

Abstracts

La didactique du français face à l'approche communicative : enjeux et perspectives (Teaching French by the communicative approach: stakes and prospects)

R'Kia Laroui

The article proposes some terminological clarifications concerning the science of language teaching and mainly that of French teaching (a domain in gradual emergence). It starts by analyzing the relation between French teaching and the communicative approach and continues by examining the stakes and prospects of this procedure. It will become obvious that the communicative approach cannot be the only solutions to the issue of language teaching, in spite of its undeniable merits.

Keywords: communicative approach, pedagogy, teaching French, methodology

Pragmatic and Rhetorical Competence in Professional Presentation. Issues and Strategies

Brândușa Prepelîță-Răileanu

The purpose of this article is to clarify which tools are necessary for teaching pragmatic and rhetorical competence, especially in the technical field. Second-year students at the University Politehnica of Bucharest were required to deliver professional presentations, as a means of shifting attention from the grammatical to the communicative properties of language. The article proposes that professional presentations be used as an alternative to more traditional manners of language teaching. Moreover, it provides various suggestions for drafting professional presentations, at the same time detailing the teaching process that helps students develop the necessary skills to write them.

Keywords: meaning, pragmatic and rhetorical competence, communication, language teaching, professional presentations.

Lecture en français langue étrangère - avancées communicatives : les termes d'un paradoxe (Reading in French as a foreign language: the terms of a paradox)

Monica Vlad

The article retraces the history and examines the status of reading over the thirty years of evolution of the communicative thinking in teaching French as a foreign language. We emphasize the fact that the status of reading in the communicative approach is rather paradoxical: the creation of new reading supports (the „authentic documents”) encourages research on their discourse features, while reading as such loses ground in these methods becoming an approach to texts meant to serve other types of learning. Our demonstration takes into account two different points of view: on the one hand, the point of view of research on reading and, on the other hand, the point of view of the history of teaching/learning French as a foreign language.

Keywords: discourse analysis, communication paradox, methodological reading, history of an approach

La compétence discursive et les articulateurs discursifs (Discourse competence and discursive articulators)

Sandina Iulia Vasile

The linguistic specificity of discursive articulators and the cultural specificity of certain types of discourse needs emphasizing the differences and the similitudes so as to organise a learning path following a logical progression and targeting difficulties. Starting from the assumption that genuine communication surpasses the rigid schemes suggested by certain textbooks and that genuine texts are very different not only from the point of view of the organization of their content but also from the point of view of connectors use, the article starts from a variety of forms in order to review the hotspots of understanding the architecture of discourse. The research targets the use of the French connectors „donc” and „or”. It starts with Moeschler’s theory which suggests that the use of discursive connectors can only be learned by an analytical study of text articulations whose evolution becomes ever more complex. For example, it is easier to learn how to use „donc” than how to use „or”, the latter being specific to the French language. The article offers examples for the use of „or” as an enunciative mark of the transition between an aspect of the discourse object and a domain on which the enunciator focuses for various reasons connected to the key place the sequence occupies in the discourse project.

Keywords: discourse, teaching, or, scheme, text

Interkulturelle Kompetenz als Bestandteil der fachkommunikativen Kompetenz (Intercultural Competence as a Component of Specialized Competence)

Lora Constantinescu

In the intercultural phase of the never-ending story of the “German Studies”-debate, especially since the late 1990s, teachers and learners have met in a multi-faceted area of perception and empathy training, that is expected to provide the foreign language learner/ here German learners, not only with contextual knowledge, but also skills for the contact with **Others**. In dealing with the cross-cultural/intercultural communicative competence, the article tackles the issue from the point of view of a component of the professional communicative competence (D. Blei). This includes the analysis of the "seemingly familiar things", the extraction and (re)construction of meaning, the testing and the reflection on acquired information, the reassertion and questioning of one’s own cultural background, whereby the concrete forms of the "back and forth between cultures" better support the ability to act in a professional domain. The paper points out basic goals and specific topics and offers examples of dealing with intercultural topics in LSP/the teaching of Business German at different reference language and cultural levels - word meaning, stereotype analysis, advertising messages with their unusual wording and imaging, pragmatic conventions in business relationships.

