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Conference

**THE TWO OPPOSING PARADIGMS OF THE RESEARCHER
IN DIDACTICS OF LANGUAGES-CULTURES:
PERSONAL CONCEPTIONS AND CONVICTIONS**

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Acronymes

- CEFR(L): Common European Framework of Reference (for Languages)
- DLC: Didactics of Languages-Cultures
- FFL: French as Foreign Language

Presentation

As the header of this first slide indicates, this lecture was given in February 2019 in Tlemcen, Algeria, as part of research training workshops organized by the LaFef network, which is "the joint Algerian-French network for research-training and research on the French Language and Francophone Expressions" (<http://lafef.net/>). These workshops were intended for researchers and directors of research laboratories in literature, linguistics and didactics of languages-cultures (DLC). Even if the examples cited are those of my discipline, they illustrate ideas that seemed to me sufficiently general to interest specialists in these three disciplines.

In the following comments under this and the following slides, I have only added, as I systematically do for the documents put on-line on my site, the references to all my available articles which allow the interested readers to deepen... or to widen their reading: one will see that with these two underlined verbs, I already approach one of the principal ideas that I will defend here.

Contrary to what was explicitly asked of the lecturers for these research training workshops, I am not going to present to you the history of my research career in

didactics, but the way in which I personally conducted this career, that is to say the way in which I conceive the "posture" of the researcher, his way of being professional in research. It is up to you to see in what I will say here what seems valid or not in your discipline, but also to see what corresponds or not to your personality.

Abstract

In this lecture I argue that the idea that the "good" researcher in didactics of languages-cultures (DLC) must be "specialized", "sharp", and "deep"; "cutting edge" and "innovative"; "objective" is a one-size-fits-all thinking, in this case a conception of research that cannot and should not be the only one. In a polemical way, to make people think, I argue why a "good" researcher must be equally "superficial", "traditionalist", and even, if necessary, "opportunist" and "polemical". The thesis that I seriously defend in this conference is that "the researcher's posture is in tension between opposing logics", and at the same time complementary, as the epistemology of complexity requires. As the French artist Georges Braque said: "It always takes two ideas: one to kill the other".

French version available at: <https://www.christianpuren.com/mes-travaux/2019a/>.

First idea

"Tell me how you search and I'll tell you who you are."

Second idea

The researcher's posture is in tension between opposing logics.

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The first idea I will defend here is the one stated on this slide. You will have recognized that it is a paraphrase of the saying "Tell me who you are and I will tell you who you are", often declined, in French, in variants adapted to the domain concerned: "Dis-moi ce que tu rêves / ce que tu lis / ce que tu manges, etc., ... et je te dirai qui tu es (*Tell me what you dream / what you read / what you eat, etc., ... and I will tell you who you are*). This expresses the idea that our behaviors are indicative of our personality.

The second idea is that this posture, whatever it is, obeys a constant: it is always in tension between two opposite logics.

A good CSD researcher should be:

- "specialized", - "sharp", "deep"
- cutting edge", "innovative"
- "objective"

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The first logic is widely dominant, to the point that many consider it the only acceptable one. It is a paradigm that can be defined by the key words listed in the slide above.

In this slide, I will show that limiting oneself to this paradigm reveals a hemiplegic conception of research, or, to use a more common expression, that it is "one-track thinking" (in French, "la pensée unique").

"It always takes two ideas: one to kill the other."

Georges Braque (1882-1963)

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The Frenchman Georges Braque (1882-1963) is best known as a French artist: he was a painter, sculptor and printmaker. But he is also famous, among epistemologists, for having had this superb formula (see slide above) which expresses a radical criticism of the "single thought" by affirming a fundamental principle of complex thought, which consists in considering opposites as being also complementary.

