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Título: *Contribution to the enhancement of the sociocultural competence in French language through receptive skill lessons*

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Thinking must never submit itself, neither to a dogma, nor to a party, nor to a passion, nor to an interest, nor to a preconceived idea, nor to anything whatsoever, except to the facts themselves, because, for it, to submit to anything else would be the end of its existence."

Henri Poincaré (1854-1912)

Dedication

All my sleepless nights and the efforts I have made to accomplish this titanic endeavor, are dedicated:

To the loving memory of my father, Abel Fernández Gregorio, for all his steady support and all the confidence he placed in me; also for his engagement and commitment to me and my studies. You are always present in my heart!

To my dear mother, Claribel Torres Díaz. For all her love, her patience, her dedication, her kindheartedness; and for always taking pride in me. For being an example of mother and of woman, and for being my fan #1.

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If I happen to forget any names on this page, feel sincerely represented here and please, be all included.

Abstract.

During the present academic year (2017-2018), the author of this paper carried out his practicum as a teacher of French at the “Provincial School of Artistic Education” in Santa Clara. After the implementation of several research methods, it could be corroborated that the main weaknesses present in ninth graders of the Ballet Specialty, have to do with their lack of sociocultural competence in French language. Consequently, the author set as goal to build up a scientific result to contribute to enhance the sociocultural competence in French language in these students. In order to attain the aim proposed, the researcher revised the necessary bibliographical sources so as to back up the scientific problem stated. After a building up process, in which the suggestions given by the discussion group and the experiences recorded on the teacher’s diary were taken into account, the final scientific result that emerged was a system of six receptive skill lessons to contribute to the enhancement of the sociocultural competence in French language in the subjects of research. Various positive transformations were attained in the students’ sociocultural competence; however, this research is just a contribution to the enhancement of the students’ sociocultural competence in French language.

Key words: sociocultural competence, enhance, receptive skill, system, teaching and learning process.

Résumé.

Durant cette année académique (2017-2018), l'auteur de ce rapport a fait ses stages en tant que professeur de français à l'École Provinciale d'Éducation Artistique à Santa Clara. Après implémenter quelques méthodes de recherche, il a pu remarquer que les faiblesses principales des apprenants de ballet de la 9^e année, sont liées à la carence de compétence socioculturelle en langue française. Ensuite, le professeur a fixé comme but la construction d'un résultat scientifique pour contribuer au développement de la compétence socioculturelle en langue française chez les apprenants. Dans le but d'atteindre l'objectif fixé, le chercheur a consulté les sources bibliographiques nécessaires afin de soutenir le problème scientifique. Après le processus de construction, dans lequel les suggestions du groupe de discussion scientifique et les remarques recueillies dans le journal du professeur ont été prises en compte, le résultat scientifique final qui a émergé est un système de six leçons de compétences réceptives visées à contribuer au développement de la compétence socioculturelle en langue française chez les sujets de recherche. Nombreux transformations positives ont été atteintes par rapport à la compétence socioculturelle chez les apprenants, néanmoins cette recherche est juste une contribution au développement de la compétence socioculturelle en langue française.

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Introduction.

Studying foreign languages at early ages benefits the development of abilities in the target language, as well as its communicative process; it improves students' academic performance and brain development, at the time that it helps them in their native language. It is also good for learners as they can acquire cultural awareness of the world they live in. The teaching of French as a foreign language is a real need across the globe, and Cuba does not neglect this reality. The main reason is the great importance this language has acquired as a means of communication among all the countries around the world nowadays. Therefore, speaking French is an advantage on the international job market, since this is the international language of cooking, fashion, theatre, the visual arts, ballet and architecture. The so-called "Language of Love" offers access to great works of literature in their original language, as well as films and songs. It is both, a working language and one of the official languages of many important international institutions and organizations such as the United Nations (UN), the International Organization of La Francophonie (OIF), the European Union (EU), United Nations Educational Scientific and Cultural Organization (UNESCO), North Atlantic Treaty Organization (NATO), the International Olympic Committee (IOC), North American Free Trade Agreement (NAFTA), the International Red Cross, Union of South American Nations (UNASUR), Football International Federation Association (FIFA), World Anti-Doping Agency, African Union, International Court of Justice, International Political Science Association, International Bureau of Weights and Measures, Universal Postal Union, Interpol among others. French is an excellent premise and good base for learning other romance languages, such as Italian and Portuguese; also for the learning of English, since fifty per cent of current English vocabulary is from French origin. French language is spoken in every continent; it is the fifth most spoken language with over 280 million speakers, it is also the second most widely learned foreign language across the globe.

General education in Cuba does not include French as part of the curricula; however, the art schools do include French language as a second foreign language in the curriculum of the students of the Ballet Specialty, since the jargon of this art is almost entirely in French. At the "Provincial School of Artistic Education" in Santa Clara, French is taught to the students of the Ballet Specialty since fifth grade until ninth grade. The main objective in the teaching of French in all the grades is the development of the speaking ability, emphasizing on the vocabulary related to this art. The students from ninth grade of the Ballet Specialty at the "Provincial School of Artistic Education" in Santa Clara were selected for the purpose of this paper, because this is the class where the author of this paper carries out his practicum, and a class with significant learning gaps

regarding sociocultural competence in French language. These students have several strengths that favor the learning process of a foreign language: they are very cooperative and disciplined, they love working in groups as well as carrying out total physical response activities (TPR). Regarding linguistic potentialities, these students have an average level in the target language, with an excellent mastery of the vocabulary related to the parts of the body and good mastery of the jargon of ballet. However, they have several linguistic weaknesses mainly in vocabulary expansion in other areas of interest. It is noticeable that these students have many possibilities of interacting with French speaking people, however many of them do not have enough information about the culture and social features of the francophone countries; much of the information considered in the sociocultural competence of the communicative competence is not known by these students. Their lack of sociocultural competence could be verified by means of a survey administered to the students, during the first lesson. They could hardly identify some of the countries where French is spoken as a mother tongue, they had poor information about national symbols, landmarks or important cities in France. In order to identify the causes of their lack of sociocultural competence, the author interviewed all the students of the group and analyzed the official documents of the subject in question. The students expressed that they had not received much information about the culture of French-speaking countries, they also stated that the French lessons were centered in developing the speaking ability mainly. In addition, it could be noticed that the book and the French syllabus do not include much orientation toward the teaching of sociocultural aspects.

Last academic year (2016-2017), the author of this research carried out his practicum at the same institution, with seventh graders of the Ballet Specialty. In that occasion, he intervened in the teaching and learning process of French language to contribute to the enhancement of the sociocultural competence in this language through sociocultural sections within the French lessons. Though, the results were not excellent, since the students focused more on the linguistic items of the lessons than on the sociocultural information offered, the students learned about sociocultural aspects related to France, they learned mainly about topics such as: The Francophonie, important cities, symbols and landmarks in France. The ability used to teach the above content to such students was speaking, as this was the main ability to be developed in seventh grade. However, the students expressed, at the end of the researcher's intervention, that they would have liked to get this information through texts and videos too, because that way they could check it time and again. It means they were interested in getting more information about

French sociocultural aspects. This experience served the author for further researches on the same topic, and in other grades at the same school.

This academic year (2017-2018), the author would deal with the enhancement of the sociocultural competence in French language in ninth graders, through receptive skill lessons, because of some reasons: seventh graders' claim to deal with French sociocultural information through texts and videos because both teaching aids could help them easily learn sociocultural aspects in this foreign language, also to take advantage of the fact that reading is an ability to be developed in ninth graders, and finally, because the author of this paper gave the subjects of research the possibility to decide on the skills they would like to deal with, as the channels to learn about the sociocultural competence in French. Most of the students chose *reading* and *listening*.

In relation to sociocultural competence, professor Eida de la Paz Gálvez (2010), has expressed that it can be regarded as the notion of appropriateness in communication, which adds up to those of correctness, accuracy, and coherence, conveyed by the other areas. Being appropriate in the use of the language means efficiently adapting verbal or non-verbal behavior to the specific sociocultural context where each communication act takes place. This implies taking into account who you are communicating with, what your relationship with that person is, where, how, and when the communication act takes place, and what its purpose is; in order to make the appropriate choices in terms of topics, gestures, proximity, timing and degree of formality.

Some previous research papers carried out at "Félix Varela Morales" Campus, by students majoring in English and French languages, were consulted to know what had been researched about the topic in relation to difficulties identified, level and grade, scientific results implemented, meaningful achievements, etc. It was corroborated that French language had been the object of research of different major papers since 2008 onward: Guillermo Alonso Águila and José Fidel Manso Hernández (2008), Félix Gabriel Arboláez Martínez and Dayana Monteagudo Chaviano (2015), as well as Daniel Almaguer León (2016). They proposed communicative activities for the development of the speaking ability in French language, while Yozamy Triana Escobedo (2013) proposed a system of lessons to potentiate the students' motivation towards the French language, Sucel D'Alina Díaz Zumaquero (2013) proposed a system of lessons to teach French language to secondary school students through a French club, and Ivanie Lucena Jiménez (2016) proposed a community project for the teaching of French to young learners in their community. All of them properly referred to the development of communicative skills in French at different educational levels and offered practical solutions through proposals of activities, but there is not any of the

before mentioned authors that deal directly with the enhancement of the sociocultural competence.

From the above problematic situation, the following **scientific problem** was derived:

How to contribute to the enhancement of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education”?

Object of research:

Contribution to the enhancement of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education”.

Objective:

To build up a scientific result to contribute to the enhancement of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education”.

Scientific Questions:

1. What is the current situation in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education” regarding the sociocultural competence in French language?
2. What are the theoretical and methodological foundations that back up the enhancement of sociocultural competence in French language?
3. What changes could be introduced in the teaching and learning process of French language that might contribute to the enhancement of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education”?
4. What went well and what did not go well in the introduction of the changes in the teaching and learning process of French language to contribute to the enhancement of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education”?
5. What transformations may occur in the subjects of research with the introduction of the changes in the teaching and learning process of French language?

6. What scientific result arises from the changes introduced during the building up process of the proposal?

Scientific Tasks:

1. Assessment of the current situation in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education”, regarding the sociocultural competence in French language.
2. Determination of the theoretical and methodological foundations that back up the enhancement of the sociocultural competence in French language.
3. Determination of the changes introduced in the teaching and learning process of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education”.
4. Evaluation of the building up process of the scientific result to contribute to the enhancement of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education”.
5. Evaluation of the transformations occurred in the subjects of research during the introduction of the changes regarding the sociocultural competence in French language.
6. Proposal of the final scientific result that came out from the building up process.

Scientific methods:

The present research is based on the Dialectic-Materialistic method. The Inductive-Deductive approach (qualitative paradigm) was also followed and within it, the Action Research method.

From the Theoretical Level:

- **Historical-logical:** It was followed to describe the antecedents of the treatment of the scientific problem declared in this research and in the analysis of different sources about the enhancement of the sociocultural competence in French language.
- **Analytic-synthetic:** It was used during the whole research process but mainly to process theoretical and methodological information taken from the different primary sources consulted, in order to back up the scientific problem of this paper.

- **Inductive-deductive:** It was used during the whole research process, but mainly to analyze the data obtained through the different empirical instruments administered, so as to identify regularities, and during the building up process of the final scientific result.
- **Systemic approach:** It was used to provide coherence and unity between the different moments of the research, as well as in the planning of the six receptive skill lessons.

From the Empirical Level:

Document Analysis, Interview, Participant Observation, Survey, Teacher's Diary, Triangulation and Pedagogical Test.

All these methods were administered to obtain the necessary data to verify the problematic situation already described. Some of them were also used to assess the students' transformations during the building up process of the final scientific result.

From the Statistic-Mathematical Level:

- **Percentage analysis:** It was used to process the information obtained from the application of the instruments before and after the building up process of the final scientific result, as a means to back up qualitative information given.

Subjects of research:

The subjects of this research are six students from ninth grade of the Ballet Specialty at the "Provincial School of Artistic Education" in Santa Clara. They have an average level in French language since they have been studying it for more than four years now.

Discussion.

1. Needs assessment:

As a means to deepen into the problematic situation described in the introduction of this paper, several empirical methods were administered to the subjects of research following some categories and subcategories which were suggested by the discussion group, so as to obtain as much information as possible about the students' weaknesses and strengths regarding their sociocultural competence in French language.

1.1. Empirical methods:

- **Document analysis:** It was used to know about the treatment of the sociocultural competence in the students' textbook and in the syllabus of the subject in ninth grade.
- **Survey:** It was administered to the students in order to have more information about their knowledge on the sociocultural competence in French language. (Annex 1)
- **Participant observation:** It was administered to corroborate the students' motivation to learn French, their knowledge on the sociocultural competence in French language (Annex 3) and to identify the transformations that took place in the students' sociocultural competence during the building up process of the final scientific result. (Annex 5)
- **Peer observation:** This method was suggested by the discussion group as a means to complete, check and prove the information gathered by the author, during the participant observations, regarding students' motivation to learn French and their sociocultural competence in French language before and after the building up process.
- **Interview:** It was administered to the students to get information about the reasons of their lack of sociocultural competence in French language. (Annex 2)
- **Pedagogical test:** It was administered to determine the transformations that took place during the process of building up of the scientific result. (Annex 4)

- **Triangulation:** This method allowed the author to identify the regularities found through the different empirical instruments administered.

1.2 Categories and subcategories:

To determine the real state of the subjects of research with regards to the sociocultural competence in French language, the following categories and subcategories were stated.

Categories:

1. Motivation:

- Students' motivation to learn French.
- Students' motivation to get information about the sociocultural competence in French language.

2. Knowledge:

- Students' knowledge about the importance of French language.
- Students' knowledge about information related to the *Francophonie*.
- Students' knowledge about countries where French is spoken.
- Students' knowledge about important cities in France.
- Students' knowledge about symbols and landmarks of France.
- Students' knowledge about eating habits in France.
- Students' knowledge about important French personalities.

