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« Deux décennies de "perspective actionnelle" :
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**FROM ECLECTICISM TO THE COMPLEX MANAGEMENT OF METHODOLOGICAL
VARIATION IN DIDACTICS OF LANGUAGES-CULTURES**

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Original conference : De l'éclectisme à la gestion complexe de la variation méthodologique en didactique des langues-cultures », <https://www.christianpuren.com/mes-travaux/2022g/>.

The summary of my conference sent to the participants of this training day was the following:

Methodological variation is essential for many reasons. Until now, it has been managed by historical passages from one constituted methodology to another within different didactic configurations, or in the intermethodological mode of eclecticism. Its management must now be extended to the modes of multimethodology and plurimethodology.

N.B. This pdf version of my slide show, both on the slides and in the comments under the slides, does not support Internet links. References to my work should be transformed into Internet links as in the following examples:

- Puren + 3 digits (e.g. "Puren 008", "Puren 023"): this type of reference points to a document with this code in the "Working Library" section of my site at <https://www.christianpuren.com/biblioth%C3%A8que-de-travail/>.
- Puren + year + letter (e.g. "Puren 1988a", "Puren 2020f"): this type of reference designates a document with this code in the "My work" section of my site at <https://www.christianpuren.com/mes-travaux/>.

Presentation

This slide show with written comments in pdf document format is essentially the slides and oral comments of a remote lecture given at the University of São Paulo on October 14, 2022. The thesis I defend is presented in its short summary: "Methodological variation is indispensable for many reasons. It has been managed until now by historical passages from one constituted methodology to another within different didactic configurations, or in the inter-methodological mode of eclecticism. Its management must now expand to the modes of multimethodology and plurimethodology." In a recent ("Modeling types of approach to methodological variation in language-culture teaching-learning: from eclecticism to complex didactics," <https://www.christianpuren.com/mes-travaux/2021f-en/>), I had proposed a modeling that focused on different conceptions of eclecticism. This conference focuses on the different ways in which methodological variation is carried out by teachers and authors of didactic materials using available methodological resources. The model crosses the four major modes of methodological variation - intra-, inter-, multi- and pluri-methodological - with the three levels of the methodological - micro, meso and macro - with eclecticism historically corresponding to inter-methodological variations at the micro and meso levels. The paper concludes with a table of "components of the teacher's complex management of methodological variation competence" that reuses, applying it to didactic cultures, the complex model of cultural competence (<https://www.christianpuren.com/mes-travaux/2011j/>), with its meta-, inter-, multi-, pluri-, co- and trans-cultural components. (Original French version: <https://www.christianpuren.com/mes-travaux/2022g/>)

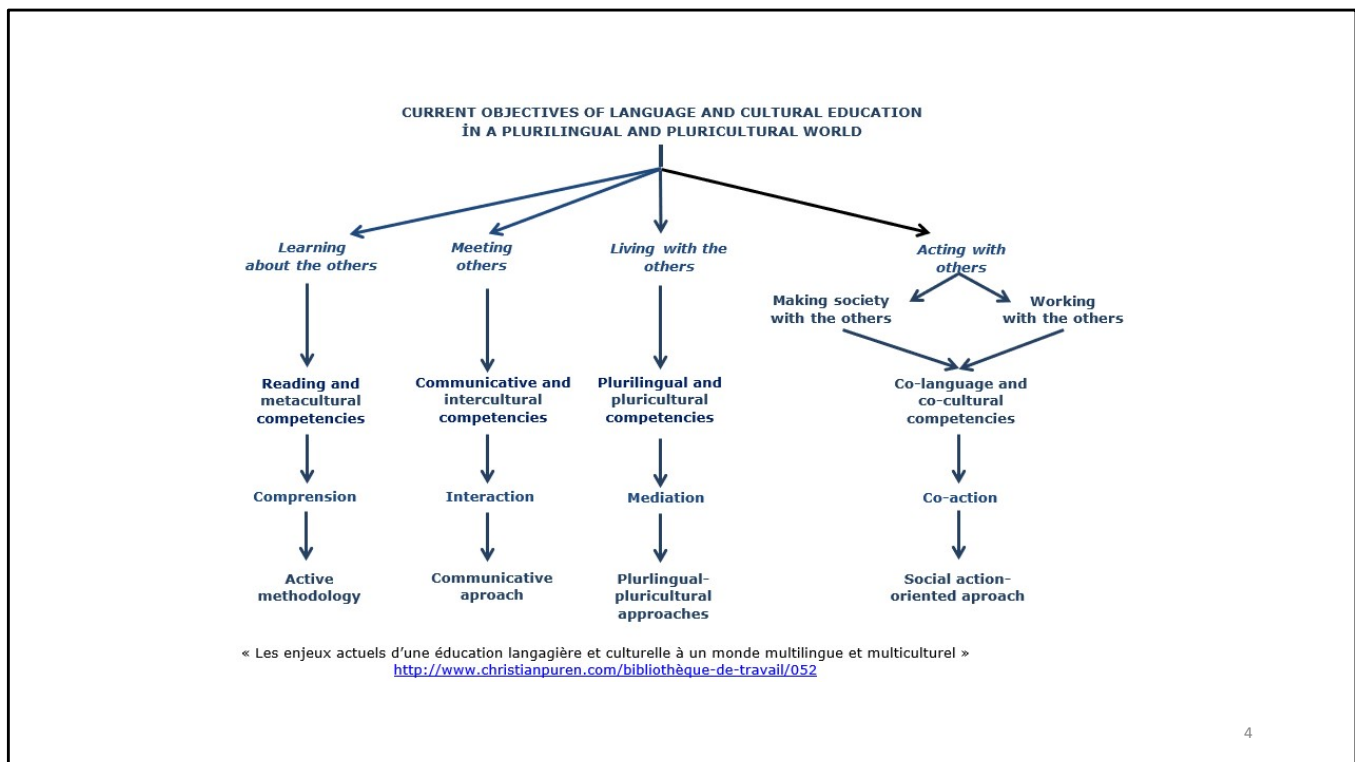
The multiple reasons for methodological variation

1. Different profiles, habits, strategies, expectations, demands, learning needs "pedagogical differentiation
2. Training in educational values of individual and collective autonomy and responsibility, Internet, distance learning "autonomous learning".
3. Complexity of learning objects (language-culture) different approaches
4. Managing the complexity of teaching-learning practices in real time in the classroom.
5. All historically constituted methodologies, with their different social objectives, are necessary for a global "language and cultural education": preparing students, in the school environment, for needs not yet identified.
6. Acquisition and enrichment of "transversal skills" for learning and social action in general.
7. Different didactic configurations for different levels of instruction, different audiences and different types of courses.

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Here are the reasons that immediately came to mind. I then tried to put them in the "ideal" order, probably the one that seemed intuitively the most rational. I changed this order more than ten times during a few days, before realizing that the attempt was vain, and even betrayed on my part, paradoxically, a certain lack of "variationist reflex".

This order in fact necessarily and strongly varies according to the teaching-learning parameters that one prioritizes. An educational or language center manager will put #7 first if he/she is thinking about the question of adapting courses to different audiences. No. 2 and No. 5 will be preferred if it is a question of school teaching. For a teacher faced with the management of very heterogeneous classes, the priority will probably be reason n° 1. But if we take the perspective of a complex didactics taking into account all possible environments, it is impossible to choose an order, whatever it may be: one of the characteristics of a problematic (complex by nature, unlike a problem - cf. Puren 023) is indeed that its elements cannot be ranked a priori, each of them being the decisive element in a given environment.



