and the corresponding data collection tools, methods of analysis

Stage	Pedagogical tasks	Techniques of data collection and methods of analysis
I. Initial diagnosis	<ul style="list-style-type: none"> – reformulation after one reading of Monika Grabowska’s article²⁹ – a group discussion – realizing one’s own strategies, discussing “research article” as a genre, jointly analysing the article (forms and content), assessing cohesion and completeness, defining the nature of the article (theoretical / research report / methodology-application) – repeated reformulation at home – joint analysis of submitted assignments in class 	<p>preliminary recognition of spontaneous strategies applied by students, without detailed instructions preceding the task</p> <p>qualitative analysis of the genre modules in students’ reformulated entries written at home, following a joint discussion and a more detailed instruction; confrontation of the analysis of texts with the recorded group discussions</p>

The Sense of Style. The Thinking Person’s Guide to Writing in the 21st Century (2016: 81-103) and apply the jointly developed criteria in the analysis of the texts.

²⁹ The first article chosen for the project was by Monika Grabowska (2017) partly because it touches on the difference between linguistic and discursive competence, and also because it contains all the stages of a properly constructed research article. The

II. Training – Reformulation of introduction and conclusion	<ul style="list-style-type: none"> – joint analysis and individual reformulation of introductions to three other articles concerning the writing of scholarly texts, e.g. ways of referring to the literature of the subject, or problematization – the teacher’s (individual) assessment of each work, conclusions – presentation of a reformulation of the student’s chosen article on the group forum – evaluation by other students in the group, correction and evaluation by the teacher – analysis of a conclusion set against an introduction, individual reformulation, and group evaluation of all the conclusions of the articles analysed so far 	<p>discourse analysis of reformulated entries at the end of this part of the training</p> <p>analysis of recorded statements from student interviews</p>
III. Application in students’ own writing	<ul style="list-style-type: none"> – group analysis of paragraph structure, writing one’s own paragraph with a definition of the student’s chosen concept related to the subject of their thesis, peer review in pairs, editing, teacher’s assessment – adding introduction and conclusion to a chapter of a bachelor degree thesis chosen by the teacher (the same for all students); group assessment, students editing their work at home, teacher’s assessment – critical analysis of tables of contents (five cases) – problematization and progression, organizing scattered points within given chapter titles, group discussion – analysis of a research chapter (five cases) -coherence of the research question and methodology, coherence with theoretical part, typical phrases, group discussion 	<p>observation</p>

article is available at <https://pressto.amu.edu.pl/index.php/srp/article/view/10725>. The introduction to this article has been placed in Appendix VII – just the introduction, because this was the section that was the object of analysis and later – reformulation.

III. Application in students' own writing	<ul style="list-style-type: none"> - writing a paragraph - writing introductions to students' own master's theses - editing and peer review 	<p>analysis of students' introductions to their master's theses</p> <p>qualitative analysis of written comments evaluating a colleague from the group</p>
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As can be seen above, each phase of the study corresponds to a different research protocol, which will be expounded at the point of presenting the data.

5. Data analysis

5.1. Diagnosis of students' discursive competencies (stage 1)

The reading and writing of scholarly discourse is one of the few situations in teaching/learning a language in which students are not quite able to refer to their experience in their mother tongue or other foreign languages they know, and so only in a limited way can they find support in previously developed resources when fulfilling the task of reconstruction (cf. Bazerman, 2012). The big challenge in reading is also students' level of knowledge in the field, which has been presented within the framework of the undergraduate programme only in its most general outlines, and may not give sufficient grounds to make publications on language pedagogy accessible. It is assumed that the students, on their own or under the guidance of the supervisor, will complement their knowledge by reading research papers on the problems selected for their master's theses.

The diagnosis of discursive skills carried out in our research group gives insight into the initial state of students' skill levels and al-

lows better planning of further instruction, so that the reformulation of articles would meet the research team's expectations. As already mentioned, the subject of the first reformulation was the article by Grabowska (2017) titled «La compétence discursive au croisement de la médiation intralinguistique et de la compétence grammaticale: exemple de transposition d'un dialogue en texte narratif». Its topic is the relationship between the discourse norm and the grammar rule, and it was intended to be used as the material that would raise participants' awareness of the discursive aspects of communication. The initial, diagnostic part of our study consisted of the following sequences:

1. students' individual reading and immediate written reformulation of an introduction to the article within the duration of one class, without any specific instructions from the teacher³⁰,
2. group discussion of the students' reading strategies, setting these against possible strategies stemming from the research article genre,
3. joint analysis of the article (form and content), assessment of cohesion and completeness, according to genre features; determining the nature of the article (theoretical article vs. research report vs. methodological application),
4. repeat written reformulation of the introduction, to be done individually as part of a home assignment for the next class.

Despite students being introduced to the unique discursive specificity of a research article, and their joint work being focused on the individual modules and relationships between them, the task of individual reformulation of an introduction has been assessed as difficult. Due to the length of students' reformulated texts and, at the same time, the concern to preserve the holistic character of the reformulation in its relationship to the source text, we will examine students' strategies on the example of one student's reformulation text, which best illustrates the

³⁰ At this stage, the idea was that the teacher and students could observe what strategies they used spontaneously in this type of task.

trends observed in the corpus. In addition to the data extracted from the reformulated texts, we will also refer to the students' statements gathered during the discussion and through the survey on the reading strategies they applied.

The analysis of the reformulated introductions allows the identification of two most common strategies which, in short, consisted in reformulating the text by substituting synonyms and shortening it by removing certain items. The applied strategies, numerous attested in the corpus, causing associations with the way summarizing tasks are done in French, have – as we will show below – serious limitations. Here is how one student reformulated the assigned passage:

L'article traite de la qualité de la compétence discursive aux niveaux supérieurs de l'apprentissage du français langue étrangère dans le cadre de l'activité linguistique de médiation. Elle est reliée à la connaissance de la maîtrise du discours indirect.

La dernière édition du livre *Les discours directs et indirects* montre une importance permanente de ce sujet grammatical dans la pédagogie. Dans le domaine du français langue étrangère, on envisage particulièrement son côté technique.

D'après *le Cadre européen commun de références* la compétence discursive est liée au processus d'organiser des phrases et des éléments de la phrase. Cependant, elle n'est pas envisagée par exemple à travers les catégories de thème/rhème et du savoir de diriger le discours.

Ensuite, selon *le Cadre* l'activité de médiation est comprise comme un phénomène qui se réfère en même temps à la réception et à la production. De plus, la personne qui utilise cette activité se transforme en médiateur entre le texte premier et un individu. Ce tiers est incapable de comprendre le texte source sans une transformation.

L'auteur veut analyser sur le plan d'une activité de médiation qui se trouve dans la langue elle-même, la compétence de changement d'un discours direct en discours indirect. Il montre l'influence de la consigne sur la nature de la médiation qui se joue entre le texte dialogal et narratif. De plus, sur le plan de la compétence discursive dans la façon dont elle est décrite dans *le Cadre*, il examine le fait que la médiation d'un texte source gardant des signes du discours oral, ne rend pas possible forcément de fabriquer un autre texte appréciable sur le plan discursif.

At the level of the reformulated text, it is clear that the basic structure of the original sentences has been preserved and only some words have been substituted with their synonyms, e.g. the word 'présent' (this) has been replaced by 'cet' (this), 'examiner' (French for 'examine') by 'analys-er', 'dernière édition' (last edition) by 'sortie récente' (recent release), 'livre' (book) by 'manuel' (handbook), while 'témoigne d'un intérêt pédagogique constant pour ce problème de grammaire' (is the evidence of continuing pedagogical interest in this grammar problem) was changed into 'montre une importance permanente de ce sujet grammatical dans la pédagogie' (shows the constant importance of this grammatical topic for pedagogy).

Ostensibly, the adopted strategy seems to be appropriate and could even testify to the processing of the text if it were not for the evidence of distortions of content in the reformulations, which reveal the superficiality of the student's work, and are recorded throughout the corpus. Seeking to shorten the reformulated text, as is the case in the passage defining the empirical framework for research, 'dans le cadre de l'activité linguistique de médiation' (in the framework of linguistic mediation), the student translated them into a theoretical framework: 'dans le domaine de la linguistique de médiation' (in the field of mediation linguistics). The change has been mistakenly suggesting that linguistic mediation is a field of linguistics rather than a kind of task. At this stage of reformulation, the linear approach adopted by the student does not allow them to understand and/or communicate³¹ in what way mediation is referred to here, even though the answer is in the remainder of the article, where the mediation tasks are defined³², and though the student has reformulated this definition fairly correctly.

