مخبر الخطاب الحجاجي
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- البيان القرآني في منظور بديع الزمان سعيد النُّورسي
- البناء البلاغي في تشكيل الصورة عند ابن المعتز
- آلية الحوار العلمي بين الكاتب والقارئ في كتب النحو التراثية
- بلاغة الصحراء وفاعلية التجسيم الاستعاري

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فصــل الخــطاب

بسم الله الرحمن الرحيم

قواعد النشر بالمجلة

1. تهتم المجلة بنشر كل الأبحاث التي تعالج قضايا في حقل الحجاج والنقد الأدبي والبلاغتين القديمة والجديدة وما يدور في حقل اللغويات وله علاقة بهذه المواضيع . كما يمكن أن تنشر المجلة نقدا متخصصا أو مراجعة أو ترجمة لأحدئ المدونات العلمية الصادرة باللغة العربية أو اللسان الأعجمي.

2. لغة النشر عربية، فرنسية، إنجليزية، علئ أن يصحب البحث بملخصين مجتمعين في صفحة، أحدهما باللغة العربية والآخر إما باللغة الفرنسية أو الإنجليزية.

3. ألا يكون المقال قد سبق نشره أو قدم للنشر في أي إصدار آخر .

4. يقدم المقال المكتوب بالعربية بخط (Traditional Arabic) قياس 14 في المتن و11 في الهامش، أما المكتوب بالأجنبية بخط Times New Roman قياس 12 في المتن و10 في الهامش وكلاهما بمسافة 1 سم بين الأسطر وهوامش 4 سم (من الجهات أربع)، وألا يتجاوز البحث عشرين (20) صفحة بما في ذلك الإحالات، التي يشترط أن تكون إلكترونية، أما الجداول والترسيمات والأشكال فتكون صورا IMAGE .

5. بعد موافقة اللجنة الاستشارية المؤهلة للخبرة العلمية علئ الأعمال والبحوث، تعرض علئ محكمين اثنين من ذوي الاختصاص يتم اختيارهما بسرية مطلقة. وتحتفظ المجلة بحقها في أن تطلب من صاحب المقال التعديل بما يتناسب ووجهة نظرها في النشر .

6. لا تعبر البحوث المنشورة بالضرورة عن رأي المخبر، والمجلة غير مسؤولة عما ينتج عن أي بحث، والدراسات والبحوث التي ترِد المجلة لا تُردّ إلئ لأصحابها سواء نشرت أم لم تنشر .

7. ترتيب المقالات في المجلة يخضع للتصنيف الفني وليس لاعتبارات أخرئ كمكانة الكاتب أو شهرته أو غير ذلك.

الفهـــــرس

كلمة رئيس التحرير
بسم الله الرحمن الرحيم

أمّا قبل:...

في عددها الحادي عشر تصدر مجلة فصل الخطاب وهي تصارع حزما من المعوقات، ما إن تتخطى واحدة حتى تتبدى أخرُ متوالدة، متناسلة ومتكاثرة، وكأنها لا تريد أن تنتهي. ولكن بفضل عزيمة طاقمها الخفي، وجهود رجالها الذين يأبون إلّا أن يتواروا في الظل، لأنهم يفضلون الخفاء على الجلاء، والضمور على الظهور، فبفضل هؤلاء ها هي أعداد مجلة فصل الخطاب تتوالى في حلة قشيبة نتمنى- مخلصين - أن تظهر بأكثر مما هي عليه الآن، ولكن كما قيل ما لا يدرك كله لا يترك جزؤه.

حاولنا أن نصفف مقالات هذا العدد – على كثرة ما يصلنا منها بعد القراءة والتحكيم السري - وفق منظور ما هو متداول، من الأعراف الأكاديمية . ثمة مقاربات تحاول رصد الاطار المعرفي في أصوله وجذوره الإبستيمية ،حيث كشفت هذه المقاربة الإبستيمية كيف تشكلت هذه المفاهيم في حراكها وتحولها، الأمر الذي أدى إلى تنوعها، وكانت الثورة المعرفية بظهور اللسانيات وما تلا ذلك من تطورات منهجية ونقدية، امتدت لتشمل حقولا أخرى تبدو بعيدة عن حقول اللغة في المفهوم التقليدي لعلوم اللسانيات، وبذلك جعلت من تحليل الخطاب عمدة أساسية لفهم وتحليل ومناقشة النصوص والقضايا والأفكار المطروحة، وفق ما تمليه حدود ميكانيزمات التلقي والتأويل، والتفكيك والتركيب، ضمن آفاق الحوار والتواصل.

