

## LANGUAGE INTERACTIONS AND LEARNING IN TEAM SPORT IN TUNISIA

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### ABSTRACT

*A renewed conception of team-sport teaching at school gave birth to the “pedagogy of tactical-decision models”. Such an approach assumes that the discussion relative to perceptual landmarks and tactical choices leads to an improvement in the quality of practice. In this paper we examine examples of dialogues from debates-of-ideas recorded during a set of handball lessons with girls in a secondary school of Thala in Tunisia. It appears that the analysis verbalizations can provide information on the obstacles encountered by students in their efforts to solve the problem. Such information can be used by the teacher or can be shared between students during the debate on appropriate means to better perform a task. This study demonstrate that verbalization can improve student learning: collectively, these results support the idea that verbalization is a key process that can help to develop self-regulated learning in children.*

**Keywords:** Debates, tactics, handball, teaching, girls.

### 1. INTRODUCTION

In physical education and sport, the engagement of the students to build their knowledge and motor skills gave birth to the “pedagogy tactical-decision model” (Bouthier, 1986) that postulates the intervention of cognitive processes is crucial in guiding motor control and actions (p.85). This approach assumes that the pooling and debate about significant reference point perceptual and tactical choices leads to an improvement of the quality of practice and leads to learning. For this purpose, the “debate of ideas” (Deriaz, Gréhaigne, & Poussin, 1998; Gréhaigne, 2007; Gréhaigne, Godbout, & Bouthier, 1999, 2001) is a situation that is, after one sequence played, in a discussion intended to change or not the

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proposed action in project. So in a debate-of-idea set-ups students are invited to exchange facts and ideas, based on observations collected or on personal activity experienced and they reconsider whether the planned strategy and tactics effectively applied. This type of discussion is at the confluence of different points of view. This posture corresponds to an intrinsic property of the discussion, which form a sort of link performance of social relations and thought this through the use of language. In other words, it is because the discussion is the tool of language use it is development activity rationality: discussion is here considered as a sequence of actions in which social relations are realized.

Girls still prefer to be certain of what will happen to the results before they even start. The uncertainty of the game-play and scares them and so they choose to withdraw rather than participate and discover the game. Tunisian girls are interested in sports, when it comes to individual sports such as gymnastics or running and jumping. When they are faced with a team sport, the interest decreases very rapidly because they look like a male sport. The players seem to think that sports have some violence, rude possibly contact with each other, a responsibility in a difficult group to assume and respect for rules they are not proficient. The evolution of these representations is also an important issue in this type of work.

In this study we examine in the light of examples of dialogue from debate of ideas recorded during a cycle of handball with students in high school girls Thala in Tunisia. (Zerai, 2006) which corresponds to a first class in France. The debate of ideas practitioners not only committed to a form of awareness of the context of achieving its productions engines but also a form of regulation by a reflexive return to action. In a learning activity and a cognitivist perspective (Gréhaigne, 2009), the formed actors of their own training, develop self-activity consisting of comparing the order put in perspective with the result reached and then to analyze the reasons of the failure and/or success. This comparison allows changing the planning, selection of actions and fine motor skills used. The debate of ideas is a central part of a constructivist learning team sports. It is, after a sequence played with a return to encrypted information, feedbacks or not made by the teacher or observers, in a discussion intended to change or not the planned strategy by analyzing the tactics applied and the result of the match. This notion of debate of ideas within the framework of an innovative system of teaching/learning at school, in which knowledge is developed with peers and the teacher. The debate of ideas first appears as a situation of verbalization about the action to raise awareness of the task and the instructions that characterize it. Studies (Gréhaigne, Billiard, & Laroche, 1999; Gréhaigne, Godbout, & Bouthier, 1999; Chang, 2006; Zerai, 2011) on the concept of “debate of ideas” were added to this concept by including observation and emphasizing the need taking a step

back from the action. Verbal exchanges in the debate of ideas can make present and to share experiences and information and individual past, creating a world where references are available. The debate is very specific characteristics. It should not last more than two to three minutes. If the teacher wishes to make a contribution to the debate, this intervention should be brief and concise to avoid parachute solutions. Should not change it too often but use constraints and instructions to change it in the direction of facilitating or increasing difficulty, so that students can develop an authentic activity transformation by actively seeking solutions.

