Praxeological and Epistemic Dimensions of the Rapport to Literary Reading Approach in the presentations of foreign language learners

Dimensions praxéologique et épistémique du rapport à la lecture littéraire dans les présentations des apprenants de langue étrangère

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Abstract
The question of the contribution of the literary reading to the mobilization of interactional skills, when carrying out the presentation activity, is treated in this article from a study dealing with the praxeological as well as epistemic dimension. The qualitative analysis, firstly, carried out on the thematic choices of the learners during the realization of their presentation reveals significant clues for the understanding of the content of the presentation activity, then, on that of the tasks undertaken in this oral part of the activity made it possible to find the path followed by the learners to carry out the micro-tasks in the speaking turns. On the one hand, the objective in this study is to detect the thematic choice which is at the origin of the development of interactive exchanges, the increase in the number of communicative sequences and the deployment of the oral comprehension activity, on the other hand to distinguish the model of organization of tasks likely to establish intercomprehension in the class group. The two targeted dimensions made it possible to find the meso-tasks that lead to the realization of the activity of the presentation, even more to distinguish that at the origin of the installation of the intercomprehension.

Keywords: literary reading-praxeological dimension-epistemic dimension-tasks-mutual understanding

Résumé
La question de l'apport de la lecture littéraire sur la mobilisation des compétences interactionnelles, lors de la réalisation de l'activité de l'exposé, est traitée dans cet article à partir d'une étude traitant de la dimension praxéologique ainsi qu'épistémique. L'analyse qualitative, d'abord, portée sut les choix thématiques des apprenants durant la réalisation de leur présentation révèle des indices significatifs pour la compréhension du contenu de l'activité de l'exposé, ensuite, sur celle des tâches entreprises dans cette partie orale de l'activité a permis de retrouver le cheminement suivi par les apprenants pour la réalisation des micro-tâches dans les tours de parole. D'une part, l'objectif dans cette étude est celui de déceler le choix thématique qui est à l'origine du développement des échanges interactifs, de l'augmentation du nombre de séquences communicatives et du déploiement de l'activité de compréhension orale, d'autre part de distinguer le modèle d'organisation des tâches susceptible

d'installer l'intercompréhension dans le groupe de classe. Les deux dimensions ciblées ont permis de retrouver les méso-tâches qui conduisent à la réalisation de l'activité de l'exposé, encore plus de distinguer celle à l'origine de l'installation de l'intercompréhension.

Mots- clés : lecture littéraire -dimension praxéologique-dimension épistémique-tâches-intercompréhension

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Introduction

In Algeria, Literary texts are used, in conjunction with other sources, to teach the French language, notably through genres such as the explanatory text, the argumentative text, and the prescriptive text (Brahimi & Mezerreg-Allal, 2024).The materials used for teaching French as a foreign language are diverse and cover topics related to educating learners about civics, and tolerance, as well as developing disciplinary skills and knowledge about the world. The literary genre stands out by inviting readers to explore the memoirs of its authors, to experience scenes in diverse spaces, and address problematic situations through emotional fictional actions. Therefore, it allows learners to nurture their curiosity and develop critical thinking (Li, 2023).

This contributes to self-construction and the development of language and transversal competencies. Recently, cultural, and intercultural trends, clearly adopted by new approaches such as competency-based and action-oriented approaches, have led to an appreciation of this type of document. Literary studies now have not only aesthetic but also educational, intellectual, emotional, linguistic, and cultural purposes (CEFR, 2001: 47). This has led several researchers and educators to defend their role as a means of foreign language learning that should be introduced in the classroom from the early years of learning (Besse, 1982).

This type of text serves as a fundamental resource for language teachers in developing oral and written communication courses. It covers essential elements such as terminology, syntax, and cultural perspectives. Its significance lies in the fact that it aids in the processing of language knowledge. Upon arriving at the university, students enrolled in a foreign language bachelor's degree program (French, English, German, etc.) are introduced to literary genres. French language learners are required to read and comprehend various literary works to expand their understanding of different cultures and civilizations depicted in literature. However, literary reading can be a challenging task for them as they need to acquire language skills to understand the meaning, emotions, values, and context of what they have read to discuss it with their peers and teachers. This presents a great opportunity for language learning, critical thinking, and idea exchange among learners. Moreover, the actions performed by learners help teachers identify the benchmarks of different reading practices and guide their conception of the subject.

Nevertheless, the teachings that focus on the study of literary text eventually become resources that predispose learners to reinvest them in other learning situations. Before the realization of the activity of the presentation, during the teachings, as those of «written and oral practices and techniques», the students have the opportunity to conceive their presentation on literary works. Nevertheless, if this choice remains frequent, in relation to their disciplinary competence and knowledge, it remains that this performance is not a guarantee of the multiplication of the turns of speech and the installation of the intercomprehension.

