

University of Pedagogical Sciences: "Félix Varela y Morales"

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Major Paper

Title: Proposal of a system of lessons to teach
French language to secondary school students

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Resumen

En los momentos actuales, la sociedad a nivel mundial ha sido afectada por los procesos de globalización y neoliberalismo. Los cuales han conllevado a una crisis económica global que ha influido en el desarrollo integral de los países. Cuba como parte de ese mundo no ha estado exenta de la lucha por el mejoramiento social, político y cultural de sus ciudadanos. Uno de los principales objetivos tomados en cuenta para elevar el nivel cultural de los cubanos es la enseñanza de idiomas extranjeros, tales como italiano, inglés y francés.

El presente trabajo de investigación tiene como objetivo: familiarizar a los estudiantes del 7mo grado de la Secundaria Básica: "Ricardo Zenón", con la lengua francesa, así como elevar el nivel cultural de los estudiantes en respuesta a una de las necesidades sociales de nuestra revolución. Métodos tanto del nivel empírico como del teórico fueron empleados para llevar a cabo la correcta realización del mismo.

La propuesta consiste en un sistema de clases para enseñar francés a los estudiantes a través de un círculo de interés. La misma permitió desarrollar tareas con los estudiantes que le permitieron a la autora llevar a cabo un proceso de reflexiones profundas. Dichas reflexiones arrojaron la necesidad de modificar cuando fue necesario el contenido del sistema de clases y así lograr de manera cualitativa la transformación del mismo hacia un sistema de clases para enseñar francés a los estudiantes del 7mo grado de la secundaria básica "Ricardo Zenón".

Abstract

Nowadays, the whole society worldwide has been affected by the globalization and neoliberalism. They have led the world to a global economic crisis. It has had a direct influence upon the growth of all the countries, Cuba as a part of this world has not been out of this fight for the social, political and cultural development of its citizens.

One of the main goals taken into account to increase the Cuban Cultural level, is, the teaching of foreign languages such as Italian, English and French among others. The present research has as objective to get the 7th grade students from “Ricardo Zenón” Secondary School familiar with the French language, as well as to increase their cultural level in response to a social need of Cuban Revolution. Several methods from the empirical and theoretical level were applied to carry out the realization of the research.

The proposal of a system of lessons to teach French to the 7th grade students from “Ricardo Zenón” Secondary School by means of a French Club permitted the authoress to develop different activities with the students. This gave the researcher the chance to do depend reflections to modify those activities according to the students’ performance and in this way to achieve the qualified transformation of the designed activities that build up the system of lessons to teach French to the students.

Résumée

Au présent, toute la société mondiale a été affectée pour la globalisation et le néolibéralisme. Ils ont conduit le monde à une crise économique mondiale.

Cette crise a eu un impact direct sur le développement de tous les pays. Cuba comme partie de ce monde, n'est pas été en dehors de la lutte pour l'amélioration politique, économique et culturelle des citoyens. L'enseignement des langues français, anglais et italienne est l'un des objectifs principaux pour augmenter le niveau culturel des cubains.

Cette recherche a le but de familiariser les apprenants de l'école secondaire Ricardo Zenón avec la langue française. Plusieurs méthodes des niveaux empirique et théorique ont été utilisées pour accomplir la tâche de l'investigation.

Cette proposition d'un système des leçons pour enseigner le français aux apprenants du 7^{me} année de l'école Ricardo Zenón à travers le club de français ; a permis à l'auteure de développer activités différents avec les apprenants. Elle lui a donné l'opportunité de réaliser des réflexions pour modifier ces activités selon la performance des apprenants et de cette façon obtenir les transformations qualifiées des activités désignées qui ont construit le système de leçons pour enseigner le français aux apprenants.

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INTRODUCTION

The development and the exchange among people from different countries have brought about great advances in the economic, social, political and scientific area at present. New technologies and inventions are created every minute all over the world, for that reason the government pays a special attention to the education of the whole population.

The Cuban National System of Education has gone through different stages since the very beginning of the Revolution and it has made a lot of changes to increase Cubans' cultural level. To attain this goal Cuba has been involved in a great educational Revolution which has transformed the teaching learning process all over the country and the life of every citizen.

To support what the authoress has previously said a great variety of television programs have been conceived to increase the people knowledge. The ones devoted to teach languages can show how important is to master not only a language but several ones. Fidel Castro has made a great emphasis about it. He has stated in several occasions that Cuba has the necessary conditions to carry out this task. He has remarked that the need to learn languages is more and more relevant each day. All his comments can be proved when he expressed on September 28th, 2003, "hoy me he atrevido a afirmar que alguien que tenga buenos conocimientos acerca de matemáticas y del lenguaje podría ingresar en una universidad; no es que no valga lo otro, sino que el dominio adecuado de esas dos materias abre el camino de cualquier estudio." (Castro Rúz 2003:6)

So as to get the supreme goal of becoming "the best-educated people in the world", learning languages has motivated many Cuban students and people in general to study English and other languages.

Through the pass of the years English has reached a greater importance since most of the people around the world speak English as a first or a second language. Most of the bibliographic materials are written in English, and then it becomes a

need to learn this language so as to improve the exceptional conditions of the social, political and economic relationships, as well as, Cuban people's culture.

The English language has reached the first place in the rank of the most speaking languages, but there is another which has an important place too, it is the case of French language. Though, French is not taught in schools, there is a huge representation of francophone community in Cuba, thanks to a France-Cuba Alliance. Lots of activities have been carried out in our country under the guidance and support of the representation of this Alliance in Santiago de Cuba and Havana. The French teachers' movement has increased in the past years, proving that the francophone community in Cuba bets for learning the language, improving pedagogical styles for the teaching of French and the implementation of activities to increase the motivation of the students towards the French learning. Today the teaching of French is a real need at school; due to the great importance and relevance that it has acquired all over the country. It is a need that French be taught in schools. Although it is not in the educational program, it can be placed inside the investigational goal from different levels of education.

In order to search for a strategy to improve the teaching of a foreign language to secondary school students, as an extracurricular activity, a research was done to get to know student's interest towards learning another foreign language.

Through different exchanges with the 7th grade students at Ricardo Zenón, Secondary School; the authoress of the research realized, that the interest towards the learning of another foreign language was present in the students. The analysis of the 7th grade syllabus aroused that English language was one of the subjects that should be delivered in the curriculum of the grade. However, there were not methodological suggestions about the teaching of another foreign language, even as an extracurricular activity, in this case French language.

Looking for answers and alternatives to achieve the goal of teaching another foreign language to secondary school students, the following scientific problem is stated:

Scientific Problem: How can teachers contribute to the teaching of French language in 7th grade students, at "Ricardo Zenón" Secondary School?

Object of research: The teaching of foreign language in 7th grade students at "Ricardo Zenón" Secondary School.

Field of research: The Teaching French language in 7th grade students at "Ricardo Zenón" Secondary School.

Objective: To build up a system of lessons for the teaching of French language in 7th grade students at "Ricardo Zenón" Secondary School, so as to get students familiar with French culture and language, as well as to increase their cultural level.

In order to carry out this research the following **Scientific Questions** are enunciated

1. What are the theoretical-methodological foundations that back up the teaching of French Language?
2. What are the needs assessments of the subjects of research in relation to the teaching of French language?
3. What preliminary system of lessons should be implemented for the teaching of French language?
4. What are the transformations that took place throughout the implementation of the preliminary system of lessons?
5. What is the system of lessons built up as a consequence of the transformations during the process?

The answers to those questions are covered throughout the following **Scientific Tasks**:

1. Determination of the theoretical-methodological foundations that support the teaching of French Language in 7th grade students at Ricardo Zenón Secondary School.
2. Needs assessments of the subjects of research in relation to the teaching of French language
3. Implementation of the preliminary system of lesson for the teaching of French language.
4. Evaluation of the results that took place throughout the implementation of the preliminary proposal.
5. Description of the system of lessons for the teaching of French language.

The **subjects of this research** are composed of 18 7th grade students. They were selected on purpose due to their interests towards learning French Language.

Dependent variable: The teaching of French Language in 7th grade students at "Ricardo Zenón" Secondary School.

Independent variable: A system of lessons.

The following research methods have been used in this paper:

From the theoretical level:

Logical-historical: It permitted to understand the evolution and development of the phenomenon object of research, to reveal its history, the main stages of its development, and its major historical connections.

Analytic-Synthetic: It was used in the processing of the methodological theoretical information obtained from the different consulted sources as well as the resulting data from the application of the different instruments.

Inductive-Deductive: It was used in the establishment of general and particular theoretical considerations expressed by different specialists on the topic object of research and in the analysis and interpretation of the data obtained through the different instruments applied.

Systemic approach: to explain the integral structure of the elements of the system of lessons designed.

From the empirical level:

Group interview

Document analysis

Teacher's Journals

Teacher's interview

Practical contribution and scientific novelty

The importance of the current investigation lies on the fact that it is the first time such a research has been carried out in the Secondary School "Ricardo Zenón", as well as in our province. The proposal of a French Club is a new material to work with since it does not exist any records of previous researches in this field.

That is why these activities can be enlarged and enriched with other reflections and experiences due to the fact that, they are only the product of the own experiences of the authoress who has carried out this research.

The research is structured in 3 main parts: introduction, development and conclusion. Moreover it counts with some annexes and suggestions.

1. Theoretical and methodological foundations that back up the teaching of French Language in Secondary School students.

1.1 Historical antecedents of the teaching of Foreign Language

Although the need to learn foreign languages is almost as old as human history itself, the origins of modern language education are in the study and teaching of Latin in the 17th century. Latin had been the dominant language of education, commerce, religion, and government in much of the Western world for many centuries, but it was substituted by French, Italian, and English at the end of the 16th century. John Amos Comenius was one of the people who tried to reverse this trend. He elaborated a complete course for learning Latin, covering the entire school curriculum, ending in his *Opera Didactica Omnia*, 1657.

In this work, Comenius also outlined his theory of language acquisition. He was one of the first theorists who wrote systematically about the learning of languages and about a pedagogical methodology to acquire them. He held that language acquisition must be allied with sensation and experience.

18th century

The study of modern languages did not become part of the curriculum of schools until the 18th century. Based on the purely academic study of Latin, students of modern languages did much of the same exercises, studying grammatical rules and translating abstract sentences. Oral work was minimal, and students were instead required to memorize grammatical rules and apply these to decode written texts in the target language. This tradition-inspired method became known as the 'grammar-translation method'.

19th–20th century

Henry Sweet was a key figure in establishing the applied linguistics tradition in language teaching-Innovation in foreign language, it started in the 19th century and became very rapid in the 20th century. It led to a number of different and

sometimes conflicting methods, each trying to be a major improvement over the previous or contemporary methods. The earliest applied linguists included Jean Manesca, Heinrich Gottfried Ollendorff (1803–1865), Henry Sweet (1845–1912), Otto Jespersen (1860–1943), and Harold Palmer (1877–1949). They worked on setting language teaching principles and approaches based on linguistic and psychological theories, but they left many of the specific practical details for others to devise.

Those looking at the history of foreign-language education in the 20th century and the methods of teaching (such as those related below) might be tempted to think that it is a history of failure.

