



University of Cienfuegos “Carlos Rafael Rodríguez”

Faculty of Humanistic and Social Sciences

English Language Major, 5th Year

DIPLOMA PAPER

***Title: An Extension Project Proposal: “Salle Simone” - a
Contribution to the Practice of French Language in
Cienfuegos***

Authors: Liannys Negrín Cuellar

Bárbara Elena Romero Tejera

Supervisor: Assist. Prof. María del Carmen Molina, M.Sc.

May, 2013

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

*"If you talk to a man in a language he understands,
that goes to his head.
If you talk to him in his own language,
that goes to his heart"*

Nelson Mandela

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

DEDICATION

We would like to dedicate this Diploma Paper to our families, especially to our beautiful mothers: Elena V. Tejera Sánchez and Margot Cuellar Pérez, who are the most special persons in our lives; and to all those who contributed to our professional formation.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

ACKNOWLEDGEMENTS

We wish to thank all those who helped to create and shape this work, especially our thesis supervisor María del Carmen Molina, whose love towards French language and constant dedication to its teaching encouraged us to carry out this research with enthusiasm. We also want to express our deepest gratitude to Maritza Arcia Chávez, for her kindness, affection, unconditional support and excellent guidance; to our Translation professor Adrian Abreus González for his valuable contribution and help in the writing of this research; and to our good friend Gabriel A. López López for his collaboration with creative designs. Finally, we would like to thank all those who have always supported us.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

ABSTRACT

Practicing foreign language knowledge is essential to master it. The current research paper, entitled: **“An Extension Project Proposal: “Salle Simone” - a Contribution to the Practice of French Language in Cienfuegos”** aims at presenting a proposal of a University extension project for the creation of a physical space where people with knowledge and interest in practicing French language in Cienfuegos could meet to exchange and participate in several communicative and cultural activities in this language. To carry out the research, some theoretical and empirical methods were applied; they allowed the researchers to provide a theoretical background on the practice of a foreign language in non-formal learning settings. The proposal is supported by a program of activities to be developed in the “Salle”, which was validated through the opinion of a group of specialists; they not only provided their valuable criteria on the objectives and the activities of the program, but also acknowledged the importance of the “Salle Simone” for the community.

RÉSUMÉ

Pratiquer une langue étrangère est essentiel pour sa préservation. Ce travail appelé **“ Salle Simone” - une contribution pour la pratique de la langue française à Cienfuegos**”, c’est un projet qui permettra la connaissance, la pratique et l’échange des personnes de la communauté de la ville dans un programme d’activités linguistiques et culturelles en français. Des méthodes empiriques et théoriques ont été appliquées pour obtenir un apport théorique hors du milieu universitaire. La proposition a été validée par les critères des spécialistes qui ont reconnu l’importance de la création de la “Salle Simone” dans la communauté.

Key words: Non-formal learning, foreign language practice, extension project, “Salle”.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

TABLE OF CONTENTS

INTRODUCTION.....	1
CHAPTER I - AN APPROXIMATION TO FRENCH LANGUAGE PRACTICE IN A NON-FORMAL LEARNING SETTING: A THEORETICAL BACKGROUND	8
1.1 The French influence in Cienfuegos, its main manifestations and current situation	8
1.2 A general overview on Non-Formal Learning of Foreign Languages.....	12
1.3 The role of practice in foreign language learning	19
1.3.1 Attempts to language practice in non-formal learning environments.....	22
1.3.2 Possible activities for foreign language practice in non-formal learning settings.....	24
1.4 A University Extension Project for French language practice in the community of Cienfuegos	26
1.5 Definition of terms related to encounter places for the promotion of knowledge.....	29
CHAPTER II: THE SALLE SIMONE - A CONTRIBUTION TO THE PRACTICE OF FRENCH LANGUAGE IN CIENFUEGOS.....	32
2.1 Stages of the research process	32
2.1.1 Description of the preliminary research results	33
2.2 The proposal.....	37
2.2.1 The name of the “Salle” - honouring Simone Eiseman.....	38
2.2.2 Description of the proposal.....	40
2.2.3 Description of the Program of Activities of the “Salle Simone”	42
2.3 Assessment of the proposal.....	51
CONCLUSIONS.....	56
RECOMENDATIONS.....	57
BIBLIOGRAPHY	
APPENDIXES	

INTRODUCTION

Language is a means of communication that allows human beings to verbalize their vision of the world. It contains all elements and cultural records of a given society, so as the values of the people these records represent.

In an age of global interdependence and an increasingly multicultural, multi-ethnic and multilingual society, speaking a foreign language means not only getting to know new life styles, traditions, attitudes, conventions, and ways of thinking, as expressions of a specific culture, but also having more professional and personal development opportunities.

In the 21st Century more than half of the world population is either bilingual or multilingual, and although English is still the foreign language people speak and study the most, there are certainly other languages like French which have gained great importance.

French is a romance language, the official language of France, Belgium, Switzerland and other countries and regions that currently are or have been French colonies. It is present as a native tongue on all five continents. The sixteenth edition of the *2009 Report of Ethnologue: Languages of the World*, a printed and virtual publication of linguistic services, states that there are an estimated 220 million French speakers worldwide, which makes it the ninth most widely spoken language in the world.

In terms of diplomacy, French is the second most widely used language after English. It is one of the six languages of the United Nations (UN), one of the two official languages of the International Olympic Committee (IOC), the North Atlantic Treaty Organization (NATO), the World Commerce Organization (WCO), and one of the three working languages of the European Union (EU) along with English and German.

According to the official website of *The International Organization of La Francophonie* (2013), French is also the second most studied international language after English. Over eighty million people learn it as a foreign language in

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

their national educational systems, and 650,000 of them through networks of French cultural and educational overseas bodies.

The International Organization of La Francophonie (IOF) (the French-speaking World), founded on March 20, 1970, represents one of the biggest linguistic zones in the world and constitutes the most important existing organization for the promotion of this language worldwide. With headquarters in Paris, it comprises 75 member states and governments (56 members and 19 observers) from Europe, Africa, Asia, North America and the Caribbean. The IOF gathers people that frequently speak French either as their mother tongue or as a second language. It focuses its work on four main missions: promoting the French language and cultural and linguistic diversity; promoting peace, democracy and human rights; supporting education, training, higher education and research; and expanding cooperation for sustainable development.

In Cuba, even though English has always been the most studied foreign language - the one that people show more interest in, nowadays there is a tendency to learn other languages, of which French has become the most popular (Corona; 2001).

Notwithstanding the popularity French has gained among Cubans, the learning and practice opportunities are still not widely spread. There are two Alliances Françaises (French Alliances), one in Havana and another in Santiago de Cuba, which may be the most outstanding fact regarding the promotion of this language in the country.

The Alliance Française is a non-profit organization, founded in Paris in 1883. Its goal is the dissemination of French language and culture, which it does through classes, lectures, exhibitions, scholarships, cultural events, etc. In Cuba, the first efforts to create an Alliance Française in Havana were made in 1893, and it worked unofficially until it was legally established on June 19, 1951. The institution's second centre in Santiago de Cuba opened in 1992. These alliances are currently composed of three schools with more than 10 000 students. At the same time they promote the language, they work as cultural centres that intend to

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

involve not only students from these institutions but also the Cuban people in their activities in order to share the diversity and richness of both cultures.

Besides the Alliance Française, which is not included in the curricula of the Cuban Educational System, the study of French as a foreign language is present in some university level specialties such as Law and Socio-cultural Studies, whose students have English and French during their programmes, as well as some philological and language specialties.

In the pre-university level, French and English were taught in Cuba as curriculum subjects until the decade of 1970, when Russian started to supersede these two languages in most educational levels. Currently, English is the only language taught at all levels, except in the Higher Education where other languages are also taught.

Another attempt to promote and offer opportunities to learn French in Cuba was made in the early 20th Century through French lessons on television which became very popular.

In Cienfuegos, the context of this research, the study of French language suffered the same process as in the rest of the country. However, it is to be highlighted that during the 50's a classroom of the Alliance Française functioned in Cienfuegos for several years up to 1959.

With the creation of the Languages School “William Shakespeare” in Cienfuegos in 1968, new opportunities to learn French were offered. These courses were addressed to workers, thus, either students or unemployed people interested in learning or practicing this language did not have such opportunity. The Languages School, which is currently active, offers French, Italian and English languages, depending on the language teachers' availability.

The English Language Major with French as Second Foreign Language has become the other opportunity for socializing French as an important foreign language in the city. This programme started at the University of Cienfuegos during

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

the academic year 2007-2008. Its main goal is to train qualified professionals in order to fulfil the translation and interpretation needs of the territory. Currently, there are fifty three students in this programme.

While experiencing the learning of French at the University of Cienfuegos, the authors of the current research found that there were no opportunities to practice this language outside the classroom setting through different aids, as it happened with English, which, even if not sufficient, students could access to it through the mass media and other materials. This made the authors seek if there was the same opinion in the community and deepen on the interests and motivations of Cienfuegos' citizens towards practicing French Language outside the school contexts.

Another important aspect that motivated the authors to carry out this research was the fact that this community stands out by its population pride for being heirs of the French culture, which may constitute a motivational hint for promoting this language in the territory.

Thus, some data gathering instruments were applied to French language professors, students, and people of the community who know French, to diagnose the access they may have to practice their language knowledge outside the formal learning contexts, as well as their desires towards doing it.

The main results of the diagnosis showed that:

- There is a lack of opportunities where people who speak French in the community could encounter with communicative situations that allow them practice the French language.
- Despite Cienfuegos has the privilege of having been founded by French immigrants who influenced the cultural, political and socio-economic life of the city, there is no place where its inhabitants could take advantage of the richness of the French language and their cultural legacy.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

- French language is not sufficiently promoted in the mass media through music, films, series, documentaries, etc.

The previous results allowed the authors of the current research to determine the following **Scientific Problem**: *How to facilitate the practice of French language in the community of Cienfuegos?*

Object of study: *The practice of French as a foreign language.*

Field of research: *The practice of French as a foreign language in non-formal learning settings in the community of Cienfuegos.*

Objective of the research: *to propose a physical space as an extension project design that brings together members of the community who know French language, to practice it through a program that includes different communicative activities.*

Scientific tasks:

1. *To diagnose the French language knowledge and practice needs in the community of Cienfuegos as well as the possibilities to meet such needs.*
2. *To analyse the theoretical background related to non-formal learning and practice of a foreign language.*
3. *To design the physical space and its program of activities for the practice of the French language in the community of Cienfuegos.*
4. *To study and decide on the proper identity to be given to the physical space proposed.*
5. *To assess the effectiveness of the proposal and its program of activities by specialists' criteria.*

Research Statement: *the proposal of a physical space as an extension project design that brings together members of the community who know French language, will allow them to practice it through a program that includes different communicative activities.*

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

In order to carry out the research, different theoretical and empirical methods were used.

Theoretical methods:

Analytic–synthetic: it allowed to analyse and summarize the information compiled regarding the different aspects that constitute the theoretical basis of this research, and to analyse the results from the interviews and the testimonies.

Historical-logical: it was used to deepen on aspects related to the French influence in the city of Cienfuegos as well as the study of various non-formal language learning experiences developed in the country.

Inductive-deductive: it facilitated the analysis of the theoretical elements, as well as the empirical data interpretation that support the proposal.

Empirical methods:

Survey: to diagnose the research problem stated and to seek for precise information that supports the proposal of the physical space.

Interview: to diagnose the research problem stated and to seek for precise information that supports the proposal of the physical space, as well as to determine the person whose name would identify it.

Semi-structured interview: to seek for precise information regarding the bonds between Cienfuegos and France, and to look for specific data that supports the proposal of the physical space.

Interview to get people’s testimonies: to corroborate the proposal of naming the physical space after Simone Eiseman.

Specialists’ assessment: to assess the effectiveness of the proposal presented.

