

Designing a Lesson Plan About Teaching French Grammar as a Foreign Language from a Social Constructivist Approach

Dilek Soylu Baştuğ*, Jonathan Broutin

Department of French Language Teaching, Bursa Uludag University, Turkey

Corresponding author: Dilek Soylu Baştuğ, E-mail: dilekbastug@uludag.edu.tr

ARTICLE INFO

Article history

Received: January 14, 2021

Accepted: March 16, 2021

Published: April 30, 2021

Volume: 12 Issue: 2

Advance access: April 2021

Conflicts of interest: None

Funding: None

Key words:

French as a Foreign Language,
Social Constructivist Approach,
Grammar,
Authentic Source,
Language Teaching,
Interaction

ABSTRACT

In modern methods, in line with the social constructivist and action-oriented approaches, knowledge should be (co-) constructed by the learner in interaction with his or her learning environment which has been established by the teacher prior to the session. A social constructivist approach can be described as learning-centered. This approach indicates learning as an interactive process. This study aims to define how learners build instructional sequences based on the European Common Language Reference Framework (CEFR) and action-oriented methods by using authentic documents including metalanguage. The sequence is for adult learners at A2 level. They are Turkish students who are at least 19 years old and they have participated in a one-year preparatory class with the aim of reaching B1 level. We will analyze the context of the procedure teaching and the profile of the learners to whom it will be passed. At the end of these introductory analyzes, which are important for the development of an audience-specific learning sequence, we will create a sequence guide with additional activity sheets for students.

INTRODUCTION

Grammar has always played an important role in foreign language teaching, both in traditional teaching and in more modern methods, such as communicative methods or action methods, which develop rhythmically according to the goals of morphosynthesis. Canale and Swain (1980) argued that one of the important elements in learning language is grammar. It is generally accepted that grammar teaching is necessary and useful, but more research related to the subject is needed (Barnard & Scampton, 2008:59). In fact, all aspects of language, including vocabulary, grammar and phonetics play important roles in language learning. Therefore, grammar cannot be neglected and the language development of learners can be severely limited (Baleghizadeh & Farshchi, 2009). In addition, Nan (2015) stated that for real communication, knowing grammar in foreign language is not enough, but insufficient knowledge of grammar can severely limit the learners' ability to communicate effectively. Grammar learning in foreign language teaching has attracted considerable attention in the research. For example, Bord and Burn's (2008) research shows that teachers have a strong belief and they need to avoid teaching grammar. The main of

purpose of grammar teaching is to enable learners to acquire language skills.

There are two main approaches of teaching grammar. The first one is about imparting knowledge. In traditional methods, grammar knowledge is transferred directly from teacher to student using metalanguage to describe how language works. In modern methods, in line with the social constructivist and action-oriented approaches, knowledge should be (co-) constructed by the learner in interaction with his or her learning environment which has been established by the teacher prior to the session. The learner observes, analyzes, deduces and synthesizes grammar rules under the guidance of the teacher and interacts with all the artifacts (material, student, documents, etc.) that creates the learning environment. During this process, the learner uses learning strategies and patterns to generate new knowledge while artifacts have become instruments. The second point is that the designers and teachers of FSL (French as a foreign language) tend to use textbooks just to introduce a grammatical concept. If the learner does not have the necessary knowledge, how is he or she supposed to learn and describe how the language works? This research offers a model for

teachers to teach French grammar consistent with the social constructivist approach.

Therefore, the main goal of this research is to define how learners build instructional sequences based on the European Common Language Reference Framework (CEFR) and action-oriented methods by using authentic documents including metalanguage. In particular, it aims to focus on:

1. Progress means understanding of meaning. Teaching the sequence order more specifically describes the existence of conditions and their formation and use.
2. We will analyze and compare the approach to the French Present Conditional, and second, we will analyze the context of the procedure teaching and the profile of the learners to whom it will be passed.
3. The article aims to show that teaching French as a second foreign language to design grammar teaching materials based on social-constructivist activities. Learning is considered a creative action by the learner.
4. Finally, at the end of these introductory analyzes, which are important for the development of an audience-specific learning sequence, we will create a sequence guide with additional activity sheets for learners.