Communicative Language Teaching (CLT) originated from the changes in the British Situational Language Teaching approach dating from the late 1960s (Richards & Rodgers, 2001). Stemming from the socio-cognitive perspective of the socio-linguistic theory, with an emphasis on meaning and communication, and a goal to develop learners' "communicative competence", Communicative Language Teaching (CLT) approach evolves as a prominent language teaching method and gradually replaced the previous grammar-translation method and audio-lingual method (Warschauer & Kern, 2000). Since the concept of "communicative competence" was first introduced by Hymes in the mid-1960s, many researchers have helped develop theories and practices of Communicative Language Teaching approach (Brown, 1987; Canale, 1983; Hymes, 1971; Littlewood, 1981; Nattinger, 1984; Nunan, 1987 & 1989; Richards & Rodgers, 1986; Widdowson, 1990). Hymes coined this term in contrast to Chomsky's "Linguistic Competence". As Stern (1992) explained: "Competence represents proficiency at its most abstract and psychologically deepest level". Chomsky indicated that underlying the concrete language performance, there is an abstract rule system or knowledge and this underlying knowledge of the grammar of the language by the native speaker is his "linguistic competence". In contrast, Hymes argue that in addition to linguistic competence, the native speaker has another rule system. In Hymes' view, language was considered as a social and cognitive phenomenon; syntax and

language forms were understood not as autonomous, as contextual structures, but rather as meaning resources used in particular conventional ways and developed through social interaction and assimilation of others' speech (Warschauer & Kern, 2000). Therefore, speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes (Hymes, 1968). Based on this theory, Canale and Swain (1980) later extend the "Communicative competence" into four dimensions. In Canale and Swain, "Communicative competence" was understood as the underlying systems of knowledge and skill required for communication. Knowledge refers here to what one knows (consciously or unconsciously) about the language and about other aspects of communicative language use; skill refers to how well one can perform this knowledge in actual communication (Canale, 1983, p.5)". From this perspective, what language teachers need to teach is no longer just linguistic competence but also socio-linguistic competence ("which utterances are produced and understood appropriately in different socio-linguistic contexts"), discourse competence ("mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres"), and strategic competence ("mastery of verbal and non-verbal communication strategies that may be called into action for compensating or enhancing communication") (Canale, 1983, pp.7-11).

According to the previous statements, the authoress could corroborate the fact that the teaching of French language have been carried out through the same methods used to the teaching of English or any other foreign language.

1.2 Historical antecedents of the teaching of French language

The teaching of French language became a process of innovation and practical movement all over the world with the creation of the French Alliance. The development of methods and approaches for the teaching of French language through the XX century, are closely related to the theories and ways of application

used to the teaching of other languages. Inside a very general scope, wider every time, became present not only the linguistics ideas, of each historical period, but also, conceptions about Pedagogy, Psychology, Learning Theories, Cultural studies, Sciences and Communication.

Bouton (1972, 92), talking about it and referring to France, said, “sin tener que remontarse al diluvio, es bueno recordar que la moderna reflexión gramatical aplicada a la descripción de las lenguas debe mucho a los antiguos “maitres de langue” del siglo XVI y posteriores”.

These remind is of course, not enough, what is completely logic if it is analyzed that a whole scientific pattern of the teaching of languages was not created yet. This pattern emerged with the precedents of reformists of the XIX century. Roulet confirmed that this attempt was very recent: « Jusqu’au début du XXème siècle, on ne songeait pas á recourir aux travaux des linguistiques, qui s’intéressent surtout á l’évolution des langues. Théorie, description et enseignement de la grammaire d’une langue ne faisaient qu’un, comme un témoigne la Grammaire de Port Royal » (1978 : 29). Such are the basic characteristics of the traditional method (gramatica – traducción). From the year 30st of the XX century, the consideration of new linguistics theories will be a reference point in the Foreign Language Didactics.

Furthermore, what it is offered by the methods of the XX century are methodological styles in a high scale. Since the very beginning the Didactic of Languages is renewed as a parallel process with the general revolution of Pedagogical Sciences. The contributions of all sciences to Didactic of Languages have been significant from the point of view that it states its basis in ancient and actual points of grammatical references. There have been different approaches for the study of a foreign language, since the first and classic Informative approach, until the actual theories of Comenius.

On the aim of acquiring the specific vocabulary to deal with Didactic of Languages, one can say that an approach: “is a group of positions, principles or theories that a

determined school of thought gives for the teaching of foreign languages”, and a method can be defined as: “a well-ordered group of techniques and procedures of teaching, in a close relation with a theoretical body about the nature of the learning of Foreign Languages”, according to Finocchiaro and Brumfit (1983, 10).

Although second language teaching/learning historically has always been a part of human cultural development, it is only in the past century and half that it had been documented as a formal curricular field of study (Jespersen, GouinVietor).

In the early nineteenth century, the learning of “modern” languages was considered primarily mental exercise for the development of one’s intellectual faculties. Latin and Greek are classic examples of languages studies for this purpose. They were learned specifically as a means of better understanding classical literary works. The method which evolved from this principle was the grammar-translation approach which advocated language; learning exclusively through the acquisition of grammatical structures and the rote memorization of vocabulary lists for translation purpose. Its aim was to develop the skill of transferring knowledge from one language to another, not for practical language use. Consequently, students were unable to comprehend or produce the second language orally, but were mostly capable of reading the language and writing with a certain degree of accuracy and fluency.

At the end of the nineteenth century, Berlitz and Jespersen, among others, tried another approach called the direct method, whereby students learned a second language. The focus was on a bombardment of oral language in the beginning and the attainment of the target language through the act of speaking. The greatest drawback with this approach was that grammatical rules were learned inductively, resulting in habitual usage which caused a fair number of linguistics structures to become rooted incorrectly in learners’ minds. This led students to speak the language with a number of errors that could not be effectively rectified at a later date. Nevertheless, this approach did contribute to a better understanding of the

teaching/learning of a second language by demonstrating that a certain degree of listening comprehension and oral fluency was attainable.

An important change in second language teaching/ learning came about with the outbreak of World War II. The warring nations needed a significant number of people who could speak not only the languages of their enemies but also those of their allies. The situation required the development of an approach to meet this need. This new method, called the audio lingual approach, was based on the philosophy of the behaviorists (stimulus-response method) and the structuralists to whom language learning meant the acquisition and formation of habits vis á vis taxonomy of grammatical.

Every time new methods were created and they were better than the ones created before. However, it was the communicative approach the one who sustained the basic principles to be developed while teaching a foreign language

The Communicative Language Teaching Approach

Communicative competence emerged as a result of the communicative approach to language teaching in the late 70's. This approach starts from a theory of language as communication. The goal, then, of foreign language teaching is to acquire both knowledge and ability for language usage.

The goal of language teaching is to develop what Hymes (1972) referred to as communicative competence. He held that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Dell Hymes' view of communicative competence was a definition of what the language user needs to know in order to be communicatively proficient in a speech community. Communicative competence implies not only the notional-linguistic knowledge, but the capacity to identify the appropriateness of language as well, that is, to know what to tell to each person and how to express it properly within a specific context, and to provide a sense of social-reality to the language beyond its inherent feature of linguistic-reality.

Thus, the communicative approach to foreign language teaching has as its primary goal to develop communicative competence, but this development must be based on the encouragement to practice communicative activities regarding as a starting point the maxim of 'language is used for communicative purposes'.

Communicative Competence

Under the umbrella of this communicative approach, there is much freedom for individual understanding as far as design and procedure concern. But, in order to best understand the theoretical consistency of the CLT approach, its primary goal should be plainly stated:

The term communicative competence was coined by a sociolinguistic (Hymes 1971) to include knowledge of sociolinguistic rules, or the appropriateness of an utterance, in addition to knowledge of grammar rules. The term was later redefined by two Canadian applied linguists (Canale and Swain 1996) to bring together several views of communicative competence and place linguistic competence, or sentence-level grammatical competence into a proper perspective within the larger construct of communicative competence. Communicative competence consists of four components or sub-competences, which together suggest a model of communicative competence as a basis for curriculum design and classroom practice. These four components are:

Grammatical competence or linguistic competence is that part of language performance with which people are most familiar, that is, the grammatical well-formedness that has provided the focus of second language study for centuries. Grammatical competence is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences. Grammatical competence is not linked to any theory of grammar, nor does it assume the ability to make explicit the rules of usage.

Sociolinguistic competence requires an understanding of the social context in which a language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance.

Strategic competence is the strategy that one uses to compensate for imperfect knowledge of rules—or limiting factors in their application such as fatigue, distraction, and inattention. They are the strategies that one uses to redirect and repair communication breakdowns.

Discourse competence is concerned not with the interpretation of isolated sentences but with the connection of a series of sentences or utterances to form a meaningful whole.

Considering this, A. Camacho declared that the subject of English in pre-universities must be aimed at the development of an elementary level of communicative competence, by means of which students could satisfy their basic needs of social interaction and of information-research; serving, thus, as a means towards the interdisciplinary relationship, and contributing in the integral, all round formation of students based on autonomous learning.

In order to help in the achievement of those goals, the use of interactional language is the main strategy of the teaching of EFL in Cuba. Nonetheless the employment of transactional language is given more emphasis in the pre university level.

Communicative Language Principles

Regarding the major goal of this research, these aspects have helped in the searching and design of the system of lessons by using these principles as underlying doctrines. Whereas there are some communicative language principles coined by K. Morrow (1983) and N. Newman (1989), and which have been restated by A. Camacho (2003) to guide the teaching learning process of English.

- Classes should be active and centered on students' educative needs, interests and experiences.
- Materials, tasks, activities and resources should be chosen on the basis of educative and linguistic criteria, and should provide for learning and acquisition.
- Practice should be carried out through meaningful tasks, which engage students in thinking an activity.
- Practice should provide for strategy development.
- Students should be engaged in monitoring, self-correction and self-evaluation tasks; they must as well be asked to question and reflect on what they have learned and how they have learned it.
- Opportunities should be given to learn content from other areas of the curriculum through the medium of English.
- Practice should engage students in cross-cultural comparison.
- Classes should foster an atmosphere of co-operation and open communication among students and teacher.

1.3 Historical antecedents of the Teaching of French language in Cuba.

French is taught in Cuba since last centuries, probably since late XVIII till early XIX centuries, when around 30.000 French colonists flocked into Cuba with their slaves and settled down along the whole island running away from the Haitian revolution. This let the way to a series of French customs; including the use of the language.

During Capitalism, it was taught in letter majoring (laws, etc.). Besides, it was taught in high school as an optional subject. But, with the triumph of the

Revolution, and all the changes that this brought about in the Cuban educational system, French was substituted by English and Russian.

In the sixties, language schools were created. Such an amount of people enrolled French that there was not room for all of them at schools. There were also created language-teacher schools, at first in Havana, and then in other provinces (Santiago de Cuba and Villa Clara).

The teaching of this language started later at higher educational levels. It was created the Instituto Superior Pedagógico de Lenguas Extranjeras (ISPLE) in Havana and also a school for translators that taught French as well.

In the 80s, the Pedagogical Universities started the formation of French teachers, and also students of Spanish and Literature would take lessons of this language as a cultural aspect. Due to some changes in the syllabus, French teaching was stopped at some levels of education.

The teaching of this language is nowadays carried out at the Pedagogical Universities, languages schools, universities, and at the French Alliance.

The historical moment our country is going through, the educational revolution, and the endeavors to increase the educational level of our people demands the teaching of this language in order to shape this new man required by our social system.

As an attempt to reinsert this language in the educational system, a project was carried out in Santa Clara city. During the course 2005-2006, the students of ninth and eleventh grade from the school "Ernesto Che Guevara" in Santa Clara had the opportunity to be part of that project.