## **2. METHODS AND MATERIALS**

### **2.1 Verbatims and Strategies Interlocutors**

Research School of Geneva based on the model proposed by Roulet, Auchlin, Moeschler, Rubattel, and Schelling, (1985) relates the one hand, the study of the strategies implemented by the speaker and, secondly, the conditions for sequencing and interpretation determine the articulation of speech. Two principles determine the various constraints that can account for the structure and functioning of discourse: interactions and completeness interactive. According to the first principle, speech requires its participants to meet the rituals of opening, closing and satisfaction in order to achieve a double agreement to conclude the negotiations. The analysis of discourse is proposed firstly along the axis of negotiation is to say the search for an agreement, on the other hand, according to an interpretation that focuses attention on the criteria cohesion and coherence. The continuity of a discourse is not always possible because a party can request information during a conversation. This means that the continuity of the dialogue requires negotiations to achieve secondary. Completeness is obtained after interactive exchange traded well. The coherence is not seen as a principle or cause organizational conversation, but the net effect of a number of interactive expectations.

In agreement with Nachon (2004), we say that the results of the study attribute two main functions interlocutions language: function description/analysis and communication function. “They allow the exchange between individuals as well as the construction of projective verbalizations by putting forward perceptions from the various commitments into action. It rests on a principle of plurifunctionality” (p. 110). Regarding the mechanism, when students respond to the teacher, the data is available to the public. In this way, students who advance the proposal become a “proposer”, most of the time, began a line of thought. This function is not trivial. Also, data can be chained until there at a specific time, “a

decision by the collective entity.” Then when data is advanced by an applicant, or it remains unanswered, being neither false and/or unnecessary, or true and/or important but not by simply not been commented, it is as a track for the upcoming speeches, allowing the initiation of conversational sequences.

### **2.1.1 Example of debate-of-ideas in a high school class from Thala**

JIHEN: - One have lost. (Data n°1)

NAWEL: - One have not succeeded to score (Taking on the data n°1)

Teacher: What’s happened in game-play?

JIHEN: - team A, has a good zone defense. (Data n°2)

MARWA: - We too, but too much dribbled around. (taking on the Data n°2 et data n°3)

KHAWLA: - Hence, each of us wanted to be the best. (Data n°4)

JIHEN: - It is not only that, one moves all in the same direction for recuperating the ball and then one cannot move forward because we are at the same location. (Taking on the data n° 4 and data n°5)

MARWA: - The team A is better organized than us. (Data n°6)

From there, according to one of the founders of the Geneva model proposals (Roulet *et al.*, 1985, p.112), conversations are engaged in all their interactive dimensions, it is possible to study verbal interactions through logical connectors, linguistic markers (personal pronouns, conjugations, ...) can help understand how to organize the structure of interactive discourse. Four types of logical connections appear:

- (a) striking out argumentative constituent subordinate relationship argument(s) with a given: as, because, since as ... are the phases of deepening;
- (b) striking against-argumentative relationship-against arguments with one argument, which arises as given in, but, still, however, nevertheless, although ... are trademarks of the disagreement;
- (c) re-evaluative marking the subordination of a given retroactive, may initially be perceived as independent: in short, in brief, are decidedly ... réévaluatifs connectors. Calling regularly discursive forms of repetition and reformulation, they offer occasions respectively identical to what has been fined or repetition in other words this is a subject to express;
- (d) concluding highlight, from a given row in a relationship vocation of completion or achievement: so, too, so, so ... In our transcripts, these types of connections are often concluding principles of actions for the upcoming meeting.

### 2.1.2 Example of debate-of-ideas with Roulet's model.

JIHEN: - One have lost. (striking out argumentative)

NAWEL: - One have not succeeded to score (concluding highlight)

Teacher: What's happened in game-play?