This study aims on the one hand to identify the thematic choice that promotes interactive exchanges, multiplies the number of communicative sequences and develops oral comprehension. On the other hand, it is a question of identifying the model of task organization that is likely to promote better mutual understanding within the group of students.

1. Theorical framework

1.1 Concept of "rapport to" literary reading

The term "rapport to" in didactics refers to: « La relation (cognitive, mais aussi socio-psycho-affective) qu'entretient l'apprenant aux contenus et qui conditionne en partie l'apprentissage de ces derniers […] » (Reuter, 2013 : 185). Learners when they read literary texts they interact with it, so they are seen as "subject-readers" (Rouxel & Langlade, 2004), weaving a diverse set of dynamic relationships with this medium, made up of two levels: the personal level, which relates to the subject-reader's relationship with literary reading, and the didactic level, which concerns the consideration of their relationship with literary reading and how the teacher intends to train them. Each of these two levels is made up of four dimensions, namely, subjective, social, epistemic and praxeological, which interact with each other (Judith Emery-Bruneau, 2010: 112). The act of reading literature involves three dimensions: subjective, social, and epistemic. The subjective dimension includes personal aspects such as reading goals, reflections, emotions, and values. The social dimension refers to the influence of others, such as teachers and peers, and how reading impacts social interactions. The epistemic dimension involves the knowledge and skills gained from reading and how it helps in constructing knowledge. This study focuses on the praxeological dimension of students' relationship with reading. This refers to the actual practices of reading, such as the types of texts read, the context of reading, and how readers construct their own interpretations of the text (Ibid : 15-16).

1.2. Context Description

Learners put through their paces in high school must be capable of understanding and interpreting speeches and producing oral messages in an interlocutory situation. By the time they reach university, they should be able to give a presentation and debate different ideas, as well as take turns as speakers and interlocutors in a discussion. However, teaching French at university is problematic, in that these learning objectives are only partially achieved. Students entering their first year at university need to be able to achieve the objectives they have already set for themselves during their studies. They has already capitalized on a good number of learning hours, from primary school through to the final year of high school (Mezdaout & Soltani, 2022).

In 3rd year secondary school (Literature and Foreign Languages stream), pupils received 4 hours of French teaching a week, including sessions devoted to oral practice as a subject of instruction (Table. 1).

Their university entry profile should thus correspond to their secondary school leaving profile. This profile will ensure that language is put into practice in situations, according to the "action" perspective. At university, students are expected to achieve competencies in language, discourse, interaction, and organization. Ideally, by the end of the first year, learners should be able to express themselves appropriately, clearly and precisely, both orally and in writing. Oral skills are developed through theoretical instruction and practical work focusing on pronunciation, elocution and the organization of speech and thought, using a variety of teaching aids.

In the following section, we examine the process of carrying out the macro-task of summarizing a work chosen by the learners. We outline the choices made, the praxeological and epistemic dimensions of their relationship to writing, and the stages and model of presentation, in order to understand why some learners succeeded in achieving the desired goal of the maro-task, while others did not.

2. Methodology

2.1. Participants

The learners recorded during the selected activity are Algerian students from different regions of the country (East, West, Centre, and South). They are enrolled in the first-year English degree course at the university. They have followed relatively the same academic path and syllabus for learning the foreign language, from primary to secondary school, from the 4th year of primary school to the final year of secondary school. The table below shows the number and entry profile of first-year university students.

Table 1.
Profi of students

Number of Students	High school graduation profile and Skills assumed acquired in:	
	Speaking	Writing
42	B1-B2 In oral comprehension and expressio	B1-B2 In written comprehension and expression

The public is made up of 42 young students with an average age of 19. Although the group appears homogeneous and all learners have the same exit profile, their educational background in learning French, their social background and their parents' level of education are in fact heterogeneous.

These learners are much more interested in English than in French. In other words, they see their future in the studies they are currently undertaking in English language specialization. Nevertheless, they are destined to use the French language after their university studies, in the

workplace, or simply in their dealings with others in society. It's a language they're inclined to consider, given its contribution to their daily lives.

That said, we have chosen to work with this category of learners, rather than another, insofar as we end up with recordings of foreign language learners. The interest shown in the latter is linked to the expectations and needs these learners may have of the French language; it is perceived as a means of communication and a means of discovering culture, whether that of the society specific to the language (through literary works) or that of the learner using it (through topics dealing with social issues). That said, they are interested in the learner's culture for a need linked to the objectives of the activity and end up meeting the objectives we set ourselves to achieve, namely the exploitation of interactive sequences for data analysis based on several criteria, including the topics dealt with in the exchanges. Thus, working with this category has enabled us to obtain data on interactive exchanges (Soltani & Mezdaout, 2024) and patterns of communicative organization that occur in the classroom.

