

- Version of November 2020 – Abstract of February 2022
- Original French version : « Traitement didactique du document authentique en classe de langue-culture. Modèle d'analyse par tâches », <https://www.christianpuren.com/bibliothèque-de-travail/041/>.
- Spanish version also available: Tratamiento didáctico de los documentos auténticos en clase de lengua-cultura. Modelo de análisis por tareas, <https://www.christianpuren.com/bibliothèque-de-travail/041-es/>.

DIDACTIC TREATMENT OF THE AUTHENTIC DOCUMENT IN LANGUAGE AND CULTURE CLASS

TASK ANALYSIS MODEL

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Abstract

The use of authentic documents as a medium for teaching and learning language and culture has been a constant in school language teaching, from the grammar-translation methodology (which aimed at having students translate texts from classical literature) to the action-oriented perspective. These documents even became, during the whole period of the "active methodology" (official school methodology in France from the 1920s to the 1960s), the principle of unity of the didactic unit or sequence, which is constructed from a single document or a group of documents on the same cultural theme, and on which the learners are asked to carry out a set of tasks which constitute a school macro-task called in France "explication de textes", each of the micro-tasks corresponding to a different form of explanation. However, textbooks claiming

to use the communicative approach have adopted the same device and the same tasks from level B2 onwards, and even from level B1 onwards, and they are also found in the PIRLS and PISA assessments. The model of task-based analysis presented here, illustrated by numerous examples taken from textbooks, appears as soon as the logic of maximum didactic exploitation of a document considered to be representative of both the target language and culture is brought into play, and has been progressively enriched by successive additions over the course of the 20th century. As it is now constituted, with the tasks "prepare - identify - analyze - interpret - extrapolate - react - judge - compare - transpose - extend", it can serve as a guide (1) for teachers and learners, who can identify, according to the potential of the documents and their objectives (2) for authors of language textbooks, in order to organize the work on the different documents within the didactic units, and (3) for students of didactics of languages and cultures, who can use it as a grid for analyzing the didactic materials. Following the presentation of this model, examples of application are proposed, a dynamic model putting the different tasks into a network, and proposals for target exercises to train learners on each of these tasks, as is done on grammar points or lexical fields

1. Some preliminary observations

-This model is presented here as a *didactic* model, because it allows the teacher to adapt to his students, his objectives, his reference methodology and his teaching-learning environment, using it either to produce an adapted, but unique and stable *methodological* model (there have even been institutional ones), or as a *praxeological* model: in the latter case, this model is constantly confronted with field data, and even with theoretical models, so as to produce permanent adaptations: cf. [2015a](#), diagram page 48, and [2020a](#), note 6 page 2.

-This model is spontaneously activated as soon as the students themselves are given access to the cultural content of authentic documents while working on their language skills. This is always the case in textbooks from level B2 onwards, and even at level B1, even in collections by authors who claim to follow the communicative approach. It was thus applied without any problem to the analysis of the didactic treatment of certain texts in the Spanish as a Foreign Language textbook *Aula internacional 3* (B1), Barcelona: Editorial Difusión, 2006 (see the slide show in pdf format, in Spanish, entitled "Los textos en la enseñanza del español: ¿documentos para el estudio, modelos para la comunicación, o documentación para la tarea?" ["Texts in Spanish language teaching: documents for study, models for communication, or documentation for task?"]), [2012k](#)).

-Often, when the activity is considered too difficult for the learners, they are given the result (the analysis, for example, as in the two examples below), by simply asking them to locate the corresponding passage(s) in the text:

Lines 21 to the end. Find the exact formulas that correspond to the following ideas:

-Once she knows the timetable, the little girl will be integrated into her new country.

-The little girl accepts everything that makes her forget her village.

In assessments, it is common to find this technique used, as well as the MCQ technique, techniques that can be applied to any of the tasks. Example from the PISA 2015 reading comprehension tests

At the end of the passage, why did the people of Macondo choose to stop going to the movies?

A. They wanted to have fun and be entertained, but they found the films to be realistic and depressing.

B. They couldn't afford to pay the ticket prices.

C. They preferred to save their emotions for real life occasions.

D. They were looking for emotional involvement, but found the films boring, unconvincing, and of poor quality.

This model of analysis by tasks is also valid, with some adaptations, for the didactic treatment of any type of authentic document, whether it is textual, scriptovisual, audio, or audiovisual. For an adaptation to video sketches, see "Méthodologies plurielles d'exploitation didactique des documents vidéo : l'exemple du Guide des utilisateurs du matériel "V'idéaux & Débats" à destination d'un public FLI, Français Langue d'Intégration", [2016b](#), *Guide des utilisateurs*, chap. 3.1.3 a) "La matrice active", pp. 19-22 and chap. 6.1 "Pour la mise en œuvre de la matrice active", pp. 31-32 [["Plural methodologies of didactic exploitation of video documents: the example of the Users' Guide to the material "V'idéaux & Débats" for an FLI, French as a Language of Integration, audience", 2016b, *Users' Guide*, chap. 3.1.3 a) "The active matrix", pp. 19-22 and chap. 6.1 "For the implementation of the active matrix", pp 31-32].

2. Task analysis model

This "task-based analysis" model is taken from a 2012 article entitled "Traitement didactique des documents authentiques et spécificités des textes littéraires : du modèle historique des tâches scolaires aux cinq logiques documentaires actuelles (avec quelques hypothèses pour des programmes de recherche)" [Didactic treatment of authentic documents and specificities of literary texts: from the historical model of school tasks to the five current documentary logics (with some hypotheses for research programs)] ([2012j](#)), pp. 7-18; see also document [066](#)). A few corrections and modifications have been introduced since then, up to the present version, which dates from 2018: it does not yet incorporate the tasks *Evaluate* and *Appraise* (see the last chapters 4 and 5 of this document).

