



Language Interaction and Co-construction of Knowledge in Football : Didactic Study and Modeling Attempt

KEYWORDS

types, words, Football game, modeling

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ABSTRACT *The language interactions arise when students exchange views which tend to enrich their personal experiences (Searle, 1991).*

In education and in the field, these interactions are often in the form of a language that is mixed, combining a dual culture both Tunisian and French. In an effort to put the stress on the French words used by students in the classroom and identify the movement of students' discourse from intra-cultural specificities (Tunisian spoken language) to inter-cultural ones (French language), a micro-analysis of linguistic interactions produced by students of the ninth year of basic education is undertaken (Vion, 1992).

Sessions related to the cycle of teaching football, that are observed, consist of two games situations, on a handball ground of 40 m length and 20 m width. These sessions are interrupted by a sequence of 6 minutes of verbalization with / without the teacher ($T = 2 \times 3'$) before / after a match in a reduced field ($2 \times 10'$). The results show that linguistic interactions are presented in a form of a dual language combining the spoken tunisian language and french language.

Introduction

Discourse interactions of students in Physical Education and Sports provide students with a space of "reflection in action / on action" (Schön, 1983, 1987, 1991).

Semiotic exchanges of Tunisian students in football are marked by a constant negotiation of the place relation and by the action-in-project formulation. (Wallian, 2010; Zghibi, 2009).

The linguistic interactions of students in context, are characterized by intra-cultural and intercultural phenomena. Consequently, it would be interesting to study them in order to identify the discursive modalities used for learning (Alin & Wallian, 2010).

The recourse to linguistics in didactic of physical activities and sports presents a challenge of major importance since it allows, in part, to clarify the processes involved in the teaching / learning system. This work aims to identify the types of words used by students in team sport games.

Methodology

The methodology pursued in this study aims to examine the language interactions of Tunisian students in didactic situation (Bruner, 1991; Brousseau, 1998) related to practised games in team sports (Zghibi, 2009).

Speakers (students) play for 12 minutes in a situation of five against five. Then, they verbalize for 6 minutes to turn back to the game (Gréhaigne & Godbout, 1998; Gréhaigne, 2009).

The sequences of debating ideas will allow students to describe the game in order to identify problems they face and propose solutions in the form of projects of collective action (Zghibi and al, 2013 a).

The study consists in observing a class of twelve boys and eight girls aged of 14 years old divided into two groups of ten students each. The composition of each group is made in a way to ensure the equal probability score, that is to say in a power balance ensuring real dynamic systems in the opposing game.

We will focus specifically on the corpus of a thesis conducted in didactic of football among Tunisian students (Zghibi, 2009).

All game situations are filmed in digital video. All verbal sequences "interlocutions" are recorded using a camcorder to identify interlocutors and are then transcribed and written for discourse analysis.

In this study, we think it appropriate not to opt for a statistical treatment. In fact, the qualitative analysis of vocabulary units by frequency of their occurrence can provide processable information via a count by frequency of occurrence rather than a statistical analysis (Bardin, 1977).

Results

The Tunisian dialect continues to enrich itself through the French language although the French lexicon remains widely used in the corpus. We can divide the different words used by the students according to the following typology:

- ♦ Technical words specific to football game : penalty, free kicks, match, team, guardian, defense, result, half time, passes, the second half, attack, score, goal, faults, against, attack, pawn, decision, hand, foot, lucky, shots, attackers.

Others serve to mark the field of play: corner, six meters, cage, place. Note that there is a word in Arabic equivalent for each of these terms. The choice made by students for French terminology is explained by socio-cultural and historical reasons that will be discussed in the next section.

- ♦ Adverbs with double function such as : so and especially are indicators of intensity, while the rest: normally, surely, practically constitute circumstantial complements of manners. They introduce value judgments.
- ♦ Nouns, adjectives and verbs such as : Mr, teacher, serious, toilet, direct, fast.
- ♦ Grammatical words: essentially conjunctions (otherwise), locutions (compared to) or interjections, they structure the argumentative speech of students.

