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THE ABC IN FRENCH

MAJOR PAPER

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Abstract

One of the main goals taken into account to increase the Cuban Cultural level is the teaching of foreign languages such as Italian, English and French among others. The present research has as objective to propose a system of communicative activities to reinforce the speaking ability in French language in a Special Interest Group in sixth A graders at "Juan Carlos Rodriguez" Elementary School in DAAFAR neighborhood, Santa Clara, Villa Clara. These students got familiar with French language; specifically with the development of speaking ability during the course, 2013-2014.That is why the main objective of the current proposal is to reinforce this ability. Several methods from the theoretical and empirical level were applied to carry out this major paper. The data obtained throughout the empirical methods administered corroborated that the students of the sample needed more practice to develop the speaking ability in foreign language.

The proposal consists of a system of activities to reinforce speaking ability in French in the students of the sample. Once the proposal was designed, it was evaluated by some specialists, whose suggestions were highly appreciated by the authoress of this study. Finally, the proposal was implemented during the second semester of the current school year. The results were satisfactory as the level of the students in the development of the speaking ability was improved, they made less mistakes in pronunciation and in grammar, they could enrich their lexicon and they were able to manage the communicative functions studied better. That is, the students developed an elementary communicative competence in French language.

Résumée

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

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

Cette recherche a le but de renforcer la production orale dans les apprenants de le 6me année de l'école primaire Juan Carlos Rodriguez de le quartier DAAFAR, Santa Clara, Villa Clara, qui pendant le course 2013-2014 ont étudient différents contenus de la langue. Plusieurs méthodes des niveaux empirique et théorique ont été utilisées pour accomplir la tache de l'investigation.

Cette proposition consiste en d'un système des activités pour renforcer la production orale aux apprenants du 6me année de l'école Juan Carlos Rodriguez à travers le club de français ; quand l'auteure a fini le système, les experts ont analysé avec le fin de partager leur opinion et de corriger des erreurs pour l'utilisation des autres générations. Finalement pendant l'implémentation la professeure a fait beaucoup des activités et des échanges d'accord des besoins et des débilités des apprenants.

ÍNDICE

Introduction

Today the economy is increasingly globalized, and this means that many people are interacting across cultures in a way no one had done it before. In such worldwide economy, the importance of learning a foreign language becomes self-evident. Learning a foreign language helps everybody to communicate across cultures and to conduct business in lands one may never have previously considered viable markets. It also helps to address customers in the language that they understand best and in which they are most comfortable communicating. Additionally, the importance of learning a foreign language is emphasized every day when one sees the diversity of earth cultures and the amazing array of people that make up the global community. There is another reason supporting the importance of learning a foreign language, scientific studies have shown that learning another language improves brain function and stimulates creativity. When one knows a new language, one starts to see connections one had not seen before because every language approaches the world in a slightly different way. As a result, everybody has the opportunity to understand the world from the perspective of another culture and gain a greater appreciation of human society in all its diversity. As a consequence, the importance of learning a second language is again reinforced.

English is commonly spoken throughout much of the world due to Great Britain's expansion during the colonial age. People in Australia, New Zealand, Canada, parts of Africa, India, and many smaller island nations speak English. It is also the language of the Film Industry and English means not to rely on subtitles. Another reason why English is so important is that it is the language of science.

However, French is the second language spoken all over the world because of the fact that France was one of the biggest colonial powers too. Some of the countries where French is spoken are Belgic, Bulgaria, Cambodia, Canada, Quebec, France, Haiti, Egypt, Switzerland, Monaco among others. Moreover, French is the language used in judicial processes, in poetry, in business and tourism. Therefore French-speaking countries are highly visited. French style and fashion are greatly followed by people around the world. French sports, movies and music are also loved and prized by many admirers.

Though English has been the language most widely spoken all over the world, and the foreign language taught at different levels of education, the need of learning French has been increased as a means of extending economic and political relations, universal culture

and knowledge. That is why, it is taught at Universities, Pedagogical Universities, tourism and Language Schools mainly.

French and Spanish are romance languages and they both have some similarities in grammar and pronunciation and it is easier for Spanish speaking people to learn French than English.

The approach in the teaching learning process of French language   is similar to the one followed in the teaching of English and the four abilities should be developed.

In Cuba and specifically in Villa Clara, some attempts have been done in the teaching of French through Special Interest groups in primary schools since 2010 . The main objective in all the year courses has been the development of speaking ability at elementary level because as Rosa Antich stated "…language is primarily oral; written is derived from speech. All normal people can speak but not everybody learn how to write…" (Antich, R. 1975). Speaking is the ability suggested by the program.

During the course 2013-2014 the authoress of this research conducted her practicum at Juan Carlos Rodriguez Elementary School, where a special interest group was created with the purpose of teaching the students how to communicate simple messages in French language. For accomplishing this goal a group of 5th graders was intentionally chosen, group 5th A, because the majority of the students were motivated to learn French language. In this course a proposal of activities to develop the speaking ability was implemented and though the results were satisfactory some difficulties remained.

This group of students continued studying French as members of a special interest group this school year, 2014-15 that is why it was chosen as the sample of this major paper. Some instruments such as class observations and interviews were administered to corroborate the difficulties that they still have in the speaking ability. The authoress of this study could verify that the students continue showing interest towards the learning of French. However, there were still some difficulties mainly in the pronunciation of the sounds that do not exist in Spanish, for example the consonant /r/; the suffixes of the regular verbs in present tense and in the pronunciation of the suffixes of verbs to express person.

In spite of their efforts to learn the new language they were not able to use all the vocabulary items they studied in 5th grade. Besides that, they still have problems in grammar mainly in the conjugation of verbs.

Some of the possible causes of the difficulties mentioned above could be inferred after administering an interview to the students:

- the lack of time to teach French
- The fact that they do not practice the language out of class
- They do not need the language to communicate their ideas.

Some previous researches were consulted to know and assess thedifferent contexts where this language has been taught; the characteristics of the proposals suggested to transform the teaching learning process of this language in different Special Interest Groups as well as the results obtained. All these aspects were analyzed to find out an appropriate scientific solution to the problemic situation described in this paper. Among those papers, the authoress of this research found the ones written by: Guillermo Alonso Águila and José Fidel Manso Hernández who proposed communicative activities for the development of oral skills in French in Pre University, and Sucel D'Alina Diaz Zumaquero who proposed a system of lessons to teach French language to secondary school students. All of them properly referred to the development of communicative abilities in French at different educational levels and offered different proposals of activities. They were studied just as antecedents and a guide to design a new proposal as none of them offered a practical solution for the situation already described in 6th grade students at Juan Carlos Rodriguez Elementary School.

The following scientific problem was derived from the problemic situation described above

Scientific problem:

How could Speaking ability in French language be reinforced in sixth grade Special Interest Group students, class A at "Juan Carlos Rodriguez" Elementary School?

Object of research: The teaching learning process of French language.

Field of action: Reinforcement of speaking ability in French in sixth grade Special Interest Group students, class A at "Juan Carlos Rodriguez" Elementary School.

Objective: Propose a system of communicative activities to reinforce the speaking ability in French language in sixth grade Special Interest Group students, class A at "Juan Carlos Rodriguez" Elementary School.

Scientific questions:

1) What theoretical and methodological bases back up the development of the speaking abilityin French language in sixth grade students?

2) What are the strengths and weaknesses in sixth grade Special Interest Group students, class A, in relation to the development of speaking ability in French language at Juan Carlos Rodriguez" Elementary School?

3) What characteristics should the system of communicative activities have to develop the speaking ability in French in sixth grade Special Interest Group students, class A, at "Juan Carlos Rodriguez" Elementary School?

4) What are the specialists´ criteria regarding the proposal of activities?

5) What results would be achieved with the implementation of the proposal in the practicum?

Scientific tasks:

1) Establishment of the theoretical and methodological bases that back up the development of the speaking ability in French language in sixth grade students.

2) Assessment of the strengths and weakness in sixth grade Special Interest Group students, class A, in the development of the speaking ability in French language.

3) Design of the system of communicative activities to develop the speaking ability in French in sixth grade Special Interest Group students, class A, at "Juan Carlos Rodriguez" Elementary School.

4) Evaluation of the proposal by specialists.

5) Evaluation of the results of the implementation of the proposal in the practicum.

Population and sample

A population of 150 students was taken into account. A sample of 20 students from group 6.A was chosen as this is the group that studied French the previous school year in the Special Interest Group and they wanted to continue studying the language the current school year.

Dependent variable: The development of speaking abilities in French Language in 6th grade students at ¨Juan Carlos Rodriguez ¨ Elementary School.

Independent variable: A system of communicative activities.

Scientific Methods

From the theoretical level:

Historic-Logical: To know the evolution and development of the studied object and the theoretical analysis of the problem according to the criteria of different researches and pedagogic authors about the object of investigation and the field of action.

Analytic-Synthetic: For the examination of all the accumulated theoretical information about the teaching learning process of French and the development of speaking ability, also to ease the arrival at conclusions about the data obtained through the administration of different instruments.

Inductive-Deductive: For the analysis of data obtained through the administration of the different instruments in order to corroborate de problemic situation and identify the regularities.

System Approach: For the establishment of the relationship between the different activities of the system of activities built up in each unit to potentiate the development of speaking ability in French language and among the activities suggested in each class.

From the empirical level:

To verify theproblemic situation declared in the introduction and to evaluate the students´ weaknesses and strengths regarding speaking ability in French language in students from 6.A, at Juan Carlos Rodriguez Elementary School, several empirical methods were applied

Document analysis, Interview, Observation, Pedagogical test, Triangulation and Specialists' Criteria to obtain the necessary data to corroborate the problemic situation

From the mathematical and/or statistic level:

Percent Analysis: to process and quantify the data obtained during the needs assessment and implementation stages.

Scientific novelty

The importance of the current major paper lies on the fact that it is the first time that a system of communicative activities has been carried out with sixth graders, members of a Special Interest Group at "Juan Carlos Rodriguez" Elementary School. The proposal includes some visuals that may contribute to increase students' motivation towards the

learning of French as second foreign language.

Practical contribution: A system of communicative activities to develop speaking ability in French language in 6th grade students, members of a Special Interest Group at "Juan Carlos Rodriguez" Elementary School.

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

<u>Introduction</u>: where the components of the theoretical and methodological design are stated.

Development: It includes the theoretical and methodological judgments about the historical antecedents of the problems, the teaching learning process of French and the development of speaking ability. The diagnosis of the students' weaknesses and strengths about speaking ability, the proposal to transform the reality in the group, and finally conclusions, recommendations, bibliography consulted and some necessary annexes.

Main Part

1. **Theoretical and methodological foundations that back up the development of speaking ability in French language in the Elementary School.**

1.1 Historical antecedents of the teaching of French language in Cuba

The teaching of French language became a process of innovation and practical movement all over the world with the creation of the French Alliance. The development of methods and approaches for the teaching of French language through the XX century, are closely related to the theories and ways of application used to the teaching of other languages. Inside a very general scope, wider every time, not only the linguistics ideas of each historical period became present, but also, conceptions about Pedagogy, Psychology, Learning Theories, Cultural studies, Sciences and Communication.

Bouton (1972: 92), expressed, "sin tener que remontarse al diluvio, es bueno recordar que la moderna reflexión gramatical aplicada a la descripción de las lenguas debe mucho a los antiguos "maitres de langue" del siglo XVI y posteriores".

These remind is of course, not enough, what is completely logic if it is analyzed that a completely scientific pattern of the teaching of languages was not created yet. This pattern emerged with the precedents of reformists of the XIX century. Roulet confirmed that this attempt was very recent: « Jusqu'au début du XXème siècle, on ne songeait pas á recourir

aux travaux des linguistiques, qui s'intéressent surtout á l'évolution des langues. Théorie, description et enseignement de la grammaire d'une langue ne faisaient qu'un, comme un témoigne la Grammaire de Port Royal » (1978 : 29). Such are the basic characteristics of the traditional method grammar translation. From the 1930s of the XX century, the consideration of new linguistics theories will be a reference point in the Foreign Language Didactics.

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

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

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

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

effectively rectified at a later date. Nevertheless, this approach did contribute to a better understanding of the teaching-learning process of a second language by demonstrating that a certain degree of listening comprehension and oral fluency was attainable.

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

The communicative language teaching approach (CLT) starts around the 70's, from the theory of language as communication. The goal, then, of foreign language teaching is to acquire both knowledge and ability for language usage. This approach is suggested for the teaching of any foreign language.

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

During Capitalism, it was taught in letter majoring (laws, etc.). Besides, it was taught in high school as an optional subject. But, with the triumph of the Revolution, and all the changes that this brought about in the Cuban educational system, French was substituted by English and Russian.

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

The teaching of this language started later at higher educational levels. The Higher Pedagogical Institute the Institute of Foreign Languages (ISPLE) was created in Havana and a school for translators that taught French as well.

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

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

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

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

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

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

During the course 2013-2014, the students of 5th grade from the school Juan Carlos Rodriguez in Santa Clara were members of this Special Interest Group and a year later, they continue being part of group. The proposal implemented with them during the previous course was also aimed at the development of speaking ability. However, these students continued having problems in this linguistic ability, as it is one of the most difficult ones.