THE FRENCH PRESENT CONDITIONAL: FROM METHODOLOGICAL GRAMMAR TO FSL METHODS

The Didactic Process

Before developing a didactic sequence, the documental genesis which consist of authentic material should not be limited to copying the contents of French teaching textbooks or Internet sites without critical thinking. It is necessary to learn grammar beforehand to analyze the differences between these works and the way in which the methodology of FSL. This allows the teacher to analyze the shortcomings and especially adjust the sequence to the needs of the learners, hence the choice of content is an important part of the didactic process. Social constructivists assume that the reality cannot be directly assumed, but the people can construct their view based on the knowledge they already have. Therefore, the learner learns about them by contacting with others (Duffy&Jonassen,1992). A social constructivist approach is based on building new knowledge rather than directly transfer it (Bodner,1986; Sherman, 2000). In this perspective, knowledge can be created in three different stage. These stages are assimilation, regulation and balance (Cunningham & Piburn, 1997). It is aimed that students reach information by researching and questioning with constructivism based on foreign language education. In this context, we can define constructivist approach as meaningful learning that a learner accomplishes by establishing a relation between existing knowledge and new knowledge. In this way of learning, it is important to carefully design learners' acquisition methods.

Teaching the French Present Conditional: From Professional Grammar to FSL Methods

The Present Conditional is not a tense of the indicative mode. According to Grosse and Grévisse (2016: 980), it is

“a special future, a future in the past, or a hypothetical future (later or at least following the fact expressed (...)) in a condition proposal”. Goose and Grévisse emphasize (2016: 980) “the verbs of The Present Conditional ending with -er do not appear in infinitive form and the endings -ais, -ais, -ait, etc, but the indicative in the first person of the singular presents the endings -rais, -rais, rait. For example, in *Le Nouveau Taxi 2* or the *Alter Ego 2* teaching guide, The Present Conditional is created with the Future Tense stems and The Imperfect Tense endings. However, the Future Tense in textbooks is described only on the basis of the infinitive. Therefore, it seems insufficient for it does not work for many verbs whose stems change. For example, to conjugate the verb “acheter” (to buy), we take the infinitive of the verb and add the Future Tense endings (acheter-ais). For many verbs, the stem consists of the infinitive of -er: j’achete-r-ais. Regarding to the verbs ending with -ir or -re, Goose and Grévisse (2016) remark that the The Present Condition is formed with the infinitive, and the last -e in the infinitive form of the verbs ending with -re is removed before the endings of The Imperfect Tense is added (for example, lir-ais). It is not lire-ais, finir-ais, mettr-ais. In *Le Nouveau Taxi* and *Alter Ego 2*, there is no description of the conditional form of verbs ending in -ir or -re. Finally, two other groups of verbs are mentioned, each of which requires a special formation of the condition. The first group concerns certain verbs from the first group “- éer, -ier, -ouer, -uer, -yer”, for which cannot be above -e before the conditional ending (the same for the future) (Grousse and Grévisse, 2016: 980). In the French language teaching methods, this formation does not exist, neither in *Alter Ego 2* nor *Le nouveau Taxi 2*. However, it seems important because it concerns verbs used at A1 and A2 levels, such as: acheter (buy), payer (pay), louer (rent), etc. The second group concerns some verbs, such as acquérir (to acquire), courir (to run), envoyer (to send), mourir (to die), pouvoir (to be able) and voir (see) for which it is doubled -rr in condition (and in the future). However, there aren't any subject concerns with this formation in the FSL methods. Riegel, Pellat, Rioul (2009: 444) describes methodical grammar “the formation of The Present Conditional of the verb should be used from the first-person plural of the present indicative” (nous devons, je dev-r-ais).

