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METHODOLOGICAL MATRICES CURRENTLY AVAILABLE IN SCHOOL DIDACTIC OF LANGUAGES-CULTURES IN FRANCE

A tool for multi- and multi-methodological approaches

	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 (<i>"parler sur"</i>)	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 (<i>"parler avec quelqu'un"</i>)	Interactions in class in simulations and role-playing
3. Plurilingual-pluricultural matrix: plurilingual-pluricultural approaches (1990-...)	Ability to "live together", <i>i.e.</i> , 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 (<i>"se parler"</i>)	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 (<i>"en parler avec quelqu'un"</i> = <i>"se concerter"</i>)	real or simulated social actions carried out in project mode in class society and/or outside society

1. With the appropriate expressions in French.

Presentation

The subtitle ("A tool for multi- and multi-methodological approaches") was added in November 2020. A multi-methodological approach is a system designed to "integrate" several methodologies, i.e. to manage them in such a way as to make them consistent and synergistic. A multimethodological approach, on the other hand, is one in which different methodologies are simply juxtaposed, without even articulating them, using one and then the other, for example, from one didactic sequence to another or from one year to another. New version dated November 26, 2020.

These four matrices - active, communicative-intercultural, plurilingual-pluricultural, actional-co-language-co-cultural - are partial repeats in a different presentation of documents 029 and 052 (in French°).

The document is accompanied by three article references (2016b, 053 and 2018f) proposing a common exploitation of these matrices.

-Original French version : « Matrices méthodologiques actuellement disponibles en didactique scolaire des langues-cultures en France », <https://www.christianpuren.com/bibliothèque-de-travail/073/>.

-Also available in Spanish : "Matrices metodológicas actualmente disponibles en didáctica de las lenguas-culturas", <https://www.christianpuren.com/bibliothèque-de-travail/073-es/>.

-2016b. « 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 ».

-2018f-en « The actuality of the communicative approach within the framework of the implementation of the action perspective: a matter of situated and finalized construction”.