Subcategories:	Instruments:
Students' motivation to learn French.	Participant observation Peer observation Interview
Students' motivation to get information about the sociocultural competence in French language.	Participant observation .Peer observation Interview
Students' knowledge about the importance of French language.	Survey .Participant observation Peer observation Interview
Students' knowledge about information related to the <i>Francophonie</i> .	Survey Participant observation .Peer observation Interview
Students' knowledge about countries where French is spoken.	Survey .Participant observation .Peer observation Interview
Students' knowledge about important cities in France.	Survey .Participant observation .Peer observation Interview
Students' knowledge about symbols and landmarks of France.	Survey .Participant observation .Peer observation Interview
Students' knowledge about eating habits in France.	Survey .Participant observation .Peer observation Interview
Students' knowledge about important French personalities.	Survey .Participant observation .Peer observation Interview

1.3 Psychological characteristics of the subjects of research:

The subjects of this research are six ninth grade students of the Ballet Specialty at the “Provincial School of Artistic Education” in Santa Clara. These adolescents are lovers of common and familiar issues that interest them. They have a large amount of energy and are very creative, they are extremely conscious of their age and find it irritating when adults continue to teach them as children. They like the approval of the teacher and show satisfaction when the teacher acknowledges their good results, they also need their classmates’ approval. They can concentrate with ease; they are disciplined, cooperative and love team work. Regarding the students’ learning, it was noticed that they have a mix of learning styles, but the ones that predominate in most of the students are: visual, aural, verbal, kinesthetic, interpersonal and reading.

In order to start the analysis of the data obtained through the different empirical instruments administered, the author considered necessary to state how the textbook and the syllabus of the subject in ninth grade cope with the treatment of the sociocultural competence.

In the analysis of such documents, it could be noticed that the syllabus of the subject does not deal with much information about the culture of the French speaking countries. It only includes the study of formal and informal greetings and leave-takings, as well as the use of the personal pronoun “vous” to express formality when referring to the second person singular. Regarding the students’ textbook, it could be observed that it only includes the jargon of ballet and there is not any sociocultural information in it.

1.4 Analysis of the results:

The following information was gathered firstly through the analysis of the results of each instrument administered to the subjects of research during the needs assessment phase, secondly the data was organized by categories and finally the regularities were identified by triangulating the results of each instrument.

Category 1: Motivation

It was necessary to assess students’ motivation in learning French because if they were not motivated they would neither learn the language nor be interested in specific sociocultural details.

During the participant observations it could be noticed that all the students enjoyed activities in which they were asked to answer using body movements during the French lessons, but they were reluctant to speak French because of their difficulties in pronunciation and in some grammar

patterns. They remained somehow disappointed because they had not met any French speaker, so they had not experienced the need to learn French.

There were three peer observations carried out by a member of the discussion group. The first one was during the needs assessment phase, in which the observer realized that during this lesson, three students' faces showed their annoyance for the topic of the lesson, though they answered the teacher's activities politely because the students are obedient and disciplined, this was not a spontaneous participation but guided by the teacher. During her second and third observations, she perceived a different atmosphere during the lessons. The students were eager to participate, they raised their hands constantly and their answers were correct, even though there were still some problems in pronunciation. Three students asked about sources in which they could find more information about the topic of the lesson.

In the interview administered, five students answered that they were interested in learning French. They added that they loved activities and language games which imply total physical response. Only one student answered that he was not enthusiastic to learn French; though, he was forced to because it is a subject included in the curriculum. Four students expressed their enthusiasm to learn about contents related to the sociocultural competence in French language. Two students said that they did not dislike learning about French culture but that it meant nothing to them. All the instruments showed that most of the students are motivated towards the learning of French language in general and about the sociocultural competence of the target language.

Category 2: Knowledge

The first instrument administered to the subjects of research was the survey. Five of them stated that they considered the learning of French very important for their present and future professional development and also for their general culture. One student had the same opinion but he is not motivated to learn the language. Only one student was able to define the term *Francophonie*. Regarding the countries where French is spoken, all the students mentioned France; three students added that French is also spoken in a province of Canada: Québec. Only one student answered Haiti and Switzerland. The students referred to some symbols: the flag and the anthem. They also mentioned landmarks such as: The Eiffel Tower and Louvre Museum. Three students referred to typical products of the French cuisine: croissant and champagne. Two students could only mention one important French personality: Gérard Depardieu.

During the participant observations, the author of this paper noticed that five students could only mention two French speaking countries, France and Belgium. All the students mentioned only one city in France: Paris. In the lessons about symbols and landmarks, it was noticed during the

anticipation of contents, that the students did not know more symbols others than the flag and the anthem, or more landmarks others than the Eiffel Tower and Louvre Museum. When the topic about eating habits was taught, the previous information the students had was very limited, and they could only mention some foods but in Spanish, cheese and snails.

In the interview, they answered that they had never studied the geography of France. They expressed that they had not been taught such aspects neither in French lessons nor in any other subject. They also expressed that the little information they had about France and some French speaking countries was acquired through films, books, cartoons and documentaries, because French lessons in previous grades had not dealt with such information.

Regularities:

As a result of the administration of the different empirical methods, a certain amount of data was obtained and analyzed, and after such an analysis the following regularities were identified:

Strengths:

- 1- The majority of the students are motivated towards the subject.
- 2- They have an average level in French language as well as a good mastery of the jargon of ballet.
- 3- They are disciplined and can concentrate with ease.

Weaknesses:

1. Lack of knowledge about the Francophonie.
2. Poor knowledge about countries in which French language is spoken.
3. Lack of knowledge about important cities in France.
4. Poor knowledge about symbols and landmarks of France.
5. Lack of knowledge about eating habits in France.
6. Poor knowledge about important personalities from France.

2. Theoretical and methodological foundations about sociocultural competence in French language:

2.1 Historical antecedents of the teaching and learning process of French language in Cuba:

The teaching of French language in Cuba started since last centuries, probably about late 18's or early 19's, when around 30.000 French colonists settled down with their slaves along the whole island, running away from the Haitian Revolution (1791-1804). This paved the way to a series of French customs such as the use of the language and the well-known "Tumba Francesa", a remarkable imprint in music and dance in some places of the eastern region of Cuba.

During Capitalism, French language was taught in Letter Majoring at the universities; besides, it was taught in senior high school as an optional subject. (González Delgado, R., & Fernández Hernández, E. 2014)

With the triumph of the Cuban Revolution in 1959, and as a result of the necessary changes introduced in the Cuban educational system, French language teaching was interrupted till the sixties, and replaced by English and Russian. In this decade, language schools were created and a huge amount of people enrolled French courses. By this time the “Instituto de Idiomas Máximo Gorki” in Havana, started the training of French language teachers, translators and interpreters. Later, in 1971 the training of translators and interpreters in French was taken over by “Escuela de Lenguas Modernas de la Facultad de Humanidades”, subordinated to Universidad de La Habana. The teaching of French started also by this time in higher education, with the creation of the “Instituto Superior Pedagógico de Lenguas Extranjeras Pablo Lafargue” (ISPLE) in Havana in 1977; in charge of training teachers, translators and interpreters in various languages.

In the 80's, the Pedagogical Universities started the training of French teachers for a few years, and students of the Spanish and Literature programs would take lessons of this language as a means to raise their cultural level.

From 2001 onward, the teaching of French language was included in the curriculum of the students majoring in Foreign Languages at six Pedagogical Universities.

Currently, Language Centers are being created at the Cuban universities; such institutions offer the students and the professors, optional French courses, among other languages.

At present, English language is the established foreign language to be taught in Cuba in all levels of education, since third grade at elementary schools till universities and post graduate courses. However, French is taught as a foreign language in language schools, and as a second foreign language in some pedagogical programs with students majoring in Foreign Language Education. It is also taught in the program of Bachelor's Degree in French Language in the Faculty of Foreign Languages at Universidad de La Habana, where students are trained to become translators and interpreters. It is taught as a second foreign language in the programs of Bachelor's Degree in English Language with Second Foreign Language (French), at some universities of the country, which also train translators and interpreters in such languages. There is a huge representation of the francophone culture in the country too, thanks to the “French Alliance” in Cuba, which has venues in Santiago de Cuba and Havana and offers French courses for everybody. This language is likewise taught in the courses of Formatur, to train the staff of the touristic industry in Cuba. The TV-courses on French language have also constituted an excellent initiative, such courses have

been broadcasted in the framework of “University for All”; a bigger project compromised with elevating the culture of the Cuban people in general. French is taught as first language and as a means to teach other subjects at “Alejo Carpentier” French School of Havana, an international institution subordinated to the French Ministry of Education; this institution welcomes mainly French citizens who live in Cuba (also students from other nationalities) and covers the educational levels from kindergarten up to senior high school.

Nowadays French language is taught in Cuba using the Communicative Approach, also integrating the conceptions of the Common European Framework of Reference (CEFR) for the assessment, teaching and learning of foreign languages. The use of such updated and efficient approaches and methods set this country in the right direction; however, there are some hindrances such as the shortage of updated and suitable materials and books.

As it can be inferred, the teaching of French as first or second foreign language has been highlighted in Cuba, but few programs and syllabuses devote time to deal with the necessary inherent cultural knowledge about the language. The author’s experience as French language learner has proved that in the development of communicative competence in French language, some areas have been practiced less than others; that is the case of the sociocultural competence. This area or competence has been poorly treated by teachers and syllabuses in different programs, neglecting that this competence is very important to use the language appropriately.

In an attempt to gather evidences about the issues dealt with and the ways used for the teaching of the cultural aspects of French language, the author analyzed the French syllabuses in various institutions in Santa Clara where French language is taught. In the program “Bachelor’s Degree in English Language with Second Foreign Language (French)”, at Universidad Central “Marta Abreu” de Las Villas; the sociocultural competence is treated through a subject that the students take in the fourth year: “Sociocultural Studies of the Second Foreign Language”. The students also deal with sociocultural content in every French lesson, since they use the books of the series “Tout va bien”, which include sociocultural sections. The most important sociocultural aspects treated are: History of France, French literature, geography, social norms, costumes, landmarks, national symbols, important personalities, information about other francophone countries and the influence of the French culture in Cuba. The students have to carry out a research, as part of the final evaluation of this subject, in which they have to find contact points and the influence of the francophone culture in Cuba. The teaching and learning process of French language at “Miguel de Cervantes” Language School takes into account some cross-curricular contents; one of them

is aimed at the enhancement of sociocultural competence. Such competence is treated through texts, dialogues and songs which appear in the books they use: “Café Crème I” and “Café Crème II”. The most important sociocultural aspects dealt with are: Greetings, non-verbal communication, food, arts, literature, geography, national symbols and landmarks. In the program “Bachelor’s Degree in Foreign Language Education, English with Second Foreign Language (French)” at Universidad Central “Marta Abreu” de Las Villas, the sociocultural competence is treated through a subject that the students take in the fourth year: “Sociocultural Panorama of France and the French Speaking Caribbean”. That subject focuses on countries such as Haiti, France and some French speaking territories in the Caribbean such as Guadeloupe and Martinique. The students also deal with sociocultural content in every French lesson, since they use the books of the series “Café Crème”, which include sociocultural sections. The most important sociocultural aspects included in these books are: geography, social norms, costumes, landmarks, national symbols, important personalities, food, sports, education, health system, politics, religion, gestures, and physical appearance.

2.2. Sociocultural competence in French language:

The **communicative approach** in language teaching starts from the theory of language as a means of communication. The goal of language teaching is to develop what Hymes (1972) referred to as “communicative competence”. According to Finocchiaro and Brumfit (1983), the major distinctive features of the communicative approach are:

- ◆ Contextualization is the basic premise.
- ◆ Language learning is learning to communicate.
- ◆ Understandable pronunciation is sought.
- ◆ Attempts to communicate may be encouraged from the very beginning.
- ◆ The target linguistic system will be learned best through the process of struggling to communicate.
- ◆ Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
- ◆ Students are expected to interact with other people, either in the flesh, thorough pair and group work, or in their writings.

The Communicative Language Teaching (CLT) principles are also important in the teaching and learning process of a foreign language. Several CLT principles have been established by some

specialists such as K. Morrow in 1983, N. Naiman in 1989, then redefined and adapted to the Cuban context by a Cuban professor: Alfredo Camacho Delgado, Ph.D. in 2002.

The author of this research acknowledges the principles proposed by the latter, since they are up-to-date and are also the ones that suit the best for the Cuban context:

- ◆ 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 and 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 the target language.
- ◆ Practice should engage students in cross-cultural comparison.
- ◆ Classes should foster an atmosphere of co-operation and open communication among students and teacher.

Most of these CLT principles are a common characteristic in the activities designed to cope with the reading texts and listening passages included in the lesson plans to be introduced in the teaching and learning process of French language to contribute to the enhancement of the students' culture about the francophone world.

The sociocultural competence is a component of the communicative competence. Finocchiaro and Brumfit (1983), defined the Communicative Competence as the ability to use the linguistic system effectively and appropriately.

Communicative Competence is a term in Linguistics which refers to the language user's knowledge on grammar, syntax, morphology, phonology and the like; as well as social knowledge about how and when to use utterances appropriately. Communicative competence is also understood as the capacity that should be developed in the students to produce and process written or oral texts in a coherent way. (Hymes, 1972)

In the words of Canale M. and M. Swain (1980) and later Canale M. (1983), communicative competence is a conjunction of competencies closely related whose components are:

1. **Linguistic or grammatical competence:** It refers to the degree to which the language user has mastered the linguistic code.
2. **Sociolinguistic competence:** It addresses the extent to which grammatical forms can be used or understood appropriately in various contexts to convey specific communicative functions.
3. **Discourse competence:** It involves the ability to combine ideas to achieve cohesion in form and coherence in thought.
4. **Strategic competence:** It involves the use of verbal and nonverbal communication strategies to compensate for gaps in the user's knowledge of the language code, or for a breakdown in communication.
5. **Sociocultural Competence:** It implies the ability to understand the cultural meaning underlying linguistic forms and to understand the culture of the people whose language is being studied.

This research paper is based on the definition of Communicative Competence given by Canale M. and M. Swain, (1980) and Canale M., (1983); since the scientific problem of this study is aimed at contributing to the enhancement of the sociocultural competence in French language.