1.2. <u>The teaching learning process of French as a second foreign language.</u>

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According to the communicative language teaching approach, the goal of language teaching is to develop the communicative competence in which communication and culture are incorporated. Hymes' view of communicative competence was a definition of what the language user needs to know in order to be communicatively proficient in a speech community. Thus, the communicative approach to foreign language teaching has as its primary goal to develop communicative competence. (Hymes (1972)

Communicative competence consists of four components or sub-competences, which together suggest a model of communicative competence as a basis for curriculum design and classroom practice. These four components are (Canale and Swain (1980)

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

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

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

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

The CLT approach also claims for the application of some principles. These principles have been coined by different linguists such as K. Morrow (1983) and N. Newman (1989). Those principles were redesigned, and adapted to the Cuban context by Camacho Delgado, Ph.D. (2003) to guide the teaching learning process of English in Cuba. They were redesigned as follows

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

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

The authoress considered these were the principles that should be taken into account to design the proposal as they take into account Cuban context.

1.3. Development of speaking ability in French language.

Prior to conceptualizing the field of action of this major paper, it is necessary to contextualize the ability where this element works. Thus, defining Speaking became the aim of this part.

Speaking is one of the four abilities to develop in the students. It is a productive skill that belongs to oral communication. The goal of developing speaking is oral fluency: the ability to express oneself intelligibly; that is, reasonably accurately and without too much hesitation. In the process of oral communication the speaker interacts with a listener where both change their role in the conversation (feed-back). That is to say, the speaker may become a listener and the other way around. In this interaction the speaker shows his/her understanding, he/she selects what and how to speak according to the context and where the listener does not know what the speaker is going to say.(Donn Byrne,1989)

Spoken language may be used for two main purposes:

- ➢ For interaction or social purposes: the emphasis is on creating harmonious interactions and not for communicating any information. E.g. for greeting, telling jokes, etc.

- ➢ For transactional purposes: the emphasis is on communicating information. E.g. it is "message" oriented. Coherence and accuracy are important to present the information. (Donn Byrne, 1989)

Several researchers have pointed to interaction in the foreign language as being important for learning. The conditions for acquisition are especially good when interacting in the foreign language; specifically, conditions are good when a breakdown in communication occurs and students must negotiate for meaning. The modifications to speech arising from interactions like this help make input more comprehensible, provide feedback to the student, and push students to modify their speech

In order to develop speaking skills, students should:

•Talk a lot in class and outside of it.

•Get the chance to speak in all lessons.

•Be interested in the topic.

•Understand and express ideas with acceptable language accuracy.

•Work in cooperative activities; group and pair work. (Garcia Cabrera, 2007)

The teaching of speaking is carried out during the following stages:

Presentation stage: In this stage, the teacher's task is to introduce the new communicative function to the students and have them get used to it.

Controlled practice stage: In this stage, the teacher will make the students repeat the communicative function, explain to them its use in real life situations and mistakes should be corrected on the spot.

Free Practice stage: Finally, in this stage, the students are supposed to produce the communicative function with the tasks given by the teacher, acting out real life situations they may face in the future and mistakes should be corrected at the end of the lesson.

In 6th grade, it is unlikely for the students to reach the free practice stage; in fact, they can only get to the controlled practice stage due to the shortage of vocabulary and little knowledge about the language. Richard-Amato (1996) considers that accuracy and fluency cannot genuinely be achieved in the early stages of learning. Then she adds that both do not need to be achieved at the same time in order to produce effective speakers.

The development of the speaking ability comprises the *communicative functions*, *pronunciation*, *vocabulary*, *grammar*, *fluency*; as well as, the teaching of the supra-segmental phonemes: *intonation*, *rhythm*, and *stress*.

The *communicative functions* provide context for learning, and are the main objectives to be attained in each grade. The programs of the different grades are organized taking into account the different communicative functions of the language.

Vocabulary is understood as the words to be taught in the foreign language. However, vocabulary may be more than a single word. For example, post office and mother-in-law, which are made up of two or three words, but express a single idea. When teaching new words to the students, teachers should teach them pronunciation and spelling, grammar, meaning relationship and the process of word formation if it is a compound word or a new word formed by affixation. (Ur, Penny; 1988)

Fluency is considered the ability to express oneself intelligibly, reasonably accurately and without too much hesitation (taken from Garcia Cabrera S., et al., "Fundamentals for FL Teaching", 2007)

When talking about *grammar*, students should be taught form (structure), meaning (notion), use (function), and pragmatics (the rules of how to use language in sociocultural appropriate ways, taking into account the participants in a communicative interaction and features of the context within which the interaction takes place). (Olson; 1994:119)

The theoretical and methodological foundation sated previously helped the researcher to back up the problemic situation described in the introduction of this study and to design an appropriate proposal to solve the students' difficulties in the speaking ability.

2. Need assessments.

In this epigraph, the authoress explains the procedure followed to build up the proposal, taking as a point of departure the data obtained from the different instruments administered to the sample during the process of diagnosis.

2.1. Characterization of the sample.

The sample of this research is twenty students of the age between 11 and 12 from group 6th A at ¨Juan Carlos Rodriguez Elementary School in Santa Clara city. They had been selected previously when they were in 5th grade by the principal of the school on purpose because they were responsible, creative, quiet and because of their interests toward the learning of another foreign language. The criterion followed to select this sample proved to be appropriated and effective during their fifth grade as all the students were really motivated to learn French. The students of this sample learnt things through playing in pairs and in groups; they were not consciously trying to learn new words or phrases – for them it's incidental. They loved playing with language sounds, imitating, and making funny noises, students were not able to organize their learning, their grammar will develop gradually on its own when exposed to lots of French in context, they could work with others and learnt from others and be reliable and take responsibility for class activities and routines.

2.2 Dependent variable: The development of the speaking skill in French Language.

Conceptualization: Speaking is one of the four abilities to develop in the students in the teaching - learning process of a foreign language and in this case in the teaching - learning process of French. It is a productive skill that belongs to oral communication. The goal of developing speaking is oral fluency: the ability to express oneself intelligibly; that is, reasonably accurately and without too much hesitation (…) (Donn Byrne, 1989)

Independent variable: A system of communicative activities.

 2.3. Scientific methods

The following methods from the empirical level were used in order to collect all the necessary data, which helped the researcher, corroborate the problem studied:

- Analysis of documents: The program suggested to teach French as a second foreign language through Special Interest Groups in the elementary level was analyzed to know the objectives, contents, and types of activities recommended, mainly for the development of speaking ability.

- Observation: Several participant observations were carried out   during the French lessons to evaluate the students' strengths and weaknesses in the development of the speaking ability as well as their motivation towards the learning of French.

- Interview: It was administered to the students of the sample in order to find out the main causes of the their difficulties and strengths in speaking ability; to know about the type of activities they prefer to practice the language during the different lessons so as to design them according to their needs and interests and also to get information about the students' opinions regarding these activities once the proposal was instrumented.

- Pedagogical test: It was administered to diagnose the students´ weaknesses and strengths in speaking ability before and after the implementation of the proposal, also to confirm the information obtained through the different participant observations carried out.

- Specialist Criteria: To corroborate if the proposal is appropriate and effective for developing the speaking ability in French language.

- Triangulation: it was used as a means to identify regularities about the problem studied taking as point of departure the data obtained through the administration of different empirical methods and then to design a proposal which could meet the students' needs.

From the mathematical and/or statistic level:

Percent Analysis: to process and quantify the data obtained during the research and implementation stages.

To deepen on the problemic situation previously described in the introduction regarding the development of speaking ability in the students of the sample, the following indicators were

suggested to administer the different instruments and for the analysis of the colle cted data as well

Indicators followed for the analysis of the program:

- Communicative functions to be taught in the elementary level
- Objectives to achieve in the teaching of French as a second foreign language in a Special Interest group.
- Methodological suggestions for the teaching of French as a second foreign language in a Special Interest group
- Types of activities suggested in the program. (si hay algo sobre esto lo pones y si no hay lo quitas de aquí y de arriba donde tienes el objetivo que persigues con este instrumento)

Indicators followed for the evaluation of speaking ability through the different instruments:
- Pronunciation of vowels.
- Pronunciation of diphthongs.
- Pronunciation of consonants.
- Pronunciation of consonants clusters..
- Intonation.
- Use of the communicative functions studied.
- Use of vocabulary areas studied.
- Use of Present Tense.
- Conjugation of verbs.
- Linkings and blendings.
- Order words in a sentence.
- Quality of students answers.
- Student's participation in class.
- Activities the students prefer.

In order to assess the above indicators, the following scale was designed:
- Good: students who have some irrelevant errors in phonetic, grammar patterns studied and in vocabulary areas seen, but the speaker is intelligible.

- Fair: students who have frequent phonemic errors, some vocabulary areas studied are affected and mistakes in Present Tense, those cause the speaker to be occasionally unintelligible.
- Poor: students who have frequent phonemic errors and some vocabulary areas studied are affected and mistakes in Present Tense, those cause the speaker to be unintelligible.

Before analyzing the data obtained through the different empirical instruments administered to the sample, it was necessary to state the contents, objectives and methodology suggested by the official document of the subject, the program, as a starting point in the analysis of students' weaknesses and strengths.

Throughout a detailed analysis of the program, the authoress of the research identified the suggested communicative functions to be taught during the French lessons: greetings, leave-takings, introducing themselves and someone else, asking and giving information about nationality, age, addresses and telephone numbers, asking and telling the time, asking and giving information about daily activities, describing people physically and morally, talking about family relationship; talking about likes and dislikes; talking about existence; talking about the seasons of the year, etc. The students should learn about some important cities of France, customs and traditions, celebrations and other items related with La Francophonie too to contribute to the development of students' general culture.

The general objectives stated for the teaching of French language are:

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

Finally, in the analysis of the program, the following methodological suggestions were given:

Resources and materials could be used in classes.

- Games should be transforming into a more communicative activity.

- Songs, poems and glees are still efficient.

- The communicative functions must express students' interests and experiences as well as, a way to introduce life and culture of the foreign people.

- The communicative functions should be in agreement with the linguistic materials to be taught through the course.

- There is no suggestion regarding the types of activities to be used.

Through this analysis, the authoress of this study got familiar with the general characteristics of the program recommended for the teaching learning process of French as a second foreign language through a Special Interest group in the elementary level.

Analysis of the results:

The data obtained through the different empirical instruments administered to the students of the sample was analyzed following the different indicators suggested by the authoress.

Pronunciation of vowels.

During the different participant observations carried out, it could be verified that the students of the sample, who had already studied some contents about French language in the previous course, had problems in the pronunciation of vowels that are hard for them to pronounce. 12 (60%) students have problems in the pronunciation of vowels. Some of the vowels pronounced incorrectly are: the vowel "E" (vin) , (entendre) It is too difficult pronounce because this sound does not exist in Spanish , the pronunciation of the vowel "e" in "le" and "les" is different , students do not pronounce the sounds "u"(oú) accurately, "o" (beau), "y" (sur and suis), "oe" (jeune) and "/o" (deux) . The students h ave the tendency to pronounce them during a conversation as if they were Spanish sounds.

In the pedagogical test, a similar situation was observed, 14 students (70%) made mistakes in the pronunciation of the same vowels even though the teacher is constantl y asking them to repeat the words where the sounds appear.

In an interview administered, it was possible to verify that these vowels are difficult for them because they are not similar to Spanish vowels. Besides, they expressed their disappointment for having just a few hours to study French at school.

Pronunciation of diphthongs

In French language, there are diphthongs such as "ou" (beaucoup), "eu" (soeur) and "ai" (travail) that are not similar to Spanish diphthongs. In the course of the lessons observed, it

was corroborated that 16 students (80%) were not able to pronounce them correctly although these are the ones the students are asked to practice in almost all the lessons.

In the pedagogical test 13 students (65%) pronounced these diphthongs inaccurately. In the interview, the students expressed that they had been asked to use many words containing those diphthongs and that when they were repeating them after the teacher they did it correctly elsewhere, they are still difficult for them.

Pronunciation of consonants and consonants clusters.

In the course of participant observations, it was corroborated that the main problems in the pronunciation of consonants were in the sound /r/ (regarder, repas). 15 students (75%) pronounced the sound incorrectly. The pronunciation of this sound is very difficult even for teachers and students who have studied the language during many years. Another difficult sound in pronunciation is the semi-consonant 'w' (oui) as 9 students (45%) pronounced it inaccurately. In the case of diphthongs clusters, the most difficult one was the sound derived from the combination of the letters 'gn' (campagne) because, though it exists in Spanish language, it is represented by the letter 'ñ' as in 'niño'. The results of the pedagogical test proved that these were the most difficult sounds to be pronounced by the students of the sample. 18 students (90%) pronounced them in a wrong way. When the students were asked why it was so hard for them to pronounce those sounds they expressed that the majority of them does not exist in Spanish language.

Intonation

Regarding intonation, it was observed that the question patterns were the hardest for the students of the sample, mainly "yes or no' questions. Information question patterns did not seem to be too difficult for the students; however, this pattern needs to be reinforced during the lessons. The results of the pedagogical test evidenced that the two question patterns are difficult. The 50% of the students made mistakes in the conversation with their partners. When the students were interviewed, they stated that the most difficult pattern was the 'yes or no' one because it changes its functions inside the discourse in agreement with what we want to ask. They also specified that they were able to pronounce the information pattern more accurately when they were asking questions only, however they were not always able to pronounce it correctly when they were used in a conversation.

Use of the communicative functions and vocabulary areas studied.

It was observed that the students were doing well with all the communicative functions studied. The main problems were related to the already explained ones in pronunciation and the lack of vocabulary. They were able to practice and use the functions in different communicative situations. Nevertheless, the communicative functions asking for and giving information about personal information need to be practiced more because of the fact that students have till problems in the verb "être". 12 students (60%) made mistakes in the use of this verb. When they were asked in the pedagogical test for personal information (orally), it could be assessed that really the main problems dealt with the use of this verb as 17 students (85%) made mistakes when using it. They were questioned about the reason for making mistakes in the use of this verb and they answered that this verb changes its morphology in all persons (singular and plural) and also changes its pronunciation. Concerning vocabulary areas, it was observed that though the students are asked to practice and use the new vocabulary regularly, they were not always able to use it appropriately. When the students were asked about what hindered fluency in the use of the different communicative functions, they declared that they forget new words easily if they are not practiced systematically. They also indicated that sometimes they were able to identify the word that should be used but they do not remember its pronunciation. They also expressed that they seldom practiced the language outside the classroom and that the class periods were not enough to fix new vocabulary. They also claimed for the use of some teaching aids, songs and draws that could help them learn and fix the new vocabulary. That is why there many gaps in their conversation with their partner or with the teacher.

