FROM AN INTERNATIONALIZED COMMUNICATIVE APPROACH

TO CONTEXTUALIZED PLURIMETHODOLOGICAL APPROACHES

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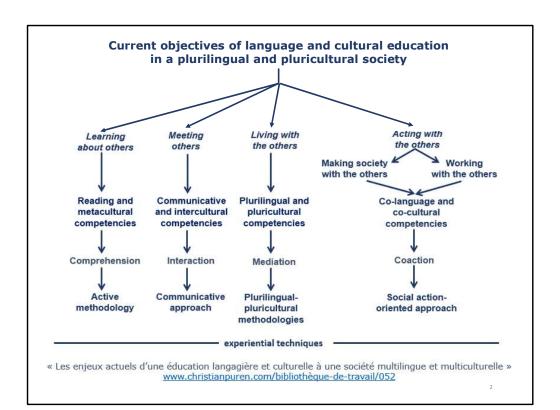christian.puren@univ-st-etienne.fr

On-line document: www.christianpuren.com/mes-travaux/2020c-en/

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Good morning, everyone,

First of all, I would like to thank my colleague and friend Professor Ahmet Acar for giving me the opportunity to present to you my ideas on the theme of this conference. I regret, of course, that I have not been able to do so because of the pandemic that we are all currently experiencing, in all countries. I hope that you and your families are coping with this difficult time as well as possible.

To accompany this conference, there are two pages of photocopies that I will need to have before you from time to time: these are the ones that I reproduce in the next two slides. The Internet link at the bottom of each slide gives you access to the online version, where each document is accompanied by notes and remarks (in French).

Current objectives of language and cultural education in a plurilingual and pluricultural society

Learning about others	*Meeting others*	*Living with the others*	*Acting with the others*
			Making society with the others — *Working with the others*
Reading and metacultural competencies	Communicative and intercultural competencies	Plurilingual and pluricultural competencies	Co-language and co-cultural competencies
Comprehension	Interaction	Mediation	Coaction
Active methodology	Communicative approach	Plurilingual-pluricultural methodologies	Social action-oriented approach

—————— experiential techniques ——————

« Les enjeux actuels d'une éducation langagière et culturelle à une société multilingue et multiculturelle »
www.christianpuren.com/bibliothèque-de-travail/052

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Methodological matrices currently available in school didactic of languages and cultures in France

| | TARGETED SOCIAL COMPETENCES | | Act for the intended use | Privileged act of learning |
	Language competence	Cultural competence		
1. Reading matrix: (1920-1960)	Ability to maintain contact with the foreign language from a distance on the basis of authentic documents	Ability to mobilize and extract knowledge about the foreign culture from and about authentic documents: *metacultural component.*	read, speak on a document (*« parler sur un document »*)	Collective oral explanations in class of authentic documents
2. Communicative-intercultural matrix : (1980-1990)	Ability to exchange information with visiting foreigners on an ad hoc basis during initial contacts or short stays	Ability to control cross-representations in interaction with others: *intercultural component*	meet, talk with others (*« parler avec d'autres »*)	Interactions in class in simulations and role-playing
3. Plurilingual-pluricultural matrix : (1990-…)	Ability to "live together", *i.e.* to manage linguistically the permanent cohabitation with allophones in a multilingual and multicultural society	Ability to understand the attitudes and behaviours of others and to adopt common attitudes and behaviours acceptable in a culturally diverse society: *pluricultural component*	live with the others, talk to each others (*« se parler »*)	Cross-language conceptualization activities
4. Social-action matrix : (2000-…)	Ability to "make society" and to work in a foreign language in a long-term with native and non-native speakers of that language.	Ability to developing with the others common conceptions of society and collective action on the basis of shared contextual values: *co-cultural component*	act with the others, consult with the others (*« en parler avec les autres, se concerter »*)	real or simulated social actions carried out in project mode in class society and/or outside

« Matrices méthodologiques actuellement disponibles en didactique des langues-cultures »
www.christianpuren.com/bibliothèque-de-travail/073/

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Abstract

The communicative approach, or task-based (communicative) learning, has unduly occupied almost all the space for didactic reflection and methodological development in the world for the past 40 years. Indeed, this approach is not suitable for all purposes and objectives of school-based teaching and learning. We will illustrate this point using the historical evolution of methodologies in France as an example. The pre-communicative methodology of the 1920s to 1960s, based on the reading and collective oral commentary of authentic documents, retains all its relevance for students who only want to keep a distance contact with the foreign language-culture. Two post-communicative orientations have become necessary to meet the challenges of living and working together in "a multilingual and multicultural Europe" (Common European Framework, 2000), namely plurilingual approaches and a social action-oriented approach. All these methodological matrices must be protected and nurtured in applied linguistics in the same way as the diversity of languages in the world or biodiversity in nature. The only relevant question is how to select and combine or articulate them in language curricula taking students, purposes, objectives and contexts, in particular local educational cultures, into account.