In the guidance and conceptualization stage, we will retain the adaptations of the descriptions of “Le Bon Usage” and “La grammaire méthodique du français” : the verbs of the first type of verb -er, focusing on maintaining the verbs -éer, -ier -e,- ouer, -uer, -yer and verbs, use the first person plural to form The Present Conditional. We will also demonstrate the -ir and -re verbs. Finally, we will introduce some special forms (auxiliary être and avoir in the future and conditions).

The Use of The Present Conditional

Regarding to the application of the present condition, Riegel, Pellat, and Rioul (2009: 555-561) list the categories of the present condition: conditional temporal, conditional modal (a hypothesis with two values depending on the point of view of the unreal situation speaker of present and potential). Also,

in the case of modal conditional, the condition can be implicit. We have therefore the following values: a request, attenuated advice, an illusory and imaginary opinion. Finally, the third category involves conditions without assumptions. In the French teaching method at the A2 level, values reflect desire and polite requirements, both of which imply an assumption in *Le Nouveau Taxi* (Capelle and Menand, 2009). In Part 6 of the *Alter Ego 2+* manual, the use of several values for conditions is discussed (Hugot, Kizirian, Waendendries, Berthet, Daill, 2012). In fact, in the language point of file 6 entitled “Imagining a hypothetical, unreal situation” the following structure is mentioned “si + Imperfect Tense Tense, followed by The Present Conditional to make a hypothesis which concerns the present and imagine the consequence”. We also find the values of suggestions and wishes. Indeed, a condition without a hypothesis can be learned at level B1 with a journalistic or literary text.

A SEQUENCE OF COURSES RELATING TO THE CURRENT CONDITION

The Learners and the Level

This sequence is for adult learners at A2 level. They are Turkish students who are at least 19 years old and they have participated in a one-year preparatory class with the aim of reaching B1 level. In fact, the B1 level is integrated in the first year of their license. Therefore, their goal is to become the future FSL teachers. However, the textbooks that the institution uses have to be rearranged in order to provide enough grammatical acquaintance, and develop the learner’s ability to analyze language with the help of metalanguage.

From an Authentic Source to a Document

This sequence aims to teach conditions and certain usages (values) by using real video resources. This authentic resource is a partially improvised song called “Super d’achat”, available at the following address: <https://www.youtube.com/watch?v=RqzR-KwjlrI>, created by Clément Marchand and Alexandre Castagnetti in 2007. The verse contains an explicit hypothesis in the Imperfect Tense leading to numerous occurrences in the present condition having for value the unreal or imaginary of the present. We will start with the knowledge acquired by the learner, in other words the formation of the The Future Tense and the Imperfect Tense and the expression of the hypothesis (si + present then The Future Tense).

Teaching Guidance and Activities

The sequence includes 3 sessions of 45 minutes. The first 45 minutes of the course.

Awareness stage (10 minutes)

This step allows learners to actively enter the learning process and teaching sequence to control the learning situation.

Material and Modal: The image below is projected on the interactive digital board which is from the Adobe Illustrator image library.

Sequence of steps (interactive verbal expression and reading comprehension activity): The teacher asks the learners to read the red sentence and the black sentence “Plus de pouvoir d’achat”. The teacher asks the learners about the topic of the poster and related fields (education, health, work, leisure, money). The learners try to jointly construct the definition of “le pouvoir d’achat” and talk about their purchase priorities in the areas mentioned before. This will make it possible to promote the understanding of the song dictionary. The dictionary requires A2 level to be acquired.

Global understanding (15 minutes of triple lessons + 15 minutes of sharing and revising the whole class)

The purpose of this step is to understand the context and structure of the song. First, students are distributed a worksheet and tablets containing a preloaded film, as well as worksheet 1. The work is performed in groups of three. Expected responses are written in bold. The questions 5,6,7 will guide to the next step regarding the opposition between the si + present structure (for the future hypothesis) already acquired and the new structure si + Imperfect Tense, requiring the use of a condition.

Fiche activité 1 : le super pouvoir d’achat



Visionnez la chanson sur les tablettes et répondez aux questions ci-dessous.

Q1 : Ou se trouvent les deux personnes ?

Ils/Elles sont assis(es) dans la rue.