Data analysis techniques:

Percentage analysis: applied to the information gathered through the surveys and the specialists’ assessment.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Interpretation of the information: applied to the testimonies obtained through the interviews.

Analysis of the specialists’ criteria: applied to the information gathered through the specialists’ assessment.

The **contribution of the research** is the elaboration of a proposal of a physical space as an extension project design that brings together members of the community who know French language, to practice it through a program that includes different communicative activities.

Novelty: The confirmation, through the research method, of the existing need in the community of Cienfuegos of a common setting for the practice of French language, resulted in a formal intention to cope with such need through the design of a University extension project for the creation of a physical space with an organized program based on the non-formal learning principles.

Structure of the research report: The Diploma Paper is divided into an introduction, two chapters, conclusions, recommendations, bibliography, and appendices. The first chapter deals with the theoretical background on the need of practicing French language in the city of Cienfuegos. It also offers an approximation to non-formal learning and practice of a foreign language. The second chapter is intended to describe the stages followed throughout the research. It presents the proposal, as well as the assessment process followed to prove its validity.

CHAPTER I - AN APPROXIMATION TO FRENCH LANGUAGE PRACTICE IN A NON-FORMAL LEARNING SETTING: A THEORETICAL BACKGROUND

This chapter deals with the main aspects related to the theoretical background on the need of French language practice in the city of Cienfuegos. It offers an overview on non-formal learning according to authors like Werquin (2010), Eaton (2010), and Balasanyan (2011); and an analysis of foreign language practice based on the theoretical foundations provided by authors such as Ur (1996), Thornbury (2006), and DeKeyser (2010), whose works have given important treatment to the topic. This chapter is also based on the empirical information given by members of diverse groups created throughout the years for foreign language practice in non-formal learning environments in the country. Furthermore, for the contextualization of the research, information about the University extension projects is presented to get support from the institution to which the scientific work belongs.

1.1 The French influence in Cienfuegos, its main manifestations and current situation

All peoples in the world have their distinctive characteristics in terms of language and culture. At the same time, they share common elements that make them all part of the same family. As the Cuban ethnologist Fernando Ortiz (1939) expressed, Cuba has been influenced by diverse and often complementary factors that intermingled to form and enrich the Cuban society. Among these factors, the French elements are found.

For five centuries Cuba and France have written particular episodes about their historical and cultural bonds. The French influence in Cuba is longstanding and can be appreciated in multiple artistic, political, and social levels.

Among the Cuban cities with a strong presence of the French heritage, Cienfuegos stands out. According to Martin (2010), Fernandina de Jagua (Cienfuegos' original name) was founded on April 22, 1819, by thirty six colonists from different parts of

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

the world, mainly from France. Nowadays, the city’s popular culture combines elements that reflect customs, traditions, and artistic expressions inherited from its founders.

One of the main fields that currently show the French legacy to the city is the linguistic one. French impact on the evolution of the Spanish language spoken in Cuba has been constant since early times. Words and expressions like: *avión*, *chofer*, *finanzas*, and *después de todo* are some examples. This philological contribution is also present in the island’s onomastics¹ and toponymy². In the case of Cienfuegos it can be appreciated essentially in the names of inlets such as: *“Ensenada Bouyon”*, *“Ensenada Marsillan”*, *“Ensenada Lanier”*; main streets like: *D’ Clouet*, *Bouyon*, *Hourruitiner*; neighbourhoods as for example: *Marsillan* and *Bonneval*, and numerous family names of French origin such as: *Lombard*, *Benet*, *Rousseau*, *Lanier*, *Giraud*, and many others that have passed from one generation to another. Sometimes they are accompanied by French names like: *Lisette*, *Odette*, *Lourdes*, *Jeanette*, etc. These toponyms of French origin correspond to the names of French citizens found among the first settlers of the village who, due to their economic and cultural influence, left their personal mark through them.

Another aspect to take into account is Cienfuegos architecture. The city is considered an architectural jewel influenced by a French style of order and geometric rigor, high ceilings, elegance and architectural harmony. It stands out by its eclectic constructions, represented by a mixture of styles such as neoclassicism, art nouveau and art deco. In the 29th Session of the UNESCO World Heritage Committee held in Durban, South Africa in 2005, the Historic Urban Centre of Cienfuegos was declared World Heritage Site. It was the first time a Latin American city founded in the Nineteenth Century was awarded with such

¹ **Onomastics:** **1 a:** the science or study of the origins and forms of words especially as used in a specialized field **b:** the science or study of the origin and forms of proper names of persons or places (Webster, 2007).

² **Toponymy:** the place-names of a region or language or especially the etymological study of them (Webster, 2007).

distinction, thus, it is considered as the most important cultural honour Cienfuegos has ever attained.

Due to its outstanding universal value, Cienfuegos has become an attractive resort for tourism. The touristic flow visiting Cienfuegos every year comes mostly from French-speaking countries. Taking into account the number of visitors arriving to the territory, since the year 2000, Canada and France are the biggest tourist markets, a fact that increases the need of promoting French language in the city.

On the other hand, the existence of the Association of French Descendants, the tight bonds between Cienfuegos and some French cities which have resulted in the creation of several associations, projects and agreements for mutual cooperation, and the execution of the annual French Film Festival in the city, are factual exponents of the need of French culture promotion and language practice in Cienfuegos.

- **Association of French Descendants³**

The Association of French Descendants was founded in 1993 by a group of French immigrants' descendants who gathered with different socio-cultural aims. For three years, its members had the opportunity to carry out a systematic activity named “The French Culture Night”, at the Provincial Museum.

The activity, held every third Saturday of the month, counted on a program which included the commemoration of significant dates such as July 14th, talks about the importance of the French Revolution, Visual Arts exhibitions to promote the works

³**Association of French Descendants.** This information was obtained through the **semi-structured interview** to some of the association's members (**See Appendix 1**). According to Given (2008) the *semi-structured interview* is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions. The researcher has more control over the topics of the interview than in unstructured interviews, but in contrast to structured interviews or questionnaires that use closed questions, there is no fixed range of responses to each question. Researchers who use semi-structured interviewing develop a written interview guide in advance. The interview guide may be very specific, with carefully worded questions, or it may be a list of topics to be covered. The interviewer may follow the guide to the letter, asking the questions in the order they are given, or the researcher may move back and forth through the topic list based on the informant's responses. In either case, the topics of the interview guide are based on the research question and the tentative conceptual model of the phenomenon that underlies the research.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

of local artists, as well as activities dedicated to the French cinema, music, theatre and dance.

After the year 2001, “The French Culture Night” was no longer developed due to the lack of a place to gather. However, the association still exists and keeps some activists and French descendants’ representatives who are tenacious defenders of the French presence in Cienfuegos, and who work every day to let other people know about it.

- **Cooperation programs and bonds between Cienfuegos and French institutions**

The reputation gained by Cuba at the international level in terms of cultural development allowed the island to establish formal relations and sign numerous cultural, scientific and technical cooperation agreements with countries all over the world, among them some French-speaking countries such as France, Canada (Quebec), Belgium, Switzerland, Luxembourg, Monaco, Democratic Republic of Congo, Senegal, etc.

France is one of the above mentioned countries which have tight bonds with Cuba. Some of the main areas of their cooperation programs are: the teaching and dissemination of the French language, the advanced training and research, as well as the artistic and cultural spheres.

The relation between Cuba and France entered a new stage when the *Association Cuba-Cooperation-France* was created in November, 1996. Its aim is promoting cooperation with Cuba. Initially, it started working in Havana City, and in November, 2006, it extended to Cienfuegos. This association made possible strengthen the links between Cienfuegos and French cities, as it is the twinning with Saint Nazaire, which was officially established on December 17, 1996. This relation is focused on diverse cultural exchanges and the improvement of the social and technical infrastructure development. Within its cultural objectives, the preservation of the city’s cultural heritage is one of the major issues.

- **French Film Festival**

Every year the city of Cienfuegos is one of the venues for the *French Film Festival*, an event that offers a wide range of French-language cinema by playing classics by Truffaut, Renoir and other outstanding filmmakers and producers, as well as beginners in the field. Considered as an emblem of the cultural cooperation between Cuba and France, this festival constitutes an opportunity for the Cuban people to enjoy the most relevant works of the French cinematography.

After the first festival was organized in Havana in 1992, it became one of the biggest presentations of the French cinema around the world. Thanks to the Cuban Film Institute (ICAIC), the Cuban Film Archive, Cinemania, the French Embassy, the French Alliance in Cuba, and several French organizations, it brings together actors, actresses, producers, directors, critics and the Cuban audience in a week where the French cinema and language are the motivational elements.

In summary, the French legacy to the city and the historical, economic, political and cultural bonds that have allowed establishing relations between Cienfuegos and French cities, show an evident and increasing need to promote French language and its practice in the territory.

1.2 A general overview on Non-Formal Learning of Foreign Languages

It is a general opinion that individuals learn everywhere and all the time and that learning can happen as a result of a planned process as well as spontaneously. Learning is defined in the Oxford Advanced Learner's Dictionary of Current English as “*gaining knowledge of or skill in, by study, practice or being taught*” (Balasanyan, 2011).

This opinion is not restricted to the school context, whether learning takes place in a formal setting such as schools or universities, an informal setting as for example at home, or in a non-formal setting such as a community or cultural institution, all learning is important and valuable; it contributes to the individual growth of people, not only cognitively, socially or emotionally, but in many other ways as well.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Practicing and learning new contents in non-formal learning environments constitute an option for individuals to develop skills, knowledge and competences beyond their organised learning in formal settings.

Understanding *non-formal learning* guides the authors towards the analysis of different definitions and criteria that provide theoretical support to the proposal presented in this research.

Two terms may be found in the development of this analysis: non-formal education and non-formal learning. For future reference, the term “non-formal learning” is mainly used, justified by the idea that learning is generally referred to as the knowledge acquisition process.

For some time, non-formal learning has been a central issue for researchers. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 1972), the term is related to the concepts of recurrent and lifelong learning.

Werquin (2010) points out that non-formal learning is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support) (...) Non-formal learning takes a wide variety of approaches, which makes consensus harder to reach. While activities leading to non-formal learning may not necessarily be specifically defined or denoted as learning activities, they may not constitute informal learning either. The advantage of this concept is to meet the potential need for an intermediate concept between formal and informal learning, and users have constantly resorted to such a concept.

The European Union also provided a definition related to the context of Lifelong Learning policy which is found in Maunonen-Eskelinen (2007). According to the European Commission (2001), non-formal learning is not provided by an education or training institution and typically does not lead to certification (...). Non-formal learning is intentional from the learner’s perspective.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

On the other hand, Chisholm (2005) explains that non-formal learning is a purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They are usually addressed to specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.

In the past years, a large number of debates have taken place and numerous researches have been done to identify and differentiate formal, informal and non-formal learning.

The differences between these types of learning are related to a group of factors such as the context in which learning takes place, the people involved, the intention to learn, the learning outcomes, and the assessment of the learning process.

Definitions given by Werquin (2007) found in Eaton (2010):

- **Formal learning:** it is intentional, organized and structured; usually arranged by institutions. It includes credit courses and programs through community colleges and universities. Generally, there are learning objectives and expected outcomes. Often, it is guided by a curriculum or other type of formal program.
- **Informal learning:** it is never organized. Rather than being guided by a rigid curriculum, it is often thought of experiential learning. Critics of this type of learning argue that from the learner's viewpoint, this type of learning lacks intention and objectives. Of the three types of learning, it may be the most spontaneous.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

- **Non-formal learning:** it may or may not be intentional or arranged by an institution, but it is usually organized in some way, even if it is loosely organized. There are no formal credits granted in non-formal learning situations.

It is important to clarify that these three concepts are interconnected, since it is possible to have elements of all three types in every learning context. The distinction is largely administrative. Formal learning is linked with schools and training institutions; non-formal with community groups and other organizations; and informal covers, for example, interactions with friends, family and work colleagues (Lindner, year unknown).