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The title of my lecture, "From an internationalized communicative approach to contextualised plurimethodological approaches", clearly announces its theme, which I develop in the abstract I sent before the conference. I let you read it on the slide above.

> [...] in a person's cultural competence, **the various cultures (national, regional, social)** to which that person has gained access do not simply co-exist side by side; they **are compared, contrasted and actively interact to produce an enriched, integrated pluricultural competence**, of which plurilingual competence is one component, again interacting with other components.
>
> *(Common European Framework of reference for languages, CEFRL,* § 1.4, p. 5)
>
> However, the full implications of adopting a plurilingual and pluri-cultural approach have yet to be explored".
>
> *CEFRL* § 2.3.3, p. 19

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The CEFR has the idea of an "enriched, integrated pluricultural competence", presented in the paragraph above. Further on, the authors write that "However, the full implications of adopting a plurilingual and pluricultural approach have yet to be explored" (CEFR chap. 2.3.3, p. 19). Indeed, no reference is made in this document to one of the major implications of this idea of pluriculturalism, which is that teaching-learning cultures, of which methodologies are a part, must also be considered in their plurality, because they enrich each other, and all of them must contribute in an integrated way to the quality of teaching and learning foreign languages: they must be considered as "methodological matrices" (cf. The second photocopy), all of which are available for managing, in combination and/or in articulation, the complex issue of school curricula.

My thesis:

The are also different teaching-learning cultures (national, regional, social, personal, in different languages…). They too need to be compared, contrasted and actively interacted to produce an enriched, integrated multicultural teaching-learning competence

The "methodological biodiversity" is a necessity in order to be able to manage the complexity of learners, teachers, purposes, objectives and teaching-learning environments.

This is the thesis I will defend in this conference.
It is not a provocative thesis. It is based on a rational analysis of the constraints and requirements regarding the practical implementation of teaching methods in my country, France, and in several others I know from having worked there. It is up to you to see whether or not this applies to your own teaching-learning environment.

What is task-based Language teaching?

Definitions of:

- Long 1985

- Breen 1987

- Skehan 1998

(See also Bygate, Skehan and Swain 2001, who argue that the way we define a task will depend to a certain extent on the purposes to which the task is used.)

- Ellis 2003

- (Nunan: "*My own definition is…*")

David NUNAN, *Task-Based Language Teaching*, Cambridge, Cambridge University Press, 2004.

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David Nunan, one of the reference authors of Task-Based Language Teaching (this is the title of one of his best-known books, from 2004), at one point raises the question of the definition of this methodology: "What is task-based Language teaching? In a chapter of about ten pages, he presents (in their historical order of appearance) the definitions of Long, Breen, Skehan, Ellis, and then moves on to his own definition. As you can see in the slide above, he interposes this short precision in brackets after the Skehan definition:

(See also Bygate, Skehan and Swain 2001, who argue that the way we define a task will depend to a certain extent on the purposes to which the task is used).

This short remark in brackets, as well as the vague expression "to a certain extent"), present the question of the objectives of the teaching-learning of a foreign language as a kind of unimportant detail, whereas this question is essential: historically, in fact, it is the changes in the "social reference objective" (i.e. what we want learners to be able to do in the foreign language-culture in society at the end of their learning) that provoke the transition from one methodology or approach to another.

Nunan here, and elsewhere the other promoters of Task Based Learning (whose tasks are communicative), are very discreet on the question of objectives. And we can understand why: the objectives of language teaching

for adults may not be communicative (as in the case of a learner who only wants to follow the media of a foreign country or read literature in a foreign language), and moreover the aims of school teaching of foreign languages cannot be solely communicative: there are also, for example, educational aims, which will require the in-depth analysis of authentic documents, especially literary texts.

> My own definition is that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right : a beginning, a middle and an end. (p. 4)
>
> (David NUNAN, *Task-Based Language Teaching*, Cambridge, Cambridge University Press, 2004)

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Here is Nunan's definition of "task" at the end of this chapter of his book. As with the other promoters of Task Based Learning, there is confusion between what is logically called a definition and a description. The definition always corresponds to a very abstract and therefore very general notion, precisely because it has to make abstraction of the different descriptions, that is to say, of the form that the notion takes in different contexts.

The definition of "task" here is - and this is only - "a piece of classroom work". What follows is the description of a certain type of task... and it is clear that it is a communicative task.

Also in traditional methodology (the one that dominated until the arrival of direct methodology in the last years of the 19th century), the task is "a piece of classroom work", but this task is conceived and described in terms of combined activities of learning grammar and applying grammar in application exercises: for this reason this methodology is often called "grammar-translation methodology".