Use of Present Tense and conjugation of verbs.

During all the lessons observed it was corroborated that the students made some mistakes in the use of Present Tense as they pronounced the verbs as infinitives. 15 students (75%) used this tense incorrectly. The results in the question in which the students had to use this tense in the pedagogical test were not good as 17 students (85%) used this tense in the wrong way. In the students' opinion, this tense is difficult because each person has its own suffix to conjugate verbs and then the pronunciation is totally different with their morphologies.

Regarding the conjugation of verbs, it was confirmed that the 13 (65%) of the students made mistakes mainly in the use of the first and second persons in the plural. The data

obtained in the participant observations and in the pedagogical test were identical. The students considered that this mistake was due to the fact that they were the most difficult to conjugate and to pronounce.

<u>Linkings, blendings and order of words in a sentence</u>.

During the lessons observed and the process of assessing the students' ability in speaking in French, it was noticed that there were some other concerns in the development of this ability in French language in the students of the sample. While they were practicing dialogues in pairs or in groups, it was detected that linkings and blendings were not heard and that sentences were said without any logical order. A lot of students (9), 45 %, did not pronounce linkings and blendings when they were playing different roles or playing a game and the 35% (7) did not care about the order of words in a sentence. According to the students' opinions, it happens because in spite of the fact that Spanish and French are romance languages and they are similar, they have also some differences in grammar and pronunciation.

<u>Quality of students' answers, students' participation in class and the activities they prefer.</u>

The rest of the concerns in the development of speaking ability in French language in the students of the sample dealt with the quality of their answers and participation in class as well as the activities they prefer.

The quality of answers was not the best, even in those students who were well prepared in French last year in 5th grade. It was observed that the students were not able to use the language in different communicative situations without any mistakes either in pronunciation, in grammar or in vocabulary. The 50% of the students made one or another mistake and in the case of 8 students (40%), they made mistakes in the three components mentioned above. Something similar happened in the question in the pedagogical test in which they were asked to talk about likes and dislikes. 11students (55%) made mistakes in the three components of the language; 4 students (20%) in pronunciation and 3(15%) in vocabulary; 2(10%) in pronunciation and word order. Only 2(10%) students did not make mistakes. All the students agreed in stating that these mistakes were common because this is the second time they study French and the number of hours devoted to the teaching and learning of this language has not been enough.

Even though the criterion followed to select the sample the previous course was the students' interests in learning French and that they are still highly motivated to continue learning the language, students' participation in class was poor. Only 6 students (30%) participated spontaneously. The rest participated when they were compelled to answer questions or do any other activity. In the interview, they expressed that they were afraid of making mistakes in pronunciation and word order and because of their lack of vocabulary too.

As it can be noticed during the diagnosis phase, the students of the sample had lots of difficulties in French speaking ability. The authoress is aware of the fact that French is not easy for Spanish speakers though it is a Romance language too. The causes of those mistakes not only lay on the nature of French language but also on the types of activities the teachers use to teach this productive ability. That is why it is important to ask the students about the activities they prefer and they fell as more effective. During the interview they expressed that they needed more motivating activities such as games, songs, riddles, videos besides asking and answering questions, talking about a picture and practicing dialogues in pairs.

During this phase, not only students' weaknesses were assessed but also their strengths. Through the different observations carried out during the period evaluated, the teacher could realize that students like to work in pairs and in groups, that the learners showed interest for learning French as a second foreign language. In the interview to the students while the proposal was being partially implemented and at the end of its implementation, they expressed their willingness to continue studying French in seventh grade. They also acknowledged the teacher for giving them the opportunity of being the sample for the implementation of the proposal of her major paper.

Triangulation: After administering the tools, and processing the data obtained, the authoress of this paper identified the following regularities:

Regularities of the Needs Assessment.

Taking into account the results previously analyzed, the following regularities could be drawn:

- The students were motivated to learn French.
- There are problems in pronunciation mainly in those sounds that do not exist in Spanish and in the sounds derived from unfamiliar combination of letters.

- Students have difficulties in the use of the vocabulary areas studied.
- Students show problems in the use Present Tense, mainly in the conjugation of first and second person of plural.
- There was a need of using games, videos, riddles, pictures and objects in the teaching learning process of developing the speaking ability in French language.
- The students were afraid of participating in class spontaneously because of their mistakes in pronunciation, in grammar and lack of vocabulary.

The results obtained in this phase allowed the authoress of this study to design a system of activities to meet the students' needs and interests.

3. Proposal of a system of communicative activities to reinforce speaking ability in French language in sixth grade.

Rationale for the proposal.

The philosophical bases of the proposal of the present research are grounded on the Marxist-Leninist philosophy. This philosophy considers language as the wrapping material of thought and as a social phenomenon. The main objective of language according to this viewpoint is communication and the main objective of the proposal of this research paper, to develop the speaking ability for communication. The proposal of the system of actions will help the students to potentiate their French pronunciation, vocabulary and grammar and will serve as a material of reference for teachers to teach French lessons to 6th graders.

From the pedagogical point of view, this work is backed up by the Vigostkian postulates and his Socio-Cultural school. He points out that the school plays an important role, as a socializing institution, in the transmission of the relevant products of culture. Furthermore, he states that learning precedes development and must be raised in inter-subjective spaces, where an interaction that allows the internalization of the social historical experience is produced. The internalized products will form part of the actual development zone of the individual and will allow him to act by himself. It is considered that there is no learning without a certain level of previous development and there is no development without learning. Development and learning constitute a dialectical unit in which both receive a mutual influence. Another pedagogical aspect that supports this work is the use

of the communicative approach in the design of the activities proposed. This approach permits to reinforce speaking.

From the psychological point of view, Piaget´s studies of cognitive development describe the Primary School stage as a period in which the child develops the ability to think in practical terms: the state of development reached also allows flexibility of thought, expressed by the possibility that mental operations are reversible, facilitating; for example, learning mathematics. (Piaget. J (1984), cited in: Castellanos Roxanne, 2003)

This period is characterized by a logical thought, and the perception of reality is objective; therefore, it is concrete. Children can focus on aspects of reality which are predictable, giving them a kind of stability, increasing their ability to learn. Also, they can focus their attention on details, discover and learn about the world that surrounds them. The relationship they establish with their environment and the level of maturity allow the expanding of the sense of self as an active and thinking being, in relation to others.

Certainly, the understanding of the cognitive development of the primary-school student is useful to teachers, so as to use teaching strategies in accordance with the stage of thought in which the child is (e.g. the use of the abacus as a concrete material to teach basic mathematical operations). This deduction does not elude French teachers: knowing that children are apt to learn better through concrete materials (pictures, objects...); it is presumable to say that through the use of them as material aids, children can learn French in a more efficient way.

It is also plausible to add that children are naturally open to language: less self-conscious and less anxious, they see a foreign language as an opportunity to do the things they already like: rhyme, sing, make up words, and so on. Moreover, children have a natural sense of amazement and inquisitiveness mixed with an incredible capacity for imitation, which can be beneficent when learning pronunciation and vocabulary in a new language.

3.1.1 Characteristics of the proposal.

Objective of the proposal: The system of activities has been designed with the objective of helping students from 6th A at "Juan Carlos Rodriguez" Primary School to reinforce speaking abilities in French.

The authoress has read some definitions about system, among them the definitions given by Arnold Marcelo (2003) and Pablo Cazau (2003). However, she decided to follow the one given by members of the Study Center of The Pedagogical University "Felix Varela

Morales". They defined system as "una construcción analítica más o menos teórica que intenta la modificación del aspecto estático estructural de determinado sistema pedagógico real (aspectos o sectores de la realidad) o la creación de uno nuevo y cuya finalidad es obtener resultados superiores en cierta actividad educativa práctica"

In their opinion, the system should also have the following characteristics:

Aimed to an explicit and well defined purpose

Definition of obligatory and optional components

Gradation of the activities

Flexibility to add necessary changes

Close interrelation and interdependence among these elements that function as an indissoluble whole.

The system of activities proposed is structured to be taught in a special interest group, taking as starting points the contents studied in 5th grade. The activities designed are thus in correspondence with the content included in the French club syllabus for each lesson. Moreover, they are graded according to the students' needs, interests and the level of difficulty of the contents. The activities were designed and ordered according to their level of complexity. All the activities are aimed at reinforcing the speaking ability in French. The system proposed is based on the communicative principles for the foreign language teaching, Consequently with the results of the Needs Assessment, a system of activities based on games seemed ideal to reinforce students' speaking ability since these techniques can lower anxiety; thus, making the development of abilities more likely to achieve.

Games are often associated with fun, but one must not lose sight of their pedagogical value, particularly in foreign language teaching. In addition, they are often highly motivating, relevant, interesting, and comprehensible.
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3.1.2 Description of the proposal.

The system of communicative activities was implemented in sixth grade A, members of the Special Interest Group at "Juan Carlos Rodriguez" Primary School.

The system proposed comprises17 activities structured to be delivered in a special interest group, aimed at reinforcing speaking abilities in French. All the activities were either taken from authentic sources or adapted by the authoress. Moreover, most of the activities were designed for the controlled practice stage in which the students are supposed to reproduce, while some others were designed for the free practice stage, in which the

students are supposed to produce the communicative functions correctly.The activities are mainly games that were taken and adapted from the thesis in option to Master degree, written by GeneisyRodriguez Ojito for secondary school students and for the teaching of English. The complete system proposed by this teacher was analyzed and several games were adapted to the teaching of French to the students of the sample.

3.1.3 Example of the preliminary proposal.

Activités

Activité1: En voyageant pour la France.
Objectif: Parler de la France.
Niveau : Intermédiaire.
Préparation: Un carré de bristol ou styromoussede 50cm x 50cm. Des crayons couleurs et aquarelles pour dessiner le jeu. (Seeannex 6) .Autre carré de bristol plus petit de 20cm x 20cm pour dessiner et couper les formes qui sont parties du jeu. Deux petits cercles de 2cm de radius et 6 petits points.
Déroulement:

Le jeu consiste en un voyage pour la France jusqu'arriver à Paris. Le professeur divisera la classe en deux équipes de dix étudiants chacun. Une équipe s'appellera rouge et l'autre bleu. Les élèves conteront jusqu'à dix. L'enseignant mentionnera un numéro et les étudiants avec ce numéro iront devant la class et répondront la question en regardant la carte du monde (Quels sont le pays francophones ?) (Comment s'appelle l'organisation mondiale qui groupe les pays francophones ?) (Quels sont les symboles de la France ?) (Quelle est la devise Française : *Liberté, Egalite et Fraternité) (Comment s'appelle* L'hymne Français : La Marseillaise) (Quelles sont les frontières maritimes de la France) (Comment est le climat) (Comment est la végétation) (Quelle est la capitale de France) (Quel sont les fêtes le plus importants en France). Si la réponse est correcte l' équipe marchera une place dans le voyage à Paris. Si la réponse est incorrecte l'autre équipe aura l'opportunité de répondre la question. Gagnera l'équipe qu'arrive premier au but mentionné antérieurement.

Activité 2 : Domino
Objectif: Développer le vocabulaire, pratiquer la prononciation et le verbe être et avoir.
Niveau : Intermédiaire.
Préparation: seize rectangles de bristol de 10cm x 5cm, des crayons couleurs.

Déroulement:

Le jeu s'appelle domino et on jouera comme on fait dans le jeu original, mais, maintenant à travers des questions et des réponses pour pratiquer l'information personale étudié en classe. Le professeur divisera la classe en petits groupes de quatre, chaque groupe aura un jeu de domino, ils déplaceront les jetons et choisiront quatre pour chacun L´étudiant qui a un doublé commencera le jeu. Les jetons auront écrit des questions et des réponses qu´on doit mettre de façon correcte. Par exemple : jeton : 1 Comment vous vous appelez ?, l´apprenant mettra le jeton qui a la réponse à cette question 2 : Je m'appelle César ou Je suis César…. Après, les apprenants joueront en suivant les règles du domino, si on n´a pas la réponse à la question, on devra attendre un tour. Quand les élèves mettent le jeton correct, ils devront dire la question et la réponse pour être évalués par les autres étudiants. Gagnera le premier apprenant que mets ses quatre jetons. Les autres devront continuer jusqu'à ce qu´ils ont mis tous leurs jetons. (Seeannex 7)

Activité 3 : La ville.

Objectif: Identifier les lieux de la ville, pratiquer les adverbes de lieux et la prononciation.

Niveau : Intermédiaire.

Préparation: Un carré de styromousse de 50cm x 50cm, des crayons couleurs ou des aquarelles. Deux cercles de bristol de 1cm de radius, un de couleur rouge et l´autre de couleur bleu. Trente cartes de bristol ou papier pour écrire les questions. Deux petits points.