³¹ In this type of analysis, it may be questionable whether reformulation reflects the level of understanding or is influenced by the level of writing skills. With regard to the data collected, this was resolved thanks to the recorded discussion and the interview, which confirm that the problem at this stage was the comprehension of the text.

³² The relevant passage in Grabowska's article reads as follows: « Par rapport à la médiation linguistique, le *Cadre* précise notamment ce qui suit (point 2.1.3, p. 18) : Participant à la fois de la réception et de la production, les activités écrites et/ou

In the remainder of the reformulated introduction, another deformation appears which can testify to the profound misunderstanding of the problem in the source article. It is about the definition of discursive competence, which has been reformulated as follows:

D'après le Cadre européen commun de références la compétence discursive est liée au processus d'organiser des phrases et des éléments de la phrase. Cependant, elle n'est pas envisagée par exemple à travers les catégories de thème/rhème et du savoir de diriger le discours.

In the reformulated text, we read that the Common European Framework of Reference for Languages defines discursive competence only at the level of sentence structure, contrary to what is stated in the article, where the author contrasts the complex definition proposed in the document with pedagogical practice, focusing exclusively on sentence and inter-sentence features.

On the basis of interviews with the students, the difficulty of understanding the passage discussed above can be accounted for by the complicated syntax of the source sentences, which, coupled with the lack of knowledge concerning discursive competence, makes it difficult to reach the heart of the problem presented in the article³³. Going beyond the linear processing of this passage would make it possible to look at the definition given by the author through the prism of its function – in this case as an element of the justification of the research objective.

The problem with linking individual fragments of the source text can also be seen in the last part of the reformulation. In a sentence that

orales de médiation, permettent, par la traduction ou l'interprétariat, le résumé ou le compte rendu, de produire à l'intention d'un tiers une (re)formulation accessible d'un texte premier auquel ce tiers n'a pas d'abord accès direct. Les activités langagières de médiation, (re)traitant un texte déjà là, tiennent une place considérable dans le fonctionnement langagier ordinaire de nos sociétés. »

³³ It is worth noting that the difference between language and discourse, and between linguistic competence and discursive competence, was explained by the teacher in class. The difficulties observed here clearly show how uncertain the relationship between teaching and learning is, and how important it is to have a critical approach to feedback from students.

refers to a module containing a clarification of the research problem, mediation is indeed collated with discursive competence, but the relationship between the two is not problematized, as it is in the source text: 'dans le cadre de cet article l'impact de la consigne sur la qualité de la médiation, la définition de la compétence discursive selon *Le Cadre* seront analysés' (this article will analyse the impact of the instruction on the quality of mediation, the definition of discursive competence according to the *Framework*). Misunderstanding of the earlier modules leads to further trouble and is reflected in another questionable expression, in which instead of talking about mediation of the dialog text expressed in the narrative form as a study of performance (of discursive competence), mediation becomes the subject of hypothetical criticism in itself: 'l'hypothèse est que la médiation du texte authentique gardant des éléments du discours oral ne donne pas la possibilité de formuler un nouveau texte convenable au discours' (There is a hypothesis that the mediation of authentic text preserving elements of spoken discourse does not make it possible to formulate a new text corresponding to the discourse). Evidently, the idea that mediation can lead to different effects depending on the scope of discursive competencies activated by the instruction has not been processed. Thus, there occurred a distortion of the author's hypothesis, which, contrary to the student's suggestion, refers to the insufficiency of syntactic competencies in the area of direct speech to indirect speech transformation, for it to achieve mediation that would be complete and correct in discursive terms.

The reformulation of the introduction to the first article quoted above is also representative of the subject group in terms of refraining from naming particular modules of this section, except for those which were explicitly mentioned by the author of the source text (i.e. aim and hypothesis): subject matter, methodology, theoretical framework, etc., despite the earlier activities raising awareness of the importance of these distinctions. Clearly, the adopted strategy of linear abbreviation of the source text prevented the recognition of the discursive function of a given section in the context of the whole, and, further, impeded the deeper conceptual processing.

Such an interpretation of the sources of faults in the reformulation, and the difficulties which occurred, is validated by other discourse indicators, such as a rare use of logical articulators or expressions indicating relations between particular sections of the reformulated text. Instead, what appears is frequent expressions of temporal sequence or addition of information without linking markers between paragraphs. The ones used most frequently are 'de plus' (what is more) or 'ensuite' (further), which, in consequence, reduces the argumentative character of the presented reasoning. The language resources of textual cohesion are also used sparingly.

Post-training interviews shed more light on the levels of genre awareness among students, showing their helplessness in the face of a reading comprehension task based on a scholarly text (see Stage 2. 2)

A discussion with the students confirms that the distortions of the source text's meaning described above result from comprehension issues rather than deficiencies in linguistic competence, including writing skills. Although it is possible that the adopted strategy is compensatory in nature at both stages of the task (reading and writing), our study gives ground to thinking that the strategy is particularly harmful to understanding the meaning of the article.

Summary of stage 1

This initial study reveals that for a significant qualitative change in the reading and processing of scholarly texts to occur, it is not sufficient to present students with a model to follow or even apply it as a joint activity in class. Even introducing students to the task, with group work under the teacher's guidance prior to individual attempt at reformulation, turned out insufficient. Students admitted during the discussion summarising the first stage of the project that they had not fully understood what the teacher's expectations were, and even if they did, they were not able to carry out the instructions correctly. This seems understandable, considering the novelty of the reformulation technique and the tenuousness about the genre within which it was to be applied. It is clear that

instead of an article report, the students aimed at writing a summary (apart from the previously mentioned measures, it is worth mentioning the fact of assuming the author's perspective, typical of summarising in French). Students express scepticism regarding the usefulness of the reformulation task in view of their preparations to reading scholarly texts and writing their master's theses, which, apart from the novelty factor, may result from the feeling of failure in writing their individual reformulations. They see the chance of overcoming their difficulties in writing the thesis somewhere else, mainly in remedying the shortcomings of knowledge and deficiencies in their command of the language, though it is difficult for them to specify how that should be achieved. In this situation, could the use of reformulation in strategy training affect their development of discursive competence as far as reading is concerned, and prepare them to writing their theses? Will it help them in developing their knowledge and perfecting their language resources already at the stage of reading research articles, somewhat in spite of their intuition?

5.2. Strategy training (stage 2)

After the introductory diagnostic stage the students were offered training, which consisted in reformulation of particular sections of articles, mainly introductions and conclusions (see Table 4, pp. 99-101). The length of particular stages of the training depended on participants' progress, and had the following components:

1. group analyses and individual reformulations of introductions to three other articles concerning the writing of scholarly texts, e.g. functions and ways of referring to the subject literature, and problematization, which were followed by the teacher's (individual) evaluation and a group summary of results;
2. presentation of reformulation of an article chosen by a student in front of the group – peer assessment and group feedback, individual editing at home and teacher's evaluation.

Apart from the activities above, throughout the semester participants collected from articles useful expressions (lexical routines) typical of academic discourse, and listed them on the group's Google Docs.

At the end of this stage students reformulated an introduction and conclusion of an article in class, and right afterwards they shared, individually, as part of an interview, their assessment of the work they had done up to that point and its relevance in preparation to their thesis. It was deliberate to omit from this stage the argumentative section in an article, focusing on the parts introducing the framework of argumentation and its logic (introduction) and responding to the problem posed in the introduction (conclusion). Both of these tasks served to collect data on the development of discursive competence, encompassing the following:

1. the ability to read (understand) and reformulate a research article,
2. discourse awareness in relation to the research article and the master's degree thesis.

Below we present the data obtained in both these areas.

5.2.1. Reformulation of academic texts

The task aimed at collecting data on the development of discursive competencies concerning the perception of a research article involved reformulation of an introduction and conclusion of Marie-Odile Hidden's text "Apprendre à rédiger un texte en français L2. Analyse longitudinale de copies d'apprenants" (2008)³⁴ (see Appendix VII).