Dynamic model of the macro-task "reading comprehension"

« Traitement didactique du authentique en classe de langue-culture.
Modèle d'analyse par tâches »
www.christianpuren.com/bibliothèque-de-travail/041/

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This is how we can describe another "piece of classroom work", that of the active methodology, which was the official methodology in French school education for half a century, from the 1920s (following the direct methodology, of which it is a version adapted to the school objectives and environment) to the 1960s (until the arrival of the audio-oral and audiovisual methodologies). As can be seen, this "piece (of classroom work)" is very large and complex: it is made up of an organized set of cognitive operations that pupils have to carry out on authentic texts (not only literary texts) in the context of what is called, in France, the "explanation" or "commentary" of texts. In this methodology, language is first of all an instrument for understanding texts, and only secondarily an instrument for communicating what has been understood from the text. This is still currently the model of the language examination in the French Baccalaureate, for which it is therefore not possible to prepare pupils solely through the communicative approach.

Simplified versions of this model are used in the tutorials for authentic documents in so-called "communicative" textbooks from level B2 or even B1 upwards: in fact, these are no longer textbooks that really come under the communicative approach from this level upwards. It is no longer a question of having the pupils discuss simulated everyday situations, but rather of having them comment on authentic documents so that they can mobilize their linguistic and cultural knowledge and extract new linguistic and cultural

knowledge from it: these textbooks thus mechanically, without knowing it, revert to the "reading matrix" of the active methodology (cf. corresponding photocopy).

PIRLS, Progress in International Reading Literacy,
http://pirls2016.org.

PISA, Program for International Student Assessment – Programme
International de Suivi des Acquis des élèves, OECD,
www.oecd.org/pisa.

The dynamic model presented in the previous slide corresponds broadly to the reading comprehension tests devised by the experts of the standardized PIRLS and PISA assessments, who have rediscovered, no doubt unconsciously, the components of the macro-task of academic commentary on texts from the 1920s and 1960s.

PIRLS and PISA currently only concern mother tongues in reading comprehension. But a "foreign language" version is announced for PISA in 2024. It will no doubt be quite similar to the version for mother tongues, and it will make clear how ridiculously simplistic the CEFR's descriptors of written competence are: in this document, only what the candidate is able to say in a foreign language about what he has understood is assessed: it is a communicative perspective. In PIRLS and PISA, the focus is on what the candidate was able to do with the foreign language to understand: it is an action perspective.

Here is an excerpt from the latest French instructions for the final year of French secondary education, the year of the baccalaureate. This program is based on files of authentic documents, both literary and non-literary. See the first paragraph ("The primary objective... by the languages studied"): although communicative competence is emphasized, it is clear that it is not actually considered the most important (cf. "Beyond this purely utilitarian function (...) interlinguistic communication aims at a deeper dimension: ..."). It is also clear from the rest of this excerpt that the approach based on "cultural problems" implies in-depth work on texts on the part of the pupils, since, as in the communicative approach, texts are not simply a pretext for immediate and more or less superficial exchanges in a foreign language: On the contrary, they are documents to be studied in depth as testimonies of a culture, and because they are opportunities to reflect on one's own culture and on universal problems: in the communicative matrix, the logic of working on documents is a "support logic"; it is a "document logic" in the active matrix (cf. the second photocopy; for a presentation of the five "documentary logics" currently available, cf. "The five documentary logics currently available (model)", www.christianpuren.com/bibliothèque-de-travail/066-en/)

For children from social groups that are farthest removed from the school culture, language is about immediacy and action, which is often mimicking action when spoken. This relationship to language is far removed from the forms of distance that characterize the scriptural relationship that is characteristic of the school culture, where the world is described and acted upon through texts. (p. 192)

Jean-Paul DELAHAYE, *Extreme poverty and academic achievement.*
The choice of solidarity for the success of all.
Report of the General Inspectorate of French National Education, May 2015
(http://cache.media.education.gouv.fr/file/2015/52/7/Rapport_IGEN-mai2015-
grande_pauvrete_reussite_scolaire_421527.pdf)

This passage from a French Inspector General of National Education shows how the reading matrix is seen as an instrument in the service of educational goals.

2. Communicative-intercultural Matrix (1980-1990)

CONSEIL DE LA COOPÉRATION CULTURELLE
DU
CONSEIL DE L'EUROPE

SYSTÈMES D'APPRENTISSAGE DES LANGUES VIVANTES PAR LES ADULTES

Un niveau-seuil

par
Daniel COSTE
Janine COURTILLON
Victor FERENCZI
Michel MARTINS-BALTAR
Eliane PAPO

(ÉCOLE NORMALE SUPÉRIEURE DE SAINT-CLOUD)

CREDIF
et
Eddy ROULET
(UNIVERSITÉ DE NEUCHATEL)

1976

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After the "reading matrix", the second methodological matrix currently available is the "Communicative-intercultural Matrix", that of the communicative approach. The slide above shows the cover of the French version of the Council of Europe's first major document, A Threshold Level, the original English version having been published the previous year (in 1975, therefore), under the title The Threshold Level. This document consists mainly of lists of realizations of language concepts and functions considered to be necessary for a speaker to master a minimum level of language interaction proficiency. The necessary cultural interaction competence, known as "intercultural", will be developed in the following years by tutors who will often specialize in this field, to the point of sometimes giving more importance to the intercultural approach than to the communicative approach.