The author of this paper has experienced that some of the communicative competence components are more commonly practiced than others in some foreign language lessons. The linguistic or grammatical competence is always practiced in class, as teachers plan different activities to practice the grammar of the communicative function studied. The sociolinguistic competence is almost limited to the use of formal and informal greetings and leave-takings according to the communicative situation. The discourse competence is regularly affected as the students make many mistakes in spelling, pronunciation, grammar, and their vocabulary is not wide enough. All these facts hinder fluency as well as the students' ability to combine ideas to achieve cohesion and coherence when they speak or write. Not all the teachers devote time to develop the strategic competence, maybe, because of the lack of time or because they do not feel the need of developing students' strategic competence due to their difficulties in the language. The sociocultural competence is limited to the teaching of the number of countries in which people speak the language in question and some of the national landmarks of the main representative countries in which the target language is spoken.

Learning a foreign language includes learning its culture too. All the knowledge included in the notion of culture is known by many prominent academics as the sociocultural competence, which is an active part of the communicative competence.

The author of this paper has revised different bibliographical sources, in order to know about different notions or concepts of sociocultural competence stated by different authors and specialists on this field of study.

“It is the notion of appropriateness in communication, which adds up to those of correctness, accuracy, and coherence, conveyed by the other areas. Being appropriate in the use of the language means efficiently adapting verbal or non-verbal behavior to the specific sociocultural context where each communication act takes place. This implies taking into account who you are communicating with, what your relationship with that person is, where, how, and when the communication act takes place, and what its purpose is; in order to make the appropriate choices in terms of topics, gestures, proximity, timing and degree of formality”¹. (De la Paz, E. 2010: 43)

This dimension of communicative competence will allow the learner to interact verbally and non-verbally in the sociocultural context in which the foreign language is used. It includes body language, including gestures as well as physical distance between speakers in a conversation. (Various authors, 2016:93)

Sociocultural competence extends beyond linguistic forms and is an interdisciplinary field of inquiry having to do with the social rules of language use. Sociocultural competence requires an understanding of the social context in which language is used, of the roles of the participants, the information they share, and the function of the interaction. (Celce-Murcia M. 2001:18)

The author of this research adopted as definition of Sociocultural Competence, the notion stated by De la Paz, E. (2010) in the article “Teaching the Cultural Aspect of Language to EFL Student Teachers”; since it is, from the author’s standpoint, the one that best describes the category in question. It belongs likewise to a recent and complete research which is adapted to the Cuban context and needs.

This competence has been included in this study because it is a difficulty the subjects of research have, but also because of the close relation among culture, communication and competence.

“Culture or civilization taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society”². (Tylor, 1871:43)

“Communication is the primary means of utilizing the resources of the environment in the services of humanity. Communication viewed as a process involves content transmission and

retransmission or response. The twin components of stimulus/channel indicate that there must always be some form of stimulus and a channel of transmission. There are, of course, the universal characteristics of communication, which include its dynamic, social, transactional nature”³. (Kim, 1982:62)

The word competence is defined as the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform critical work functions or tasks in a defined setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required to success, as well as potential measurement criteria for assessing competence attainment. Competencies are a way to verify that a learner has in fact learned what was intended in the learning objectives. It is also ability, capacity, motivation and some personal characteristics. (Van, 1977)

Communicative competence in foreign language teaching involves paying close attention to the sociocultural competence of language, owing to the well-known intrinsic relationship between language and culture. This acquires a particular dimension in the teaching and learning process of foreign languages, where students need to be trained in notions of the target culture’s customs, habits, and the like, when communicating in the foreign language.

“The phenomenon of intercultural communication is as old as human society. The process occurs when a message producer is a member of one culture and a message receiver is a member of another”⁴. (Porter and Samovar, 1982: 134).

The sociocultural area incorporates the notion of appropriateness in communication, being appropriate might seem relatively easy when communication takes place between interlocutors who share the same sociocultural background; but, on the other hand, it might turn very challenging, and it actually does, when the ones involved belong to different cultural groups. Misunderstandings are very likely to happen during intercultural communication, even when each part manages to be coherent and accurate in the use of the other’s language system. One could be accurate and coherent in the target language and still be inappropriate. The resultant break in communication and the accompanying embarrassment, discomfort, resentment, or even anger; are enough reasons to highlight the importance of integrating sociocultural contents into any foreign-language-learning syllabus. Learning about what topics are considered safe or non-safe by a given cultural group, what gestures might convey an unpleasant or rude meaning for them, what distance they keep from each other when communicating, what words or phrases are too formal or too colloquial for the occasion, and the like; provides the learners with significant tools to join accuracy and coherence in attaining successful communication.

The author of this paper agrees that enhancing sociocultural competence in the students, acquires even greater dimensions in the specific socio-historical context of Cuban education nowadays; because of the need of raising people's cultural level and strengthening their social values, at the time the sense of cultural identity is preserved in every individual. The presence of sociocultural contents in the French lessons for the students of the Ballet Specialty at the "Provincial School of Artistic Education", and the elevation of the teachers' consciousness on this topic, so as to achieve higher levels of effectiveness in the students' communicative competence, is a need in the present socio-historical context and a must for the teachers who are in charge of carrying out the teaching and learning process of French language in the before mentioned institution.

The learners involved in this research were six teenage students who attended six 45-minute lessons on Tuesday afternoons. This class was chosen for the study as it became obvious, during the assessment phase, that some students in the group were very reticent about trying to use French language in class, and many of them had no information about the sociocultural competence in French language, though they were eager to know about both, French language and sociocultural information in this language. It was therefore decided, with the help of the discussion group, that during the academic year the researcher should intervene in the group with a number of six receptive skill lessons (one sociocultural lesson in every unit of the syllabus) as a way to contribute to the enhancement of their sociocultural competence in French language and to encourage them to practice the language more, so as to develop autonomy, linguistic confidence and communicative competence.

The discussion group suggested that it would be helpful to discuss with the students, in the first lesson, some ideas about what topics they would like to know regarding French culture, as well as the importance of acquiring this knowledge to be appropriate when communicating with French-speaking people. Not all the ideas expressed by the students could be taken into account, as there were many viewpoints and the lesson periods available were only six. Nevertheless, the fundamental ideas were taken into account for planning the lessons.

During the six receptive skill lessons the teacher/researcher kept a diary based on participant observations, so as to assess what functioned well, what did not function well, the transformations that took place in the students' sociocultural competence, as well as their improvement in French language.

3. Building up process of a system of six receptive skill lessons to contribute to the enhancement of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education” in Santa Clara:

Last academic year (2016-2017), the author of this research carried out his practicum at the “Provincial School of Artistic Education” in Santa Clara, with seventh graders of the Ballet Specialty. In that occasion he dealt with the enhancement of the sociocultural competence in French language through sociocultural sections within the French lessons, as it was the first time the students would deal with that information, besides, their language level was not enough to express it appropriately. As it was stated in the introduction of this paper, the students learned significant information about this competence but they could have learned more if they had focused less on the linguistic content of the lessons and more on the sociocultural information offered. This experience served the author for further researches to be carried out on the same topic. In the present academic year (2017-2018) he is teaching French language to a ninth grade class of the Ballet Specialty. The syllabus of this grade suggests a reading lesson in each unit and though listening lessons are not suggested, the students expressed, during the needs assessment phase, their desire to deal with interesting videos or listening materials. Consequently, a system composed by three reading and three listening lessons was designed for the teacher’s intervention, so as to contribute to the enhancement of the students’ sociocultural competence in French language. The students from ninth grade of the Ballet Specialty at the “Provincial School of Artistic Education” in Santa Clara, were selected for the purpose of this paper, because this is the class where the author of this paper carries out his practicum. Besides, the students have poor knowledge regarding the sociocultural competence in French language, as it has previously been stated.

The author designed a system of six receptive skill lessons (three reading lessons and three listening lessons) aiming at contributing to the enhancement of the sociocultural competence in French language in the subjects of research. Since the French syllabus is composed of six units, it was decided to insert one sociocultural lesson in each of the units of the syllabus.

In order to introduce changes and improve the quality of a further proposal, the author recorded, through participant observations and in-depth interviews, the results attained after the implementation of each activity by taking down notes about what worked well or not in the lessons, the evidences regarding the accomplishment or not of the activity and the possible causes leading to the poor performance on the part of the students.

First lesson:

Unit: 1

Communicative functions of the unit:

- Ask about likes.
- Express likes.
- Ask about preference.
- State a preference.
- Talk about countries and nationalities.
- Ask for someone's opinion.
- Give one's opinion.

Lesson: 5

Skill: Listening.

In the **Before-Listening** stage the teacher proposed a brainstorming activity to anticipate content of the material, as well as to motivate the students and activate their prior knowledge on the topic (schemata). The students were supposed to brainstorm about ideas related to the word *Francophonie*. The students hesitated a little at the beginning but they could provide acceptable answers after receiving some scaffolding from the teacher such as synonyms and examples. The students were eager to answer and the discipline was excellent, they expressed they had learnt confidence in themselves because such activity enabled them to actively participate in any way they desired. That is, they were free to express any idea they had in their minds. It is the author's opinion that this situation could have been foreseen, as this is not a common word for people who are not familiar with French culture, also because in the assessment phase it was corroborated that the students did not have much information about the word *Francophonie*, so the teacher should provide some synonyms to help the students.

In the **While-Listening** stage the teacher proposed three activities aiming at the development of subskills (identifying the gist, identifying the main idea, inferring, using the dictionary effectively, and noticing specific details). In the first activity, the students had to listen to the recording to get the gist and comment on the topic dealt with in the material. The second activity was a tick activity in which the students had to work individually and listen intensively to identify the main idea of the material. In the third activity, the students had to listen to some details and answer some questions individually so as to identify relevant points and reject irrelevant information. In the first and third activity, the students gave very accurate answers because task orientation was clear and attainable for them; students knew what they were supposed to do, they were very focused and the discipline was excellent. In the second activity, the students had some problems to decide on

the item that best expressed the main idea of the recording, their answers were not very accurate and they needed more time to reflect and decide on their answer; this happened because there were many choices. For further attempts, the activity should only contain the correct idea and just two more distractors.

In the **Post-Listening** stage, the teacher proposed a discussion activity to be carried out in small groups, it was aimed at integrating language skills (speaking and listening) and developing subskills (recalling specific details, drawing conclusions, questioning, thinking critically). The regularity in this activity was that, even though the students were motivated and willing to take the floor, they answered in their mother tongue and they wanted to talk all at once while they were working in teams. For further attempts the teacher should first deepen into the requisites to be followed in group work and then, give each member of the team an activity and call a student as moderator in each group, in charge of giving the floor to the speakers and making sure everyone will speak French.

Second lesson:

Unit: 2

Communicative functions of the unit:

- Ask for information.
- Ask how someone is.
- Say how you are.
- End a conversation.
- Say goodbye.

Lesson: 5

Skill: Reading comprehension.

In the **Before-Reading** stage, the teacher asked some questions about the official names and the capitals of Cuba and France respectively, so as to activate students' schemata, to provide a scaffold for new concepts and vocabulary, to promote engagement and to provide a means for prediction. The students were very motivated to answer the first two questions because they were related to Cuba and were very easy to respond, all the students raised their hands to participate and they did it well. The students could not properly answer the rest of the questions because such questions had to do with the content they were supposed to learn in the lesson. These questions functioned as it was foreseen by the teacher, they served as a means to challenge students' knowledge and to create a need for learning.

In the **While-Reading** stage, the teacher proposed two activities aiming at developing subskills (skimming, scanning, recognizing topics, following a sequence, inferring, using the dictionary effectively, noticing specific details), as well as integrating the students' background knowledge with new information in the text. The teacher provided the students with a sheet of paper containing the text. In the first activity, the students had to skim the text so as to get its global comprehension and comment on the topic dealt with. In the second activity the students had to answer some questions in pairs and scan the text so as to identify relevant points and reject irrelevant information. In both activities, the students gave very accurate and spontaneous answers, they were really focused and the discipline was excellent; in addition, they did the activities rapidly and without major doubts because the size and degree of complexity of the text was attainable for them. The students' enthusiasm to answer the questions and the comfortable class atmosphere gotten during this part of the lesson corroborated that the activities functioned successfully.

In the **Post-Reading** stage, the teacher proposed a discussion activity to be carried out in small groups, it was aimed at integrating language skills (speaking and listening) and developing subskills (recalling specific details, inferring, drawing conclusions, using the dictionary effectively, making comparisons, questioning, reading critically); as well as allowing the students to process their understanding of what they had read and to think critically about the significance of the text. The teacher gave each member of the team an activity and called a student as moderator in each group to give the floor to the speakers and to make sure everyone spoke French. Once more, the collaboration among students was observed and this brought about a high quality in students' answers. Such a quality was attained due to the advantages of group work and its collaborative character, as well as the potentialities it offers in terms of co-evaluation and peer correction. The students expressed they had enjoyed doing the activity, and stated they had felt comfortable when helping each other through group work.

Third lesson:

Unit: 3

Communicative functions of the unit:

- Greet someone.
- Introduce oneself.
- Introduce someone.
- Ask and say how old people are.
- Describe objects.
- Ask about and describe the weather.

Lesson: 4

Skill: Listening.

In the **Before-Listening** stage the teacher showed the students some flags (the Russian flag, the French flag, the Spanish flag, the Belgian flag and the German flag). The teacher asked the students some questions to anticipate content of the text, as well as to motivate the students and activate their prior knowledge on the topic (schemata). The students were supposed to identify the French flag among the rest of the flags. The students expressed they were very excited because they had never done an activity like that, however they were hesitant and their answers were not very accurate. This happened because there were many options and some of the flags had resemblances in terms of colors and design, another cause was the students' lack of sociocultural competence. However, the objective of activating students' previous knowledge and motivating them to continue learning was achieved. Nevertheless, for further attempts the teacher will just provide the students with the French flag and will elicit from them information about the country that flag represents.