Balasanyan (2011) includes the main types of non-formal education given by G. Carron in Carron & Carr-Hill (1991):

- **Paranormal Education** - the main objective of these programs is to offer a second chance to those who could not benefit from the regular school system at the ordained moment. The area includes various types of evening classes, official literacy programs, distance education programs, etc. Some of these programs are only a condensed form of full-time day schooling, while others are more flexible and more innovative in design and implementation. The *private tutoring* can be considered another form of paranormal education.
- **Popular Education** - this type of non-formal education is directed towards the population's marginal groups and includes (alternative) adult literacy projects, co-operative training, and political mobilization and community development activities. In most cases, these activities are run by voluntary organizations.
- **Professional Training** - non-formal programs of professional and vocational training organized by firms, trade unions, private agencies and also formal schools constitute an important segment of the diversified educational field.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

- **Personal Development** - learning practices organized by cultural institutions (museums, libraries, cultural centres), by clubs, circles, associations promoting leisure time activities such as astronomy, observation of the natural environment, playing music and/or listening to it, etc., by sports centres, by language institutions or even by centres of physical and mental health.

Festeu and Humberstone (2005) cited by Lindner (year unknown) in the article *Diversity of learning environments – Bridges between formal, non-formal and informal learning environments*, point out five arguments to summarize the importance of non-formal learning:

- “it promotes the learning of essential skills and competences,
- it enriches learning environments: adds values, personal experiences and critical reflection into citizenship education;
- it broadens the spectrum of citizen involvement and has a spill-over effect on institutional politics;
- it is a powerful instrument of social integration;
- it is an effective method of communication and intervention.”

The authors coincide with Lindner’ comments when describing the non-formal learning environment as an autonomous field of learning that enriches or complements formal learning environments through its emphasis on social learning, links to authentic experiences, to real-life and to learner orientated processes of critical reflection of knowledge and values.

The projects developed on a non-formal learning basis can be diverse, what they usually have in common is an organised, systematic activity, developed outside the framework of the formal educational system.

When designing non-formal learning strategies it is important to consider a series of activities, including short thematic courses, accelerated learning courses, linking

non-formal learning with sports, recreation and cultural activities including music, art and drama; and developing a strategy for involving the civil society.

After analysing the different sources’ understandings of this terminology, the authors of the current research paper concluded that non-formal learning allows participants to control the objectives of their learning, presenting opportunities to construct their own knowledge; it also meets the needs of people and may offer them the opportunity to learn productive skills and to participate effectively in the development of the society.

Taking into account the object of study and field of the research, *non-formal learning* is described by the research authors as a process that embraces the elements represented below, where the **learning setting** is the core, the learning mode is the **non-formal** one, and the aim is the **personal development**:

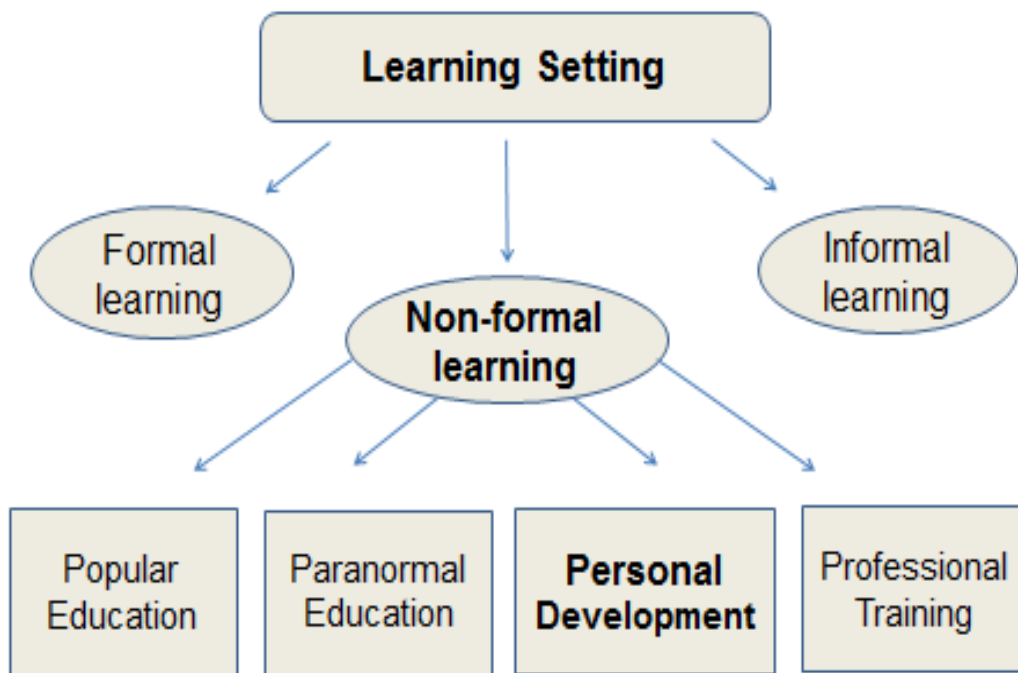


Fig.1: Non-formal Learning Process

The fields where non-formal learning can be applied may include all sectors of the society such as language learning. Thus, based on the studies above mentioned, the concepts provided, and taking into account the context and the objective of the

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

research, the authors define the concept of **“non-formal learning of a foreign language”** as the type of learning that takes place in a non-formal learning environment, outside the educational institutions, which is not formally recognised within a curriculum or syllabus framework and does not lead to a qualification certificate. Its main incentive is about acknowledging the importance of language, culture and personal development.

The activities organized under this label are planned, but not guided by specific learning objectives. They are oriented towards “learning by doing” and related to real life situations. The participants observe or do things with the intention of becoming more skilled, more knowledgeable and/or more competent. A good way to achieve this could be through intercultural exchanges and encounters developed in community institutions.

In non-formal learning, language practice can be successful only if it is fun to participate in the activities planned. Non-formal learning of a foreign language must be considered ‘*leisure*’ time; these activities are designed taking into account the intrinsic motivations of the learner, since it is easier to get more enthusiastic about the activities in which you have your own contribution.

The most important recognition the non-formal learning of a foreign language gets, is the personal evaluation and the acceptance by the society of the knowledge, skills and competences acquired from this learning.

A closer description of *non-formal learning of a foreign language* as understood by the authors is represented below:

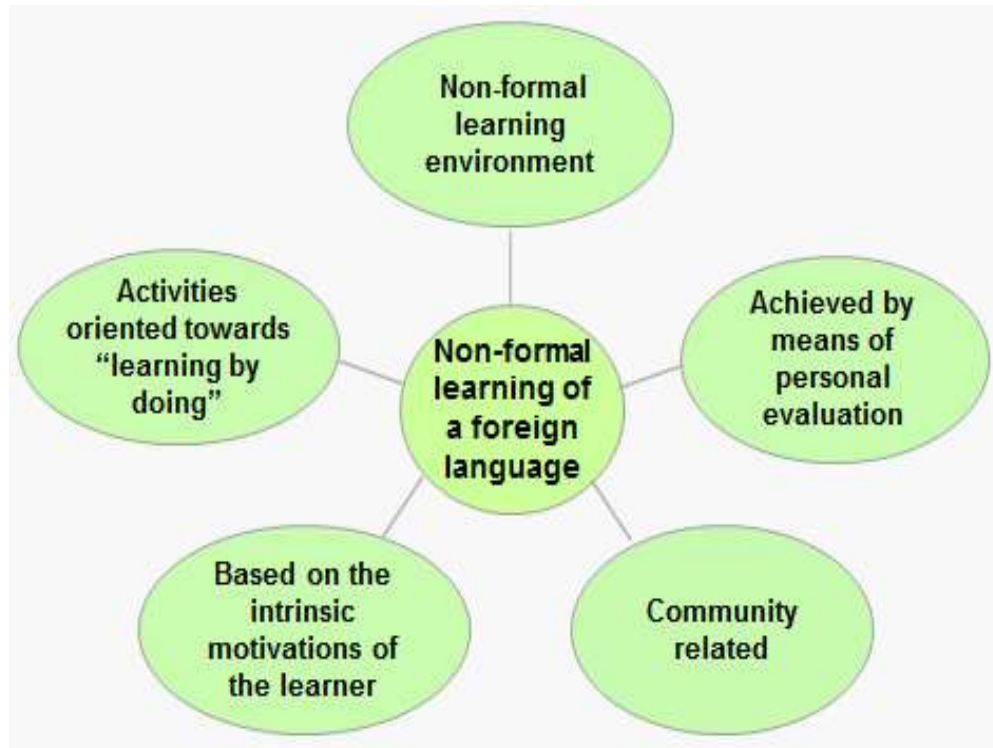


Fig.2: Main characteristics of “Non-formal learning of a foreign language”

The concepts and elements involving *non-formal learning of a foreign language* guide the authors to the design of a program for French language practice in a non-formal learning setting in the territory of Cienfuegos.

1.3 The role of practice in foreign language learning

Within the lifelong learning process of a foreign language, one of the main aspects to take into account to achieve effective communication skills, and thus getting to master it, is the constant practice. Researchers in that area have long made emphasis on the importance of practice in second language acquisition.

Ur (1996) states that practice can be roughly defined as “the rehearsal of certain behaviours with the objective of consolidating learning and improving performance. Language learners can benefit from being told, and understanding, facts about the language only up to a point: ultimately, they have to acquire an intuitive, automatized knowledge which will enable ready and fluent comprehension and self-expression. And such knowledge is normally brought about through

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

consolidation of learning through practice. This is true of first language acquisition as well as of second language learning in either 'immersion' or formal classroom situations."

DeKeyser's works in this area have contributed to increase the understanding of the role of practice in second language learning. He saw a lot of confusion in the meaning of practice, due to its wide range of definitions: "the narrow sense of repeated narrowly-focused exercises to optimize retrieval of what one has learned, or the slightly wider sense of any kind of second language use that will encourage expansion and fine-tuning of existing knowledge, to the widest sense of any kind of contact with the second language that will improve knowledge of it at some level". DeKeyser (2010) defined practice, referring to second language learning, as "specific activities in the second language, engaged in systematically, deliberately, with the goal of developing knowledge of and skills in the second language".

According to the same author, continued practice, in which the emphasis is on 'expressing personal meanings' can lead to automaticity in using language structures and patterns that were first learned declaratively. In some cases, if constant practice is not carried out, learners may forget the declarative knowledge that started the process.

Cognitive psychologists have also stress the role of practice in transforming declarative⁴ / explicit knowledge into procedural⁵ / implicit knowledge.

On the other hand, Byrne (year unknown) expresses that no real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do this outside the

⁴ **Declarative knowledge:** people are first presented with *information*, e.g., rules about how to write a computer program or put a French sentence together in explicit form. (DeKeyser, 2010)

⁵ **Procedural knowledge:** through initial practice they incorporate this information into *behavioral routines*. This procedural knowledge consists of very specific rules and can be used fast and with a low error rate, but the disadvantage is its lack of generalizability. Once established, procedural knowledge can become automatized. (DeKeyser, 2010)

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

classroom, provision must be made as part of the lesson. At any level of attainment, from elementary to advanced, the students need to be given regular and frequent opportunities to use language freely, even if they sometimes make mistakes as a result. This is not to say that mistakes are unimportant, but rather that free expression is more important, and it is a great mistake to deprive students of this opportunity. For it is through these opportunities to use language as they wish, to try to express their own ideas, that the students become aware that they have learned something useful to them personally, and are encouraged to go on learning -perhaps the most vital factor of all in helping to keep the interest in language learning alive.

After analysing the previous concepts, **practice** is defined by the authors as *“the activity through which language knowledge and skills are consolidated”*. It is the most important of all the stages of learning. Meaningful practice opportunities are essential for learners who have little contact with speakers of the language they are learning. Such opportunities would enable them to make use of communicative interaction to develop fluency and accuracy.