1) Getting ready

- *Teacher's objectives*¹
 - 1) Begin the sequence with an activity that personally involves the learners;
 - 2) put them in a situation of "active" reading or listening to the document;
 - 3) to facilitate the start of the learners' work, who will be able to immediately mobilize the knowledge and experiences they have just reactivated for this purpose.
- *Examples of corresponding instructions/questions:*
 - (Instructions prior to reading an article on the increasing use of the Internet for patient consultations) **A.** *Have you ever consulted a physician via the Internet? How did it go? If not, are you willing to do so?*
 - (On a document entitled "Sciences Po : c'est encore loin le périphérique ? » [Sciences Po: is the ring road still far away?"] **A.** *Read the title of the document below. What does it mean? Hypothesize about the content of this article and then read it to verify your answers.*
 - (Before reading a handout on associations) **A.** *What might be the purposes of an association?*
 - A.** *Do you know of any associations of French language teachers? [prepare] Listen to the interview and summarize the reasons for this person's involvement. [locate and analyze]*
 - (On a long excerpt from a text by Jean Giono entitled "Le voyageur immobile" ["The immobile traveler"]. **A.** *What does it mean to you to travel? [prepare yourself] B.* *Read this excerpt from the novel. In what way can we compare the experience lived by this little boy to a journey? [analyze]*

¹ I will limit myself here, in the objectives of the tasks, to those that relate to content. But it is quite obvious that the same objective, language-related, is common to all the tasks, and that is to provide an opportunity for oral and written language practice. To this extent, every text in the language-culture classroom is a working document on culture, but also a pretext for language training. In my first model of analysis by task, which I had elaborated for my thesis of 1984 starting from the analysis of the didacticisations of literary texts in the Spanish schoolbooks, I used the term "resumption" to indicate what I call here "to locate", so important appeared, in the requests of rereading or reformulation of a sentence or part of sentence of the text by the pupils, this objective of resumption of its language contents.

-**A.** Do you share the opinion that "travel is a consumer product nowadays"? Why do you think so? Discuss this among yourselves. [prepare yourself] **B.** Listen to the recording . Compare your ideas with those expressed by the interviewee and discuss them among yourselves. [judge]

Below is an example in which we return to "getting ready" after a one-time location in the document:

-**A.** Do you know any French-speaking authors known as "engaged"? Can you name and locate some of their works? [prepare] **B.** Locate all the authors mentioned in the text. [Say in a few words what you know about them and their commitment, or look for this information. [prepare]

When two documents are used together, a task on one can be organized to prepare for work on the other:

1. Introduction to the subject

Listen to the recording. Use the words in the sound cloud to define what a tender is. ["analyze," for the first document and "prepare," for the next document]

2. Documentary file

A. Read the following document. Does the definition of bidding match the definition you gave? [analyze]

2) Locating

- *Definition:* locate and/or identify certain elements of the text.
- *Teacher Objectives:*
 - 1) guide and assist learners in understanding the document;
 - 2) have them update the element of the text that will be the subject of another type of task;
 - 3) direct them from the outset to the content for which the document was chosen, or which will be useful to the learners afterwards (this will be the case in particular for a document that is part of a file preparing for a project).
- *Examples of instructions that clearly illustrate objective #2 above:*
 - A.** What do these personalities believe are the main causes of intergenerational conflict? [Do you share their analysis? [judge] **B.** What solutions do they propose to avoid them? [spot] What do you think? [judge]

In my corpus (*Original Version 4*), the task of "locating" is naturally privileged in the didactization of all the documents placed under the headings "In search of information" and "Cultural tools". It is indeed indispensable - whether it is explicitly requested or, as we shall see, implicitly - in the actional logic of documentary files that provide resources for the "final tasks" at the end of the didactic unit.

The Anglo-Saxons make an interesting distinction between *scanning* and *skimming* for this "locating" task.

-In the **scanning** process, the retrieval is based on predetermined elements of information. This is the case when the question or instruction directs the user to a specific element.

- *Corresponding examples of instructions:*
 - C.** Read the following article. Identify the contexts in which the term "culture" appears.
 - D.** Look for terms in the text that are more specifically associated with business management and the workplace.
 - A.** Listen to the recordings and identify the feeling expressed. [This is followed by a chart asking you to put the number of the audio document corresponding to one of the feelings listed: annoyed, nostalgic, revolted, amazed, etc.].
 - Identify the imagery used by the authors. [What does it mean? [analyze]

-**A.** Read the following text and locate the elements that help structure it. [locate] **B.** Identify the three parts of the text: introduction, development, conclusion. [How are the ideas organized in the development? [analyze]

-In **skimming**, the identification focuses on the elements of the text that give a general idea ("key elements"), either as a first approach, or because the work on the document will stop there, the authors of the textbook aiming at global comprehension, and leaving the choice to the teachers to pursue or not this work.

• *Corresponding examples of instructions/questions:*

-*Read the following documents and listen to the interview. What are the opinions expressed in each document?*

-*Read the following text. Do you know this song? What is the author talking about? Why does he have a bad reputation?*

-**A.** *Read the following article. [Locate] Do you have this type of action? [compare and contrast] What do you think? [judge] B. What else could you suggest? [extend]*

However, when the document is very short, or when the requested markings are numerous enough to cover the essential contents of the document, the distinction between *scanning* and *skimming* becomes difficult to make:

-*Listen to the testimonies in response to the question "What could you never forgive?" [spot] What do you think? [react or judge] How would you have responded to this question? [transpose]*

-(On a document presenting "health coverage" in France) **A.** *Read the document below and give a definition of "complementary health". B. What is the difference between complementary health insurance and universal health coverage (CMU)? C. What are the three levels of coverage distinguished by the author? D. What is the reason for the increase in the number of people who do not have complementary health insurance?*

-(Based on a text from Wikipedia entitled "Malnutrition in developed countries") **A.** *What is malnutrition in developed countries? B. What is the reason for the spread of these new eating habits?*

Furthermore, the distinction between *skimming* and summarizing, which involves the "analyze" task, is also difficult to make when the document is simple and clear:

-*Read the following document. What are the steps involved in organizing a cultural event in your company or institution? (The document is organized with the names of the steps in the heading: "A team", "A framework", "A program", "A projected budget", etc.: this is a simple overview). The document is organized with the names of the steps in the heading: "A team", "A framework", "A program", "A projected budget", etc.: it is therefore a simple reference.)*

Only the consultation of the corresponding document will allow, therefore, to decide between "locate" and "analyze" in the following instructions/questions:

-**A.** *Do you know of any associations of French language teachers? [Listen to the interview and summarize the reasons for this person's involvement.*

-*Read this document. What would be the particularities of the French traveler?*

-*Read the testimony of this immigrant from the Comoros. Summarize his motivations and his journey.*

Most of the time, the task of "spotting" is only implicitly requested, because it is necessary to carry out the tasks immediately requested. In the case below, the didactization omits the reading and spotting phase:

A. *Does the organization of such a "Week of Taste" at school surprise you? Do you find its objectives and methods of implementation interesting? (Both the first question - asking students to "react" - and the second - asking them to "judge" - assume that the students have already completed the "identify" task.)*

But this is an exception. In general, the implicit request for retrieval is made through a general instruction such as "Read this text" or "Listen to this document". In this case:

-Sometimes the items to be located are indicated in the following task:

-Read the forum comments. [What motivations do you share? Do you have any others? (The 2^e part of the instruction makes it clear that the reading request is for the identification of motivations).

