

## **Learning08: Methodologies and Practices for Approaching Learning as a Social Phenomenon Inside and Outside of School**

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### **Discourse organization and task accomplishment**

Recent studies – emanating from a socio-interactionist perspective on second language acquisition - interested in classroom interactions have highlighted the *situated* nature of tasks. On the basis of a fine analysis of the details of interaction, these studies have shown how tasks only give a general framework – goal-oriented - in which some communicative event has to take place; however, the effective accomplishment of the task is locally and jointly constructed by all participants and therefore cannot be determined ahead of time (cf. for example Mondada & Pekarek Doehler, 2004; Mori, 2002; but see also Coughlan & Duff, 1994 for experimental task settings).

Thus, discourse practices that can be observed in these tasks are anchored in the local circumstances in which the task is carried out by participants (interpretations and negotiations of the pedagogical goals, modalities of its accomplishment, interpersonal relationships, material and physical environment, etc.). But discourse practices are also shaped by the sequential unfolding of talk as participants coordinate and mutually adjust their actions. So what about L2 learners discourse practices? The data show that also L2 learners – even when having limited linguistic skills – show sensitivity to the organization of talk-in-interaction and use contextually appropriate resources, participating therefore as competent members to social interactions (cf. for example Carroll, 2004; Pallotti, 2001).

This paper will explore the intricate articulation between discourse organization and task accomplishment in the L2 classroom. Drawing from Conversation Analysis, I aim to describe 1) the organization of discourse practices as shaped by the local accomplishment of a task and 2) and the resources – verbal and nonverbal – mobilized by participants in order to jointly carry out the task. In this latter aspect, I will specifically focus on turn-taking devices put to work by learners in order participate more centrally to interaction when not being in the focus of attention. The data used in this research consists of video recordings of peer-group interactions in the French L2 classroom. The learners are of intermediate proficiency in French L2 and are 13-14 years old.

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Mondada, L. & Pekarek Doehler, S. (2004): Second language acquisition as situated practice: task accomplishment in the French second language classroom. *The Modern Language Journal*, 88 (4), 501-518.

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