The analysis of students' reformulations after the first stage of training allows to observe a significant improvement in the quality of processing of both parts and in their appropriateness. The student's pieces render the most important content, none of the elements of the introduction has been distorted by any student, which is a huge improvement compared to the first sample. One can see that students have embraced the discursive logic in their analysis, especially at the

³⁴ The article is available in its entirety at <http://journals.openedition.org/aile/4293>

reading stage – traces of this analytical reading are found on the copies of the article provided by the teacher and constituting the material for reformulation. There are hand-written notes and highlights, such as problématique (issue), hypothèses (hypotheses), (a)filiation (affiliation), objectif (objective), and from conclusions such as résultats (results), continuation de recherche (continuation of research), which permits the inference that students had searched for functions in particular sections of introduction and conclusion. Names of genre-specific modules appear in students' reformulations much less frequently than it is the case in the previously mentioned annotated copies of articles, but there are many more of them than in the first attempts. It is worth quoting especially those fragments of the introduction which were not explicitly indicated by the author:

1. MC: La problématique posée dans cet article touche une question liée à l'enseignement de la compétence d'écriture.

Next to the names of modules there appear expressions which signal their function in an indirect way, for example 'l'auteur se réfère à' (the author refers to...)

Further, the same student uses a different name of the module:

2. MC: Puis nous avons le fragment avec la filiation. L'auteur se réfère à la recherche de Kaplan qui s'occupe de la rhétorique contrastive. Cette rhétorique qui examine comment notre langue et notre culture influencent l'acte d'écriture... Ensuite, nous avons la partie de la description de l'étude.

It is evident that students focus more on the content than the form; they preserve the logic of the introduction rather than its structure. It could be said that they adopt the strategy of a perfunctory report, at points reminiscent of spoken discourse, as exemplified by the use of such adverbs as 'puis' or 'ensuite (ex. 2), 'après' (ex. 4 below) or the expression 'nous avons le fragment...'. In effect, particular reformulations are significantly different from the source text, and from one another, in terms of style. It is necessary to note here a lesser linguistic correctness

and stylistic appropriateness, remembering, however, that it does not deform the content of the original. Before we expand on this issue, we need to emphasize a new, incredibly important skill observed in the students' texts, i.e. linking several sections and indicating interconnections between them. Here are a few examples to illustrate this characteristic:

3. IM: Selon l'auteur, l'enseignant est conscient des difficultés causées de l'origine des apprenants, mais en même temps il ne se rend pas compte de la disparité culturelle. **En poursuivant cette pensée** nous trouvons deux hypothèses : que les apprenants allophones ne connaissent pas les modèles textuels pratiqués dans la langue cible et que la connaissance de ces modèles peut varier chez les apprenants partageant la même L1.

IM in his/her reformulation points at a hypothesis as resulting from a description of a problem, using an expression placed on the Google Docs list of lexical routines: 'en poursuivant cette pensée' (following this train of thought). Even though the form of the hypothesis is close to the source form, it does not result from synonym substitution. Thus, we can recognize the same keywords as in the source text: 'modèles textuels', 'pratiqués', or 'varier'. On the other hand we can observe attempts at expressing the same meanings in a more casual/simple manner, which in our opinion proves a deeper processing of the source text.

A similar tendency toward integrating and problematizing can be seen in examples 4 and 5:

4. ER: L'article de Marie-Odile Hidden parle de la capacité de rédiger un texte en français langue étrangère (FLE). D'abord, elle donne l'hypothèse : ce sont la langue maternelle et la culture des apprenants qui influencent l'efficacité de leurs compétences d'écriture. Aussi, le modèle de texte n'est pas peut-être connu par les apprenants ainsi que la différence entre les types des textes. Hidden puis dit des recherches de la rhétorique contrastive **grâce auxquelles** on peut voir **ce problème** dans les textes écrits par les apprenants et dans les ...

5. MK: Après nous découvrons que dans chaque texte édité par des étudiants dans une langue étrangère nous pouvons trouver des traces d'une culture rhétorique et discursive. **Pour** découvrir les traces visibles l'auteur a recueilli les travaux des apprenants sinophones puis les a analysés.

In example 4 the aspiration to search for connections between particular sections of the introduction is exemplified by linking the hypothesis, the theoretical framework of the study (here: contrastive rhetoric) and the corpus analysis techniques enhanced with the expression 'grace à' (thanks to which), and the phrase 'ce problème' (this problem), where the word 'problème' synthetically captures the issue which the demonstrative determiner 'ce' (this) refers to. In example 5, the relation between particular modules is expressed by the use of the conjunction 'pour' (in order to). This technique is strongly represented in the corpus. It appears that the particularly valuable approach is to link the analyses of a conclusion and an introduction. First of all students note that a conclusion is the answer to the question raised in the introduction, as evidenced by example 6. They also reformulate the most important results of the study.

6. ER: Dans la conclusion il y a une réponse à l'hypothèse posée par l'auteur

Presentation of particular content as a consequence of previously made choices can be observed in all the texts.

Let us return to the issue of stylistic and grammatical clumsiness, as it seems characteristic of this stage. Interestingly, it is clearly more prominent here than in the first reformulations. Stylistic problems, also present in the examples already analysed, can be added to the already mentioned features of the spoken language. Expressions like 'Hidden puis dit de', 'l'auteur est sûr', or 'l'auteur donne l'hypothèse' containing colloquial words and general verbs 'dire', 'parler', and 'donner' (in combination with the word 'hypothèse', to make matters worse), reveal lack of attention to precision in presenting content, so typical a feature of scholarly discourse. There are numerous errors in the work, indicating

poor control of correctness; these are usually errors which students can correct themselves after being made aware of them, like lack of gender agreement – ‘ceux’ instead of ‘celles’, or the wrong choice of the pronoun ‘en’ instead of ‘la’. Next to these cases of awkwardness, we can also note expressions suitable for the scholarly writing style: ‘prendre en considération’ (take into consideration), the previously quoted ‘en poursuivant cette pensée’ (following this thought), or ‘l’auteur cherche à’ (the author aims to).

One could suppose that questionable linguistic and stylistic choices constitute a certain cost of the deeper processing of the text and of distancing oneself from it – expressed, for example, in the use of module labels, but also perceivable through the frequent use of third person singular forms, marking the distance to the reformulated content. The strategies implemented appear to distance the students from the genre of summary and let them approach the genre of research article report, certainly setting the right direction in the development of discursive competence.

5.2.2. Development of students’ discursive awareness

Students’ performance of the task was confronted with declarations and opinions about the work itself – perceived by the teachers as demanding and laborious – and the skills acquired. The data were gathered through interviews carried out with each student individually by two teachers/researchers, recorded and transcribed. The aim of the interview was to obtain feedback on the differences in the subjects’ approach to the first task and the last, and on the usefulness of reformulation itself in the preparations to writing their MA theses. The interviewers also attempted to determine the difficulties observed by the students at successive stages of the study. The key questions of the interview addressed the following issues:

1. How different from the first task were the strategies of reformulation for the last introduction and conclusion, and what does it mean for the development of discursive awareness?

2. How do students perceive the usefulness of reformulation in view of writing their master's degree theses?
3. According to students, what is the value of written reformulation in comparison with just reading, without reformulation?

These were supplemented in the course of interaction with additional specific questions whenever the researchers found students' responses too general or vague. The conversation also had a pedagogical dimension, in the sense that it was to help learners summarize the subsequent learning process: to become aware of the achievements and to set the goals for the following semester's work. According to the assumed objectives for the interview, the analysis of the students' responses will be performed in the following areas:

1. Development of discursive awareness
2. Awareness of difficulties
3. Usefulness of reformulation in the perspective of writing the MA thesis
4. Reading with reformulation vs. reading without reformulation

Discursive awareness

Students agree in recognizing reformulation as a valuable and new experience, and throughout the interview they refer to it as a significant element of preparation to their MA thesis. They often express regret that they were not introduced to the features of academic writing at earlier stages of their education. They admit in their contributions that their reading and reformulation strategy has changed significantly under the influence of the teachers' instruction:

IM: And before, I had an article in front of me and I read it, and I did try to understand it earlier, but I didn't know all these technical issues, what was behind it, that it was called like that, it was really more difficult to do a good analysis of this article. At the beginning, or at my bachelor degree studies, they did not instruct me how to approach the reading of an article, that it is not that we read it and [put] it aside, that we need to really focus on it and

draw from it as much as possible, because we may use it to a positive effect in the writing of the thesis, one needs to know how to do this, to draw the conclusions that we need. I did the first reading many times, to have a general idea of the content of the article, and while reading I could already see that it would be about this and that, but I read it to the end and I then carry out a kind of detailed analysis.