Key-words: intercultural competence, cultural sensitivity, empathy, ambiguity tolerance

La compétence interculturelle de communication en langue seconde - état des lieux (The current situation of the intercultural competence in a second language)

Janetta Drăghicescu

In its policy aiming to build an united Europe, the Council of Europe focuses on the promotion of linguistic and cultural diversity. That is why the present methodologies of foreign language teaching aim not only at acquiring a linguistic communicative competence but also a cultural

competence. And that is also why the European Centre for Modern Languages in Graz has developed the project „The integration of intercultural communication (ICC) competence in initial and in-service training of teachers”. The project includes five workshops. The first is a survey among practicing teachers on „ The teachers perspective on the ICC in modern language teaching (English and French)”. The article presents the part of this workshop which concerns French teachers. It is a qualitative survey conducted on 15 teachers from 8 European countries. The questionnaire is divided in two parts, the first meant to establish the context (age, place of work, experience), while the second consists of 6 open questions. The article presents in detail the analysis of the replies. It is an interpretative analysis which reaches the conclusion that all the teachers involved recognize the importance of ICC in communicating with native speakers in a foreign language.

Keywords: intercultural communication competence, qualitative survey, interpretative analysis, French teachers from European countries

L’appropriation de la langue cible et la dimension *socio-affective* de l’apprentissage (Appropriation of the target language and the *socio-emotional* dimension of learning)

Cecilia Condei

The article emphasizes the socio-emotional dimension in learning. This is mostly seen in interactions (in the broad sense of the term) and in the socio-emotional learning strategies. The article deals with verbal interactions and social interactions. The conclusion is that the teacher should observe the learners’ strategies, must integrate strategies in his/her activity and assess the profitability of strategies together with his/her students

Keywords: cognitive process, direct strategy, indirect strategy, social interaction, verbal interaction, socio-emotional strategy

Un modèle de résolution de problème en interaction didactique (A problem solving model in didactic interaction)

Angelica Vâlcu

The use of language is much wider than its mere communicative function, specific to phatic conversation (speak to talk) or to informative dialogues (speak to inform or to get some information). Hence, this article aims at establishing to what extent the didactic interaction (or conversation) is a verbal activity imagined by two individuals in complex situations with a view to obtaining a transformation of the present situation with the help of the interlocutor. So, we will be able to see that the operating model is definitely a pragmatic one: this model turns the dialogue into a practical activity. Our research is based on a new vision on argumentation considered as a phase of conflict resolution superimposed (and not interposed) to problem solving. However, the model we present has its limitations: it does not tackle in a more thorough way the analysis of argumentation acts.

Keywords: language pragmatics, didactic interaction, communicational model, dialogical interaction, conversation

**Techniques d'enseignement de la production orale
(Speaking teaching techniques)**

Ruxandra Constantinescu-Stefanel

The article reviews the speaking teaching techniques described and recommended by certain theorists of the communicative approach having published their books in French and English.

Keywords: teaching techniques, speaking, communicative approach, motivation, fluency

**La critique des méthodes communicatives
(Criticism of communicative methods)**

Anca Cosăceanu

This article deals with what can call «criticism of communicative methods» in language teaching. We present the strengths, but mostly the weak points of this methodology as identified by recent specialized books. We review some proposals and innovative concepts of the «post-communicative» teaching orientations: the priority given to the concept of *task*, the interdisciplinary approach to content, setting up a multidimensional curriculum, and point out both their advantages and drawbacks.