In the **While-Listening** stage the teacher proposed three activities aiming at the development of subskills (following a sequence, using the dictionary effectively, identifying the gist, identifying the main idea, extracting important details from ongoing speech). In the first activity the students had to listen to the recording to get the gist and comment on the topic dealt with in the material. The second activity was a tick activity in which the students had to work individually and listen intensively to identify the main idea of the material. In the third activity the students had to answer some questions, they had work individually and listen for details, so as to identify relevant points and reject irrelevant information. In the first and the third activity the students were very focused and the discipline was excellent, in addition they could do it well and finished on time. The above mentioned activities went well due to several reasons: they were designed taking into account the students' needs, and they were graded starting from the easiest aspects to the most difficult ones. In the second activity, the students had some problems to decide on the item that best expressed the main idea of the recording, their answers were not very accurate and their participation was not spontaneous; this happened because there were many similar items to select and as the students had to work individually they could not discuss their ideas with any partner. For further attempts activity three will only contain the correct item and just two more distractors, in addition the teacher will manage this activity in pairs to take advantage of collaborative work and the potentialities it offers in terms of co-evaluation and peer correction.

In the **Post-Listening** stage, the teacher proposed a discussion activity to be carried out in small groups, it was aimed at integrating language skills (speaking and listening) and developing

subskills (recalling specific details, drawing conclusions, using the dictionary effectively, making comparisons, questioning, thinking critically). The teacher formed two teams and gave each member of the team an activity, then he called a student as moderator in each group, in charge of giving the floor to the speakers. The answers were quite accurate, though the students made some pronunciation mistakes. The students were eager to answer and the discipline was excellent, they were motivated and could express many ideas and viewpoints. The students stated that they liked to communicate and interact with their classmates and teacher, as well as to share their opinions. The main reasons of the success of this activity can be found in the importance of classroom management, in the attention to individual learning styles, as well as in the potentialities of the activity to meet the students' needs.

Fourth lesson:

Unit: 4

Communicative functions of the unit:

- Start, hold and end a conversation on the telephone.
- Arrange an appointment/date.
- Ask for and give directions in town.
- Ask about an address.
- Describe a place.
- Talk about distance, price and duration.

Lesson: 5

Skill: Listening.

In the **Before-Listening** stage the teacher proposed a brainstorming activity to anticipate content of the material, as well as to motivate the students and activate their prior knowledge on the topic (schemata). The students were supposed to brainstorm about important places and landmarks in Cuba. The students were somehow disappointed as they tried to say the names of the Cuban landmarks in French language, but their level was not enough to do it. As a result of this, some of them felt sad and others gave up and lost concentration. For further attempts it is advisable to remark that it is correct to say the names of the places in Spanish because there are cases in which the names of institutions or places should not be translated into other languages.

In the **While-Listening** stage the teacher proposed three activities aiming at the development of subskills (following a sequence, identifying the gist, identifying the main idea, extracting important details from ongoing speech). In the first activity, the students had to listen to the recording to get the gist and comment on the topic dealt with in the material. The second activity was a tick activity

in which the students had to work in pairs and listen intensively to identify the main idea of the material. In the third activity the students had to answer some questions, they had to work individually and listen to the material so as to identify relevant points and reject irrelevant information. The students were eager to respond and showed mastery of the content, they answered all the activities very quickly; in addition the atmosphere in the classroom was positive when doing the activities.

In the **Post-Listening** stage the teacher proposed a discussion activity to be carried out in small groups, it was aimed at integrating language skills (speaking and listening) and developing subskills (recalling specific details, drawing conclusions, questioning, thinking critically). The teacher formed two teams and gave each member of the team an activity, then he called a student as moderator in each group, in charge of giving the floor to the speakers. The students were willing to answer and the discipline was excellent, they expressed they had felt very comfortable when supporting each other while working in groups; they also stated that they could be aware of their classmates' mistakes and help them. The answers were quite accurate, though the students made some mistakes in terms of pronunciation and grammar.

Fifth lesson:

Unit: 5

Communicative functions of the unit:

- Offer to do something for someone.
- Accept an offer of something.
- Decline an offer of something.
- Invite someone.
- Accept an invitation.
- Decline an invitation.
- Talk about food and healthy habits.
- Ask and talk about quantity and price.

Lesson: 4

Skill: Reading comprehension.

In the **Before-Reading** stage the teacher asked some questions about French foods and eating habits, so as to activate students' schemata, to provide a scaffold for new concepts and vocabulary, to promote engagement and to provide a means for prediction. The students could not properly answer the questions because they had to do with the content they were supposed to learn in the lesson. These questions functioned as it had been expected because they served

as a means to challenge students' knowledge, to create a need for learning, as well as to find if they had any previous knowledge on the topic.

In the **While-Reading** stage the teacher proposed four activities aiming at developing subskills (skimming, identifying the global idea, scanning, identifying the main idea, inferring, using the dictionary effectively, noticing specific details), as well as integrating the students' background knowledge with new information in the text. In the first activity the teacher provided the students with a sheet of paper containing the text and the students had to skim it so as to get the global comprehension of it and comment on the topic dealt with. The second activity was a tick activity in which the students had to work in pairs and scan the text so as to identify the main idea. The third activity was a true-or-false activity in which the students had to work individually and scan the text so as to identify relevant points and reject irrelevant information. In the fourth activity the students had to answer some questions, they had to work in pairs and scan the text so as to identify relevant points. In all of the activities the students gave very accurate and spontaneous answers because the degree of complexity of the activities was attainable for them, they were very motivated when doing these activities and expressed they liked learning about typical French foods. The regularity in these activities was that the students delayed when carrying out the activities, the timing of the activities was a challenge for the teacher. This happened because the text was too long and the students had to read it fully to identify the target information; in addition, there were many activities containing too many items and the students spent time copying them. For further attempts the teacher will make some adaptations to the text so as to take away unnecessary information and make it shorter and more attainable for the students; the teacher will also eliminate some irrelevant items from activities three and four so as to economize time and make the activities more attainable for the students. The teacher will also provide the students with a worksheet containing the activities so as to make the work easier and faster for them; another strategy to save time could be to display the activities on the TV-set by means of the N-Box, instead of copying them on the blackboard.

In the **Post-Reading** stage, the teacher proposed a discussion activity to be carried out in small groups, it was aimed at integrating language skills (speaking and listening) and developing subskills (recalling specific details, drawing conclusions, questioning, reading critically), allowing the students to process their understanding of what they had read and to think critically about the significance of the text. The teacher called a student as moderator in each group, in charge of giving the floor to the speakers and making sure everyone spoke French. Once more, the collaboration among students was observed and this brought about a high quality in students' answers. Such a quality was attained due to the advantages of group work and its collaborative

character, as well as the potentialities it offers in terms of co-evaluation and peer correction. The students expressed they had enjoyed this activity because it allowed them gain cultural sensitivity, develop sociocultural awareness and develop critical thinking.

Sixth lesson:

Unit: 6

Communicative functions of the unit:

- Describe people physically.
- Describe people's personality.
- Make comparisons.
- Ask about and say what someone else did.
- Talk about past events.
- Ask for and give information about national or world figures.
- Tell an anecdote.

Lesson: 4

Skill: Reading comprehension.

In the **Before-Reading** stage the teacher asked some questions about Édith Piaf, so as to activate students' schemata, to provide a scaffold for new concepts and vocabulary, to promote engagement and to provide a means for prediction. The students could not properly answer the questions because such questions were about more specific details; they needed to learn the content first to be able to answer the questions. The questions had to do with the content they were supposed to learn in the lesson. As they could not respond to the questions, the teacher showed them some pictures of Édith Piaf so as to provide scaffolding and a means for prediction. The pictures used were very helpful because the students got involved and motivated, after that, the teacher could perceive some smiling faces.

Though the before reading stage is aimed at anticipating, predicting and speculating about a certain topic, and the students' knowledge about it is not very significant in this stage because it is used as an incentive to motivate the students to learn about it, the teacher should pay close attention to those lessons in which the students cannot express any idea because of their lack of knowledge; because if this situation happens in several lessons, the students could get unmotivated and so their enthusiasm to take the risk to say some ideas is lost and no activity will stimulate them to make efforts. That is why for this last lesson, the teacher provided the students with visual support, so as to motivate them and provide scaffolding for them to dare to answer.

In the **While-Reading** stage the teacher proposed three activities aiming at developing subskills (skimming, identifying the global idea, scanning, identifying the main idea, inferring, using the dictionary effectively, noticing specific details), as well as integrating the students' background knowledge with new information in the text. The teacher provided the students with a sheet of paper containing the text, as well as a worksheet containing the activities so as to make the work easier and faster for the students. In the first activity the students had to skim the text so as to get its global comprehension and comment on the topic dealt with. In the second activity the students had to work individually and scan the text so as to identify relevant points and reject irrelevant information while answering a true-or-false activity. In the third activity the students had to answer some questions, they had to work individually and scan the text so as to identify relevant points. In activities one and two the students gave very accurate and spontaneous answers because the degree of complexity of the activities was attainable for them, they were very motivated when doing these activities and expressed they were easy. In activity three, some students hesitated a bit and delayed when carrying out the activity, some of their answers were not so accurate. This happened due to the overwhelming amount of questions and their degree of complexity, since such questions were open questions and some of them asked the students to infer from the text, in addition these kinds of questions were not habitual for them. For further attempts the teacher will make some adaptations to the third activity, he will eliminate some irrelevant items in order to economize time and make this activity more attainable for the students; he will also manage this activity in couples aiming at taking advantage of collaborative work and the potentialities it offers in terms of co-evaluation and peer correction. In further lessons, the teacher will include more questions in which the students have to guess or infer from the text, so as to make them develop new reading skills (guessing and inferring) and to make them get familiar with such kinds of questions.

In the **Post-Reading** stage, the teacher proposed a discussion activity to be carried out in small groups, it was aimed at integrating language skills (speaking and listening) and developing subskills (recalling specific details, drawing conclusions, questioning, reading critically), allowing the students to articulate and process their understanding of what they had read and to think critically about the validity of the text. The teacher called a student as moderator in each group, in charge of giving the floor to the speakers and making sure everyone spoke French. Once more, the collaboration among students was observed and this brought about a high quality in their answers, the students were cheerfully involved in the class activity and their participation was spontaneous. However, some students made some mistakes in terms of grammar and pronunciation and the teacher invited the assistant student to help them drill the phrases correctly.

3.1 Transformations that took place in the students' sociocultural competence after the implementation of the proposal:

The implementation of a system of six receptive skill lessons was carried out in order to contribute to the enhancement of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the "Provincial School of Artistic Education" in Santa Clara. By means of participant observations, and after the administration of a pedagogical test (Annex 4), the author could notice the present transformations:

From a total of six students, five of them (83.3%) were able to give a definition of the term Francophonie. All of the students (100%) were able to mention more than three francophone countries. Four students (67%) were able to locate France geographically. Five of them (83.3%) could provide the official name of France. Five of them (83.3%) answered correctly the official language and the official currency of France. Three of them (50%) were able to provide the full name of the French president. All of them (100%) mentioned the French capital and were able to mention more than two French cities. Five students (83.3%) were able to mention all the French national symbols and more than three French landmarks. Five students (83.3%) were able to mention more than three French typical foods. Four students (67%) were able to mention more than three French important personalities. In addition it was noticed that the students were really motivated during the lessons, they expressed they had loved the lessons of the initial proposal very much because the lessons were different and offered them interesting information about interesting and important topics; they also stated that they had enjoyed learning through teaching aids such as texts, videos, songs and pictures.

Various positive transformations were achieved in the students' sociocultural competence (see annex 6), however this research is just a contribution to the enhancement of the students' sociocultural competence in French language.

4. Final scientific result: A system of receptive skill lessons to contribute to the enhancement of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education” in Santa Clara:

This system of six receptive skill lessons and their corresponding activities emerged from the building up process carried out during the present academic year, when teaching ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education” in Santa Clara. The system of lessons aims at contributing to the enhancement of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education” in Santa Clara.

4.1 Philosophical, pedagogical, psychological, sociological, linguistic and methodological foundations that back up the proposal:

The proposal takes its **philosophical** foundation from the dialectic materialistic method, thus it considers all the phenomena as interconnected, in constant evolution and with internal contradictions. It also assumes the cognitive process as a complex reflection in the subject's conscience and takes practice as a starting and finishing point within the theory of knowledge. The relationship between practice, theory, and improved practice is appreciated and manifested in the scientific method used in this research. Drawing on Lenin's contributions, the research process observed the stages through which knowledge is built; namely, from the observation of reality we reason out what we are observing, then we conceive a tool to transform reality and act to do so. From the point of view of the philosophy of education, this proposal intends to make a contribution to the goal of education in Cuba; namely, the comprehensive education of the new generations, which includes learning to do, learning to know, learning to live together with others and learning to be.

Pedagogically, this proposal is backed up by the Socialist Pedagogy. This pedagogy claims the need of an active and conscious involvement of the students in the teaching and 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 offers contextualized activities and encourages pair and group work and therefore cooperative learning. The proposal is substantiated on a learner-centered pedagogy which highlights the role of the teaching and learning process as a process of socialization. This implies treating students as human beings, taking into account their needs and encouraging them to have voice in the classroom. This is mainly accomplished in the proposal through the reflective activities that are included at the end of each lesson.

The **psychological** precepts are based on the work of L.S. Vygotsky, who proposes that each stage or period is characterized by a social state of human development and that precisely the driving forces of mental development are the contradictions. On this basis, the overall needs of students in Junior High School and their physical characteristics were identified as well as the psychological and social features of the context that surrounds them. This proposal takes students' assessment as the starting point for conceiving the teaching and learning process and as a systematic process of collecting data which may allow the teacher to redirect his teaching strategies. Learning and personality development come to be seen as both a social process, supported by the historical-cultural framework provided to each member by society, as well as an individual one, involving particular needs and features of personal cognitive and affective-moral growth. Teaching in this proposal takes place at the Zone of Proximal Development (ZPD), a term that was coined by Lev Vygotsky to refer to the fact that students learning must go beyond their current level of independent capability.

From the **sociological** point of view, the present proposal takes into account the incidence of inter-group relations (teacher-student, teacher-class, student-student, and student-class) within the teaching and learning process of French language, as well as the role of the processes of socialization and individualization in a dialectic integration.