Q2 : Que voulez-vous en arrière-plan au début de la chanson ?

Il y a un magasin d’alimentation /une affiche publicitaire.

Q3 : Comment s’intitule la chanson ?

La chanson s’intitule “Le super pouvoir d’achat”

Q4 : Essayez de repérer le refrain (paragraphe qui se répète plusieurs fois dans la chanson). Que demandent les deux chanteurs ? Que disent-ils pour demander ?

Ils demandent d’avoir plus de pouvoir d’achat. Ils le demandent en disant “Donnez-moi le pouvoir d’achat”

Q5 : Quel temps reconnaissez-vous dans votre réponse précédente ?

C’est l’impératif

Q6 : Quand veulent-ils obtenir ce qu’ils demandent ? (Entourez la bonne réponse)

Maintenant, dans le présent.

Q7 : De quoi parlent-ils dans les couplets (partie de chanson entre les refrains) ? Entourez la bonne réponse. Ils parlent...

de ce que permet de faire le pouvoir d'achat / des problèmes que pose le pouvoir d'achat

Second session of 45 minutes

Conceptualization and synthesis

Create a corpus (10 minutes)

A priori analysis: at this stage of the corpus formation, the teacher deliberately creates an imbalance in learners' knowledge. In fact, learners only know the Future, Present, Past, and Imperfect Tense at this stage. The teacher will ask the students to complete the transcription of the song in groups of three with the verbs heard (the present condition). There is a high probability that learners will react by writing verbs in the The Future Tense, moving with the *si* + present ..., future, or relying on close pronunciation for learners at A2 level (although slightly different for verbs in the first person singular). Once activity 2 (below) has been completed, a review will be made throughout the class, which will introduce the beginning of the guiding and conceptualization stage.

Modality and material:

Triple works on a touch screen tablet on which video is recorded

Activity 2: Listening comprehension activity. The correction can be found in appendix 1.

Instructions: complete the following transcription based on what you hear.

Si j'avais le pouvoir d'achat, ah ahahah,
 J'..... plein d'objets sans fil, ah ahahah,
 J'..... un écran plat, ah ahahah,
 La vie plus facile, ah ahahah,
 Je t'..... un stylo, je t'..... un cahier, peut-être même que je payer l'Université...
 Donnez, donnez-moi le pouvoir d'achat!
 Donnez, donnez-moi le supermarché!
 Le super pouvoir de pouvoir acheter
 Tout en achetant du lait UHT!
 Donnez, donnez-moi-a le pouvoir d'acha-a-at...
 Donnez, donnez-moi-a le pouvoir d'acha-a-at...
 Si j'avais le pouvoir d'achat, ah ahahah,
 J'..... des boîtes en plastique, ah ahahah,
 J'..... une tente Quechua, ah ahahah,
 Aujourd'hui on ne sait jamais, ah ahahah,
 Je t'..... le TER, je t'..... jusqu'à Beauvais, peut-être même que je payer l'hospice de mémé...
 Donnez, donnez-moi le pouvoir d'achat!
 Donnez, donnez-moi le supermarché!
 Le super pouvoir de pouvoir acheter
 Tout en achetant du lait UHT!
 Donnez, donnez-moi-a le pouvoir d'acha-a-at...
 Donnez, donnez-moi-a le pouvoir d'acha-a-at...
 Si j'avais le pouvoir d'achat, je payer plus d'impôt,

mais en fait je p..... moins d'impôts

Parce que les impôts c'est bien fait,

Je m'..... un barbecue avec un allume-barbecue, je m'..... un rottweiler pour protéger mon barbecue,

Guidance and conceptualization (25 minutes)

The correction of the previous activity is being carried out in several stages in the classroom to conceptualize and build new knowledge: The Present Conditional.

Step 1 : Correct the first 3 lines

Si j'avais le pouvoir d'achat, ah ahahah,

J'..... plein d'objets sans fil, ah ahahah,

J'..... un écran plat, ah ahahah,

Synthesis A: when we hypothesize about the present, we use: *si* + Imperfect Tense, then it is a conditional present. The condition of the hypothesis is invalid for now, there is no purchasing power or it is not real (imagining it): we are talking about the unreal present.