A good DCL researcher researcher must be :	But he/she must also be
<ul style="list-style-type: none"> - "specialized", "sharp", "deep", - "cutting edge", "innovative", - "objective". 	<ul style="list-style-type: none"> - "superficial", - "traditionalist", - "subjective", and if need be : - opportunistic - polemical

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If we take the dominant paradigm presented above in the framework of complex thinking, we will oppose it with the opposite paradigm: a researcher, in my opinion, must take the risk of being considered as ... (cf. on the slide above).

In any case, this is the risk that I have constantly assumed during my career as a researcher, and even sought it out, because it suits my character. I am going to explain myself in an opportunistic way (I am taking advantage of the theme proposed to the speakers...), and as we can already see in this game on the qualifiers I have chosen for the inverse paradigm, in a resolutely polemical mode.

I will take up one by one the terms of this second paradigm.

"Superficial"

It is also necessary to have a global vision, and for that it is necessary to also take into account :

- the " surface ".
- the " interfaces ".

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Edgard Morin, one of the philosophers of complexity and one of my personal epistemological references (1), has often criticized in his writing's specialization, which compartmentalizes knowledge and makes us lose sight of the meaning of the whole, that is to say, ultimately the meaning of the human being within real life. It is thus necessary to work also "on the surface", and not only "in depth", to be interested in the "interfaces", i.e. in the relations between the elements, and not only in each of them in particular. Intelligence is in particular the capacity to distinguish, but also to embrace and to link; Edgar Morin speaks of the "linkage" necessary to the intelligence of complexity.

In my discipline, the "didactics of languages-cultures" (DLC), which is an "intervention" discipline, that is to say, one that essentially aims at improving the teaching-learning process, researchers who specialize - and some of them keep the same specialty throughout their career - run three major risks:

That of losing sight of the reality of the classroom, in which the teacher is constantly confronted with the whole range of didactic problems. It is one thing to go deeper as a specialist into the teaching-learning of lexicon, grammar, oral comprehension, phonetics, the use of games, simulations or theater; it is another thing to manage as a teacher all the corresponding problems and techniques (and this list is far from being exhaustive! ...) while "integrating" them, i.e. by giving them a coherent whole and by putting them in synergy: this is the function, precisely of the "didactic units" of the manuals

(cf. <https://www.christianpuren.com/bibliothèque-de-travail/040/>).

That of overvaluing their speciality at the expense of the others. I have directed several theses on games in the language classroom, and all these student-researchers ended up considering that to be an effective teacher, it was essential to have the students play constantly...

That of unnecessarily "hardening" the theoretical underpinnings of their specialty, which may impress practitioners - even make them feel guilty - but is of no practical use to them: I would like someone to explain to me, for example, what the psycholinguists' ritualistic developments on "the co-construction of meaning in language interactions" has concretely brought to teachers seeking to improve classroom exchanges among their students; I have found no trace of it, at least, in the many textbooks I have been able to analyze. It is also a tendency of student researchers to appeal to extra-didactic theories in their thesis in a mode I have called "rhetorical mobilization" (cf. <https://www.christianpuren.com/mes-travaux/2015a/>, chap. 4.2, pp. 23-24).

(1) Cf. <https://www.christianpuren.com/bibliographies/complexit%C3%A9-didactique-complexe/>.

"Cognitive profiles

CENTER	BALANCING
<ul style="list-style-type: none">- Tendency to focus on one thing at a time, and to clarify one point completely before moving on to the next.- Predominantly intensive work.	<ul style="list-style-type: none">- Tendency to consider several things simultaneously, examining each one only partially, even if it means returning to it later.- Predominantly extensive work.

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The complementary opposition depth-surface is found in the classic typologies of cognitive profiles in the form of the opposition between the "centering" profile and the "scanning" profile. The slide above is an extract from a presentation of these profiles made in the review *Les Cahiers Pédagogiques* n° 254-255, May-June 1987, which compiled the work of several researchers: Antoine de La Garanderie, Herman Witkin, Michel Huteau, Jérôme Kagan, Jérôme Bruner, David Jean-Louis Ausubel, Jean-Louis Gouzien, Maurice Reuchlin and François Longeot.