-A. Read this article. What is a "reliable" grade? What do education experts think shows that the grades given in the French school system are not reliable? B. What are the negative effects of grading denounced in this article?

-But very often, the elements to be identified are not specified, and it is up to the reader to do so. This is the case when, as is often the case, the first task asked of the text is "analyze":

-Read the article [locate] and draw a portrait of today's grandparents. (This "portrait" will be done by identifying the characteristics of these people).

-Read the testimony of this Comorian immigrant. Summarize his motivations and his journey.

This is the case in all the "Examples of corresponding instructions/questions" in point 3 below, which concerns the "analyze" task.

Finally, it should be noted that this task, "Locate", corresponds to what is called "Gather (information)" in the PIRLS reading comprehension tests, and, in the PISA test, "Locate and retrieve".

3) Analyzing

- *Definition:* the document is "explained" by itself and in itself by means of a connection between different elements of this document (by comparison, articulation, combination, hierarchization,...).
- *Teacher goals:* 1) to aim for a deep understanding of the text or an aspect of the text through awareness of its construction; 2) to provide assured knowledge for the following tasks.
- *Corresponding examples of instructions/questions:*
 - A. Read the text. Does the title chosen by the author seem coherent and relevant? What would you have suggested? B. How did the author choose and classify his definitions?*
 - Read this excerpt from a novel and describe the family's family and social environment.*
 - According to the following documents, what is cultural tourism and what motivates it?*
 - (On a text describing the different reasons for volunteering) What three profiles emerge? [Identify] Describe them. [analyze]*
 - (On a long extract from a text by Jean Giono entitled "The Immobile Traveler"). A. What does it mean to you to travel? [prepare yourself] B. Read this excerpt from the novel. In what way can we compare the experience lived by this little boy to a journey? [analyze]*

In the "locate" task, the reader simply locates and identifies explicit content in the document. In the "analyze" task, the reader infers unexplained knowledge from the document:

-A. Read the following texts. (These are two long texts, one entitled "When young people get involved", the other "A 'new activism'? About some received ideas"). The task is not a simple identification, but requires a comparative analysis of the texts of the two documents.

This difference becomes clear, for example, when the analysis requested does not concern the reality presented (the information content of the text), but the way the author treats it, or the way his characters see it:

-Read the comment of this Internet user who responded to the editorial published in 'Humanité. What is the tone of his reaction?

–Read this sketch by the French humorist Fernand Raynaud. How is racism expressed in the customs officer's comments?

–Read this excerpt from the novel. How do the three "chibanis"² view Parisians and French society in general?

Or when the analysis is not about what is said, but about what is suggested (about implicits and connotations):

–Identify the expression used by the authors. What is its meaning?

The distinction between "identify" and "analyze" can only be made by referring to the document, even if the request is for an analysis. Let us take the example of the question "How can this evolution be analysed? (it concerns the evolution between two forms of associative commitment): if the analysis is made by the author of the text, the task asked of the reader is "to spot" (the reader spots the author's analysis); if the analysis is not made in the text, it is up to the reader to carry it out, and the task asked is therefore "to analyse". In the present model of "task-based analysis", in fact, it is the tasks performed by the learners...

4) Interpreting

- *Definition*: the document is "explained" by calling on extratextual data, i.e. knowledge outside the document.
- *Teacher's objectives*: to have the learners mobilize knowledge already acquired, or to have them search for knowledge themselves when the learners need it for their explanation of the document, or to provide it to them at that time.
- *Corresponding examples of instructions/questions*:
 - (Victor is a magazine editor, and he has hired an ex-convict convicted of stealing and receiving cars). **A.** Read the synopsis of the movie "My Buddy". Victor took some time to think before making his decision. What questions did he have to ask himself? What biases can be expected in this re-entry situation? **B.** Do you think society readily recognizes the right to make mistakes? What are some examples you could cite?
 - A.** Why, in your opinion, has France so far rejected the idea of "positive discrimination"?
 - Check off the sources that the reporter cites in his or her press review in the table. [What is the point of quoting different sources? [interpret]] How do you think the reporter chose his sources? [interpret].
 - What is the reason for the development of this type of (cultural) tourism? [interpret].
 - How can we explain that these three immigrants are still surprised by certain realities of French society after so many years in France?
 - (On a text defining "cultural tourism") **A.** Why is the association of the terms "tourism" and "cultural" surprising?

To answer all of these questions, learners must have some prior knowledge of extratextual reality.

If the data needed to explain an element of the text is found in the text, it will be a matter of "locating" and "analyzing", not "interpreting". Examples:

B. What was the family looking for? Did they succeed? Why? (This is a matter of "identifying" and "analyzing", the answer being in the text: "Between the machete of a Malian neighbor and the saber of an Algerian cousin, **playing the little Frenchman was not recommended.** Or else, at the time, **it would have been necessary to mix the neighbors a little more.** And there, perhaps.", I underline).

–(Without even consulting the document, the formula used by the authors of the textbooks ["**can be explained**"] suggests that it is probably a question of interpretation. If it had been tracking-analysis, they would have written "how can it be explained").

² Arabic « white hair » for Elder, in France.

-**A.** Read the testimony of this Comorian immigrant. Summarize his motivations and his background. **B.** Define the word "immigration". Explain the reasons why people immigrate and the consequences for the receiving countries. Discuss this with your classmates. (Without even consulting the document, here again, the end of the last instruction ["Discuss this with your classmates"] suggests that at least some of these reasons and consequences are to be found by the learners in their own knowledge, not only in the document).

The precision is sometimes given, so that there is no doubt in the learners' mind:

-Why, **according to the interviewees**, would it not be enough to generalize the Science-Po system to "put an end to the reproduction of elites"? [locate and analyze] (emphasis added)

-Why do **you think** the French are considered by some to be "the worst tourist in the world?" [judge] (emphasis added)

If this is not the case, we cannot know which task corresponds to the question "why" without consulting the document:

A. Listen to the audio recording. Why does the interviewee begin his story with: "I wouldn't want to forget to tell you." [locate and analyze, or interpret]

In the early years of school education, where the text is often used as a pretext for speaking, the "why" questions are frequent, because they allow for a wide variety of answers, depending on the tasks actually carried out by the students to elaborate their answer. The first exercise proposed in Appendix 2 at the end of this article deals with this very point.