These grammatical tools will be reproduced in the table below with reference to the number of occurrence for each tool:

Tab 1. Grammatical tools used by students

Language Tools	Semantics	Occurrences	Number of uses
Adverbs	Temporal	already	23
	Of manner	normally	27
		practically	12
	Of intensity	more	5
Conjunction	Opposition	otherwise	8
Prepositional locution	Comparison	compared with	10

A descriptive quantitative study of the various grammatical tools shows an excessive use of adverbs of manner the number of which is thirty nine. These connote subjectively the speaker's intentions. These connotations could be pejorative or positive.

In the case of the various exchanges constituting our corpus, these adverbs provide the speech with a pejorative connotation as they reformulate criticisms related to the game. To better understand these findings we should study an example showing the use of an adverb of manner:

→ Meeting 1 (A # C) with the presence of the teacher Nawfel ♂: normally I should shoot the penalty because it is always me who executes the shooting of six meters.

In this example, the student punctuates his speech through the adverb of manner

"Normally" to show his dissatisfaction with being overwhelmed by his friends who did not give him the opportunity to shoot the penalty. The result is disappointing: no goal scored. Through this adverb, it is possible to study the conflictual relationship between the participants in the game (Wallian, 2010 b).

Discussion

Trying to explain the intra-cultural phenomenon, we can say that the different structures and the use French words in our corpus and in the Tunisian dialect in general never constitute proof of poverty in the Arabic language, since the latter provides equivalent words to this lexicon. The use of the French language is legitimized by historical and socio-cultural reasons.

In other words, we can understand the influence of French on the Tunisian dialect just if we clarify the status of French in Tunisia. Indeed, in a country where Arabic is the official language, French could be considered as foreign language. In contrast, French is neither the official language nor a foreign language. It enjoys a privileged status, that of a second language.

From a strictly methodological and pedagogical view, we consider that there is a learning of a second language when

learners have the opportunity to be confronted to this language outside the classroom. It follows that in Tunisia the French is a language of instruction that allows us to have access to science and technology. Sure, French is defied by the English language since some disciplines, such as computer science, are taught in this language at the college, but it continues to be the language used for teaching most sciences.

In addition, the administration, which in recent years has stressed Arabization, still uses the French. Such is the case of administrative forms that till now are bilingual (Arabic and French). Indeed, many newspapers are in French. These points further confirm the privileged status of French in Tunisia.

This privileged status is explained by historical circumstances. Tunisia was indeed colonized by France for seventy-five years. Throughout this period, the French influence was considerable, at the administrative, educational, and even political levels. This influence continued to exist after independence in another aspect. Indeed, this western country has continued to provide its valuable assistance to Tunisia at the economic and education levels. Thus, many teachers and French executives exercised in Tunisia as cooperants, which explains the direct contact with them.

Other reasons justify the interest of Tunisian people to the language of Molière. One should never ignore as the importance of the Tunisian community in France. These immigrants keep coming back in the homeland motivating young learners. They are in constant contact with immigrants speaking French fluently.

Conclusion

To build their knowledge, students make use of adverbs of dual function, names, adjectives and verbs. Their argumentative discourse is composed essentially of grammatical words such as conjunctions (otherwise) locutions (compared) or interjections.

The type of words used by students reflects the ability of students to analyze their actions and synthesize ideas to exchange (Zghibi and al, 2013 b). This typology, highly complex but crucial to improve the teaching / learning process in Physical Education and Sports, is challenging for the development of language ability to solve practical problems.

In other words, it is a teaching tool that can help collectively exceed the educational barriers faced by students in learning situations. "The language does not express the thought, it realizes and embodies it: the verbal action is another action. It is a test for the subject during which he may possibly discover that the skill is not only the ability to do, but also a willingness to break or detach himself and integrate others' points of view" (Wallian, 2010 b).

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