As with other oppositions of cognitive profiles (visual/auditory, field-dependent/field-independent, reflexivity/impulsivity, equalization/emphasis, etc.), even if a learner has a very marked tendency for one element of a profile, progressing in his or her learning strategies implies working on the opposite element so as to "enrich" his or her learning profile. The same is true for the two opposing paradigms of the "good" researcher.

Logically, many theses have a "double trigger" title that responds to the need for the young researcher to show that he or she has specialized, but that he or she has also acquired a general competence. For example: "Le traitement des documents authentiques en classe de langue [balayage] : le cas des cours de français langue étrangère au moyen algérien (*The treatment of authentic documents in the language classroom : the case of French as a foreign language courses in Algerian middle school.*)" [centration].

These double titles can be interpreted as a recursion of the methodological perspective (in a movement of "methodological particularization") and the didactic perspective (in a movement of "didactic generalization"): see <https://www.christianpuren.com/2008a/>, slides 6 and 7, p. 5-6.

Research training processes and strategies				
	Panoramic	Transversal	Meta	Personal
metaphor	The markup	The cup	The perspective	The course
objective	To provide an overview of all didactic issues	To give elements or tools of analysis common to many different didactic problems	To give a point of view on a set of issues by providing an external perspective	To allow for a personal journey through the didactic issues
examples	General outlines of the field of EFL -general table of the evolution of the conceptions of cultural teaching/learning	<u>-methods and hard core methodology</u> <u>-didactic integration</u> <u>-fundamental methodological oppositions</u>	<u>Model object perspective and subject perspective methodology/didactics/ didactology model</u>	<u>Optaflex training courses</u>

"Processus et stratégies de formation à la recherche en didactique des langues-cultures », pp. 293-418. Paris : Klincksieck, <https://www.christianpuren.com/mes-travaux/2001a/>.

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In the typology that I personally drew up of "research training strategies" in this 2001 article (see reference on the slide above), I notice afterwards that I have selected those that lead to working "on the surface" (the "panoramic" and "meta" strategies), and that even the one that leads to working in depth does not lock itself into a speciality, but aims precisely at highlighting what is common to several specialities (it is the "transversal" strategy) (1). Just as learning to learn consists in enriching one's learning strategies (cf. the previous slide), so, no doubt, the best "personal path" as a researcher consists in alternating "in-depth" and "surface" research.

The question arises in a particularly decisive way for the young researcher as soon as he has defended his thesis. His first publications, if he is not satisfied with simply cutting up his thesis into different proposals for articles, will they be broadening or deepening his initial research?

(1) For proposals of transversal research made to a group of researchers bringing together literary scholars, linguists and didacticians, one can read the text I wrote for them, entitled "Didactics, cultures/societies and literatures in South America: what transversal problems of research, teaching... and training?", <https://www.christianpuren.com/mes-travaux/2016i/>.

"traditionalist"

[The importance of the past at each moment of the methodological evolution: whether the previous heritage is valued, as in TM, rejected, as in MD, assumed, as in MA, or hidden, as in MAV, it is always present and active, as much among methodologists as among course designers and practitioners. The history of methodologies clearly shows recurrent phenomena of alternation or circularity (level 1/level 2, acceptance/refusal of heritage, priority to the practical objective/priority to the formative and cultural objectives, will to assimilate/willingness to specify in relation to the teaching of other school subjects, taking into account/rejection of teaching-learning situations, reciprocal influences between the teaching of the mother tongue and the teaching of foreign languages... (p. 264)

History of Language Teaching Methodologies, 3rd ed. electr,
Dec. 2012, p. 264, <https://www.christianpuren.com/mes-travaux/1988a/>.

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In the two antagonistic paradigms of the researcher, the dominant requirement to be "at the cutting edge", "innovative" (1) is also opposed to the opposite requirement to be "traditionalist".