5) Extrapolating

- **Definition:** the document is "explained" by making explicit the elements representing extratextual realities or by extracting knowledge about this reality from the document. From a cognitive point of view, the operation carried out in extrapolation is therefore the opposite of that carried out in interpretation, where it was the knowledge already available on this reality (or given by the teacher, or sought on this occasion by the learners) that was mobilized to explain the document.
- **Teacher's objective:** to use the document as a support for teaching and cultural discovery.
- **Corresponding examples of instructions/questions:**
 - In France, why was it deemed necessary to create an institution such as the HALDE (Haute Autorité de Lutte contre les Discriminations et pour l'Égalité)? (Learners will infer from this creation the reality of discrimination and inequality in French society).
 - (About a measure of this type taken in 2001 by Sciences-Po, and presented in the document). What would this "French spirit" consist of, which, according to some, is opposed to the idea of positive discrimination?
 - "What is (the reporter's) criticism of the current debate on school and the steps being taken to improve it? [locate] What do you think these "proposals to redesign the school" might be?" [extrapolate]
 - (About numbers brought from the document) "Which ones do you think are most important to illustrate the theme of generational conflict?"
 - Read this text. Summarize the different steps to be taken in France to create an association. [In your opinion, why were all these formalities imposed? [extrapolate]³

The "extrapolate" task is based on the assumption - assumed in the implicit pedagogical contract shared by the authors of the textbook, the teacher and the learners - that the documents have been chosen because of their high degree of representativeness. As I indicated above, in

³ Let us note in passing the somewhat limited use of the expression "in your opinion", whereas the request is not to "react", nor even to "judge". The authors probably wanted to suggest to the learners that they are able to carry out the extrapolation task themselves...

language and culture didactics, an "authentic" document can be defined as a document which is assumed to be representative in language and culture, i.e. from which it is possible - I will take the example of FLE - to extrapolate certain knowledge about both the French language and the culture of French-speaking countries. All the other tasks in this model, in the end, are likely to be combined implicitly with "extrapolate" in all the documents classified, in *Version Originale 4*, as "In search of information" and "Cultural tools":

-**A.** *Read the following article. [locate] Do these types of actions exist in your home ? [compare and contrast] (The actions identified in the text are postulated to be actually carried out in reality).*

-**A.** *Listen to this testimony. What type of discrimination is being reported? [locate] **B.** Why is this person's daily life difficult? **C.** What do you think about this situation? [judge] Compare with the situation in your country. (The last instruction in this series implies that the text describes the real situation in France).*

-*Analyze the two documents: to what percentage of the French population do these baby boomers belong? Given their current age, will the rate of people over 65 years old increase or decrease in the coming years? (The data presented in the document are assumed to reflect the current demographic reality in France).*

6) Reacting

- *Definition:* one "explains" the document as a subjective reader, by explaining one's reactions, impressions, emotions, personal feelings.
- *Teacher's goal:* to appeal to the subjectivity of the learners as readers reacting personally according to their personality, sensitivity, experience, culture.
- *Corresponding examples of instructions/questions:*
 - Listen to the reporter's column. What are the numbers that surprise you?*
 - A.** *Does the organization of such a "Week of Taste" at school surprise you? Do you find its objectives and methods of implementation interesting?*
 - How do you explain the development of this type of (cultural) tourism? [interpret] Do you share this craze? [react]*

Even though the following instruction begins with "react", it seems as if the learners are not being asked to "react", but to illustrate and argue ("judge"). This instruction comes at the end of the work on a document:

-**Respond to R.** *Kipling's quote, "All things considered, there are only two kinds of men in the world: those who stay at home and those who don't." (my emphasis)*

In the following instruction, it seems that "react", both because of what precedes (a request for argumentation) and what follows ("by presenting your personal point of view) has the meaning of "judge personally".

-*Identify the arguments in favor of engaged literature in this text. [Do you agree with these arguments? ["judge": learners are expected to respond to these arguments with other arguments] Choose one of the quotations and **respond** with your personal point of view. (I underline)*

I will address the complex relationship between "reacting" and "judging" in the next point 7.

7) Judging

- *Definition:* to present one's opinion, idea, or personal judgment in a reasoned manner.
- *Teacher's goal:* to "explain" the document as an objective reader, making arguments explicit and drawing on knowledge.
- *Corresponding examples of instructions/questions:*

–(On the same paper entitled "The Independence of Journalists") **A.** *What do you think of the author's contention in this article that "independence is an illusory or even sometimes dangerous concept"?* **B.** *"However well-intentioned they may be, [men] have prejudices, limited information, and admittedly can make bad decisions." Do you agree with this idea?*

–*Do you think, like the biologists quoted by these authors, that "what we eat influences the way we think and act"?*

–*Read the presentation of this official Quebec government program. [What do you think? [judge]*

–*Do the lifestyles and demands of these grandparents seem legitimate to you?*

–*Do you agree with the author that education and nutrition should be linked?*

In all these instructions, which deal with "social issues", it is clear that the task requested by the authors is "to judge", not "to react". On the next topic, the task asked is more ambiguous, and the type of task performed by the learners is more unpredictable:

–*Listen to the testimonials. What do the people interviewed think an artist is? [locate] What do you think? [react, or judge]*

The distinction between "reacting" and "judging" following an instruction or a question can be all the more subtle in that the task actually carried out will depend on the way in which the learners respond, more or less spontaneously/subjectively, or more or less reasoned/argumentative. On the other hand, when the authors of the textbook call for collective discussion, one can at least be sure that they are being asked to "judge"; even if "reacting", on the part of some learners, could be a good start in class to exchanging judgments or even (but there is never an explicit request of this type in the *Original Version 4...*) to seek agreement on a collective judgment.

–**C.** *What does a very intense and diverse associational life bring to a society as a whole? Discuss this as a class.* **D.** *Is it necessary to associate to get involved? Discuss this among yourselves.*

–(On a document entitled "Towards the establishment of a digital 'right to be forgotten'") *What does the expression "right to be forgotten" mean to you? Do you think that the right to be forgotten is valid for everyone and in all situations? Discuss this in small groups.*

–*Do you agree with the reporter's analysis? What do you think could replace the grades? Discuss among yourselves.*

–*Are you for or against co-education in schools? Why or why not? Discuss it among yourselves.*

–*In your country, what are the rules to respect in the classroom with regard to teachers? What is the boundary between your private life and your life in the classroom? Give some concrete examples and discuss them. [compare, then judge]*

In the collective exchange space that is a classroom, all personal reactions are likely to be taken up by the teacher for collective discussion. But the frequency of explicit proposals of this type in *Version Originale 4* is certainly linked to one of the major implications of the actional perspective, which is to consider classroom exchanges as a form of collective action, contrary to the communicative approach, where discussions took place mainly in small groups, or even in pairs, with the summary or result simply being communicated afterwards to the class group.