وقد تطور اهتمام النقد المعرفي بموضوع التواصل عموماً، واللغة الإنسانية تحديداً. والحجاج تخصيصا. وتأتي اللسانيات هذا العلم المستجد، في طليعة العلوم التي نزعت إلى تحديد معاصر وعلمي لمفهوم اللغة من خلال دراستها "في ذاتها ولذاتها" وبغضّ النظر عن أية علوم أخرى؛ وسعت لاستجلاء مختلف وظائفها في تشجيع الفهم المتبادل، ونقل التجارب الإنسانية والتعبير عن الفكر، أيّا ما كان هذا الفكر.

لذلك تسعى مجلة فصل الخطاب جاهدة – من خلال مقالات السادة الباحثين - هذا الاضطراب المفهومي في الفكر العربي المعاصر. كما تسعى إلى الوعي بهذا الإشكال هو بالأساس عملية فكرية أكثر ممّا هي مسألة تتعلق بمعرفة حدود المفهوم نفسه. بمعنى آخر يرجع هذا الاضطراب إلى أنه مسألة (أكاديمية) بحتة تتعلق بمعرفة بيانات المفهوم ومحدّداته بقدر ما يرتّد إلى عمليةٍ فكريةٍ معقّدةٍ، ومشروطة بالضرورة تاريخياً ومعرفياً. أي بما تنتجه هذه المعرفة التي تأطرت في غياب وعينا ذاته، ثم بطبيعة المفهوم نفسه، وكما يحدده محمد مفتاح في كتابه: تحليل الخطاب الشعري، في أبعاد العملية التواصلية في شقيها التواصلي ثم التفاعلي :أما التواصلي فيهدف إلى توصيل معلومات ومعارف ونقل تجاربه إلى المتلقي، وأما التفاعلي فيدعم مقولة إن

الوظيفة التواصلية في اللغة ليست هي كل شيء، فهناك وظائف أخرى للخطاب اللغوي، أهمها الوظيفة التفاعلية التي تقيم علاقات اجتماعية بين أفراد المجتمع وتحافظ عليه.

تسمح مقاربة الفكر العربي المعاصر لهذه الإشكالية بالتمييز بين جانبين أساسيين في عملية المثاقفة في استقبال الآخر، وعملية استيعابه، لتستحيل المقاربة إمّا إلى التوفيق أو التلفيق. فالتوفيق مذهب يقوم على المفاعلة والتفاعل، لا يجمع من الأفكار والآراء والمفاهيم إلا ما كانت وحدته مبنيةً على أساسٍ معقولٍ، أي حضور الذات في الموضوع، في حين يقوم مفهوم التلفيق على جمع ما لا يجتمع، بنوع من القسر ما بين معانٍ وآراء مختلفة في مذهب يبدو ظاهريا كأنه واحد، في حين تظهر لمتلقيها متفقة، بسبب عدم الكشف عن التناقض المندس في بنيتها، لذلك شتان بين التوفيق والتلفيق.

وها هي مجلة فصل الخطاب لسان حال مخبر الخطاب الحجاجي تستقطب الكتابات ذات القيمة المعرفية سواء داخل الوطن أو خارجه ،إيمانا منا ووفاءً لخطها المرسوم، لأنها تؤمن بأنه ليس ثمة حدود للمعرفة، وبأن الهمّ واحد وإن تعددت أقطارنا، مع الوفاء بأن نهج المجلة لا يتزاح عن تصور الحجاج في أبعاده المعرفية والتداولية والإجرائية، على أنه ليس ثمة فصل في المعرفة فهي بنى متداخلة، يلزمنا أحيانا فقط الإجراء المنهجي قسرا إلى الفصل بين تخوم المعرفة التي غدت الحدود بينها رجراجة.