For several years, I have been proposing this model of the "didactic configurations" currently available depending on the social action that is being prioritized. Within each didactic configuration (on this notion, cf. Puren 2012f), the targeted social action (1st line of each configuration) is worked on by means of a priority academic action (3rd line) which is its counterpart. For example, in order to train students to interact linguistically in a foreign language with strangers, they are asked to do the same thing in class among themselves (this is the function of the simulation of the communicative approach).

In this sense, each didactic configuration has its own "actional perspective". The particularity of the last one, outlined in the CEFR of 2001, is to be a complex social action whose pedagogy of reference is known for a long time: it is the pedagogy of project. The pedagogical project is in a relationship of homology with the social actions in the external society: it is a social action in the class micro-society.

It is because the intended action of use and the corresponding action of learning are complex actions (much more than the simple exchange of information, as in most language interactions within the framework of the communicative approach), that it will require the mobilization of all available methodological resources. A collective project thus requires learners to work on a consistent documentary file (mobilization of the active methodology), to communicate intensively among themselves (mobilization of the communicative approach), to call for this (for their file, and for their communication)

not only on the L2, but also on the L1 and even, if need be, on L2+n (mobilization of the plurilingual approach), finally to act together to prepare their common action, and to carry it out (mobilization of the last action perspective, that of the social action) We will see later (slides 44-45)? on a concrete example of a pedagogical project, how this type of action functions in the language classroom in this way, as a real "methodological integrator".

The last version of this diagram of the different didactic configurations integrates the different types of variations that I will analyze in this conference (cf. on this diagram the "intra-, inter-, multi- and pluri-methodological variations"). Like the experiential approach, which I will discuss later, these variations are presented on this diagram in a way that suggests both their constant use throughout the historical evolution of methodologies, and their possible combination with all these methodologies.

"Development of the social action-oriented approach and the resulting methodological situation in didactic of languages and cultures". "L'élaboration de la perspective actionnelle et la situation méthodologique résultante en didactique des langues-cultures", Acts of the 2nd International Methodological Colloquium, Thessaloniki (Greece), 3-4 September 2018, <https://methodal.net/L-elaboration-de-la-perspective-actionnelle-et-la-situation-methodologique>.

« Retour réflexif sur vingt ans d'élaboration de la perspective actionnelle, ou la montée des approches multi- et pluriméthodologiques », <https://www.christianpuren.com/mes-travaux/2020f/>.

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I have previously addressed this issue of the necessary mobilization of all available methodological resources in the two documents referenced in the slide above.

- [2022f](https://www.christianpuren.com/mes-travaux/2022f/). *Modélisation, types généraux et types didactiques de modèles en didactique complexe des langues-cultures. Essai* (44 p.), <https://www.christianpuren.com/mes-travaux/2022f/>.

A model, in the sense of a product of a modeling, is a schematic representation of a problematic from a certain number of key concepts whose connections then make it possible to reconstitute the complexity for different purposes. In particular, in language and culture didactics, for cognitive purposes (mental representation for oneself), pedagogical purposes (presentation to others), actional purposes (concertation between actors) and heuristic purposes (individual and collective research). In the DLC discipline, which is part of the human sciences, modelling is the equivalent of what is called "theorization" in the so-called "hard" or "exact" sciences. (p. 3)

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- (Reference 2022f) To study the tools of this "general mobilization" of methodologies, I will use the tool of modeling, to which I have devoted this year's essay.

- (Quote) In this essay 2022f, I give this definition of the notion of "model".

"Modeling of the types of approach to methodological variation in language-cultures didactics: between eclecticism to complex didactics", <https://www.christianpuren.com/mes-travaux/2021f-en/>

1. Positive empirical eclecticism oriented to the teaching process
2. Positive empirical eclecticism with an institutional product orientation
3. Positive scientific eclecticism with a disciplinary product orientation
4. Negative empirical eclecticism product-oriented teacher
5. Positive, model-based management, both product and process oriented, learner and teacher.

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- (Reference 2021f) I have already proposed in this paper 2021f a model of methodological variation concerning the different conceptions that the actors, in the course of the history of language didactics in France since the 1880s, have had of what they themselves called "eclecticism".

- (No. 1, 2, 3) By taking up the statements of historical actors (teachers, textbook authors, inspectors), already presented previously in my History of Language Teaching Methodologies (Puren 1988a) and in my Essay on Eclecticism (1994e), I arrive at the following model (1, 2, 3), which is based, as can be seen, on a certain number of key concepts corresponding to the major possible characteristics of each form of eclecticism.

The n° 4 and 5 are an illustration of the heuristic function of the models:

- (No. 4) This model 2021f shows the particular characteristics of eclecticism that the authors of the CEFR lend to teachers: it seems to them a stopgap in the current absence of scientific certainty (cf. CEFR 2001, pp. 108-109). These authors, as experts, place themselves in an "overhanging" position in relation to teachers.

- (No. 5) This model 2021f also reveals the characteristics of what can no longer be called "eclecticism", but the "complex management of methodological variation": from the moment when one no longer places oneself in an expectation of a unique, global and permanent coherence (as was the case during the whole period of the dominant constituted methodologies), what was previously perceived as eclecticism (as borrowings from different methodologies) is seen as management of complexity.

This complex management takes place by means of a mobilization considered as positive (cf. "positive") of multiple and plural resources; it relies on these interfaces between theories and practices that are the models (cf. "modelling"); it resorts to the models produced by the disciplinary reflection (cf. "product-oriented"); but these models, as such, allow both the learners and the teacher to permanently co-construct (cf. "process-oriented") their devices and their strategies.

The schema of didactic configurations (see slide 3) is a good example of a model that allows teachers and learners to collectively reflect, negotiate and decide how they will determine their common teaching-learning strategy. As we will see later (see slide 36), all these configurations can be considered as "methodological matrices" that can be used to build multi- or pluri-methodological devices.

THE THREE EPISTEMOLOGICAL PARADIGMS (Edgar MORIN)

The scientific paradigm	The paradigm of simplification	The paradigm of complexity
"Scientific reductionism"	Reduction	Systemic approach
One manipulates a reduced model of reality.	One confuses reduced a reality for the scientific analysis with the reality itself.	One tries to take into account as much data as possible, knowing that a reality itself escapes us.
Specialization	Disjunction	Union of distinction and disjunction
One distinguishes between different fields, levels, problems... to analyze each one separately.	One autonomizes the different disciplines, domains, levels, problems...	One tries to unite the distinction (necessary to the perception) and the conjunction (which restores the interrelations, the articulations, the multidimensionalities).
Rationality	Rationalization	"Open rationality"
-One uses as an instrument of knowledge and control	-One seeks to build a perfect and totalizing coherence around a unique principle (Copernican paradigm).	-One is conscious of the limits of logic, of the perverse effects of theoretical closure, of the inexistence of a unique principle of coherence (Hubblean paradigm).
-One tries to eliminate imprecision, uncertainty and contradiction.	-One considers legitimate only precise and certain knowledge.	-One works with imprecision, uncertainty and contradiction.
-One seeks the truth.	-One is certain to hold the truth.	-One turns around the problem of the truth by passing from perspective to perspective, from partial truth to partial truth.
- One strives to be objective.	-One is persuaded to be objective.	-One knows that the subject is always present in the observation of the object, and we look for intersubjective procedures of objectivation.

"The three epistemological paradigms (Edgar Morin)" According to Edgar MORIN, in particular:

- *La Méthode 3. La connaissance de la connaissance*, Paris : Seuil, 1986, 256 p.
- *Introduction à la pensée complexe*, ESF éditeur, Paris, 1990, 160 p.

<https://www.christianpuren.com/biblioth%C3%A8que-de-travail/063-en/>

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I borrow from Edgar Morin the description of the three main existing paradigms, which are valid, I think, to characterize the conceptions that one can have of the didactic action as much at the level of teaching as at the level of research (these are the activities of observation, analysis, interpretation, evaluation and intervention: cf. File 1, page 3 of my course "DLC as a research field", <https://www.christianpuren.com/cours-la-dlc-comme-domaine-de-recherche/dossier-n-1-les-3-perspectives-constitutives-de-la-dlc/>).