The articulations "locate→ " "analyze→ judge", or more allusively, "locate→ judge" and "analyze→ judge" (with "analyze" or "locate", respectively, implicitly requested), are particularly frequent in didactisations as it can be easily explained: it is necessary to identify and then understand the idea before being able to say what one thinks about it... :

–**A.** *Read the following text. What is the generational divide described by the author? [locate] B. What is the author's point of view? [analyze] Do you agree with it? [judge]*

–**A.** Summarize the different arguments developed by internet users in this health blog [locate and analyze]. Which one makes you **react the most**⁴ and why? [**B.** Do all these concerns seem legitimate to you? [Are there as many concerns and discussions about public health issues in your country? [transpose and compare]

–(On a text titled "What is digital identity?") **A.** What do you think the term "digital identity" means? [prepare] **B.** Based on the following document, identify the different elements of a digital identity. [Does yours include all of these elements? [transpose] **C.** In your opinion, what are the risks and opportunities associated with digital identity? [judge]

–**A.** What is e-reputation for you? What particular problems can it pose? Do you personally pay attention to your digital reputation? [prepare] **B.** Listen to these stories. What ideas do you find regarding the issue of digital identity? [spot] Who do you agree with? [judge]. **C.** If you were to **respond**⁵ to this radio station's website, what would you say? [judge] (my emphasis, see footnote)

–**B.** To what different "worldviews" do the two forms of commitment described refer? [How can this evolution be analyzed? [Does it seem to you to be favorable or unfavorable to the development of associations and their actions? [Is there the same evolution in your country? [compare]

–These three documents concern the same information. How is this information treated differently? [Which type of treatment seems to you the most interesting or the most necessary, etc.? Why? [judge]

8) Comparing

- *Definition:* one "explains" the document as a reader, explicitly establishing correspondences between extracted textual data, or the extratextual data interpreted or extrapolated from the document, and data already available in one's native culture, in the same foreign culture, or in other foreign cultures (including the possible different cultures of the learners in the class group)
- *Teacher's objectives:* 1) to use the learners' knowledge and skills to increase their awareness of foreign realities; 2) conversely, to increase their awareness of their own culture.
- *Corresponding examples of instructions/questions:*
 - Does this device exist in your country?
 - Does your country experience the same phenomenon?
 - Would this song make sense in your country?
 - Would you make the same observations about the school system in your country?
 - Compare with the practices of travelers in your country.

When the learners' cultural realities are commented on for their own sake, and not only as points of comparison with the cultural realities presented by the document, we move from "comparing" to "transposing". It seems to me that the following questions encourage us, after a possible first phase of comparison, to move quickly to transposition:

- In your country, what are the rules to respect in the classroom with regard to teachers? What is the boundary between your private life and your life in the classroom?
- Read the French definition of *laïcité*. Does this principle apply in your country? Explain.
- Are these practices common in your country or in your environment?
- What other foods are considered essential in your culture?

⁴ Same remark as in the previous note.

⁵ Note that "react" in this context corresponds to "judge" in my typology.

9) Transposing

- *Definition*: one "explains" one's own reading of the document by transposing the extracted textual data and the mobilized extratextual data into one's own culture.
- *Teacher's objectives*: 1) to motivate learners to speak by having them talk about realities that are close to them or personal; 2) to justify the exchanges in class about realities that are necessarily different.
- *Corresponding examples of instructions/questions*:
 - How would you react if the same thing happened to you as to the interviewee?
 - And you, what causes have you already committed to or would you be willing to commit to?
 - And you, would you get involved in the defense of the French language? What would you propose?
 - (On a handout entitled "Prud'hommes, mode d'emploi" [Labour court, instructions for use] Have you ever used this kind of system or do you know someone who has? Tell us about it.
 - Which artist (writer, money changer, local personality...) would you have liked to meet at your institution? Why or why not?
 - If you had to leave, which option would you choose and why? Share with your classmates.

Rather, it is a matter of "comparing" when the learners' knowledge of their country or culture serves primarily to highlight the specificities of what is described in the document. And "transpose" when the main objective of the task moves from the document to the learners' own realities:

- Do you have a similar device? [compare] How does it work? [transpose]
- Give other examples of intangible cultural heritage that you think should be protected and promoted, and explain why.

Transposing often requires, explicitly or implicitly, comparing with the realities as they have been previously extracted, interpreted or extrapolated from the text:

- Do you find equivalent forms of activism in your country? [Compare] In your country, how do young people become activists? Discuss in small groups. [transpose and compare]
- Could this case, or a similar case involving the relationship between state and religion, spark such a controversy in your country? [transpose and compare]
- Read the document. Do you understand why these people were fired?" [analyze or interpret] How would this have happened in your country? [compare and contrast]

The following series of questions is interesting because it points to a criterion for distinguishing between [judge] and [transpose]:

- According to this article, how has the image of the artist changed and why? [analyze] Do you agree with his analysis? [judge? transpose?] Is it valid in your country?

If we link the second question ("Do you share his analysis?") to the first, it is a request to "judge": learners are asked to judge "internally", to judge the analysis of the author of the article in relation to their country). If it is linked to the last one, it is a request for transposition: learners are asked to judge the relevance of the analysis to their own country.

In the following example, responses to Question **D** may involve the tasks "transpose," "analyze," "compare," and "judge" to different extents and in different articulations:

- C.** What do you think about the links between politics and culture as presented in the document below? [**D.** Do you think this analysis is applicable to your country?

Last remark concerning the task "transpose": this task, when proposed at the very end of the didactisation of a text is accompanied by a request for developed production, can be considered as combined with the task presented in point 10 below, "extend":

–(Last question on a document entitled "White Nights in Paris") *If you had to organize a "White Night" in your city, what would you propose?*

–*Have you ever been surprised by the customs of a country you have visited? Tell an anecdote to the class.*

10) Extending

- *Teacher's objectives:* 1) to continue the exploitation of the document; 2) to personally involve the learners by appealing to their personal experience and judgement, their imagination and creativity; 3) to provide them with opportunities for personal re-use of the language and cultural content of the document, and of other content mobilized during the exploitation of the document; 4) to prepare for the tasks requested in the prepared certifications: the summary, the synthesis, the commentary, the report, the presentation,...
- *Corresponding examples of instructions/questions:*
 - (At the end of the didactisation of a text extracted from Wikipedia entitled "Malnutrition in developed countries") *What are the other factors likely to reduce life expectancy? (Clearly, this is not a request for transposition to another culture, but a request to extend a study on a question that is supposed to be valid regardless of culture).*
 - How would you respond to the final question [the author] poses to his readers: "But then, what can independence of journalists mean?"*
 - Read the following definitions. How are privacy and public life defined in your country? [Compare] Write your own definition. [extend]*
 - Do you support or oppose "affirmative action"? Discuss in groups [judge], then report back to the class on your debate. [extend]*