From the **linguistic** point of view, this proposal acknowledges the studies related to pragmatics, in which text and discourse linguistics consider language as a unity and not as a sum of constituent discrete parts. The Speech Act Theory of pragmatics has been useful in understanding how language users come to understand the full meaning of words and in identifying communicative functions for language teaching. Discourse analysis has aided in the interpretation and understanding of different texts and types of talk. It has been really helpful to understand texts, not as a conglomeration of sentences, but rather as a meaningful unit characterized by cohesion, coherence, intentionality, acceptability,

informativeness, situationality and intertextuality. From this perspective this proposal does not concentrate on the sentence but on the text and its realization in different contexts.

This proposal is **methodologically** based on the Communicative Approach. The communicative teaching of any foreign language has to work along with the principles of a communicative methodology. As it was already stated, the author acknowledges the CLT principles redefined and adapted to the Cuban context by Alfredo Camacho Delgado, Ph.D. in 2002, as an important basis for the fulfillment of the objectives of the proposal. The CLT approach leads learners to communicate efficiently in a foreign language, so communicative competence has become a very important aim through this proposal. This proposal centers on the learning of knowledge, abilities, attitudes and values required to communicate in the foreign language, as well as strategies and procedures to improve them. It helps the students to be aware of different ways of representing reality and building social relations through language, and of using the target language to enhance their cultural, professional and personal development. At the same time, it contributes to reinforcing their self-consciousness (i.e. to enhance the awareness of their language and social identity); as well as the promotion of an active, creative, significant, morally enriching and motivated process of learning.

Before going on the characterization of the final proposal, the author has considered necessary to offer readers some brief, but important, information that was selected about receptive skills for the purpose of this study.



“Receptive skills are the ways in which people extract meaning from the discourse they see or hear. There are generalities about this kind of processing which apply to both reading and listening, but there are also significant differences between reading and listening processes too, and in the ways these skills can be taught in the classroom”⁵. (Harmer, Jeremy: 199)

Reading is a communication skill aimed at understanding information as efficiently as possible. The reading process is by nature an independent and silent activity. It is also an active process in which there are two participants interacting: the writer and the reader who use a written text as channel of communication. Reading is characterized by being personal because each reader has his/her own interpretation of the written material using his/her background knowledge and giving his/her personal style. It is an essential skill in language learning. (García Cabrera, Sirelda; 2010:182)

Listening, as reading, is a receptive skill. In the process of listening, the listener is not passive but active since while listening participants are involved in a process of decoding and interpreting as they get the gist of what they hear. (Douglas McKeating cited by García Cabrera, Sirelda; 2010:158)

Listening is the most frequently used language skill in everyday life. “Researchers (...) estimate that we listen to twice as much language as we speak, four times as much as we read, and five times as much as we write”⁶. (Celce Murcia, 2001:102).

In lessons where receptive skills (reading, listening) are mainly developed, the stages of the lesson are:

1. Pre / before reading or listening
2. While / during reading or listening
3. Post / after reading or listening

The first stage is aimed at: anticipating content and form, motivating the students, and activating their knowledge on the topic. The purpose of the second stage is: to develop subskills. The objectives of the third stage are: to check the results of students' activities, to do other skill work; that is, integrating language skills: reading, listening, writing and speaking.

4.2 Characteristics of the proposal:

Once the initial proposal was implemented, the author of this research agreed in considering as the final scientific result a system of receptive skill lessons to contribute to the enhancement of the sociocultural competence in French language in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education” in Santa Clara.

In order to design the system of receptive skill lessons, the following concept of system, stated by a staff of teachers from the CECIP at the former “Félix Varela Morales” Pedagogical University, was analyzed:

A pedagogical and scientific result, as an analytical construction supported by theoretical principles which aims at the optimization of a pedagogical system and the achievement of certain results in the educative practice, as well as the improvement of the existing ones. A system emphasizes on the static and structural aspects of the object of study without altering its dynamic aspect, and as a scientific and pedagogical result, a system must meet the general characteristics of all systems: completeness, centralization, hierarchism and integrity. (Cited by Lucena Jiménez, I. 2016)

The system comprises six receptive skill lessons (three reading lessons and three listening lessons) aiming at contributing to the enhancement of the sociocultural competence in French language in the subjects of research. Since the French syllabus is composed of six units, it was decided to insert one sociocultural lesson in each of the units of the syllabus.

The author of this research states that the proposal meets the requirements of a system because the activities included in every lesson are closely related and were prepared and organized taking into account their level of complexity. The first activities are easier and their level of complexity increases as the lesson goes on. The activities go from general issues to more particular aspects. All of them are aimed at enhancing students’ sociocultural -and consequently communicative- competence. The proposal is flexible and allows the adaptation of some activities as well as the inclusion of new ones, depending on students’ needs. There exists correspondence among the six sociocultural lessons themselves, as well as among the sociocultural lessons and the rest of the lessons of the unit in question. The proposal is complete, centralized on a common goal, there is hierarchism when grading the activities and integrity along the whole process.

The criteria followed to design the final proposal were: The correspondence with the communicative functions of each unit, the information gathered in the teachers' diary, the conclusions drawn after the implementation of the proposal, the suggestions of the discussion group and the regularities detected during the needs assessment phase.

A great variety of sociocultural aspects are covered through the reading texts and the listening materials, since they include information about the Francophonie, countries where French is spoken, important cities in France, symbols and landmarks of France, eating habits in France and important personalities from France.

The reading and listening activities were designed following a top-down approach, going from the general and contextual elements to the particular ideas and structures. The activities for each reading/listening lesson are organized in three stages: before-reading/listening, while-reading/listening, and post-reading/listening. The first stage activates the students' content schemata (i.e. their prior knowledge on the topic) and anticipates some aspects of the material. The second stage has activities aiming at getting information about the text. They go from global ideas to particular ones with a diversity of activities, providing treatment to language as well. The last stage goes beyond the material to find its significance, relevance, and applicability, among others. In this last stage the teacher conducts his students to reflections and discussions, so as to enhance their motivation on the topic. This stage focuses on speaking skills mainly, and in the homework the students integrate writing and research skills when doing project works on the topics dealt with in the lessons.

In this proposal there are certain types of activities that predominate in most of the lessons (brainstorming, tick activities, true-or-false activities, information questions and discussions) and there is a certain group of subskills that were mainly developed (predicting, recognizing topics, following a sequence, inferring, using the dictionary effectively, noticing specific details, identifying the main idea, extracting important details from ongoing speech, identifying the gist, recalling specific details, drawing conclusions, making comparisons, skimming, scanning, questioning and thinking critically). Such activities have been purposely planned as they allow the students develop the before mentioned subskills, which are essential elements for understanding and processing an oral/written text; also because they are excellent means to teach receptive skills. These

types of activities were included taking into account the students' level and characteristics, the lesson's objective, the skill in question and the need for teaching at the students' Zone of Proximal Development.

Discussion is another type of activity that predominates in the post reading/listening phase. The author decided to include this type of activity at the end of the lessons because of the potentialities it offers in terms of checking the results of students' activities and integrating language skills: (listening and speaking). In addition, in this phase the students could process their understanding of what they had read/listened to and were able to think critically about the significance of the text. This kind of activity resembles real life communication, since it includes the components of the communication process: information gap, feedback and choice. The students could also develop subskills (recalling specific details, inferring, drawing conclusions, using the dictionary effectively, making comparisons, questioning, and thinking critically). Also, because the author took into account the students' characteristics and their learning styles, prevailing aural, verbal and interpersonal learning. Another reason for choosing this type of activity was the advantages it offered in terms of group work so as to respond to the students' individual needs, as well as the potentialities in terms of co-evaluation, hetero-evaluation and peer correction.

4.3 Example of one lesson of the proposal:

Leçon 5

Niveau : 9^e année.

Unité 5

Leçon : 4

Thème : Lecture : « La cuisine française et les habitudes alimentaires en France ».

Compétence : Compréhension écrite.

Composante socioculturelle : La cuisine française et les habitudes alimentaires en France.

Durée : 45 minutes.

Outils : Tableau, cartes, affiches et le dictionnaire bilingue espagnol-français.

Techniques : Remue méninge. Débat. Simulation.

Méthode : Approche Communicative.

Objectif : Comprendre le texte « La cuisine française et les habitudes alimentaires en France » à travers l'identification de l'idée principale et des aspects essentiels concernant les habitudes alimentaires des Français, en faisant des activités orales et écrites et en se servant du travail en binôme et en petits groupes ; afin de renforcer la culture générale des apprenants et leur fierté envers la culture cubaine.

Tâches à accomplir :

1. Mobiliser les connaissances préalables.
2. Anticiper le sujet du texte.
3. Reconnaître la signification globale du texte.
4. Comprendre les mots nouveaux.
5. Identifier l'idée principale du texte.
6. Repérer des informations spécifiques dans le texte.
7. Verbaliser le contenu du texte. (c.-à-d. : faire un débat)

♦ **Mise en route :**

- 1- Saluer.
- 2- Organiser la salle de classe.
- 3- Faire l'appel.
- 4- Écrire la date.
- 5- Vérifier le devoir de la leçon passée.

Procédure:

Cette activité sera menée par le moniteur de français, qui a été préparé à l'avance par l'enseignant. Le corrigé de cette activité sera écrit sur le tableau. Pour évaluer les apprenants, l'enseignant se servira de l'hétéro-évaluation.

Devoir:

Ci-dessous vous trouverez les aliments que Pierre mange d'habitude dans les différents repas de la journée.

Complétez les phrases avec l'article partitif qui convient.

Au petit déjeuner, Pierre mange pain, confiture et œufs brouillés. Il boit jus d'orange et café avecsucre et crème.

Au déjeuner, il mange soupe et salade. Il boit lait.

Au dîner, il mange rosbif ou poulet, légumes et riz. Il boit eau minérale et vin.

6- Écrire le thème de la leçon.

Tâche 1: Mobiliser les connaissances préalables.

Motivation: Remue méninge pour mobiliser les connaissances préalables. L'enseignant notera les réponses sur le tableau.

Poser les questions suivantes:

Quels sont les plats les plus populaires de la cuisine cubaine ?

Quel est ton plat préféré ?

Présentation des objectifs:

Expliquer aux apprenants, que durant cette leçon, ils vont apprendre des aspects essentiels concernant les habitudes alimentaires des Français, à travers la compréhension d'un texte et en faisant des activités orales et écrites afin de renforcer leur culture générale et leur fierté envers la culture cubaine.

Déroulement :

♦ Avant la lecture :

Tâche 2: Anticiper le sujet du texte.

Exercice 1

L'enseignant posera les questions suivantes, comme guide pour anticiper le sujet du texte.

Savez-vous combien de repas prennent les Français dans la journée?

Savez-vous quels aliments sont typiques de la cuisine française?

Procédure:

Les apprenants travailleront individuellement et diront leurs réponses oralement.

L'enseignant notera les hypothèses des apprenants, sur le tableau.

♦ **Durant la lecture :**

Tâche 3: Reconnaître la signification globale du texte.

Exercice 2

Procédure:

Les apprenants feront une lecture globale, afin de comprendre le sens général du texte.

L'enseignant propose l'exercice suivant:

Lisez le texte et commentez le sujet dont il s'agit.

« La cuisine française et les habitudes alimentaires en France »

La cuisine française est sans doute considérée comme la meilleure cuisine au monde, grâce à sa richesse, sa variété et l'originalité de ses produits. Les principaux ingrédients de la cuisine française sont les légumes, les fruits, les poissons, les fruits de mer, le fromage, les escargots, le pain, le vin et le champagne. Pour une grande majorité des Français, la cuisine est un plaisir quotidien. Ils aiment se réunir en famille pour manger un bon repas, qui peut durer plusieurs heures. Les Français préfèrent les jours du week-end et les fêtes pour se rencontrer avec la famille et les amis et partager un bon repas. Les Français prennent traditionnellement trois repas dans la journée : le petit déjeuner le matin, le déjeuner entre 12 heures ou 13 heures et le dîner vers 20 heures.

Le petit déjeuner classique peut être composé de café noir, de café au lait, de café au chocolat ou de thé. Puis, on mange des tartines, des croissants, ou de la baguette accompagnée de beurre et de confiture. Les Français prennent aussi un yaourt, des céréales et du jus de fruits.

Le déjeuner se compose d'une salade ou des pâtes pour l'entrée, et de viande, d'œufs, ou de poisson accompagnés de légumes comme plat principal. À la fin, il y a un dessert (fruits, gâteaux, glaces, crêpes, tartes).

Le dîner, c'est un autre repas important de la journée. Il est composé aussi d'une entrée (un potage), d'un plat chaud (de la viande, des œufs, ou des poissons accompagnés de légumes), d'un fromage et d'un dessert (fruits, gâteaux, glaces, crêpes, tartes).

(Adapté de : *La cuisine française et l'article partitif*, Lucia Karbuníková, 2007)

Procédure:

L'enseignant montrera aux apprenants une affiche contenant les mots nouveaux. L'enseignant expliquera les sens des mots nouveaux à l'aide de différents procédés tels que : l'inférence, la synonymie, la définition, la monstration et la traduction. L'enseignant expliquera aux apprenants la fonction de chaque vocable dans le discours, le genre de chaque nom, et la prononciation correcte de chaque mot.

Mot	Prononciation	Partie du discours	Genre	Traduction à l'espagnol
baguette	/bagɛt/	nom	féminin	
crêpes	/krɛp/	nom	féminin	
croissants	/krwasɑ̃/	nom	masculin	
escargots	/ɛskargo/	nom	masculin	
goûter	/gute/	verbe		
tartines	/tartin/	nom	féminin	
viande	/vjɑ̃d/	nom	féminin	
vin	/vẽ/	nom	masculin	

Tâche 4:

Comprendre les mots nouveaux.

Prof. Miguel Alejandro Fernández Torres.

Procédure:

L'enseignant montrera aux apprenants une affiche contenant des images de quelques aliments abordés dans le texte.



Tâche 5: Identifier l'idée principale du texte.

Exercice 3

Procédure: Les apprenants feront une lecture approfondie afin d'identifier l'idée principale du texte. Les apprenants travailleront en binôme. Pendant que les apprenants feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés des apprenants pour pouvoir les évaluer.