One will immediately locate the models, I think, in the right-hand column of this table, which is itself the result of an epistemological modeling.

What Edgard Morin criticizes is not the scientific paradigm, which has all its legitimacy in his field, but the paradigm of simplification, which corresponds in language-culture didactics to the different forms of applicationism, which all function as reductionisms. On the different forms of applicationism still present and active in our discipline - linguistic, cognitive, methodological, practical and technological applicationism - see Puren , <https://www.christianpuren.com/mes-travaux/2022d-en/>, pp. 9-13.

**Modelling of management methods
of the methodological variation**

Four main modes of methodological variation	Three levels of the methodological
intra	micro meso
inter <i>(eclecticism)</i>	
multi	macro
pluri	

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The modeling of eclecticism that I presented above on slide 6 focused on the actors' conception of it. The modeling above, which is the one I will use for this talk, focuses on the different ways in which methodological variation is achieved through the methodological resources available. I was stuck for several days without being able to move forward in the preparation of this present intervention, until I realized that it was necessary to cross-reference the modes of methodological variation with the levels of the methodological.

The seven key concepts that integrate this model will, I think, become clearer as I comment on it.

Thesis

Methodological variation [...] has been managed so far:

- by historical passages from one constituted methodology to another within different didactic configurations,
- or in the mode of eclecticism.

Its management must now be extended to the modes of multimethodology and plurimethodology.

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The thesis that I will defend in my talk is the following (see slide above).

The diagram on the previous slide is therefore a model of all the available ways of managing methodological variation in language-culture didactics.

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pluri	

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We will start with the intramethodological management mode at the micro and meso levels of the methodology (red boxes).

Intramethodological variations are internal modifications made to a given methodology, by playing on the flexibility of concrete implementation that it allows. They take place at the micromethodological level by recourse to variants within the system of methods (cf. 008), or at the mesomethodological level, by differentiated recourse to "experiential learning" techniques, which are available for all methodologies.

Cf. « Configurations didactiques disponibles et modes de gestion complexe de la variation méthodologique », <https://www.christianpuren.com/biblioth%C3%A8que-de-travail/052/>, p. 6.

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Here is the statement corresponding to the intersection between this first mode and the two micro- and meso-methodological levels.

An exclusive method will develop only one side of the technique, and will neglect the others. In practice, the study of a language is, in itself, complex; moreover, each language requires special procedures of presentation and assimilation (and already depending on whether it is analytical or synthetic). On their side, the students present a great variety of aptitudes, and the means of influencing their memory and exercising their intelligence are multiple. **The more varied a method is**, the more likely it is to produce good results. (F. Closset 1950, p. 40, quoted in 1988a, p. 150) (emphasis added)

CLOSSET François. 1950. *Didactique des langues vivantes*, Paris/Bruxelles, Didier, 3^e éd. 1956, 252 p. [1^e éd. 1950, 192 p.].

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"Method" here has the meaning of "methodology".

This quotation from the Belgian François Closset, and in particular the bolded passage, illustrates well this idea of methodological variations within a single methodology but flexible enough to allow such variations.

MICRO LEVEL

The system of methods

(« Les oppositions méthodologiques fondamentales », <https://www.christianpuren.com/biblioth%C3%A8que-de-travail/008/>)

	METHOD	METHOD
1.	transmissive	active
2.	indirect	direct
3.	synthetic method	analytical method
4.	deductive	inductive
5.	semasiological	onomasiological
6.	conceptualizer	repetitive
7.	applicator	imitative
8.	comprehensive	expressive
9.	written	oral

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The micro-methodological level is that of "methods", defined as the minimal units of methodological coherence. The "method", in this sense, is to methodology what the seme is to semantics, or the phoneme to phoneme. In this document referenced 008, each of these methods is presented with a description of its unique principle.

One may also, if necessary, consult Puren 005, which illustrates the notion of "method" with the presentation of three methods - the active, repetitive and conceptualizing methods - in terms of the unique objective aimed at and the corresponding processes of implementation: see as an example the presentation of the active method in the following slide.

A "method" is...

1. ... one principle	2. ... one objective	3. ... and all the corresponding processes of implementation
EXAMPLES		
A. ACTIVE METHOD		
<p>-Weak version from the 1890s: "There is no learning on the part of the student unless he is active".</p> <p>-Strong version of the cognitive approach from the 1980s: "Learning is an active process of construction by the student himself of his own knowledge."</p>	<p>elicit and maintain students' attention and participation</p>	<p>-Selecting documents or themes of interest to the students</p> <p>-Maintain a strong "physical presence in class" (voice, looks, movements...)</p> <p>-Encourage the students and value their productions by referring them to the whole class</p> <p>-Vary the stimuli (from oral to written to visual), the activities, the rhythms...</p> <p>-Ask students to ask each other questions</p> <p>-Ask students to listen to each other, to correct mistakes and to respond to each other's ideas-inductive approach to learning grammar and culture</p> <p>-Have the students invent dialogues themselves and dramatize them</p> <p>-etc.</p>

Full table (in French):Puren [005](#)

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All methodologies are constructed, like Lego objects, by means of the combination of some of the methods presented in the previous slide. The most complete and flexible methodologies are, of course, those that maintain a maximum of pairs of methods that are both opposite and complementary, since it is these pairs that allow for the greatest micromethodological variation: they allow, literally, for "one thing and its opposite" as they say.

I present uses of this concept of "method" in didactic analysis in my 2011k article ("The "method", basic tool of didactic analysis"), of which I take up a passage in the following slide.