It is undoubtedly a request for "extension" each time a task is proposed in writing at the end of the didactization of a document worked orally in class:

–(At the end of a recording about different forms of travel) *Write the introduction to a presentation that will present two opposing views of travel: escapist travel and travel as a consumer product.*

–*Post, like this Internet user, a request for help on a health issue, then write the corresponding advice after choosing a food particularly appreciated for its nutritional virtues in your country.*

–(After understanding an oral document about teacher-learner relations in France) *Write the guide *Bien se comporter en classe* [Behaving Well in the Classroom] for French people who come to study in your country. [transpose and extend]*

In the following example, the extension involves two documents simultaneously:

–(On an oral document proposed following a written document presenting the HALDE, the High Authority for the Fight against Discrimination and Inequality) *Listen to this testimony. What discrimination is being denounced? [locate] What could the HALDE do to help fight against this type of discrimination? [extend]*

This is unique in *Version Originale 4*, where the linking of two documents is rarely proposed, and only on the occasion of the "compare" task. The documents gathered under the headings "Searching for information" and "Cultural tools" are more conceived as being intended to feed separately into the "final tasks" (the two mini-projects proposed in the final heading of the didactic units, "Moving to action"), than as files to be studied as such. This seems logical from an action perspective, as each of the documents has been chosen by the authors, in principle, according to what it can contribute to the accomplishment of these final tasks, which are no longer tasks **on** texts ("document logic"), but tasks **with** texts ("documentation logic")⁶.

⁶ On these two logics, see chapter 4 below.

3. Examples of application of the task analysis model

I used the task-based analysis model as a grid for analyzing excerpts from FLE textbooks in the [Answer Key to File #5](#) of the course "La didactique des langues-cultures comme domaine de recherche" ["The didactics of languages and cultures as a field of research"].

-Task 4: "Analyze the conception of culture and the conception of the didactics of culture in this unit of the textbook *Panorama 4* (CLE international, 1998), Spaces 3. Analyses and Comments, 9. "Enfants de Descartes" ["Children of Descartes"]; pp. 52-63. The reproduction of this didactic unit can be found in the Work Library section of my site, [Document n° 037](#), Appendix 3.

-Task 5: "Compare the didactic treatment of the literary text in the following two textbook pages:

-Excerpt from Daniel Pennac, *Au bonheur des ogres [The ogres' Delight]* (ed. Gallimard), textbook *Tout va bien ! 2*, CLE International, 2004, p. 102.

-"L'appel," ["The call"], excerpt from Eugène Ionesco, *Exercices de conversation et de diction françaises pour étudiants américains [French conversation and diction exercises for American students]* (ed. Gallimard, 1st ed. 1979), textbook *Version Originale 2*, Éditions Maison des Langues, 2011, p. 46.

A reproduction of these two pages can be found in the Working Library section of my site, [Document No. 037](#), Appendix 3.

This answer key was developed at that time based on the [2006\(e\)](#) version of the task analysis model.

Reminder: the model has also been used to make proposals for the exploitation of video sketches: see *above*, chapter 1.

4. Evaluating

The development - finalized in May 2018 - of a "General Benchmark for Assessing Reading Competence" (for national and foreign languages) in collaboration with the Algerian Ministry of Education, had the main objective of preparing students for the PISA reading comprehension tests, which led to the addition of the task *Assess* to the model. The descriptors of the PISA reading literacy scales include this task for levels 4, 5 and 6 (emphasis added):

Level	Score min.	Characteristics of the tasks
6	698	[In some reflection and evaluation tasks, students are asked to hypothesize or critically evaluate a complex text on an unfamiliar topic, given multiple criteria or perspectives, based on their deep understanding of concepts outside the text. [...]
5	626	[...] Reflective tasks involve a process of critical evaluation or the formulation of hypotheses based on specialized knowledge. [...]
4	553	[In reflective tasks, students are asked to hypothesize about or critically evaluate a text based on formal or public knowledge. [...]

Source: *PISA 2015 Assessment and Analysis Framework*, "7.6. Seven Levels of Proficiency Scale," p. 65, http://www.oecd-ilibrary.org/education/pisa_19963785.

As we can see, this is a critical evaluation of the text itself as written by the author, and not, for example, an evaluation of the characters, their actions, the context or the situation, which corresponds to "judging" in my action analysis model. We can also see that the progression from one level to the next is given by the nature of the resources mobilized: "formal or public knowledge" (level 4) → "specialized knowledge" (level 5) → "many criteria or perspectives" + "[in-depth knowledge of] notions outside the text" (level 6).

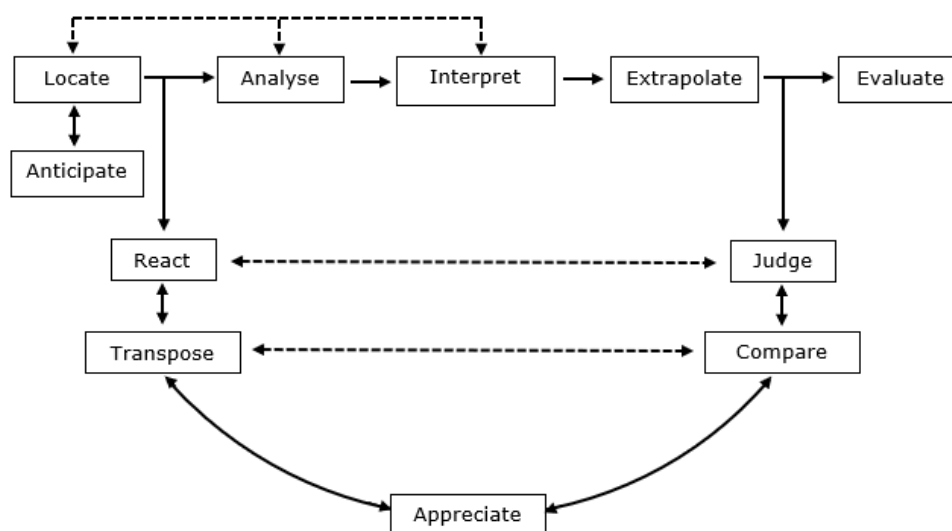
The progression of the evaluation of the texts was defined in the following way in the 7-level scale of the General Referential of evaluation of the competences in Algerian reading comprehension:

- Level 2 (11 years old, 4^e grade in Arabic language learning): "The student is able to express a brief personal reaction or appreciation."
- Level 3 (ages 12, 5^e grade): "The student is able to select a passage that he/she liked or disliked and briefly explain why."
- Level 4 (age 15, 8^e grade, PISA assessment year): "The student is able to give a reasoned opinion about the text based on current and non-current knowledge."
- Level 5 (age 16, grade 9^e): "The student is able to evaluate the text based on its thematic, structural, or linguistic features, and on non-current knowledge."
- Level 6 (ages 17, 10^e grade): "Students will be able to formulate hypotheses and construct an argumentative critical evaluation of the text."
- Level 7 (age 18, preparation for or support of 1^e academic year): "Students will be able to develop a synthesis of a case and make a critical, reasoned evaluation of it."