Lisez le texte puis cochez avec une croix (X) l'item qui représente le mieux l'idée principale.

- a. Les habitudes alimentaires des Français.
- b. Les aliments que les Français prennent d'habitude au petit-déjeuner.
- c. L'importance de la cuisine pour les Français.

Tâche 6: Repérer des informations spécifiques dans le texte.

Exercice 4

Procédure: Les apprenants feront une lecture approfondie afin de repérer des informations spécifiques dans le texte. Les apprenants travailleront individuellement. Pendant que les apprenants feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés des apprenants pour pouvoir les évaluer.

Lisez le texte "La cuisine française et les habitudes alimentaires en France" puis répondez vrai (V) ou faux (F).

- a. La cuisine française n'est pas reconnue mondialement.
- b. Les Français aiment manger en famille.
- c. Les Français prennent 4 repas dans la journée.
- d. Les Français boivent une bière au petit déjeuner.
- e. En France, on mange de la viande, des œufs, ou des poissons pour déjeuner.
- f. En France, on mange un dessert après le plat principal au déjeuner.
- g. Le dîner n'est pas si important pour les Français.

Exercice 5

Procédure: Les apprenants feront une lecture approfondie afin de repérer des informations spécifiques dans le texte. Les apprenants travailleront en binôme. Tandis que les apprenants feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés des apprenants pour les évaluer.

Répondez aux questions suivantes d'après les informations contenues dans le texte:

- a. Pourquoi est-ce que la cuisine française est considérée comme la meilleure cuisine au monde ?
- b. Quelles sont les principaux ingrédients de la cuisine française ?
- c. Quels jours est-ce que les Français préfèrent se rencontrer avec leur famille et leurs amis pour partager un bon repas ?

- d. Combien de repas prennent les Français traditionnellement dans la journée ?
- e. Quels sont les repas ?
- f. Quel est l'horaire de chaque repas ?

♦ **Après la lecture :**

Tâche 7: Verbaliser le contenu du texte. (c.-à-d. : faire un débat)

Procédure: Les apprenants travailleront en petits groupes et diront leurs réponses oralement. L'enseignant notera les hypothèses des apprenants, sur le tableau. Tandis que les apprenants feront l'exercice l'enseignant contrôlera l'activité et notera les principales difficultés des apprenants pour les évaluer.

Exercice 6

L'enseignant pose les questions suivantes pour commencer le débat :

Quelles sont les similitudes entre les habitudes alimentaires des Cubains et celles des Français ?

Quelles sont les différences entre les habitudes alimentaires des Cubains et celles des Français ?

Que vous enseigne le texte étudié dans cette leçon, du point de vue académique et du point de vue moral ?

Conclusion :

Les apprenants les plus avancés feront une synthèse orale de ce qu'ils ont étudié dans la leçon.

L'enseignant expliquera l'importance de respecter les habitudes et traditions des cultures étrangères.

L'enseignant expliquera l'importance d'être fier de notre culture cubaine.

Les apprenants devront faire une autoévaluation de leur performance dans la leçon.

Devoir:

Imaginez que vous êtes le gérant du Bistrot parisien "Petit Louis".

Elaborez une carte pour le petit-déjeuner au Bistrot parisien "Petit Louis".



Conclusions.

1. The assessment of the current situation in ninth graders of the Ballet Specialty at the “Provincial School of Artistic Education” revealed that the students have an acceptable level in French language. However, there were many learning gaps in relation to the sociocultural competence in French language.
2. The theoretical and methodological judgments that backed up the teaching and learning of the sociocultural competence in French language were: the historical overview of the teaching of French language in Cuba; definition and components of communicative competence; the communicative language teaching principles that should be followed when planning and teaching a foreign language lesson; as well as the definition, main features and importance of the sociocultural competence.
3. Some changes were introduced in the teaching and learning process of French language, through receptive skill lessons: reading and listening lessons, so as to contribute to the enhancement of the sociocultural competence in French language.
4. The building up process proved that most of the topics included in the reading and listening lessons, as well as the activities to deal with these two receptive skills, were useful tools that the teacher used to encourage students to speak and learn, as they were motivated.
5. Their answers had a high quality and most students expressed that they had been benefited to a certain extent since they could speak more French in class. They stated they had improved their sociocultural competence in French language and consequently they felt more cultivated people.
6. The final scientific result that emerged from the building up process was a system of six receptive skill lessons to contribute to the enhancement of the sociocultural competence in French language in the subjects of research.

Recommendations.

1. To continue contributing to the enhancement of the sociocultural competence in French language in the subjects of research in further grades.
2. To continue this study next year with other students from ninth grade at the same school.
3. To plan more lessons containing sociocultural aspects, so as to communicate in French language more appropriately.

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ANNEXES.

Annex 1:

Survey to the subjects of research.

Objective: To corroborate the students' motivation and sociocultural competence in French language.

Subcategories:

- Interest in learning French.
- Importance of French language.
- Information about the Francophonie.
- Countries where French is spoken.
- Important cities in France.
- Symbols and landmarks of France.
- Eating habits in France.
- Important personalities from France.

Estimado alumno:

Un estudiante del quinto año de la carrera Lenguas Extranjeras, de la Universidad Central "Marta Abreu" de Las Villas, se encuentra realizando su trabajo de diploma.

Pedimos de tu colaboración para responder con sinceridad las siguientes preguntas y así contribuyas a la investigación. Muchas gracias.

1. ¿Estás interesado en aprender francés?
----- si ---- no ---- un poco
2. ¿Consideras que el aprendizaje del idioma francés es importante?
---- si ----- no ¿Por qué?
3. ¿Qué es la Francofonía?
4. ¿En qué países además de Francia se habla el idioma francés? (No menos de tres)
5. Menciona algunas ciudades importantes de Francia. (No menos de tres)

6. Menciona algunos símbolos de Francia. (No menos de tres)
7. Mencione al menos tres lugares emblemáticos de Francia.
8. Mencione algún alimento típico de la cocina francesa.
9. Refiérase a alguna personalidad francesa de renombre.

Annex 2:

Interview to the subjects of research:

Objective: To get information regarding the causes of the students' lack of sociocultural competence in French language.

Subcategories

- Interest in learning French.
- Importance of French language.
- Information about the Francophonie.
- Countries where French is spoken.
- Important cities in France.
- Symbols and landmarks of France.
- Eating habits in France.
- Important personalities from France.

Preguntas:

1. ¿Estás interesado en aprender francés? ¿Por qué?
2. ¿Consideras que el aprendizaje del idioma francés es importante? ¿Por qué?
3. ¿En tus clases de francés tu profesor te ha enseñado aspectos de la cultura francesa? Marca con una X qué aspectos te han enseñado:

..... Aspectos sobre la Francofonía.

..... Países, además de Francia, donde se habla el idioma francés.

..... Alimentos típicos de la cocina francesa.

..... Personalidades francesas importantes.

Annex 3:

Participant observation I to the subjects of research:

Objective: To corroborate the students' motivation and sociocultural competence in French language.

Indicators:

- Information about the Francophonie.
- Interest in learning French.
- Importance of French language.
- Countries where French is spoken.
- Important cities in France.
- Symbols and landmarks of France.

Observation guide:

1. Students' disposition to answer the activities planned for each lesson.
2. Students' interest in learning about the Francophonie.
3. Students' interest to learn more about French speaking countries.
4. Students' interest to learn about countries where French is spoken as a mother tongue.
5. Students' interest to learn about other cities in France.
6. Students' interest to learn about national symbols in France.
7. Students' interest to learn about important places and landmarks in France.
8. Quality of students' answers.

Annex 4:

Pedagogical Test administered to the subjects of research during the building up process of the final scientific result:

Objective: To corroborate the students' acquisition of information regarding sociocultural competence in French language.

Indicators:

- a. Information about the Francophonie.
- b. Interest in learning French.
- c. Importance of French language.
- d. Countries where French is spoken.
- e. Important cities in France.
- f. Symbols and landmarks of France.
- g. Eating habits in France.
- h. Important personalities from France.

Test Pédagogique:

« École Provinciale d'Éducation Artistique »

Spécialité : Ballet 9^e Année

Note : -----

Noms et prénom(s): -----

1. Répondez aux questions suivantes:
 - A. Qu'est-ce que La Francophonie?
 - B. Mentionnez quelques pays francophones.
 - C. Où se localise La France?
 - D. Quel est le nom officiel de La France?
 - E. Quelle est la langue officielle en France?
 - F. Quelle est la monnaie française?
 - G. Qui est le président français?
 - H. Quelle est la capitale de La France?
 - I. Mentionnez quelques villes importantes en France.
 - J. Mentionnez quelques symboles nationaux de La France.
 - K. Mentionnez quelques lieux ou monuments importants en France.
 - L. Mentionnez au moins un aliment typique français.
 - M. Mentionnez une personnalité notable de France.

Annex 5:

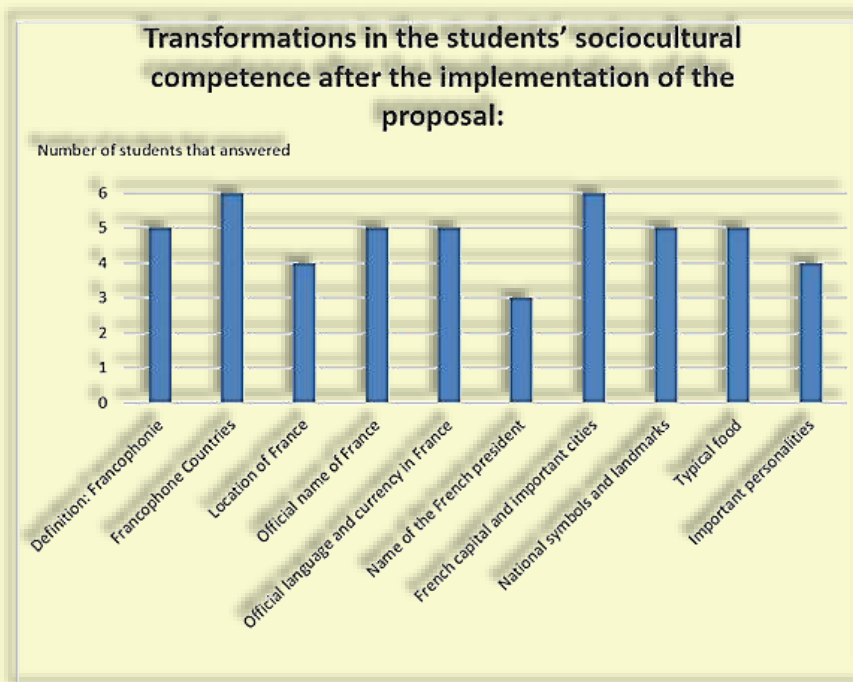
Participant observation II.

Objective: to assess students' acquisition of information about the sociocultural competence in French language during the building up process.

Subcategories:

1. Character of students' participation during the lessons: spontaneous or led by the teacher.
2. Quality of students' answers: excellent, very well, well, fair, etc.
3. Information they acquired about the Francophonie.
4. Information they acquired about French language.
5. Information they acquired about countries where French is spoken.
6. Important cities in France they learned.
7. Symbols and landmarks of France they learned.
8. Eating habits in France they learned.
9. Important personalities from France they can mention.

Annex 6:



Annex 7: Final Proposal.

“École Provinciale d’Éducation Artistique”

Fiches Pédagogiques

Spécialité : Ballet

9^e Année

Français



Auteur : Miguel Alejandro Fernández Torres.

Leçon 1

Niveau : 9^e année.

Unité 1

Leçon : 5

Thème : Vidéo « Organisation Internationale de la Francophonie ».

Compétence : Compréhension orale.

Composante socioculturelle : Connaissance sur l'Organisation Internationale de la Francophonie et des pays francophones du monde.

Durée : 45 minutes.

Outils : Tableau, vidéo, carte mondiale et le dictionnaire bilingue espagnol-français.

Techniques : Remue méninge. Débat.

Méthode : Approche Communicative.

Objectif : Comprendre la vidéo « Organisation Internationale de la Francophonie » à travers l'identification de l'idée principale et des aspects essentiels, en faisant des activités orales et écrites et en se servant du travail individuel, en binôme et en petits groupes ;

afin de renforcer le respect pour les cultures étrangères ainsi que pour la culture générale des apprenants.

Tâches à accomplir :

1. Mobiliser les connaissances préalables.
2. Anticiper le sujet de la vidéo.
3. Reconnaître la signification globale de la vidéo.
4. Identifier l'idée principale.
5. Repérer des informations spécifiques.
6. Verbaliser le contenu de la vidéo.

Mise en route :

1. Saluer.
2. Organiser la salle de classe.
3. Faire l'appel.
4. Écrire la date.
5. Vérifier le devoir de la leçon passée.
6. Écrire le thème de la leçon.

Tâche 1: Mobiliser les connaissances préalables.

Poser les questions suivantes:

Aimez-vous la langue française ?

Mentionnez au moins un pays où la langue française est parlée.

Présentation des objectifs:

Expliquer aux apprenants que durant cette leçon : ils vont apprendre sur l'Organisation Internationale de la Francophonie et les pays francophones du monde, à travers le visionnement d'une vidéo et en faisant des activités orales et écrites afin de renforcer le respect pour les cultures étrangères ainsi que la culture générale des apprenants.

Déroulement :

♦ Avant le visionnement :

Tâche 2: Anticiper le sujet de la vidéo.