وهو ما سيلاحظه قارئ هذا العدد أو غيره من الأعداد السالفة من حضور للخطاب القرآني وكيف صار هذا الخطاب مستوعبا للدراسات في ضوء اللسانيات الحديثة، أو في ضوء الدراسات الحجاجية، أو حتى عند المفسرين والموازنة بين مختلف الرؤى والتصورات، كما هو عند النورسي أو عند الشنقيطي صاحب أضواء البيان، أو عند المفسرين عموما أو إعادة قراءة الموروث النقدي والبلاغي العربيين في ضوء المناهج الحداثية، كما هو الحال في خطاب الغزل، أو دراسة قضية نقدية بعينها كالغموض والصورة الأدبية وكيف تعامل معها النقد العربي القديم، أو إشكالية التأويل عند الأصوليين وغيرها من المقالات الجادة التي تنم عن حصاد قراءات منتجة.

وقد خصصت المجلة في عددها هذا حيزا للترجمة وهو جهد نسعى إليه ونثمنه، ونشجع المشتغلين عليه، مثلما هو مدون في متن العدد من جهد الأستاذ (محمد بسناسي) في مقاله الموسوم بـ "قواميس قديمة، قواميس حديثة تمثيل اللغة والخطاب" مما يجعلنا نتفاعل مع الآخر من خلال ثنائية الاستيعاب والتواصل، دون أن ننغلق على أنفسنا ونزعم أننا تحصنا وهو زعم واه. نأمل أن تصلنا جهود أخرى لترجمات أخرى إثراء لحياتنا المعرفية. ونحن هنا ندعو المشتغلين بالترجمة إلى أن مجلة فصل الخطاب ستكون فضاء مفتوحا لهم حيثما كانوا ودونما إقصاء. والله نسأل أن نكون مثلما يريدنا أن نكون، **والله من وراء القصد.**

الأستاذ الدكتور: أحمد بوزيان

الدراسات باللغة الأجنبية

Faslo el-khitab

Sommaire

Problem-solving and Reflective Practices:
What Peculiarities for the Foreign Languages?

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Abstract: The teaching and learning of a language known as foreign in institutional milieu, and therefore in situation outside immersion, the problems to be solved, both for the learner and for the teacher are numerous and of varied nature. To overcome certain obstacles to learning, the notion of "reflective practice" has been advanced in the institutional framework; it is sometimes implemented in the course of the FL. To explain the key foundations, in connection with the epistemology of the field of the language didactics and in a comparative approach, I propose to put into perspective with problem-solving situations, to which resort other disciplinary fields. This is particularly to determine how links can be established with scientific disciplines, where the problem-solving approach appears to play a key role. The review thus relates to what founds a similar approach in reflective practice on the FL and, conversely, which relates more specifically to FL. For this purpose, will be raised questions concerning the shaping of data entered in the language and, hence the work of didactisation [1] whose objective is to give an active role to the learner-discovery process is supposed to facilitate learning.

Key Words: reflective practice, problem-solving situations, didactisation, FL

الملخص: تعليم وتعلم لغة أجنبية في الوسط الرسمي، وبالتالي في الوضع خارج الغمر، والمشاكل التي يتعين حلها، سواء بالنسبة للمتعلم والمعلم هي عديدة ومتنوعة الطبيعة. لتخطي العقبات ذات صلة بالتعلم، مفهوم "الممارسة التأملية" قد طرحت في إطار الرسمي. ويتم تنفيذ ذلك في بعض الأحيان في سياق اللغة الأجنبية. لشرح الأسس الرئيسية، ذات صلة بنظرية المعرفة في مجال تعليمية اللغة وفي المنهج المقارني اقترح وضعها في منظور حل المشكلات، التي تلجأ إليها المجالات تأديبية أخرى. هذا هو على وجه الخصوص لتحديد كيف يمكن إقامة صلات مع التخصصات العلمية، حيث يظهر أن نهج حل المشكلات يلعب دورا رئيسيا. ويتصل استعراض هذا ما يؤسس لنهج مماثل في الممارسة

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[1] The didactisation is the work done ahead of the session according to the targeted learning and all the parameters of the situation. Didactisation is ascribable to teaching strategies.