Déroulement:

Le jeu consiste en traverser la ville en répondant les questions que le professeur fera, pratiquant les noms de lieux de la ville et les adverbes de lieux. Le professeur divisera la salle de classe en deux équipes de environs dix étudiants chacun, un sera l´équipe rouge et l´autre le bleu. Après, les apprenants de chaque équipe compteront d'un à dix. Le professeur dira un numéro et les étudiants avec le même numéro iront devant la classe pour répondre à la question en regardant la carte de la ville (seeannex 8). Les questions seront par exemple : Où est l´école ?, Où est le supermarché ?.....Les élèves devront connaître les lieux mais aussi les adverbes de lieux comme : devant de, à côté de, derrière….Si la réponse est correcte l´équipe marchera une place, si elle est incorrecte, l´équipe reculera une place et la question sera répondu par l´autre équipe. Finalement, gagnera l´équipe que traverse la ville et arrive au but.

Activité 4: Bingo.

Objectif: Identifier les parties de la maison et pratiquer la prononciation.

Niveau : Intermédiaire.

Préparation: Un carré de bristol de 20cm x 20cm divisé en files et colonnes de 4cm (seeannex 9). Un papier pour le professeur où les noms des objets de la maison seront écrits. Des crayons couleurs pour dessiner les objets. Vingt-et-un carrés de papier de 4cm x 4cm pour couvrir les objets.

Déroulement:

Le jeu consiste en identifier les objets de la maison dans le carré de bristol pendant que le professeur dit les noms, les élèves devront couvrir les objets et ils devront former une file ou une colonne. Le professeur divisera la classe en dix couples et donnera à chaqu'un, une planche de vingt-cinq carrés où les objets de la maison seront dessinés et vingt-et-un carrés de papier pour couvrir les objets. Dans chaque petit carré de la planche il y aura dessinés vingt-cinq objets de la maison en files et en colonnes. Les apprenants devront écouter les objets que le professeur dira et ils doivent le couvrir avec les petits carrés de papier donné par l'enseignant. Le premier couple qu' ait cinq objets couvert dans une file ou dans une colonne, et que disse BINGO, sera déclaré ¨le gagneur écoutant¨. Puis, les apprenants feront des phrases avec les objets identifiés par exemple : J'aime jouer dans l'ordinateur, J'écoute de la musique dans la radio, Je déteste regarder la télé….et partageront les phrases devant la classe. Eventuellement, l'élève qui parle bien les phrases sera "le gagneur parlant" (seeannex 9)

3.2 Partial implementation of the proposal

In order to give solution to the students' speaking ability problems in French language, the authoress designed a preliminary system of activities which aimed at reinforcing students' speaking ability.

The proposal was built up and partially implemented through the 2014-2015 academic year. The activities were carried out during the lessons of French in the special interest group formed in the course of 2013-2014 at Juan Carlos Rodriguez Primary School .The exercises were carried out during thirty minutes, once a week; some of them had to be adapted to be worked all along several lessons. Along the building-up process, the original proposal had to be adjusted in order to be fulfilled, due to the fact that some of the activities took more time than thirty minutes.

The effectiveness of the system was corroborated by means of the observation and evaluations of the students' performance (pedagogical test) taking into account the following indicators:

Pronunciation of vowels.

During the different participant observations carried out, it could be verified that some students, have still problems in the pronunciation of vowels that are hard for them to pronounce. 4 students (20%) till continue having problems in the pronunciation of vowels, the other 16 students (80%) do not pronounce them as if they were natives but their pronunciation was fair. Some of the vowels till pronounced incorrectly are: the vowel "E" (vin) (entendre), "o" (beau), "y" (sur and suis), and "/o" (deux). The students have the tendency to pronounce them during a conversation as if they were Spanish sounds. In the pedagogical test these four students failed it. However, when they were asked to speak, they were more careful and so their pronunciation was better. They realized they were being evaluated.

Pronunciation of diphthongs

In the course of the lessons observed, it was corroborated that only 6 (30%) were not able to pronounce the diphthongs "ou" (beaucoup), "eu" (soeur) and "ai" (travail) correctly and 14 students (70%) were able to speak in French without forgetting the pronunciation of these diphthongs. Nevertheless, in the pedagogical test, 10 (50%) students made mistakes in pronouncing those diphthongs, even though, they were conscious that they were being evaluated.

Pronunciation of consonants and consonants clusters.

In the course of participant observations, it was corroborated that the main problems in the pronunciation of consonants continued being the sound /r/ (regarder, repas). At this moment, just 7 students (35%) pronounced the sound incorrectly and the rest of the class that represent the (65%) speak without hesitation when they should pronounce the consonant.

Another difficult sound in pronunciation is the semi-consonant 'w' (oui) as 2 students (10%) pronounced it inaccurately yet, the other (90%) pronounced it correctly. In the case of

consonant clusters, the hardest one is still the sound derived from the combination of the letters 'gn' (mignon) but the results showed that 17 students (85%) were able to pronounce this sound with more accuracy than before the implementation of the proposal; however 3 students (15%) continued having problems. In the pedagogical test 13 students (65%) showed difficulties in the pronunciation of consonant clusters. The pronunciation of the consonants was better.

Intonation

Regarding intonation, at the beginning, it was observed that the question patterns that were the most difficult for the students of the sample were mainly "yes or no' question pattern. Information question patterns did not seem to be too difficult for the students; however, this pattern needed to be reinforced during the lessons. At the end, the results evidenced that the two question patterns are not too difficult.as only 4 students (20%) made mistakes in the conversation with their partners when they are asking questions, and 16 students (80%) learned the importance of giving the appropriate intonation of questions when a conversation is taking place. In the pedagogical tests the mistakes in "yes or no' questions were more common, 9 students made mistakes when asking questions.

Use of the communicative functions and vocabulary areas studied.

It was observed that the students were doing well with all the communicative functions studied though some mistakes remained in pronunciation and the lack of vocabulary. They were able to practice and use the functions in different communicative situations. Nevertheless, the communicative functions asking for and giving information about likes and dislikes and daily routines needed to be practiced more because of the fact that students have still problems in the conjugation of verbs, 5 students (25%) made mistakes in the use of this communicative function. Concerning vocabulary areas, it was observed that the students were able to use the vocabulary studied. It should be pointed out that vocabulary was the component of speaking the students practiced the most. They were highly motivated to learn new vocabulary. In the pedagogical test, the students got good results in the use of the communicative functions evaluated. All the students passed the test.

Use of Present Tense and conjugation of verbs.

During all the lessons observed it is corroborated that the students still made some mistakes in the use of Present Tense mainly in the pronunciation of verbs, 4 students (20%) used this tense incorrectly and 16 students (80%) are able to use the structure adequately. Regarding the conjugation of verbs, it is confirmed that 5 (25%) of the students continued making sometimes mistakes mainly in the use of the first and second persons in the plural and 15 students (75%) used them in an acceptable manner.

Linkings, blendings and order of words in a sentence.

It was observed that linkings and blendings are still hard for 3 students (15 %); these students said sentences without any logical order. In the pedagogical test, during the acting out of the dialogue, 7 students (35%) made mistakes in both linkings and blendinds and in logical order too. The rest of the students made an appropriate use of them.

Quality of students' answers, students' participation in class and the activities they prefer.

The quality of answers was not the best yet. It was observed that the students were not able to use the language in different communicative situations without making any mistakes either in pronunciation, in grammar or in vocabulary yet. All the students made one or another mistake when they were speaking. However, those mistakes did not affect communication. In the pedagogical test similar results were obtained.

Even though the criterion followed to select the sample again this course was the students' interests in learning French and that they are still highly motivated to continue learning the language, students' participation in class is not so good. 18 students (90%) participated spontaneously. The rest (2 students 10%) participated when they were compelled to answer questions or do any other activity.

As it can be noticed, the students still have difficulties in French speaking ability. The authoress is aware of the fact that French is not easy for Spanish speakers though it is a Romance language too. The causes of those mistakes not only lay on the nature of French language but also on the lack of time to deliver the lessons, the lack of a confortable place and the need to create more communicative activities. That is why it was important to ask the students about the activities they preferred and they felt as more effective. They

expressed that they needed more games, songs, riddles, videos besides asking and answering questions, talking about a picture and practicing dialogues in pairs.

3.3 The specialists` criteria about the system of activities.

In order to check the pertinence, quality, coherent, logically structured, creativity, feasibility, potentiality of the proposal to reinforcespeaking ability in French language in sixth grade students, aninterview (Annex 5) was administered to a group of specialists in the teaching of French as a foreign language. They are all experienced professionals who show competence, creativity, analytical skills, critical spirit and effectiveness in their professional activity as educators.

Once the proposal was analyzed by all of the specialists, their criteria were processed according to the different aspects included in the interview. The results showed that the proposal was evaluated as pertinent (100%), since they consider necessary to createa proposal of communicative activities to reinforce speaking ability in sixth graders, members of special interest group since they were in fifth grade.

100% of the specialists emitted their evaluation, grading the quality of the proposal as 5, the maximum degree. They also expressed that the proposal was designed with the established scientific requirements: principles of communicative language teaching, creativity and it is in correspondence with the level of students. Besides, the specialists (100%) evaluated the system of activities as adequate, coherent, logically structured, and feasible; in all cases grading them also with the highest rank.Regarding the specialists' suggestions and remarks, 100% of them recommended that the authoress could explore the field with some other Communicative Functions.

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

1. The theoretical and methodological judgments that backed up the development of speaking abilityinFrench were, the historical overview of the teaching of French in Cuba; the communicative approach used for the teaching of French, definition and components of the communicative competence, the communicative language teaching principles and some characteristics of the different stages used to teach speaking lessons.

2. The diagnosis of the current situation of 6thA graders at "Juan Carlos Rodriguez" Primary school revealed that the students were motivated to learn French. However, they had many mistakes in speaking mainly in pronunciation and in grammar.

3. The design of the proposal took as a starting point the results of the need assessment, the students suggestions, the communicative functions taught at this level, and the students' needs and characteristics shown in the diagnosis.

4. The specialists offered appropriate suggestions to improve the proposal, mainly methodological suggestions.

5. The system of communicative activities revealed positive results, since the students were able to improve the use of the language.

Suggestions

- The proposal should be revised once more to improve and enrich it with more meaningful activities.

- Proposals to practice other linguistic abilities should be designed to be used with these students next course.

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<u>Annexes</u>

Annex: 1

<u>Guide for the analysis of the documents</u>

Objective: to know the objectives, contents, methodological guidelines and types of activities suggested in the program designed for French Special interest Group for the development of speaking ability.

Indicators:

- Communicative functions to be taught in the elementary level.
- Objectives to achieve in the teaching of French as a second foreign language in a Special Interest group.
- Methodological suggestions for the teaching of French as a second foreign language in a Special Interest group, mainly for the development of speaking ability.
- Types of activities suggested in the program for the development of speaking ability

Annex: 2

Interview to the students.

Objective: to find out the students' criteria about the French lessons.

- **Indicators**
1. Main cause of the students' difficulties in speaking ability in French
2. Activities the students prefer for the development of French speaking ability.
3. Students' criteria about the activities designed to develop speaking ability.
4. Students' motivation towards the learning of French as a second foreign language.

Guía para la entrevista

1. De los factores que a continuación se relacionan, circula los que pudieran ser causa de tus dificultades en el desarrollo de la habilidad de expresión oral en idioma francés.
- Pocos ejercicios para desarrollar la habilidad
- Los ejercicios no son interesantes
- Poco tiempo dedicado a la enseñanza del Francés
- No uso de medios de enseñanza
- Uso de actividades que no motivan
- Sonidos que no existen en español
- Combinaciones de letras que no se pronuncian igual al español
- No tienes motivación para aprender el francés
2. ¿Encuentras difícil expresarte oralmente enfrancés?Si_____No_____
3. En caso positivo diga cuáles de los siguientes factores pudieran ser posibles causas
   - Pronunciación
   - Vocabulario
   - Orden de las palabras en la oración
   - Tiemposverbales

4. Las actividades que se usan en la clase de francés son para ti:

- Motivantes
- Aburridas
- Desagradables
- Activas
- Participativas
- Centradas en el estudiante

5. Seleccionaquéactividadesdelasqueserelacionanacontinuaciónprefieres en clases.

- Practicardiálogos en parejas.
- Preguntas yrespuestas.
- Hablarsobreunalámina.
- Hablar a partirde un texto
- Describir a una persona
- Describir unlugar
- Hablarsobretusactividadesdiarias
- juegos
- Videos
- Adivinanzas

Annex: 3

<u>Guía deobservación a lasclasesde expresiónoral del idioma Francés</u>.

Objective: to evaluate the students' strengths and weaknesses in the development of the speaking ability as well as their motivation towards the learning of French.

INDICATORS

- Pronunciation of vowels.
- Pronunciation of diphthongs.
- Pronunciation of consonants.
- Pronunciation of consonant clusters.
- Intonation.
- Use of communicative functions
- Use thevocabulary areas studied.
- Use of Present Tense.
- Conjugation of verbs.
- Linkings and blendings.
- Order of words in a sentence.
- Students' participation in class.
- Quality of students' answers.

Guia de observacion:

1. ¿Cuáles son las vocales del idioma Francés más difíciles para los estudiantes de la muestra?
2. ¿Cuáles son los diptongos más difíciles para los estudiantes de la muestra?
3. ¿Qué consonantes resultan más difíciles para los estudiantes de la muestra?
4. ¿Qué tiempos verbales / que tiempo verbal /son/es más difícilpara los estudiantes de la muestra?
5. ¿Resulta difícil para los estudiantes de la muestra la conjugación verbal del idioma Francés? ¿Cómo se manifiestaestadificultad?
6. ¿Hacen los estudiantes uso adecuado de los Linkings y blendings en el idioma Francés?
7. ¿Cuáles son los errores gramaticales más frecuentes en los estudiantes de la muestra?
8. ¿Cómo se evalúa la participación de los estudiantes en las diferentes clases?
9. ¿Cuál es la calidad de las respuestas de los alumnos?