> In order to give the work of this group the widest possible relevance it was decided to choose the objective which was likely to appeal to the largest single group of potential adult learners, those who would wish to be able to communicate non-professionally with foreign language speakers in everyday situations on topics of general interest. These learners, it was felt, would not only wish to be able to survive, linguistically speaking, **as tourists in a foreign country, or in contacts with foreign visitors to their own country**, but they would also require the ability to establish and maintain social relations of however superficial a kind. (p. 2)
>
> Ek, J. van, *The Threshold Level* (1975).
> Strasbourg : Council of Europe.
>
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Here is an excerpt from the author of The Threshold Level that shows the intended purpose for the intended audience. The social reference situation of the communicative approach, the one for which it was developed, is the tourist trip. It is in relation to the communication needs in this macro communication situation that the authors of these Threshold Levels intuitively selected the language concepts and functions necessary to maintain a minimum level of communication.

The Threshold Level and all its editions for all national languages and a good part of the European regional languages has contributed strongly to the dissemination of the communicative approach in Europe.

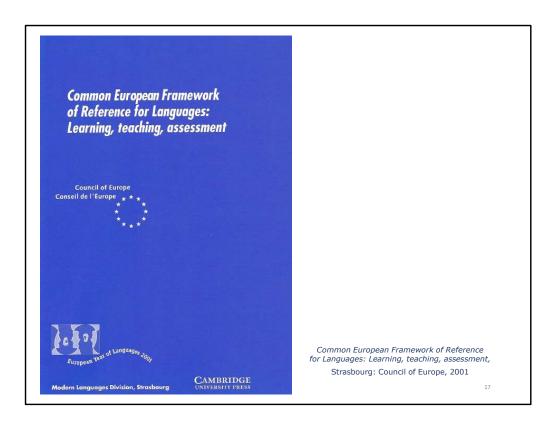| During a touristic trip, we spend our time…	GENE
to meet for the first-time people	inchoate
with whom we are going to have an interpersonal relationship,	individual
with whom we are going to stay for a very short time	punctual
and we will leave them definitively	perfective

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This is the analysis that can be made of the "genes" (or essential characteristics) of the communicative approach.

GENETIC ANALYSIS OF THE COMMUNICATIVE APPROACH		
GENES	**DEFINITION**	**GENETIC MARKERS IN TEXTBOOKS**
1. The inchoative	The action is considered at its beginning;	- Dialogues always start at the beginning. - Students learn how to greet someone and then say goodbye for the first time.
2. The perfective	The action ends completely.	Dialogues always end at the end.
3. The punctual	The action lasts for a short time.	- In the dialogues, it is always the same people in the same place speaking on the same topic of conversation in the same limited time. - The characters rent a hotel room much more often than an apartment. They never buy an apartment or a house.
4. The individual	The exchange is between one person and another..	The reference group for the activities is the minimum group for interaction: the group of two; the interaction is actually inter-individual.

"Communicative approach and action perspective, two methodological organisms genetically opposed... and complementary." (in French)
www.christianpuren.com/mes-travaux-liste-et-liens/2014a/

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These genes constitute the "DNA" of this approach, as illustrated by the "genetic markers" found in communication manuals.

Common European Framework of Reference for Languages: Learning, teaching, assessment,
Strasbourg: Council of Europe, 2001

The second major Council of Europe text, after The Threshold Level of 1975, was the CEFR of 2001.

> The preamble to R(98)6 reaffirms the political objectives of its actions in the field of modern languages: ...
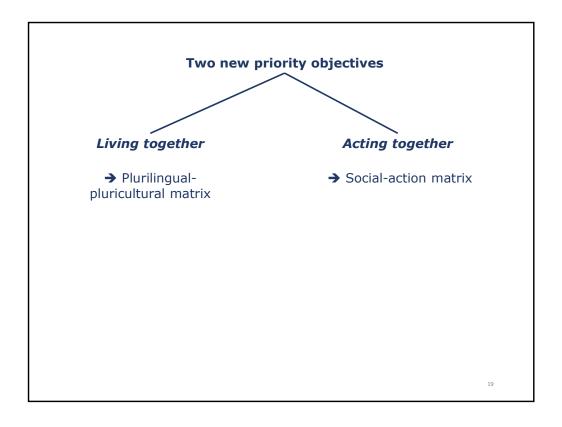>
> - To meet the needs of **a multilingual and multicultural Europe** by appreciably developing the ability of Europeans **to communicate** with each other across linguistic and cultural boundaries (...).
>
> <div align="right">CEFR, p. 3</div>
>
> <div align="right">18</div>

This passage, at the very beginning of this document, marks a fundamental change in the social objective of reference: it is no longer a question, as in The Threshold Level, of preparing learners to meet passing foreigners on tourist trips; it is now a question of preparing them to live in a society which is their own but also that of other citizens who are entirely or partially from different cultures (cf. "to multilingual and multicultural Europe").
I then put "to communicate" in bold: it is immediately apparent that the authors of the CEFR have become aware of the new social objective of reference, but that they have not drawn the methodological implications from it: to live and work with people of different language/culture, it is not only necessary to communicate well, and communication is then a means at the service of these objectives, and no longer, as in the communicative approach, both the objective and the means to achieve it.