That project consisted of the teaching of French. A group of young teachers came from Canada to make a team-teaching for a month. That gave the possibility to exchange knowledge; make and strengthen friendship bounds, and share the rich culture of the francophone world.

The teaching of French language was included in the curriculum of the Majoring Foreign Languages at the Pedagogical Universities in 2001. The syllabus devoted to the teaching of French has among its objectives to create Clubs or Scientific Societies to get the students familiar with the French language.

That is why the authoress decided to create a French Club at “Ricardo Zenón” Secondary School.

2. Needs assessments

2.1 Characterization of the subjects of research.

In order to achieve the objective proposed in this paper the authoress states that:

The subjects of this research are 18 seventh grade students taken from different groups at “Ricardo Zenón” Secondary School. They were selected on purpose due to their interests toward the learning of French language. These choices allowed the authoress to reflect on the fact that all the students were motivated to learn a new language.

Three out of 18 students had some knowledge about French; one of the 3 students mentioned before pronounced French correctly and masters some vocabulary items. They were all, willing to learn a new foreign language. The students showed themselves quite ready to receive a new subject.

2.2 Dependent variable.

The dependent variable is: *the teaching of French Language in secondary school students.*

This variable is sustained over the basis of increasing students’ cultural level by teaching another foreign language, which is not declared in the curriculum of the subjects to be taught at 7th grade. So as to get to learn communicative functions related to real life situations and some vocabulary items about French language.

To determine the real state of the subject of research towards the learning of French language at Ricardo Zenón Secondary school; the following dimensions and indicators were stated.

Dimension 1: The development of the teaching of French language to secondary school students.

Indicators:

- 1) Students' preferences to work during the lessons
- 2) Communicative Functions and Activities to be taught by the teacher in order to teach French language
- 3) Contents and cultural items to take consideration while teaching French language.

The information from the diagnosis was provided by the instruments administrated to the students and the teachers from the school where the research was carried out and they are the following:

Methods

- Group interview: to determine what contents the students prefer to work within their lessons to get good results
- Teachers' interview: to determine if they have ever used any material to teach French at school.

The process of interviewing the students was done in the classroom. It must be said that sometimes the teacher had to maintain the control of the discipline since students wanted to talk all at the same time.

The answers were very different; all students were highly motivated towards the learning of a new language; however they declared no one had ever proposed

such a work. Regarding their preferences to work during the lessons, they declared they wanted to work in pairs and in small groups, because communication was going to flow in a better way.

Talking about the activities they wanted to do, they expressed their preferences towards working with songs, poems, tongue-twisters and dialogues, as well as visuals and videos. However, when they were asked about the communicative function they wanted to learn, they only referred to:

Saluer, se présenter, demander et dire le nom, et l'âge.

Finally, while asking students about the cultural items they wanted to learn, they declared they would like to learn about:

- Customs and traditions.
- Important places.
- Celebrations.

While analyzing the results of the interview carried out to other teachers who teach French languages some results were corroborated:

Tongue-twisters, songs, poems and proverbs could not be out of the French lesson, Moreover, the cultural items are very important, customs and traditions, symbols, la Francophonie and celebrations.

As a regularity corroborated in students' interview, teacher's expressed the complain about the difficulties to work with the materials, that sometimes were in really bad conditions.

Dimension 2: Methodological guidelines to teach Foreign Languages in Secondary school.

Indicators:

1. Methodological suggestions towards the teaching of a foreign language in 7th grade.
2. Learning outcomes while teaching cultural items.
3. General and specific objectives to achieve while teaching a foreign language.
4. General objective of Secondary School.
5. Specific objectives of the 7th grade.
6. General and specific objectives of the teaching-learning process of foreign language in Secondary school.

Method:

- Document analysis: Secondary School Syllabus, French Language Club Syllabus (work with secondary school students Rosa Antich): to determine the link of what is rolled in the official documents and what is really happening in the teaching learning process

In order to determine if there are any methodological guidelines to teach French in Secondary school, the authoress made a minucious analysis of the official documents such as:

- Secondary school Syllabus
- French Language Club Syllabus
- Secondary School Model
- Methodology of the Foreign Language Teaching

During the analysis of the Secondary School Syllabus, the authoress of the present research could detect that the methodological guidelines devoted to the teaching of a foreign language in 7th grade were really precise. They stand that English language should provide the development of communicative skills that allow students to understand written and oral information. Moreover the syllabus states that extracurricular activities such as clubs, glees, artistic movements and presentations, must be done so as to take advantage of students' free time.

Regarding the learning outcomes while teaching cultural items the main aim is that students should identify elements of their own and their classmates' cultural backgrounds, as well as, demonstrate knowledge about the culture of the English – speaking countries, establishing a comparison between our culture and the foreign one.

Through the analysis of the French Club Syllabus the authoress could corroborate that the general objectives of the teaching of French language are:

1. To get the students familiar with specific items related to linguistic and cultural aspects of the French language and culture.
2. To develop the students research skill as an essential part of the clubs.
3. To increase students' general culture, according to the objectives of Cuban education.

Through the analysis of Secondary School Model, the authoresses could corroborate that the main objective of the Secondary School is to achieve the basic and integral formation of Cuban's adolescents, based on a general culture that allows the students been completely with Cuban nationality and patriotism. This aim is in completely agreement with the ones stated in the Secondary School Syllabus. The analysis of the 7th grade objectives proved that the students should only do researches related to family, environment, bio-diversity and energetic resources. This document also states that the students need to get a link with duties given by OPJM, PAEME and Clubs. It also states the use of clubs to develop students' vocational interest.

While checking the book Methodology of the Foreign Language Teaching as a Particular Science; the authoress could define the general objectives while teaching a Foreign Language. It declares that:

First, students should acquire knowledge and skills related to morphological, morph syntactical and civically regularities of the language.

Second, students should deepen into the scientific conception of the world, as well as develop their thought by using perception, observation, induction - deduction, analysis-synthesis, abstraction, generalization and transference.

Third, students should understand the social character of the language and the relationship between thought and culture. Moreover, specific objectives were established for the Teaching of Foreign Language in Secondary School:

- ✚ Students should reflect daily life situations in an appropriate and communicative way.
- ✚ Students should write simple texts with correct spelling through monologues and dialogues.
- ✚ Students should be able to read some materials with social, political, scientific, technical and cultural contents, but always with the help of a dictionary if it is required.
- ✚ Students should be able to make oral and written summaries about the content they read.

Finally, in the analysis of the objectives of the Teaching Foreign Language in Secondary School, the following methodological suggestions were given:

- ✚ Resources and materials similar to the ones using with children since mother tongue habits have been already settled could be used in classes.
- ✚ Games should be transforming into a more communicative activity.
- ✚ Songs, poems and glees are still efficient.
- ✚ The communicative functions must express students' interests and experiences as well as, a way to introduce life and culture of the foreign people.
- ✚ The communicative functions should be in agreement with the linguistic materials to be taught through the course.

Regularities

After having analyzed the information obtained from the needs assessment instrument it can be stated that:

1. Though students were highly motivated towards the learning of French language, the alternative of improving the teaching of a new foreign language has not been proposed by the school.
2. According to the methodological guidelines of Secondary School Syllabus, Clubs should be implemented at that level of education, however, at school there are different clubs devoted to the Environmental Education, Sexual Education, Vocational Orientation, among others but a French language Club has never been in plan.
3. Though there are teachers at school who know French, none of them was willing to be inserted in the French Club.
4. In the methodological guidelines the use of resources and materials similar to the ones using with children is clearly stated to be used to teach a foreign language, however it was detected by the authoress a lack of materials to work with, such as: visuals, records, songs and videos. In some cases the materials that existed were in really bad conditions and were a decision not to use them anymore.

To carry out this research it was necessary to elaborate a preliminary proposal to be implemented in the group to prove if it works or it was necessary to change things in order to improve the teaching of French language at “Ricardo Zenón” Secondary School

3. Example of the preliminary proposal.

Leçon 1

Français

Niveaux A1

Unité #1 : "Aperçu culturelle sur les pays francophones"

Type : Conférence

Matériaux : une carte mondiale, le drapeau de la francophonie et tabloïd de la francophonie#1

Thème : La francophonie

Objectif : À la fin de cette classe les apprenants devront se familiariser avec la francophonie tandis qu'ils travaillent en diades aussi qu'ils développent le respect pour une culturelle étrangère.

Mise en train

1. Technique : 10 questions
2. Présentation du French Club
3. Présentation de l'unité #1

Développement

4. La prof demande aux élèves quelques questions pour savoir s'ils ont quelques notions sur les pays francophones.
5. Prof : Donnez aux élèves les concepts(en espagnol) de Pays francophones
6. Expliquez aux élèves les similitudes entre les personnes qui parlent le français et l'espagnol.
7. Prof : Montrez la carte mondiale aux élèves et leur demander de remarquer les pays francophones qu'ils connaissent.

Exercice # 1 : Faire une liste dans laquelle les élèves remarquent les pays francophones les plus connus.

8. Prof : Expliquez aux élèves qu'il existe une organisation mondiale qui groupe les pays francophones et qui s'appelle La Francophonie.

9. Technique : Remue-méninges sur ce qui peut être les principes de La Francophonie

En diades ils penseront ces propos et les possibles principes(en espagnol)

10. Donnez aux élèves les principes de la francophonie pour qu'ils les connaissent.

Exercice 2 : Imaginez que vous êtes invité(e) à la première conférence de la francophonie et votre devoir sera de créer le drapeau pour cette organisation, en diades désignez- le

- Montrez le drapeau aux élèves.

Conclusion

11. Prof : Demandez aux apprenants de faire une raconté de ce qu'ils ont appris dans la classe.

12. La prof demande aux élèves s'ils ont aimée la classe et pourquoi.

Devoir : Trouvez quels ont les symboles de la France.

Leçon 2

Français

Niveaux A1

Unité #1:

Type: Conférence

Matériaux : Un drapeau française et l'hymne de la France

Thème : Les symboles de la France

Objectif : À la fin de cette classe les élèves devront établir une comparaison entre les symboles cubains et les françaises tandis qu'ils travaillent en diades, pour qu'ils développent l'amour pour notre patrie.

Mise en train

1. Vérifier le devoir passé
2. Demandez aux élèves de dire quels sont les symboles cubains
 - ✚ Pensez-vous que seront les mêmes symboles qu'à la France ? Pour quoi ?
 - ✚ Quels seront-ils ?

Développement

3. Faire les élèves vérifier ce qu'ils ont dit en leur disant les symboles françaises
 - le drapeau
 - l'hymne
 - la devise
- 3.1 La prof demandera aux apprenants s'ils peuvent dire les couleurs du drapeau de la France en Français.
4. La prof donnera aux élèves les couleurs du drapeau français : blanche, rouge et bleu
 - 4.1 Demandez aux apprenants s'ils connaissent les autres couleurs en Français
 - 4.2 Donnez les couleurs en Français

Exercice1 : Imaginez que vous êtes le représentant d'un pays dans l'ONU. Créez le drapeau et décrivez –le.