These learners have not chosen to study the French language; it is prescribed in the curriculum as a foreign language. It is not a module of choice; it is cited in the syllabus as a compulsory module. However, despite the dominance of English, the fact remains that these learners are curious about French and the culture it conveys. We will see from the data analysis that, despite their difficulties with language practice, observation reveals a significant number of presentations on the reading of novels, which is communicative of their choice and thematic orientation. It seems that the students are aware of the value of the French language, which remains of vital importance in Algeria for their integration into the professional world. They know that French enjoys a privileged status, so it's in their interest to learn it. Under these conditions, it is also necessary to consider learners' representations of the French language. These can act as a motivating or demotivating factor, leading to discomfort or well-being in the learner's use of French as a foreign language.

2.2. Praxeological dimension of the rapport to literary reading

In the present study, we will highlight the praxeological dimension of learners' relationship to literary reading, paying particular attention to their choice of texts to read and the context in which they read. Given that the aim of this activity is to learn the French language, we will deepen our analysis by exploring the epistemic dimension. This will enable us to examine the role of literary reading in the process of constructing knowledge and know-how. It should be emphasized that the French language used by learners is like a vehicular learning tool for the knowledge they share with the rest of the class. In this sense, they are enjoined, either individually or in pairs, to read a literary work and then recount it to their peers. Nonetheless, it's worth noting that learners' choice of topic for the presentation they're about to undertake reveals significant clues as to how they perceive the French language. This is why we have chosen to give learners the freedom to work on the topic they see fit. In the table below, we set out the various choices dealing with topics of general interest or the reading of a work of literature or fiction. This will enable us to interpret the visions that our learners may have of work done in the French language (table 1).

Table 1.

Selection of topics

Topics	Recordings	Author
French maghrebine literary work	Recording 1	Le fils du pauvre, Mouloud Feraoun
	Recording 2	Le chemin qui monte, Mouloud Feraoun
	Recording 12	La colline oubliée, Mouloud Maâmri
Social topic	Recording 4	Le harcèlement des femmes au travail
French literary work	Recording 3	Le rouge et le noir, Stendhal
French literary work	Recording 5	Voyage au bout de la nuit, Louis Ferdinand Céline
French literary work	Recording 6	Les âmes mortes, Nicolas Gogol
French literary work	Recording 7	La porte étroite, André Gide
French literary work	Recording 8	La symphonie Pastorale, André Gide
French literary work	Recording 9	Boule de suif, Guy De Maupassant
French literary work	Recording 10	La chartreuse de Parme, Stendhal
French literary work	Recording 13	Nana, Emile Zola
French literary work	Recording 14	Voyage au bout de la nuit, Louis Ferdinand Céline
French literary work	Recording 15	Germinal, Emile Zola
French literary work	Recording 16	Le procès, Joseph France Kafka
French literary work	Recording 17	L'Étranger, Albert Camus
French literary work	Recording 18	l'Étranger, Albert Camus
French literary work	Recording 19	Le rouge et le noir, Stendhal
French literary work	Recording 20	L'enfant, Jules Vallès
French literary work	Recording 21	Le bachelier, Jules Vallès
French	Recording 22	Bonjour tristesse, de Françoise Sagan

literary work		
French literary work	Recording 23	Un amour de Swan, Marcel Proust
French literary work	Recording 24	Bonjour tristesse, Françoise Sagan
French literary work	Recording 25	La peste, Albert Camus
fictionWork	Recording 26	Les Animaux dénaturés, Jean Bruller, Vercors

Note. This table demonstrates the selection of topics, construction of groups (individual, pair) and explanation of the assignment instructions (Soltani, 2017).

The number of presentations on French literary works was significantly higher than for the other topics. Of the 26 presentations, 22 dealt with the study of a literary work by a French author. This indicates that learners have chosen to deal with topics relating to the reading of literary works, more specifically those by authors of French literature. Such writings are imbued with the culture of each of them, that is, documents in which we find traces of the author's society and times.

It's fair to say that learners' representations have a structuring effect not only on their behavior but also on their decisions; in other words, for them, "language" rhymes with "origin and culture". We argue that, for learners, the literary work of a French author remains the most appropriate medium for practicing the language and discovering its culture. This leads us to deduce that work to be carried out in this language is relatively conceived within a literary framework, or even within the literary framework of authors of French origin and expression.

However, we note a contradiction about the choice of the work, which depicts a reality from a context different from that of the learner, by belonging to an era, a space, and a culture specific to the author. The reasons for this choice, tilted towards the West, are perhaps due to a need for knowledge of the other's culture, or that linked to knowledge of the culture of the foreign language. This points to the good aptitude that learners can adopt towards discovery and points to a curiosity on their part.