The first photocopied document you have been given for this conference ("Current objectives of language and cultural education in a plurilingual and pluricultural society") shows what are the new challenges of modern language teaching and learning in Europe in terms of language and cultural competence.

Two new priority objectives

Living together

➔ Plurilingual-
pluricultural matrix

Acting together

➔ Social-action matrix

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The authors of CEFR became aware of the first new objective, "Living together" (cf. the passages concerning "plurilingual and pluricultural competence"), but not of the second, "Acting together", and they did not begin to reflect on the implications of these two new social reference objectives in terms of the necessary methodological matrices. Not, as they say in their text, because they do not want to take a methodological position, but because they have remained, from a methodological point of view, with the communicative approach, which seems to them sufficient to cover the new linguistic and cultural needs: this is why they will consider - and some still consider - the action perspective as a simple "extension" of the communicative approach.

This quotation from the author of the CEFR User's Guide (see next slide) is a good illustration of this.

"Task-based learning" is, quite naturally, a strong and growing tendency in the communicative approach.

TRIM J. (éd.), Common European Framework of Reference for Languages: Learning, Teaching and Assessment – Guide for Users. Strasbourg: Language Policy Division, 1997

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Nota Bene: 1st ed.1997 (the year following the first provisional edition of the CEFR, which dates from 1996. Citation reference: *A Guide for Users*. Sophie BAILLY, Sean DEVITT, Marie-José GREMMO, Frank HEYWORTH, Andy HOPKINS, Barry JONES, Mike MAKOSCH, Philip RILEY, Gé STOKS and John TRIM (Ed.) Language Policy Division Strasbourg, 2001, p. 19.

In fact, preparing students to live together in a multilingual and multicultural society requires a new methodological matrix, which can be called the "plurilingual-pluricultural matrix" (cf. the second photocopy). However, it is clear from the above quotation that the authors of the CEFR cannot detach themselves from the communicative paradigm, in which communication is both the means and the goal: plurilingual competence is reduced for them to communicative competence in several languages at the same time. In a multilingual society, it is of course necessary to be able to communicate in several languages, but this communicative interaction competence in several languages is only a means to the service of the social objective, which is mediation (cf. the first photocopy). This is the fundamental reason, it seems to me, why the authors of the 2001 CEFR did not feel the need to elaborate scales of competence and descriptors for mediation.

I have shown, in a CEFR analysis, that the same applies to pluricultural competence, which the authors of the CEFR consider as intercultural competence in several cultures at the same time (cf. my article "Complex model of cultural competence (historical trans-, meta-, inter-, pluri-, co-cultural components): examples of current validation and application", chap. 3.1. Analysis of the concept of "cultural competence" in the CEFR, pp. 12-15, www.christianpuren.com/mes-travaux/2011j/ (French text)

6.4 PRINCIPES OF APPROACH

6.4.1 Rational Appeal: the use of translation

[…]

What we are aiming to do is to make the learner conceive of the foreign language in the same way as he conceives of his own language and to use it in the same way as communicative activity. This being so, it would seem reasonable to draw upon the learner's knowledge of how his own language is used to communicate. That is to say, it would seem reasonable to make use of translation. (pp. 159)

[…]

Translation here, then, is an operation on language use and not simply on language usage and aims at making the learner aware of the communicative value of the language he is learning by overt reference to the communicative functioning of his own language.

(p. 160)

WIDDOWSON H.-G. 1978. *Teaching language as communication*,
Oxford : Oxford University Press

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The communicative approach has been developed on the basis of the direct paradigm: learning to practice a foreign language through the practice itself is seen as a means to be used exclusively. The quotation above is a passage from one of the reference works on the communicative approach in France. However, this passage has been completely ignored (or censored!) by French communicative methodologists because it went against the direct paradigm.

Pluricultural approaches existing since the 1980s

- Primary education: Programs to raise awareness of different languages

- Secondary education: Integrated Didactics

- Adult education: Programmes for cross-comprehension between "neighboring" languages

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Here are three plurilingual approaches that have existed in Europe since the 1980s. I will limit myself here to the so-called "integrated didactic" approach.

