

CHAPTER 2

Learning an L2 at School not Primarily to Communicate in L2, but to Better Inform Oneself in L2 and Act in L1 in One's Country.

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INTRODUCTION

The theme of my present chapter is in keeping with the stance of my colleague Ahmet Acar, who, in course of his discussions with other academic colleagues, teachers or students, has sometimes confronted the argument that the social action-oriented approach (henceforth “SAOA”)² would not be relevant for the teaching of English in Turkey, because Turks would not need a foreign language (henceforth “L2”) to act at home in the personal, public and professional domains, nor in the educational domain... except in the English classroom.

This criticism is paradoxical, in that the dominant methodology in the country for decades for the teaching of English in schools has been the communicative approach, whereas the vast majority of Turks do not need this approach anymore, which is mainly aimed at preparing them to manage oral interactions in L2 in the context of more or less occasional encounters with foreigners. J.L.M Trim states in the preface to the first major text of the Language Policy Division of the Council of Europe, *Threshold Level* (COE 1975), a document which, if not launched, at least helped highlight the dissemination of this approach:

“Nevertheless, by far the largest single group of learners, everywhere, consists of people who want to prepare themselves, in a general way, to be able to

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² For a presentation of this SAOA in terms of its progressive development since the publication of the CEFRL, see Puren 2019a.

by the fact that important pedagogical projects carried out in class (over several weeks or months) necessarily lead to the mobilization of all the available methodological matrices (see in this volume my other contribution entitled “Integrative functions of the ‘mini-projects’ for the didactic units of language textbooks in the social action-oriented approach”)

The plurimethodological approach allows a fine adaptation to the different local teachings while exploiting the richness of the historical heritage of the didactics of language-cultures and by releasing the didactic creativity. But to do this, it is necessary to break through the intellectual barrier constituted by the communicative paradigm, which maintains the belief that the teaching of an L2 should necessarily and primarily aim at communicative use.

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