التأملية في اللغة الأجنبية. وعلى العكس، والتي تتعلق بشكل أكثر تحديدا باللغة الأجنبية. لهذا الغرض، وسيتم طرح أسئلة تتعلق تنسيق البيانات المدخلة في اللغة و، ومن ثم فإنّ هدف التعليمية هو إعطاء المتعلم دورا فاعلا في عملية اكتشاف يفترض لتسهيل التعلم.

الكلمات المفتاحية: الممارسة التأملية، وضعيات حل الإشكاليات ، اللغة الأجنبية، التعليمية

Introduction

Foreign language learning and teaching (FLLT) in an institutional setting is a daunting task for both the teacher (knowledge provider) for the efforts he should supply to didactise the contents to be taught, and the learner (knowledge recipient) for the obstacles of all types he should overcome to assimilate the contents to be learned. Different from other subjects, the shift from one linguistic system (L1) to another quite different one (L2) is not ambiguity free for the language transfers which accompany this conscious process. In fact, this process is affected by multifarious factors: age, learning strategies and affective. Yet, in order to surmount these hindrances, the reflective practice and problem-solving situations, two processes which are commonly implemented in sciences, are proposed in FL learning. Then, didactisation of the knows to be taught proves to be an overriding importance for the materialisation of the intended outcomes.

I.   Issues at the Heart of the Discipline
1. A very Specific "Subject"

Among the fundamental characteristics of the FL subject, we note first of all that this matter is subject to systematic comparisons and judgments. Thus, when we talk about a 'captive' or institutional learning of a FL, we oppose this learning in school context (*in vitro*) to learning via immersion in 'natural' environment (*in vivo*). Such a distinction hardly proves to be transposable to other school subjects. Thus, can we imagine the learning of Mathematics, Biology, History, etc. in 'natural' milieu? We also observe that the confrontation of institutional learning with a natural learning is the source of often very harsh judgments for the FL subject. This trend seems to be reinforced by the fact that the performance assessment of the learners trained by the school can be done in comparison to the native speakers. This is a specific feature of the FL subject: we cannot compare the learners' performance to those of a mathematician, biologist, scientist, historian, etc.

Another feature seems to be noteworthy, regarding the constitutive ambivalence of the FL subject which is an object capable of two different focuses as explained by Dabène (1995): an external focus, on the one hand, in which the language is used as a tool in the interaction or in the transmission of content and an internal focus, on itself, it is the meta-linguistic perspective that focuses on the description of the system. In the first case, we speak *in* the language and in the second, we speak *of* the language. The second focusing seems particularly important to overcome the purely instrumental aspect that prevails in the so-called "communication" approaches. There are indeed subjects involved in the learning of the L2 and these topics have something to say about L2, in comparison with what they know and what they have experienced in the L1. Refusing this meta-linguistic dimension is also denying that these subjects are engaged in their own learning.

It leads us to an intrinsic specificity of our field: in L2 learning, the subject is not a mere cognitive subject, it is a speaking-subject who commits himself at both corporal and intellectual or affective levels. Bailly thereby describes this phenomenon:

> *"Language, semiotic extension of the subject, exposes the latter and engages his own personality as his relationships with others; as many foreseeable difficulties for the pedagogical treatment of this vulnerable and unstable teaching object." (1999: 8).*

We therefore don't shift easily from L1 to L2. Borders of all kinds are to be crossed to play the game in the L2 (*cf.* for instance to Asdih & Deyrich, 2008) and, hence, to adopt another system of representation and identification.

2. Designs and Representations in Learning

The work conducted in the scientific disciplines have explored the learners' conceptions and taking them into account in the knows construction. Thus, to acquire knowledge, the learner would move from a preliminary design to another more relevant to the situation (Giordan & de Vecchi, 1987). In this spirit, the design that is the problem cannot be considered as a 'barrier to learning' to be fought but as a cognitive system that would be transformed or, more accurately, the learner must himself transform thanks to the teacher's mediation.