Continuation of the conceptualization: the conditional of verbs in -er

Synthesis B: For -er verbs, the conditional is formed with the conjugated verb in the first person of the present indicative to which we add -r and the Imperfect Tense endings -ais,-ais- ait,-rions,- riez- raient.

Therefore, students can correct all the "acheterais" verbs in the song.

Continuation of conceptualization (case of the verbs -éer, -ier, -ouer, -uer, -yer)

Correction of the Last Verse:

Si j'avais le pouvoir d'achat,

je **devrais** payer plus d'impôt,

mais en fait je **paierais** moins d'impôts,

Parce que les impôts c'est bien fait.

Je m'**achèterais** un barbecue avec un allume-barbecue,

je m'**achèterais** un rottweiler pour protéger mon barbecue

Guidance and conceptualization

Synthesis of B. In the case of the verbs -éer, -ier, -ouer, -uer, -yer, do not forget the "e" before the endings -rais, -rais, rait. Example: Je louerais, iutuerait, tuttrierais etc.

We mainly focus on the conditional verb "devoir" which is the first-person plural.

Synthesis C: for the verb "devoir" The Present Conditional is formed from the verb of the first-person plural of the present indicative (dev-r-ais). This also applies to other verbs such as pouvoir, mourir and courir where -r is doubled (mou-rr-ais, cou-rr-ais, pou-rr-ais).

Continuation and end of the conceptualization: The Present Conditional of the verbs in -ir and -re.

Third Verse Correction :

Si j'avais le pouvoir d'achat, ah ahahah,

J'**achèterais** des boîtes en plastique, ah ahahah,

J'**achèterais** une tente Quechua, ah ahahah,

Aujourd'hui on ne sait jamais, ah ahahah,

Je t'**offrirais** le TER, je t'**emmènerais** jusqu'à Beauvais, peut-être même que je **pourrais** payer l'hospice de mémé...

Teacher guidance	Expected responses from the learners	Teacher's actions and words:	Actions and words expected from the learners
<p>The teacher asks the following question: "What does the singer say, what would he do if he had purchasing power?"</p> <p>The teacher selects a volunteer to write the answer on the board.</p> <p>Teacher shows "acheterais" correction</p> <p>And the teacher asks "Have we learnt this tense?"</p> <p>The teacher says "Yes, it is a new tense" and asks</p> <p>When you write "l'année prochaine, si j'ai assez d'argent, je partirai en vacances en Chine" the "si" hypothesis applies to the present or to the The Future Tense.</p> <p>The teacher adds:</p> <p>We have already seen this structure. We make a hypothesis on... The teacher writes on the board: Hypothesis on the future si+present... then future.</p> <p>The teacher says: Now let's look at our song. We learnt that he wanted purchasing power now with the phrase "donnez-moi". So, in your opinion, when does he say that if I had purchasing power, the hypothesis is in the present or in the future? Do you think he has the power now?</p>	<p>The students will probably write "acheterai".</p> <p>Expected or possible answer: No or it looks like the The Future Tense</p> <p>Expected answer: This is the The Future Tense because there is "next year"</p> <p>Expected answer: The Future Tense</p> <p>Expected answer: the present</p> <p>No, he asks for it now</p>	<p>Look at this sentence "Si j'avais le pouvoir (...) je paierais (.)"</p> <p>Dou you hear the "e" in paierai? No</p> <p>It is silent "e", we should not forget it as synthesis B.</p> <p>This is the case with other verbs that we have seen before such as "louer changes into louerais in The Present Conditional.</p>	<p>No</p>
<p>The teacher continues: Now we will see how we create the present condition. Look at this verb (J'acheterais). How can I separate the endings?</p> <p>The teacher adds: Do you know in which tenses first-person singular form of the verbs end with -ais end in the?</p> <p>The teacher: try to make rules. How do you conjugate the -er verbs?</p> <p>The teacher helps by showing the separation (Achète-r-ais) on the digital board.</p>	<p>Expected answer at the end: conjugate first person singular verb present (indicative) with -rais endings</p> <p>Expected answer: Yes, the Imperfect Tense (indicative)</p> <p>Expected answer: take first person verb in Present Tense and add -r-ais (Imperfect Tense endings)</p>	<p>Teachers 'actions and words:</p> <p>Note this sentence : " si j'avais le pouvoir (.), je t'offrirais le TER." Which is the verb? This verb offrir a simple formation rule for The Present Conditional. That's it for the -ir verbs this method must be applied</p> <p>A new verb is given in The Present Conditional this time the infinitive isn't -ir but -re : lire (lir-ais)</p>	<p>Actions and words expected from the learner</p> <p>This is the verb "devoir"</p> <p>We take the infinitive to offer and we add -ais,-ais-ait etc. You have to remove the -e from lire to lir and add -ais,-ais,-ait.</p>
<p>Synthesis D: For verbs ending in -ir and -re, you have to construct the conditional from the infinitive by removing the final -e. (for verbs -re) and adding -ais, -ais, -ait etc. Example: offrir-ais, mettr-ais.</p>			