KL: Earlier in reformulation I focused on synonyms, and now on the important sections aim, subject matter, and I also paid attention to examples.

Students are critical of the strategies they used in their first individual reformulation:

MS: then it made no sense to me, I had never had anything to do with such type of texts... and it was hard...

The fundamental difference appearing in all the contributions consists in carrying out the text analysis in agreement with the logic and function of the modules, and searching for coherence of all elements by setting them against one another. The utterances below testify to that:

ER: I didn't read the first time, and the second, and the third, but I read paragraph by paragraph, and I returned to the previous ones. I read Grabowska's text sentence after sentence, and here I tried to make a sort of mind map, what links with what.

KL: at the very beginning I had to read the text many times, then, during the semester I tried to look at such elements as subject matter, aim, motivation, and also look at structure, what is in the introduction, what is in the conclusion, and that certainly helped and when I focused on something, I didn't have to read the text so many times because everything became clearer... I notice cohesion in the text, cohesion between the introduction and the conclusion, where the results derive from, whether there is an answer to the problem posed

AP: This is all more logical I know what the stages are so I know what to expect in further sections of the article, and it's easier to read then ... when I read I underline what hypotheses will be examined and in what way and so I make some notes too. I would like to work on further sections of the article whether everything that was announced in the introduction is included there and in what way it is expressed.

What is striking in the utterances quoted is the departure from thinking about reading in the linear sense, for the benefit of strategies of searching for particular elements of scholarly communication, and combining form with content: “what is said and how”. Form and content are seen by students as controlled by norms typical of scholarly discourse, and reading with the generic key makes a clear contribution to their perception of academic genres and, as they insist, encourages them to explore the uniqueness of this type of discourse. The motivation for further efforts on the MA candidates’ part is the functionality of the genre in the analysis of scholarly texts and in writing them. And they confirm it:

MS: ... because this work is governed by its own rules it has strict forms which need to be followed and if I don’t know them then it is clear that I have a problem to write it so this is of very high value to me

We can observe at the same time that such an analytical approach has not become a habit for everyone, as there are students who admit that their first instinct is still to summarise,

ER: First I wanted to summarise the text, and then find specific details: aim, methodology.

But, there are those who claim that the training changed their way of reading research articles for good, even in conditions not directly connected with master’s thesis preparations.

IM: ... in the pedagogy course the teacher sent us an article in Polish and I was reading it according to what I learned in our classes... I read – oh this is going to be that aim and oh here the author made a reference to these particular works, so it really becomes a habit.

Awareness of difficulty

At this stage of work students keep reporting difficulties in reading and reformulating parts of research articles. The problems flagged by students are for us evidence of the development of awareness of their own

learning, which is to a large extent connected with the increased awareness of the discursive characteristics of the task.

Paradoxically, in the light of students' remarks, difficulties in understanding and reformulating scholarly texts appear as a positive phenomenon. When, in one interview, the researcher asked a student whether he/she had had enough of this laborious exercise, this is what she heard in reply:

AP: It is difficult, and that is why I think that it is useful and I liked the course's format, which forced us to think

It seems they are more willing to accept the effort which is, at this stage, quite well focused. Speaking of drawbacks, the MA candidates concentrate on insufficient knowledge within a given field:

MS: The least of the problem is the language. The vocabulary – it has become a bit more familiar thanks to the classes.

MK: The biggest issue is the knowledge and how to interpret those articles, because I have spent the smallest amount of time on this in my life.

Language difficulties, which were considered as the most important ones in the first interview (sometimes even the only ones), have lost importance and have been practically limited to the terminological issues.

MS: Sometimes if there happened to be an article written with more difficult vocabulary, one that is strongly research-oriented with all that vocabulary that I don't know yet, from the perspective of that field, for example.

We could say, then, that discursive competencies develop also, though still insufficiently, in terms of lexical sensitivity, which encourages students to complement their knowledge or to verify their own conjectures regarding the importance of individual data as belonging to a specific concept or research perspective. Set against the earlier reading experiences, searching for the missing information must be seen as a particularly meaningful/useful element of learning.

AP: this is so independent of language sometimes I have to look for concepts online or in books

It is interesting that acquiring this knowledge is associated in the students' comments mainly with performing the reformulation task. None of the students mentioned directly that encounters with particular articles were an opportunity to consciously build their knowledge of the field. A trace of such thinking can be found in only one comment:

MS: the most difficult thing is the knowledge of the field because sometimes it turns out, even when I read something extra, that the knowledge is patchy, the language is difficult, sure, it's specialist vocabulary, and it is difficult in Polish as well and it's not the biggest problem here ... the biggest problem is that I don't have these foundations and I'm aware of that

The aspect of language and nomenclature appears to be one that causes the MA candidates less difficulty after the half-year training, and some of them developed management strategies to overcome it in comprehension tasks. The previously presented analysis of reformulations leads to the conclusion that discursive competence is underestimated in the writing process, in developing one's academic style, attention to detail and appropriateness of the utterance, which finds confirmation in the stylistic quality of the reformulations analysed. Summing up this part of the analysis, we might say that the level of discourse awareness achieved by the students and of monitoring of the learning process permit them to have a considerable degree of autonomy in reading scholarly texts. However, students evidently need further assistance as far as discursive competence in writing is concerned.

The usefulness of reformulation in view of writing a master's thesis

As we have already mentioned, the idea of reformulation as an indispensable introduction to writing one's own text keeps coming back in the interviews. The increase in awareness of genre allows students to become more conscious of what kind of task looms before them and to

appreciate the newly developed skills from that perspective. MS's comment testifies to that:

MS: Writing the MA thesis – when I look at how much work that is, how it all must come together, how it must be interconnected, I regret that it is only now that I find out about it. The teacher's supervision is crucial, learning everything, what it is supposed to look like... Now I know that when writing my bachelor degree thesis I had no idea how to write the introduction and conclusion, I just read other theses and tried to "wing it", as they say, and now I know exactly what should go into the introduction and conclusion so that it would be cohesive, so I have this knowledge which I didn't have before.

Moreover, students appreciate the value of reformulation and modular analysis of texts for the development of their critical approach. Speaking of this, they often mention the article which they were to choose themselves and present in front of the class. It must be said that the content of these articles varied in value, which students could observe thanks to the modular analysis.

ER: while preparing my article I focused on arguments, and only later did I notice that even in scholarly texts there can be some shortcomings. Previously it seemed to me that all research articles, that if someone writes a research article, they do have some knowledge on the subject after all, and are confident of what they are doing, and yet we can see some faults and this critical distance ... when I prepared for my BA, I looked for arguments in texts rather than read them critically

The critical aspect is often raised in the part of the interview devoted to the usefulness of reformulation in preparations to the master's degree thesis, especially at the stage of looking for resources:

IM: I gained a lot thanks to that, when it came to looking for articles for the thesis, what to look for and how, what could be of use, I'm taking this one and why I won't take that one

MK: without the classes I wouldn't know what to look for and where, how to assess the value of these texts, whether it makes sense, what I can get out of this for my thesis, to make it good and valuable.

This critical aspect is also emphasized in the perspective of writing one's own text, as a consequence of recognizing the unique character of scholarly communication and developing new tools of analysis:

IM: It was crucial to find out about all those stages, only then did I learn what that filiation was all about, that authors refer in their articles to other authors and one needs to pay attention to confront one's opinions or assumptions with other authors to always approach things critically. What is important is why these authors and not others, I hadn't looked at it like that before.

Reading with reformulation and reading without reformulation

In the interview the students were also asked about the role of written reformulation in the changes they observed in how they understood scholarly discourse. Students are unanimous in saying that reading without reformulation would not be as fruitful, although they account for it in various ways. Some talk about reformulation as an activity which requires application, i.e. another processing of the text, others point at the memory boost guaranteed by writing down in one's own words the information one has just read.