The notion of conception is similar to that of representation in the teaching / learning of FL. Indeed, in institutional context, the language

cannot be conceived as an instrument of communication only: it is a representation system among others, a coherent system of mechanisms that are hinged together. In the field of the didactics of the FL, the issue of representations takes a special round, especially because languages challenge us on the manner in which the subjects represent the outside world (*cf.* Deyrich 2007). In the work of didactisation, it is then a matter to foster the development of the perspective of the MT and the FL representations. For the teacher, the question thus concerns, on the one hand, the way to bring out the learners' representations and, on the other one, to make them evolve and thus promote the transition from a system of representations to another. The reflection then covers the didactisation and the pedagogical methods of intervention in the implementation.

II.   The Teaching Strategies and Intervention Methods

1.   The Introduced Data at their Shaping

The competence construction intervenes from data (language and information) which are introduced in the FL course. Generally referred to as 'input' in language teaching (*cf.* M. F. Narcy-Combes 2005), these data should be made accessible so that they have the opportunities to integrate the learner's system. We also know that it is not sufficient to have an input so that the intake or appropriation systematically occurs. The fact remains that in teaching/learning situations the question of the introduced data and the related devices remain essential, unlike a so-called natural FL communication in the language class which is supposed to exclude any grammatical teaching (Bourke 2008). Moreover, considering the difficulty of moving from a system of representations to another, the teaching strategies should facilitate the reflexive detour and more precisely the meta-linguistic reflection so that the learner sets back and puts in perspective the MT and FL systems. The didactic strategies that interest us here relate to the 'internal focalisation' and seek learners' guidance in the construction of meaning. It is appropriate at present to consider how the teaching mediation can concur in it. In fact, literature offers a certain number of tracks.

1.1. Devices to attract the learners' attention

The first assumption series is organized around the idea that we should draw the learners' attention on the form of messages by optimising the input, since the learner cannot focus alone on the key elements for his own learning (Sharwood Smith 1993). For VanPatten (1996), to attract attention to precise and targeted data offers the advantage to counter the tendency, supposed to be natural to learners, to privilege the meaning for the benefit of the form. The output of this didactisation approach (input

enhancement) is not systematically guaranteed (Sharwood, Op. Cit.) but it seems that this attention devoted to the input has, in general, a favourable influence on the cognitive treatment of these data (Gass 1997, Long 2007). Divers methods have thus been explored to attract the learner's attention to oral interaction, by a teaching reformulation which reframes using the target structure (Long Op. Cit.), in writing, in most cases, by adding visual effects (highlighting, bold types, etc.) to attract attention to the structures and lexical items which are regarded as learning targets.

The pedagogical intervention aiming to highlight and channel and the learner's attention on a selection of specific elements of L2 is based on the assumption of the well-founded of the active attention and therefore spotting (noticing hypothesis) for the development of the inter-language (Schmidt 1990). From this point of view, there would be a causal link between what is highlighted in the input and the result in the intake (which is acquired). In the extension of this hypothesis, Long (Op. Cit.) emphasizes the need for selective attention for there to be negotiation of meaning, especially in the context of linguistic interactions. The interest of the hypothesis of Schmidt also lies in the developments made by the research that has taken the notion of input enhancement as a starting point to be interested to various types of highlighting.

1.2. Devices to Involve Learners

Despite the interest of the aforementioned researches, one may wonder to what extent the approach that bases this active and/or selective attention about the data shaping does not grant a too passive role to the learner. In summary, do these contours to capture the learner's attention suffice?

The question was raised by Peart (Op. Cit.) who considers this type of noticing may be unconscious through guidance of the input enhancement, but this could involve conscientisation phenomena. Therefore, it is pertinent to question the literature, as it was done by Doughty (2008), on the potential impact that explicit knows on the FL could have. The researches, she explored, indicate especially that the attention paid would thus enable the learner to identify specific features of the FL, in particular by putting into perspective with what he already knows of the MT. For instance Thornbury (2001) advances two conditions so that there is a positive impact on learning: first, learners need to be attentive to linguistic features of the input to which they are subjected, and secondly, they must make comparisons and therefore realize that there is a gap between the state of knowledge as it appears in their productions and the Target Language system. Finally, some

studies indicate that this attention assigned to the FL would contribute to a gradual proceduralisation.