5. La prof demandera aux élèves de penser s'il y a une devise a Cuba, et s'ils pensent qu'en France il y a une aussi.
6. Donnez aux élèves la devise Française : *Liberté, Egalité et Fraternité.*

7. Significat en espagnol.
8. Donner aux élèves l'opportunité de penser au l'hymne cubain et leur demander s'ils connaissent le titre de l'hymne français.
9. Donnez aux élèves le titre de l'hymne Français : La Marseillaise

Conclusion

7. Demandez aux élèves d'établir une comparaison entre les symboles cubains et français.

Devoir : Chercher et apprendre 5 phrases de La Marseillaise.

Leçon 3

Français

Niveaux A1

Unité #1

Type: Conférence

Matériaux : une carte mondiale en Français

Thème : La France

Objectif : À la fin de cette classe les apprenants devront savoir parler sur des aspects relevant sur la France. Tandis qu'ils travaillent en triades, pour qu'ils développent la manière de garder l'environnement.

Mise en train

1. Vérifier le devoir
2. Demander aux élèves de parler, sur quelques aspects qu'ils connaissent sur La France

3. La prof montrera aux élèves une carte française avec le climat, la végétation et quelques aspects importants sur la géographie de la France.

Développement

4. Faire une petite conversation avec les élèves sur la géographie française. (Frontières maritimes, le climat, la végétation, le capital, l'extension territorial)
5. Demander aux étudiants s'ils connaissent les origines de la langue française.
6. Parler aux élèves sur la langue française et ses origines.
7. Remue méninges avec les élèves pour qu'ils prédirent quel sont les fêtes les plus important en France.
8. Parler aux apprenants sur les festivités en France.

Exercice 1 : La prof présentera une festivité française aux élèves. (Date, vêtements, activités et origines).

9. Demander aux élèves de faire une comparaison entre les festivités à Cuba et en France.

Conclusion

Exercice 2 : Vous allez choisissez quelque festivités et vous allez la décrire selon ton avis.

Devoir : Vous allez faire une carte européenne dans laquelle vous remarquerez la France et son capital.

4. Reflections about the process of recording the events that took place during the implementation of the preliminary system of lessons.

Reflection 1

Unit 1: Aperçu culturel sur les pays francophone”

Lesson 1: “La Francophonie”

Objective: get the students familiar with the francophone community so as to get them develop the respect for a foreign country by working in pairs through oral and written exercises.

The class started with a 5 question technique in which students had to infer the purpose of the French club. Later, the objectives and activities of the French Club were presented and the 1st unit they were going to receive. Students were motivated towards the new project they were going to be involved.

After that, in the development of the lesson the teacher ask the students if they know something about French speaking countries, taking advantages of students answers and effort to participate, they were given a limited amount of information about “La Francophonie et les pays francoparlantes”. It was a fact in this part of the lesson, that the exercises in which students should enlist some French speaking countries, was well done and with a good participation of most of students.

However, it should be consider by the teacher that the technique Remue-Méninges, about the principles of La Francophonie” be removed from this lesson since; students do not count with the required knowledge to give answer to this technique. On the contrary, the exercise in which students should create or design a flag for this organization was well-received and aroused excellent outcomes.

Finally, in the conclusions of the lessons students were supposed to describe what they have learned during the class, also they had to sum- up the information

already acquired and finally students were given the task of finding out French symbols.

Reflection 2

Lesson 2 : "Les symbols de La France"

Objective: have students establish a comparison among French and Cuban symbols such as to get them reinforce their love towards our Mother Land.

In the introduction of the lesson, it was verified the given homework of the previous class. In this homework, students should find out French symbols. It should be remarked that all students accomplished the given task without too much difficulties. Then a series of question were asked to students so as to know if they had some background knowledge about these symbols.

In the development of a lesson, students were given information about France symbols and always asking to compare them with Cubans ones. The exercise of creating a flag for a given country was very successful, since all students were able to describe their flags using color in French to the description. Students were motivated towards learning *La devise Français: "Liberté, Egalité, and Fraternité"*. They were able to learn it on the spot and kept repeating during the whole class.

In the conclusions of the lesson students were supposed to establish a comparison among Cuban and French symbols. This activity aroused that it could be omitted in the first part of the lesson in which while they were acquiring information about French symbols they were also comparing. This means, that the activity could work better as a conclusion of the lesson that in the very same development.

The teacher could declare that it was a good class in which students participated actively and without hesitation.

Reflection 3

Lesson 3: "La France"

Objective: that students should be able to get familiar with some relevant aspects about France, as well as to get them develop the environmental strategy.

The introduction of the class had as main activity that students should bring as homework five phrases of "La Marseillaise". The homework was well done for all students, and the activity of learning five phrases run very well. So as to motivate students towards the new content the teacher shows a visual with a French map in which students could see some aspects of French geography.

After that, in the development of the lesson students were able to establish a dialogue among them having as main topic French geography. During this activity students were able to talk about France's climate, capital, fauna, borders, etc. To continue with the lesson a very important topic was developed: French language. In order to find out if students had some prior knowledge about the topic they were asked a few questions through which they were suppose to talk a little bit about French language. So as to help them accomplish the task; they were given information about origins and history of French language, though briefly.

Moreover, the teacher asked the students if they had some prior knowledge about French celebrations. Since only a few students were able to quote some important dates, the teacher gave them information about a determine celebration in France. They were demanded to do a comparison among Cuban and French celebrations always remarking Cuban interests and love.

When arriving at the conclusions of the lesson students were given the task of describing a French celebration according their own imagination. This activity aroused students' creativity and level of learning rhythm. As homework, they were oriented to investigate about French climate, vegetation and animals. However, the teacher could realize after students' reaction that it was too much information to be found and to bring in the next meeting, so this activity should be omitted.

Generally, the lesson was well developed and the students were active and willing to participate and receive the new information.

Reflection 4

Unit 2 : "Bonjour"

Lesson 4 : "Epeler des prénoms français"

Objective: students should learn to spell French names as well as their names, developing artistic skills.

To start the lesson, the teacher realized that the previous homework was over charged of information to be found out. This problem gave the teacher the notion of changing the motivation activity that was already settled to this lesson. Students were supposed to try to spell some French words, given by the teacher. The activity run quite well, since students did not have all the knowledge required spelling in French, but they did try and made some efforts to accomplish the task.

To continue with the development of this lesson an activity that consisted on trying to remember some French names was assigned to students. While students were writing the names on their workbooks, the teachers went to the board and starts, writing the Alphabet on it. The activity stayed suspended for a few minutes while the teacher had the students repeat the letters of the alphabet using the shadowing-repetition as a way of achieving a good pronunciation of French letters.

As a material aid for the development of the lesson, the teacher brought a recording of a song entitled: "The Alphabet". Students listened to the song and repeated all the letters following the model of the recording. The author of the research could corroborate that it was more profitable for students to listen to a real and native French pronunciation, as well as the teacher's one, so they could practice some nasal differences and strategies for meeting the goal. Afterwards,

the activity that was pendent was fulfilled; students could almost perfectly well spell the French names they had just written on their notebooks.

A very wise reflection is to say; this activity was very easy for the students, at the same time it showed that listening activities could be inserted in the lessons with a regular frequency.

As follows, a dialogue was presented to students, as main goal of the use of this dialogue was that students could determined the question that is used to ask someone to spell his or her name. Through this activity students were able to identify the question from the dialogue and at the same time they practice the communicative function of spelling your name.

To conclude with this lesson, they were asked to practice the song they listened at the beginning of the lesson and to be ready to sing it out loud, and so they did. Finally as homework they were given a task of studying the dialogue and learn it by heart for the next lesson.

Reflection 5

Lesson 5: "Se presenter"

Objective: students were able to introduce themselves while they work in pairs so as to develop politeness rules

In the beginning of this lesson the homework students were supposed to do was checked. They were asked to practice the previous dialogue and getting ready to present in class. The activity run very active, students were able to learn the dialogue and also to play their roles very well.

As a way of introducing the new content to students, the teacher gave them a series of words and asked to try to figure out which one they could use to say "hi" formally and which one informally, so as to get to be appropriate. It was a fact that students had some knowledge about French language and they were able to identify the majority of the words and the group they belonged to.

Afterwards, the teacher presents a model in which a person is introducing herself by saying her name and profession. Students were asked to listen and repeat the presentation model. A few minutes were devoted to the meaning of the sentences they had already listened to, so they were able to establish a comparison between French and their mother tongue ways of introducing themselves. Pronunciation was also practiced, and mistakes were corrected on the spot, though the teacher has to say that no many mistakes were committed by students since it was a very easy content to deal with.

Then, students were asked to create a presentation and present it to their classmates. While doing this exercise the teacher goes around the class watching every student performance and correcting their mistakes so as to be able to select the best couples for being presented in front of the whole class. When the exercise was done and performed by the best students, a new phase of learning began to them. This time they were going to learn their 1st grammatical items. What students learned was a very simple structure: *Personal Pronouns*. They were given the pronouns and asked them to learn all of them by heart.

To continue with the lesson a new task was assigned to students, this time they were given the second part of the presentation, which consisted on presented someone else's by saying his or her name. While asking the students to learn the presentation, some of them were complaining about the difficulty level of the second part of the presentation. They explained the fact that it was weird for them to try to pronounce a phrase in which they didn't even know the grammatical structure that conformed it. This situation helped the teacher realizes that it was too much for them to learn in only one day of work.

Finally, it was decided by the author of that this activity should be postponed to other lesson in which the learning level of grammatical structures allowed them to get to understand this phrase.

To conclude with this lesson, students were asked to practice their presentations by using the formal and informal ways of talking to different people. As homework,

they were given the task of finding the equivalent in French for the following Spanish words: *bien, muy bien, regular*.

Reflection 6

Lesson 6: "Exprimer l'état d'ame"

Objective: students able to express feelings, while they work in pairs so as to develop honesty.

In the warm up of the lesson the given homework was checked, they were supposed to learn how to say some Spanish words in French, and so they did correctly. It has to be remarked that students not only found the words in French but also were able to pronounce them quite well without the help of the teacher. This was an example of how enthusiastic they were while doing the French homework and also in the moment of present it to the teacher.

After that, a new dialogue was presented to students. This dialogue only included information about the mood they had. After the teacher performance of the dialogue and the explanation of some vocabulary and pronunciation items, students were asked to practice the dialogue in pairs. The same procedure applied with the studied mini-dialogues was followed this time. The teacher goes around the class checking pair practices and correcting some pronunciation mistakes.

To continue, the teacher asked the best couples to present the dialogue in front of the rest of the class for them to see their work. After that, the teacher asked the students to remark the following phrases:

- **Comment vas-tu?- je vais très bien. (informel)**
- **Comment allez- vous?- je vais bien merci. (formel)**

The teacher explains to students that these phrases are used to ask and express moods. Students were asked to practice the question and the answer to know about moods and feelings.

After the practice they were given a few simple adjectives to describe their moods. A very strong practice of the pronunciation of the adjectives was done. To continue with this practice, they were asked to practice the mini-dialogue in pairs, but this time they had to use their own moods and feelings, according to what they had already learned. This activity was left as homework since there was not enough time to be devoted to a Role Play that was initially conceived to this lesson.

Reflection 7

Unit 3: Les numéros

Lesson 7: Dire l'âge.

Objective: to be able to say their ages while working with an example that could help them to learn this communicative function so as to develop respect value.

In the beginning of the lesson the teacher checked the given homework, in which they were supposed to practice the mini-dialogue but changing the mood and feelings. The presentation of the dialogue was done by students.