Annex: 4

Pedagogical test

- **Objective** to diagnose the students´ weaknesses and strengths in speaking ability before and after the implementation of the proposal.

Indicators:

- Pronunciation of vowels.
- Pronunciation of diphthongs.
- Pronunciation of consonants.
- Pronunciation of consonant clusters.
- Intonation.
- Use of communicative functions
- Use the vocabulary areas studied.
- Use of Present Tense.
- Conjugation of verbs.
- Linkings and blendings.
- Order of words in a sentence
- Quality of students' answers.

Test:

Prepare la siguiente conversación en francés para luego interpretarla oralmente con tu compañero/a de mesa.

Estudiante 1

Eres nuevo en una escuela de habla francesa .Tu compañero del lado está interesado en saber sobre ti y se te acerca durante el horario de receso para preguntar tu nombre y luego jugar.

- Salúdalo/a teniendo en cuenta el momento del día.

- Dile tu nombre y pregúntale el suyo.

- Tu nuevo/a amiguito/a te preguntará tu edad, tu nacionalidad, el numero de teléfono, tu dirección, lo que te gusta y lo que no te gusta y alguna de las actividades que realizas diariamente en la escuela o en el hogar y tú también debes preguntarle.

- Despídete.

Estudiante 2

Imagina que estás en el patio de tu escuela durante el horario de receso, y te acercas a un/a niño/a que no conoces para jugar:

- Salúdalo/a teniendo en cuenta el momento del día.

- Él/ella te preguntará tu nombre. Respóndele.

- Pregúntale la edad, la nacionalidad, el numero de teléfono, la dirección, lo que te gusta y lo que no te gusta y alguna de las actividades que realizas diariamente en la escuela o en el hogar a tu nuevo/a amiguito/a, y dile la tuya cuando te lo pregunte.

- Despídete.

Marking criteria

- Good: students who have some irrelevant errors in phonetic, grammar patterns studied and in vocabulary areas seen, but the speaker is intelligible.
- Fair: students who have frequent phonemic errors, some vocabulary areas studied are affected and mistakes in Present Tense, those cause the speaker to be occasionally unintelligible.

Poor: students who have frequent phonemic errors and some vocabulary areas studied are affected and mistakes in Present Tense, those cause the speaker to be unintelligible.

Annex: 5

Request for expert´s evaluation of the proposal.

This proposal of activities will contribute to reinforce the students speaking ability in French language in 6th grade at Juan Carlos Rodriguez Primary School. It is the result of the necessity to offer a solution for the lack of communicative activities in relation to the reinforcement of the speaking ability in the teaching of French.

Thank you very much!

Full name: ------------------------------------

Years of experience: --------------------------

Scientific degree: ---------------------------------

Academic degree: --------------------------------

Job: ---

What is your opinion about the proposal?

1. Does it take into consideration the principles of communicative language teaching?
2. Is it pertinent?
3. Is it adequate,coherent, logically structured and feasible?
4. Is it in correspondence with the objective and the level of the grade?
5. Is it creative and meaningful?
6. According to your opinion, will this proposal help the students in this level to reinforce the speaking ability in French?

Annex: 6

Activités

Activité 1: En voyageant pour la France.

Objectif: Parler de la France.

Niveau : Intermédiaire.

Préparation: Un carré de bristol ou styromoussede 50cm x 50cm. Des crayons couleurs et aquarelles pour dessiner le jeu. (Seeannex 7) .Autre carré de bristol plus petit de 20cm x 20cm pour dessiner et couper les formes qui sont parties du jeu. Deux petits cercles de 2cm de radius et 6 petits points.

Déroulement:

Le jeu consiste en un voyage pour la France jusqu'arriver à Paris. Le professeur divisera la classe en deux équipes de dix étudiants chacun. Une équipe s´appellera rouge et l´autre bleu. Les élèves conteront jusqu'à dix. L´enseignant mentionnera un numéro et les étudiants avec ce numéro iront devant la class et répondront la question en regardant la carte du monde (Quels sont le pays francophones ?) (Comment s´appelle l´organisation mondiale qui groupe les pays francophones ?) (Quels sont les symboles de la France ?) (Quelle est la devise Française : *Liberté, Egalite et Fraternité) (Comment s´appelle* L'hymne Français : La Marseillaise) (Quelles sont les frontières maritimes de la France) (Comment est le climat) (Comment est la végétation) (Quelle est la capitale de France) (Quel sont les fêtes le plus importants en France). Si la réponse est correcte l´ équipe marchera une place dans le voyage à Paris. Si la réponse est incorrecte l´autre équipe aura l´opportunité de répondre la question. Gagnera l´équipe qu'arrive premier au but mentionné antérieurement.

Activité 2 : Domino

Objectif: Développer le vocabulaire, pratiquer la prononciation et le verbe être et avoir.

Niveau : Intermédiaire.

Préparation: seize rectangles de bristol de 10cm x 5cm, des crayons couleurs.

Déroulement:

Le jeu s'appelle domino et on jouera comme on fait dans le jeu original, mais, maintenant à travers des questions et des réponses pour pratiquer l'information personale étudié en classe. Le professeur divisera la classe en petits groupes de quatre, chaque groupe aura un jeu de domino, ils déplaceront les jetons et choisiront quatre pour chacun L´étudiant qui a un doublé commencera le jeu. Les jetons auront écrit des questions et des réponses qu´on doit mettre de façon correcte. Par exemple : jeton : 1 Comment vous vous appelez ?, l´apprenant mettra le jeton qui a la réponse à cette question 2 : Je m'appelle César ou Je suis César…. Après, les apprenants joueront en suivant les règles du domino, si on n´a pas la réponse à la question, on devra attendre un tour. Quand les élèves mettent le jeton correct, ils devront dire la question et la réponse pour être évalués par les autres étudiants. Gagnera le premier apprenant que mets ses quatre jetons. Les autres devront continuer jusqu'à ce qu´ils ont mis tous leurs jetons. (Seeannex 8)

Activité 3 : Laville.

Objectif: Identifier les lieux de la ville, pratiquer les adverbes de lieux et la prononciation.

Niveau : Intermédiaire.

Préparation: Un carré de styromousse de 50cm x 50cm, des crayons couleurs ou des aquarelles. Deux cercles de bristol de 1cm de radius, un de couleur rouge et l´autre de couleur bleu. Trente cartes de bristol ou papier pour écrire les questions. Deux petits points.

Déroulement:

Le jeu consiste en traverser la ville en répondant les questions que le professeur fera, pratiquant les noms de lieux de la ville et les adverbes de lieux. Le professeur divisera la salle de classe en deux équipes de environs dix étudiants chacun, un sera l´équipe rouge et l´autre le bleu. Après, les apprenants de chaque équipe compteront d'un à dix. Le professeur dira un numéro et les étudiants avec le même numéro iront devant la classe pour répondre à la question en regardant la carte de la ville (seeannex 9). Les questions seront par exemple : Où est l´école ?, Où est le supermarché ?.....Les élèves devront connaître les lieux mais aussi les adverbes de lieux comme : devant de, à côté de, derrière….Si la réponse est correcte l´ équipe marchera une place, si elle est

incorrecte, l´équipe reculera une place et la question sera répondu par l´autre équipe. Finalement, gagnera l´équipe que traverse la ville et arrive au but.

Activité 4: Bingo.

Objectif: Identifier les parties de la maison et pratiquer la prononciation.

Niveau : Intermédiaire.

Préparation: Un carré de bristol de 20cm x 20cm divisé en files et colonnes de 4cm (seeannex 10). Un papier pour le professeur où les noms des objets de la maison seront écrits. Des crayons couleurs pour dessiner les objets. Vingt-et-un carrés de papier de 4cm x 4cm pour couvrir les objets.

Déroulement:

Le jeu consiste en identifier les objets de la maison dans le carré de bristol pendant que le professeur dit les noms, les élèves devront couvrir les objets et ils devront former une file ou une colonne. Le professeur divisera la classe en dix couples et donnera à chaqu'un, une planche de vingt-cinq carrés où les objets de la maison seront dessinés et vingt-et-un carrés de papier pour couvrir les objets. Dans chaque petit carré de la planche il y aura dessinés vingt-cinq objets de la maison en files et en colonnes. Les apprenants devront écouter les objets que le professeur dira et ils doivent le couvrir avec les petits carrés de papier donné par l´enseignant. Le premier couple qu´ ait cinq objets couvert dans une file ou dans une colonne, et que disse BINGO, sera déclaré ¨le gagneur écoutant¨. Puis, les apprenants feront des phrases avec les objets identifiés par exemple : J´aime jouer dans l´ordinateur, J´écoute de la musique dans la radio, Je déteste regarder la télé….et partageront les phrases devant la classe. Eventuellement, l´élève qui parle bien les phrases sera "le gagneur parlant" (seeannex 9)

Activité 5: Qu´est-ce qu´on fait dans lamaison ?

Objectif: Identifier les parties de la maison et parler en utilisant le Présent.

Niveau : Intermédiaire.

Préparation: Un carré de styromoussede 50cm x 50cm. Des crayons couleurs ou des aquarelles. Deux cercles de bristol de 1cm de radius, un crayon couleur rouge et un autre de couleur bleu. Trente carrés de bristol ou papier pour écrire les questions. Deux petits points

Déroulement:

Le professeur amènera une image d´une maison dessinée sur la styromousse. Les étudiants devront arriver à la maison répondant les questions que le professeur fera devant la classe. Dans la maison dessinée on trouvera les membres de la famille qui seront en train de faire des activités quotidiennes dans les différentes chambres de la maison. (Seeannex 11)L'enseignant divisera la classe en deux équipes d´environ dix étudiants chacune. Ils seront nommés l´équipe rouge et l´équipe bleu. Les apprenants conteront d´un à dix. L´enseignant dira un numéro et les étudiants qu´aient les numéros iront devant la classe et répondront la question en regardant l´image de la maison dessinée. On répondra aux questions comme : Où est le frère ? Qu´est-ce qu´il fait ? Puis on répond : Il est dans la salle à manger, Il mange du poulet, du riz et du potage. Si la réponse est correcte, l´équipe marchera une place jusqu´ á la maison. Si la réponse est incorrecte, l´équipe reculera et la question sera pour l´autre équipe. Gagnera l´équipe qu´arrive plus rapide à la maison.

Activité 6: Quianimal jesuis ?

Objectif: pratiquer la prononciation et développer le vocabulaire.

Niveau : Élémentaire.

Préparation : des images, le tableau, des craies

Déroulement:

Le professeur écrira dans le tableau une liste de noms des animaux que les apprenants vont répéter avec l´aide du professeur. Les apprenants augmenteront la liste en ajoutant des autres animaux bien en français ou en espagnol sous l´aide du professeur. Puis, l`enseignant apportera des photos pour motiver le processus. Après, les élèves choisiront l´animal qui ressemble le plus à leur personnalité et physique sans dire le nom et chercheront les caractéristiques en commun. Devant la classe les apprenants feront l´imitation de l´animal élu et les autres devront deviner, et après d´avoir deviné on parle des caractéristiques en commun par exemple: je suis comme le singe parce que je suis très folâtre et joueur, j´aime beaucoup les bonbons et manger de la banane. Eventuellement on va choisir l´imitant gagneur (qui fait meilleure l´imitation), Le devinant gagneur

(qui devine plus des imitations) et le meilleur gagneur exposant (qui parle bien d'accord les contenus étudiés).

Activité 7: La toile d´araignée.

Objectif: Développer le vocabulaire en pratiquant les adjective.

Niveau : Intermédiaire.

Préparation: Un carré de bristol de 20cm x 20cm où une graphique de la toile d´araignée sera dessinée (seeannex 12). Autre carré de bristol pour dessiner et couper quatre araignées. Des crayons couleurs.

Déroulement:

Le professeur divisera la classe en couples et chaque couple aura un jeu. Le jeu ressemble au jeu " el ahorcado" en espagnol. Chaque étudiant écrira dans ses cahiers des exercices, les places des lettres qui forment des mots de une phrase où l´apprenant décrira une personne physique ou moralement (Pierre est intelligent, Sophie est jolie). Les élèves devineront les lettres mais pour chaque erreur une araignée marchera une place en mettant la vie de l'homme dessiné dans la toile d´araignée en danger. Gagnera cette étape qui devine la phrase et sera "le gagneur devinant". Puis devant la clase chaque couple dira ses phrases et le meilleur couple sera "le couple gagnant".

Activité 8: J´aime et Je n´aime pas.

Objectif: Développer le vocabulaire et pratiquer la prononciation.

Niveau : Élémentaire.

Préparation : des images, le tableau, des craies, des magazines.

Déroulement:

Le professeur et les étudiants feront une liste des choses qu´ils aiment et écriront l´information sur le tableau. Le processus sera répété avec les choses qu´on n´aime pas. Pour motiver en peu plus le professeur donnera des images et des objets. Après il sera le temps pour que les élèves fassent une liste des goûts et pour qu´ils dessinent des images et des objets reliés leur goûts pour l´exposition devant la classe. Le professeur aidera avec des images en donnant des magazines et des objets déjà créés. Devant la classe, les apprenants vont faire l´imitation des choses qu´ils aiment et des choses qu´ils n´aiment pas et les

autres devineront et diront en français l´information pour que tout le monde écoute. Le professeur corrigera les erreurs de prononciation et de vocabulaire, et à la fin, on choisira la meilleure imitation (qui fait la meilleure imitation des goûts), la meilleure exposition (qui parle bien la fonction communicative parler des goûts et en regardant la prononciation) et le meilleur devinant (qui devine plus imitation).

Activité 9: Mots etphotos.

Cette activité permet que les étudiants apprennent les mots qu´ils aiment. Des photos et des images ont une signification plus claire et mémorable.