This General Assessment Benchmark has been broken down into four "Domain Learning Benchmarks for Reading Competencies," finalized in mid-July 2018. These four domains are (1) decoding, (2) informing, (3) literary experience, and (4) acting. The specifics of literary text and what is expected of students in terms of literary skills led me, in collaboration with a fellow departmental consultant, Lila Medjahed, to develop a "Literary Text Task Management Model:

5. A dynamic version of the task management model for literary texts

My 2012 task analysis model presented *above* in Chapter 2 corresponds to a frequent gradation of these tasks in textbooks, but not to a progression in terms of cognitive difficulty. Incorporating these types of tasks into an assessment repository required a progression model. This was done in the framework of the proposals for the reform of the teaching of mother tongues and foreign languages in Algeria developed during the years 2017-2019). The latest version, presented below, dates from July 2018:



Comments:

1. The overall progression of tasks in terms of cognitive difficulty is that of the upper series of the diagram: *Locate* → *Analyse* → *Interpret* → *Extrapolate* → *Evaluate*.
2. *Analyzing* consists of the reader understanding the text by linking several explicit or implicit elements of the text: this is an "internal" understanding of the text. The other two activities involve knowledge external to the text. *Interpreting* consists of understanding the text by calling on extratextual elements, often referred to generally as "world knowledge", such as knowledge

or experience acquired personally or learned from other people or other readings. Extrapolating is the opposite operation: one expands one's knowledge of the world by taking textual elements as representative of extratextual realities.

3. The activities in the upper series are focused on the text, those in the lower series (*React-Transpose* → *Judge-Comparing*, and *Appreciate*) on the reader. *Reacting* and *Transposing* are activities that are performed subjectively, and as such they often appear spontaneously, at least in young readers, upon first contact with the text. *Judging* and *Comparing* are activities that are carried out objectively, and therefore require prior *Analysis* and *Interpretation* of the text, and an assessment of how it is representative (*Extrapolate*). Finally, knowing how to *evaluate* both the content and the form of texts is one of the key skills of a reader with a literary culture.

4. *Locate* and *Anticipate*, as well as the double arrow that connects them, represent the fundamental mechanics of reading, which consists of a constant back and forth between (1) an upward movement from text to meaning, and (2) a downward movement from meaning to text:

(1) The reader constructs meaning from what he or she has identified in the text.

(2) The reader organizes and develops this meaning through hypotheses based on his or her knowledge of the world and predictions about the rest of the text, and then validates or invalidates these anticipations through cues in the text.

(1) These new markings and the continuation of the reading allow the reader to construct meaning again,

(2) ... and so on.

5. Progression criteria (in mother tongue)

- At the Pre-N1 and 1 levels (students between 5 and 9 years old), it is mainly a matter of giving students the language means to do what they are cognitively capable of doing spontaneously: identify, react and transpose.
- At levels 2, 3 and 4, the focus is on teaching them to analyze, interpret and extrapolate, as well as to acquire the language skills they need to do so.
- From level 5 onwards, building on the mastery of the previous activities, students must learn to judge and compare in an increasingly distanced and justified manner, and finally to evaluate both the content and the form of the texts in an increasingly critical and argued manner, mobilizing the necessary abstract notions and specialized knowledge to do so.

-The upper dotted arrows put in recursive relationship *Locate*, *Analyze* and *Interpret* :

- It is necessary to have already identified relevant elements of the text in order to be able to analyze (since this will consist in putting these elements in relation to each other) and interpret (since this will consist in putting these textual elements in relation to extratextual knowledge); but conversely, it is often necessary, in order to develop or deepen an analysis or interpretation, to go and identify new elements in the text.
- It is necessary to have already analyzed certain elements of the text in order to interpret them; but conversely, it may be necessary, depending on the interpretation, to go back to the analysis made previously.

6. The two double dotted arrows between "Compare" and "Judge" on the one hand, and between "React" and "Transpose" on the other hand, correspond to an activity of comparison between the products of these two initial activities and these two final activities. This comparison will provide the students, if they have immediately written down the product of the first activities, with the means of self-assessing the progress made in their understanding of the text.

7. The primary goal of the literary experience is enjoyment, and the teacher's primary goal is therefore that students be able to *Appreciate* the text and their reading of it. This appreciation can be rather subjective - it depends on reactions and transpositions - or rather objective - it depends on judgments and comparisons. At a higher level of comprehensive reading of literary texts, it is the back-and-forth, or confrontation, between subjective and objective appreciation that is likely to produce literary pleasure.

6. Targeted exercises for each type of task

Corresponding excerpt from the article [2006e](#) "Explication de textes et perspective actionnelle : la littérature entre le dire scolaire et le faire social" ["Explanation of texts and action perspective: literature between the academic saying and the social doing", pp. 16-17.

The typology of "action analysis of literary texts" proposed above should not only make it possible to clarify the objectives of textual explanation in terms of competences ("being able to paraphrase", "being able to analyze", etc.) and thus to design for this activity also competency scales similar to those proposed in the CEFR) and thus to design for this activity also scales of competences similar to those proposed in the *CEFR*⁷ ; this typology should also make it possible to imagine a great variety of exercises aiming at making the students aware of each of these tasks, and to train them to use them in a fractioned and progressive way, as any good sports training requires: one of the perverse effects of "complete" explanations of texts when they are reproduced identically is that they are thus complex and that most students do not manage to appropriate all the skills involved, no matter how many years of training they have had.