[...] the IPM [Integrated Plurilingual Methodology] implies that observation activities and reflective distancing (on texts, oral or written, on authentic or fabricated corpora) be implemented as a minimum, with an inductive approach. These activities lead to more or less elaborate explanatory phases depending on the age of the learners (…)

[...] In our conception of IPM, the activities can be fun, manipulation, transformation, completion, creation or considered more traditional, such as those used to operate the conceptualization. **Thus, [the IPM] will make room for metalinguistic learning and will not be reduced to only communicative approach or action-oriented learning. (pp. 250-251)**

Bruno Maurer & Christian Puren, *CECR : par ici la sortie ! [CEFR : this way out!],* EAC, Éditions des Archives Contemporaines, 2019, 6+314 p. https://eac.ac/books/9782813003522 (French text)

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The idea of this "integrated didactics" has been taken up and developed in a book written in collaboration with myself (CEFR: this way out!] in a chapter entitled "Towards an integrated multilingual methodology (MPI)". It proposes, as can be seen in the last lines of this quotation (in bold above), a methodology different from the communicative approach and the action perspective.

The translation into English of this book is currently underway (April 2020). It will be available free of charge online, as is already the French version.

4. Social-action matrix

The approach adopted here, generally speaking, is **an action-oriented** one in so far as it views users and learners of a language primarily as "**social agents**'" *i.e.* members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning.

(*CEFR* p. 9)

The "Social-action matrix" is only defined, in the CEFR, in these few lines, which are undoubtedly the best known and cited in this document. What is less common, it seems to me, is to point out that the authors of this passage, without saying so and probably without knowing it well, clearly oppose the reference action of the communicative approach (the "acts of speech") to the reference action of what is therefore, necessarily, another methodology, namely the action of the "social agents", social action. Each methodology is in fact defined fundamentally by the action for which it aims to prepare pupils. For the communicative approach, it is language interaction, for the action perspective, it is social action.

	GENETIC ANALYSIS OF THE SOCIAL-ACTION-BASED LEARNING	
Genes of the CA	Genes of the SABL	Most of the social work we do...
the inchoative	the repetitive	... are repeated more or less identically throughout the day, week, month or even year;
the punctual	the durative	...have a certain duration, or at least are part of the duration;
the perfective	the imperfective	... do not end completely (they are always subject to being resumed and/or extended later) ;
the individual	the collective	... are carried out collectively, or in relation to others, or at least taking into account the actions of others.

« Approche communicative et perspective actionnelle,
deux organismes méthodologiques génétiquement opposés... et complémentaires »
www.christianpuren.com/mes-travaux/2014a/

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However, the "genes" for these two types of action are radically different, as the following table shows.

Many educational planners also find it difficult to differentiate between the challenge of living together - that of multilingual methodologies - and that of the action perspective. I have the impression that the difficulty is particularly great for English-speaking courseacticians: indeed, it would seem that it is difficult, in the English language itself, to differentiate between "living together" and "doing together". The French journal Les Cahiers de recherche du GIRSEF published in September 2017, as you can see on this slide, an issue entitled "Faire société dans un monde incertain". Now, the editors of this journal have translated "Faire société" as "Living together". "Making society" means, as a citizen, making a contribution to social cohesion by participating in the common project of all citizens, it is not only living together by identifying mainly with the community to which one belongs.

[Living together] is an intellectual, political and societal stance that advocates tolerance, anti-racism and anti-discrimination. But the formula has become a catch-all. ...] The discourse of living together increasingly serves our inability to act together. ...] Personally, the notion of "in common" seems more relevant to me, [i.e.] the defence of common values and "doing things together". That is, building common actions and projects on issues of exclusion and equality.

GEISSER Vincent. 2018. "Le "faire ensemble" me semble plus pertinent" ["Doing together" seems more relevant to me"] , *Le Courrier de l'Atlas* n° 212, January, p. 26.

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The challenges of "living together as a society" are of a different nature from those of "living together in society". Here is an excerpt from the interview of a young French sociologist, Vincent Geisser, published in a magazine issue whose dossier was devoted to "living together" (hence the title of his interview: "Doing together seems more relevant to me"). His position is shared by many French intellectuals, because it corresponds to the dominant political philosophy in France, where what founds the "nation" is the project of a society common to all citizens. This idea, which is very demanding in terms of the ideological cohesion it implies for all citizens, explains the very negative connotation of the term "communitarianism" in my country.
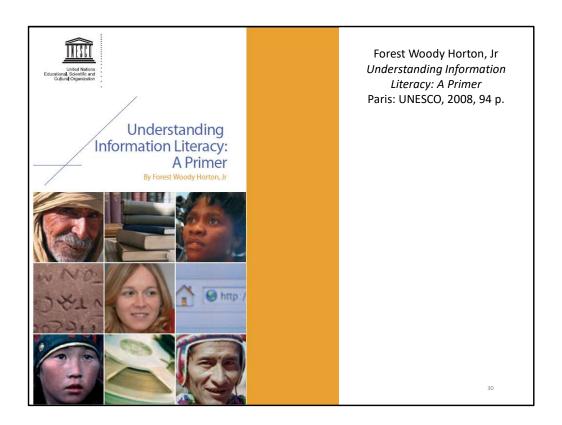
Informational competence

Knowing how to act on and through information as a social actor

« Les implications de la perspective de l'agir social sur la gestion des connaissances en classe de langue-culture : de la compétence communicative à la compétence informationnelle »
www.aplv-languesmodernes.org/spip.php?article1841

Information has a central status in the communicative approach, because language interaction is essentially an exchange of information. The action perspective, the perspective of social action, fundamentally changes the conception of information: we move from communicative competence to informational competence, which I define in the slide above in a way that is adapted to the action perspective.