INTRA-MICRO

A class observation report

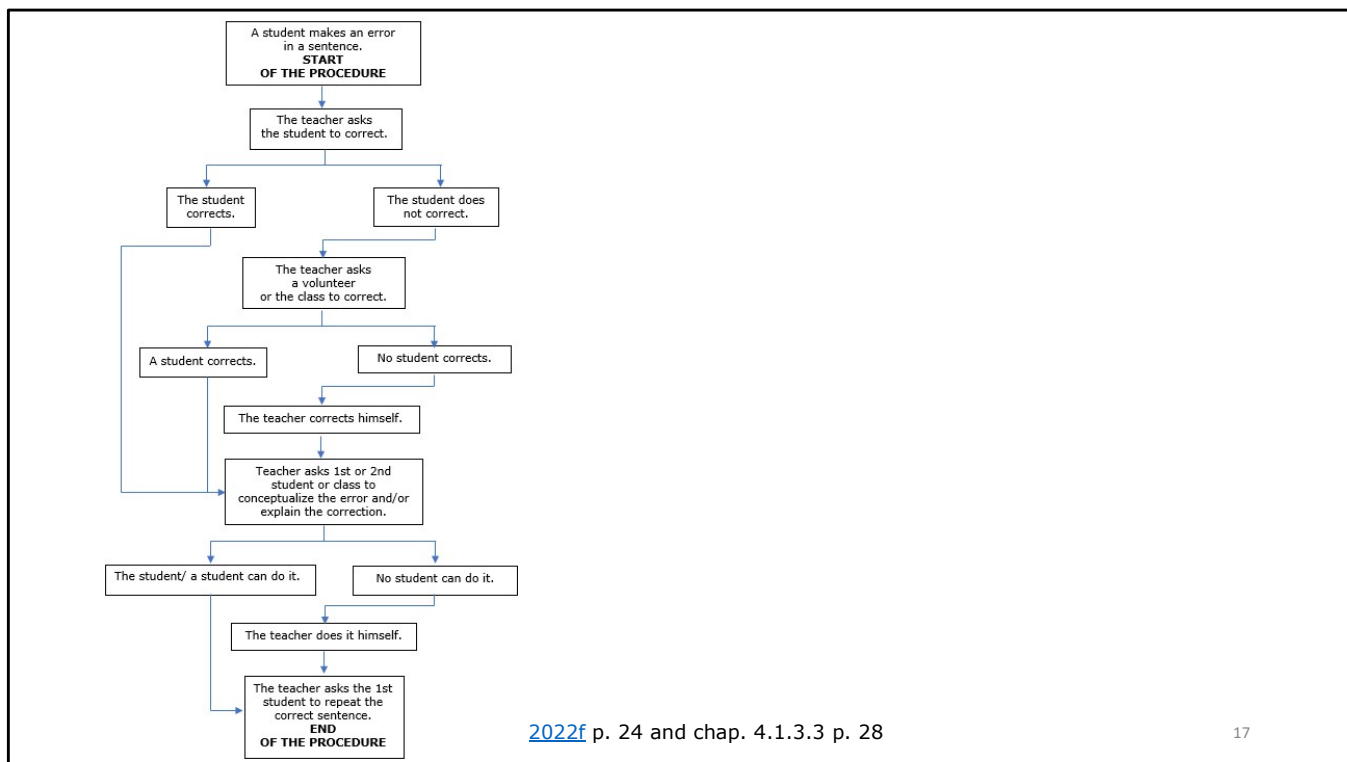
A student (E1) tells the teacher that he does not understand a word in the text. The teacher asks all students [**active method**] to guess the meaning of the word based on the context [**inductive and semasiological method**], and to explain it in the foreign language [**direct method**]. The students do not succeed. The teacher then reminds them of a sentence from a dialogue worked on in a previous lesson in which the same word appeared [**transmissive method**], and asks them [**active method**] to guess the meaning of the word from this second context [**inductive and semasiological methods**] and to give the equivalent of this word in their mother tongue [**indirect method**]. One student (E2) answers correctly. The teacher then asks the first student (E1) to explain the word in the foreign language [**active and direct methods**]. (p. 7)

[2011k](#). « La "méthode", outil de base de l'analyse didactique », pp. 283-306 in : BLANCHET Philippe & CHARDENET Patrick (dir.), *Méthodes de recherche contextualisée en didactique des langues et cultures*, Paris : AUF-EAC, 509 p.

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This is a description of the observation of a moment in a Spanish as a foreign language class by a student in didactics of language-cultures. I have added in brackets and in bold the micromethodological analysis that can be made (I have not noted the oral method, because it is used permanently).

The play on methods allows for infinite variations in the teacher's treatment of the student's initial request. The teacher can thus, for reasons of time, level of difficulty or because the word is not very important, decide to explain it immediately himself in L2 (transmissive + direct methods) or translate it into L1 (transmissive + indirect methods). He may decide to switch to the written method at some point (e.g. to write the sentence from the dialogue of a previous lesson on the board). The teacher can also - as a final example of variation this time at the end of the student's request - finally ask the first student to translate the word into L1 (active and indirect methods).



Here is another example of micro-methodological variations within what can be called the "standard procedure" of real-time oral treatment of a student's error in class. Because the current reference pedagogy is still active pedagogy, which leads to a preference for the active method (the transmissive method being used only as a last resort), we can see that the teacher constantly seeks to solicit the learners.

However, it is possible to imagine that a second student will immediately correct the first's error spontaneously (many teachers encourage their students to do this), in which case this entire procedure is no longer applicable as is. For example, the teacher could then ask this second student to explain his error to the first (active + conceptualizing methods), and then propose to this student - or to the whole class - a few sentences to be transformed immediately by applying the rule (active and applying methods).

In this article 2022f, which deals with modelling in language and culture didactics, this example of model-procedure is used to show that any procedure is likely to be transformed into a process in classroom practice for the real-time management of the unexpected.

INTRA MESO

Use of "experiential learning techniques"

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All methodologies have always had at their disposal, to ensure methodological variation, "experiential techniques", because these are not dependent on this or that methodological coherence, but can, on the contrary, be implemented autonomously. This is why they appear present, in the general diagram of slide n° 3, in a permanent way in the course of the historical evolution, and thus in a way transversal to all the didactic configurations.

DE VALLANGE, *Art d'enseigner le latin aux petits enfans en les divertissant et sans qu'ils s'en aperçoivent* (1730)

[*Art of teaching Latin to little children while entertaining them and without them noticing it*]

Suggestions for teaching grammar:

-manipulating cakes called "grammar ovens", well intended to be eaten as they are eaten by young students;

-using card games, pictures, bracelets, fans, dolls, printing, music (the "musical grammar... which teaches Latin by singing"), fingers (the "digital grammar", which is learned "by bantering on the fingers").

Rapporté dans [1988a](#), pp. 28-29

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We find experiential techniques used even for the learning of Latin grammar rules by children in the 18th century, as we can see in De Vallange's book (see slide above). It is indeed a question of motivating children to learn by heart and recite the rules of Latin grammar...

BAILLY É. 1903: "A language [...] is learned by living this language!"

HARTMANN M. (quoted by É. Bailly 1897): "The progress [of the pupil] will be because of the art of the teacher in removing his pupil from his French self, in metamorphosing him each week for an hour or two into an English or German self."

VARENNE G. 1907: "We seek to create in our pupils a kind of second consciousness, a foreign consciousness." (p. 241)

Quoted in [1988a](#), p. 88

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(BAILLY) The formula of this inspector from the very beginning of the 20th century defines very well the objective of these experiential techniques. We are at that time (1903) at the very beginning of the official imposition of direct methodology, which, as I have shown in my *Histoire des méthodologies de l'enseignement des langues* (www.christianpuren.com/mes-travaux/1988a/), can be interpreted largely as the result of the implementation in language teaching of the "active methods" or "active pedagogy" promoted at that time in the French Education system for all school disciplines.

(HARTMANN-VARENNE) The following two quotations show that the idea of making students experience the foreign language as if they were foreigners does not date from the French audiovisual methodology of the early 1960s. The audiovisualist methodologists will then ask the teachers to have the students act out the dialogues by putting themselves "in the shoes" of the characters, this "identification" with the foreign characters (this is the notion they will use then) being supposed to help learning.

Experimental techniques:

acting, singing, drama, simulations literary workshops, school correspondence, the "literary experience" (PIRLS)...

They are based on...

- the authentic
- the spontaneous
- the the affective
- emotional
- the pleasure
- the trust
- the conviviality
- imagination
- the creativity
- the play
- the songs
- the relational
- the interactive
- the body
- ...

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The following is a general description of these experiential techniques by means of what I call a "series-compilation" (for the difference between a "series-compilation" and a "series-model", see Puren 2022f p. 9 and pp. 11-12).

One must distinguish with respect to these techniques :

between, on the one hand, the occasional or frequent, but more or less intensive, implementation of some of these techniques as a complement to a "conventional" methodology: this will be, for example, a more or less frequent recourse to play, or to singing, in an active, communicative or actional type of class ;

and on the other hand, the systematization of one or a few of these techniques in a methodology specially developed for this purpose; for example, mainly pleasure in suggestopedia, the body in Total Physical Response, or confidence in Community Language Learning.

These "unconventional" methodologies, however interesting the ideas at their origin, are very reductionist, and they generate in their followers a strong chapel spirit: they are to language and culture didactics what alchemy is to chemistry, or even, sometimes, what sects are to religions.

I have recently published an attempt to model the experiential in language-culture didactics (Puren 2021c).

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22

We now move on to another mode of methodological variation, that of eclecticism, in which by definition components of different methodologies are implemented: this time it is no longer a question of intra- but inter-methodological variations.