To continue with the lesson, a new mini-dialogue was presented: this new mini-dialogue included a new communicative function: What's your age? As a result of the work with 2 mini-dialogues in the same lesson and in the warm up, both of them; students did not give too much attention to the dialogue of this lesson in which they learned how to say their age. The teacher decided that the homework of the previous lesson should be redirected towards the main objective of present lesson: to be able to say their ages while working with an example that could help them to learn this communicative function.

As the second dialogue was determinant to the new content they were supposed to develop, this one remained on the process. A work of meaning, pronunciation and vocabulary items was done with the dialogue and after that students were supposed to practice it in pairs.

To continue with the development of the lesson, students were asked if they knew how to say their ages in French, using the mini-dialogue as model, they were given the question and answer to say the age. This part of the lesson is taken in consideration for the teacher to explain some cultural items about asking someone else's age. For example, they learned that the age should not be asked to a lady unless you are filling a Curriculum Vitae (CV).

After that, students learned the numbers from 1-12 or 13 since that was the age some of them were at that time and it was important for them to know how say how old they were. Pronunciation was carefully treated since it was a need that they learned to pronounce the number correctly, besides it was one of the specifics objectives of the French Club Syllabus.

As follows another vocabulary item was taught to students, the verb: to have with its conjugations. At this moment the teacher explained that in French the verb have/avoir was an auxiliary verb and a very important and remarkable one.

To finish with the lesson, a complete exercise was presented to students. It is deduced that they had to complete it with the correct form of verb to have in French, according to the person. Finally, after checking the exercise, a final repetition of 1- 13 numbers was done by students, so as to accentuate the correct sounds. As homework students were assigned a communicative activity that consisted on developing a mini-dialogue through which students should develop the Communicative Functions:

- 1- Introducing yourself.
- 2- Expressing your mood/feelings.
- 3- Saying your age.

Reflection 8

Lesson 8: Donner et demander le numéro de téléphone

Objective: to be able to ask/say the phone number, while working individually in order to develop responsibility value.

As follows in the warm up of the lesson, the previous homework was verified. The dialogue they were supposed to develop was well performed by all students. The teacher has to remark that students are very responsible with the homework and activities they are assigned. Consequently, it is regularity among students, that they achieve a good level of pronunciation and use of grammatical items by their own.

To continue with the lesson, a very simple activity that consisted on fulfilling Curriculum Vitae was proposed to students. As the term Curriculum Vitae, had been already used in other lessons, this time was easy to students when they had to write their personal information on it, the communicative value of this act consist on the fact that a Communicative Function was settled and a cultural French aspect was explain, the fact of the use of Curriculum Vitae in France and the whole world.

As follows, in the development of the lesson the teacher gave to students the question that is used to ask the phone number. In correspondence to the methodology required to the teaching of pronunciation a practice of this communicative function was established and carried out while using shadowing-repetition.

A reflection to take into consideration is that while practicing the communicative function to ask for the phone number, students should have been asked to change the very same number in order to practice the vocabulary item also. Then, a role play was assigned to students, this time the communicative situation consisted on two people who meet in Havana and interchange some information, among that information of course we found the phone number.

During the activity students were very active and at the same time focused on their work. The level of assistance and different work was present by the teacher and the intelligent students towards the rest of the class. The outcome of the activity was an active and correct presentation of a dialogue. At first the teacher had considered to teach at this point of the lesson, the numbers from 20 to 30, but for a matter of time, this vocabulary item was left for individual task to do.

To conclude with the lesson, students were asked to repeat what they had already learned in class. Moreover, they were asked to self-evaluate their development during the whole period. As second homework they were supposed to find the equivalent in French to name the month of the year.

Reflection 9

Lesson 9: "Dire la date"

Objective: students should be able to learn how to say the date in French, as well as to learn some important celebrations in France, so as to develop cultural values.

In the Warm up of the lesson the first activity consisted on checking the given homework, in which they were supposed to find the equivalent in French for saying the months of the year. This homework was well carried out by students; they considered it was a very simple content to be learned by heart. Then, as a way of introducing the new content to be learned, the teacher considered appropriate to ask the students if they knew what the most important celebration on December month was. Very short information about the most popular celebration in December: *Christmas* was given to them. About this topic, they just received a piece of information that allowed students to establish a comparison between Cuban and French Christmas. Socio-cultural component was very present at this point of the lesson, since they could identify all the differences between French and Cuban ways of celebrating Christmas.

Once in the development of the lesson, teacher asked the students to pay attention to the board and try to read the date written on it, as they could not accomplish the

task because of pronunciation difficulty, they were given the question and the answer to ask and say the date in French language.

A process of repetition and practice had to be done very carefully and patient, because it is a real fact that the vocabulary and pronunciation items were quite difficult to recognize by students. To continue with the lesson, students were given the chandelier of important celebration in France. Initially, there was created an activity in which students were supposed to imagine they were Cubans journalist and they were visiting France, there they observed a French celebration and decided to report in Spanish what they had observed. A reflection to make about this activity is that it was very difficult for them to accomplish the task; some of them declared that they could not imagine any other celebration but theirs, but some other recognized and respected the customs and traditions of French people. This demonstrated that the objective of develop cultural values was accomplished. However, the teacher decided to change the activity after the process of reflection, besides it was kind of difficult to control all the presentations without omitting individuals' mistakes. What they did was to establish a comparison among Cubans' celebrations and French ones.

To conclude with the lesson a self-peer evaluation was carried out, through which students were capable of recognizing their work, mistakes and the possible way of correcting them. As homework, they were oriented to fulfill a chart through which they had to reflect their preferences.

Reflection 10

Lesson 10: "Exprimer les préférences"

Unit 3

Objective: students should be able to express their preferences through pair work and trying to develop the linguistic competence; since they had to develop an activity through which simple written item should be put into practice.

During the Warm up of the lesson, the previous homework that consisted on finding out the preferences of their family members was checked. A reflection to be said is that, neither the students counted with the specific knowledge to report the task in French, nor they were asked to do it as well.

However, they made a special effort and brought the activity in French language, but not only that was a notorious fact, also, they demanded the teacher to allowed them to report the homework in French, in front of the whole class and so they did, and without too many mistakes. This action was a measure for the teacher to realize that French lessons were really motivating and students were on a step forward to what they should have been according to the syllabus of the French club and the expectations of the teacher.

Once in the development of the lesson, the teacher presented a fragment of a new mini-dialogue, through which students could recognize the Communicative Function: *Saying preferences*. Pronunciation, vocabulary and use were the center of the presentation of the fragment. It has to be remarked that students assumed a very active positions through the presentation and work with the mini-dialogue. Even though, as non-assigned individual homework, they learned pronunciation patterns by heart. Then, after analyzing the fragment, students were asked to remark the sentences that both characters of the mini-dialogue used to express their preferences. No matter how hard they worked during the homework, the teacher considered important to practice the communicative function, since some aspects of learning styles were remaining. For example, it could be observed that not all the students could pronounce correctly the sentence they were assigned through the practice of the fragment. Willing to solve this problem students and teacher got to the agreement of practicing a little bit longer the communicative function.

As an alternative to continue with this practice a technique was presented to students. This time: "Lettre Croissés"., which consisted on writing a letter to another classmate, this letter had to contain as much information as possible about

their likes and dislikes. For the correct accomplishment of this task, they were given two sheet of papers with the necessary vocabulary they didn't know to express preferences, animals, sports, musical genres, foods etc. This activity run quite well, all students were focused on learning their likes and dislikes, but mostly the fact of writing a letter to another pal for the first time, aroused a really well expectation about the positive outcomes of the learning process.

The conclusions of the lesson were given by the evaluation of the work of students during the process, this evaluation was well- accepted by all of them. As homework, they were given the task of looking for more information about the preferences of their family members.

5 Description of the system of lessons built up to the teaching of French language.

Definition of System

In order to design a system of lessons to the teaching of French language, different concepts of system were analyzed and were found a series of common features that are presented as follows:

- “Cierta totalidad integral que tiene como fundamento determinadas leyes de existencia....El sistema está constituido por elementos que guardan entre sí determinada relación” (Zhamin, V.A, 1979)
- “Conjunto delimitado de componentes, relacionados entre sí que constituyen una formación íntegra”. (Julio Leyva, 1999).
- The authoress decided to agree with the one given by Marcelo Arnold y F. Osorio: “Conjunto de elementos que guardan estrechas relaciones entre sí, que mantienen al sistema directa o indirectamente unido de forma más o menos estable y cuyo comportamiento global persigue, normalmente un objetivo.”(Marcelo Arnold y F. Osorio, 2003)

According to Webster’s Dictionary (11893:895), a system is a regularly interacting or interdependent group of items forming a unified whole.

On the other hand, Grijalbo’s Dictionary (s.a:874) defines a system as: an arranged and coherent whole of rules, norms or principles related to certain matter. Is an organized whole of things, means, and ideas that contributes to a same goal.

Whereas, Von Bertalanaffy cited by Rodriguez, A. (2010:35-36); defines system as: A whole of interrelated elements and also provides the following features:

- A system is a way of existence of the objective reality.
- The systems of the objective reality can be studied and represented by man.
- Man also creates systems with fixed aims.

- A system is a whole of elements distinguished by certain kind of arrangement.
- A system has relative limits; they can only be separated to study them with determined purposes.
- Each system belongs to a wider system, it is connected and stands apart from another system.
- Each element of a system can be assumed as a whole.
- The idea of system is wider than the idea of sum of the parts that compose it.

Characterization of the proposal

The proposal consists of a system of lessons with its activities which are specially related to the development of communicative functions to learn French language. Within the system of lesson the components or subsystems can be used as an individual pattern to work with. Although the components of the system could be modified, relationship among the subsystems is based on coordination, which means that a variation will neither affect the integration of abilities nor the goal of increasing students' motivation to learning French. This system of lessons is included in a program that was previously created, but suffered some changes and arrangements according to the level in which the French Language Club should be developed.

The activities oscillate in general through real life situations that could be presented in a foreign environment. So the information acquired by the students, the cultural items and simple grammatical structures is in correspondence with students' basic learning level and learning styles. All the activities present a reasonable and accessible vocabulary to work with. Grammatical structures are very simple and easy to work with. Not all the activities are authentically since some of them were modified by the authoress, taking into consideration students' needs and learning level. Others were taken from internet and some foreigner sources.

These activities and lessons, in general, have as main objective the learning of French language by the students and the development on investigational skills in correspondence to clubs interests.

The selection of the activities was based on some selection criteria that were previously stated in the methodological- theoretical foundations, and that are:

- ❖ Students' needs
- ❖ Linguistic complexity
- ❖ Up-dateness

Another pedagogical aspect that supports this work is the use of the communicative approach to language teaching during the design of the learning tasks. This approach is the one that allows the improvement of communicative competence.

Moreover the presence of Camacho's principles applying to secondary school teaching is a paradigm used and developed to the path followed to the investigation.

Rationale behind the proposal

From the philosophical and psychological perspectives, the system proposed follows a Marxist orientation based on the dialectical and historical Marxism. This reveals the volitional character of the human psyche that has the need to feel motivated to take part in his social life.

Vigotski considered that the material life of a man is influenced by the instruments, and similarly, his psychological activity is also influenced by certain links as a result of his social life, being language the most important one. This, according to him, is one of the most important systems of signs and meaning; its internalization and its use are important via for the development of thought.