Objectif: Apprendre des nouveaux mots.

Niveau : Intermédiaire.

Préparation : des images, le tableau, des craies, des magazines.

Déroulement:

Le professeur apportera des différents magazines. Les étudiants chercheront une image du quel ils veulent savoir le nom. Puis, le professeur collectera les images et écrira le nom dans le tableau. Après, l´enseignant redonnera les photos aux apprenants et ils formeront des phrases en utilisant le contenu déjà appris et motivés par la photo, par exemple : J´aime manger, la peinture, Je suis très belle, J´ai les yeux verts. Devant la classe ils partageront les phrases et on choisira la meilleure.

Activité 10: La viellefille.
Objectif: Agrandir le vocabulaire et pratiquer la prononciation.
Niveau : Intermédiaire.
Préparation: Vent-et-une cartes de bristol de 5 cm x 4 cm pour écrire les phrases au Présente. (See annex13).Des crayons couleurs.
Déroulement:
Le jeu s´appelle "La vieille fille", en espagnol ¨la solterona¨. D´abord, le professeur divisera la classe en petit groupes de quatre étudiants. Chaque groupe aura un paquet des jetons de vent-et-un et chaque étudiant aura quatre jetons et un apprenant aura cinq. Dans chaque jeton, il y aura un mot d'une

phrase qu´on formera au Présente avec les autres jetons, en disant l´action que les membres de la famille fait dans la maison (ma mère/ regarde/ la télé/ dans le salon, mon père/ lit/ le journal/ dans la chambre) et on doit la composer pendant le déroulement du jeu. Les étudiants joueront par tours volant les cartes jusqu'à former la phrase. Le premier élève qui forme la phrase, devra la dire pour que toute l´équipe écoute et sera déclaré le gagneur de la veille fille et le dernier sera la veille fille.

Activité 11: Joue etapprends.

Objectif: Pratiquer le vocabulaire, la grammaire et la prononciation étudiés.

Niveau : Intermédiaire.

Préparation: Un carré de bristol de 30cm x 30cm où le jeu est dessiné (seeannex 14). Des crayons couleurs ou des aquarelles. Un dée et cinq petits cercles (un bleu, un rouge, un vert et un jaune) de 1cm de radius que seront les jetons des joueurs.

Déroulement:

Les étudiants joueront avec le dée, le carré de bristol où le jeu sera dessiné et ils utiliseront le cercle de couleur pour marcher à travers du jeu répondant aux questions qui montre le carré. Le professeur divisera la classe en petits groupes de cinq étudiants. Chaque groupe aura un carré, un dée et les cinq jetons de couleur, un pour chaqu' étudiant. (Un jeton rouge, un vert, un bleu et un jaune). Les élèves joueront par tours en jetant le déeet marcheront selon le numéro que le dée montre. Les apprenants diront la question et répondront. Dans le déroulement du jeu on va évaluer les contenus vus dans le club (Vous avez quel âge?, Où est la pharmacie de la ville ?, Quelle votre numéro de téléphone ?). Si la réponse est bonne l´élève marchera une place. Si la réponse est incorrecte devra attendre un tour. Gagnera l´étudiant qui arrive premier au but.

Activité 12: Qu´est-ce qu´onporte ?

Objectif: Parler des vêtements.

Niveau : Intermédiaire.

Préparation: Un carré de bristol de 30cm x 30cm. Des crayons couleurs ou des aquarelles. Un déeet cinq petits cercles de bristol que seront les jetons des joueurs. (Un jeton rouge, un vert, un bleu et un jaune).

Déroulement:

Les étudiants joueront avec le dée, le carré de bristol où le jeu sera dessiné et ils utiliseront le cercle de couleur pour marcher à travers du jeu répondant aux questions qui montre le carré. Le professeur divisera la classe en équipes de cinq étudiants. Chaque équipe aura un jeu, un dée et le cercle de couleur pour chaqu' étudiant (seeannex 15). Les élèves joueront par tours en jetant le déeet marcheront selon le numéro que le dée montre. Après avoir marché, les apprenants devront dire et répondre la question qu'il y aura dans un petit carré du jeu (il fait chaud, qu'est-ce que vous portez ?) et sera évalué par ses copains. Si la réponse est correcte, ils marcheront deux places, mais si elle est incorrecte, ils reculeront la même quantité. Gagnera l'équipe qu'arrive premier au but.

Activité 13: J´achete.

Cette activité favorise la concentration et développe le vocabulaire.

 Objectif: Augmenter le vocabulaire, pratiquer le présent et le verbe acheter.

Niveau : Intermédiaire.

Préparation : des images, des crayons couleurs et des papiers.

 Déroulement:

D´abord, les étudiants et le professeur seront assis en cercle. L´enseignant va commencer par dire " aujourd'hui on achète dans un magasin et j'achète un manteau. Après l´étudiant assis à droite dira : "le professeur achète un manteau et j´achète une robe¨. L'étudiant suivant continue " le professeur achète un manteau, Jennifer achète une robe et j´achète un pantalon. L´activité continue et chaque étudiant augmentera la liste de choses et répètera tout ce que les autres ont dit antérieurement. Quand le cercle aura fini, le professeur demandera "qui rappelle le chose que Jennifer achète¨. Un volontaire dira : par exemple: Jennifer achète un chapeau, Elizabeth achète une blouse et Amanda achète une chemise. Après, par équipes de quatre on créera des images avec leurs vêtements favoris en utilisant la couleur de leur goût et finalement devant la classe on dira pourquoi on achète une robe ou un pantalon. Par exemple: j'achète une robe parce que c´est élégante, j'achète un chapeau parce que c´est l´été. En fin, on dira qui est le gagneur dessinant (Qui dessine meilleure le vêtement favori) et le gagneur exposant (Qui disse la meilleure phrase).

Activité 14: Disquejeu.

Objectif: Parler des objets de la class.

Niveau : Intermédiaire.

Préparation: Ligne de bristol de 30cm x 30cm. On Colle pour les deux extrêmes de la partie large pour obtenir un seul côté ouvert. (Seeannex 16). Deux cercles de bristol, un de 10cm de radius et l'autre de 20cm de radius. Un cercle de plaque de x rayons de 20cm de radius où le majeur des cercles de bristol sera collé .Des crayons couleurs ou des aquarelles, un déeet un petit point.

Déroulement:

Le professeur divisera la classe en équipes de cinq étudiants. Chaque équipe aura un jeu et le dée. Les étudiants joueront par tours en jetant le dée. Selon le numéro, les élèves tourneront le disque plus petit (qui aura les objets de la classe dessinés avec un numéro chacun) jusqu'à mettre le numéro et l'objet gagné devant la fenêtre du jeu. Puis, ils tourneront le disque majeur (qui aura les noms des objets écrit) pour faire la coïncidence entre l'objet et le nom. Si le joueur identifie correctement aura deux points et si prononce bien autres trois points. Gagnera qui a la fin de l'activité aie la majeure quantité de points.

Activité 15: Qu´est –ce quevousfaites ?

Objectif: Parler des activités quotidiennes.

Niveau : Intermédiaire.

Préparation: Un carré de bristol de 30cm x 30cm. Des crayons couleurs ou des aquarelles. Un déeet cinq petits cercles de bristol (un cercle rouge, un cercle vert, un cercle jaune et un cercle bleu) que seront les jetons des joueurs.

Déroulement:

Le jeu consiste en un carré de bristol où le jeu sera dessiné. Chaque étudiant devra jouer avec un cercle de couleur (un cercle rouge, un cercle verts, un cercle jaune et un cercle bleu) et jetant le dée. Selon le numéro que le dée montre, les étudiants marcheront une place. Le professeur divisera la class en équipes de cinq étudiants. Chaque équipe aura un jeu (seeannex 17). Les étudiants joueront par tours en jetant le dée et ils marcheront selon le numéro que le dée montre. Après, les apprenants devront dire et répondre la question qu´il y aura dans le petit carré du jeu pratiquant le Présent (Qu´est-ce que vous faites le matin? Je vais à l´école) (Qu´est-ce qu´elle fait après-midi? Elle reste chez elle). Si la

réponse est correcte, ils marcheront deux places, mais si elle est incorrecte, ils reculeront la même quantité. Finalement, gagnera l´équipe qu´arrive premier au but.

Activité 16: Memorisation.

C'est une bonne activité pour finir la leçon.

Objectif: Augmenter le vocabulaire et pratiquer la prononciation.

Niveau : Intermédiaire.

Préparation : des images, des crayons couleurs et des feuilles de papier.

Déroulement:

Les élèves et le professeur seront debout en cercle. L´activité commencera avec un mot que le professeur dira, par exemple: amour. L´étudiant á droite dira un mot qui commence avec la dernier lettre de ce mot amour: par exemple: repas. Puis, le processus continue avec l´autre étudiant en disant par exemple: savoir, rappelle, enfant, tombé….. Dans cet exercice il n´y aura pas beaucoup de temps pour penser. L´élève qui ne parle pas rapidement, devra s´asseoir. Quand il y aura un seul étudiant debout il ou elle sera déclaré ¨le gagneur debout ".

Activité 17: Descatégoriesetdeséléments.

Les étudiants aiment deviner et donner des informations. Ce jeu provoque imagination et il active des connaissances déjà appris dans la salle de classe. Avec ce jeu, les apprenants peuvent améliorer le vocabulaire et communiquer des idées au niveau simple dans la langue cible.

Objectif: Pratiquer le vocabulaire et la prononciation des éléments de différentes catégories.

Niveau : Élémentaire-Intermédiaire

Préparation : des images, des photos, des crayons couleurs, le tableau et des craies.

Déroulement:

On commence par nommer des différents mots qui appartiennent à la même catégorie (étudiant, professeur, docteur, pilote, etc.). Le professeur encourage les apprenants à deviner quelle est la relation entre ces mots pour définir la catégorie : Ils sont des différentes professions. Après, les apprenants seront encouragés à nommer des autres professions qu´ils connaissent en français et à demander celles qu´ils ne connaissent pas en français (s'ils dissent les noms en espagnol, le professeur les dira en français). On peut travailler avec des images pour augmenter la motivation. Puis, le professeur présente un autre set de mots : poulet, gâteau, poison, jus, jambon. Les apprenants devineront la catégorie et parleront aussi de tous les mots qu´ils connaissent relié aux repas cubaine et s´ils aiment parler aussi des repas étranger, on parlera des différents types. On peut utiliser des photos. Après, le professeur présente une nouvelle catégorie, par exemple: les animaux, et les élèves vont être encouragés á nommer ceux qu´ils connaissent regardant des photos. Si les apprenants ne savent pas les noms en français, ils peuvent demander aux copains ou au professeur. Puis, les étudiants travailleront en couple en faisant la même technique, maintenant avec un autre set des éléments ou une autre catégorie étudiée pendant les leçons, par exemple : les membres de la famille, les couleurs, les objets de la salle de classe, les objets de la maison, les parties de la maison, les lieux de la ville, les numéros, les saisons de l´année ou les mois de l´année aussi. Les apprenants devront faire la liste en couple et finalement, exposeront le résultat devant la classe en disant les éléments et les autres couples devront deviner la catégorie à laquelle ils appartiennent. Finalement, on choisira la meilleure exposition regardant le vocabulaire et la prononciation et après, la couple que devine plus de catégories dans le déroulement de l´activité.

Annex: 7

Activité 1: En voyageant pour la France.
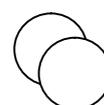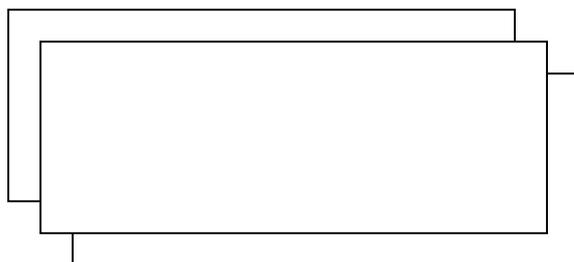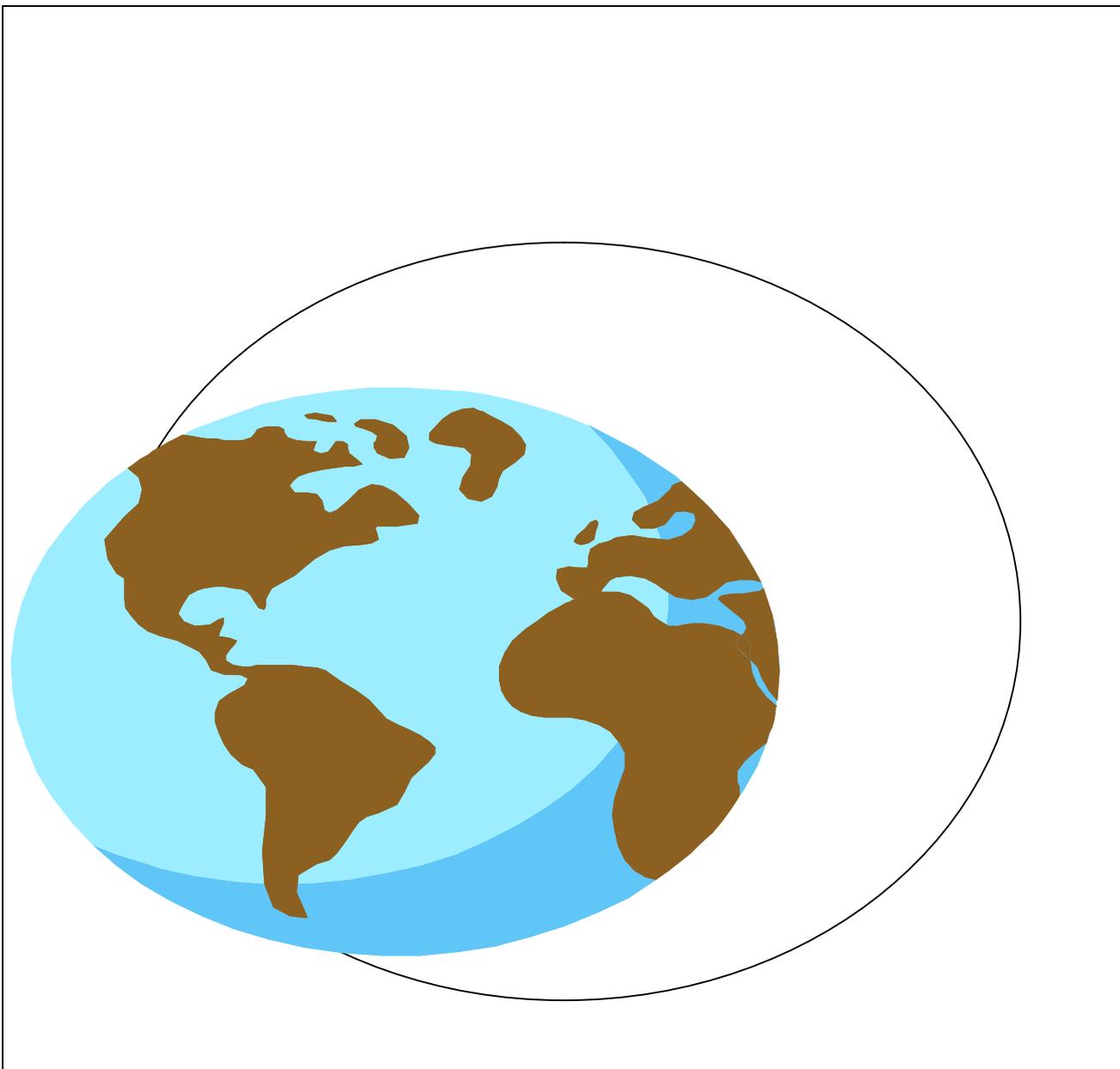
Annex: 8