We have to face up to the fact that representations are known to be tainted with often negative images, which generate hostile behavior when it comes to learning a foreign language. We were keen to explore this cultural parameter, insofar as it can act as a handicapping factor when it comes to language use and, by the same token, the promotion of interactive exchanges in the language classroom. Consequently, taking stock of all stereotypes seems to us to be a most interesting action to locate the origin of each representation; this will underwrite the study, at the same time, of the state of cultural knowledge possessed by the language learner. This action will also enable us to locate the cultural features to be treated and the ideas to be modified, but this operation is too ambitious and would require considerable effort.

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2.3. Epistemic dimension and language tasks in the organizational dispositive

After examining the praxeological dimension of learners' relationship with literary reading, we'll focus on the epistemic dimension. In this sense, it is important to subject learners to a set of language activities designed to assess the knowledge acquired during the reading activity. To this end, the second stage will consist of presenting the content read in front of the whole class, followed by a debate during which the exhibiting learners will demonstrate their mastery of the selected topic, as well as their degree of autonomy in the use of the French language to transmit the content read to their peers. First, we need to distinguish between the prescribed task and the intended cognitive activity. While the language tasks are determined by the instructions dictated to the students, they are different from those that the teacher designs in terms of pedagogical objectives to be followed and are only legible for the teachers. These predefined tasks enable the learner and the teacher to direct the learning process. These are the tasks that respond to the logic of the global to the partial, and which will serve as the target objectives on which the assessment of prior learning will be based. The second language tasks have an end in view for learners, namely active participation, and successful completion of the TP (personal work). These language tasks are derived from the macro-task, which is at the origin of the meso-tasks and micro-tasks we find in the case of learning to speak.

We argue that the activity of lecturing involves of many objectives and tasks to be achieved, namely those linked to and prescribed for the activity's different phases, research, written production, and oral expression. According to contemporary methodologies, Bloom[1] (1963) in his work draws up a six-level taxonomy, in which we find learning objectives corresponding to the first level of the chosen activity. In other words, in the presentation, we find objectives that concern the search for knowledge, content, and understanding, for eventual application and analysis during the presentation. For the second phase of development, which takes place during the discussion, De Ketele has developed a taxonomy that incorporates the notion of competencies. These are of the order of learning to learn (De Ketele, 1986: 29-35), how to make one's own choices and find learning

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[1] Bloom categorizes the operations requested during learning assessments from the simplest to the most complex. He has defined a taxonomy with six levels: 1: knowledge; 2: understanding (lower level of cognitive activities); 3: application; 4: analysis (middle level); 5: synthesis; and 6: evaluation or critical thinking (higher level)

resources. This notion appears as the mobilization of resources (knowledge) that our learners are thinking about. Initially, it appears in the face of the task at hand, which consists of going beyond the problem situation of gathering documentation and information on the subject at hand.

Four types of specific knowledge emerge from his taxonomy, which are compatible with those observed in our students:

Repetitive Knowledge and Redoing Knowledge: this occurs when learners reproduce a learned or given action without making significant modifications. In the following example, we introduce a speaking turn focused on the author's work bibliography. The learner reports and strings together statements without conveying that they have reflected on what they have just narrated. The learner presents structured statements in a linear plan, referring to spatiotemporal cues. We recognize dates and places taken from the readings, meaning that they are recounting historical events mentioned by the author.

Convergent Skills: this involves practical and cognitive skills of an applicative nature, requiring the transformation of a message or gesture. It pertains to the synthesis work they perform after collecting data. They restate, in their own style, what they have retained from the readings. For instance, in this passage, the learner takes the liberty of structuring and presenting a theme from their personal perspective. They contribute a summary and character descriptions for a presentation on a literary work or a general idea to define the theme they are presenting. The learner also structures the information to provide a general definition of the term "harassment." Furthermore, they share their impressions on a broader spatial scale, providing an analysis of the situation from different geographical contexts, namely the Arab world and the Francophone space. These statements collectively constitute a synthesis of what they have retained from their readings. It's noteworthy that the learner's presence and involvement are evident through combinations of micro-categories, as seen in examples like "very delicate," falling under the appreciative category, and the use of the pronoun "we."

Divergent Skills: detected through the learners' positions, these skills involve them in tasks more complex than those they are accustomed to. This shift from being receptive learners to active participants allows for a transition from surface learning to in-depth learning. This development includes the acquisition of competencies and the resolution of complex tasks that lead towards autonomy. The learner may take on the role of the teacher in front of peers, conduct research, transpose knowledge, and present both orally and in writing.

Being-Knowing and Becoming-Knowing: being-knowing refers to internalized habits, while becoming-knowing involves the ability to project oneself and confront and adapt to change. (Charlier, 2007: 31-32)

The realization of all this knowledge enables progress, intending to achieve autonomy, the goal of all learning. The latter appear in the form of a combination of a multitude of tasks. Faced with the scale of the overall task, we noticed that learners did not have the same reflexes. Some, for example, began to think about the pedagogical device to be adopted. Others, faced with the difficulty of the task, found themselves in an obstacle situation. The latter turned to the teacher for direction and guidance. In both cases, a procedure for multiplying objectives led to the organization of a plan to be followed, and thus to meso-tasks constituting the path to be taken. The latter are operations carried out between the macro-task and the micro-task. They ensure cognitive-language operations, actions of reflection on the types of language activities that make up the macro-task.