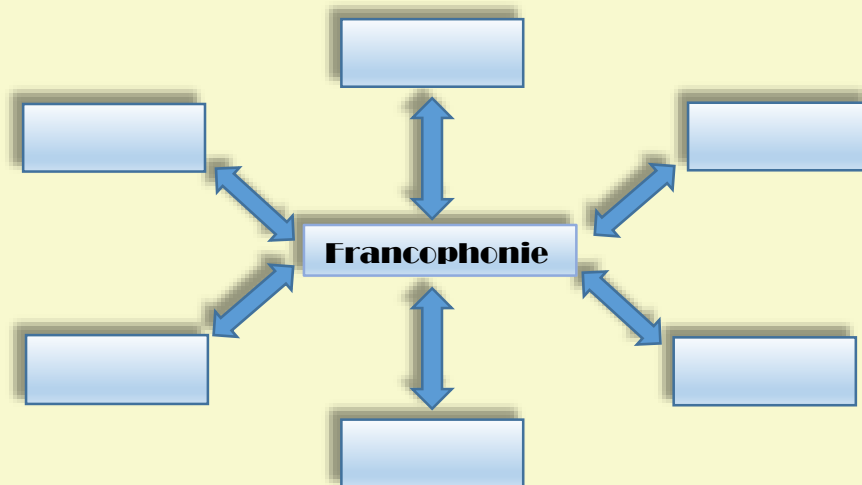
Exercice 1.

Technique : Remue méninge.

Procédure : L'enseignant écrira le mot « Francophonie » sur le tableau. Les apprenants diront leurs réponses oralement. L'enseignant notera les hypothèses des apprenants, sur le tableau.

L'enseignant posera la question suivante pour anticiper le sujet de la vidéo.

Quand vous entendez le mot « Francophonie » à quoi pensez-vous ?



♦ Durant le visionnement :

Tâche 3: Reconnaître la signification globale de la vidéo.

Exercice 2

Procédure :

Les apprenants feront une écoute globale, afin de comprendre le sens global de la vidéo.

L'enseignant propose l'exercice suivant:

Regardez la vidéo et commentez le sujet dont il s'agit.

Après l'enseignant montrera quelques pays francophones sur la carte mondiale.



Tâche 4 : Identifier l'idée principale.

Exercice 3

Procédure: Les apprenants feront une écoute sélective afin d'identifier l'idée principale de la vidéo. Les apprenants travailleront en binôme. Pendant que les apprenants feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés des apprenants afin de les évaluer.

Regardez attentivement la vidéo, puis cochez avec une croix (X) l'item qui représente le mieux l'idée principale.

- a.L'Organisation Internationale de la Francophonie compte 57 états et gouvernements membres et 23 états observateurs.
- b. Michaëlle Jean est la secrétaire générale de la Francophonie.
- c. La Francophonie est une organisation internationale qui regroupe l'ensemble des pays ou personnes qui utilisent la langue française pour communiquer.

Tâche 5 : Repérer des informations spécifiques.

Exercice 4

Procédure: Les apprenants feront une écoute détaillée afin de repérer des informations spécifiques. Les apprenants travailleront individuellement. Pendant qu'ils feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés de ces derniers pour pouvoir les évaluer.

Répondez aux questions suivantes d'après les informations contenues dans la vidéo:

- a- Quelle est la date de création de l'OIF ?
- b- Où a été créée l'OIF ?
- c- Quelles sont les couleurs du drapeau de l'OIF?
- d- Complétez: Un lien de ...

♦ **Après le visionnement :**

Tâche 6: Verbaliser le contenu de la vidéo.

Exercice 5

Technique : Débat.

Procédure : Les apprenants travailleront en petits groupes et donneront leurs réponses oralement. Tandis que les apprenants feront l'exercice l'enseignant contrôlera l'activité et notera les principales difficultés de ces derniers pour les évaluer.

Avez-vous aimé cette vidéo ? Pourquoi ?

Que vous enseigne cette vidéo, du point de vue académique et du point de vue moral ?

L'OIF est-elle importante ? Pourquoi ?

Conclusion :

Les apprenants les plus avancés feront une synthèse orale de ce qu'ils ont étudié dans la leçon.

L'enseignant expliquera l'importance de respecter les cultures étrangères.

L'enseignant expliquera l'importance d'être fier de notre culture cubaine.

L'enseignant évaluera les apprenants en se servant de l'hétéro-évaluation.

Devoir :

Imaginez que vous êtes invité(e) à la conférence de La Francophonie. Votre devoir est de créer le nouveau drapeau de cette organisation, dessinez-le. Rédigez une note pour les pays invités, vous devez y inclure : Date, heure, lieu et objectif de la conférence.

Leçon 2

Niveau : 9e année.

Unité 2

Leçon : 5

Thème : Lecture : « La France en bref ».

Compétence : Compréhension écrite.

Composante socioculturelle : Connaissance sur La France.

Durée : 45 minutes.

Outils : Tableau, cartes, images, carte mondiale et le dictionnaire bilingue espagnol-français.

Techniques : Remue méninge. Débat.

Méthode : Approche Communicative.

Objectif : Comprendre le texte « La France en bref » à travers l'identification des aspects essentiels, en faisant des activités orales et écrites et en se servant du travail individuel, en binôme et en petits groupes ; afin de réaffirmer la fierté d'être Cubains ainsi que renforcer le respect envers les cultures étrangères.

Tâches à accomplir :

1. Mobiliser les connaissances préalables.
2. Anticiper le sujet du texte.
3. Reconnaître la signification globale du texte.
4. Comprendre les mots nouveaux.
5. Repérer des informations spécifiques dans le texte.
6. Verbaliser le contenu du texte.

Mise en route :

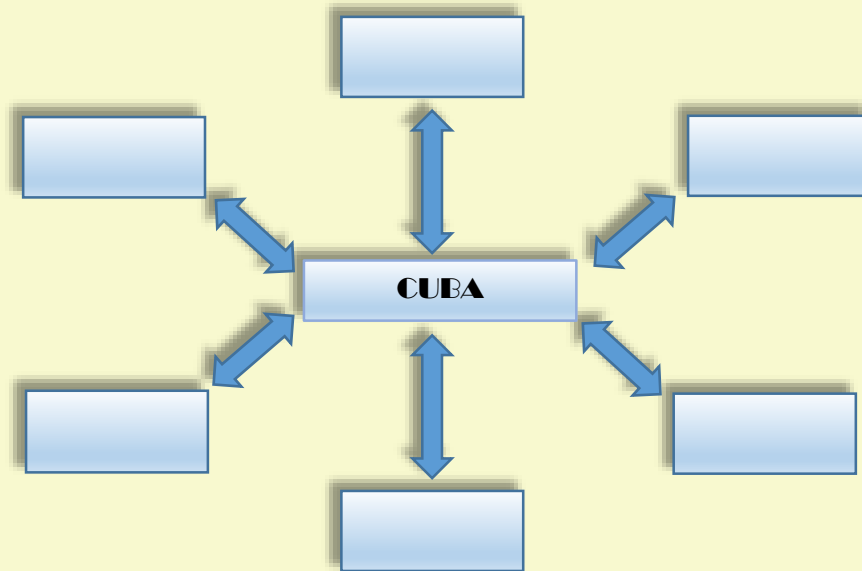
1. Saluer.
2. Organiser la salle de classe.
3. Faire l'appel.
4. Écrire la date.
5. Vérifier le devoir de la leçon passée.
6. Écrire le thème de la leçon.

Tâche 1: Mobiliser les connaissances préalables.

Motivation: Remue méninge pour mobiliser les connaissances préalables. L'enseignant notera les réponses sur le tableau.

Poser la question suivante:

Que vient à votre esprit quand vous entendez le mot *Cuba* ?



Présentation des objectifs:

Expliquer aux apprenants que durant cette leçon ils vont apprendre des aspects essentiels concernant La France, à travers la compréhension d'un texte et en faisant des activités orales et écrites afin de réaffirmer la fierté d'être Cubains ainsi que renforcer le respect envers les cultures étrangères.

Déroulement :

♦ Avant la lecture :

- ♦ **Tâche 2:** Anticiper le sujet du texte.
- ♦ **Exercice 1**

Procédure : Les apprenants travailleront individuellement et diront leurs réponses oralement. L'enseignant notera les hypothèses des apprenants, sur le tableau.

L'enseignant posera les questions suivantes, comme guide pour anticiper le sujet du texte.

- ♦ Quel est le nom officiel de notre pays ?
- ♦ Quelle est la capitale de notre pays ?
- ♦ Savez-vous quel est le nom officiel de La France ?
- ♦ Savez-vous quelle est la capitale française ?

♦ **Durant la lecture :**

Tâche 3: Reconnaître la signification globale du texte.

Exercice 2

L'enseignant propose l'exercice suivant:

Procédure : Les apprenants feront une lecture globale, afin de comprendre le sens général du texte.

Lisez le texte et commentez le sujet dont il s'agit.

« La France en bref »

La France, officiellement « République française », est un État situé en Europe occidentale , mais qui comporte également des territoires dans les océans Indien, Atlantique et Pacifique ainsi que sur le continent sud-américain. La France est une république constitutionnelle unitaire ayant un régime semi-présidentiel. La ville de Paris est sa capitale et la langue officielle est le français. La monnaie officielle de La France est l'euro. Actuellement le président français est Emmanuel Macron.

Tâche 4: Comprendre les mots nouveaux.

Procédure : L'enseignant montrera aux apprenants une carte contenant les mots nouveaux. L'enseignant expliquera les sens des mots nouveaux à l'aide de différents procédés tels que : l'inférence, la synonymie, la définition, la monstration et la traduction. L'enseignant expliquera aux apprenants la fonction de chaque vocable dans le discours, le genre de chaque nom, et la prononciation correcte de chaque mot.

Tâche 5: Repérer des informations spécifiques dans le texte.

Exercice 3

Procédure : Les apprenants feront une lecture approfondie afin de repérer des informations spécifiques dans le texte. Les apprenants travailleront en binôme. Pendant que les apprenants feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés des apprenants pour les évaluer.

Répondez aux questions suivantes d'après les informations contenues dans le texte:

- A- Quel est le nom officiel de La France ?
- B- Quelle est la capitale de La France ?
- C- Quelle est la langue officielle en France ?
- D- Quelle est la monnaie officielle de La France ?
- E- Comment s'appelle le président français ?

Après l'enseignant montrera aux apprenants la localisation géographique de La France sur la carte du monde.



Puis l'enseignant montrera aux apprenants la localisation géographique de Paris sur la carte de France.



Postérieurement l'enseignant montrera aux apprenants une photo du président français.



♦ **Après la lecture :**

Tâche 6: Verbaliser le contenu du texte.

Exercice 4

Procédure : Les apprenants travailleront en petits groupes et donneront leurs réponses oralement. L'enseignant notera les hypothèses des apprenants, sur le tableau. Pendant que les apprenants feront l'exercice l'enseignant contrôlera l'activité et notera les principales difficultés des apprenants pour les évaluer.

L'enseignant pose les questions suivantes pour commencer le débat :

Avez-vous aimé ce texte ? Pourquoi ?

Croyez-vous que c'est important de connaître sur d'autres pays ? Pourquoi ?

Que vous enseigne le texte étudié dans cette leçon, du point de vue académique et du point de vue moral ?

Conclusion :

Les apprenants les plus avancés feront une synthèse orale de ce qu'ils ont étudié dans la leçon.

L'enseignant expliquera l'importance d'être fier de notre nationalité.

L'enseignant expliquera l'importance de respecter les cultures étrangères.

Les apprenants devront faire une autoévaluation de leur performance dans la leçon.

Devoir:

Ton amie Marta veut partir en France la semaine prochaine mais elle ne connaît rien de ce pays. Écrivez une lettre informelle à Marta dans laquelle vous devez lui expliquer quelques aspects importants sur ce beau pays. Souvenez-vous de bien vouloir inclure : nom officiel du pays, nom de la capitale du pays, langue officielle, monnaie officielle, nom du président et quelque autre chose d'important.

Leçon 3

Niveau : 9^e année.

Unité 3

Leçon : 4

Thème : Vidéo « Les symboles de la République Française ».

Compétence : Compréhension orale.

Composante socioculturelle : Connaissance sur les symboles nationaux de La France.

Durée : 45 minutes.

Outils : Tableau, photo, vidéo et le dictionnaire bilingue espagnol-français.

Techniques : Débat.

Méthode : Approche Communicative.

Objectif : Comprendre la vidéo « Les symboles de la République Française » à travers l'identification de l'idée principale et des aspects essentiels, en faisant des activités orales et écrites et en se servant du travail individuel, en binôme et en petits groupes ; afin de renforcer le respect pour les symboles nationaux de Cuba et des autres nations.

Tâches à accomplir :

1. Mobiliser les connaissances préalables.
2. Anticiper le sujet de la vidéo.

3. Reconnaître la signification globale de la vidéo.
4. Identifier l'idée principale. Repérer des informations spécifiques.
5. Verbaliser le contenu de la vidéo.

Mise en route :

1. Saluer.
2. Organiser la salle de classe.
3. Faire l'appel.
4. Écrire la date.
5. Vérifier le devoir de la leçon passée.
6. Écrire le thème de la leçon.

Tâche 1: Mobiliser les connaissances préalables.

Poser la question suivante :

Quels sont les symboles nationaux de Cuba ?

Présentation des objectifs:

Expliquer aux apprenants que durant cette leçon ils vont apprendre des choses sur les symboles nationaux de La France, à travers le visionnement d'une vidéo et en faisant des activités orales et écrites afin de renforcer le respect pour les symboles nationaux de Cuba et des autres nations.

Déroulement :

♦ **Avant le visionnement :**

Tâche 2: Anticiper le sujet de la vidéo.

Exercice 1

Procédure : L'enseignant montrera aux apprenants une photo du drapeau français. Les apprenants diront leurs réponses oralement.



Que montre cette photo ?

Aviez-vous vu ce drapeau auparavant ?

C'est le drapeau de quel pays ?

♦ **Durant le visionnement :**

Tâche 3: Reconnaître la signification globale de la vidéo.

Exercice 2

Procédure : Les apprenants feront une écoute globale, afin de comprendre le sens global de la vidéo.

L'enseignant propose l'exercice suivant:

Regardez la vidéo et commentez le sujet dont elle s'agit.

Tâche 4 : Identifier l'idée principale.

Exercice 3

Procédure: Les apprenants feront une écoute sélective afin d'identifier l'idée principale de la vidéo. Les apprenants travailleront en binôme. Pendant que les apprenants feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés des apprenants pour pouvoir les évaluer.

Regardez attentivement la vidéo, puis cochez avec une croix (X) l'item qui représente le mieux l'idée principale.

