

WORKSHOP MIGRALANG 2.0 16 SEPTEMBER 2022

Alt&rité book collection. Stories to learn how to read and write in French

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Alt&rité book collection

Collection of 9 stories inspired by learners' lives

⇒ Daily life events (job center interview, birthday, bicycle accident, return from trip, relocation, etc.)

AsFoReL training modules
*Analyse Linguistique De Textes & Rédaction
Intelligible De Types D'écrits (Alt&rité)*

Formation ALT&RITÉ – ASFOREL



Target audience

Learning materials for oral and written French

Adolescents or adults with special needs:

People with
language
insecurity or
illiteracy

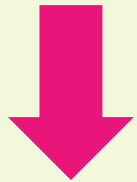
People with
intellectual
disabilities

Allophones



Objectives: books ...

... to learn to speak



- Reading aloud
- Trainer/learner exchange
- Experience of various constructed statements

... to (re)learn to read



- First experiences of guided or independent reading
- Familiarisation with language formulas

... to (re)learn to write



- Writing models

Text writing: theoretical choices

1) Layout and typography

*Easy to
read* recommendations
(unapei.org)

Texts writing

Layout and typography

- Easy to handle format (A5)
- Text under illustration
- Easy to read font (Century gothic)
- Sufficient font size (14)
- Numbered page
- Left alignment
- Line breaks for each sentence
(stories 1 and 2)



Le matin dans l'immeuble,
il y a du bruit dans l'escalier.
Un nouveau locataire emménage
au quatrième étage.

Texts writing: theoretical choices

1) Layout and typography

2) Syntactic complexity

Diessel (2004)

Lentin (1971, 1975, 1984)

Clark (1998, 2003)

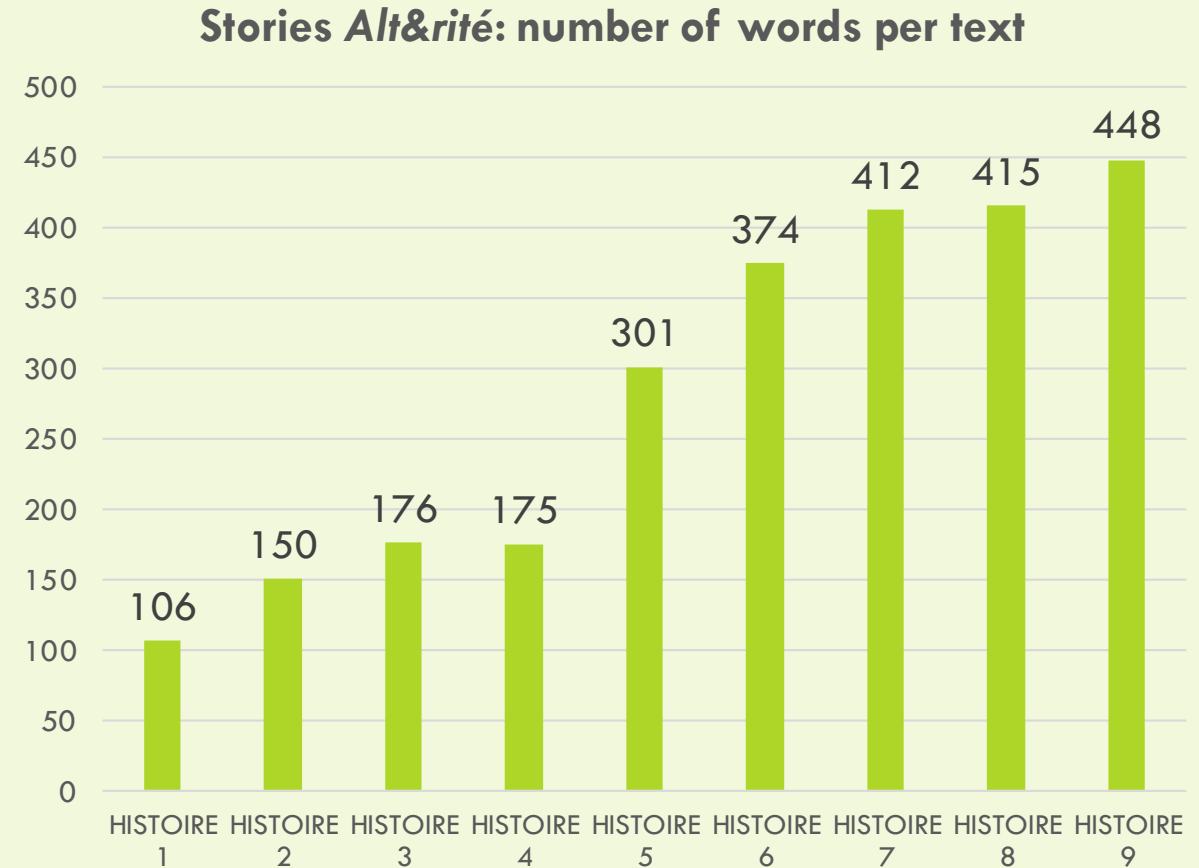
Canut (2013, 2014)