For our part, the breakdown of the overall task enabled us to obtain the stages through which the learners went to complete their work. We have identified two phases that of the pre-exhibition of data in front of the class and that of the presentation in the classroom, which is itself made up of two parts. If we go back to the stages carried out by our learners, in the context of work on a literary work, we present them as follows in the figure 1.

Figure 1.

Steps of Presentations
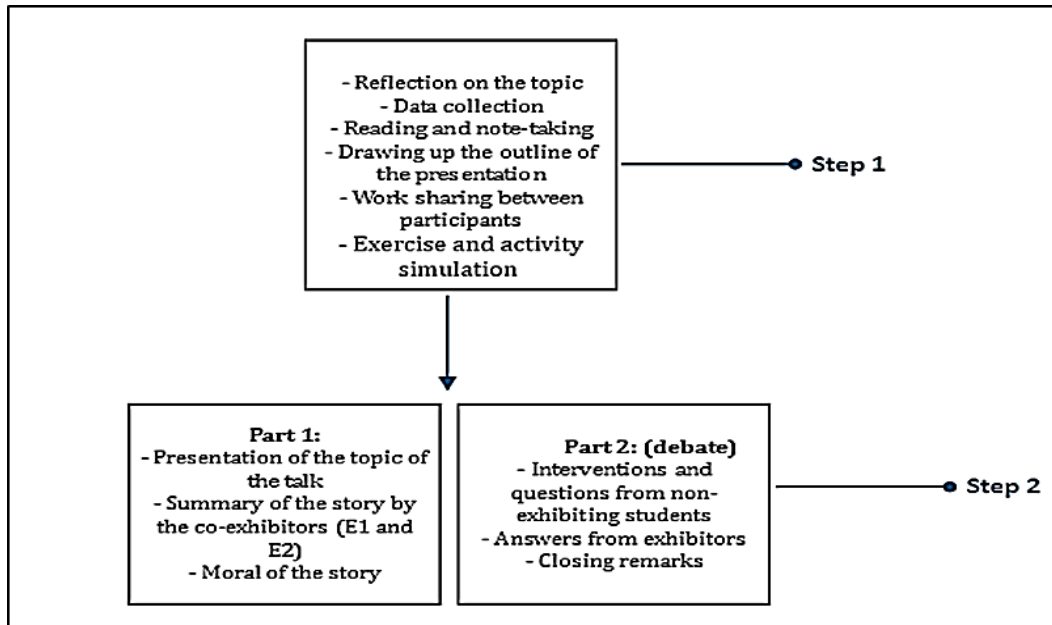
The learner-exhibitors present their work orally, following a path to reach the objectives they have set themselves. We take up the steps of the second part of the device, which also represents the model to be followed and the technique to be applied. We present the model for describing the steps in this second part as follows:

Step 1: Contextualization and data exploration

This stage consists of setting out the topic by putting it into context. Two cases are present in the table 2.

Table 2.

Contextualizing and exploring data

Study of a literary work	study of a social subject
Presentation and description: of the work, the author, and the era.	Stating the findings and description: Concrete case, experience, observed facts, statistics

Note. This table demonstrates contextualizing and exploring data (literary work/ social subject) (Soltani, 2017).

We assert that, at this stage of the work, the learner ensures the description of the situation (the facts leading to the initial question, which will serve as the primary guideline for the presentation), announces the work plan and the points to be explored, and reports information on the object of study (the chosen strategy). To do this, the learner must become familiar with the situation of knowledge transmission. They take the teacher as a model and eventually adopt attitudes and behaviours related to classroom management, skills that enable them to acquire the necessary pedagogical practices to capture the attention of the class group (Yahia & Mezdaout, 2021).

Step 2: clarification/debate and exchange
This stage is that of interactive exchange and clarification to address any areas of ambiguity in the presented work. We proceed in the following table with various actions that should be included in a presentation. We present them as meso-tasks to be accomplished (table 3).

Table 3.
Application of the common presentation model

Presentations	Presentation of the topic	Summary of the story by the co-presenters (E1 and E2)	Teacher's intervention: Opening of the activity.	Teacher's intervention: Conclusion of the activity.	Intervention: Questions from non-presenting students	Constraining intervention presenter responses
Number of presentations	22	23	6	11	19	19
Completion rate in the presentations	84%	92%	23%	42%	73%	73%

Note. This table demonstrates the application of the common presentation model (Soltani, 2017).

Figure 2.