- a. Le drapeau français.
- b. L'histoire de La France.
- c. Les symboles nationaux français.

Tâche 5 : Repérer des informations spécifiques.

Exercice 4

Procédure: Les apprenants feront une écoute détaillée afin de repérer des informations spécifiques. Les apprenants travailleront individuellement. Pendant qu'ils feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés des apprenants pour pouvoir les évaluer.

Répondez aux questions suivantes d'après les informations contenues dans la vidéo:

- a- Quels sont les symboles de la République Française ?
- b- Que représentent les trois couleurs du drapeau français ?
- c- Qu'est-ce que « La Marseillaise » ?
- d - Que exprime la devise française ?

♦ **Après le visionnement :**

Tâche 6: Verbaliser le contenu de la vidéo.

Exercice 5

Technique : Débat.

Procédure : Les apprenants travailleront en petits groupes et donneront leurs réponses oralement. Tandis que les apprenants feront l'exercice l'enseignant contrôlera l'activité et notera les principales difficultés des apprenants pour les évaluer.

Avez-vous aimé cette vidéo ? Pourquoi ?

Que vous enseigne cette vidéo, du point de vue académique et du point de vue moral ?

Est-il important de respecter les symboles nationaux des pays étrangers ?

Conclusion :

Les apprenants les plus avancés feront une synthèse orale de ce qu'ils ont étudié dans la leçon.

L'enseignant expliquera l'importance de connaître et respecter les symboles nationaux de Cuba.

L'enseignant évaluera les apprenants en se servant de l'autoévaluation.

Devoir :

Rédigez un petit texte en expliquant l'importance de connaître et honorer les symboles nationaux d'un pays.

Leçon 4

Niveau : 9^e année.

Unité 4

Leçon : 5

Thème : Vidéo « Paris vue du ciel ».

Compétence : Compréhension orale.

Composante socioculturelle : Connaissance sur les villes les plus importantes en France et sur les points de repère à Paris.

Durée : 45 minutes.

Outils : Tableau, vidéo, images et le dictionnaire bilingue espagnol-français.

Techniques : Remue méninge. Débat.

Méthode : Approche Communicative.

Objectif : Comprendre la vidéo « Paris vue du ciel » à travers l'identification de l'idée principale et des aspects essentiels, en faisant des activités orales et écrites et en se servant du travail individuel, en binôme et en petits groupes ; afin de renforcer le respect envers les lieux et les monuments importants ainsi que la culture générale des apprenants.

Tâches à accomplir :

1. Mobiliser les connaissances préalables.
2. Anticiper le sujet de la vidéo.
3. Reconnaître la signification globale de la vidéo.
4. Identifier l'idée principale.
5. Repérer des informations spécifiques.
6. Verbaliser le contenu de la vidéo.

Mise en route :

1. Saluer.
2. Organiser la salle de classe.
3. Faire l'appel.
4. Écrire la date.
5. Vérifier le devoir de la leçon passée.
6. Écrire le thème de la leçon.

Tâche 1: Mobiliser les connaissances préalables.

Poser les questions suivantes:

Quel est ton endroit préféré dans ta/ton ville/village/quartier ?

Y a-t-il quelque endroit/monument important dans ta/ton ville/village/quartier ?

Quelle est ta ville préférée à Cuba ? Pourquoi ?

Après l'enseignant montrera quelques images des villes les plus importantes en France.



Paris : La capitale du pays.



Marseille



Nice

Présentation des objectifs:

Expliquer aux apprenants que durant cette leçon ils vont apprendre des choses sur les villes les plus importantes en France et sur les points de repère à Paris, à travers le visionnement d'une vidéo et en faisant des activités orales et écrites afin de renforcer le respect envers les lieux et les monuments importants ainsi que la culture générale des apprenants.

Déroulement :

♦ **Avant le visionnement :**

Tâche 2: Anticiper le sujet de la vidéo.

Technique : Remue méninge.

Procédure : Les apprenants diront leurs réponses oralement. L'enseignant notera les hypothèses des apprenants, sur le tableau.

Exercice 1

L'enseignant posera les questions suivantes, comme guide pour anticiper le sujet du texte.

Mentionnez quelques endroits ou monuments importants à Cuba.

Connaissez-vous quelques endroits ou monuments importants à Paris ?

♦ **Durant le visionnement :**

Tâche 3: Reconnaître la signification globale de la vidéo.

Exercice 2

Procédure : Les apprenants feront une écoute globale, afin de comprendre le sens global de la vidéo.

L'enseignant propose l'exercice suivant:

Regardez la vidéo et commentez le sujet dont il s'agit.

Tâche 4 : Identifier l'idée principale.

Exercice 3

Procédure: Les apprenants feront une écoute sélective afin d'identifier l'idée principale de la vidéo. Les apprenants travailleront en binôme. Pendant que les apprenants feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés des apprenants pour pouvoir les évaluer.

Regardez attentivement la vidéo, puis cochez avec une croix (X) l'item qui représente le mieux l'idée principale.

- a. Les monuments importants en France.
- b. Les points de repère à Paris.
- c. Le Musée du Louvre.

Tâche 5 : Repérer des informations spécifiques.

Exercice 4

Procédure: Les apprenants feront une écoute détaillée afin de repérer des informations spécifiques. Les apprenants travailleront individuellement. Pendant que les apprenants feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés des apprenants pour pouvoir les évaluer.

Repérez dans la vidéo les informations suivantes:

- a- Le nom d'un palais.
- b- Le nom d'une tour.
- c- Le nom d'un musée.
- d- Le nom d'une place.
- e- Le nom d'une institution religieuse.
- f- Le nom d'un parc.

♦ **Après le visionnement :**

Tâche 6: Verbaliser le contenu de la vidéo.

Exercice 5

Technique : Débat.

Procédure : Les apprenants travailleront en petits groupes et donneront leurs réponses oralement. Tandis que les apprenants feront l'exercice l'enseignant contrôlera l'activité et notera les principales difficultés des apprenants pour les évaluer.

Avez-vous aimé cette vidéo ? Pourquoi ?

Que vous enseigne cette vidéo, du point de vue académique et du point de vue moral ?

Quel est ton endroit ou monument préféré ? Pourquoi ?

Conclusion :

Les apprenants les plus avancés feront une synthèse orale de ce qu'ils ont étudié dans la leçon.

L'enseignant expliquera l'importance de respecter les lieux et les monuments importants soit à Cuba soit ailleurs.

L'enseignant évaluera les apprenants en se servant de l'hétéro-évaluation.

Devoir :

Projet : Choisissez, parmi les lieux et monuments que vous avez visionnés dans cette vidéo, ton lieu ou monument préféré. Préparez un exposé à l'aide d'un *Power Point*. Vous devez y inclure des photos et des informations intéressantes sur le lieu ou monument choisi.

Leçon 5 : Page 38

Leçon 6

Niveau : 9^e année.

Unité 6

Leçon : 4

Thème : Lecture : « Vie et œuvre d'Édith Piaf ».

Compétence : Compréhension écrite.

Composante socioculturelle : Les personnalités incontournables de la France.

Durée : 45 minutes.

Outils : Tableau, images, cartes et le dictionnaire bilingue espagnol-français.

Techniques : Remue méninge. Débat.

Méthode : Approche Communicative.

Objectif : Comprendre le texte « Vie et œuvre d'Édith Piaf » à travers l'identification des aspects essentiels, en faisant des activités orales et écrites et en se servant du travail individuel et en binôme ; afin de renforcer le respect envers les personnalités incontournables ainsi que la culture générale des apprenants.

Tâches à accomplir :

1. Mobiliser les connaissances préalables.
2. Anticiper le sujet du texte.
3. Reconnaître la signification globale du texte.
4. Comprendre les mots nouveaux.
5. Repérer des informations spécifiques dans le texte.

6. Verbaliser le contenu du texte. (c.-à-d. : faire un débat)

Mise en route :

1. Saluer.
2. Organiser la salle de classe.
3. Faire l'appel.
4. Écrire la date.
5. Vérifier le devoir de la leçon passée.
6. Écrire le thème de la leçon.

Tâche 1: Mobiliser les connaissances préalables.

Motivation: Remue méninge pour mobiliser les connaissances préalables. L'enseignant notera les réponses sur le tableau.

Poser les questions suivantes:

Quels sont les artistes les plus populaires de la musique cubaine ?

Quel est ton/ta chanteur/chanteuse préféré(e) ?

Présentation des objectifs:

Expliquer aux apprenants que durant cette leçon ils vont apprendre des aspects essentiels concernant la vie et l'œuvre d'Édith Piaf, à travers la compréhension d'un texte et en faisant des activités orales et écrites afin de renforcer le respect envers les personnalités incontournables ainsi que la culture générale des apprenants.

Déroulement :

♦ **Avant la lecture :**

Tâche 2: Anticiper le sujet du texte.

Exercice 1

Procédure : Les apprenants travailleront individuellement et diront leurs réponses oralement. L'enseignant notera les hypothèses des apprenants, sur le tableau.

L'enseignant posera les questions suivantes, comme guide pour anticiper le sujet du texte.

Avez-vous entendu parler d'Édith Piaf ?

Essayez de deviner quelle était sa profession.

L'enseignant montrera aux apprenants des photos d'Édith Piaf.



♦ **Durant la lecture :**

Tâche 3: Reconnaître la signification globale du texte.

Exercice 2

Procédure : Les apprenants feront une lecture globale, afin de comprendre le sens général du texte.

L'enseignant propose l'exercice suivant:

Lisez le texte et commentez le sujet dont il s'agit.

« Vie et œuvre d'Édith Piaf »

Edith Giovanna Gassion est née le 19 décembre 1915 à Paris d'un père artiste de cirque et d'une mère chanteuse de rues. Dans son enfance, Édith Gassion a été élevée par ses grand-mères avant d'être reprise par son père lorsque celui-ci revient de la guerre et continue sa vie d'artiste de cirque itinérant. La petite Édith se fait remarquer en entonnant des chansons populaires dans la rue avec son père.

Quelque temps après, elle fait la connaissance de son premier grand amour, Louis Dupont. Le couple a une fille nommée Marcelle qui naît le 11 février 1933 mais qui meurt à l'âge de deux ans d'une méningite. L'automne de la même année, la jeune artiste est

repérée dans la rue par le manager du grand cabaret Le Gerny's, Louis Leplée. Ce dernier lui donne comme nom de scène « la môme Piaf », en référence à sa petite taille.

Lancée dans sa carrière, Edith Piaf enchaîne concerts, spectacles et rencontre de nombreuses personnes importantes. En 1945, Edith Piaf écrit « La Vie en rose » qui fait partie de ses chansons les plus populaires. Edith a eu une grande carrière internationale ; elle devient une vedette aux États-Unis, particulièrement au Carnegie Hall de New York.

Elle meurt le 10 octobre 1963 d'une hémorragie interne. Son corps repose au cimetière du Père-Lachaise de Paris. Aujourd'hui les jeunes générations qui aiment la musique, découvrent l'unique et grand talent ainsi que la forte émotion qui émanent des chansons d'Edith Piaf.

Tâche 4: Comprendre les mots nouveaux.

Procédure : L'enseignant montrera aux apprenants une carte contenant les mots nouveaux. L'enseignant expliquera les sens des mots nouveaux à l'aide de différents procédés tels que : l'inférence, la synonymie, la définition, la monstration et la traduction. L'enseignant expliquera aux apprenants la fonction de chaque vocable dans le discours, le genre de chaque nom, et la prononciation correcte de chaque mot.

Tâche 5: Repérer des informations spécifiques dans le texte.

Exercice 3

Procédure: Les apprenants feront une lecture approfondie afin de repérer des informations spécifiques dans le texte. Les apprenants travailleront individuellement. Pendant que les apprenants feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés des apprenants pour pouvoir les évaluer.

Lisez le texte puis répondez vrai (V) ou faux (F).

- a. Édith est née à Lyon.
- b. Édith a été élevée par ses parents.

- c. « La vie en rose » n'a pas eu beaucoup de succès.
- d. Édith est devenue célèbre aux États-Unis.

Exercice 4

Procédure : Les apprenants feront une lecture approfondie afin de repérer des informations spécifiques dans le texte. Les apprenants travailleront en binôme. Pendant que les apprenants feront l'exercice l'enseignant contrôlera l'activité, éclaircira les doutes des apprenants, et notera les principales difficultés des apprenants pour les évaluer.

Répondez aux questions suivantes d'après les informations contenues dans le texte:

- A- Quel était son vrai nom ?
- B- Quelle est sa date de naissance ?
- C- Quelles étaient les professions de ses parents ?
- D- Qui a été son premier grand amour ?
- E- Pourquoi on lui donne comme nom de scène « la môme Piaf » ?

♦ Après la lecture :

Tâche 6: Verbaliser le contenu du texte. (c.-à-d. : faire un débat)

Exercice 5

Procédure : Les apprenants travailleront en binôme et donneront leurs réponses oralement. L'enseignant notera les hypothèses des apprenants, sur le tableau. Tandis que les apprenants feront l'exercice l'enseignant contrôlera l'activité et notera les principales difficultés des apprenants pour les évaluer.

L'enseignant pose les questions suivantes pour commencer le débat :

Quel est l'élément qui a attiré le plus votre attention, par rapport à la vie d'Édith Piaf ?

Pensez-vous qu'Édith Piaf occupe une place importante dans la culture française ?

Que vous enseigne le texte étudié dans cette leçon, du point de vue académique et du point de vue moral ?

Conclusion :

- ♦ Les apprenants les plus avancés feront une synthèse orale de ce qu'ils ont étudié dans la leçon.
- ♦ L'enseignant expliquera l'importance de respecter et de se souvenir des personnalités marquantes de tous les domaines et de toutes les cultures.
- ♦ Les apprenants devront faire une autoévaluation de leur performance dans la leçon.

Devoir:

Projet : Adressez-vous à la bibliothèque et demandez les brochures du 4^e cours de « Universidad para Todos ». Renseignez-vous sur d'autres personnalités remarquables du monde francophone. Elaborez une liste avec les prénoms, les nationalités et les professions des personnalités compilées. Apportez, si cela est possible, une photo d'une personnalité choisie.