

THE SONG: AN ENHANCING TEACHING APPROACH TO FRENCH AS A FOREIGN LANGUAGE (FFL)

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ABSTRACT

The present article is supposed to be an interrogation about the use of the song as a way to convey the written and oral knowledge. It is obvious that the song is connected with a ludic activity that is capable of further raising the interest of the learner to better simplify his linguistic needs. The interest which has our article for the teaching practice via the song is deciding since learning a language goes through a set of didactic tools. So, the song is a vector that might help in the success of an efficient learning. The song, as an authentic document, is a ludic and attractive way to teach French as a foreign language to our learners but also to make them understand the culture of this language we are talking about, for the learner, it is also how to look at the outside world within school and out-of school context. Thus, we are able to extract countless comprehension activities through the song in order to make easy the learning of the target language. With the advent of the action-oriented approach, the learner is placed deep inside the learning, he must be ready to handle any situation of communication, the song as an authentic and cultural document, might help to overcome the communication as things progressively improve, the learner acquires a language autonomy to speak and understand the language of the other.

Keywords: Song, learning, FFL, teaching, ludic activity.