Progression: increasingly long and complex texts

Texts writing

Lengthening and syntactic complexity

- Increasingly long texts



Texts writing

Length and syntactic complexity

- Increasingly long texts
- Increasingly complex texts :
simple constructions \Rightarrow multiple simple constructions
 \Rightarrow increasingly complex constructions

Stories 1 and 2

Simple sentences

Stories 3 and 4

Syntactic complexity (1 IC max / sentence)

Stories 5 and 6

Nesting of complexities

Stories 7 to 9

Nested and juxtaposed complexities (+ new complex.)

Story 3: infinitive constructions

From story 4: circumstantial

From story 5: indirect speech



Ce matin, Ali va à Pôle Emploi. Il cherche un nouveau travail. Il est au chômage depuis 15 jours.



Lisa va chercher une bouteille de jus de fruits pendant que Tom pèse les fruits. Sur la machine à peser, Tom ne trouve pas l'ananas.

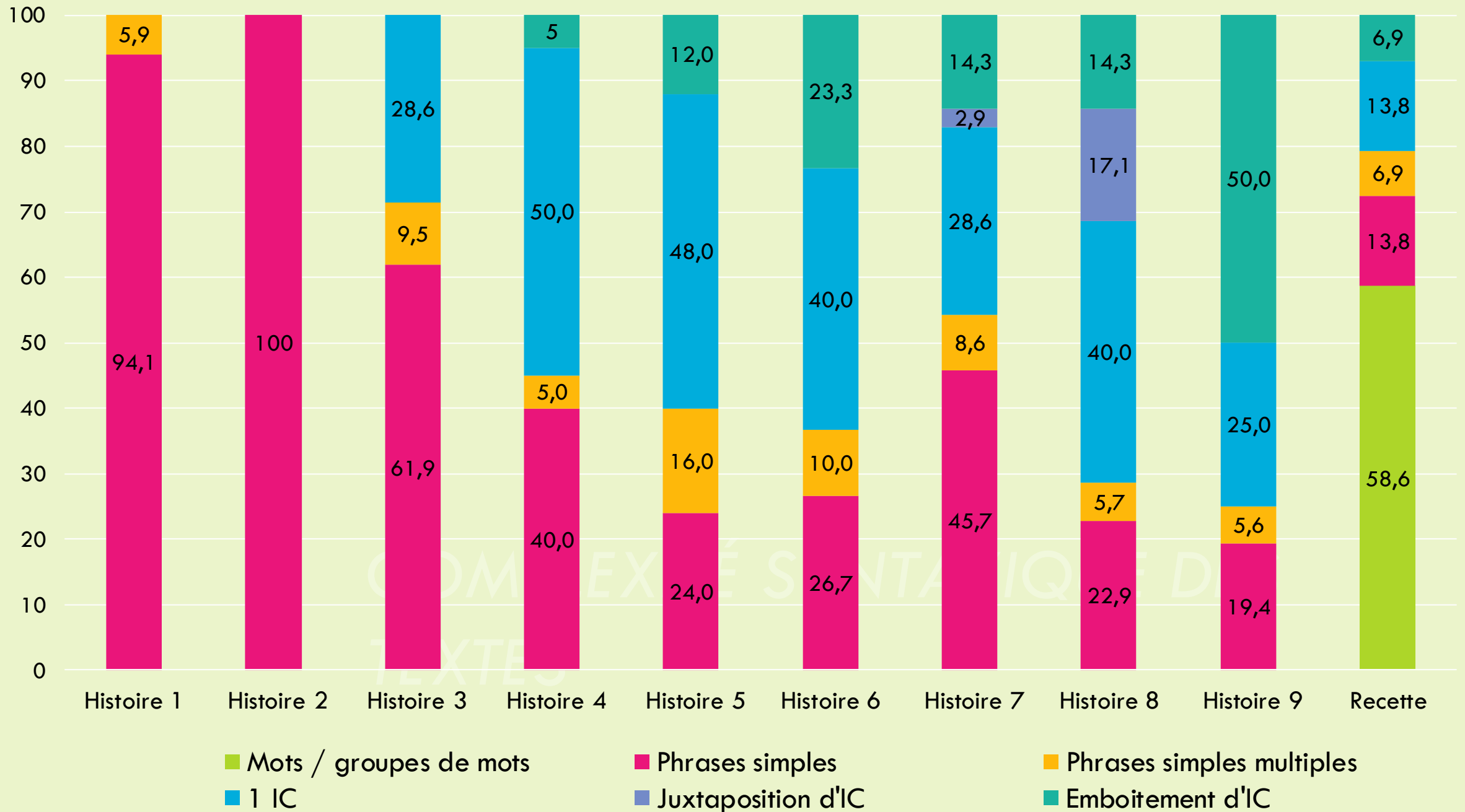


Le lundi suivant, Youma arrive à la coopérative Mega Fruits à 5h du matin pour commencer son travail. Dans le vestiaire, elle enfle sa nouvelle tenue de travail. Puis elle retrouve Madame Cadi, qui lui présente ses collègues magasiniers. Ils vont expliquer à Youma ce qu'elle doit faire.