Even when some authors consider that practice does not make perfect, most studies related to the topic suggest that it does make better.

There is a general agreement nowadays regarding some of the features of an effective practice activity (Thornbury, 2006):

- Communicative, thus it will require learners to interact.
- Language-rich, i.e., learners have to interpret or produce a lot of language.
- Learners must be creative and take risks, but support should be at hand if they need it.
- Learners must be pushed, at least some of the time, to the limits of their competence
- Learners must get feedback.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

As part of language practice, a general characteristic of a good language learner includes using practice strategies as, for example, looking for opportunities to use it in different environments. Being aware of the form and meaning of foreign words is necessary but not sufficient to enable learners to become both fluent and accurate speakers. This goal can be achieved by getting involved in frequent practice in both understanding and producing the learned forms.

Practice is usually carried out through procedures called ‘exercises’ or ‘activities’. When selecting and designing practice activities it is essential to do it in such a way that learners are likely to succeed in doing them. Learners may absorb and acquire language skills and content through direct interaction with communicative situations.

Practice can be developed under the control of a professor in a formal learning setting such as the classroom, or through the learners’ own strategies which can be developed in informal or non-formal learning settings.

1.3.1 Attempts to language practice in non-formal learning environments⁶

When searching for information regarding language practice activities in non-formal learning environments, the authors of the research found some experiences that took place in Cuba throughout the years. These findings supported the theoretical basis of the research and contributed to the elaboration of the proposal presented.

Language practice activities in non-formal learning environments were carried out in the decade of 1980, at the University of Cienfuegos. Russian speaking professionals created the “*Friends of the Russian language Club*”, which allowed its members: people who studied Russian in the Union of Soviet Socialist Republics (USSR), or in Cuba, and Russian people who lived in Cienfuegos, to practice the language in a non-formal learning environment. Their main objective was to keep the language alive among them. According to the information offered

⁶ **Attempts to language practice in non-formal learning environments.** This information was obtained through the semi-structured interview to some of the groups’ members. (See Appendix 2)

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

by professors who belonged to this club, it had a working program, and each department of the University had a representative in it. All its members gathered once a month to develop different activities in this language. The Club was honoured with the visit of two Russian specialists.

Another experience in this regard was the creation of the Group of English Language Specialists (GELI, for its Spanish acronyms) which is a non-governmental organization founded in Havana with branches in many provinces, among them Cienfuegos. The associates of this group met to share poetry, music, research results, and news in English (which was the targeted language). However, according to its members' opinions, the main disadvantage of this organization was the lack of a proper place to gather.

In the Languages School “William Shakespeare” in Cienfuegos, there were two groups of French language students who developed extracurricular activities with similar purposes. Some of those activities comprised informal talks with native French-speakers, which main topics were related to historical and cultural aspects of France and Canada; tours in French around the historical part of the city to motivate students to know more about their own culture through this foreign language; and watching movies selected by the professor taking into account their importance in the French cinematography and language content.

Nationally, the only similar experience the authors of the research paper found was at the University of Pedagogic Sciences Enrique Jose Varona in Havana, where a centre was created around six years ago with the objective of supporting the language learning process. The Centre for Foreign Languages Self-learning and its Methodology (Centro de Auto-aprendizaje de las Lenguas Extranjeras y su Metodología, by its original in Spanish) (“CAALME”), is composed of five areas, each of them with a specific aim where the students of the institution go to practice their reading, writing, listening and oral skills. Although directly linked to the teaching-learning process, it constitutes an attempt to help students to practice and improve their skills out of the classroom.

The above experiences, although not extensive, confirm the importance of the existence of a place where people interested in practicing a foreign language could meet. They also corroborate that foreign language practice can be developed through a series of activities planned on a non-formal learning basis.

1.3.2 Possible activities for foreign language practice in non-formal learning settings

Depending on the provider and the context, language practice activities can be diverse. Their main goal is improving the learners' language competence, which can be achieved by engaging and allowing them to exchange their language knowledge.

When designing activities to practice a foreign language in a non-formal learning setting, the authors of the current research considered appropriate to select specific activities aimed at language learning that could be used in that context. After consulting studies from Antich (1982), Ur (1996), and Spratt, Pulverness and Williams (2009) the following were chosen:

- ✓ Discussions and debates

These activities foster critical thinking and allow the participants to express themselves openly while disagreeing or agreeing with the rest. In a group discussion, whatever the topic is, it is essential to ask questions, share ideas, and express support, which gives them the opportunity to practice their speaking skills in an innovative and engaging way. It also allows them to develop their confidence and proficiency in the language as well as their social skills.

- ✓ Commentary of books and literary articles

The reading and subsequent commentary of what has been read contributes to the intellectual development of those who speak a foreign language. Taking into account the criteria expressed by the Dr. Rosa Antich (1986) in her book *“Metodología de la enseñanza de lenguas extranjeras”* (*“Methodology of foreign language teaching”*) related to reading in the foreign language, this activity has a

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

great social, educational and practical importance. Having direct access to the country's literary production and information about its history, culture and current economic, socio-political and scientific development, allows a better comprehension of its people. The commentary of articles and books instructs, educates and contributes to the enhancement of the most outstanding human values.

➤ Games

The ludic component constitutes an essential aspect to practice the language knowledge. Games are a good incentive to use linguistic exponents, introduce vocabulary and develop communicative competence. To its effective development, it is important to create a positive environment so that the participants feel comfortable and show their interest.

Games help prompting speaking skills, they are highly motivating and entertaining, and can give shy participants more opportunities to express their opinions and feelings.

According to Aguilera (2012), in the creative expression of games, all the human beings' dimensions are contained. Such dimensions include: society, culture, love, knowledge, movement, pleasure, imagination, and a lot of encouragement to keep learning with happiness and discovering their own potentialities.

➤ Viewing and debate of films

Living in a constant developing society where the visual components have become extremely important, language learners usually feel more comfortable and motivated with activities that involve elements such as audio and visual images, with which they constantly co-exist. Films contribute not only to the cognitive and motivational development of the learners, but also to increase their cultural background by providing information about the target culture and society.

On the other hand, besides motivating learners by listening to original dialogs from a dynamic and rich source of communicative language in use, they also help to

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

develop listening skills and acquire new vocabulary; all this can happen consciously and unconsciously.

➤ Reading activities

The written words surround and colour our world, they enlighten and amuse us everywhere and all the time. In the current highly literate society, there are hundreds of different types of written texts, much more of a variety than found in spoken texts. The reading and subsequent interpretation by the audience of a given material allows to deepen on the message of the fragment or passage read by highlighting the feelings and emotions expressed in it. It also develops the vocabulary, oral expression and the reading and listening comprehension skills.

In summary, there is a variety of activities to practice a foreign language in non-formal learning settings. These activities could contribute to the individual development of each participant; however, it is their responsibility to make an appropriate and correct use of them.

When making decisions on how to contribute to the scientific problem solution, the authors of the current research consider important to learn from past experiences aimed at practicing a foreign language in non-formal learning environments. These attempts have showed that counting on a physical space and the correspondent institutional support are two of the basic factors to successfully develop the activities intended to foreign language practice.

1.4 A University Extension Project for French language practice in the community of Cienfuegos

In order to have the necessary support from the organizations in the territory, the authors of the research considered relevant to present the proposal of a physical space through a University Extension Project.

According to Turner and Müller (2003) a project is a temporary organization to which resources are assigned to undertake a unique, novel and transient

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

endeavour, managing the inherent uncertainty and need for integration in order to deliver beneficial objectives of change.

On the other hand, the *AMA Handbook of Project Management (2nd ed., 2007)* states that projects are composed of interdependent or very closely related activities which may involve multiple resources (Human and non-human) which require close coordination.

One of the objectives of the Cuban Higher Education Institutions is the development, consolidation and promotion of culture, science and research through projects.

The University of Cienfuegos “Carlos Rafael Rodríguez” contributes to the above mentioned aim by inserting its professors and students into the search of solutions to the territory’s needs and encouraging them towards the development of research projects at university and community levels. These projects can be classified as Community or Extension projects.

According to the information given by the University Extension Department, a **community project** aims at solving specific problems of small communities by developing strategies, carrying out socio-cultural activities and working together with its inhabitants to achieve the main objective of the project.

On the other hand, an **extension project** constitutes the most operating unit in the planning process of the University sociocultural work, because it provides solutions to specific problems and situations of the entire community. This type of project does not answer to the particular wish of a group or an individual; they have to be contextualized in the framework of the specific needs and expectations of the intra and extra university community. They also have to enable the development and creation of spaces to guarantee the implementation of practices and/or the continuity of the community practices, having as basis one of the principles of the sociocultural promotion, defined in the extension work methodology as “*the respect to the cultural identity of those groups involved in its development*”.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

The elaboration of a project is a reflection process through which the purpose derived from an objective is arranged in detail. It constitutes itself a formalized result that allows knowing and presenting options and alternatives to a studied, diagnosed or analysed situation.

Two of the projects currently being developed in the University of Cienfuegos that reinforce the need to promote the French language knowledge and practice are:

- The *Honorific Working Group (Cátedra) “Michel Montaigne”* founded on December 2, 2006. Its creation aimed at establishing and strengthening the collaboration with French universities, and research and cultural institutions, counting on the support of the Higher Research Centre “Don Fernando Ortiz” in Havana. It gathers people interested in developing the scientific, artistic and literary culture of Cienfuegos by carrying out debates and projects. It also encourages the development of researches, academic exchanges, and lectures on different topics, sponsored by the University of Cienfuegos and French institutions.

- Project *“Presence of the French culture components in Cienfuegos”*. Its main objectives are:

- to gather information about the main tendencies and behaviour of the French immigration to Cienfuegos, and
- to carry out international workshops, courses, and events for the promotion of the French presence in Cienfuegos, Cuba and the Caribbean.

The project intends to benefit all inhabitants of the city of Cienfuegos, mainly its French descendants, who, through the socialization of the results, will know more about their history, and the values of their heritage.

The previous information confirms the existing possibilities to present the proposal of a physical space through an extension project that may be supported by the University of Cienfuegos “Carlos Rafael Rodríguez”. This project intends to give solution to the need of an encounter place for members of the community who

desire to practice French language in an organized, systematized, clear and concrete way.

1.5 Definition of terms related to encounter places for the promotion of knowledge

While deepening on the literature related to the different forms to gather people interested in practicing any kind of knowledge, the authors found different terms used to name these places. The following terms were defined:

Community learning centre (CLC): The definition of a Community Learning Centre (CLC) is taken from the *Bulletin No. 9 Special Issue on the “Role of Community Learning Centre for the Promotion of Literacy and Quality of Life” (1999) of the Literacy Watch Committee of Nepal*: “(...) CLC is a multipurpose institute of the people, by the people, and for the people to promote learning new knowledge, skills and behaviours to improve people's quality of life and living standard. A Community Learning Centre is a Local Educational Institution outside the formal education system, for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life. The definition has important implications. Learning Centres play a key role in personal and societal development. They are an effective mechanism for empowering individuals and promoting community development. They achieve this by providing opportunity for all members of society to engage in lifelong learning”.

Cultural institution: a public or non-profit institution which engages in the cultural, intellectual, scientific, environmental, educational or artistic enrichment of the people. “Cultural institution” includes, without limitation, aquaria, botanical societies, historical societies, land conservation organizations, libraries, museums, performing arts associations or societies, scientific societies, wildlife conservation organizations and zoological societies. “Cultural institution” does not mean any school or any institution primarily engaged in religious or sectarian activities.
<http://www.oregonlaws.org/glossary/definition/cultural-institution> (2013)

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Society: While Webster (2007) defines “society” as *a voluntary association of individuals for common ends; especially: an organized group working together or periodically meeting because of common interests, beliefs, or profession*; the American Heritage Dictionary of the English Language (2009), an online dictionary, defines it as *an organization or association of persons engaged in a common profession, activity, or interest: a folklore society; a society of bird watchers*. On the other hand, according to the Legal Dictionary, the term is used to refer to *a group of people formed as a separate organization and which has as a stated purpose some charitable or benevolent purpose either in regards to the public at-large or in regards to the common interests of the members, and which operates as nearly as possible at cost*. <http://www.duhaime.org/LegalDictionary/S/Society.aspx> (2013)

Association: Webster (2007) defines association as *an organization of persons having a common interest: SOCIETY*.