The term "traditionalist" is not gratuitously polemical here: it is necessary to question the fact that it is always connoted negatively in pedagogy in general and in DLC, whereas in other fields, such as food or crafts, a recipe, a skill or a product is valued when it is described as "traditional". The need to be a "traditionalist", for a researcher in DLC, means here that he knows that he must place his research in the history of his discipline, and this for several reasons:

- because the mechanisms of evolution of his discipline are always at least partly related to its history: one of the major conclusions I drew from my years of research on the history of methodologies is the "significance of the past" (cf. the quotation in the above slide);
- because its discipline is the product of its history: its three current constitutive perspectives - methodological, didactical and didactological - thus appeared successively between the years 1900 and 1980 (cf. <https://www.christianpuren.com/mes-travaux/1994a/>);
- because the last four great "didactic configurations" (cf. <https://www.christianpuren.com/bibliothèque-de-travail/029/>) which have succeeded one another since the 1900s have kept their relevance, the complex treatment of the diversity of publics, objectives, models and teaching-learning environments

requiring to keep them all available for diverse articulations and combinations; each new methodology has moreover been explicitly constituted in opposition to the previous one (cf. the quotation from the above slide), but has nonetheless recycled "objects" (parts, or pieces) that are relatively autonomous and therefore transferable (cf. <https://www.christianpuren.com/mes-travaux/1992f/>), and has even sometimes more or less consciously ensured continuities (cf. <https://www.christianpuren.com/mes-travaux/2002a/>); in the same vein, all the constituent "bricks" of the methodology can still be used :

all the constituent "bricks" of the different methodologies constituted, the "methods" or minimal units of methodological coherence

(cf. <https://www.christianpuren.com/bibliothèque-de-travail/008/>);

all the cognitive models

(cf. <https://www.christianpuren.com/bibliothèque-de-travail/016/>),

all the models of grammatical description

(cf. <https://www.christianpuren.com/bibliothèque-de-travail/018/>),

all the components of cultural competence

(cf. <https://www.christianpuren.com/bibliothèque-de-travail/020/>),

all the functions of L1 in the L2 classroom

(cf. <https://www.christianpuren.com/bibliothèque-de-travail/033/>),

all the "documentary logics

(cf. <https://www.christianpuren.com/bibliothèque-de-travail/066/>),

all the types of coherence of the didactic units

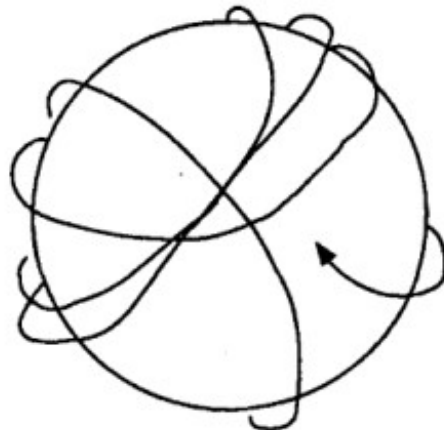
(cf. <https://www.christianpuren.com/bibliothèque-de-travail/040/>),

all the " epistemological types of coherence available in the didactics of foreign languages and cultures ".

(cf. <https://www.christianpuren.com/bibliothèque-de-travail/058/>).

(1) One can notice with amusement, on this subject, the difficulty that the promoters of digital technologies have to abandon the expression of "new technologies", however less and less exact...

The different ways of perceiving the didactic evolution



« Ruptures, continuités et autres modes de perception de l'évolution de la didactique des langues-cultures », <https://www.christianpuren.com/mes-travaux/1990c/>

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In this 1990c article (see slide above), I commented on this diagram as follows:

The sphere represents the limitation, coherence and stability of the didactic problem. The line that moves on its surface, the historical evolutions. One has the impression of rupture if one observes a given position in relation to others which are at the antipodes; of continuity if one takes into account a displacement over a limited distance; of circularity, finally, if one considers the whole of the displacements.(1)

In Histoire des méthodologies (1988, p. 394), I proposed a concrete variant of this schematization, that of the earth and the journeys that can be made there. It helps to illustrate the interest of historical reflection in DFL [didactics of foreign languages]: by dint of moving around on our land, we end up going back to places already explored; and the only way to make this new journey richer than that of our predecessors is to take into account their experience (1990c, p. 71-72).