MK: clearly reformulation, because this is practice, I think practice is what gives us more benefits than theory alone. When I write I return to the text, I guess when you read two or three times it's not enough to remember all the information in detail, it's good to go back, also because of the vocabulary, my brain couldn't remember all these difficult words and stages, returning to this text

In this context the voice of a student who recognizes in the reformulation task the value of multiple interactions between his/her own understanding and the idea presented in the source text seems particularly important:

MS: ... when I write I make sure that I'm certain that this is how I remembered it, I read it again, perhaps I should change something, perhaps I will realize that what I thought was right actually isn't

It transpires from the students' comments that they see the point in trying hard. There is still some doubt, however, whether it would be possible to make the effort without continuous control and support from the teachers and how permanent the effects of such activities are.

5.3. Discursive competencies in peer assessment (stage 3)

Both discursive competencies and the analytical skills acquired in the course of successive reformulations were verified after half a year of work focused on characteristic features of particular modules of the MA thesis. The crowning of this conceptual work and practical exercises was each student's writing of the introduction to their own master's thesis and then this introduction being assessed by one of the colleagues from the group (selected at random). It is the students' assessment commentaries that are the object of the final part of our project, whose aim was to establish to what extent the previously confirmed skills remained available to students in the task of correcting a text written by another person. The task puts them in the role of an editor, which should be part of every MA candidate's skills repertory if they care about high quality of their writing. Assuming distance first to somebody else's text, and then to one's own, is a necessary step in editing it and improving its quality. What is the level of (meta)discursive competence which we can observe in this new situation?

In light of this question, an analysis of students' comments (in Polish) with regard to an introduction to an MA thesis written (in French) by a colleague permits to observe the following manifestations of (meta)discursive competence:

1. The systematic use of discourse terminology (modules), marked in bold in all commentaries, illustrated in the example below:

KL: already in the introduction [the author] **points out the problem** of the neglected image of the « stranger » belonging to a social minority, in almost all school coursebooks. **The aim is clear:** to establish how the « stranger » is represented in particular examples, i.e. primary school course books for

French, English and Italian, at elementary level. Thus, K supposes that the image of the « stranger » representing social minorities is not included in coursebooks for most curricula. **This is the hypothesis** which she is starting from, and whose veracity she will be trying to prove.

2. Noticing the lack of constructive changes and suggesting that they be made

The text has a precisely defined plan. **In the introduction, there is no thesis or hypothesis** which is to be analysed in further sections of the text, and **no accurate description of the theoretical framework**.

In this section we have a clearly defined outline and methodology. I think that the whole introduction is very correct and contains all the most important elements of a good introduction: aim, motivation, methodology, or announcement of a work plan. What I find missing is an ending, a summary of this introduction. **It is worth adding that the thesis will help do this and that/ or will develop this and that.**

3. Partial suspense of judgement, modalization – apart from the interpersonal benefits resulting from this approach, prudence in assessment and criticism seems very desirable at this stage, because it opens the student’s mind – at least potentially – to various patterns, allows asking questions and formulating hypotheses.

However, there is no mention of a work plan, we don’t know what is going to be placed in particular sections. **It is difficult to find** a specific thesis or hypothesis that would be examined in further parts of the text, **perhaps** it is a willingness to verify whether thanks to the process of crowdsourcing self-learners develop autonomy: « Nous verrons également s’il est possible de développer l’autonomie chez les étudiants qui apprennent par eux-mêmes ». The text also lacks an affiliation with a particular theoretical framework³⁵.

³⁵ For the record, we would like to make clear that students whose MA thesis plans were not definite enough at this stage were allowed to omit this element from their introduction.

6. Final comments and conclusion

Reformulation used as an instrument of strategy training in preparation to writing scholarly texts at the advanced level of foreign language learning played a pedagogical and cognitive function in the experiment presented. As predicted it made it possible:

- to realize pedagogical objectives appropriate to standards in modern language studies and
- to let students develop discursive competencies by becoming sensitized to generic specificity of the texts they read and developing control over one's own text.

Preparation to writing texts which follow principles of academic discourse creates an opportunity for explicit treatment of genre variants. This is possible thanks mainly to the ability to recognize which elements of the scholarly text are constant, and which are changeable, and how the choice of one variant affects the type of reasoning or, to what extent a given implementation meets the requirements of reliability and objective approach to knowledge and its understandability within the scope of the discourse community. In that sense reading which is combined with reformulation develops specialist knowledge through reflective and critical thinking about that knowledge. What is very important, such a way of perceiving a scholarly text makes it possible to shape the attitude of an observer-researcher, who looks at formulated thoughts from a distance, does not accept them as absolute truths but as an interpretation placed in a defined paradigm. In consequence, critical reformulation proves to be one of the most important strategies of constructing one's own text, in keeping with principles of scholarly discourse.

Studying such complex skills of text perception and production is, however, a process extended over time, so it creates certain research demands which are not always realistic in the context of higher education pedagogy. In the study presented here, the low number of participants in the master's degree study group made close cooperation between its

members and the researchers possible. The study itself, so much integrated with pedagogy, required a complex research protocol that could be adapted to the successive stages of the experiment, which is a defining principle of action research. However, in practical application, whose aim was to perfect the educational standards in modern language studies regarding the MA thesis preparation process, it turned out to be a rather arduous undertaking. The challenges of presenting the study result mainly from the large amount of data which are qualitatively very diverse. The study confirmed the potential of seminars taught in the way presented in there, thanks to the effectiveness of peer-assessment and students' own perception of the progress they were making.

Conclusion

The aim of the research presented in this publication was to test the potential of reformulation as an instrument of developing linguistic communication competences and foreign language learning skills. Depending on the educational context, learning objectives and individual communicative intents, reformulation engaged learners' attention to varying degrees and in different manners when focusing on the parameters of the source text, and it was also used in various ways in the output texts. At the stage of text reconstruction, in each of the cases presented in our book we were mostly interested in how learners combined linguistic parameters (typical of the language system being acquired) with text characteristics and discursive context. In analysing realizations of learner texts we always considered the unique character of a given level of instruction, the teaching aim, the type of task, as well as aspects of learning that can be developed at a given educational stage. Such an approach allowed us to demonstrate the ways in which developing learners' linguistic competences could be linked with enhancing their metalinguistic competences (awareness of proficiency in using selected elements of lexico-grammar) and formal competences (ensuring the text's coherence and accuracy). The potential of reformulation in learning languages at various educational stages and in reference to various teaching objectives has therefore been examined in the course of reflection on its usefulness and on the modalities of its use in learning.

In thus defined research context, with children learning English as a foreign language at the beginner's level (primary school grades 3 and 6), an analysis was performed of different ways of monitoring one's pro-

duction on the basis of the source text. The task for the younger children involved reconstructing basic grammatical and lexical structures in a chronological order (a description of daily routines based on repetitions of selected patterns), and for the older children the task was to reconstruct a more complex story with the use of visual material.

In the second experiment, the analysis was performed on reformulations of middle school students learning German as foreign language. The aim of this analysis was to identify methods of using (combining in a given task) the lexico-grammatical competence and textual competence (typical of narration) as well as the ability to consciously conceive of these methods, and their effectiveness in learning another foreign language.

The third study involved students of French studies – last year students working on their Master’s theses. In this experiment the reformulation task was used for the needs of developing reading comprehension of research papers and writing students’ own academic texts. Reformulation was aimed at developing students’ ability to conceptualize a research problem (to understand theoretical problems presented in articles), which was eventually intended to translate into better quality of problem formulations in their own texts (writing an introduction to an MA thesis).