Here are some concrete examples of these exercises:

DEVICE (CONDITION OF REALIZATION OF THE TASKS)	INSTRUCTIONS (INDICATION OF THE TASKS TO BE CARRIED OUT)
1. A text is reproduced in a column with highlighted parts and arrows referring to empty boxes in a second column, where only the type of task to be performed is specified for each one ("paraphrase", "analyze", etc.).	Write the expected commentary sentences in the empty boxes.
2. The text and its written commentary are reproduced in two columns opposite each other. ⁸	<i>(Different instructions are possible: this is not a coherent ordered set)</i> -Identify, for each commentary sentence, the type of task performed on the text (paraphrase, analysis,...) -Put the commentary sentences back in their logical order. -Eliminate erroneous/superfluous commentary phrases (see "the odd man out" game). -With arrows and highlights, indicate on which part(s) of the text a particular commentary sentence is based.
3. Only the written commentary of the text is reproduced.	Reconstruct the text from its commentary.
4. A part of the text is circled, or a very short extract of the text is reproduced.	On this excerpt, produce 1, 2,... sentences of paraphrase, or analysis, etc.
5. In one column, a text is reproduced, and in the other, extratextual information is provided, for example, on the historical fact portrayed, or characteristics of the author's social culture.	Link parts of the text with parts of the information, and produce the corresponding interpretive/extrapolation sentences.

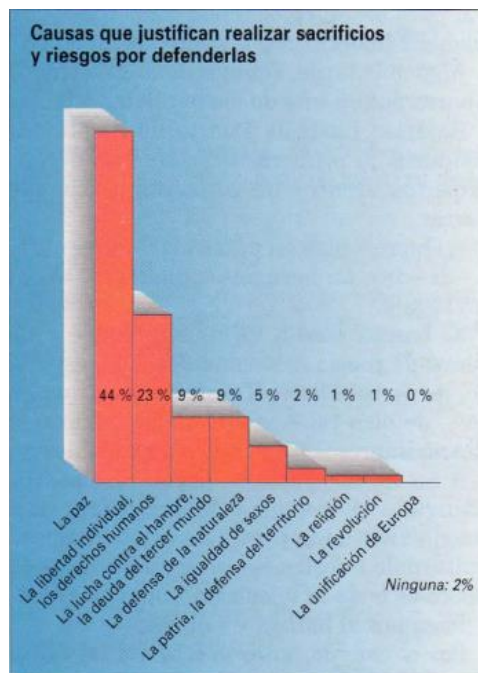
⁷ These grids will have to include descriptors specifying the degree of difficulty and the degree of success, as in the *CEFR* proficiency scales, and will undoubtedly be differentiated, at least in part, according to the types of texts: narrative, argumentative, descriptive, informative, explanatory and injunctive, for example, to take up a typology that I had used in the Spanish textbook *¿Qué pasa? Terminales* (Nathan, 1995), for a methodological sheet entitled "Taking into account the typology of texts" (p. 172).

⁸ I do not enter here into the distinction often made between oral explanation, which is generally linear, and written commentary, or "composition", which does not follow (or at least not systematically) the linearity of the text. In the exercises proposed here, the written text should be very close to the oral form of textual explanation, since this is the activity in which we propose to train the students. But one could imagine, in literary classes, integrating in these exercises alternations between the two forms, or even a passage from one to the other.

6. A part of the text is circled, or a very short extract of the text is reproduced.	React subjectively to this part of the text by showing successively towards the author / the characters : a) your surprise b) your enthusiasm c) your indignation d) ...
7. A part of a text is circled, or a very short excerpt of a text is reproduced. The reader's culture or personal experience is given in front of it.	Suggest the corresponding transposition sentences.
Etc.	Etc.

I put this idea into practice in the three second cycle Spanish as a foreign language textbooks *¿Qué pasa?* published between 1993 and 1995 by Nathan. Here is an example from *¿Qué pasa? Español Terminales*, 1995, Unit 1 "Tener 20 años en España" ["Be 20 years old in Spain"], p. 17.

At the beginning of this didactic unit, there are three diagrams on "The actual values of youth in Spain", including the following one:



A few pages further on in the unit, an article by Jesús Rodríguez is reproduced in *El País semanal* 10/07/1994, entitled "Insumisos" (It is about young people who refuse to do their military service because of their anti-militarism). The following exercises are proposed on this article:

Ejercicios metodológicos

Le commentaire de texte

→ Fiche méthodologique, p. 171.

1 Assigner à chacune des phrases suivantes le type d'activité de commentaire correspondant.

1. Personalmente opino que el caso de Raúl Mollada es un caso más en los que se demuestra el abuso de poder del Estado frente a los derechos del individuo.
2. Según Raúl Mollada, el Estado cae en una contradicción cuando condena a los insumisos.
3. Vemos aquí a un joven español víctima de una clara injusticia.
4. En Francia este tipo de debate no se ha dado todavía, pero es de pensar que crearía tanta controversia como en España.
5. Podemos pensar que la sociedad española se encuentra dividida ante este problema de la insumisión, y que no va a ser nada fácil solucionarlo.
6. El autor de este artículo no es objetivo porque presenta la problemática desde el punto de vista de un afectado, sin explicar la postura del Estado.

La typologie des textes

→ Fiche méthodologique, p. 172.

2 a. Définir le ou les types de texte qui caractérise(nt) cet article, en repérant pour chaque paragraphe l'intention principale du journaliste.

b. Dans quelle(s) rubrique(s) d'un journal espagnol pourrait être classé cet article? :

- Temas de actualidad – Ecos de sociedad – España
- Internacional – Sociedad – Sucesos – Últimas noticias
- Cultura – Opinión – Política.

Intégrer des citations dans un commentaire

→ Fiche méthodologique, p. 175.

3 Placer dans une phrase de commentaire personnel la citation suivante (l.12-15): "... ahora me encontraba con que el Estado me iba a meter al trullo por decir lo mismo que ellos me habían dicho..."

Faire appel à d'autres documents du même dossier

→ Fiche méthodologique, p. 176.

4 En vous référant au graphique *Causas que justifican realizar sacrificios...* (p. 11), faire à propos de cet article une phrase ou plusieurs phrases suivies: 1) d'interprétation (point 3 de la Fiche); 2) d'extrapolation (point 4 de la Fiche).

Traduire en français

→ Fiche méthodologique, p. 178.

5 Choisir la traduction qui vous paraît la meilleure.

Me vino a la cabeza cuando era un niño: Il me vint à l'esprit quand j'étais un enfant; Il m'est revenu à l'esprit quand j'étais un enfant; Je me suis souvenu de quand j'étais un enfant; Il m'est venu à l'esprit le souvenir de quand j'étais un enfant.

–Exercise 1 ("Assign each of the following sentences to the corresponding type of commentary task.") is a conceptualization exercise.

–Exercise 4 ("Referring to the chart 'Causas que justifican realizar sacrificios y riesgos por defenderlas' (p. 11), make about this article a sentence or several sentences followed by 1) interpretation, 2) extrapolation") is a reuse of the different tasks of the analysis model presented here.