Inter-methodological variations are modifications by importing elements from other methodologies. They take place at the micromethodological level (importing "methods" not present in the original methodological system, cf. 008) and at the mesomethodological level, by inserting components or "objects" borrowed from different methodologies (cf. 2019g).

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In this description of inter-methodological variations, we find the two micro and meso levels at which the mode of intra-methodological variation studied previously was located.

There is not and cannot be an absolute system in pedagogy. What one has to do, therefore, if one wants to make progress, is to seek in good faith, experimentally and not theoretically, what each process can give according to the indications of the moment and the terrain, as the student's psychological evolution progresses, and then not to hesitate to recognize the moment when it ceases to be useful and can even begin to become harmful. And then, instead of obstinately depriving oneself of the benefits of one or the other of these processes, is it not advisable, on the contrary, to combine them in order to obtain the maximum possible yield? The processes of the direct method cannot escape this law. They have, like all the others, their relative value and their useful indications, and consequently also their limit of effectiveness.

A. Pinloche, *Des limites de la méthode directe*, Paris, Belin 1909, 16 p..

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A good historical example is provided by the process of elaboration of the "eclectic methodology" at the end of the 1900s-beginning of the 1910s, by introducing into the direct methodology ("direct method", in the above quotation) procedures of the previous methodology "grammar-translation", then called "traditional" precisely to oppose it to the direct methodology which emerges in the years 1880-1890.

INTER-MICRO

Inter-methodological variations carried out by the "active methodology" (or "eclectic method")

1. Reinforcement of the written method (borrowing from TM)
2. Strengthening of the indirect method (borrowing from TM)
3. Strengthening of the conceptualizing method - applying method (borrowing from TM)
4. Strengthening of the active method (borrowing from DM)

Puren [1988a](#), pp. pp. 146-151

TM = traditional methodology
DM = direct methodology

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In my *Histoire des methodologies* (Puren 1988a), I have analyzed the micro-methodological modifications made by the methodologists of the years 1900-1910, who themselves claimed to be eclectic.

As for the choice of means, as far from the extreme tendencies of the past as from those of our days, [the "new pedagogy"] knows how to combine all that can be good in the most opposed systems and endeavors to use, after having experimented with them impartially and measured out carefully, all the procedures that can contribute to reaching the goal, taking into account each time not only the practical but also the intellectual needs of the pupils, and also the nature of the terrain. (I emphasize)

Auguste Pinloche, *La nouvelle pédagogie des langues vivantes. Observations et réflexions critiques*. Paris, H. Didier, 2nd ed. 1927 [1st ed. 1913], 86 p. (p. 5)

26

In the minds of these methodologists, as in the minds of all those who later claimed to be eclectic, it was neither a question of multi-methodology nor of pluri-methodology, their project being to elaborate a single methodology, as can be seen in the above quotation.

By referring to the "extreme tendencies [...] of our day", A. Pinloche is making an allusion, clear to readers of the time, to the dogmatic drifts to which direct methodology had given rise among certain teachers and inspectors.

It is permissible for him [the teacher] to prepare in the first class, with the help of the translation, the questions he will ask the students. But from the second class on, it is finished, and that the teacher **never, never** pronounces a French word to make acquire the meaning of a foreign word: he does not need it. that he does not tolerate either that a single word of the mother tongue is said by a pupil. (underlined in the text)

Official instruction of December 1908

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The official instruction of December 1908, which prohibited the use of the indirect method (see quote in the slide above), was met with such protests that it was never published in the official Bulletin of the Ministry of Public Instruction.

These many very negative reactions are a good historical illustration of the strongly felt need for teachers to use the opportunities for methodological variation afforded by opposing pairs of methods.

The time seemed ripe, therefore, for a method that took into account the new foreseeable needs and the creation of a new balance between language learning and communication, focusing as much on the expression of concepts as on the strictly interactional aspect, reintroducing more substantive content, teaching writing as a full-fledged communication, and including in its objectives not only the aspects recently considered, but also the acquisition of formative strategies. (p. 3)

CAPELLE, G. & GIDON, N., *Espaces, Guide pédagogique, Avant-propos*, Paris: Hachette, 1990.

28

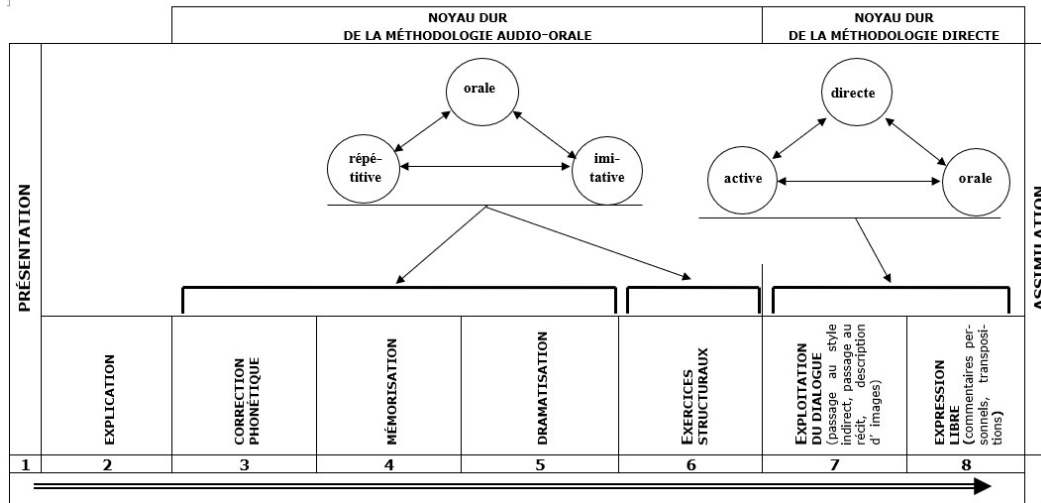
It is the same strategy of inter-methodological eclecticism (this time between the communicative approach and a more "traditional" teaching centered on language forms and writing) that we find nearly 80 years later among these designers of an FLE textbook.

We note in this strategy an element of eclecticism that is not "reactive" but "proactive", namely the objective of "acquiring formative strategies" (often called "learning to learn").

In my *Histoire des méthodologies* (1988a), I have shown another case of proactive eclecticism, that proposed by Louis Marchand in the 1910s, who proposes to correct some of the shortcomings of direct methodology through the use of images representing characters conversing with each other, through lexical selection on the basis of frequency, and through intensive mechanical training exercises (cf. p. 94, p. 110 and p. 224), as would be done in audiovisual methodology fifty years later, in the late 1950s.

INTER MESO

Annexe 1 – Analyse méthodologique du schéma de classe de la MAV SGAV 1^e génération (*Voix et Images de France*, 1961)



2011k, p. 17 et commentaires p. 18

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Appendix 1 - Methodological analysis of the 1st generation audiovisual structural-global methodology class diagram (*Voix et images de France* textbooks, 1961)
Central methodology core of the audio-oral methodology // Central methodology core of the direct methodology

Explication / Phonetic correction / Memorization / Dramatization / Structural exercises / Exploitation of dialogue (indirect style, description of images) / Free expression (personal comments, transpositions)

Inter-methodological eclecticism is not only a personal strategy for teachers to manage methodological variation in their classrooms. It is also a borrowing process constantly used by methodologies during their development process.

The analysis of the audiovisual didactic unit offers a good example at the meso-methodological level, that of the "methodological hard cores". The French audiovisual methodology is indeed an original methodology, but in the sense that it combines in a singular way, as we can see, the hard core of the American audio-oral methodology and that of the direct methodology within its didactic unit model.