In the pedagogical experiments reported here, reformulation was included in the methodological repertory of language pedagogy research and foreign language teaching practice at various levels of instruction and for diverse teaching objectives, on the example of three foreign languages³⁶. This does not mean, however, that the situations presented here constitute a universal model of foreign language teaching/learning with the use of reformulation. This study of pedagogical situations was conducted within the framework of action research, hence it is merely an example of the use of reformulation as an instrument of developing

³⁶ In the experiments described here, the systemic features of these languages were not analysed from the comparative perspective. Comparative studies are part of the project described in the publication by Paprocka-Piotrowska (Lublin, 2019).

linguistic communication competences and learning competences with respect to a particular objective. In our view, such a strongly contextualized nature of the study determines the value of the analyses carried out, as it captures the different variants for the effectiveness of reformulation as a tool in the development of linguistic communication competences in terms of comprehending and building texts with the use of linguistic input, in connection with a discursive context. In the light of the research conducted, reformulation emerges as an instrument forcing the learner to monitor various aspects of his/her utterances simultaneously, switching attention at various levels of production and hence constituting an interesting transition between language exercises and completely free production of discourse. At the beginner and intermediate levels, the proposed tasks focused learners' efforts on ensuring narrative coherence in longer texts, thus enhancing their control of their own production in terms of linguistic and discursive accuracy of a story. At the advanced level, the learners' activity focused on developing argumentation typical of research texts (in comprehension) and academic texts (in production), and most of all, on developing the reasoning appropriate to research discourse. In this context, capturing spontaneous strategies employed by learners while preparing longer texts seems of particular value, and especially them recognizing the ad hoc value of compensatory strategies and their limited usefulness in view of using and developing formal and textual patterns available in the input. Putting together learners' reformulated production with their information on how they used the source text provided researchers, and may also provide teachers using reformulation, with extremely valuable information about learners' resources and their learning techniques³⁷. The metalinguistic and metadiscursive comments observed in the interviews open new opportunities for teachers and students to overcome the emerging tendency to overuse compensatory measures and to use discursive and linguistic resources available in source texts more consciously.

³⁷ Similar information may be obtained by teachers who include reformulation in their pedagogical practice.

A significant element of the experiments presented here was the reflection on suitability of texts and tasks to the needs and abilities of the learner. The preliminary findings indicate that texts only slightly diverging from the learner's current competences create more opportunities for the development of discursive patterns and the enrichment of linguistic resources, as well as the integration of the two. Taking this observation into account, it seems expedient to continue longitudinal studies, similar in nature to those in the last experiment but broader in scope, whose subject would be the dynamic of changes in discursive competence (narrative and argumentative competence) and linguistic competence (acquisition of linguistic complexity).

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Appendices

Appendix I

NAUGHTY JOHN

John was not a very good boy. He loved chocolates. One day he went to his grandma who gave him some chocolates to eat. He felt very happy, quickly ate up all of them, and asked for more.

Grandma got angry and said that she had no more chocolates left. Then John pointed at a box in the cupboard and asked, "So what is there in that box?" "That box is filled with insects", replied grandma. Later that day, when he got the chance, he ate up all the chocolates in the other box, and filled it with insects. When grandma found out about it, she got so angry that she told his mum and dad what he had done. He got into serious trouble!

Appendix II

(visual aids for *Naughty John*)



Artwork courtesy of Halina Lewandowska

Appendix III

Young learners – lower age group (corpus)

1. IZ

T: OK, could you describe your day:

S: Yes. Hello, my name is I... . I live in Poznań, in Poland. I go to class three F. On Thursday I get up at half past seven. I have breakfast at (pause) eight oh clock.

T: OK.

S: I brush my teeth at half past eight. I go to school at night oh clock.

T: At nine oh clock, OK? At school...

S: At school lunch at twelve oh clock
T: I eat school lunch at twelve oh clock, OK?
S: I go home at four oh clock. I have dinner at six oh clock. I have shower... (*editing cut?*)
S: I put on my pyjamas and at half past nine I go to bed at ten oh clock.
T: OK, thank you!

2. PB

T: Could you describe your day?
S: Hello, I'm P... I live in Poznań in Poland. On Monday I get up at seven o'clock. I have breakfast quarter past seven. I brush my teeth at half past seven. I ride a bike go to school at half past... quarter to eight. NIE, quarter to nine! I go home at half past three. I have a dinner at four o'clock. I read book at six o'clock. I have a supper at half past seven. I have a shower at (pause) eight o'clock. I wash my... brush my teeth at half past eight.
T: OK
S: And I go to school at...
T: I go to...
S: I go to bed at quarter to nine.
T: OK, thank you very much!

3. ND

T: Could you describe your day?
S: Hello, my name is N... I live in Poznań. I go to class three F. On Monday I get up eight o'clock. I have breakfast at half past eight. I go, I go to school quarter past nine. In the morning. I go... I go home at... I go home half past three o'clock in the afternoon. I have dinner at seven o'clock in the evening. I put on your pyjamas, then go to bed at half past nine o'clock in the night.
T: At night, OK. Thank you! Thank you very much!

4. LB

T: Could you describe your day?
S: Yes. Hello, my name is L... I live in Poznań, in Poland. I... On Sunday I get up aah eight o'clock. I have breakfast at nine o'clock. I go to garden in my sister.
T: Yes.

S: and play. I go to church in eleven o'clock. I have lunch ahhh (pause) two o'clock.
T: At two o'clock, OK.
S: I watch films in the (??) six o'clock. I have dinner at half past seven. I have a shower and brush my teeth and night. And I go to bed at nine o'clock.
T: OK, thank you!

5. ND

T: Could you describe your day?
S: Hello! My name it's N... . I'm live Poznań and Poland. I go to class three F. On Saturday (sic) I get up (noise!) half past seven. I have breakfast at... eight o'clock. I'm with my brother at half past ten. I'm read books at nine o'clock.
T: OK.
S: I'm (pause) No, zapomniałam jak to się nazywa!
T: No, spokojnie sobie pomyśl.
S: I rind (sic) a bike it's twelve o'clock.
T: OK.
S: I have lunch at four o'clock
T: Yes.
S: I'm have shower at nine o'clock and I put on my pyjamas
S: half past nine. I go to bed ten o'clock.
T: OK, thank you! Bye!

6. JR

T: Could you describe your day?
S: Yes, I, I J... . I live in Poznań in Poland. On Saturday I get up at half past five. I have breakfast at nine o'clock. I play football at half past ten. I read a book at one o'clock. I have lunch at half past ten. I have I have... I have a shower at...
T: Aha, shower, OK...
S: at six o'clock. I put my pyjamas at seven o'clock. I brush my teeth at half past seven. And I go to bed at nine o'clock.
T: OK, thank you!

Appendix IV

Young learners – higher age group (corpus)

1. MA

John isn't good boy. One day when he goes to his grandma, he wants a chocolate. He ated chocolate, and asked for another box. Grandma tell him in boxes (?) is insects. John knows.. know in box isn't insects. When Grandma don't seen he eat chocolate and put the insect to... insects to the box. When Grandma seen it, he told it to her parents and John gets problem.

2. OB

John eats chocolate. He hask his Grandma for another one. Grandma tell him that she hasn't got any chocolate. John saw her box. What is in that box? Grandma tell him that in this box are insects... to znaczy... [I mean...] were insects. (pause + hesitation) A few time later... *nie nie* [no no] "time" *tylko* [but] a few minutes later John ate a chocolate from this box and... and... (long pause) he put there insects. When the Grandma saw it he tell his parents and this is a serious problem.

3. MC

John wasn't good boy. He loves chocolate. John want chocolate, but Grandmother – angry. John eat insect. Mum, Dad and Grandmother angry. (Me: What happened to chocolate?) John eat chocolate.

self-report: first Polish, then forms in English. "Was the task difficult for you?", "It was easy! You just needed to say what happened in this story." "Did you know all the words?" "Yes")

4. KD

John wasn't very good boy and he loves chocolates. One day he goes... she go to the Grandmother, and she gave (?) him a chocolate, and he was very happy when he was eating the... them ^ When he eat all of them he asked (/ed/) for more chocolates both the Grandmother tells that there are in the box insects... insect. And he... when he get a chance he take the box and take all of the chocolates, and put the insects to the

box. Grandmother see this, and she tell this what he do to the parents of him, and they was angry on him and they scream.

5. JE

John wasn't a good boy. One day he has gone to his grandma because he wanted to eat chocolates. When he ate he ask-d to her Grandma what is in this box. Granny said, "In this box are insects." John nnnn knew in this box are chocolates. He... ate these chocolates. When Grandmother... found this box she was very angry.

6. WF

John loves chocolate. Him Grandpa... Grandma gives him box of chocolates. He at (/ et/) it very quick. Grandpa was angry, John saw the box on table and he tell Grandpa... Grandma (ciągle mył!) can he eat it. Grandpa say no, you can't eat it. There was... insect inside. John ate chocolate, it was in a box, and put on the box insects. When Grandpa say... see it, was very angry and tell that her parents, HIM parents. 'Do you like telling stories?' 'Not really' 'Was it difficult for you?' 'No! If there are pictures it is easier to say than by just listening.'