Pedagogically, this research is backed up by the Socialist Pedagogy. This pedagogy claims the need of an active and conscious involvement of the students in the teaching learning process so that the students become not only the object of

education but its subject. This kind of participation occurs when there is the need that encourages the students to learn as every human action is determined, motivated, and influenced by the need to accomplish a goal.

The proposal of the present research is backed up on the principles of the Communicative Approach to the teaching- learning process of foreign languages. At the same time, the proposal is based upon the criteria stated in the CDRE (Le Cadre Européen Commun de Référence pour les langues) Le Cadre Européen Commun de Référence pour les langues. Apprendre, enseigner, évaluer (fr: le Cadre, CECR, CECRL; en: the Common European Framework of Reference for Languages, CEF, CEFR), publié en 2001 est une tentative européenne importante ayant pour but d'identifier et définir les facettes théoriques de l'apprentissage d'une langue, afin d'aider à l'étude réelle des langues en Europe. Étant un projet conceptuel important creusant au cœur de ce qu'est l'apprentissage des langues, le Cadre est devenu une recommandation dans le domaine de la didactique des langues. C'est un point de départ généraliste, un guide de principes théoriques et de références qui propose « une base commune pour l'élaboration de programmes de langues vivantes, de référentiels, d'examens, de manuels, [de cours], etc. » Pour cela, le cadre identifie des actes de communication notés comme utiles, définis par des « descripteurs », et les organise en échelles thématiques (exemple : échelle compréhension de l'écrit) à 6 niveaux. Les compétences des apprenants, les cours, les examens, peuvent être alignés afin de progresser méthodiquement. Ces principes ne sont volontairement pas spécifiques à une langue. Ils sont suffisamment détaillés et généraux pour être adaptable à la diversité des langues.

The authoresses considered as important to remark that the proposal was implemented through a French Club put into practice at “Ricardo Zenón” Secondary School. To be consequent with the fundamentation of the proposal, it is required to explain some criteria about extracurricular activities and clubs, within them.

What are extracurricular activities?

According to the information taken from Wikipedia encyclopedia, extracurricular activities are activities performed by the students that fall outside the realm of the normal curriculum of school or universities education. Extracurricular activities exist at all levels of education, from 4th-6th, junior high/high school, college and university education. The extra curriculum made its first appearance in colleges in the nineteenth century. It complemented the curriculum as much as subverted it. The students found in it a kind of laboratory for practical and vocational interests. The first extracurricular activities were student literary societies (which had roots in the previous century at Harvard and Yale), debate clubs, and by mid-century, Greek letter fraternities and sororities. Literary societies were on the decline by the turn of the twentieth century, and some educators felt that less desirable extracurricular activities were now distracting students from their curricular responsibilities. Intercollegiate athletics soon became the dominant element in the extracurricular in most American colleges and high schools.

Such activities as school newspaper and interschool sports programs have been part of American high schools since the World War I era. Today's public high schools offer a comprehensive array of extracurricular activities to complement the curriculum.

Another definition given by Allen Grove, *Marching Band*, opens the scope of extracurricular activities: Extracurricular activities are simply anything you do that is not a high school course or paid employment.

Taken as a paradigm the previous list the author decided to state and proclaim the teaching of French language through a Club. Serving as an alternative to fulfill the aim of enrich the cultural level of Secondary School students.

Moreover, it is well sustained in the Secondary School Syllabus that Clubs are an essential part of the extracurricular activities to be carried out. In order to support this research there are some definitions to be analyzed. First of all, what a club is:

A club, according to Lic. José Zaiter Bittar is: un espacio para la investigación, la reflexión sobre el presente y para proyectar el futuro de cada uno de los miembros que interactúan... un espacio de comunicación , ayuda mutua y colaboración que desarrolla la curiosidad científica y la solidaridad y el colectivismo entre sus miembros.(Círculos de interés, educación y creatividad. Lic. José Zaiter Bittar Art)

This concept can be applied to one of the objectives declared in the syllabus of the French Language Club in which it is stated the contribution to the investigation skill in the students. However, there are others definitions of Clubs that can also be applied to the proposal.

Clubs are a type of group of study, in which students are well-oriented towards the conscious learning of habits, knowledge, attitudes, and ways of behaving. In clubs students are given specific and active solutions to activities and they get familiar with different methods and procedures to work during the meetings and in practice.

Clubs are the main instruments to the formation and direct development of vocational interests, they are meant to have a special item of practice and production. This kind of extracurricular activity has great possibilities of enhance the school with the daily life. After analyzing this group of definitions the researcher agrees with the definition given by Lic. José Zaiter Bittar Art, in which he states that a club is: un espacio para la investigación, la reflexión sobre el presente y para proyectar el futuro de cada uno de los miembros que interactúan... un espacio de comunicación , ayuda mutua y colaboración que desarrolla la curiosidad científica y la solidaridad y el colectivismo entre sus miembros.

Conclusion

The accomplishment of this research enabled the researcher to state the following conclusions:

1. Theoretical methodological foundations that back up the teaching of French language in Cuba are based on updated information. The information states that the teaching of French language has been carried out throughout the history of Foreign Language Teaching using the same methods and approaches used to the teaching of any other foreign language.
2. The diagnosis instruments implemented reveal that though the Secondary School Syllabus states very clearly that students should develop clubs as an alternative to improve their vocational interests, the existence of a French Language Club has never been in plans. The interest towards learning a new foreign language was present in students; however, English teachers never improved their knowledge and never created a French Language Club.
3. The implementation of the preliminary proposal allowed the researcher realized that some changes could be done so as to better the system of lessons. Furthermore, it aroused that since the preliminary proposal had already been implemented in a different level of education, activities should acquire a lower level of complexity so as to be accomplished by the students.
4. The process of reflection carried out by the authoress of the research aroused that new techniques could be used for the Teaching of French language in 7th grade students. Also, the implementation of the changes proposed throughout the reflection process allowed the construction of the final system. Without the recording of teachers' experiences it would have been impossible to analyze and process the given changes.

5. The system of lessons for the Teaching of French language in 7th grade students fulfilled the main aim of increasing students' interest towards learning another foreign language. A fact to be remarked is that the goal of increasing students' cultural level was attained through the implementation of the proposal.

Recommendations:

- The proposal of a system of lessons to teach French Language should be implemented in 8th and 9th grade at “Ricardo Zenón” Secondary School.
- The alternative of increasing students’ cultural level through a French Language Club should be extended to other levels of education.

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Annexes

Annex 1:

Document analysis

Objective: to analyze the methodological suggestions given by official documents about the teaching of foreign language to Secondary School students.

Documents analyzed:

- Secondary School Syllabus.
- French Club Syllabus.
- Modelo de Secundaria Básica.
- La metodología de la enseñanza de las lenguas extranjeras como ciencia particular.

Aspects to consider

1. Methodological suggestions towards the teaching of a foreign language in 7th grade.
2. Learning outcomes while teaching cultural items.
3. General and specific objectives to achieve while teaching French language.
4. General objective of Secondary School.
5. Specific objectives of the 7th grade.
6. General and specific objectives of the teaching-learning process of foreign language in Secondary school.

Annex 2:

Group interview:

Objective: to know students' preferences to work during the lessons and the causes of their preferences.

Questionnaire:

- 1) What kind of activities would you like to do during French lessons?
- 2) What contents would you like to learn about French language?
- 3) What cultural items would you be interested on learning about French culture?

Annex 3:

Interview to teachers

Objectives: to determine what activities do they put into practice while teaching French language.

Questionnaire:

- 1) What activities do you consider cannot be out of the Teaching Learning process of French?
- 2) What contents and cultural items cannot be dismissed in the process?

Annex 4:

Reflective journal

Objective: To keep a record on what goes on during the implementation of the system of actions and also to reflect on the problem under study to try to find a solution to it.

Aspects to consider:

1. Lesson implemented.
2. Recording of the events that occurred during the implementation.
3. Reflections.

Annex 5: System of lessons

Objectif général : À la fin de ce période de classe les apprenants devront être familiarisé avec des aspects sur la culture et la langue française, tandis qu'ils travaillent avec le système de classes pour qu'ils développent leur niveaux culturelle.

Leçon 1

Français

Niveaux A1

Unité #1: "Aperçu culturelle sur les pays francophones"

Type: Conférence

Matériaux : une carte mondiale, le drapeau de la francophonie et tabloïd de la francophonie #1

Thème : La Francophonie

Objectif : à la fin de cette classe les apprenants devront savoir parler sur La Francophonie tandis qu'ils travaillent en diades aussi qu'ils développent le respect pour une culturelle étrangère.

Mise en train

Technique : Vinq questions sur ce qui'ils pensent que s'agitera le cours de Français.

1. Présentation du French Club
2. Présentation de l'unité #1

Développement

3. Prof : donnez aux élèves les concepts (en espagnol) de pays francophones

4. Expliquez aux élèves les similitudes entre les personnes qui parlent le français et l'espagnol
5. Prof : montrer la carte mondiale aux élèves et demander leur qu'y remarquent les pays francophones qu'ils connaient.



Exercice # 1 : Faire une liste dans laquelle vous allez remarquez les pays francophones les plus connus.

6. Prof : expliquer aux élèves qu'il existe une organisation mondiale qui groupe les pays franco parlantes et qui s'appelle La Francophonie.

Exercice 2 : Imaginez que vous êtes invité à la première conférence de la francophonie et votre devoir sera de créer le drapeau pour cette organisation, en diades désignez- le.

Conclusion

7. Prof : Demandez aux apprenants de faire une raconte de ce qu'ils ont appris dans la classe.

Devoir : Trouvez quels ont les symboles de la France.

Leçon 2

Français

Niveaux A1

Unité #1:

Type: Conférence

Matériaux : un drapeau française et l'hymne de la France

Thème : Les symboles de la France

Objectif : à la fin de cette classe les élèves devront établir une comparaison entre les symboles cubains et les français tandis qu'ils travaillent en diades, pour qu'ils développent la valeur patriotisme.

Mise en train

1. Vérifier le devoir passé.
2. La prof demandera aux élèves de dire quels ont les symboles cubains.
 - ✚ Pensez-vous que seront les mêmes symboles qu' en France ? Pour quoi ?
 - ✚ Quels seront-ils ?
 - ✚ Quels couleurs montreront –ils ?

Développement

3. Faire les élèves vérifier ce qu'ils ont dit en leur disant les symboles françaises

Le drapeau	L'hymne	La devise
	<u>"La Marseillaise"</u>	<ul style="list-style-type: none">➤ Liberté➤ Fraternité➤ Égalité

4. La prof donnera aux élèves les couleurs du drapeau français : blanche, rouge et bleu

4.1 Demandez aux apprenants s'ils connaissent les autres couleurs en Français.

4.2 Donner les couleurs en Français

Exercice 1 : Imaginez que vous êtes le représentant d'un pays dans l'ONU. Créez le drapeau et décrivez-le.

5. Donner aux élèves la devise Française : Liberté, Egalité et Fraternité
Significat en espagnol

6. Donner aux élèves le titre de l'hymne Française : La Marseillaise

Conclusion

7. Demandez aux élèves d'établir une comparaison entre les symboles cubains et français.

8. Devoir : Chercher et apprendre 5 phrases de La Marseillaise.

Leçon 3

Français

Niveaux A1

Unité #1

Type: Conférence

Matériaux : une carte mondiale.

Thème : La France

Objectif : à la fin de cette classe les apprenants devront savoir parler sur des aspects relevant sur la France. Tandis qu'ils travaillent en triades, pour qu'ils développent l'aspect environnemental.