From the viewpoint of the didactics of the languages, the question of attention and procedures related to didactisation through data reshaping, solves only part of the problem. This is certainly the first step in the consideration of the learner and the role that he can himself play in his own learning. However, his involvement as an active learner had to travel an additional step, so that he is conducted to ask questions, put in perspective the systems of the L1 and FL, differently couched, to shift from a representation system to another. This is a difficult process to implement and, consequently, a didactisation of the type input enhancement cannot suffice. Another approach is to be explored.

How to interpellate this learner and arouse not only his attention but also his interest? How to encourage a decentration, and step back from? The concept of problem-solving situations can help us decide.

2. Problem-solving Situations and Didactisation

Being given that a better understanding of the language functioning should foster the acquisition of the FL, the learner should be provided with the opportunity and the means of raising awareness and reflection. In didactisation, then it should foster the phenomenon of decentering, such a way that, for the learner, it is opportune and necessary to focus on other systems of representations, both linguistic and cultural, and thus be led to relativize his own system and to put it in perspective with other people. From our point of view, the approach to consider is close, in some respects, to problem situations of other disciplinary fields (including sciences *cf. infra*), about which we consider here two organizing principles:

2.1. Devices to arouse the curiosity

It is important, first of all, to make the learner want to be interested in language phenomena, to stir up his curiosity, in such a way that the learner will not be satisfied/ content with easy solutions. To encourage this active questioning about the language, which is sometimes called awareness of language following the works of Hawkins (1981: 4), the didactisation has an important role to play. According to this author, each new element introduced should be challenging to the learners, leading them to ask questions about the language: questions which deserve to be asked, because the language is not straightforward, as one might wrongly imagine. It is therefore necessary to develop conditions that favour the emergence of issues.

2.2. A Challenge to Address

Links can be established with the problem solving-situations as they are defined in the field of sciences, in terms of didactic devices implemented to challenge the learner, the stated objective being to teach otherwise. The explanations provided on the physical sciences site, Edunet seem to go in the sense of correlation between problem-solving situations and reflective practice on the language. We retain particularly two points among les characteristics of a problem-solving situation that this site sets from the collaborative work of Astolfi & al. (1997).

> *"The learners perceive the situation which is proposed as a true enigma to solve, in which they are able to invest. This is the condition for the devolution to function: the problem, though initially proposed by the teacher becomes then "their concern".*

> *"The solution should be perceived as out of reach for the learners. The proposed activity should be ranked in the learners' proximal zone, propitious to the intellectual challenge to address." (1997).*

The limits on the comparison, however, must be fixed in order to take account of the specificities of the FL subject and for which the guiding will play a more decisive role, whether it concerns the device or the teacher's mediation.

III. Integrated Reflective Practices

The learning conception cannot exist independently of a conception of the role of mediation and the one we want the learner to play too. In the cognitive and constructivist perspective, the latter is first "subject-actor" involved in language activity to have control over what he studies. He is also "learner", "subject-cognitive" and mediation can help him in the establishment of representations and appropriate schemes. Finally, it is desirable that he can be "subject-enunciator" and to do that, he must be helped to structure knowledge from inside. Indeed, unlike the audio visual structural-global methodology which presupposed that 'structuring one's language' was equivalent "to learn structures" in the conceptualization on the L2, the learner is led to get involved intellectually: he builds his knowledge of the language. The learner's reflexive activity is conscious, voluntary and guided by the teacher.

On the side of the teaching strategies, it is to set up a device aiming to help the learner to reflect on the internal logic of the organization of the linguistic and cultural system of L2.

- Language activities are first of all carried out in L2 in a learning context that is likely to challenge the learner.

- From this work in the language, we focus on problems posed and the representations they have of the language and culture.

- The next step is the linking of their representations in L1 and L2. They are led to develop hypotheses on the functioning of the language, such as they observe it. The teacher is based on these internal phenomena to provoke verbalization on what they have noticed.

In summary, the learner is thus in direct contact with the object-language, in an activity that incites him to take a reflexive recoil and helps him discover and experience the L2 system as coherent and logical.