Soraya et Malia rentrent à la maison à 17h. En entrant, elles trouvent que ça sent drôlement bon à la maison ! Malia est très contente parce qu'elle a deviné que son papa a préparé un maffé. Soraya a compris que des amis allaient venir pour fêter son anniversaire. Elle est tellement contente qu'elle va se changer pour mettre une belle robe pour la soirée.

Types of syntactic construction (en %) per story



Texts writing: theoretical choices

1) Layout and typography

2) Layout and typography

3) Language criteria

Research on spoken French
⇒ Reference Corpus of Spoken French
⇒ Blanche- Benveniste (1994, 2002)
⇒ J.-M. Debaisieux et al. (2013)

Texts writing: linguistic criteria

- Third person narratives: first name at the beginning of each new page
- Tenses of the most common verbs : present, past, future (eq. BE going to ?)
- Questions : no inversion of subject-verb
- “Easy to understand” vocabulary: words assumed to be known
=> Spoken French
- No abbreviations, acronyms, metaphors, initials, technical words.

Texts writing: linguistic criteria

No progression in the lexicon

=> But more specific words related to situations (story 6 : *Anna va voter*)

Criteria vary according to text types

=> *Stories 2 and 9: + adjectives (descriptions)*

=> *Stories 8 and 9: + adverbs*

Corpus comparison : Alt&rité / CRFP / Littérature

	Alt&rité	CRFP_PRIVE	Littérature
VERBES	20,25	17,66	16
PRP	15,51	10,75	11
PRO:REL	1,48	1,95	2
PRO:PER	7,81	15,3	10
PRO:DEM/IND	1,51	2,83	3
NOM	28,92	14,71	2
CONJ. Coord/sub.	4,23	7,4	5
DET:POS/ART	12,04	11,3	9
ADV	4,2	9,74	7
ADJ	2,89	3,8	5

Texts writing: theoretical choices

1) Layout and typography

2) Layout and typography

3) Language criteria

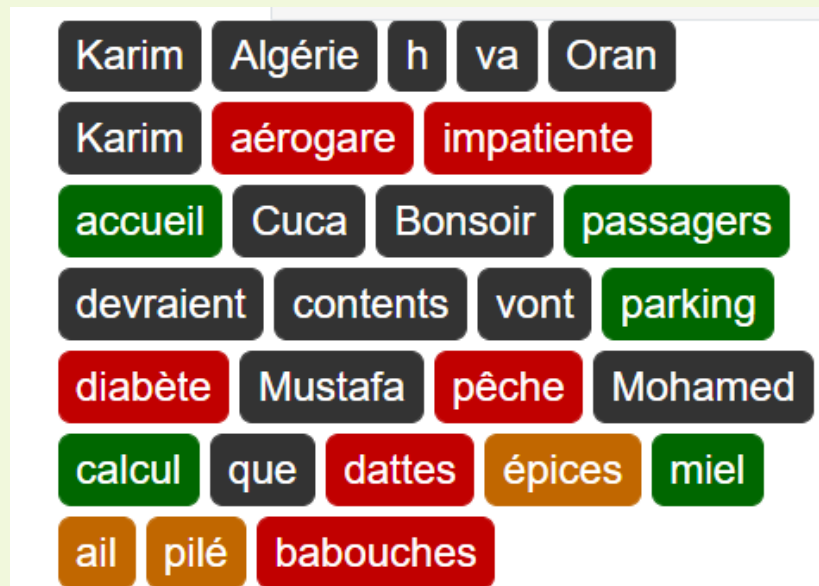
- ⇒ Texts close to spoken French
- ⇒ Syntactic progression



Methods to check text readability?

Lirec platform (Paris 8 University)

- ⇒ Text analysis platform
- ⇒ Advice for writing the analyzed text
- ⇒ A score (/100?)
- ⇒ No differentiation between text types?



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Enregistrer l'analyse

Prioritaires 5 sur 15	Très Importantes 2 sur 4	Importantes 12 sur 30
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Placez les informations importantes au début du document.

Les informations importantes doivent être faciles à trouver.

Utilisez des titres clairs et faciles à comprendre.
Les titres doivent expliquer

Methods to measure texts readability?