Application of the common presentation model
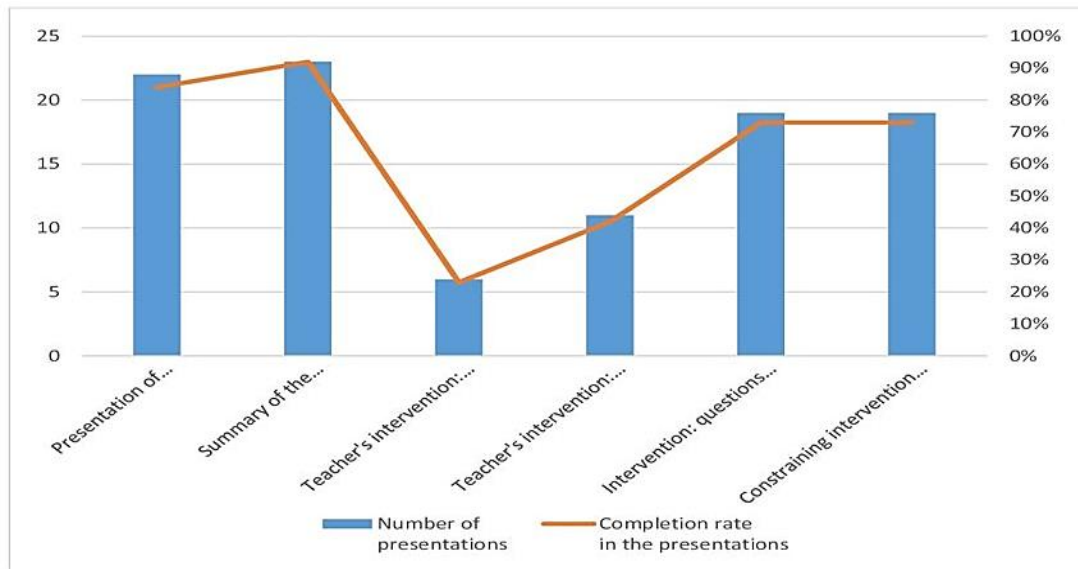
Based on the figure 2, we assert that the learners' speaking turns primarily focus on the informative contribution. We notice that participants' interventions in communication come in second place but with a completion rate that appears quite substantial. In the last position, speaking turns signaling the opening and closure of the presentation are not very prominent. In more than 75% of the presentations, learners did not take the time to greet the audience. Additionally, in over half of the completed presentations, participants (including the teacher) did not verbally indicate the end of the.

From Table (3), which focuses on the tasks performed during the presentation, we can assert that they were carried out as a whole but with varying rates of realization. However, what draws our utmost attention is the task with the highest percentage that of summarizing the story, which reached a realization rate of 92%. This aspect is particular to presentations centered on literary works, and its execution depends on the reading of the chosen book's authors. This becomes especially significant when considering the realization rates of 73% for the last two tasks related to the questions and answers deployed during this activity, which are the origin of interaction and exchanges regarding the information and context of the story. It is in this perspective that the praxeological dimension gains its full meaning; indeed, learners are led from this situation to mobilize cross-cutting skills built on the collaboration of class group actions (Soltani & Mezdaout, 2023), the development of critical thinking, and reflective analysis around the targeted theme.

Insofar as the analysis of the praxeological dimension makes it possible to approach research perspectives, in the case of this study, focused on shared culture during exchange actions. In other words, the research is continued, in this aim, towards an object of study which targets the deepening of the research which thus targets the relationship of the culture developed in the activity of the presentation with the condition of the existence of micro-tasks specific to the creation

of a common culture between the interactants and the installation of the intercomprehension, optimal condition to reach a satisfactory level of discussion.

2.4. From thematic choice of cultural skill

For a learner to be able to present a work, they must develop cultural competence related to the scheduled presentation topics. This competence appears in the form of knowledge about the presentation subject, including information on general culture topics, specifically those relevant to the learners' age group. It also includes knowledge about general topics related to current events. However, regarding the chosen topics by our learners, cultural skills should primarily focus on knowledge related to literature, considering that the learners' preferences are more inclined towards the study of literary works.

Information related to culture (Schat, van der Knaap, & de Graaff, 2023) history, era, and the author of the chosen work appears to be more crucial, given the plans outlined by the learners. Furthermore, if these details concern literary works by French authors rather than Maghrebian authors, considering that the number of presentations focusing on French authors is higher. It's worth noting that learners are not entirely ignorant of the traditions, thoughts, and attitudes within the cultural sphere of French literary works. Even if these cultures seem quite different from one's own, the learner is expected to possess pre-existing knowledge acquired during their past educational journey. Moreover, they already know this culture through readings and direct exposure, thanks to media and the internet. This understanding of the other can be a positive contribution for the learner unless they hold negatively stereotyped representations. This is where work on representations becomes necessary, serving as a cultural database for the development of cultural competence. It remains evident that the influence of the other's culture is apparent through their choice of study and the topic of their presentation. As illustrated in the table we provide, the number of presentations on literary works by French authors is higher than those addressing other topics (table 4).