JIHEN: - team A, has a good zone defense. (re-evaluative marking)

MARWA: - We too, but too much dribbled around. (striking out argumentative)

KHAWLA: - Hence, each of us wanted to be the best. (striking against-argumentative)

JIHEN: - It is not only that, one moves all in the same direction for recuperating the ball and then one cannot move forward because we are at the same location. (re-evaluative marking)

MARWA: - The team A is better organized than us. (concluding highlight)

The socio-cognitive approach (SCA) is the theoretical framework for intercultural pragmatics. It explains how SCA relates to the positivist and constructivist views and clarifies the interplay of intention, attention and cooperation. It also describes the frame in which speaker's production and hearer's interpretation get equal attention. So to better analysis the verbatim of verbal interactions, we used a second grid from Gilly, Fraisse, and Roux, (2001) which is more precise. For all teams three categories have been listed: co-construction with agreement, co-acquiescent elaborations and co-constructions with the presence of disagreements argued. In our verbatim, we did not find the fourth category of Gilly *et al.* (2001): contradictory confrontation: It is about a case similar to the precedent with this difference that B argue his/her disagreement and proposes another solution.

### 2.2 Co-construction with Agreement

One of the two players (A) develops only a solution and proposes it successively to the other one (B) who supplies feedback. The permissions of B have value of control and positive feedback of the solution proposed by A. It appears in conversational analysis a strong convergence in both dynamic interactive adopted by the girls in the propositional content. The analysis interlocutory some girls feature an interactive mode without dissent, the statements are linked (co-construction) to construct essentially rules of action on the ball control as well as the placement and movement of players. Interactive dynamics of the order of co-construction. The sequence of statements is marked by "also" and "when" indicating that the speech act takes and continues the previous one.

### **2.2.1 Lesson 5 / Team B**

Sarra: Let us labor therefore instructions. Identify strategies and especially our opponent.

Assil: When you have the ball, as soon as one passes the ball, we need to move quickly to support our partner and disrupt the defender.

Basma: Also, to get each time to shoot, should the person who does not have the ball moves to the branding area.

Nour: You do not find that there is a difference between throwing the ball up and throw the ball forward. We do not need high balls and long but not often.

Sarra: The recovery of the ball is not in a group. Each has its place and its role unless superiority, we can intervene. Otherwise we cannot determine who will be the next pass.

### **2.2.2 Lesson 5 / Team B**

There is however an attempt to parent interaction on the part of some.

Wisal: You must (ASSIL) dives immediately reduce the dribble, especially when there are defenders.

Sarra: Too many markets! (to Wisal).

Knowledge in play is of the order of the pass, dribbling, shooting and plagiarism. Other proposals take into account an alternative decision but these proposals were not strong enough to build a generalized rule. Statements are labeled “must” demonstrate the search for rules effective action

Assil: We must disperse because otherwise it never gets.

### **2.2.3 Lesson 10 / Team B**

Nour: I think that the most efficient technique is to surprise the defender when exchange password. Must deceive adversaries and overturn the game and as you noticed, the movement of girls is a bit long.

Sarra: But also the fact disrupts defenders move much easier for us and at the same time passing the ball and shooting. Cannot find that this is the case of our last goal.

Wisal: It may have happened but against it must be careful when sharing the ball. The defenders are not stable and they reason and also do not forget that in addition there is a guardian defender. They follow our travels and try to determine who, when and how will the shot. What to do then is to deceive two (defenders and goalkeeper).

Sarra: Anyway, think about when you want to mark. It locates the partner, the opponent and the goal. Since the three factors are dependent on each other.

### **2.2.4 Lesson 5 / Team B**

The students focus on breaking free from one's opponent, placement and execution speed. Interactive dynamics is also characterized by joint contributions and participating in the subsequent development of a response level. Statements are rather declarative mode. They trace the action that has just taken place successfully. Other statements allow the construction of rules of action level developed with consideration of a decision alternative according to players. However, speech acts used are declarative.

Basma: In fact, when the person throws the ball to another person, you must move, then the person who does not have the ball to move. After the returns on and after dribbling it if necessary.

Wisal: When we have the ball on that pass and when you reach the goal is executed shots.

Nour: We're doing good but passes the ball from outside the goal and out of the game and to succeed you need to make accurate shots and not in the air.

### **2.2.5 Lesson 10 / Team B**

Basma: We play against the best, you must keep the spirit of the group, not an individual decision. Even if it is better, you can lose and you do not want it to pass ok. So to succeed, and if you want, of course, must obey the rules of the game and follow our strategy.