Forest Woody Horton, Jr
Understanding Information Literacy: A Primer
Paris: UNESCO, 2008, 94 p.

This definition corresponds to what is otherwise known as "information literacy". A description of Information Literacy is provided in this document published by UNESCO in 2008.

This control is described in this way in an Appendix to this document. You can see that communication is only one of the 11 operations listed here. Training a social actor in information literacy is not only about training him/her to communicate. In today's world, in which anyone can communicate anything to anyone at any time via the Internet, the first skill of a responsible citizen is, on the contrary, not to communicate immediately. He or she must first check the reliability of the information, and only address it to those who will need it. For a long time now, companies have been told: "Only the right information to the right person at the right time! »

The responsibility of a social actor towards information also requires him to take into account the requirements of its effective use/re-use by others than him, elsewhere, at other times and for other actions: the stakes of training a social actor in information literacy go far beyond, as we can see, those of effective communication in the KT situation of reference language interaction, which was that of a punctual exchange of information between two individuals.

We can say "de-responsibility" in KT: learners are asked to communicate information that they have not evaluated themselves (upstream), and without worrying about the effect that it has produced / the use that will be made of it (downstream).

Reference task of KT, the crossover between peer work and information gap.

Conclusion that can be drawn from it: (next slide)

One of the few qualifications that meet the requirements of the action perspective is the "Diploma in Language Competence". It has been oriented towards social action since it was developed at the beginning of the 1990s, without its creators realizing it (I was part of it: I directed the design of the Spanish version of this Diploma), because it was intended to certify a level of competence in the use of a foreign language in the workplace. See the "evaluation scenario" of this certification, which is carried out in the form of a "global simulation" (you can search on the Internet with the expression "global simulation"): the candidate receives a large file of written and visual documents (phases I and II) with which he or she must prepare a written synthesis or project for his or her company. But he does not have the time to analyse each document in detail: he has to select very quickly what interests him. In phase III, he goes to a room, where a telephone rings immediately: at the end of the phone, an examiner, who plays a role in the overall simulation, is able to give him additional information, but he will only give the information that the candidate explicitly requests. Then, in phase IV, he meets a person from the company (e.g. the boss: it is also an examiner who plays this role) to present his text. The examiner reacts to his initial proposals, suggests other avenues, or even makes counter-proposals. Finally, in phase V, the candidate writes the final version of his text.

We see in this scenario operations that never appear - or so rarely that I personally have never seen them - in the communicative approach:

- eliminate irrelevant information (i.e. not useful for the final action);

- identify the missing information (to ask for it in phase III) (A truly action-oriented manual is thus a manual where in all the units there is an instruction that does not make sense in the communicative approach: "Listen/read this document carefully, and identify the information that is not in it. »

- prioritize and reformulate all the information according to the action requested and the requester.

**Methodological matrices currently available
in school didactic of languages and cultures in France**

	TARGETED SOCIAL COMPETENCES		Act for the intended use	Privileged act of learning
	Language competence	**Cultural competence**		
1. Reading matrix: (1920-1960)	Ability to maintain contact with the foreign language from a distance on the basis of authentic documents	Ability to mobilize and extract knowledge about the foreign culture from and about authentic documents: *metacultural component.*	read, speak on a document (*« parler sur un document »*)	Collective oral explanations in class of authentic documents
2. Communicative-intercultural matrix : (1980-1990)	Ability to exchange information with visiting foreigners on an ad hoc basis during initial contacts or short stays	Ability to control cross-representations in interaction with others: *intercultural component*	meet, talk with others (*« parler avec d'autres »*)	Interactions in class in simulations and role-playing
3. Plurilingual-pluricultural matrix : (1990-...)	Ability to "live together", *i.e.* to manage linguistically the permanent cohabitation with allophones in a multilingual and multicultural society	Ability to understand the attitudes and behaviours of others and to adopt common attitudes and behaviours acceptable in a culturally diverse society: *pluricultural component*	live with the others, talk to each others (*« se parler »*)	Cross-language conceptualization activities
4. Social-action matrix : (2000-...)	Ability to "make society" and to work in a foreign language in a long-term with native and non-native speakers of that language.	Ability to developing with the others common conceptions of society and collective action on the basis of shared contextual values: *co-cultural component*	act with the others, consult with the others (*« en parler avec les autres, se concerter »*)	real or simulated social actions carried out in project mode in class society and/or outside

« Matrices méthodologiques actuellement disponibles en didactique des langues-cultures »
www.christianpuren.com/bibliothèque-de-travail/073/

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This is the second photocopy that was distributed to you. It presents the four "methodological matrices" currently available in France, which correspond to the major methodologies that have succeeded one another since the beginning of the 20th century: the active methodology, the communicative approach, the plurilingual and pluricultural methodologies, and the communicative approach. All these "methodological matrices" must remain available, and they must be combined and/or articulated with each other, because they are all indispensable if school curricula are to cover the totality of the aims and objectives of school teaching of modern foreign languages.