Appendix V

The source text divided into sequences, with English translation:

Der Hausmeister heißt Herr Franz. Meistens ist Herr Franz sehr nett zu den Kindern.

The caretaker's name is Mr Franz. Mr Franz is usually nice to children.

Aber es gibt ein paar Dinge, die er überhaupt nicht leiden kann. Zum Beispiel Kaugummi.

But there are a few things that he absolutely can't stand. For example, chewing gum.

Er sagt immer: „Solange ihr das Zeug im Mund habt, ist mir das egal. Aber wehe, ihr spuckt es auf den Hof oder klebt es unter die Tische. Dann könnt ihr was erleben.“

He always says, "As long as you have this thing in your mouth, it is all the same to me. But woe betide you if you spit it in the yard or stick it under the table. Then you will see..."

Ernesto weiß das. Aber er klebt seinen Kaugummi trotzdem auf die Treppe. Er will Herrn Franz ärgern. Kurz danach kommt Herr Franz. Als er auf den Kaugummi tritt, macht es laut „plob“.

Ernesto knows that. But he sticks his chewing gum anyway on the steps. He wants Mr Franz to be annoyed. Shortly afterwards Mr Franz arrives. When he treads on a chewing gum, it produces a loud “plop”.

Herr Franz bleibt stehen. Er zieht seinen Schuh aus und guckt darunter. Dann brüllt er: „Alle mal herkommen! Wer war das?“

Mr Franz stops. He takes the shoe off and looks underneath. Then he yells: “Everybody come here! Who was that?”

Ernesto steht ganz hinten. Aber das nützt nichts. Herr Franz muss gar nicht weiter fragen. Er winkt Ernesto zu sich.

Ernesto stands at the very back. But that’s no use. Mr Franz needn’t ask any more. He waves Ernesto over {to himself}.

Dann zeigt er auf seinen Schuh und sagt : „Sauber machen!“ „Womit?“ , fragt Ernesto kläglich. Jan gibt ihm ein Stück Papier. Aber damit geht es nicht. Das Papier bleibt am Kaugummi kleben.

Later he points at his own shoe and says “Clean it!”. “What with?” asks Ernesto miserably. Jan gives him a piece of paper. But this doesn’t work. The paper sticks to the chewing gum.

Da zieht Herr Franz seinen Schuh wieder an. Er holt einen Spachtel. Damit geht es viel besser. Ernesto macht auch die Stufe sauber. Doch Herr Franz ist noch nicht zufrieden.

Then Mr Franz puts his shoe back on. He brings a palette knife. This works much better. Ernesto also cleans the step. But Mr Franz is not satisfied yet.

Er geht zu Ernestos Lehrerin. Sie gibt Ernesto eine Stunde frei. Zusammen mit Herrn Franz muss Ernesto den Schulhof nach Kaugummi absuchen. Das ist vielleicht eklig. Überall klebt welcher. Ernesto kratzt und schabt. Seine Hände tun ihm weh vom vielen Kratzen und Schaben.

He goes to Ernesto’s teacher. She releases Ernesto for an hour. Together with Mr Franz Ernesto has to look for chewing gum in the yard. It’s disgusting. Everywhere there is a sticky one. Ernesto is scratching and scraping. His hands hurt from all this scratching and scraping.

Jetzt weiß Ernesto, warum Herr Franz Kaugummi nicht leiden kann. Und das sagt er ihm auch. Da lacht Herr Franz. Darüber ist Ernesto sehr froh. Denn eigentlich kann er Herrn Franz gut leiden. Wenn er mal wieder Lust hat, ihn ein bisschen zu ärgern, wird er sich irgendetwas anderes ausdenken. Jedenfalls bestimmt nichts mit Kaugummi.

Now Ernesto knows why Mr Franz hates chewing gum. And he even tells him so. Then Mr Franz laughs. Ernesto is glad about it. As he actually likes Mr Franz. If he feels like upsetting him a bit in the future, he will think of something else. Nothing to do with chewing gum, anyway.

Source: Tollmien, C. and Baumann, S. (2003): Zum Beispiel Kaugummi [For example chewing gum]. In: *Das große Känguru Schulgeschichtenbuch* [A big kangaroo book of school stories]. arsEdition. 67-76.

Appendix VI

Introduction to M. Grabowska's (2017) article « La compétence discursive au croisement de la médiation intralinguistique et de la compétence grammaticale : exemple de transposition d'un dialogue en texte narratif »

<https://pressto.amu.edu.pl/index.php/srp/article/view/10725>

L'objectif du présent article est d'examiner la qualité de la compétence discursive aux niveaux supérieurs de l'apprentissage du FLE (à partir de B2) dans le cadre de l'activité linguistique de médiation, corrélée à une composante grammaticale très valorisée dans les cursus et examens scolaires, à savoir la maîtrise du discours indirect.

La sortie récente du manuel *Les discours directs et indirects* dans la série « Grevisse langue française » (Callet, 2012) témoigne d'un intérêt pédagogique constant pour ce problème de grammaire. En cours de français langue étrangère (désormais FLE), il est présenté surtout sous son aspect technique, englobant les ajustements des embrayeurs, la subordination des complétives et des interrogatives indirectes, la concordance des temps et le répertoire des verbes introducteurs. De cette manière, étudiée au niveau des transformations phrastiques, la maîtrise du discours indirect alimente, certes, la compétence discursive qui, selon le *Cadre européen commun de références* (2001), se rapporte tout d'abord à « la connaissance de l'organisation des phrases et de leurs composantes » (p. 96), mais néglige ses autres éléments, à savoir « la capacité à les maîtriser en termes : de thème/rhème, d'information donnée/information nouvelle, d'enchaînement « naturel » [...], de cause/conséquence ; la

capacité de gérer et de structurer le discours en termes : d'organisation thématique, de cohérence et de cohésion, d'organisation logique, de style et de registre, d'efficacité rhétorique, de principe coopératif [...] ; la capacité à structurer ; le plan du texte » (*ibid.*).

Appendix VII

Introduction and conclusion to Marie-Odile Hidden's (2008) article « Apprendre à rédiger un texte en français L2. Analyse longitudinale de copies d'apprenants »
<https://journals.openedition.org/aile/4293>

Introduction

Lorsqu'il doit enseigner la production écrite en langue étrangère, l'enseignant est généralement conscient que les difficultés auxquelles ses apprenants seront sans doute confrontés dépendront pour une large part de leur langue d'origine respective : ainsi, pour prendre un exemple caricatural, mais bien réel dans les cours de français langue étrangère (désormais FLE) en France, un apprenant hispanophone n'aura sans doute pas les mêmes problèmes qu'un apprenant sinophone pour rédiger un texte en français. Cependant, ce même enseignant ne se rend pas toujours compte que la disparité existant entre ses élèves ne s'arrête pas là : en plus de la disparité linguistique, il existe sans doute aussi une disparité culturelle ; autrement dit, on peut faire les deux hypothèses suivantes : (1) les apprenants allophones n'ont pas forcément été familiarisés avec les modèles textuels pratiqués dans la langue cible ; (2) la connaissance des modèles textuels peut également varier entre des scripteurs partageant la même langue maternelle (L1).

Selon les travaux de rhétorique contrastive initiés par Kaplan (1966), cette disparité transparait dans les textes rédigés par des apprenants en langue étrangère et ces textes contiennent donc les traces d'une culture rhétorique et discursive autre. Un moyen de repérer ces traces serait de chercher les changements opérés par l'apprenant pendant un cours visant à améliorer la production écrite. A cette fin, on a recueilli les productions réalisées par des apprenants allophones lors d'un cours dit « d'expression écrite » qui a eu lieu à Paris et on a entrepris de faire une analyse longitudinale de ces textes, en comparant les pratiques d'écriture d'une copie à l'autre et notamment celles mises en œuvre dans la première et la dernière copie rédigée ; en outre, pour vérifier la deuxième hypothèse, on a comparé entre elles les pratiques des scripteurs ayant la même L1. Quel(s) genre(s) de traces peut-on

espérer trouver dans ces textes ? Bien qu'elles soient rares concernant les écrits en français, les recherches des rhétoriciens contrastifs permettent pourtant de postuler plusieurs niveaux de variation qui feront l'objet de notre première partie. On décrira ensuite les modalités de l'analyse avant de passer aux résultats proprement dits et à leur interprétation.