Activité 2: Domino

Comment s´appellevotre professeur	Ils´appellePiére	Comment s´appellel´école?	Juan Carlos Rodriguez	Comment vousvousappelle	Cesar Martinez Perez	Quell estvotre nom?

Elle s´appelle Marie		Mon nom est Martinez

Comment s´appellevotre mère?		Vousavez quell âge?

Je vaisbien		J´ai 11 ans

Comment allezvous?		Vousêtesdans quell année?

Je suis Felix		Je suisdans le 6me année

Comment vousvousappellez?	Comment vousvousappellez?		Quell est ton surnom?

Je m´appelle Sophie		Mon surnomestPepe

Quelâge a votrefrère?		Quelest le numéro de votremaison?

Il a 20 ans		C´est le numéro 5

Quel le votrenuméro de telephone?	C´est le numéro491 119	Voushabitezo ù?	J´habite à Santa Clara	

Annex: 9

Activité 3: Laville

HÔPITAL   ÉGLISE

PARC

COMMENCEZ

ÉCOLE

STADE

POISSONERIE   MUSÉE

STATION DE
BUS

PHARMACIE

GARE   POSTE   CHÂTEAU

FINIS
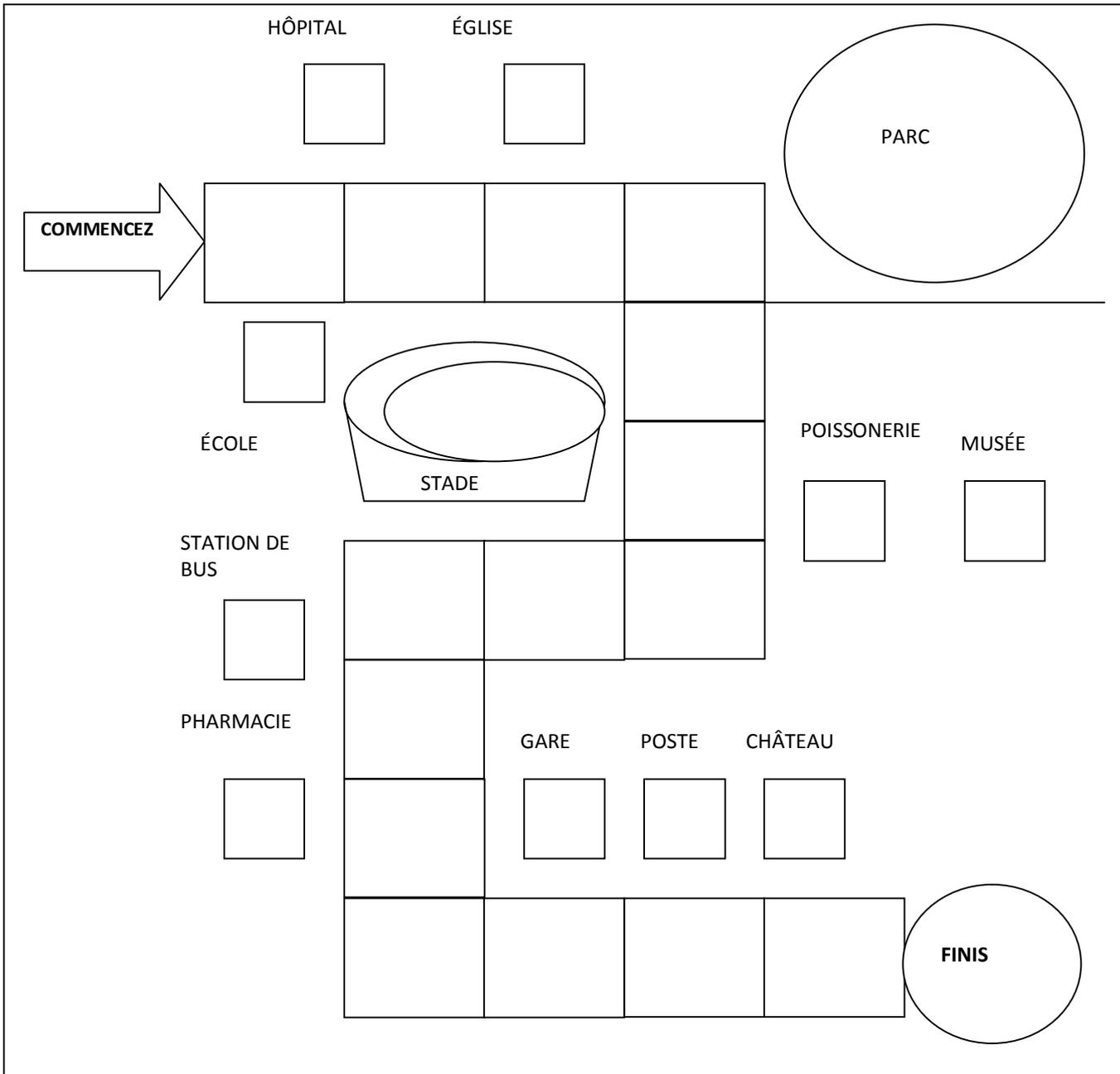
Annex: 10
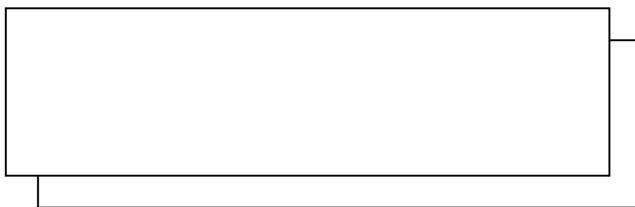
Activité 4: Bingo

|				
		BINGO		
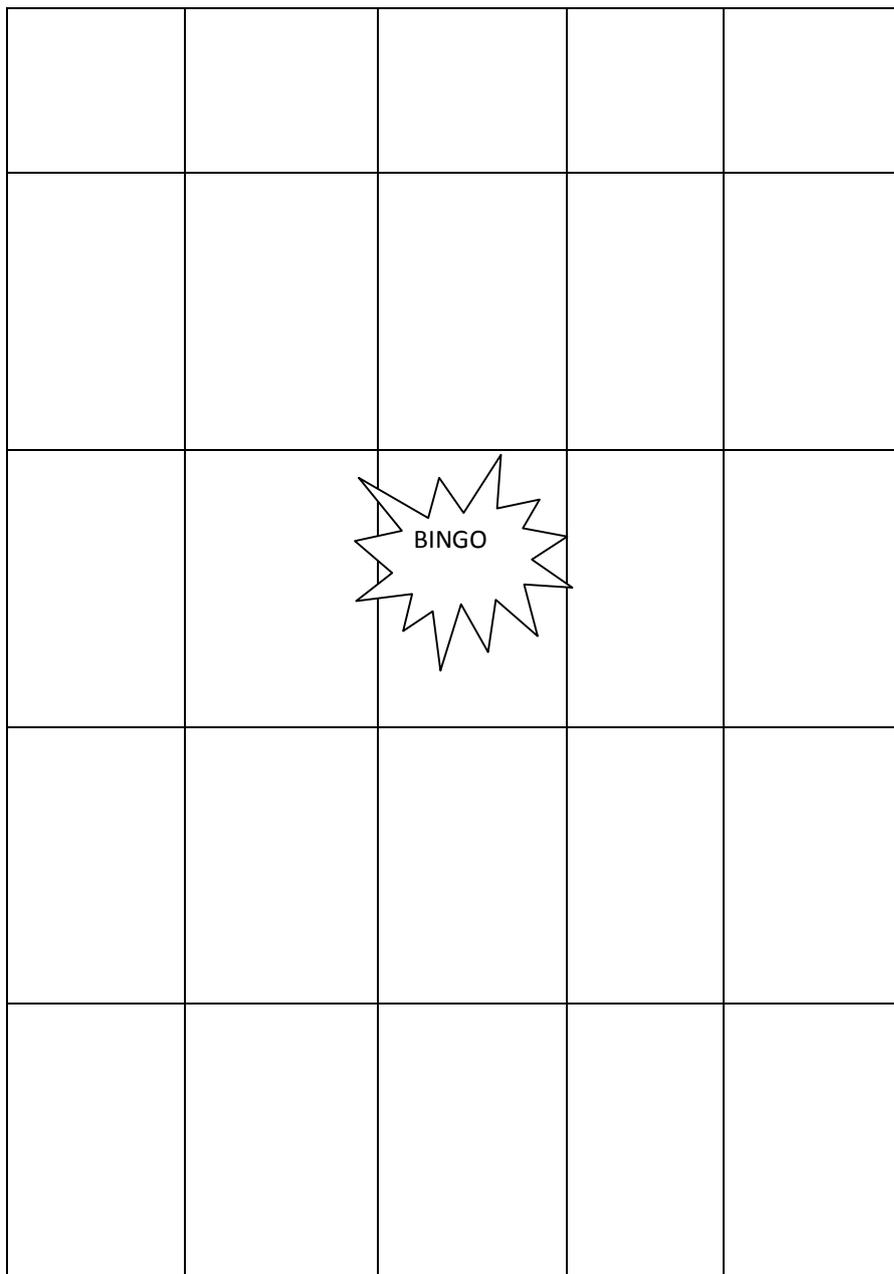
Dans ma maisonil y a…
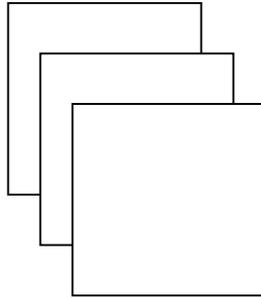
1- Television.
2- Telephone.
3- Fauteuil.
4- Sofa.
5- Table.
6- Toilet.
7- Lit.
8- Placard.
9- Four.
10-Magnétophone.
11-Air conditioner.
12-Lampe.
13-Réfrigérateur.
14-Douche.
15-Armoire.
16-Libraire.
17-Chaise.
18-Ordinateur.
19-Lave-vaissellle.
20-Verre avec Fleurs.

Annex: 11

Activité 5: Qu´est-ce qu´on fait dans la maison?