Overview (10 minutes)

We can give learners a general summary and then distribute the exercises to be done in the next session.

Learners are asked to check the correctness of all verses. At the end of the session, the teacher distributes the exercises that the learners will do in groups at home.

Session 3: 45 minutes

Synthesis B the verbs in -er	Synthesis D the verbs -ir and -re	Synthesis C the verbs devoir, pouvoir, courir, mourir	Synthesis E Some particular forms (the basics have been covered for the future simple)
Je Mange-r-ais First person present indicative+r+-ais, -ais, -ait etc. Attention, don't forget the silent "e" Example : nettoie-r-ais	Jefinir-ais/je lire-ais the infinitive by removing the final -e +-ais, -ais, -ait, etc.	Nous dev-r-ions/ils pou-rr-aient Base of the present indicative 1 st person. From the plural (nous devons) + dev+r+-ais, -ais, -ait etc. Attention doubling of the "r"- "rr" in the conditional present for the verbs: pouvoir, courir, mourir	avoir=>au-r-ais être=>se-r-ais faire=>fe-r-ais aller=>i-r-ais vouloir=>voud-r-ais

When we use The Present Conditional?

Synthesis A: to express a hypothesis in the Present Tense (we indicate the condition si+Imperfect Tense which isn't produced in the Present Tense)	To express a request, a wish, a desire (the condition is implied) Exemples : Je voudrais un café (please) Pourrais-tu m'aider? (implied if you have the time, if you want to help me)	To express attenuated advice Exemples: Tu devrais travailler un peu implied : if you want to work a little)
--	--	---

	Hypothesis in the present (or imaginary fact)	Advice	Polite request	wish
Vous serait-il possible de fumer un peu plus loin ?			X	
Si j'étais un animal, je serais un aigle !	X			
Tu devrais te dépêcher.		X		
Si j'étais plus motivé, je rangerais la cave	X			
Pourrais-tu me donner le sel ?			X	
Génie, je voudrais trois choses.				X

Re-employment exercises (15 minutes of correction)

The correction of exercises is performed at the beginning of the whole lesson session on the digital board. Students are asked to refer to the general summary table. The second is to prepare interactive quizzes for the whole class. The Kahoot software allows you to check in a real DIB (Digital Interactive Board) volume to see which student has answered right or wrong and the overall condition of the class in relation to understanding the concept. The quiz, questions and results are collected in DIB. Students have tablets to identify and indicate responses. This exercise focuses on determining the different use-values of a condition.