Associations, according to the *Ley Orgánica 1/2002* in Spain, can be defined as a group of people who gather together to develop a collective activity in a stable way, they are democratically organized, with no profit motive, and considered to be formally independent from the State, political parties and enterprises (legally speaking according to the Civil Code and other laws).

Since the above terms do not completely match the aim of the research problem, the contextual situation, the characteristics and objectives of the physical space proposed, and taking into account the field and purpose of this research, the term chosen is “**Salle**”. This is a French term to which the following characteristics are given:

- Accessible to members of the community with knowledge of the French language who want to practice and improve their language skills
- No age limitation or specific educational background
- Regulated by internal and democratic control
- Centred on the interests and motivations of the participants

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

- With a program of activities based on the non-formal learning principles
- Aimed at promoting cultural and language awareness and competency

Conclusions of the chapter:

According to the literature reviewed in relation to the practice of a foreign language in non-formal learning settings, the authors of the research embrace its importance for the acquisition or improvement of productive skills as well as the learners' social development through their effective participation in communicative activities.

In Cienfuegos, due to its cultural heritage and bonds with French-speaking countries' institutions, there is an evident need to enhance French language knowledge and practice. This could be achieved through a non-formal learning approach considering that the possible people needing to practice it have diverse educational backgrounds and different levels of French language.

CHAPTER II: THE SALLE SIMONE - A CONTRIBUTION TO THE PRACTICE OF FRENCH LANGUAGE IN CIENFUEGOS

This chapter describes the stages followed throughout the research, including the results analysis of the instruments and techniques applied during the diagnosis process of the scientific problem, the design of the proposal, its description, objectives, and the assessment process according to the specialists' criteria. At the same time it includes the contribution offered by a group of professionals and specialists with experience related to Cienfuegos culture and language teaching that provided useful information about the person selected to name the "Salle", as well as suggestions related to the program of activities to be developed in the place.

2.1 Stages of the research process

Conducting a research involves many factors. The correct selection and successful application of the methodology to gather the proper information and to facilitate its analysis are two important criteria to be taken into account to reach the final results. Another essential tool is the correct delimitation of the research stages. Since several unexpected events can arise during the process, it is necessary to have a clear idea of the research goals, and organize the work as much as possible.

During the first stage of this research process, a series of diagnostic tools was applied to determine the scientific problem and to make decisions on how to contribute to the problem solution (See Appendices 3 & 4). A second step within this stage was to review the corresponding literature and to make the analysis of different experiences with similar objectives to support the elaboration of the proposal of a physical space for the practice of French language in the community of Cienfuegos.

The second stage of the research comprised the design of the proposal. During this process, interviews were also developed for the researchers to gather

information about those persons whose lives were linked to the French language teaching. The main findings made possible to determine the identity of the physical space (See Appendix 5 & 6).

The third and final stage was addressed to the selection of the specialists who could serve as evaluators of the proposal, and whose opinions could confirm its validity. At the same time, these specialists were asked to provide useful and new ideas to improve the proposal before presenting and putting it into practice. A graphical illustration of the research logics is represented below:

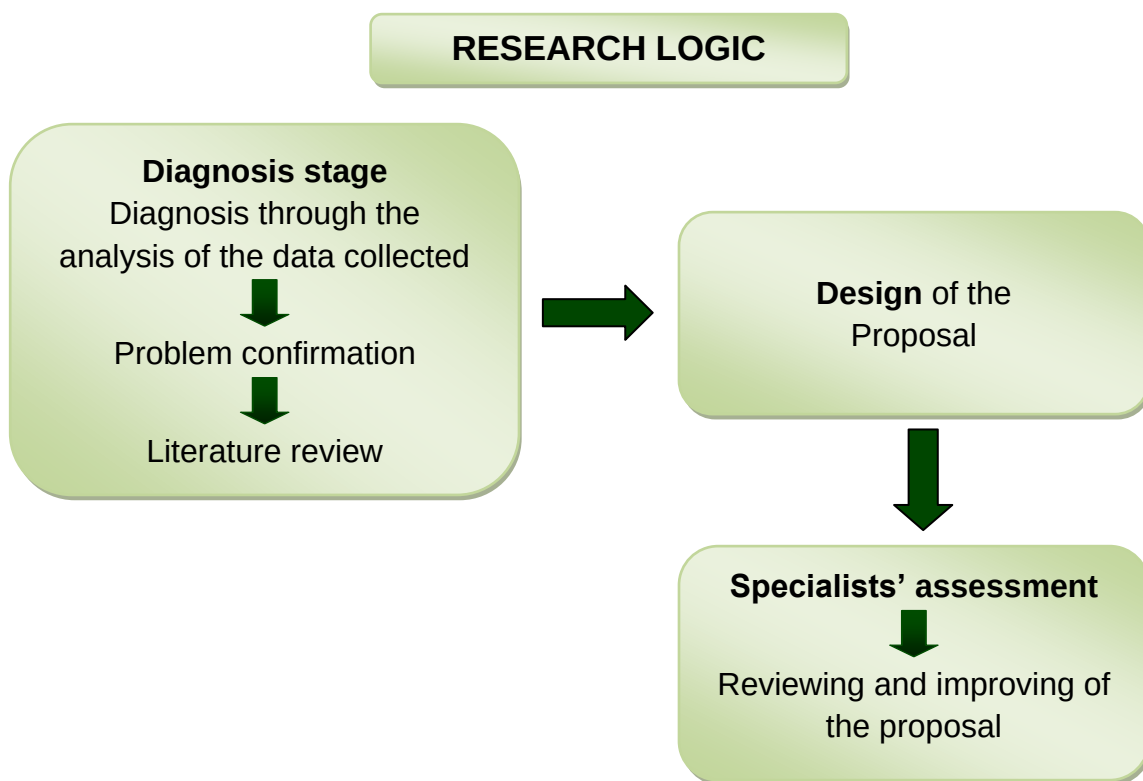


Fig.3: Graphical description of the research stages

2.1.1 Description of the preliminary research results

The research methods implemented such as surveys and interviews made feasible to collect and analyse the data that helped diagnosing and confirming the need of French language practice in the community of Cienfuegos. They also allowed

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

carrying out the design of the proposal as a solution to the scientific problem stated.

Instrument	Objective	Sample	Data analysis technique applied
Interview	To determine the main features regarding the practice of French language in non-formal learning settings in the community of Cienfuegos	- 10 French language professors	Interpretation of the information
Survey	To determine the need of French language practice in the community of Cienfuegos	- 25 students of the English Language with French as a Second Foreign Language Major at the University of Cienfuegos - 15 students of the Languages School - 15 members of Cienfuegos community who know French	Percentage analysis

Once the results were analysed, it was possible to arrive to different conclusions as described below:

1. Interview applied to French language professors

The interview was applied to a total of 10 French language professors with the purpose of exploring their points of view regarding the need of having opportunities for practicing French language in non-formal learning settings in the community of Cienfuegos (See Appendix 3). After analysing their responses, the following generalizations were made:

- 🌈 There is a unanimous consideration regarding the importance of having opportunities to practice the language in order to be fluent speakers and master a broad amount of vocabulary.

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

- ✚ There is also a consensus on the need of having access to non-formal learning settings, where people could practice their language knowledge.
- ✚ It is confirmed that French language practice in non-formal learning settings is a real need in the community of Cienfuegos.
- ✚ However, there is no place or organization in the community where people interested in practicing this language could meet.
- ✚ Compared to the opportunities people who know English have to access to the language, since it is the most widespread foreign language in the media through music, films, documentaries, etc., there is no such variety of opportunities for French language learners.
- ✚ A general consideration was made in favour to the need of having a specialized place that could serve to this end.
- ✚ Some suggestions were made to facilitate the practice of this foreign language such as offering materials in French to the community which could be available in a non-formal learning setting.

After analysing the results of the interview data, it may be concluded that practicing the language in non-formal learning contexts is very important to improve the language skills. People who know French in Cienfuegos do not have enough opportunities to practice this language outside the school contexts, thus, an alternative that could serve to this end could be the existence of a specialised place.

2. Survey applied to students of the English Language Major with French as a Second Foreign Language at the University of Cienfuegos, to students of the Languages School, and to members of the community who know French

The survey was applied to 25 students of the English Language Major with French as a Second Foreign Language at the University of Cienfuegos, 15 students of the Languages School, and 15 members of the community who know how to

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

communicate in French. The total amount of people who represented the sample was 55.

In order to get to general conclusions of the responses, the researchers analysed the results of the three sub-groups described above as one group. The survey and the general outcomes are found in Appendix 4.

The main purpose of the survey was to gather opinions about the access French language learners have to the practice of this foreign language.

When analysing the general outcomes of the survey it was confirmed that:

- ✚ Most of the surveyed people have scarce opportunities to practice the language outside their formal learning contexts.
- ✚ For them, reading is the most common way to practice the language; on the other hand, exchanging information with people who speak French is something that they do not frequently have the opportunity to do.
- ✚ Despite of its importance, the promotion of French language in the community of Cienfuegos is scarce.
- ✚ There is a lack of promotion in the media and no specialised places where people who know French in the community could practice their language knowledge.
- ✚ Activities such as meetings with other people who speak French, recreational and educational activities, workshops and debates, are the main ways the surveyed people would like to practice the language.

After analysing the previous results, it was concluded that there is a real need to count on a physical space where people who know French in Cienfuegos could gather to practice this foreign language.

2.2 The proposal

The proposal of the “Salle” constitutes an Extension Project that intends to favour the interaction between the University and the community in search of a solution to the territory’s needs regarding French language.

The interaction with members of Cienfuegos community gave the authors the opportunity to exchange ideas, knowledge, and experiences. This helped creating and designing the proposal which consists in a “Salle” with a program of activities to practice French language in a non-formal learning setting (See Chapter I: 1.5 for the definition of “Salle”).

The main objectives of the “Salle” are:

- To provide a non-formal learning setting for practicing French Language in the community of Cienfuegos.
- To provide members of the community who know French with materials, and to create communicative situations for them to effectively practice this foreign language.
- To give members of the community who know French the possibility of enhancing their language skills.
- To motivate members of Cienfuegos community to learn and practice French language.
- To promote French and Cuban culture through non-formal learning activities for foreign language practice.

On the other hand, the “Salle” intends to support the teaching-learning process of French at the University of Cienfuegos, the Languages School, and any other learning context where French is spoken or taught. Besides, it will also support researches related to the foreign languages in the Higher Education Institution.

2.2.1 The name of the “Salle” - honouring Simone Eiseman

There are important people who have become part of the history of a given city or country because they have devoted their lifetime to the social welfare and culture. Usually, the generations that follow know about their lives and events they were involved in, through the testimony of those who were directly related to the person in question.

The testimony is a research method that allows gathering important data provided by people who give their versions of a person or a given event in different ways (Parrat, 2008). Juan Gargurevich in his work *“Los Géneros Periodísticos”* (2006) defines it as the technique to write facts lived by the author, presenting them in first person to achieve greater emphasis and/or a dramatization of his role as a witness.

The authors of the current research define *testimony* as a real story told by a person involved in it as a main character or witness, giving all the details he/she considers important. It is obtained through the interview

The interview is probably the most widely used method in qualitative research. It is a verbal conversation between two people with the objective of collecting relevant information for the purpose of research.