COMMENCEZ
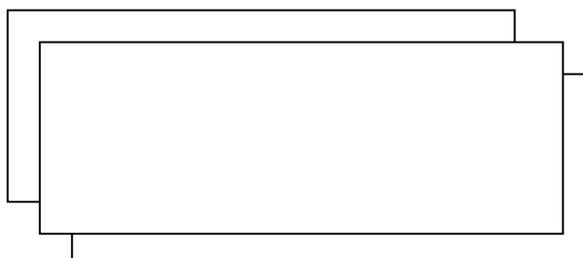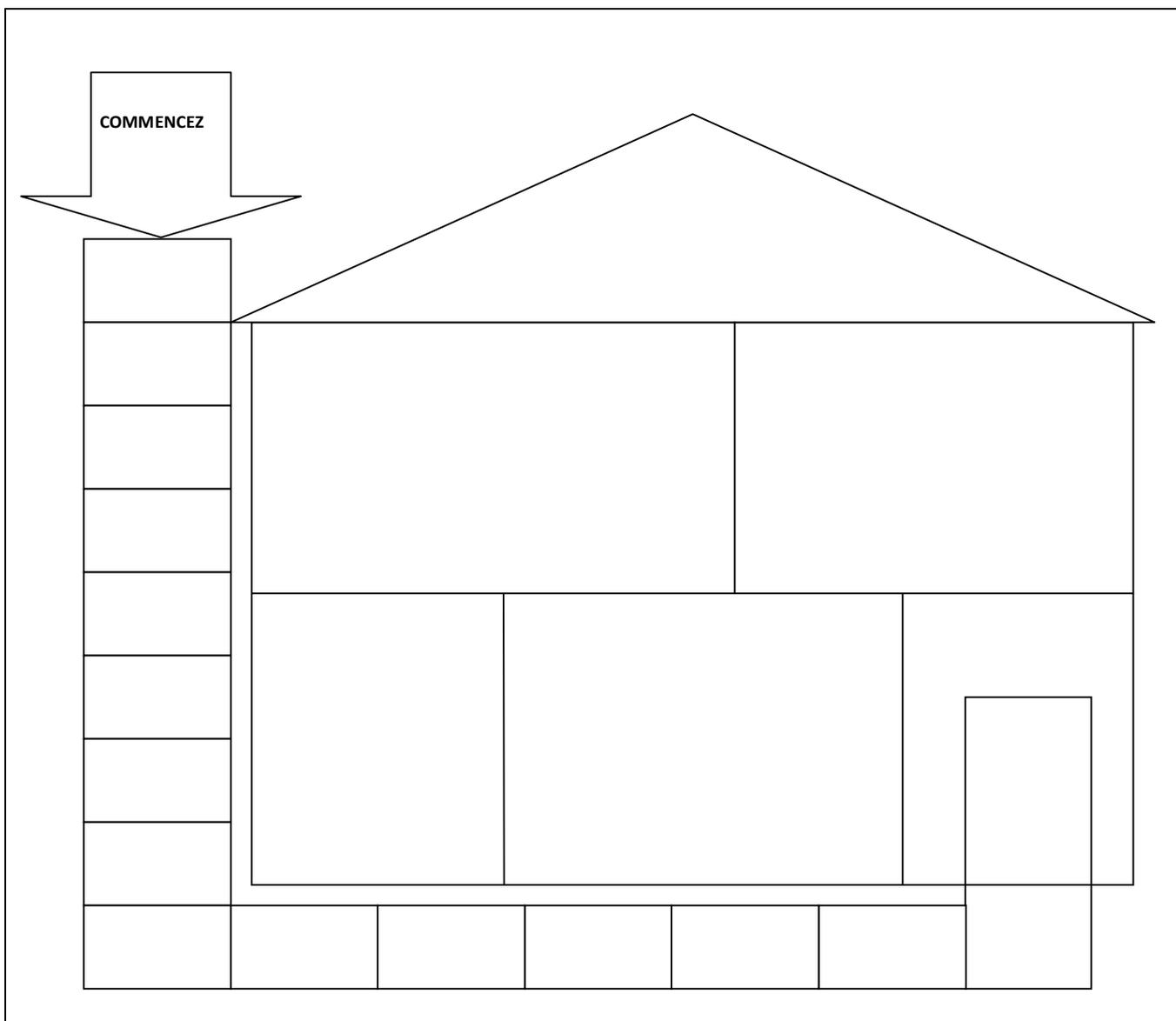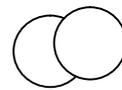
Annex: 12

Activité 7:La toile d´araignée.
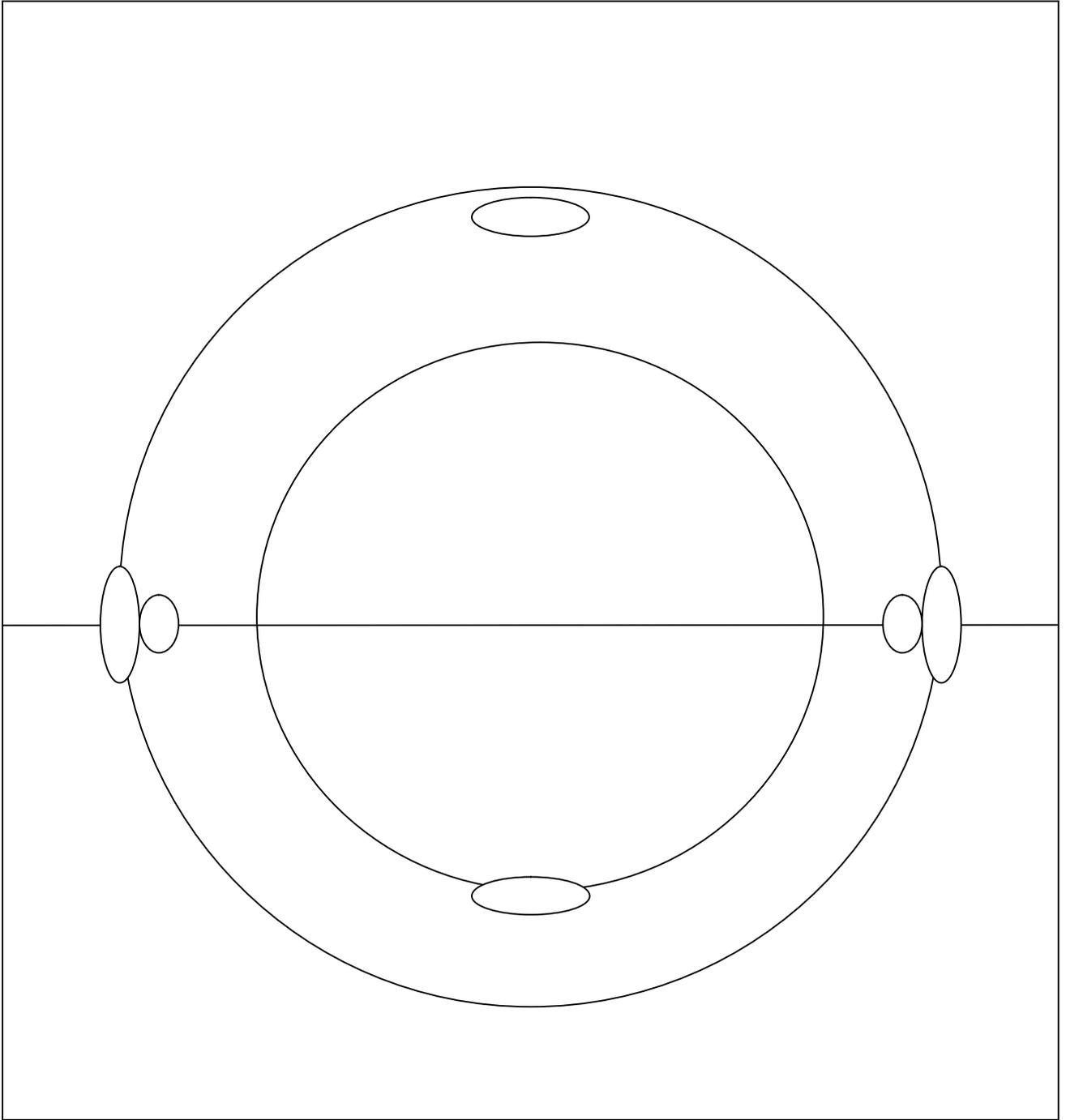
Pièreest intelligent

—— ——— ——— ——— ——— ——— ——— ——————

Annex: 13

Activité 10: Lavielle fille.
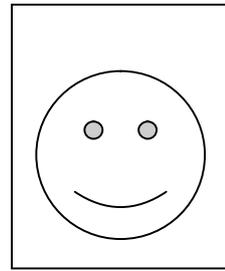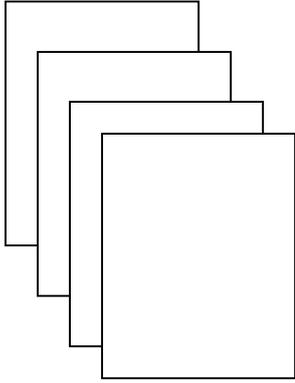
| LE PÉRE | ÉCOUTE | DE LA MUSIQUE CLASIQUE | DANS | LA CHAMBRE |

Annex: 14

Activité 11 : Joueetapprends.

Commencez

|		
Mentioneztroispaysqui parle français	Quellestvotre chambre favorie de la maison?	Vousêtesdans le 6me année?	Voushabitez où?
Il y a un restaurant dansvotreville?			Libre tir ↑
Qu´est-cequevotre mère fait maintenant?			Qu´est-ce que vousfaites à 6pm heures?
Restez un ↑ tour			Qu´est-ce que vousfaitesdans le salon?
			Oúest le stadedans la ville?
Comment s´appellevotre mere?		Oùest la pharmacie de la ville?	Vousparlez quell langue?	Combien des chambres il y a dans la maison?	Comment s´appellel´école?
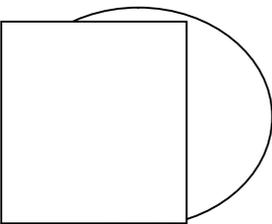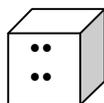
Annex: 15

Activité 12:Qu´est-ce qu´onporte?

	Qu´est-ce que vousporteza ujourd´hui?	Dequelcoule urestvotre uniforme?	Ilfait du soleilQu´est-ce qu´elle porte?	Va aumagasin →	Il fait froid Qu´est- ce qu´il porte?
COMMENCE →					
					Quelestvotr ecouleurfav ori?
RESTEZ UN TOUR	Dequelcoule urest la lune?	FIN			**MAGASIN**
IL fait chaud.Deq uelcouleure stle ciel?					Sophieprati queexercice s. Elle porte…..
Dequelcoul eurest le soleil?					Qu´est- ce que votreprofess eur porteaujour d´hui?
La robe est _____.	Dequelcoule urestvotrec heveux?	Quelestvotr ecouleurfav ori?	Ilpleut. Queltype des vêtementsv ousportez?	RETOURNEZ AU MAGASIN	Dequelcoule ursontvotre yeux?
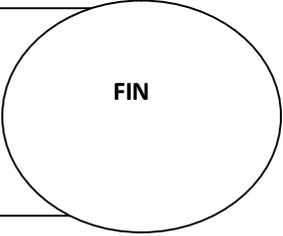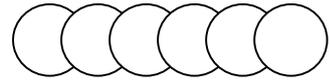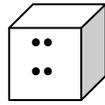
Annex: 16

Activité 14: Disquejeu.
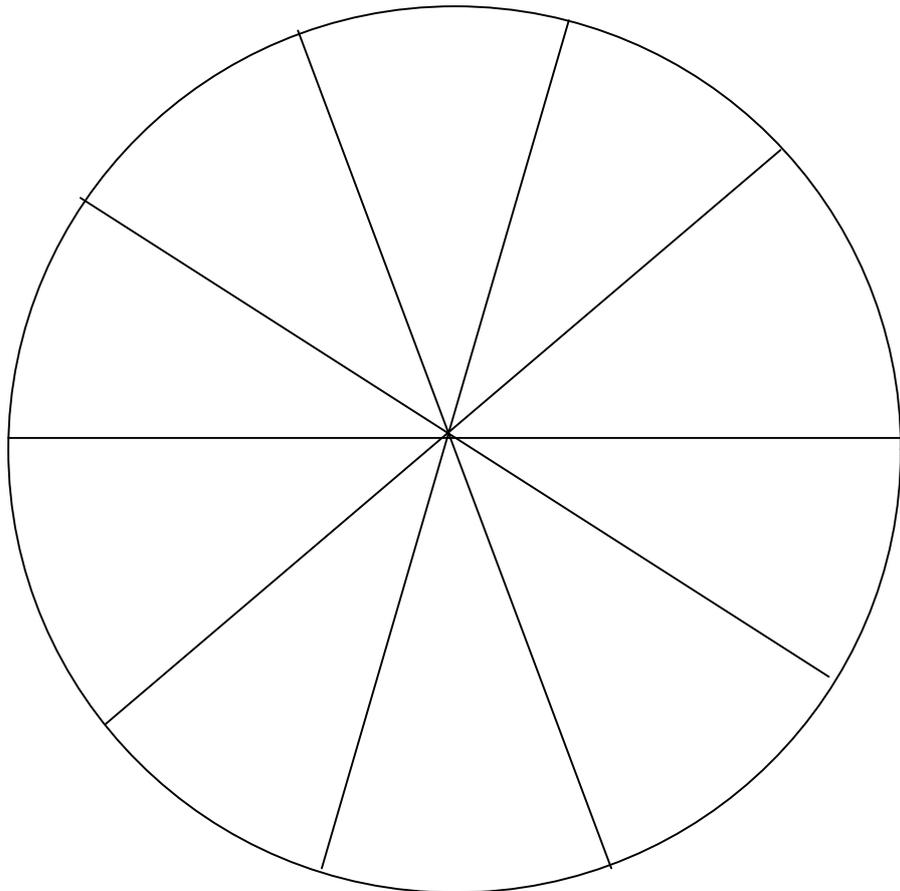
CRAYON

Annex: 17
Activité 15:Qu´est –cequevousfaites?
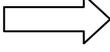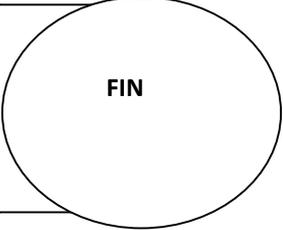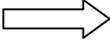
COMMENCEZ →	Qu´est-ce que vousfaites à 7:30 du matin?	Vouspratiquez les sport?	Lucy étudietous les jours.Comment est lei?	VA À L´ÉCOLE →	Qu´est-cequevousfaites au matin?Au nuit?
					Vousfaites la vaissellequelquefois?
Qu´est-cequevousfaitesdans le weekend?	Restez un tour	FIN			Qu´est-ce qu´il y a dans la sale de classe?
Vousallez à la plage en étè?					ÉCOLE
Qu´est-ce que vousfaitespendant la nuit?					Que faitvotremère à la maison?
LIBRE TIR	Qu´est-ce qu´il y a dansvotre chambre?	Combiend´heuresvousétudiez le français?	Qu´est-ce que vousfaites à 12:00 du matin?	RETOURNEZ À L´ÉCOLE →	Comment estvotremeilleurami?