In my 2013b article-review, I concluded:

The past history and present evolution of DLCis all of these things at once: breaks, continuities, back-and-forths, and circularities. This is the way we must assume it because it is only if we represent it in this complex way, I think, that it can be the most useful for training and self-training in our discipline (p. 6).

I think that it is the same for all the research of a "superficial" researcher, who must

decide each time if he is going to pursue his research in rupture, in continuity, in alternation or in return in relation to his previous research.

(1) Taking up and commenting on this schema in an article published a few years later (<https://www.christianpuren.com/mes-travaux/2013b>), I continued: "To which we would have to add the pendulum effects, which would correspond, here, to going back and forth between two antipodes."

"Subjective"

In the social sciences, the research process aims at elaborating/verifying its conclusions by a thorough work of reproduction of a result in another data set, or by "discussions between colleagues aiming at developing an intersubjective consensus" (p. 37)

In the humanities and social sciences, "there are no accepted canons, decision rules, algorithms, or even heuristics in qualitative research to indicate whether the conclusions are valid and the procedures sound" (p. 374).

HUBERMAN A. Michael, MILES Matthew B. 1991.
Analyse des données qualitatives [Analysis of qualitative data], trans. Brussels,
De Boeck-Wesmael s.a., 480 p.

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In the two antagonistic paradigms of the researcher in DLC, the dominant requirement to be "objective" is also opposed by the need to know that one is always to some extent "subjective". Here is what Huberman and Miles, sociologists whose conception of qualitative analysis seems to me to be particularly adapted to the methodology of research in my discipline (1), write on this subject (see slide above).

Subjectivity is particularly unavoidable in initial research (master's theses, dissertations) in DLC for two main reasons:

- 1) because it is then a question of training in research by research, and that the first stake is thus the work of training that the researcher carries out on himself;
- 2) because the DLC being a discipline of intervention, there are moments, in the research, where the involvement or even the commitment of the researcher can be strong: some theses are called "thesis theses", to mean that the researcher is strongly invested personally according to his convictions and values.

(1) For a presentation of their model, cf. chapter 2.5.2.1 "Le modèle d'analyse qualitative de A.M. HUBERMAN & M.B. MILES" (1991)", <https://www.christianpuren.com/cours-méthodologie-de-la-recherche-en-dlc/chapitre-5-mettre-en-oeuvre-ses-méthodes-de-recherche/>, p. 41. I exploit their model in my articles <https://www.christianpuren.com/mes-travaux/1997b/>, /2013a, /2015a.

The three epistemological paradigms according to Edgar MORIN "

The scientific paradigm	The simplification paradigm	The complexity paradigm
Rationality	Streamlining	Open rationality
-We try to be objective.	-We are convinced that we are objective.	-We know that the subject is always present in the observation of the object, and we look for procedures of objectivation.

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.

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I appeal again to Edgar Morin, in the table above, to present a way of dealing with the subjectivity that is inevitable in research in DLC: it is the confrontation of subjectivities.

I am an unconcealed author. By this I mean that I differ from those who hide behind the apparent objectivity of their ideas, as if the anonymous truth spoke through their pen.

To be an author is to assume one's ideas for better or for worse. I am an author who, moreover, is self-designated. I want to say that this exhibition also involves humility. I give my subjective dimension, I put it on the carpet, giving to the reader the possibility to detect and to control my subjectivity. (p. 153)

MORIN Edgar. 1990. *Introduction à la pensée complexe*,
ESF éditeur, Paris, 160 p.

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Another way of dealing with subjectivity is not to hide it when it is strong, to assume it fully, if only, as Edgar Morin writes in this passage, to give his readers the possibility to detect it, so as to eventually confront it with his own subjectivity... or with what he will consider as objective knowledge.