According to Kvale (1996) interviews allow people to convey to others a situation from their own perspective and in their own words. They are conversations with structure and purpose that are defined and controlled by the researcher. Although the research interview may not lead to objective information, it captures many of the subjects' views on something. The research interview is characterized by a methodological awareness of question forms, a focus on the dynamics of interaction between interviewer and interviewee, and also a critical attention to what is said.

To determine the Salle's name a total of 12 people, either with experience or knowledge about the teaching of French as a foreign language in the city of Cienfuegos, were interviewed (See Appendix 5). Out of the 12 interviewees, 9

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

agreed that the French-born professor Simone Eiseman was the ideal person to identify the “Salle”, which represents the 75% of the total.

After concluding that the “Salle” would be named after Simone Eiseman, it was necessary to gather information about her life and contribution to the French language teaching in Cuba. Thus, important testimonies from people who were close to her were obtained. The sample group was composed of 7 people; among them some of her students, co-workers, and relatives (See Appendix 6). The information gathered contributed to validate the proposal of honouring Simone Eiseman by naming the “Salle” after her.

2.2.1.1 Simone Eiseman, her contribution to the teaching of French language in Cuba

Simone Eiseman Vaucourt (See Appendix 7), better known as “Madame” or “Simone”, was born in Paris, France, in 1916. When she was 20 years old, she had to interrupt her studies of History of Art, Design and Decoration, due to the beginning of the Civil War in France. After she married Cecilio Ruiz de Zárate, a Cuban revolutionary doctor, she decided to come to live in Cuba, settling in Cienfuegos.

Since her arrival to the city, Simone got actively involved in education. During the decade of 1950, a classroom of the French Alliance functioned in Cienfuegos, an idea she was very enthusiastic about and where she worked as a professor.

After the triumph of the Revolution in 1959, she supported the changes of the Cuban society. She joined the Cuban Education System in the teaching of French, and worked as professor at the Institute of Second Level Teaching. In 1966, Simone worked as a French professor and inspector in the pre-university schools from Matanzas to Camaguey. In 1968, along with Felino Martínez, current Vice-president of the Cuban Linguistic Association and responsible for the Group of French Language Specialists (GELFRA, for its Spanish acronyms), and other professors such as Gualfrido Hernández and José Antonio García, she organized

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

courses to stimulate the formation of French professors in the central region of the country.

In a period in which there were no institutions for the training of French language professors in Cienfuegos, Simone decided to motivate and prepare many of her students to practice this profession through a specialised tutoring. Simone was a real educator who knew how to combine all characteristics of a good teacher. Her students remember her with respect, love and admiration. She not only taught them the French language, but also transmitted them her passion for her country; she used to talk about literature, music, facts of the French culture and civilization and details of French cities.

At the beginning of the 1970's, Simone moved to Havana, where she worked at the School for the formation of French Professors, and later on at the Higher Pedagogic Institute of Foreign Languages in Miramar. She died in Havana in 1998.

Due to her contribution in the area of French language teaching in the country, the authors of the research decided to name the “Salle” after Simone Eiseman, to maintain her legacy alive. She was a real educator, the appropriate example to be followed by current generations of French language professors.

2.2.2 Description of the proposal

Description of the “Salle Simone”, its functioning

According to its objectives and the program of activities to be developed in the “Salle Simone”, the place should have some characteristics to provide it with the appropriate conditions to achieve its goals.

The “Salle”, as designed by the authors of the research, will be composed of: a reception area, a meeting room and a study room.

The first room will be the **reception area** which, taking into account its functions, should be 2m². In this area, the biography and portrait of Simone Eiseman shall

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

hang on the walls; there must be a front desk and a board where the activities of the month and any other important information would be posted (See Appendix 8).

The next room will be the **meeting room** that would resemble a theatre; it should have a small stage and a TV set for those activities that involve performances and movie playing. The walls of this room may be decorated with paintings from local, national and international artists, which would give the opportunity to set temporary galleries for art lovers. The most appropriate measure of the meeting room is 45m² for approximately 30 people (See Appendix 9).

The third room will be devoted to be a **study room** that would include a library. In this area of 63.75m², the Salle’s members will have access to literature in French, including classics such as:

- Alexandre Dumas (père): *Les Trois mousquetaires, Comte de Monte-Cristo, La Tulipe Noire*
- Alexandre Dumas (fils): *La dame aux camélias*
- Antoine de Saint-Exupéry: *Le Petit Prince, L’aviateur*
- Émile Zola: *Germinal, La Curée, La Bête humaine, Thérèse Raquin*
- Honoré de Balzac: *La Comédie humaine, Père Goriot, Eugénie Grandet*
- Jean-Baptiste Poquelin (Molière): *L’école des maris, L’École des femmes, Tartuffe, Le Malade imaginaire*
- Victor Hugo: *Les Misérables, “Notre Dame de Paris”*
- Others

At the same time, this room would count on three computers for the participants to work with digital materials. The main requisite of these materials is to present the language in its natural and real environment to provide the authentic model of the language for those who come to practice it. On the other hand, it must have an acrylic board and some other teaching aids (See Appendix 10).

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Due to its functions, the “Salle” will also have a bathroom and a pantry to prepare beverages and small snacks; this pantry should include a refrigerator, a small cooker, a coffee maker, glasses, some dishes, etc.

The Languages Department at the University of Cienfuegos will name the Salle’s Management Team and its leader, to keep close control of the Salle’s assets and logistics, as well as the schedule and follow-up of the activities. This professor, who should master French language, could be represented by the students of the specialty for the planning and execution of the activities to be developed. The students will be appointed by the leader and have the approval of the Languages Department.

As stated before, the “Salle” will welcome all inhabitants of Cienfuegos community who know French language and want to be part of it. Its membership will be voluntarily and without limitations. An ID has been designed to allow its members to have access to it (See Appendix 11). The “Salle” will be open according to the program of activities and its schedule.

2.2.3 Description of the Program of Activities of the “Salle Simone”

The Salle’s activities are organized in a program with its schedule. This program is designed for practicing French language in a non-formal learning setting, where the participants have access to materials, and literature in French. The materials provided will include hard copies, audio-visuals, as well as files and software that would allow the interaction and skills development in the foreign language. A more detailed description of the main activities that the program will comprise is presented below:

- **Commentary of books, literary articles, and other materials written in French**

Resources: books/ literary articles/ materials written in French

This activity will allow the participants to enhance their cultural and literary background. It consists in the selection of a material (book, article, essay, etc.) to

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

be read and commented among the participants for them to give their understanding about it, touching upon aspects such as: its author, the historical period it was written in, the plot, its importance and relevance in the context nowadays. Specific passages could be read to focus on specific linguistic or cultural aspects (See Appendix 12).

The participants, in advance, may suggest any book they wish to comment, it is also possible that a single person be in charge of commenting on a material he/she read, given the rest the opportunity to express their opinions.

- **Poetry writing and reading**

This activity is aimed at those members of the “Salle” who love poetry and enjoy sharing this passion with others. They will be motivated to read poems from important classic and contemporary poets such as: Charles Baudelaire, Jean Cocteau, Jean de La Fontaine, Victor Hugo, and Jacques Prévert.

At the same time they are welcomed to share with the audience poems written by them. This is a chance to showcase work, meet with other readers or poetry-lovers, and try out new poetry materials.

- **Games**

Games must be based on participation, dynamism, entertainment and competition.

Words guessing

Resources: sheets of paper, pens/markers/pencils, a box

The group is divided into two, and each participant writes a word in a piece of paper, all the words are put in a box. Then, a member of one of the teams is assigned to choose a paper. He describes it for his group members who try to guess the word. If the group guesses the word before one minute, he will choose another one, and so on, until the minute is finished.

The game consists of three stages, during the first one the participant explains and gives details of the chosen word. In the next stage, he/she will find a synonym or a

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

related word to the one in the paper, and finally, in the third stage he/she will represent it with mimics.

At the end, the winning team will be the one that has gathered more words.

Picture narrating

Resources: pictures

This activity is based on several sequential pictures. Participants are asked to tell the story taking place in the sequential pictures (See Appendix 13).

Who am I?

Resources: Sheets of paper, pens/markers/pencils

Participants write on a piece of paper the name of a historical or cultural figure. This paper is stuck on the back of a participant; he/she asks questions to the rest to guess who that person is. The group would set a limit to the number of questions to be asked.

After the participant finds out the name of the person, the whole group comments and gives more information about the person involved.

- **Discussions on certain topics**

Through this activity participants will be able to reflect their opinions and understandings of other people's position on certain issues and current social problems.

The management team would choose a topic considered as a contentious social issue. To develop this activity some statements that touch upon the aspects to be debated must be prepared to encourage discussion.

The person in charge of leading the activity introduces the topic by presenting the statements and asking them what arguments they would use to reject or defend the idea presented, this is a good way to spark debate. The participants must then choose one of the positions presented and defend that point of view taking into account that the arguments provided must be convincing.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Some of the topics the authors propose based on their social impact are: general cultural aspects, youth problems, and global issues in general.

Special guests could be invited to participate in this activity so that he/she would provide a specialised point of view.

- **Viewing and debate of films**

Resources: TV, DVD, CD, Image projector

Presenting the film would be the first step in this activity. For its successful development, all proper conditions must be provided in the place.

Brief discussions about each film should arise after watching it, which should be encouraged by highlighting aspects such as: the epoch it represents, the values it transmits and its message, personal traits of its characters, etc. (See Appendix 14).

Taking into account their content and importance in the French and world cinematography, the following films have been chosen to be played in the “Salle”; although its members may also suggest others to be included in the program:

- ✓ *Amélie*
- ✓ *La Passion de Jeanne d'Arc*
- ✓ *Les Misérables*
- ✓ *Napoléon*
- ✓ *La vie en rose*
- ✓ *Les parapluies de Cherbourg*

- **Performances**

The “Salle” will give participants the opportunity to represent pieces of their favourite stories. Performances will be part of the cultural activities the “Salle” will organize. Humour, drama and other styles will be performed, among them classics such as: “*Le Cid*”, “*La Chanson de Roland*” and “*Tristan et Iseult*”.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

- **Contests**

All members of the “Salle” will be invited to participate in the different contests organized by its management team.

The objectives of these contests will be to encourage participants to improve their linguistic skills and motivate them to practice French language. The winner will be chosen by the same audience or, in specific cases, by a board whose members will be selected by the Salle’s management.

Poetry contest: *La langue et l’amour*

Characteristics: related to the given topic, written in French, up to one page long.

Tongue Twister Contest: *Aimez-vous bien prononcer?, prononcez ces vires-langues:*

Participants should be able to correctly pronounce the following Tongue Twister:

- ✓ Bonjour madame Sans Souci, combien sont ces six cent six saucissons-ci ?
Ces six cent six saucissons-ci sont six sous.
Six sous, ces six cent six saucissons-ci ! Si ces six cent six saucissons-ci
sont six sous, ces six cent six saucissons-ci sont trop chers.
- ✓ Oh, gros gras, grand grain d'orge, quand te dégrograndgraindorgeras-tu ?
Je me dégrograndgraindorgerai quand tous les gros gras grands grains
d'orge se seront dégrograndgraindorgés.
- ✓ Tonton Toto, ton thé t'a t-il ôté ta toux?
Tout étant à tenter, Toto, pour que tout aille, ta tante et ton tonton t'ont oté
tour à tour, ta toque et ton tutu, atout de ta beauté...
Tant tentant son ton teint et ta tête et ta taille !

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

French Karaoke contest

Resources: a computer, a video beam, a wall screen, loudspeakers, a microphone, etc.

This activity is intended to become a celebration of the French music. Participants will choose their favourite French song to sing it for the audience. The winner will be chosen by the audience itself.

- **Workshops for the presentation of research reports**

Resources: a computer, a video beam, a wall screen, an electronic pointer, loudspeakers, a microphone, etc.