Some available inter-methodological components

1. The set of procedures for direct explanation of a word unknown to the students, DM ([059](#), in French).
2. The standard language exercisation procedure, DM ([2016c-en](#)).
3. The standard procedure for real-time correction of student errors (see slide 16 above).
4. Active and global approach to texts, DM ([2017f](#), in French).
5. The didactic treatment of authentic documents in AM ([041](#), in French), and the seven documentary logics ([066-en](#)).

AM = direct methodology
AM = active methodology

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The above slide presents a number of components of the direct methodology that are recycled in the following methodologies, including the action-oriented perspective. The links to my site will allow interested readers to learn more.

**Examples of the insertion of old methodological components
in the communicative approach**

1. The resumption of all the processes of direct explanation of a word unknown to the students by the teachers.
2. The maintenance of the morpho-syntactic grammar of the active methodology next to the notional-functional grammar in the textbooks.
3. The resumption of the global approach to texts.
4. The resumption of the active logic "document" next to the communicative logic "support" in the treatment of authentic documents from level B2.

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The above slide shows a number of inter-methodological borrowings that can be found in the communicative approach.

But what makes a good teacher? I believe it is flexibility or adaptability: the teacher's intervention is defined in terms of negotiation and adjustment. It is in the adjustment that the essence of quality instruction lies. (p. 48)

BOGAARDS Paul. 1995. *Aptitudes et affectivité dans l'apprentissage des langues étrangères*,
Paris : Hatier-CRÉDIF. .

32

The French didacticians of FFL (French as Foreign Language) have often justified the anglicism "approach", for the "communicative approach", as a way of designating an open methodological coherence, as opposed to the term "methodology", too connoted closed coherence, as the audiovisual methodology had been.

It is to this open communicative approach, and not to eclecticism, that Paul Bogaards certainly refers when he writes this in his 1995 book *Aptitudes et affectivité dans l'apprentissage des langues étrangères* (1985, Paris: Hatier-CRÉDIF): see quotation on the slide above.

Analysis grid of the different current types of implementation of the action in the textbooks of French as Foreign Language)

SOCIAL ACTION-ORIENTED APPROACH			
TASK-BASED APPROACH ("communicative task")	Low version: "Action task"	Strong version: "Mini-project"	PROJECT-BASED PEDAGOGY Strong version: "Pedagogical project".
1. The reference action is the communicative task: it is about managing communication situations through language interactions, the main issue being the exchange of information. The characteristics of this action are those of the tourist trip: the inchoative, the punctual, the perfective and the individual.	The reference action is the social action. The characteristics of this action are, contrary to those of the tourist trip, the repetitive, the lasting, the imperfective and the collective.		← <i>idem</i>
	The action is of the order of the complex: it is part of the procedure, and can therefore be pre-programmed in a scenario		← <i>idem</i>
2. Tasks are predetermined by the teacher/textbook.	→ <i>idem</i>	Learners can choose between different actions/variants of actions proposed (framework allowing choices).	Learners can introduce personalized variants of action. The actions are chosen and designed by the learners (with the help and under the control of the teacher) at the beginning of the project. Learner plan and organize their own work.
3. Competencies are defined and worked in terms of language activities (listening, reading, spoken interaction, spoken production, writing), speech acts (acting on the other by language) and language action (pragmatic competence)	→ <i>idem</i>	Competence is defined and worked on primarily as a complex ability to act, requiring in particular the articulation and combination of different language activities. Other models of competence (those of the communicative approach) are also taken into account.	← <i>idem</i>
4. The reference society is the foreign society (e.g. France for FLE learners).	→ <i>idem</i>	Learners are considered as social actors in their own right, engaged with the teaching in a collective project (teaching-learning). The class-society is considered as a society in its own right: there is a homology between the action/learning situation and the action/use situation.	← <i>idem</i> The homology between class and outside society is instituted in the very organization of the class: Council, presidents and secretaries of session, persons in charge (of the mail, of the library, of a group, of a workshop...).

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The following grid (on the slide above and the next one) is another model with the key concepts of the "communicative task", the "actional task", the "mini-project" and the pedagogical project. It was developed from the analysis of didactic units of recent FLE textbooks. We can see that the process of inter-methodological borrowing continues to function today, and that it is even the fundamental process of methodological variation among textbook authors.

Document available for download at
<https://www.christianpuren.com/biblioth%C3%A8que-de-travail/050-en/>.
 Original French Version: <https://www.christianpuren.com/biblioth%C3%A8que-de-travail/050/>.

5. The tasks are done in simulation.	→ <i>idem</i>	We first consider the possible real actions, then the realistic simulations, then the recourse to the other uses of the language (playful, aesthetic, imaginative...).	The actions are real: inter-school correspondence, class newspaper ('printed on the printing press of the class, and distributed outside), lectures, debates, exhibitions, folders, leaflets,...
		With regard to the use of L2 in the classroom, priority is given to the convention (L2 as the working language in space and the time of teaching-learning of this language) over simulation.	
6. We only target a language objective: communicative competence.	→ <i>idem</i>	We also aim to achieve an educational goal: the training of a real citizen as a social actor autonomous and supportive, critical and responsible, in a democratic society.	← <i>idem</i>
		This citizen must now be able to live harmoniously and act effectively in a multilingual and multicultural society.	
7. The linguistic objectives of each unit/ didactic sequence are defined first in terms of communication situations and/or in terms of notional-functional content	→ <i>idem</i>	The objectives are defined from the beginning in terms of the social action(s) to be carried out, and/or the expected results of these actions: the unity of the didactic unit or sequence is the unity of action.	The projects are not limited by the time frame of the unit or the teaching sequence, nor are they framed upstream by predetermined language objectives. They are negotiated with the teacher, who integrates the language objectives into his or her own criteria.
		The actions are proposed to the students in a framework that encourages the reuse of the lexical and grammatical objectives of the unit or sequence (e.g., a specific cultural theme for the lexicon, a type of text for grammar).	
8. The cultural objectives are the metacultural (knowledge), and intercultural (usually in the narrow sense of intercultural comparison) components of cultural competence.	→ <i>idem</i>	The privileged cultural component is the co-cultural component: the ability to adopt/adapt a culture of collective action in the classroom / in external societies / professional circles.	
		All the components of cultural competence are likely to be mobilized	

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(Continuation of the analysis grid)

9. Language and cultural content are entirely predetermined by the teacher/textbook. The task(s) are conceived as opportunities for the reuse of these contents. The variations in language and cultural content worked on are within the chosen theme.	→ <i>idem</i>	The variations in the language and cultural contents worked on are introduced by the variants of action and/or field of action (personal, public, educational, professional), and therefore partly chosen by the learners.		The language and cultural contents are introduced according to the actions, and worked in relation to these actions.
10. Communication is both the goal and the means: model dialogues are used; information management stops when communication is successful.	→ <i>idem</i>	Communication is a means at the service of action: no dialogue or another document model of production. The communicative objective is integrated into the objective of informational competence (i.e. the ability of a social actor to act on and through information), the management of the information integrating post- and pre-communicative activities.		
11. Priority is given to inter-individual interactions: the reference group is the group of two.	The work is done in subgroups of varying sizes.	The reference group is the large group.		The reference groups (or the large group) are "project groups", where all decisions are made and all activities concerning the project(s) are carried out. The organization in groups and subgroups is instituted in the classroom according to the types of activities: production teams, workshops, work groups. The "large group" dimension is instituted in the "Council", a place of mediation and collective negotiation.
	Decisions regarding group activities are made solely within each group.	There is the involvement of the large group in the design of the final joint task		
12. The tasks remain fully managed and operated within each group. The large group eventually serves as the audience during the performance of the simulated scene.	Groups report back to the large group on the results of their work.	The actions of the groups end(s) on a collective dimension (common decision, collective product ...).	The action(s) have a permanent collective dimension (cooperation and/or collaboration).	Individual work is systematically encouraged and facilitated in parallel with group activities: self-correcting lexicon, reading and writing files. This individual dimension is also instituted: personal work plans (based on individual work contracts negotiated with the teacher).

