

Effets de l'évaluation par les pairs sur les pratiques d'expression orale d'élèves de 3e secondaire : une description

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ABSTRACT

Oral communication has long been neglected in the didactics of the French language. During the course of the last few years, the didactic method of the oral communication has greatly developed (Plessis-Bélair, Lafontaine and Bergeron, 2007). Important advances have been realised, notably in Switzerland by researches conducted by Dolz and Schneuwly (1998) and in Quebec by the elaboration of didactic model of oral production by Lafontaine (2001). These demonstrated that the oral communication can be taught and learnt. Despite these significant progresses in the teaching methods, uneasiness still persists around teachers. In fact, a lot of these teachers are insecure with regards to teaching oral communication, and this, mostly because of the evaluation of the oral work (Lafontaine and Préfontaine, 2007).

The present qualitative/interpretative and exploratory research aims to be an incursion in the lesser known domain of the evaluation of the oral work. More precisely, the peer review of the oral communication. The first objective of this work is to describe the current teaching practices and evaluation of oral communication from the point of view of students in the ninth grade (third level of high school in the Quebec teaching system). The second objective is to describe the effects of peer review on the oral expression of students in the ninth grade.

In order to achieve this experimentation, we have developed a sequence of teachings of oral communication (Lafontaine, 2007) which served as a basis to proceed with peer review. The selected methods used to generate data during the experimentation were the questionnaire, the semi-directed interview assisted with interview questionnaire and the observations of oral presentations assisted with the observation grid.

The data analysis allowed us to realize, from the student's point of view, that the teaching methods and evaluations of oral presentations in the french classes are very limited and infrequent. The analysis also revealed the positive effects of peer review during the evaluation of oral presentations. We noticed that by teaching the oral communication to the students, by training them to evaluate and rate their peers during formative activities and their practices, the students improve their own performances at the oral communication. We have also realized during interviews that the students claimed to have made improvements due to peer review and that, according to them, it is more efficient to help a peer than to be helped.

Keywords: oral, oral evaluation, peer review, oral method, spoken, teaching oral, model, teaching practices, evaluation practices, questionnaire, interview, observation