Research activities should be organized by the Salle’s Management Team. They must be linked, somehow, to the French Language. The most important requirement for this activity is that the research should be made by the participants themselves.

The research must be presented in French and should be based on topics related to language, culture and other social issues. The importance of presenting these works in the “Salle” will be contributing to socializing research and encouraging further researches on the given topic.

This kind of activity should also be linked and planned according to the Scientific Workshops developed by the Languages Department at the University of Cienfuegos, in which students and professors present their scientific works.

- **Training Language Courses**

Training Language Courses will allow the participants to update and improve their skills through language practice. Their programs will be created according to the members’ needs.

The management team of the “Salle” will decide the program to be followed, the schedule, and the professor in charge of teaching.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Furthermore, the “Salle” will organize special activities taking into account important dates such as: Cienfuegos’ foundation, Simone’s birthday, Language Day, the Translators-Interpreters Day, Week of the French Culture, Week of the French Cinema, Book Fair, and Anniversaries of the “Salle”, among others. It will also plan meetings with members of the Association of French Descendants and other special guests to develop debates or lectures. Since they depend on the person’s availability, these meetings are not currently included in the program presented.

The “Salle” will also constitute a meeting place that will allow to exchange with artists, professors and important people who come to Cienfuegos to participate in different activities planned by the Ministry of Culture, the Government of the City, and the Higher Education Institution.

On the other hand, a reading and study time will be scheduled in the Salle’s program, which could probably be for two hours either in the afternoon or in the evening.

The proposal of the program of activities for the first three months is presented below by the authors of the research:

MONTH	ACTIVITY	RESPONSABLE
	Opening ceremony of the “Salle Simone” Cultural activity with music, poems and videos	X
	<u>Week 1</u>	
	Tuesday (7pm-10pm): Viewing and debate of the film: “ <i>Les Misérables</i> ”	
	Friday (8pm-10pm): Recreational activity with karaoke and games	
	<u>Week 2</u>	
First Month	Wednesday (8pm-10pm): Commentary of the book “ <i>Père Goriot</i> ” by Honoré de Balzac	
	<u>Week 3</u>	
	Tuesday (7pm-10pm): Viewing and debate of the film: “ <i>La Passion de Jeanne d'Arc</i> ”	
	Friday (8pm-10pm): Recreational activity with Karaoke and	

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

games

Week 4

Tuesday (7pm-10pm): Debate: *"The French language, its dissemination around the world."*

Friday (8pm-10pm): "The Night of the French Language" (Cultural activity with music, poems, performances and special guests)

**Second
Month**

Week 1

Tuesday (7pm-10pm): Viewing and debate of the film: *"La Vie en rose"*

Friday (8pm-10pm): Recreational activity with karaoke and games

Week 2

Tuesday (8pm-10pm): Commentary of the book *"La Bête humaine"* by Émile Zola:

Thursday (2pm-5pm): Workshop *"The French influence in Cienfuegos."*

Week 3

Invitation to participate in the "Tongue Twister Contest" to be developed in four weeks.

Tuesday (7pm-10pm): Viewing and debate of the film: *"Napoléon"*

Friday (8pm-10pm): Recreational activity with karaoke and games

Week 4

Tuesday (7pm-10pm): Debate on a current social problem *"Youth, current problems and its role in the society"*

Friday (8pm-10pm): "The Night of the French Language" (Cultural activity with music, poems, performances and special guests)

**Third
Month**

Week 1

Tuesday (7pm-10pm): Viewing and debate of the film: *"Amélie"*

Friday (8pm-10pm): Recreational activity with karaoke and games

Week 2

Tuesday (8pm-10pm): Commentary of the book *"Notre Dame de Paris"* by Victor Hugo

Thursday (2pm-5pm): Workshop *"Manifestations of the French culture in Cuba"*

Week 3

Tuesday (7pm-10pm): Viewing and debate of the film: “Intouchable”

Friday (8pm-10pm): “Linguistic Tea activity” (development of the Tongue Twister Contest)

Week 4

Tuesday (7pm-10pm): Debate on a current social problem “Environmental issues”

Friday (8pm-10pm): “The Night of the French Language” (Cultural activity with music, poems, performances and special guests)

Week 5

Tuesday (7pm-10pm): Viewing and debate of the film: “Le Nom de la rose”

Friday (8pm-10pm): Recreational activity with karaoke and games

The person responsible of supervising and leading the activities will be appointed by the management team as the program is planned.

One of the main characteristics of the program is that it is dynamic and flexible, thus, its results and effectiveness must be evaluated at least once a month for reprogramming it trying to avoid the activities that were not accepted by the majority. It is subject to changes according to the participants’ needs and suggestions.

It is also important to point out that the professor leading the activities must always enhance the participants’ linguistic competence by deliberately touching upon linguistic aspects. With this aim, the person in charge of the activity should pay attention to the participants’ linguistic proficiency and take notes of the possible language mistakes, to bring activities for practicing the language structures or aspects that are “weak”. This may be achieved through linguistic games, reading and listening activities, etc., always having present that the essence of the Salle’s program is to enjoy the language practice, thus, this kind of activities should never be evaluative. That is why such notes should be taken in a very careful way so that the participants do not feel stressed while taking part of the communicative activities in the target language.

2.3 Assessment of the proposal

To evaluate the effectiveness of the proposal of the “Salle Simone”, the authors of the current research applied the specialists’ assessment. In order to select the specialists, it was necessary to understand what a specialist is.

According to Ramírez (1999) found in Cima (2012), a specialist is either an individual or group of individuals or organisations that are capable of providing conclusive evaluations about a problem, and make recommendations with a maximum of competence in the area or field he/she is evaluating.

The assessment process went through three stages: during the first stage, the specialists’ questionnaires were elaborated (See Appendix 16); the second stage allowed the authors to select the specialists according to the established criteria (See Appendix 15), and apply the questionnaires. Finally, the third stage made possible to process the expressed considerations and to improve the proposal.

In order to assess the proposal, the questionnaire elaborated took into consideration 9 indicators, which the specialists had to evaluate from 1 to 4 points, being: (1) **Strongly agree**, (2) **Agree**, (3) **Partially Agree**, and (4) **Disagree**. The criteria for the specialists’ assessment were:

- The proposal can be defined as important and necessary for the practice of the French Language in the community of Cienfuegos.
- The proposal answers to the needs detected in the diagnosis of the research problem.
- The proposal pays attention to the practice of French language in non-formal learning settings.
- The “Salle”, as designed by the authors of the research, counts on the necessary conditions and materials to achieve its goals.
- There is a correspondence between the program of activities proposed, the established objectives of the “Salle”, and the research objective.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

- The activities included in the program of the “Salle” are varied and well organized.
- The schedule, organization, and frequency of the activities may correspond with the participants’ expectations and needs.
- The program of activities contributes to the promotion of the French and Cuban cultures.
- The “Salle” provides sufficient opportunities for members of Cienfuegos community to practice French language.

The selection of the specialists was carried out by defining a group of characteristics that the authors considered were the most important for selecting competent specialists. The main criteria were the following:

- Foreign language teaching experience
- French language knowledge
- Academic Degree
- The specialist’s competence, expressed in his/her knowledge about the problem to be solved in this research
- Willingness to participate in the assessment of the proposal

These criteria guaranteed that the specialists chosen to assess the proposal had a professional record regarding the topic developed in the current research and, at the same time, could enrich it with their experience and provide it with new ideas.

Taking into account the requirements previously described, 10 specialists were selected. They comprised a Ph.D. of Pedagogical Sciences from the University of Cienfuegos, five Masters of Sciences, two Bachelors in Foreign Language Teaching, and two Bachelors of Art in English Language with French as a Second Foreign Language (See Appendix 17). The average time that the specialists have devoted to teaching foreign languages is 23 years.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Once the specialists were selected, the questionnaire was applied. Having analysed the specialists’ opinions about the effectiveness of the proposal, the main results are described as follows:

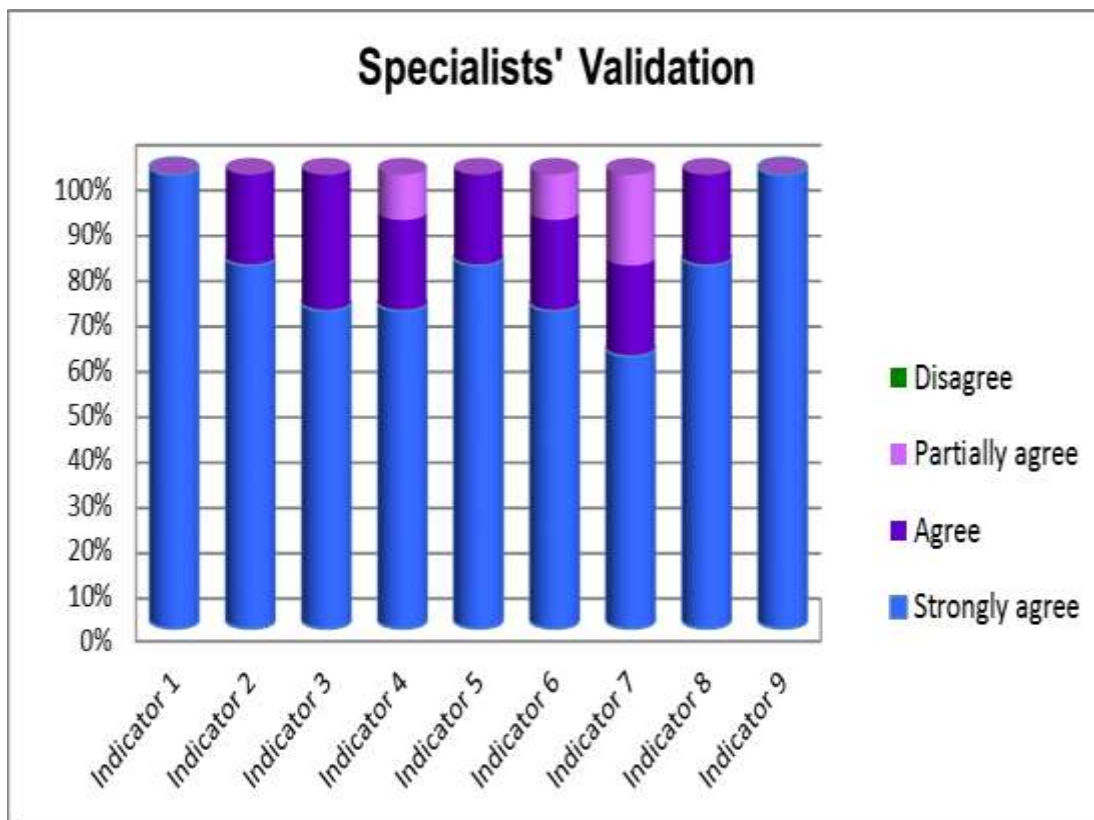
- ✓ The totality of the specialists recognized the proposal as important and necessary for the practice of the French Language in the community of Cienfuegos.
- ✓ The majority of the specialists coincided with the strong criterion that the proposal gives solution to the needs detected in the diagnosis of the research problem.
- ✓ Most of the specialists strongly agreed that the proposal is intended to allow the practice of French language in a non-formal learning setting.
- ✓ In relation to the necessary conditions and materials to achieve its goals, there is a general consensus regarding the acceptance and evaluation of the design and the description presented as appropriate. However, there was a coincidence on the suggestion that for the proposal to come alive, it should count on the necessary support from the institutions (UCF, CITMA, and Local Government) that would be in charge of providing the required funds to create the “Salle”.
- ✓ The specialists also considered that there is a correspondence between the program of activities proposed, the established objectives of the “Salle”, and the research objective.
- ✓ There is a general strong agreement with the fact that the activities included in the program of the “Salle” are varied and well organized, only one partially agreed, but did not provide his /her reasons.
- ✓ As for the specialists’ criterion on the program schedule, organization and the frequency of the activities, they considered that they may correspond with the participants’ expectations and needs. However, it should be

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

evaluated and reorganized periodically according to the results of such assessments.