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(Continuation of the analysis grid)

13. All materials are provided to learners.	→ <i>idem</i>	Learners can search and add their own documents.	All documents are researched and selected by the learners themselves. The students' productions are considered as documents in their own right, which can be integrated into the documentation and/or used collectively (the students' free texts are bound in albums available in the "Classroom Library") or individually (a student's work on the text of a letter he or she has received from his or her correspondent).
14. The documents are treated in priority according to the language activity targeted ("support logic").	→ <i>idem</i>	Documents are treated as resources for action ("documentation logic"). All "documentary logics" are likely to be implemented.	← <i>idem</i>
15. The use of L1/ of the L1(s) is avoided.	→ <i>idem</i>	L1 is introduced when it helps to carry out the action (e.g., part of the documentation in L1) or to project it into the learners' society(ies) (e.g., translation into L1 of the final production and dissemination in the learners' country). Language mediation activities are planned.	
16. The evaluation is mainly done on the individual productions of the learners.	The evaluation also takes into account group work, but it focuses on the language production achieved (on the "product" dimension).	The evaluation takes into account not only the work done (the "product" dimension), but also the execution of the work (the "process" dimension).	← <i>idem</i>
17. The evaluation criteria are communicative (e.g. in the CEFR: linguistic, sociolinguistic, pragmatic).	→ <i>idem</i>	The evaluation criteria specific to social action are added as a priority: the success of the action and the "professional" quality of the production.	← <i>idem</i>

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(Continuation and end of the analysis grid)

Modelling of management methods of the methodological variation

Four main modes of methodological variation	Three levels of the methodological
intra	micro
inter <i>(eclecticism)</i>	meso
multi	macro
pluri	

[2020f.](#) « Retour réflexif sur vingt ans d'élaboration de la perspective actionnelle, ou la montée des approches multi- et pluriméthodologiques ».

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This modeling now leads us to comment on the multi- and pluri-methodological modes of variation, both of which are located at the macro-methodological level.

MACRO LEVEL

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

	TARGETED SOCIAL COMPETENCES		Targeted using act ¹	Privileged learning act
	Language competences	Cultural competences		
1. Reading matrix: active methodology (1920-1960)	Ability to maintain contact with the foreign language from a distance through authentic documents	Ability to mobilize and extract knowledge about the foreign culture from and about authentic documents: metacultural component.	reading, speaking out on ("parler sur")	Collective oral explanations in class of authentic documents
2. Communicative-intercultural matrix: communicative-intercultural approach (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	meeting, talking with ("parler avec quelqu'un")	Interactions in class in simulations and role-playing
3. Plurilingual-pluricultural matrix: plurilingual-pluricultural approaches (1990-...)	Ability to "live together", i.e., to manage linguistically the permanent cohabitation with allophones in a plurilingual and pluricultural society	Ability to understand the attitudes and behaviors of others and to adopt common attitudes and behaviors acceptable in a culturally diverse society: pluricultural component	living with, talking to each other ("se parler")	Cross-language conceptualization activities
4. Social-action matrix: co-language and co-cultural perspectives (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 others common conceptions of collective action on the basis of shared contextual values: co-cultural component	acting with, consulting with ("en parler avec quelqu'un" = "se concerter")	real or simulated social actions carried out in project mode in class society and/or outside society

1. With the appropriate expressions in French.

[073-en](#). "Methodological matrices currently available in school didactic of languages and cultures in France"

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The macro level is that of constituted methodologies. To say that methodological variation can also be situated at this level is to consider that their different coherences can be implemented together, successively or at the same time. This means considering that these methodologies are not only of the order of historical succession, as shown in the diagram on slide 3, but that they are different "matrices" which are all part of the methodological resources available to teachers and designers of teaching materials.

The table above repeats the diagram on slide 3, but it is another form of modelling to show both the opposition and the complementarity between the different matrices.

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 <i>and</i> plural
global	global	partial	complex	global <i>and</i> partial
strong	low	variables	strong	strong <i>and</i> weak
permanent	permanent	provisional	provisional	permanent <i>and</i> temporary
universal	universal	local	local	universal <i>and</i> local ³

Historical examples of implementation				
<ul style="list-style-type: none"> • traditional methodology • direct methodology • audio-oral methodology • audiovisual methodology 	<ul style="list-style-type: none"> • communicative approach 	<ul style="list-style-type: none"> • eclecticism at the three levels of methodology: <ul style="list-style-type: none"> - micro level, that of methods (cf. Puren 008, 2011k, in French) - meso level, that of the components of the methodologies (cf. Puren 2019a-en) - macro level, that of the historic methodologies (cf. Puren 2022a-en). 	<ul style="list-style-type: none"> • action-oriented perspective • project pedagogy (see Puren 2022a-en) 	<ul style="list-style-type: none"> • 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

[058-en](#). "The five epistemological types of coherence available in didactics of foreign languages-cultures"

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With multi- and pluri-methodological, we move to two different conceptions of methodological coherence, respectively that of "multiple coherences" and that of "plural coherence" as modeled in the diagram above.

Note: The full model in 058 includes a fifth type of coherence, "virtual coherence," which is not discussed in this lecture. This is the potential coherence of digital learning devices, which will only be effectively achieved by each learner constructing independently or semi-autonomously their own learning path.

- In **multi-methodological variations**, different methodologies are juxtaposed, i.e. implemented separately. They can be implemented within a sequence or teaching unit, or over several periods within a school curriculum.

- In **pluri-methodological variations**, different methodologies are combined in such a way that they work together coherently and synergistically.

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The following descriptions distinguish between multi- and pluri-methodological variations.

The distinction made by the prefixes multi- and pluri- methodological is homologous to the one that the authors of the CEFR, with the same prefixes, attribute to the notions of "multicultural" and "pluricultural".

L'Europe y qualifiée p. 6 de « multiculturelle » (p. 6) : il s'agit du constat sociologique de la présence de différentes cultures dans ce même espace.

But in the "pluricultural competence", "the various cultures [...] 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" (CEFR p. 6)

"integrated" = coherence

"enriched" = synergy

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The distinction between multi- and pluri- is already well known in language and culture teaching, at least since the publication of the CEFR in 2001. While the elements of the multi are juxtaposed, those of the pluri- form a system: as such, they build a new overall coherence (notion of "integration") whose effects exceed those of the sum of its elements (notion of "synergy").

MULTI- MACRO

Four examples of multi-methodological devices

1. Textbooks with the first didactic units each built on a different methodological matrix.
2. Pedagogical guide to the V'ideals and debates material for migrant audiences ([2016b](#)).
3. Haitian English and Spanish teaching reform project (FEI, 2021-2022).
4. Multimethodology curriculum proposals (Algeria Puren [2005e](#), China Zonghong zhao 2019, <https://journals.openedition.org/esp/4128>).

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Comments on the above slide (I am using the same numbering):

1. For several decades, I have unsuccessfully proposed to publishers a textbook that, at least at the beginning of each level, would begin with units each built primarily on one of the five methodological matrices, so that then the whole class, with collective evaluation and discussion, would decide on the common teaching-learning strategy for the remainder of the course, and so that each learner could diversify his or her own personal learning strategies.
2. This pedagogical guide can be consulted at the link indicated. In it, I propose methodological guidelines for using two video documents (downloadable from the site) according to each of the different methodological matrices (see Chapter 6, pp. 31-34).
3. For the reform of the teaching of English and Spanish in Haiti (project directed by FEI, France Éducation Internationale in 2020-2021), I had proposed that for each class sequence, teachers be offered at least one final communicative task and one "mini-project" type scenario, between which they could choose with their students, or use them in pedagogical differentiation.
4. In an intervention during a colloquium in southern Algeria in 2005, I suggested that certain methodological matrices might be more appropriate, at least for the beginning of teaching, depending on the sociolinguistic situation in the different regions of Algeria. The communicative matrix, for example, was more likely to motivate students in regions where French was still widely spoken. The second link is

to the text of a Chinese woman's summary of her thesis, in which she defends the idea (debatable, but no more so than mine presented above...) that it would be preferable for Chinese students to start their FLE curriculum with the traditional methodology they are used to, and only gradually be trained in more recent approaches.