Conclusion

L'analyse métadiscursive des textes d'apprenants est riche en enseignements : elle a permis de montrer que la plupart des apprenants changent de stratégie d'écriture et tentent de se rapprocher le plus possible des normes de la dissertation telle qu'on la fait en France : avec plus ou moins de succès selon les cas, ils cherchent à rendre leurs textes plus objectifs et à mieux expliciter leur plan de texte, donc à mieux répondre aux attentes du lecteur de ce genre d'écrit (en l'occurrence ici, l'enseignant). On peut en conclure que les conventions rhétoriques de cet écrit d'apprentissage pratiqué en France n'étaient pas connues de la plupart des scripteurs allophones. D'autre part, le choix de deux groupes de scripteurs partageant la même L1 et la comparaison de leurs pratiques d'écriture met en lumière que la variable L1 n'est pas suffisante pour expliquer les différences dans la manière d'élaborer un texte : notamment, on a constaté que les deux apprenantes Maria et Lin, respectivement hispanophone et sinophone, ont des pratiques d'écriture pratiquement opposées à celles des scripteurs avec lesquels elles partagent la même L1. Si on recherche ce qui peut différencier Maria des autres hispanophones et Lin des autres sinophones, on remarque deux éléments d'intérêt qui montreraient sans doute l'importance de la culture éducative : Maria, contrairement aux autres, n'a pas effectué toute sa formation scolaire et universitaire dans le même pays ; elle l'a commencée en Bolivie mais l'a poursuivie aux Etats-Unis (études supérieures). Lin, elle, se distingue des deux autres sinophones en ce qu'elle a appris le français, non pas en France, mais en Chine. Or, on a justement défini la culture éducative comme l'ensemble des savoirs, savoir-faire et pratiques partagés par les membres d'une communauté qui ont été acquis au cours de l'éducation (*cf. supra* 1.1.). On peut donc en conclure que ces deux apprenantes se distinguent des autres par certaines circonstances de leur formation initiale (Maria) ou continue (Lin), se différencient également par leur culture éducative et que cette notion mériterait d'être approfondie afin de mieux comprendre comment on apprend à rédiger un texte en langue étrangère et ce qui peut favoriser cet apprentissage.

Przeformułowanie w uczeniu się języka obcego

W niniejszej publikacji przedstawiono refleksję teoretyczną oraz sprawozdanie z badań mających na celu rozpoznanie potencjału przeformułowania w uczeniu się języków na różnych etapach edukacyjnych i w odniesieniu do różnych celów kształcenia, a także zweryfikowanie przeformułowania jako narzędzia analizy wypowiedzi uczniowskiej. W opisanych badaniach przeformułowanie zostało włączone do repertuaru metodologicznego badań glottodydaktycznych oraz do praktyki nauczania języków obcych na różnych poziomach nauczania i dla różnych celów kształcenia na przykładzie trzech języków obcych. W analizie realizacji wypowiedzi uczniowskich każdorazowo uwzględniono zarówno specyfikę wybranego poziomu nauczania, obrany cel dydaktyczny, rodzaj zadania jak i aspekty uczenia się możliwe do rozwijania na danym etapie edukacyjnym. Pozwoliło to na pokazanie w jaki sposób budowanie kompetencji językowych uczniów może zostać połączone z rozwijaniem ich kompetencji metajęzykowych (świadomość sprawności użycia wybranych elementów leksykalno-gramatycznych) i formalnych (czuwanie nad spójnością i poprawnością wypowiedzi). W przedstawionych sytuacjach dydaktycznych przeformułowanie zostało także opisane i zbadane w funkcji narzędzia refleksyjnego nauczania/uczenia się języka obcego.

W rozdziale pierwszym zaprezentowano teoretyczne podstawy obranej metodologii badawczej oraz wypracowano wstępne zasady jej wykorzystania w dydaktyce języków obcych.

Rozdział drugi zawiera raport z badania przeprowadzonego w szkole podstawowej z dziećmi z klasy III i VI. Analiza zgromadzonego korpusu przeformułowanych wypowiedzi w języku angielskim na poziomie początkującym miała na celu uchwycenie sposobów korzystania przez dzieci z dostarczonych przez nauczyciela wzorców językowych i tekstowych a także monitorowania w oparciu o nie wypowiedzi własnej. U dzieci młodszych zadanie przeformułowania dotyczyło podstawowych struktur gramatyczno-leksykalnych w porządku chronologicznym (opis codziennych rytuałów zasadzający się na powtórzeniach wybranych struktur), a u dzieci starszych obejmowało bardziej złożone

opowiadanie z wykorzystaniem materiału obrazkowego. Zestawienie przeformułowanych produkcji uczniów z udzielonymi przez nich informacjami na temat sposobów korzystania z tekstu źródłowego w dialogu dydaktycznym umożliwiło wgląd w ich strategie planowania i kontrolowania wypowiedzi na podstawie tekstu wyjściowego.

W rozdziale trzecim pisemne przeformułowania uczniów gimnazjum w języku niemieckim jako obcym przeanalizowano pod kątem uwzględnienia normy dyskursywnej, a także w zakresie realizacji osobistych celów uczenia się w ramach określonych przez zadanie przeformułowania opowiadania. W centrum zainteresowania badawczego znalazły się zastosowane przez uczniów środki leksykalno-gramatyczne i tekstowe typowe dla narracji, zarówno te inspirowane tekstem wyjściowym jak i te wykraczające poza repertuar w nim obecny. Przeprowadzone zaraz po wykonaniu zadania wywiady dostarczyły cennych informacji o tym, jak uczniowie postrzegają swoje umiejętności wzorowania się na wypowiedziach cudzych i jak oceniają skuteczność tego typu uczenia się w perspektywie rozwijania własnych kompetencji w języku obcym.

Przedmiotem czwartego rozdziału było wykorzystanie przeformułowania w treningu strategicznym na potrzeby pisania tekstów akademickich przez studentów studiów neofilologicznych. Badanie objęło studentów filologii romańskiej - magistrantów przygotowujących prace dyplomowe w języku francuskim. Miało ono charakter podłużny, a badane w nim zadania przeformułowania przybierały różne formy i zakresy w zależności od etapu doświadczenia, począwszy od wykorzystania przeformułowania w rozwijaniu rozumienia artykułów naukowych, a skończywszy na budowaniu własnych tekstów akademickich. Wspólnym celem dydaktycznym dla wszystkich zadań przeformułowania w omawianym kontekście było rozwijanie umiejętności konceptualizowania problemu naukowego (rozumienia problemów teoretycznych przedstawianych w artykułach) i jego komunikowania zgodnie z wymogami dyskursu akademickiego, co docelowo miało się przełożyć na jakość ujmowania problemu w wypowiedzi własnej (redagowanie wstępu do pracy magisterskiej).

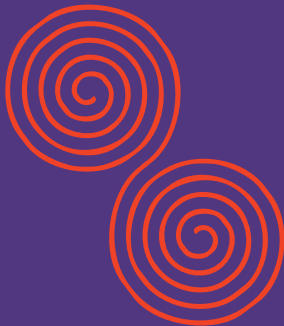
Szerokie spektrum sytuacji dydaktycznych a także zastosowanie metodologii badania w działaniu pozwoliło na rozpoznanie funkcjonalności przeformułowania i warunków jego stosowania w różnych kontekstach dostarczając jednocześnie przykładów wykorzystania przeformułowania jako narzędzia rozwijania językowych kompetencji komunikacyjnych i kompetencji uczenia się w określonym celu.

The book is a theoretical and empirical study within the field of language pedagogy, contributing to the line of research which investigates learners' linguistic and metalinguistic skills.

...

The research conducted, the material gathered, and its analysis accompanied by extensive discussion demonstrate conclusively that tasks based on reformulation constitute a useful pedagogical instrument, and that reformulation itself is an extremely interesting research topic. In all the cases described here, the authors managed to prove that this is a technique which almost perfectly links two sides of a coin: input and output. The former, though less cognitively demanding, is indispensable for the occurrence of the latter, which is more complex. Thanks to the patterns provided, output enables the learner more effectively to activate "thinking through content" (as opposed to "thinking exclusively through form"), a mechanism that is so important in the process of language learning/language use.

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ISBN 978-83-232-3562-0



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