I don't compare myself to Edgar Morin (!!...), but I recognize myself in what he says here.

2022h-en. "Methods and types of research in didactics of languages and cultures",
<https://www.researchgate.net/publication/365316991>

Chapter 1.1, "Between the object and the subject, the project",
pp. 5-7.

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The ideas I have just presented here concerning subjectivity in research, and in particular the three modes of management, can be found in the pages quoted above as references:

- *The first, the most elementary but the most indispensable, is to be aware as a researcher of one's own subjectivity, and not to conceal it but on the contrary to assume it in one's work while showing that one has been able to identify it, to master its effects as well as possible and to derive the maximum benefit from it in terms of personal training in research*
- *The second is to confront one's own subjectivity with other subjectivities in order to reach as many agreements as possible with other people, and to make disagreements explicit by showing that one has "understood" them (i.e. that one has been able to describe, analyze and interpret them). [...]*
- *The third way of managing subjectivity consists in putting forward the researcher's project, since it is his project that legitimizes his presence and his strategy as a subject in front of his research object. (pp. 5-6)*

A good researcher is also...

opportunist

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It remains for me to develop the two other qualifiers that I attribute to the "good researcher", who must in my eyes be opportunistic and polemical. These two qualifiers are generally, like the previous ones that we have already reviewed, considered as pejorative. One knows, in literature, "the poems of circumstance", ordered by a patron or, precisely, by the "circumstances" of the poet's life: they are classically opposed to the more authentic poems, resulting from his personal inspiration and his own genius.

If I have one piece of advice to give to young researchers, it is to make the most of the "circumstantial" research that they will inevitably have to carry out from time to time in the course of their career, for courses or seminars that they will be responsible for at their university, for workshops or conferences that they will be asked to give at congresses and other colloquia, in the laboratories in which they will be enrolled, and whose lines of research will not always correspond to their primary specialization(s). Personally, even if I sometimes put myself into it reluctantly, I have never regretted it, not only because one is always enriched when one changes themes and perspective, but also because one discovers things that one would never have thought of looking for by oneself.

However, in order not to lose focus, one must already have a good understanding of the globality of one's discipline, in order to be able to link one's research to disciplinary issues that one thought one had already "covered". One should not lock oneself into a specialty and constantly deepen one's knowledge, but regularly "go and see elsewhere". You have certainly noticed that after a trip or a stay abroad, we take a new look at what we thought we knew well at home. We can do this simply,

at home, at our own pace and according to our desires, by reading articles and books from other disciplines, as I have done a lot in philosophy, epistemology of science, sociology, political science, history of ideas, or business management. Many of the good theses that I had the chance to direct were led by students coming from initial training far from the DLC.

I said at the beginning of my lecture that one researches well by putting one's personality into it; one also researches well from one's personal reading and experiences.

Among the many personal examples I could choose to illustrate the interest of opportunism, I chose the following one: (see next slide)

A personal example of opportunism

“Manuels de langue et formation des enseignants»
("Language Textbooks and Teacher Education")
<https://www.christianpuren.com/mes-travaux/2015e/>

1. "Choix et usages des manuels de langue - Matrice de problématisation (T.P.)" ("Choice and uses of language textbooks - Problematization matrix (exercise)").
2. "Référentiel qualité des manuels de FLE et de leurs usages " ("Quality reference framework for FLE textbooks and their uses").
3. "Échelle des niveaux de compétence de l'enseignant dans l'utilisation de son manuel" ("Scale of teacher competence levels in the use of their textbook")?

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These three documents were originally developed for a training seminar that I conducted from July 13 to 16, 2015 at the Alliance Française in Guatemala City, on behalf of IFAC (Institut Français d'Amérique Centrale) and for an audience made up of leaders of Alliances Françaises and FLE programs in public universities in the region.