Genetic analysis of the social action-oriented approach		
Genes of the CA	Genes of SAOA	In the personal, public and educational fields and professional, most of the actions that we realize...
the inchoatif	the repetitive	... are repeated more or less identically throughout the day, the week, the months or even the years;
the punctual	the durative	... are of a certain duration, or at least are part of the duration;
the perfective	the imperfective	... are not completely finished (they are always subject to being resumed and/or extended later on);
the individual/ inter-individual	the collective	... are carried out collectively, or at least taking into account the actions of others ¹⁶ ;
the linguistic	the linguistic and the cultural	... inseparably combine the language dimension and the cultural dimension.

CA : Communicative Approach

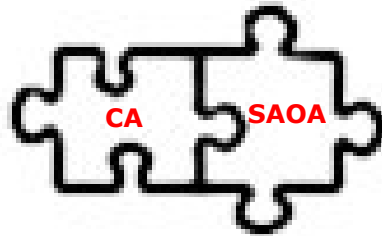
SAOA : Social Action-Oriented Approach

[2014a-en](#). "Communicative approach and social action-oriented approach, two genetically opposed and complementary methodological organisms".

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This analysis of the "genes", or fundamental characteristics, of the reference social action of the communicative approach (language interaction for the purpose of exchanging information with acquaintances in the context of a tourist trip) and of the reference social action of the actional perspective (social action in the external society and the pedagogical project in the classroom micro-society) shows that they are opposed point by point.

Note: This table was also presented in the following article: « From an internationalized communicative approach to contextualised pluri-methodological approaches », <https://www.christianpuren.com/mes-travaux/2020c-en/>.



This does not prevent these two matrices from being complementary at the same time. The complementarity of opposites, which is one of the great ideas of the epistemology of complexity, is well illustrated by the image of two Lego pieces, which can only complement each other if the profiles by which they are joined are the opposite of each other.

PLURI-MACRO

Implementation of of the pluri-methodological variation in the couple Communicative Approach – Social Action-Oriented Approach

The fact that learners find the communicative resources necessary to carry out the proposed action in the learning unit (coherence) will motivate them to carry out this action (*synergy*).

The fact that learners have an action to carry out and the communicative means to carry it out (coherence) will conversely motivate them to communicate to carry it out (*synergy*).

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The two statements above present in an abstract way the implementation of the plurimethodological variation between the communicative approach and the action perspective. I present a concrete example in the next two slides.

**An example of a mono-methodological approach
(communicative final task)**

- a) Form groups of 4 or 5 people to choose the file (1, 2, 3 or 4) that you prefer.
- b) Each person gives his/her opinion and justifies his/her choice. You express your agreement or disagreement. You make a common choice.
- c) Each group communicates its choice to the class and explains its reasons.

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This is an exact reproduction of an action scenario proposed at the end of a B2 level FLE textbook.

As can be seen in the last task, the action targeted is communicative language interaction and not collective social action, which should naturally be the decision taken by all the learners and their teacher on how to continue the course together.

Pluri-méthodological version

As a class, you will discuss your favorite file and draw common conclusions for the rest of the course.

- a) All together, discuss the criteria you will use and their order of priority.
- b) Based on your different opinions, form groups of 4 or 5 to prepare the presentation to the class of your choice and explain the reasons for it. You can still make reservations and suggest improvements.
- c) Each group presents the result of its work to the class.
- d) Discuss the results with each other in order to draw common conclusions and to make suggestions to your teacher for the rest of the course.

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Here is how I would rewrite the scenario in order to create maximum coherence and synergy between the communicative approach and the action-oriented perspective.

The project, a pluri-methodological integrator

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

This project consisted in having final year students in FLE from the city center of a South American capital read their translations of French poetry in Spanish in classes in the "underprivileged" suburbs of the capital.

These students had to carry out six different types of activities:

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We have already seen, when commenting on slide 3, that educational projects, because they are complex social actions, lead to the mobilization of all the macro-methodological resources. The project presented above allows us to show this concretely.

Methodological matrices	RM	CA	PM	SAOA
1. Designing 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. Defining collectively 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. Studying 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. Translating 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. Preparing collectively the expressive readings and the answers to the reactions, remarks and possible questions of their audience;	X		X	
6. Carrying out their project in the classroom.		X		X

RM: Reading Matrix
CA: Communicative-intercultural Matrix
PM: Plurilingual-pluricultural Matrix
SAOA: Social-Action-Oriented Approach

Source: PUREN Christian, "Integrative Functions of the 'Mini-Projects' of the Didactic Units of Language Textbooks in the Social Action-Oriented Approach (SAOA)", pp. 9-24 in: ACAR Ahmet (ed.), *Training social actors in ELT [English Language Teaching]*, Ankara: Akademisyen Kitabevi A.Ş., 2021, <https://doi.org/10.37609/akya.713>.

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This project requires learners to complete the six activities above. It can be seen that all the methodological matrices will have to be mobilized to serve each other (notion of synergy) in order to succeed in this unique project (notion of coherence).

The project, an "integrator of the components of cultural competence

In order to be culturally competent in a long-term action such as the "making of society" with other citizens, professional work or the collective learning of a foreign language-culture,

<i>it is indispensable...</i>	component of cultural competence
-to create a co-culture of common action,	co-cultural
<i>but also...</i>	
-to agree on attitudes and behaviors acceptable to all;	pluricultural
<i>and it is very useful...</i>	
-to be able to distance oneself from one's own culture and to be aware of the misunderstandings and misinterpretations that are always possible between people of different cultures,	intercultural
-to have a good knowledge of the culture of others,	metacultural
-and to share general values beyond the specific values of the common action environment.	transcultural

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My article "Complex model of cultural competence (historical trans-, meta-, inter-, pluri-, co-cultural components): examples of current validation and application" (<https://www.christianpuren.com/mes-travaux/2011j/>) proposes "a complex model of cultural competence. This table (p. 9) aims to show the necessary joint mobilization of all available cultural resources (respectively, from from top to bottom: knowledge, representations, attitudes and behaviors, conceptions, and finally values) to carry out any complex social action.

This is true for any project, starting with the teaching-learning project that constitutes any language course, and the pedagogical projects that can be carried out there.

**Components of the complex management skill
of methodological variation by the teacher**

	COMPONENT
1. Knowledge of the different didactic cultures (with the corresponding methodologies), starting with that of his/her learners.	metacultural
2. Ability to distance oneself from one's own methodology, or that of one's initial training, or that of one's textbook. Interest in and respect for other methodologies (especially those of his/her learners).	intercultural
3. Ability to build different methodological devices in variation (to all learners, successively) or in differentiation (to different learners or groups of learners).	multicultural
4. Ability to build methodological systems that combine different methodologies in a coherent manner so as to produce synergistic effects between them.	pluricultural
5. Ability to build a common teaching-learning culture with learners.	co-cultural
6. Ability to apply the principles currently recognized in school pedagogy: homology between the social action targeted and the school action favored, active pedagogy, explicit teaching, reflective learning, empowerment, and responsibility of learners.	transcultural

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The same components of cultural competence can be taken up with regard to teaching-learning cultures. They allow us to model in this way (see slide above) the "competence of complex management of methodological variation by the teacher".