3. Put to test in the field

In the secondary education, the reflective practices on the FL sometimes approximate the conceptualising approach; to refer to it, we also use the expression "the rational practice of the language" and "reasoning on the language". It would be, in my point of view, a pity not to extend this practice to the teaching of L2 in the primary cycle, where the reflection on the articulation between L1 and L2 can build on the versatility of teachers and children's curiosity towards language phenomena. To illustrate this, here is the account of a French trainee teacher about what happened after reading an album in English the discussion on what the caterpillar of the album had eaten.

> *Children work on the statement "He Was still very hungry." Suddenly, one student exclaimed: "But the caterpillar is 'Une chenille" but here we use "HE!". In a previous lesson we worked on the distinction between "he" for a boy and "she" for a girl.*

> *The discussion of genres, their representations based on a dichotomy of categorization in French has fueled the thinking and the children took a step back on the relativity of worldviews. Thus, the child who learns English will be able to finger touch a new form of representation*

of the world. (Munoz, G. 2003, qted by Deyrich, 2007: 146-147).

The teacher should be able to play a key role in this linguistic development. Indeed, soliciting a meta-linguistic reflection among the learners returns, somehow, to link activities on language and the cognitive activity. In this sense, reflection on the language is possible with the children provided that a climate of trust is established and their neuropsychological maturation is taken into account. (Deyrich 2007: 143-144). The solicitation of higher mental functions (Vygotsky, 1985) consists of two complementary components, in terms of voluntary attention (noticing) and the ability to solve problems. Thereby, for the implementation of reflective practices can contribute to the development of meta-linguistic ability, it is vital to provide a framework in which reflection can develop, because the child feels confident to build on the linguistic capital which he already disposed in the L1.

The development of reflective practice and requires a real "scaffolding" (Bruner 1998), prepared beforehand for didactisation is then managed by the teacher in the situation where the interaction L1-L2 is problematised in a conceptualising approach. Yet, it is precisely in this management step by step of the advances in meta-linguistic reflection that resides the major difficulty: solid competences, both disciplinary and professional are essential to carry out such a type of scaffolding. Thus, Dahm (2009: 75) who has studied reflexive practices in L1-L2 situation notes that this approach can only be successful if the teacher possesses established linguistic skills and a step back on his practice to be able to guide learners. Here are her conclusions about the teachers she observed in classroom:

> *But the lack of real linguistic knowledge of the English language does not allow him to use this meta-language, because they do not know how to link the two linguistic systems. Therefore it is difficult for him to support students in a problem-solving approach by providing adequate scaffolding. Teacher 2 also clearly expressed his need for training in this sense*

Professional training is indeed essential for teachers to be able to adopt a conceptualising approach. The questions concern not only the preparation of devices that challenge the learner and make him want to engage in reflexive practices, but also the guidance in a reflective practice.

Now, on this last point, for lack of a solid preparation, the teacher cannot transpose meta-linguistic knowledge acquired in his university education in a meta-language adapted to the audience and different situations.

Conclusion

Addressing the specificities of the L2 "subject" from a comparative angle allowed us to determine what is specific to the field of the didactics of language: the identified traits are closely related to the concept "subject-learner-utterer" and, in this sense, cannot be envisaged in other disciplines. In fact, the language of mathematics, sciences, history, etc, just as the language of flowers, is not subjectively rooted in the depths of the learner: those languages fall within the speech while the linguistic work in FL solicits the learner's ego to the language (Deyrich 2007). Above and beyond this fundamental difference, either in FL or in scientific disciplines, approaches implemented for effective involvement of the learner have in common the need for recourse to "conscientisation" (cf. Chini & Goutéroux 2008), and a need for strategic shaping of the data. On this last point, the focus here is on an exploitation of "problem situation" type, which in the field of language didactics displays a reflexive and conceptualising dimension. This perspective leads to questions about the appropriateness of the modalities of an explicit learning, on the guidance methodology not only in a reflective process but also "conceptualising", on the lag between advanced research and institutional expectations, without forgetting the vital issues that are related to initial and in-service teacher training- training that is supposed to lead/conduct them to implement such approaches because they are beneficial for learners, therefore a necessary training for which it is hoped that the disciplinary aspects in the L2 and professional aspects will not be obscured over the ongoing and future reforms.

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