The title given to me for this seminar was "The place of the method in the construction of courses: the good use of FLE methods. What choices? What recourse?". For several weeks, while I was desperately looking for ideas to fill the 12 hours of training in a way that would be original and interesting for my audience, I felt guilty for having been stupid enough to accept this theme that did not inspire me. And yet, "by looking hard" (as they say!...), I finally ended up with contents that I then put into shape in these three attached documents, which I certainly would not have thought of producing on my own, which are original, which interested my audience, and which are also, I think, interesting for my discipline.

"Controversy"

AMOSSY Ruth, 2014, *Apologie de la polémique* (Apology of the polemic), Paris : PUF, collection « Le questionnement philosophique », 240 p.

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The last qualifier that I attribute to a good researcher, and which is also pejoratively connoted, is to be polemical. Some colleagues say that we should only talk about "controversy", or even "debate", because they continue to attribute a negative connotation to "polemic"... while avoiding any debate at all.

I really liked this book by R. Amossy (see references on the slide above). The author reminds us that controversy is inherent to democratic life. It is just as necessary to scientific life, and it is in the very active scientific fields that media polemics and even sometimes public denunciations of impostures regularly erupt. But, as I wrote in a 2015 article (1), the field of FFL (French for Foreign Language) didactics in France has become "too anemic to carry and carry through public controversies on any issue whatsoever," and it now manages to generate "only latent dissensions or aborted debates" (p. 15).

(1) "Methodological reflection in FFL since the publication of the CEFR, an anemic field in need of healthy polemics", <https://www.christianpuren.com/mes-travaux/2015f/>.

Such deference by many French tutorials to this document, on which for years they have poured out ad nauseam reverent glosses worthy of biblical exegesis, as well as the silence of almost all the others (including the authors of the CFERL), are a cruel revelation and a damning historical testimony to the level of intellectual anaemia to which the didactics of the FFL has fallen in France. (p. 13)

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Here, to give you a concrete example of polemical writing, is the commentary that in my 2015 article (quoted in the footnote of the commentary on the previous slide), I make about the attitude of many French didacticians towards the CEFR in the 2000s. I show in this article, using examples taken from the CEFR, how three joint ideologies block in advance any possibility of real scientific debate: the ideology of consensual communication, the ideology of expertise and the scientific ideology (cf. <https://www.christianpuren.com/mes-travaux/2015f/>).

- "Quelques questions importinentes sur le CECR" ("Some Impertinent Questions about a CEFRL", <https://www.christianpuren.com/mes-travaux/2007b/>).

-MAURER Bruno, PUREN Christian, CECR: par ici la sortie! (CEFR: this way out!, EAC (Éditions des Archives Contemporaines), Contemporary Archives Publishing), <https://www.christianpuren.com/mes-travaux/2019d/>.

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Here are also the references of three other texts - the first two are two published articles, the last one, as we can see, is a collaborative work to be published - where we will find other sometimes very virulent criticisms against the CEFR of 2001 and its "Companion Volume" published in February 2018.

COMMON EUROPEAN FRAMEWORK FOR THE TRAINING FOR TEACHERS OF FOREIGN LANGUAGES AND CULTURES

1. Common reference levels

1.1. Didactic competence

<i>Common European Framework of Reference for Languages</i>	
C2	I can exploit the inadequacies, ambiguities, confusions and inconsistencies of the CEFR in the design of collective didactic research projects.
C1	I can criticize the CEFR in a relevant and convincing way, and use this criticism to advance my personal didactic reflection
B2	I am able to analyze and interpret the CEFR from an internal and external (especially historical) perspective.
B1	I am able to present some aspects of the CEFR in a way that is understandable to a non-specialist.
A2	I have some basic knowledge of the contents of the CEFR.
A1	I know that the CEFR exists and I can say in general terms what it is about.

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I will end with one last example of polemical criticism of the CEFR, this time in a parody mode. I have already used this table of my own invention (see slide above) several times in the last few years in conferences, but I think I had never published it before. Now I have.