Exercise 1: work on training
Instructions: Complete the following sentences by conjugating the verb in parentheses to The Present Conditional. Circle the letter corresponding to the part of the summary that you used to answer (B, C, D, E).
1- Si j'avais une voiture, je venir chez toi beaucoup plus vite (pouvoir) B-C-D-E
2- Si nous avions plus d'argent, nous à l'étranger. Mais pour l'instant il faut économiser. (voyager) B-C-D-E
3- Garçon ! Je un thé s'il vous plaît. (vouloir) B-C-D-E
4- Si tu t'organisais mieux, tu ton travail en avance. (finir) B-C-D-E
5- Si vous étiez un peu plus courageux, vous un peu de sport pendant le confinement. (faire) B-C-D-E
6- Si je me trouvais au sommet du Mont Blanc, je de peur. (mourir)
7- M'..... - vous cette dance ? (accorder) B-C-D-E
8- Si tu avais l'habitude de lire régulièrement, tu plus vite. (lire) B-C-D-E
9- S'ils dépensaient moins, ils ne pas à découvert. (être) B-C-D-E
10- Si nous avions le temps, nous la maison de fond en comble. (nettoyer) B-C-D-E

Exercise 2: Choose the corresponding value for each sentence.

Writing production then oral production (30 minutes)

Instructions: In groups of three, compose a song on the same model called: si j'avais plus de temps. The songs are then recorded and a compilation is created. The results will be used as the basis for the formative assessment (transcription + recording)

CONCLUSION

The analysis and the construction of didactic sequence showed us that it is possible to practice grammar which starts from the analysis of the meaning to the analysis of the form in a social constructivist approach without simplifying the grammatical concepts.

At the end of this research, two essential didactic theories seem essential for us to integrate into the teaching of FSL: The theory of documental genesis of Gueudet and Trouche (2010) and the didactic transposition process of Chevallard and Johsua (1985). The two theories are intertwined: the first allows the teacher to become aware of his/her own process of teaching authentic documents and of the techniques (diagrams) used to transform a resource into an exploitable document (cutting of information, hidden information, chronology, etc.)

The second theory allows the teacher to have a critical sense of the grammatical teaching contents that were presented in the methods by comparing them. This introspection research on techniques of the teacher allow him/her to optimize his/her didactic sequence by adapting it specifically to the needs of learners. This research also suggests a subject for researcher related to didactic transposition and didactic process in teaching grammar. According to the social constructivist approach, the teacher doesn't act as a transmitter of knowledge. The learner is expected to use his/her own experiences to answer to questions by using different methods, because in this perspective, there are different ways to solve the problem. The learners can work together in groups and they discuss to find different ways according to their experiences. Wang, (2010) stated that it is the grammar of the language that contributes to speak the language. The knowledge of grammar allows learners to understand what makes correct sentences and paragraphs. The aim of this study is to develop a sequence on grammar teaching based on the social constructivist approach. The purpose of the plan is to provide students with meaningful learning about the conditional. It is thought that the sequence will contribute to the French teachers being able to include the conditional tense in their lessons effectively, and to make meaningful and entertaining learning. In addition, these materials will be able to help foreign language teachers, prospective teachers and researchers who will work on this subject. The aim of this

study is to design and develop an effective lesson and learning environment for students to provide meaningful learning about grammar. With this sequence, an attitude scale measuring students' attitudes towards grammar learning should be applied before and after the application. Thus, with this plan, it can be determined whether there is any development in student's attitudes towards grammar learning.

REFERENCES

- Baleghizadeh, S. and Farshci, S. (2009). An Exploration of Teacher's Beliefs about the Role of Grammar in Iranian High Schools and Private Language Institutes. *Journal of Language Teaching and Learning*, 52, 212, 17-38.
- Barnard, R and Scampton, D. (2008). Teaching Grammar: A Survey of Eap Teachers in New Zealand. *New Zealand Studies in Applied Linguistics*, 14 (2),59-82
- Borg, S. and Burns, A. (2008). Integrating grammar in adult TESOL class-rooms. *Applied Linguistics*, 29 (3), 456-482.
- Capelle, G., & Menand, R. (2009). *Le nouveau taxi! 2: méthode de français*. Hachette.
- Chevallard, Y., & Johsua, M. A. (1985). *La transposition didactique : du savoir savant au savoir enseigné*. La Pensée sauvage
- Canale, M & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1 (1), p. 1-47
- Gueudet, G., & Trouche, L. (2010). Des ressources aux documents, travail du professeur et genèses documentaires.
- Hugot, C., Kizirian, V., Waendendries, M., Berthet, A., & Daill, E. (2012). *Alter ego+ 2: méthode français*. Hachette.
- Goosse, A., & Grevisse, M. (2016). *Le bon usage*. De Boeck Superieur.
- Nan, C. (2015). Grammar and grammaring: Toward modes for English grammar teaching in China. *English Language Teaching*, 8 (12), p.79-85
- Rioul, R., Pellat, J. C., & Riegel, M. (2009). *Grammaire méthodique du français*.
<https://www.youtube.com/watch?v=RqzR-KwjlrI>
- Wang, F. (2010). The necessity of grammar teaching. *English Language Teaching*, 3 (2), p.78-81.