Mise en train

1. Vérifier le devoir
2. Demander aux élèves de parler, sur quelques aspects qu'ils connaissent sur La France

Développement

1. Faire une petite conversation avec les élèves sur la géographie française. (Frontières maritimes, le climat, la végétation, le capital, l'extension territoriale)

1 Un peu de géographie

La France a la forme d'un hexagone. Trois côtés donnent sur la mer. Le paysage français est varié, le climat change du nord au sud, sa végétation est diversifiée. Les arbres caractéristiques sont, au nord, le hêtre, au sud, le pin maritime, le cyprès et l'olivier.

Les Alpes sont des montagnes très hautes. Mais elles ne sont pas un obstacle : on passe facilement d'un côté à l'autre. **En 219 avant Jésus-Christ, le général africain Hannibal, ennemi des Romains, traverse les Pyrénées et les Alpes.**

2. Parler aux élèves sur la langue française et ses origines.
3. Parler aux apprenants sur les festivités en France.

Exercice 1 : La prof présentera une festivité française aux élèves. (Date, vêtements, activités et origines).

4. Demander aux élèves de faire une comparaison entre les festivités à Cuba et en France.

Conclusion

Exercice 2 : Vous allez choisir quelques festivités et vous allez la décrire selon ton avis.

Devoir : Vous allez faire une carte européenne dans laquelle vous remarquerez la France et son capital.

Leçon 4

Français

Niveaux A1

Unité #2 : Bonjour

Type: Pratique

Matériaux : chanson sur l'alphabète

Thème : Epeler des prénoms français.

Objectif : à la fin de cette classe les apprenants devront savoir épeler des prénoms français tandis qu'ils travaillent en diades, aussi qu'ils développent des habilités artistiques.

Mise en train

1. Vérifier le devoir
2. Prof : Utiliser des mots en Français qui se trouvent dans le devoir des étudiants pour motiver l'apprentissage de l'alphabète : la France, la géographie, Le Siècle et la forêt.

Développement

Exercice 1 : Trouvez dans la salle de classe, chez tes amis, dans des films que vous vous souviens, des prénoms français et écrivez-les dans vos cahiers.

3. Prof : Ecrire au tableau l'alphabet.
4. Prof : Faire les élèves répéter et pratiquer la prononciation de chaque lettre de l'alphabet

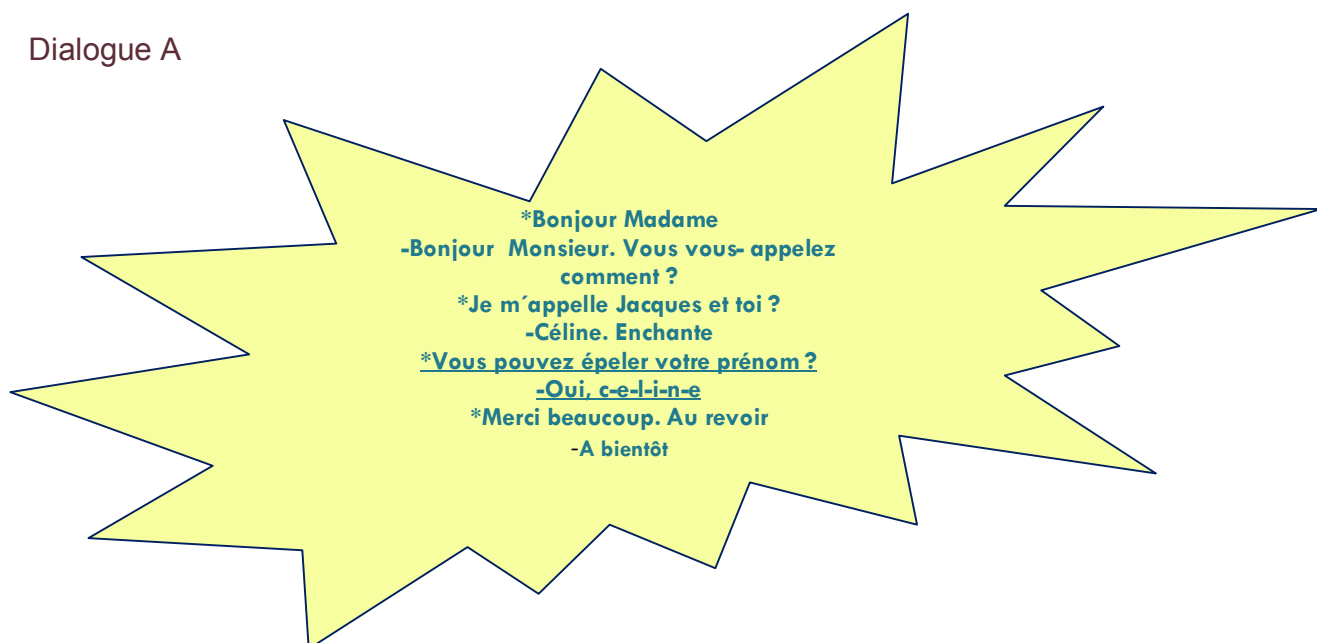
Exercice 2 : Ecoutez l'enregistrement "L'alphabet"

-Répétez les lettres

Exercice 3 : Épelez les prénoms que vous avez trouvés dans le devoir de la classe passé.

Exercice 4 : Épelez les prénoms français que vous avez trouvés.

Dialogue A



6.1 Pratiquez la question et la réponse qui souligné.

7. Pratique de la chanson : "L'Alphabet"

Conclusion

9. Chanter la chanson

Devoir : Pratiquez le dialogue travaillé dans la classe.

Leçon 5

Français

Niveaux A1

Unité #2 : Bonjour

Type: Pratique

Matériaux : -----

Thème : Se présenter.

Objectif : a la fin de cette classe les apprenants devront se présenter en Français. Tandis qu'ils travaillent en diades pour qu'ils développent les formules des politesses françaises

Mise en train

1. Vérifier le devoir de la classe passé dont ils devaient apprendre le dialogue.

1.1 Prof : Remarquez les phrases pour saluer et se présenter.

Formel : Bonjour/ Bonsoir/ Bon nuit/ Comment ça-va ? **Informel** : Salut/ Ça-va ?

Développement

2. Prof : Faire une présentation modèle pour les élèves : Bonjour, Je m'appelle Sucl et je suis la prof de Français.

2.1 Demandez aux apprenants de répéter la présentation.

Exercice 1 : Faire une présentation pour vos camarades. Suivez le modèle : Bonjour, je m'appelle Joseph et je suis étudiant de Français.

3. Prof : Enseigner les pronoms personnels aux élèves

Je	YO
Tu	TU
Il/Elle	EL/ELLA
Nous	NOSOTROS
Vous	USTEDES
Ils/Elles	ELLOS/ELLAS

4. Faire les apprenants répéter les pronoms

5. Prof : Faire les apprenants remarquer la 2me partie de la présentation : je suis étudiant de Français. Et remarquez l'usage du pronom personnel je.

Conclusion

6. Prof : Demandez aux élèves de pratiquer la présentation.

Devoir : Cherchez le mot qui convient en espagnol :

Bien: -----

Muy bien: -----

Regular: -----

Leçon 6

Français

Niveaux A1

Unité #2 : Bonjour

Type: Pratique

Matériaux : chartes françaises avec les états d'âme

Thème : Exprimer les états d'âme

Objectif : a la fin de cette classe les apprenants devront savoir exprimer leurs états d'âme, tandis qu'ils travaillent en diades. Aussi qu'ils développent la valeur honnêteté.

Mise en train

1. Vérifier le devoir : Mots en Français : bien, muy bien, regular

1.1. Établir la correspondance entre significat, prononciation et usage.

2. Faire les élèves lire le dialogue suivant :

*Salut Sandrine

-Salut Joanne. Comment vas-tu ?

*Moi, je vais très bien, et toi ?

-Um, je suis comme çï –comme ça

2.1 Pratique du dialogue (en diades)

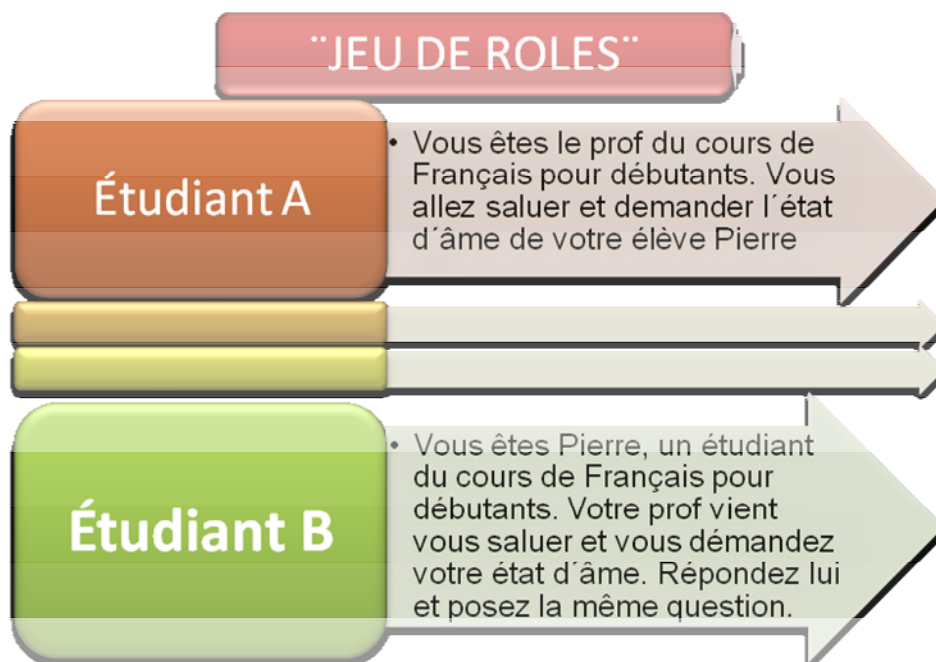
Développement

3. Prof : Faire les élèves remarquez les phrases suivantes :

✚ Comment vas- tu ?-----Je vais très bien : Informel pour demander 'l état d'âme.

✚ Comment allez –vous ?-----Je vais bien, merci. : Formel pour demander 'l état d'âme

5. Activité 1 :



4.1 Donnez aux élèves les états d'âme en Français (charte).

4.2 Pratique du prononciation

Conclusion

6. Rapporter ce qu'ils ont appris.

Devoir : Pratiquez le dialogue appris en changeant les états d'âme.

Leçon 7

Français

Niveaux A1

Unité #3 : Les numéros

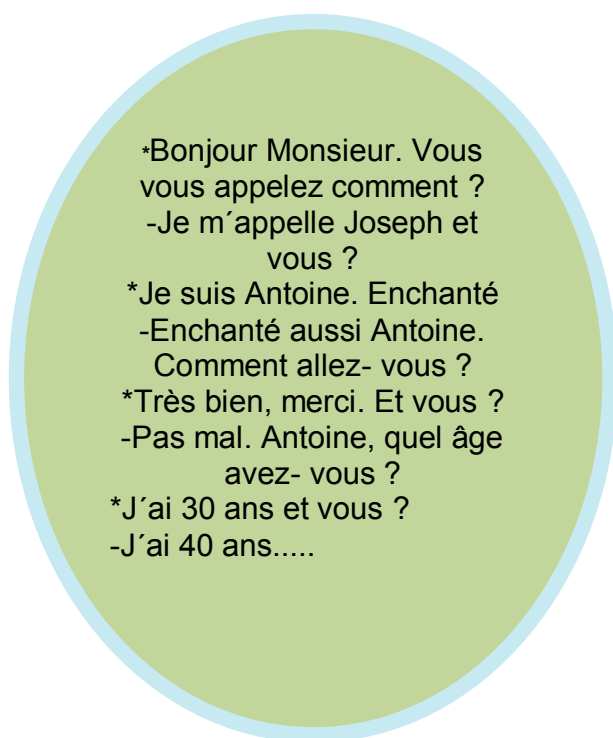
Type: Pratique

Matériaux : -----

Thème : Dire l'âge

Objectif : à la fin de cette classe les apprenants devront savoir dire l'âge en Français tandis qu'ils travaillent avec des exercices pour qu'ils développent la politesse.