Wisal: I want to add something, you must agree to take effective action. One should not expect that many defenders argue, by against must move quickly and make quick and accurate passes. Even if you lose a bit of time this is not the most serious is that finally we make our goal.

Nour: I think that the most effective technique is to surprise the defender when exchange password. Must deceive opponents and reverse the game and as you noticed, the movement of girls is a bit long.

## **2.3 Co-development Acquiescent**

One of the two players (A) develop only a solution and propose it successively in the other: one (B) who supplies feedback. The agreements of B have value of control and positive feedback of the solution proposed by A. This final aspect of the analysis is the fact that, during the first session, the girls did not say anything about games. Even asking the girls did not dare speak. After three learning sessions, it was observed that the girls began to speak, to describe what is

happening, even before the periods reserved for discussion (they exchanged between them during the match). Statements are a collective agreement.

### **2.3.1 Lesson 10 / Team B**

Wisal: Our major aim is to win. One agrees on this principle.

### **2.3.2 Lesson 10 / Team B**

Work group cohesion and keep this as long as possible appears to be their first objective to win.

Basma: After some time played, we noticed that our planning has not worked well, then, nothing has changed and the problem of the conservation of the ball and goals still exists.

Sarra: Together we form a group and is currently participating in a collective game. And as its name suggests, it is played out in collaboration between all members of our team.

## **2.4 Co-construction with Disagreement**

Analysis of other statements reveals dynamic interactive co-construction with more or less reasoned disagreement. A player (A) proposing something is contradicted by the other one (B), who refuses it without arguing or proposing something else.

### **2.4.1 Lesson 5 / Team B**

Nour: I move for the market maximum circulation and quick and move the ball all over the field.

Wisal: Even with dribbling was scored.

Nour: It is not often effective; you saw how you could make A4 the ball effortlessly.

Combinations appear exchange structures performing a logical order intentionality related action rules implemented in the field. Propositional content emphasizes knowledge and technical tactics. It appears that more girls are able to develop tactical skills developed more they are able to argue their point of view and discuss with their teammates to formulate rules of action. The analysis of verbal interactions girls in situations of co-construction rules of handball action has a double interest. The results of this study show the importance of cooperation

in a learning situation handball and the effect of a slight asymmetry profitable skill.

The conversational analysis attempts to identify the cognitive processes used to co-construct action rules reinvested in the construction of tactical skills. For there to be progress in the interaction between girls (brought to cooperate in the construction of tactical skills in sports), it appears that the interactive dynamics must be rich and varied to solicit questioned.