Table 4.
Cultural skill and Presentation

Cultural skill according to	Example
Social subject	Recording 4: Le harcèlement des femmes au travail
Subject of a work in Maghrebian literature (with the origin and influence of the culture of the learners	Recording 1: Le fils du pauvre
	Recording 2: Le fils du pauvre
	Recording 12: La colline oubliée, de Mouloud Maâmri

Subject of a work in french literature (French authors)	Recording 21:Le bachelier, de Jules Vallès
	Recording 22: Bonjour tristesse, de Françoise Sagan
	Recording 23: Un amour de Swan, de Marcel Proust
	Recording 24: Bonjour tristesse, de Françoise Sagan
	Recording 25: La peste, d'Albert Camus
	Recording 27: Au bonheur des dames, d'Emile Zola
	Recording 28: Madame Bovary, de Gustave Flaubert
Subject of a work of fiction	Recording 26 : Les Animaux dénaturés, de Jean Bruller, Vercors

Note. This table demonstrates the signs of *c*ultural dimension in student presentations (Soltani, 2017).

We notice that most learners have chosen to study literary works by French authors. However, teachers have given them free rein regarding the topic of their presentation, which draws our attention to the motivations of learners regarding these choices. In other words, if we consider that the learners, we recorded felt discomfort with the use of the French language, it leads us to question the reasons that led them to these study subjects. We realize the contradiction arising from this situation, and it is the unseen part in our corpus that is at the root of it. On one hand, we have a significantly higher number of works on the study of literary works by French authors; on the other hand, the creators of these presentations face difficulties and express discomfort regarding the use of the language. In the two following tables, we find micro-tasks that correspond to language activities of production and reception (tables 5 and 6).

Table 5.

Language activities for production

For a literary work/piece	For a different topic
To announce one's topic	To announce one's topic
Draw attention to the addressed issue	Draw attention to the addressed issue
Summarize the plot of a story from a literary work and express my reactions	Provide and present various perspectives and opinions on the addressed topic
Engage in a conversation on prepared topics.	Close
Know how to account for the point of view of various characters on past events	
Close	

Note. This table demonstrates the completion of language tasks (production) derived from the completion of the macro-task (Soltani, 2017).

Table 6.

Language activities for reception

The student, presenter, and author of the presentation	The student, spectator, and recipient of the presentation
Understanding gathered data	Understanding the data presented by the presenters
Understanding the description of events	Understanding the description of events
Extracting information from a written text on a familiar subject	Extracting information through the oral speech of the presenters

Note. This table demonstrates the completion of language tasks (reception) derived from the completion of the macro-task (Soltani, 2017).

To exist, all of these tasks must be part of an educational framework, which is the origin of the organization and progression of the activity. We notice that the number of language production activities in literary works exceeds that of activities related to non-literary topics. This means that the literary work in the presentation has led to a more significant task breakdown in terms of

production. However, the number of micro-tasks varies from one presentation to another, determined by the actions learners set out to accomplish, as outlined in each of their plans.

3. Discussion of results

As for the praxeological dimension, a significant number of our learners have chosen to work on the study of a literary work, while others have focused on studying a topic related to society. Their choice is not without consequences, as the two reference domains do not offer the same opportunity for interaction. According to Pekarek (2006), working with a literary work follows a logic of reproducing "closed" content. In contrast to this, a societal or philosophical topic corresponds to a creative and open logic, allowing for more interpretation and exchange.

This parameter also reveals a modality in discourse, considering that a limited number of learners have opted for a study on a topic other than a literary work. This can be seen as an indication of difference and freedom compared to the initial instructions, which grant them this right. In other words, some learners have distinguished themselves by choosing a thematic approach that is much more complex in terms of research and work plan construction. They have differentiated themselves by taking on a personal task focused on autonomy.

Adding those certain linguistic forms like 'I think' also indicate a desire to differentiate oneself from the rest of the group. This is what François (1993) refers to as 'unequal communication,' through which the speaker asserts themselves with their point of view and a quite different perspective, reflecting their own communicative logic. From the analysis of the data, it emerges that most learners have selected literary works by French authors. This choice could be attributed to the social dimension of the relationship to literary reading, providing a pathway for future studies aiming to elucidate the underlying reasons for their interest in these works rather than selecting works by Maghrebian authors with whom they share a common culture, thereby promoting a better understanding of the content. Adding to this, the stage corresponding to the presentation of the presentations has highlighted that learners have integrated the acquired knowledge in a way that allows them to reuse it both in narrating various events in the read work and their responses to questions during the debate phase. Indeed, the learned structures served as models for their oral expression. This activity provided them with the opportunity to analyze literary texts in-depth, manifesting itself as a reflective action that led to the development of new strategies, knowledge, and skills. In this sense, besides the acquired and developed knowledge, learners have managed to develop know-how and cultural competence.