Mise en train



1.1 Pratique du dialogue (prononciation et signifiacat)

Développement

2. Prof : Faire les apprenants remarquer les phrases suivantes : * Quel âge avez-vous ?- J'ai 30 ans (**formel pour demander l'âge**).....Quel âge as-tu ? - J'ai 30 ans (**informel pour demander l'âge**).

2.1 Expliquer aux élèves qu'on ne demande pas l'âge au moins du Curriculum Vitae

3. Les numéros en français.

1	Un	6	Six
2	Deux	7	Sept
3	Trois	8	Huit
4	Quatre	9	Nef
5	Cinq	10	Dix

3. Pratique de la prononciation des numéros en français.

Grammaire : Verbe avoir (tenir)

JE	<i>Explication de l'usage de l'apostrophe quand le mot qui suive commence par une voyelle. Ex : J'ai</i>	Ai
TU		As
IL/ELLE		A
NOUS		Avons
VOUS		Avez
ILS/ELLES		Ont

4. Complétez les phrases suivantes avec le verbe avoir

- Martin----- 5 ans, il va à l'école élémentaire.
- Karine----- 15 ans, elle est ma camarade.
- Nous----- 10 ans, nous aimons les animaux.
- Elles----- 20 ans, elles vont à la discothèque.
- Je----- 11 ans, j'adore la danse.

Conclusion

- Demander aux élèves de se demander l'âge entre eux pour pratiquer les numéros en Français.

Devoir : C'est le 1^{re} septembre 2012, vous arrivez à l'école avec votre ami Pierre qui commence son 8^{me} année dans votre même salle de classe. Présentez vous et Pierre à votre prof.

Leçon 8

Français

Niveaux A1

Unité #3

Type: Pratique

Matériaux : -----

Thème : Donner et demander le numéro de téléphone

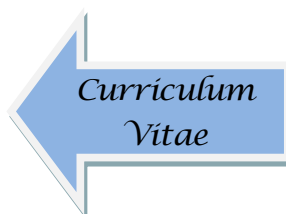
Objectif : à la fin de cette classe les apprenants devront savoir dire et demander son numéro de téléphone, tandis qu'ils travaillent individuel pour développer la responsabilité.

Mise en train

1. Vérifier le devoir.

Activité 1 : Vous êtes graduée de l'Université Pédagogique de votre province. Vous commencez à chercher du travail. Pour ça faire vous devez replier le CV suivant avec vos datas personnels.

Nom	Díaz
Prénom	Sucel
Age	23
Numéro de téléphone	256334854
Pays	Cuba

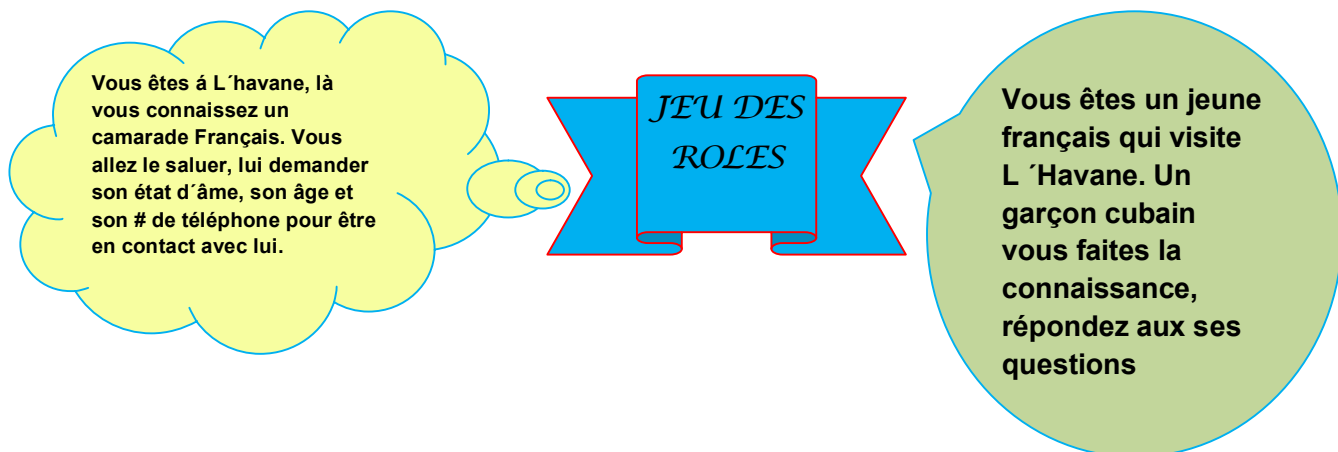


Développement

2. Prof : Donnez aux élèves la question pour demander le # de téléphone :

Quel est ton numéro de téléphone ?----- C'est 5456382846.

2.1. Pratique de la prononciation.



Conclusion

4. Répétition des numéros en Français

5. Devoir: Cherchez comment dit-on en Français les mois de l'année. Aussi cherchez comme travail individuel les numéros du 20 jusqu'à 30.

Leçon 9

Français

Niveaux A1

Unité #3

Type: Pratique

Matériaux : -----

Thème : Dire la date.

Objectif : à la fin de cette classe les apprenants devront savoir dire la date en travaillant avec des exercices et des dates important en France, pour qu'ils développent la culture.

Mise en train

1. Vérifier le devoir: (les mots en français pour les mois de l'année)
2. Prof: pour motiver la leçon la prof donnera aux élèves la fête la plus importante du mois de décembre en France.

25 décembre : Noël (on va à la messe de minuit, après il y a le réveillon, un repas léger avec champagne. Il y a le jour de Noël et la veille Noël et les enfants mettent leurs chaussures devant la chemine pour que le père Noël les mette et leur donne des cadeaux)

Développement

3. Donner aux élèves la question et la réponse pour donner la date : Quel est la date aujourd'hui ?- Aujourd'hui c'est Mardi 13, décembre 2013.
4. Faire les apprenants pratiquer la question et la réponse.
5. Prof : donner aux élèves le calendrier des fêtes françaises.

Date	Fête	Date	Fête
1 ^{re} janvier	Le jour de l'an	1 ^{re} mai	La fête du travail
6 janvier	La fête de Rois	14 juillet	La fête nationale
2 février	La chandeleur	1 ^{re} novembre	La Toussaint
Février ou mars (un mardi)	Mardi Gras	11 novembre	L'anniversaire de l'Armistice
Mars ou avril (un dimanche)	Pâques	25 décembre	Noël

6. Petit débat oral pour établir une comparaison entre les festivités cubains et les françaises, en faisant la technique Remue Méninges, mais cette fois les étudiants devront penser à quels célébrations cubaines sont-ils pareils.

7. Faire l'évaluation oral des participations des élèves dans cette activité.
Conclusion
8. Evaluation final de la participation en classe pendant la leçon.
9. Devoir : complétez le cadre suivant avec les repas, les animaux et les sports que vous aimez (en espagnol)

Les repas	El queso, los frijoles y el cake.
Les animaux	El perro, los delfines y los peces.
Les sports	La pelota, el football y la natación.

Leçon 10

Français

Niveaux A1

Unité #3

Type: Pratique

Matériaux : Des feuilles des papiers avec les repas, les animaux et les loisirs en français.

Thème : Exprimer les préférences.

Objectif : á la fin de cette classe les apprenants devront savoir exprimer leurs préférences tandis qu'ils travaillent en diades avec des petites peintures pour qu'ils développent la compétence linguistique.

Mise en train

1. Vérifier le devoir dans laquelle les apprenants devraient remplir la cadre avec leurs préférences en espagnol.

Développement

2. Charles et sa mère parlent sur leur musique préférée.



2.1 Quels sont les phrases que Charles et sa mère utilisent pour exprimer ses préférences ? (*J'adore/ je déteste / j'aime*)

2.2 Expliquez aux élèves que aussi on peut utiliser: (*je n'aime pas/ je préfère*)

<i>J'aime</i>	<i>Je n'aime pas</i>
<i>J'adore</i>	<i>Je n'adore pas</i>
<i>Je préfère</i>	<i>Je ne préfère pas</i>

2.3 Expliquez le sens de ces mots en français ainsi que leur usage.

3. Donnez aux apprenants des feuilles de papier avec le nouveau vocabulaire qu'ils doivent apprendre.

3.1 Pratique de la prononciation

4. Technique : Lettres croisées

Pas

1. Les élèves écrivent leurs prénoms sur une petite feuille de papier qu'ils vont plier et donner au professeur.

2. *La prof mélangera tous les feuilles de papiers dans un chapeau et après chaque élève va choisir une.*
3. *Après, ils vont écrire la lettre adressé au camarade qui lui a correspondu.*
 - 3.1 *La lettre aura toute l'information sur les préférences de la personne qui écrit.*
4. *Finally, la prof collectera les feuilles encore une fois, les remelangera et va les distribuer autour de la salle de classe pour que une autre personne lis ce qu'y est écrit.*

Conclusion

5. La prof demandera aux élèves d'évaluer leurs participations dans la classe.
6. Devoir : Chercher chez toi quels ont les préférences des membres de votre famille.

Activité finale:

Objective: corroborer avec les apprenants que les objectives principaux sont accomplis parmi les leçons qu'ils ont reçu.



Tache : A manière de résumer le travail que vous avez réalisé dans cette période d'apprentissage, vous devez présenter un petit paragraphe avec les choses que selon vous ont été les plus importants sur la langue française, la culture française et finalement les contenus que vous avez appris avec plus de facilité.

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*Especial y únicamente dedicado a mi madre
quien ha sido una roca de estabilidad, aun en la
tormenta y en la calma. Gracias por estar
siempre a mi lado, sin importar obstáculos ni
mareas altas.*

I´m everything I am because you love me!

It's a pleasure and a duty for me to say thanks to:

*My family: so close, so strong, so lovely... with you
the world, without you: the grave.*

*My grandpa: I would have given my life for having
you right next to me these days.*

My grandma: my sunlight, my air; my soul.

*My teachers: so patient, so humble, so human...here
I am still your disciple.*

*Pachi: for being there no matter what it takes,
supporting my home.*

*Joseito, Javier, Eliza, Yisel and Leidy: my lovely
friends, thanks for trusting me; even in the darkest
of my days.*

Deyse and Paula: thanks a million.

My daddy: always distant, but never absent.

My heroes: never perfect but I got the chance.

Myself: never got crazy, always giving more.

*My students: the ones from here and the lovely ones
from my French Club.*

*My Tati: thanks for supporting me even through
the ocean, always in the warm.*

Alfredo and Grisel: thanks for being so patience

*Education of young people settles down the basis
that will sustain future societies.*

Anonymous