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THE FIVE EPISTEMOLOGICAL TYPES OF COHERENCE
AVAILABLE IN DIDACTICS OF FOREIGN LANGUAGES-CULTURES

Type 1	Type 2	Type 3	Type 4	Type 4
"Coherence closed "	"coherence open "	"Coherence multiple "	"Coherence plural "	"Coherence virtual "[1]
closed	open	multiple	plural	reticular[2]
unique	unique	juxtaposed	integrated	unique *and* plural
global	global	partial	complex	global *and* partial
strong	low	variables	strong	strong *and* weak
permanent	permanent	provisional	provisional	permanent *and* temporary
universal	universal	local	local	universal *and* local[3]

Historical examples of implementation				
• traditional methodology • direct methodology • audio-oral methodology • audiovisual methodology	• communicative approach	• eclecticism at the three levels of methodology: - micro level, that of methods (cf. Puren 008, 2011k, in French) - meso level, that of the components of the methodologies (cf. Puren 2019g-en) - macro level, that of the historic methodologies (cf. Puren 2022g-en).	action-oriented perspective project pedagogy (see Puren 2022g-en)	• personal journeys effectively carried out in hypernavigation, on a CD-ROM or a learning platform • collaborative networked learning • design of the courses offered to a learner in a digital environment according to the traces left by previous learners

NOTES

[1] "Virtual coherence" in the philosophical sense of "in the making", "awaiting realization", like the tree in the seed. Digital learning environments thus oblige their designers to design their devices according to the different tasks and paths that users will be able to take according to their personal desires or strategies (which they do not know) and the results (which they cannot predict) of the interactions between these users and these devices. In other words, digital virtuality forces language didactics to take learners into account in a way that is very different from the way "programming" used to do. One of the forms of implementation of type 3 coherence, namely the modularity of materials or didactic units, already announces virtuality, but its teaching orientation, the size of the modules (their "grain") and their management time make it qualitatively different from type 2 coherence.

[2] The reticular coherence is given by the set of activatable links between nodes in a network. Examples: in a hypertext, one can click from the written form to the oral or visual form of a word, from its form in L2 to its form in L1, from its lexicological form to its encyclopedic form (by a reference to the corresponding entry in a scholarly work on history, geography, sociology, etc.)

[3] On all these paradoxes characterizing the coherence of this type 4, see Pierre LÉVY, *Cyberculture. Rapport du Conseil de l'Europe dans le cadre du projet « Nouvelles technologies : coopération culturelle et communication » [Cyberculture. Report of the Council of Europe within the framework of the project "New technologies: cultural cooperation and communication"],* Éd. Odile Jacob/Éditions du Conseil de l'Europe, November 1997, 313 p. Cf. in particular, with regard to the couple "universal *and* local", his definition of cyberculture as "a universal without totality" (chap. VI, pp. 129 *ff*).

➔ This version of October 19, 2022, takes into account my latest work on multi- and pluri-methodological modes of variation. The different epistemological types of coherence currently available are now four: "closed coherence", "open coherence", "multiple coherences", "plural coherence" and "virtual coherence".

A "complex didactics of languages and cultures" (cf. my 2003b *manifesto article) must be able to take into account in its analyses, and to mobilize in its proposals,* **the totality of these modes of coherence***.*