The praxelogical dimension appears in the sequence of tasks constituting the different phases of the presentation technique. It should be noted that the presence of the summary with a rate of (92%) is at the origin of the constitution of the communicative sequences, which gives rise to the existence of the last two "question and answer" tasks, and by the same token opportunity for the constitution of the meso-task of the debate. The role of the latter, in the activity in question, is that of removing ambiguity and installing a common culture between the interactants in order to achieve the ultimate goal which is that of intercomprehension whose purpose is the two-way satisfaction to ensure activity closure.

As for the epistemic dimension, it is found at different moments of the presentation activity, it consists of the choice of vocabulary specific to the theme of the discourse situation in which the interactants are engaged. It is during the last two tasks that of questions and answers (with 73% completion) that the negotiation on meaning is established in order to once again achieve the ultimate objective of establishing understanding in the class group.

Figure 3.

Praxeological and epistemic dimensions in intercomprehension
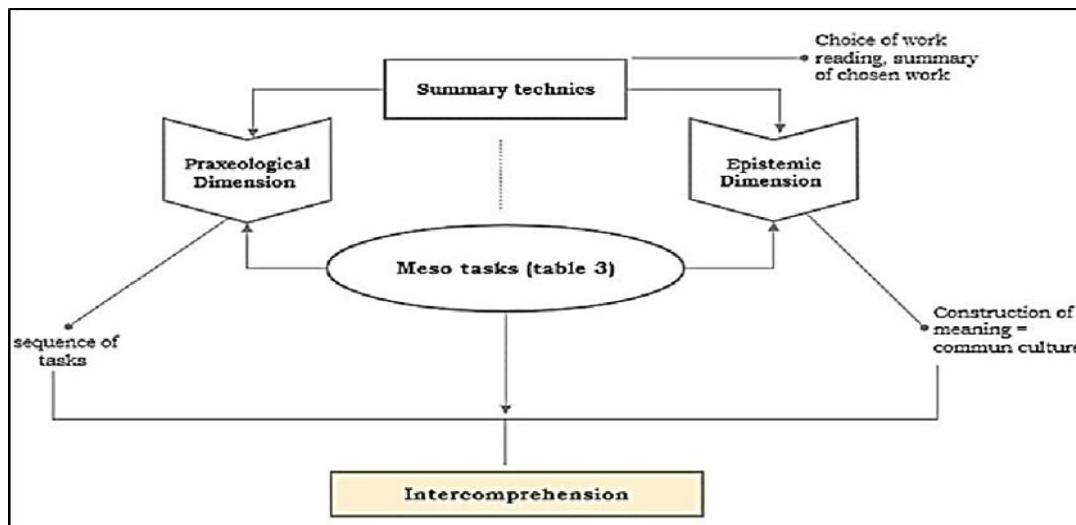
The tasks performed and the journey undertaken by the interactants are depicted in Figure 3, wherein we can observe the presence of both dimensions within the meso-tasks leading to intercomprehension. Indeed, the organization of tasks has allowed the emergence of "the summary" as a pioneering task, through which the content provides substance and meaning to the interactants, enabling them to elaborate exchanges and navigate vocabulary related to the formation of common culture and intercomprehension.

Conclusion

To realize the presentation activity, the learners found themselves performing tasks at the level of macro-tasks, meso-tasks, and micro-tasks. The expected objectives were those of producing writings (writing sentences and texts on the subject), expressing oneself and building meaning orally (direct description, summary, and commentary of a subject presented as a linear sequence of points studied), and establishing the understanding of the contents transmitted and discussed (informative data). For the analysis, the division of the macro-task into micro-tasks made it possible to detect the completion rate of each micro-task for a reading of the contribution of that summary on the continuity of the activity and the realization of the debate in the presentation. This structuring operation at the level of the actions led the learner to intervene by formulating questions and answers for the co-construction of meaning. However, what should be remembered is the number of presentations that revolved around the literary work, knowing that the instructions at the start allowed learners to freely choose the theme and the work on which they wanted to present their work. Almost all of the learners have opted for a literary work, the question to be asked is related to the representations that these language learners possess on the theme of the activity of the presentation and its relationship with the reading of the literary text, whether it is a developed stereotype or an earlier model that they have developed of this activity. Our aim was not to increase the number of speaking turns, but rather to ensure continuity in the analysis of

communicative practices along praxeological and epistemic dimensions. We then identified the meso-tasks at the origin of the reflexive process, thanks to the back-and-forth and question-and-answer processes that constitute the micro-tasks favoring the lengthening and multiplication of communicative sequences, with the aim of achieving a mutual understanding of the themes addressed.

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