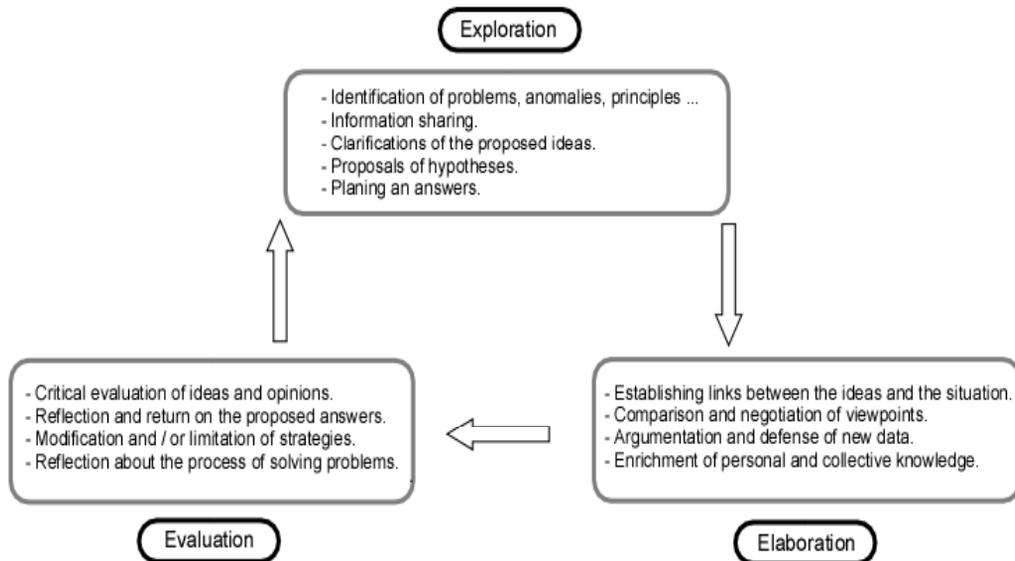
### **3. DISCUSSION**

Over the past sessions, the verbatims are marked by an almost unanimous agreement among girls. This agreement may be due to a rather superficial or limited knowledge of the discipline: every girl tries to get express, explain and argue their point of view or even complete one another without impairing or create a new line of thought, providing an opportunity for another girl to express themselves. In the debate of ideas, players attempt to gather the views of each and reach a common representation in situation. Female players do not always agree, they can object or even compete, thus showing that the verbalization in the debate of ideas allows the expression of ideas and points of view or opposites. When discussing their interest is to learn from each other, that is to say, understand what others express but also to understand oneself with others. From this point of view, the debate supports the negotiation which aims to bring the thoughts and reduce the gap between the states of knowledge of each. Using verbalization, the girls come to exhibit their knowledge, to appropriate those of others, to the emergence of new perspectives and develop a common direction. They perceive learning with verbalization as an opportunity to grow and transform not only integrating new knowledge but also developing their collaboration capabilities. It is a means to develop in them more responsibility and autonomy for their future life.

As a result of this experience, we have concluded that collaboration is essentially made of interactions and dialogues which gives importance to the area of communication. This is where the group crystallizes, it is the space that allows it to exist and live. It is a common real versatile resource center accessible to all. In exchange, the girls try to reconcile the views of each and identify a unifying scheme. They agree on the purpose and process of work. Indeed, the development of knowledge builds on the work of exploration. This phase is marked by the negotiation, critical evaluation and validation of ideas to enrich the learning model of the learner model verbalization. They compare and negotiate viewpoints. They give and receive feedback and they validate their new knowledge. This is especially important for a member of the group is to be

together, to share their ideas and share their achievements and find support from the community and support.

**Figure 1: Continuous process of verbalization**



The challenge is to negotiate verbalization stowage points for each and the emergence of a collective scheme which guides the work. Indeed, exploring a subject together, girls and build links between ideas and develop responses. These responses, they build progressively linking ideas, leading to the formation of new concepts and give birth to another perception of the problem and its limits.

Here, the beneficial effects of verbal interactions were observed without any conflict between the girls was noted. This highlights a non-confrontational interaction can produce a disruption or destabilization among partners. At this point, the interactive dynamics leads to an active cooperation between participants. Verbal interactions are characterized by a large number of turns of speech and richness in the interactive dynamics used. There are both pipes are not co-development, lines of co-development, construction and piping not argued some disagreement. It seems that the wealth of interactive modalities is a source of progress.

Finally, the use of “debate-of-ideas” that we present here is also intended to give voice to girls. Tunisian girls are not used by their culture to this type of operation. It seems to us that these moments of collective construction of knowledge and meaning by the “debate”, the school is able to play its full role in the integration and emancipation.

#### 4. CONCLUSIONS

The construction of knowledge by students is a process that requires:

- That students are faced with problems to resolve, or are put in situations favorable to the recognition of these problems;
- That, following testing of students, they are, by observation returns, faced with the results of their actions;
- That, in light of these results, students will be encouraged to assess and decide whether or not they are satisfactory;
- That, following unsatisfactory results, students has the opportunity to experiment more before looking for a better solution.

It appears that the analysis verbalizations can provide information on the obstacles encountered by students in their efforts to solve the problem. Such information can be used by the teacher or can be shared between students during the debate on appropriate means to better perform a task. Our studies (Zerai, 2006 & 2011) demonstrate that verbalization can improve student learning: collectively, these results support the idea that verbalization is a key process that can help to develop self-regulated learning in children.

On sports, it is worth noting the close relationship between observation and verbalization of the game, the latter offering a unique reference to a “debate-of-ideas” in physical education classes and sports. It seems therefore essential to reinstate the girls in a real confrontation activity, individual opposition and not let them perform in games sometimes sterile exchanges. However, recognition of spaces, intervals, reading the game and anticipating the choices are probably other things to explore. In this experiment, it is on this condition that the Tunisian girls have improved.

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