The project, an integrator of methodological matrices

Project presented at the XII SEDIFRALE (Rio de Janeiro, June 2001)

This project involved pupils from FLE in the city centre of a South American capital to read their Spanish translations of French poetry in classes in the "disinherited" suburbs of the capital.

To achieve this, they had to carry out six main types of activity:

The most successful form of social action is provided by a pedagogy that has long been known - at least since John Dewey (1859-1952) in the USA - the 'project pedagogy'. Because it is complex, any pedagogical project is likely to require students to mobilize all the methodological matrices. Here is an example of a project that I saw presented in Rio de Janeiro in 2001 by a Guatemalan teacher of French as a foreign language.

DOMINANT METHODOLOGICAL MATRICES	AM	CA	PM	SAOA
1. To design themselves the main lines of this project: which establishments to choose, which contacts to make, how to present the project on this occasion, with which purposes and objectives;		X		X
2. To collectively define the criteria for selecting the poems according to the purposes and objectives chosen and select them, to divide the work into groups;		X		X
3. To study the selected poems in depth so as to be able to render, in their translation into Spanish, the maximum number of connotations, implicit and stylistic effects according to the target audience;	X		X	
4. To translate the poems among themselves, justifying and defending their choices when there was disagreement; to compare their translations, to argue them, to take the necessary collective decision	X		X	
5. To prepare collectively the expressive readings and the answers to the reactions, remarks and possible questions of their audience;	X		X	
6. To carrying out their project in the classroom.		X		X

AM = Active methodology, and reading and metacultural competences
CA = Communicative approach, communicative and intercultural competences
PM = Plurilingual methodologies, plurilingual and pluricultural competences
SAOA = Social-action oriented approach, co-lingual and co-cultural competences

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As you can see, this project asks students for combinations and articulations of all the available methodological matrices, those inherited from all the methodologies that have succeeded each other in France since the beginning of the 20th century.

Current objectives of language and cultural education in a plurilingual and pluricultural society

Learning about others	Meeting others	Living with the others	Acting with the others
			Making society with the others / Working with the others
Reading and metacultural competencies	Communicative and intercultural competencies	Plurilingual and pluricultural competencies	Co-language and co-cultural competencies
Comprehension	Interaction	Mediation	Coaction
Active methodology	Communicative approach	Plurilingual-pluricultural methodologies	Social action-oriented approach

— experiential techniques —

« Les enjeux actuels d'une éducation langagière et culturelle à une société multilingue et multiculturelle »
www.christianpuren.com/bibliothèque-de-travail/052

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I come back to your first photocopy, which presents all these methodologies (bottom line of the table): the training of a social actor at school requires the pursuit of all the objectives listed in the top line (Learning about others, Meeting others, etc.).

The *Common base of knowledge, competencies and culture...*	Corresponding matrix
- "...opens to knowledge, forms judgment and critical thinking, based on ordered elements of rational knowledge of the world;	Reading matrix
- ...fosters the development of the individual in interaction with the world around him;	Communicative-intercultural matrix
- ... provides a general education open and common to all and based on values that enable people to live in a tolerant, free society;	Plurilingual-pluricultural matrix
- ... gives pupils the means to engage in school activities, to take action, to interact with others, to gain their autonomy and thus gradually exercise their freedom and their status as responsible citizens."	Social-action matrix

Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, Socle commun de connaissances, de compétences et de culture, Bulletin officiel n°17 du 23 avril 2015

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Here are a few extracts (left column) from the *Common base of knowledge, competencies and culture* currently in force in the French National Education system for all subjects taught there. It so happens that the different purposes presented are worked on in a specific way, and therefore as efficiently as possible, by each of the available methodological matrices. It seems obvious to me that the communicative approach cannot claim, as such, to be the most adequate to pursue each of these aims at the same time.

To conclude briefly:

In this conference, I have taken the example of school didactics in France, which currently has to resort, in order to cover all its aims and objectives, to all the methodological matrices inherited from the methodologies that have succeeded each other in that country since the beginning of the 20th century.

The situation is probably not exactly the same in Turkey. But it would really surprise me if the communicative approach could meet all the requirements of school foreign language teaching there: probably now, in your country too, you have to go "from an internationalized communicative approach to contextualised plurimethodological approaches".