APPENDICES

Appendix 1: Correction of activity sheet 2

Si j'avais le pouvoir d'achat, ah ah ah ah,
 J'**achèterais** plein d'objets sans fil, ah ah ah ah,
 J'**achèterais** un écran plat, ah ah ah ah,
 La vie **serait** plus facile, ah ah ah ah,
 Je t'**achèterais** un stylo, je t'**achèterais** un cahier, peut-être même que je pourrais payer l'université...
 Donnez, donnez-moi le pouvoir d'achat!
 Donnez, donnez-moi le supermarché!
 Le super pouvoir de pouvoir acheter
 Tout en achetant du lait UHT!
 Donnez, donnez-moi-a le pouvoir d'acha-a-at...
 Donnez, donnez-moi-a le pouvoir d'acha-a-at...
 Si j'avais le pouvoir d'achat, ah ah ah ah,
 J'achèterais des boîtes en plastique, ah ah ah ah,
 J'**achèterais** une tente Quechua, ah ah ah ah,
 Aujourd'hui on ne sait jamais, ah ah ah ah,
 Je t'**offrirais** le TER, je t'**emmènerais** jusqu'à Beauvais, peut-être même que je **pourrais** payer l'hospice de mémé...
 Donnez, donnez-moi le pouvoir d'achat!
 Donnez, donnez-moi le supermarché!
 Le super pouvoir de pouvoir acheter
 Tout en achetant du lait UHT!
 Donnez, donnez-moi-a le pouvoir d'acha-a-at...
 Donnez, donnez-moi-a le pouvoir d'acha-a-at...
 Si j'avais le pouvoir d'achat, je **devrais** payer plus d'impôt, mais en fait je **paierais** moins d'impôts parce que

les impôts c'est bien fait. Je m'**achèterais** un barbecue avec un allume-barbecue, je m'**achèterais** un rottweiler pour protéger mon barbecue,

Appendix 2: correction of re-employment exercise 1

Exercice 1 :

Consigne : Complétez les phrases suivantes en conjuguant le verbe entre parenthèses au conditionnel présent. Entourez la lettre correspondant à la partie de la synthèse que vous avez utilisée pour répondre (B, C, D, E)

1- Si j'avais une voiture, je **pourrais** venir chez toi beaucoup plus vite (pouvoir) B-C-D-E

2- Si nous avons plus d'argent, nous **voyagerions**. à l'étranger. Mais pour l'instant il faut économiser. (voyager) B-C-D-E

3- Garçon ! Je **voudrais**. un thé s'il vous plaît. (vouloir) B-C-D-E

4- Si tu t'organisais mieux, tu **finirais** ton travail en avance. (finir) B-C-D-E

5- Si vous étiez un peu plus courageux, vous **feriez** un peu de sport pendant le confinement. (faire) B-C-D-E

6- Si je me trouvais au sommet du Mont Blanc, je **mourrais** de peur. (mourir) B-C-D-E

7- M'**accorderiez** - vous cette danse ? (accorder) B-C-D-E

8- Si tu avais l'habitude de lire régulièrement, tu **lirais** plus vite. (lire) B-C-D-E

9- S'ils dépensaient moins, ils ne **seraient** pas à découvert. (être) B-C-D-E