Gunning Fog index (Conquet and Richaudeau, 1978)

⇒ to calculate the readability of a text in English

$$[\% \text{ long words} + \text{average sentence length}] \times 0,4$$

⇒ Values :

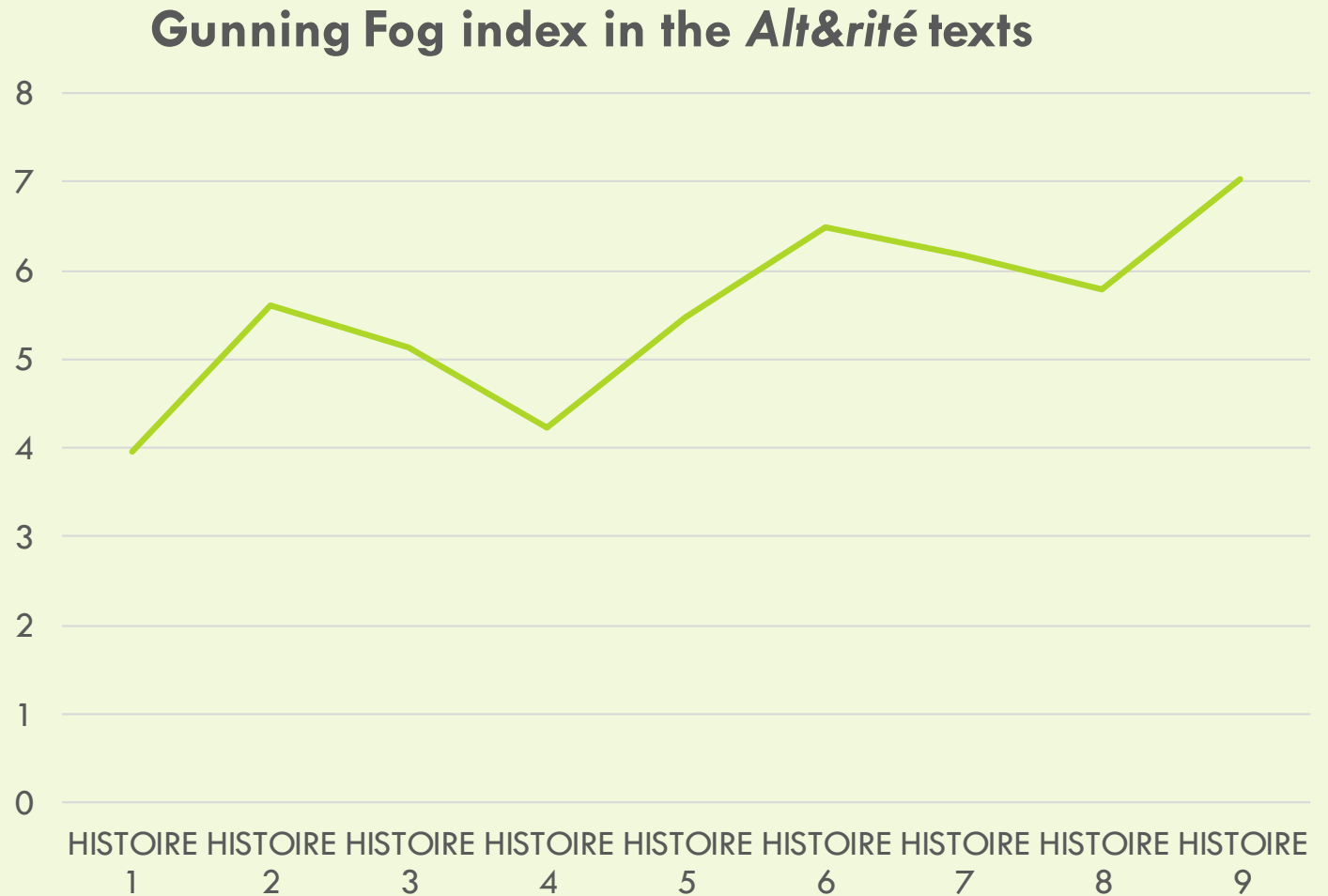
Between 6 and 8 = easy to read

Above 12 = difficult

⇒ Can it be applied to texts in other languages?

Between 6 and 8 = easy to read
Above 12 = difficult

Histoires	Gunning Fog index
story 1	4,0
story 2	5,6
story 3	5,1
story 4	4,2
story 5	5,5
story 6	6,5
story 7	6,2
story 8	5,8
story 9	7,0



Finally ...

Next step: testing of texts
⇒ Test protocol in progress

AsFoReL training modules

*Linguistic Analysis Of Texts & Intelligible Writing Of Types Of Writing
(Alt&rité)*

Formation ALT&RITÉ – ASFOREL

- Linguistic principles and features for producing appropriate texts
- Practice in writing texts

Association de Formation et
de Recherche sur le Langage



THANK YOU FOR YOUR ATTENTION