Keywords: language teaching, learning by tasks, interdisciplinary approach to content, multidimensional curriculum

**Promesses et limites de l'approche communicative en matière de relation langue-culture
(Promises and limitations of the communicative approach as far as the relation language-culture is concerned)**

Nathalie Auger

This article will first try to show that one of the promises made by the communicative approach is to consider the connection between language and culture and then will demonstrate that the passage of the forefront theoretical postulate into actual teaching is not easy to do. We will point out certain limitations of this promise in textbooks. Finally, we will make concrete proposals regarding not only the conceptualization of this notion, but also its possible transfer in the language classroom.

Keywords: social psychology, intercultural, language-culture, French as a foreign language, anthropology

**Du droit de mal parler une langue
(On the right to badly speak a language)**

Vincent Henry

Today, language teaching faces the issue of teaching language as grammar, many people frequently complaining about the low level of grammar correction among learners of foreign languages. The new methods of language teaching, namely the communicative approach, are «accused» of that. The reproaches are: they have rejected grammar and metalanguage, their curricula are difficult to structure, learners' progress is random, they communicate in a gibberish language that many consider unacceptable. Nevertheless, communicative approaches answer a present need, they are more efficient, more pragmatic, they train learners who are able to use the

foreign language understood as a code to be used for different variables and different functions more rapidly, thus communicating with each other.

Keywords: language teaching, communication, pragmatics, situation, code

**Les tables rondes de Constanța
(The round tables of Constanța)**

Stéphanie Giraud

The purpose of the round tables of Constanța is to connect the various actors of the Francophony and of the cultural life of the town of Constanța, to promote the Francophony and to perform an exercise – debate. Debates are animated between various speakers (journalists, academics, translators, artists, students and teachers). Their objective is to develop and sharpen critical thinking. The three round tables already organized had the following topics: Francophone female writers, Francophone and Francophile Romanian writers, such as Cioran, Eliade and Ionesco and The communicative approach in question. The latter round table aimed at pointing out the main elements of the communicative approach: communication competence, the notions of performance and speech act, needs analysis, concentration on the learner

Keywords: Francophony, culture, debate, critical thinking, communicative

**Le communicatif en question
(The communicative in question)**

Monica Vlad

The communicative approach in teaching French as a foreign language brought about changes in the content of teaching/learning. The purpose of this new approach is to teach learners to communicate in a foreign language, namely to shape their communication competence by applying language resources and other means (gesture, intonation, etc.). The new methods centered on contextualization and scenarios does not exclude the elements of „traditional” teaching/learning, such as reading and grammar.

Keywords: communicative approach, competences, languages, contextualization, reading, grammar

**Mise en pratique de l’approche communicative dans l’enseignement précoce
(Applying the communicative approach in early education)**

Gina Ciobanu

The teacher of French as a foreign language in early education (kindergarten) must adapt his/her teaching methods to the cognitive system of the children this age (3-7 years old). Besides (minimal) verbal language, non verbal language plays an important part in teaching a foreign language, especially to very young learners.

Keywords: kindergarten, teaching French as a foreign language, verbal, non verbal

Réforme, manuels, communication
(Reform, textbooks, communication)

Daniela Stoenescu

Even if the unique textbooks used before 1989 had enough strong points (the subject was well structured, there were authentic literary texts, textbooks were distributed free of charge), they had an unattractive presentation, the vocabulary was imposed by very rigid topics, the language did not sound natural and spontaneous. Reform in teaching French as a foreign language meant adopting methodologies based on a preliminary analysis of the learner's language and communication needs. Both imported textbooks and new textbooks created by Romanian teachers favoured the acquisition of a genuine communication competence in an European framework.

Keywords: reform, teacher-mediator, interactive, oral-written, competence

La valeur heuristique de la métaphore
(The heuristic value of the metaphor)

Marinela Vramulet

Organizing the content of his/her teaching is a fundamental matter each teacher must think about and solve. One possible solution would be to appeal to metaphor to present the domain he/she teaches to the learners. This approach can also help in the contrastive presentation of two or more domains. When it comes to language teachers, they could use this method to show learners, starting from linguistic realities, the similarities and differences between two or more cultures.

Keywords: education, content, culture, metaphors, didactic impact