

Call repair to the rescue, or how to deal with pedagogical tasks that trigger conflicting identities in classroom second language talk

As a sequential mechanism for dealing with problems in hearing, speaking and understanding, repair is also a context-sensitive apparatus that can be used to achieve socially meaningful moves. In this presentation, I will show how pedagogical tasks influence the kinds of identities (e.g., learner, student, expert, etc.) advanced learners of French select in their classroom interaction and how these identities have an effect on the pragmatic competence students display in talk-in-interaction. Specifically, I will argue that repair is a resource that enables learners to deal with the interactional trouble these sometimes contradicting identities bring about. One implication of this study is that students, when dealing with a pedagogical exercise, manage multiple roles and therefore orient to more than the linguistic requirements of the task.