- ✓ There is a consensus on the criterion that the activities contribute to the promotion of the French and Cuban culture.
- ✓ The totality of the specialists strongly agreed with the fact that the proposal gives members of the community of Cienfuegos who speak French sufficient opportunities to practice this language.

The following chart shows the percentage of the specialists' criteria per each of the indicators:



The validity of the proposal of the “Salle Simone” is also confirmed by its socialization in the following scientific events where the research project has been presented, and the awards granted to it by different scientific commissions:

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

- 4th Students Scientific Workshop of the University Languages Department (2010). *Relevant Category* (See Appendix 18).
- XVI Forum of Science and Technique of the University (June 2010). *Outstanding Category* (See Appendix 18.1).
- XVI Municipal Forum of Science and Technique (October, 2010). *Outstanding Category* (See Appendix 18.2).
- In 2010 the authors were invited to present the research in the scientific event of the Group of French Language Specialists (GELFRA), in Havana, Cuba.
- XVI Provincial Forum of Science and Technique (November 2010). *Mention Category* (See Appendix 18.3).

CONCLUSIONS

After having conducted a research on the practice of French language in the community of Cienfuegos, the authors concluded that:

- ❖ In the city of Cienfuegos there are several elements that enhance the need of French language knowledge: important French cultural heritage and close economic and socio-political bonds with French cities. However, there are no opportunities or specialised places in the community to support such need.
- ❖ There, where the educational institutions cannot meet the community needs regarding foreign language, it is necessary to create the proper conditions to assume non-formal learning as the adequate option for individuals to practice and acquire new knowledge in the target language. This approach offers the opportunity to effectively participate in activities related to the given field.
- ❖ The proposal of the “Salle Simone” constitutes a real possibility of counting on a physical space in the community of Cienfuegos that contributes to the French language practice through a program of activities, being an asset to enhance the communicative competence of its participants as well as to deepen on the French and Cuban culture.
- ❖ When creating settings for people to practice any kind of knowledge, it is essential to take into account the identifying elements that would highlight the given place, thus, it is important to name it after a person whose life was closely related to the field the setting is created for. In this case, the “Salle” would be named after Simone Eiseman in recognition of her contribution and what she represented for the French language teaching in Cuba.
- ❖ According to the evaluation criteria given by the specialists consulted, the proposal meets the French language practice needs of Cienfuegos community.

RECOMENDATIONS

- ❖ To deepen on non-formal learning as a way to access to different fields of knowledge that the formal education cannot due to its own objectives.
- ❖ To present the proposal to the Scientific Commission of the Faculty of Humanistic and Social Sciences as a CITMA Project to look for financing to build the “Salle” and provide it with the necessary means and materials.
- ❖ To present the proposal to the French Council in charge of cultural and educational affairs in Cuba, and to the Cienfuegos community authorities, to get financial and material support.
- ❖ To make the cost analysis of the “Salle” with the support of the Languages and Accounting Departments of the University.
- ❖ To create a website that comprises all the work, opportunities and activities the “Salle Simone” would promote.
- ❖ To propose the extension of this proposal to other universities in the country.
- ❖ To apply this proposal for French language practice in a non-formal learning setting to other languages such as English.

BIBLIOGRAPHY

- Aguilera, A. (2012). *Improving the integrated skills in English through game- like activities in 8th grade students at Luis Pérez Lozano High School in Cienfuegos*. Universidad de Cienfuegos.
- Antich de León, R., Gandarias Cruz, D., & López Segrera, E. (1986). *Metodología de la enseñanza de lenguas extranjeras*. La Habana: Pueblo y Educación.
- Balasanyan, G. (2011). *Intercultural Learning and Non-Formal Education*. Gyumri State Pedagogical Institute, Gyumri.
- Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods, and Practices* (2.^a ed.).
- Bocanegra, A., & Haidl, A. W. (1999). Language Learner Autonomy in Practice: Possibilities in a Foreign Language Situation. *Revista Alicantina de Estudios Ingles*, 12.
- Burns, T., & Sinfield, S. (2004). *Teaching, Learning & Study Skills. A Guide for Tutors*. Thousand Oaks, California: Sage Publications.
- Byrne, D. (s. f.). *Teaching Oral English*.
- Chisholm, L. (2005). Bridges for Recognition. Recognising Non-Formal and Informal Learning in the Youth Sector Terminology Cheat Sheet.
- Cima Mesa, D. (2012). *A Proposal for Developing Oral Fluency in English through the Multiple Intelligences Theory Application in Sophomore Students of Informatics at the University of Cienfuegos*. Universidad de Cienfuegos.
- Colectivo de autores. (2011). *Síntesis Histórica Provincial Cienfuegos*. La Habana: Editora Historia.

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

- Corona, D. M. (2001). La enseñanza del idioma inglés en la Universidad cubana a inicios del siglo XXI. Reflexiones en el 40 Aniversario de la Reforma Universitaria. *Revista Cubana de Educación Superior. CEPES. Universidad de La Habana*, 3, XXI.
- Cruz Ríos, L. (2007). La presencia francesa en Cuba. Recuperado mayo 10, 2012, a partir de <http://www.cubarte.cult.cu>
- DeKeyser, R. (2007). *Practice in a second language: Perspectives from applied linguistics and cognitive psychology*. New York: Cambridge University Press.
- Dinsmore, P. C. (2007). *AMA Handbook of Project Management* (2.^a ed.).
- Doughty, C. J., & Long, M. H. (2003). *The Handbook of Second Language Acquisition*. Blackwell Handbooks in Linguistics. Blackwell Publishing Ltd.
- Eaton, S. E. (2010). *Formal, non-formal and informal learning: The case of literacy, essential skills and language learning in Canada*. Eaton International Consulting Inc. Recuperado a partir de <http://www.eatonintl.com>
- *Festival de Cine Francés en Cuba*. (2005). La Habana, Cuba: Alianza Francesa.
- *Festival de Cine Francés en Cuba*. (2007). La Habana, Cuba: Alianza Francesa.
- Gargurevich, J. (1982). *Géneros Periodísticos*. Quito: Editorial Belén.
- Given, L. M. (2008). *The SAGE Encyclopedia of Qualitative Research Methods* (Vol. 1 & 2). SAGE Publications, Inc.
- Gorter, D. (s. f.). «Cultural diversity as an asset for human welfare and development» Benefits of linguistic diversity and multilingualism. *Sustainable Development in a Diverse World (SUS.DIV)*.

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

- Gower, R., Phillips, D., & Walters, S. (s. f.). *Teaching Practice. A handbook for teachers in training*. Macmillan Books for Teachers.
- Hornberger, N. H. (2009). Multilingual Education Policy and Practice: Ten Certainties (Grounded in Indigenous Experience). *Working Papers in Educational Linguistics*, 24(2).
- International Organization of La Francophonie. (s. f.). *Francophonie*. Recuperado marzo 15, 2012, a partir de www.francophonie.de
- Kedrayate, A. (2012). Non-Formal Education: Is It Relevant or Obsolete? *International Journal of Business, Humanities and Technology*, 2(4).
- Kvale, S. (1996). *An Introduction to Qualitative Research Interviewing*. Thousand Oaks California: Sage Publications.
- Legal Dictionary. (s. f.). Recuperado febrero 28, 2013, a partir de <http://www.duhaime.org/LegalDictionary/S/Society.aspx>
- Lewis, M. P. (2009). *Ethnologue: Languages of the World* (16.^a ed.). Dallas, Texas: SIL International. Recuperado a partir de <http://www.ethnologue.com/>.
- *Ley Orgánica 1/2002*. (22 de marzo). Spain.
- Lindner, M. (s. f.). Diversity of learning environments – Bridges between formal, non- formal and informal learning environments. Recuperado a partir de <http://www.viauc.com>
- Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach* (Vol. 18). Amsterdam/Philadelphia: John Benjamins Publishing Company.

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

- Martín Brito, L. (2010). El desarrollo urbano de Cienfuegos: presencia de los franceses. *Universidad y Sociedad*.
- Maunonen-Eskelinen, I. (2007). Formal, Non-Formal, Informal Learning.
- Ortiz, F. (s. f.). Los factores humanos de la cubanidad. *Cultura Cubana Siglo XX* (Vol. I).
- Parrat, S. (2008). *Géneros periodísticos en prensa*. Quito: Intiyan Ediciones.
- Phipps, A., & Gonzalez, M. (2004). *Modern Languages. Learning and Teaching in an Intercultural Field*. Sage Publications.
- Revisión Proyectos Educativos desde la dimensión extensionista (Programas Nacionales, Cátedras Honoríficas y MAA). (2013, febrero 12).
- Sakya, T. M. (1999). *Role of Community Learning Center for the Promotion of Literacy and Quality of Life* (Bulletin No. 9). Nepal: Literacy Watch Committee of Nepal.
- Sampieri Hernández, R., Collado Fernández, C., & Lucio Baptista, P. (2003). *Metodología de la Investigación* (3.^a ed.). México: McGraw-Hill Interamericana.
- Spratt, M., Pulvernes, A., & Williams, M. (2010). *The Teaching Knowledge Test Course*. Cambridge University Press.
- The Alliance Française a cultural bridge between France and Cuba. (2009). *CUBAHEADLINES*. Recuperado enero 19, 2013, a partir de http://www.cubaheadlines.com/2009/05/09/17076/the_alliance_francaise_a_cultural_bridge_between_france_and_cuba.html
- *The American Heritage Dictionary of the English Language*. (2009). (4.^a ed.). Houghton Mifflin Company.

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

- Thornbury, S. (2006). *An A- Z of ELT*. Macmillan Books for Teachers (l.). Macmillan Education.
- Toudic, D., & Mackiewicz, W. (2011). *Handbook on good practice that serves to motivate language learners*.
- Turner, J. R., & Müller, R. (2003). On the nature of the project as a temporary organization. *International Journal of Project Management*, 21(1). doi:[http://dx.doi.org/10.1016/S0263-7863\(02\)00020-0](http://dx.doi.org/10.1016/S0263-7863(02)00020-0)
- Ur, P. (1996). *A Course in Language Teaching: Practice of Theory*. Cambridge University Press.
- Wehmeier, S. (2000). *Oxford Advanced Learner's Dictionary of Current English* (6.^a ed.). Oxford University Press.
- Werquin, P. (2010). *Recognising Non-Formal and Informal Learning Outcomes, Policies and Practices*. OECD-Publishing.
- Woolf, B., King, L. W., Martin, P. F., Goepf, P. H., Weir Kay, M., & Kelsey, H. P. (2007). *Webster's Dictionary Seventh New Collegiate* (Vols. 1-IV, Vol. I). La Habana: Editorial Felix Varela.
- (s. f.). Recuperado febrero 7, 2013, a partir de <http://www.oregonlaws.org/glossary/definition/cultural-institution>

APPENDIXES

Appendix 1

Semi-structured interview to members of the Association of French Descendants

Estimado compañero:

Nos dirigimos a usted con la intención de solicitar su valiosa ayuda a través de la siguiente entrevista con el objetivo de conocer sobre la Asociación de Descendientes de Franceses en Cienfuegos de la cual usted es miembro. Sus respuestas constituyen información valiosa para una investigación en curso cuyo objetivo es contribuir a la práctica del idioma francés en la ciudad de Cienfuegos.

1. ¿Cómo surgió la idea de crear la Asociación de Descendientes de Franceses en Cienfuegos? ¿En qué año se fundó?
2. ¿Quiénes son sus integrantes?
3. ¿Cuáles son los principales objetivos de esta asociación?
4. ¿Cuáles son sus principales actividades?
5. ¿Cómo se desarrolla actualmente el trabajo de la asociación?

Appendix 2

Semi-structured interview to members of groups created with the objective of practicing foreign languages in non-formal learning settings

Estimado compañero:

Nos dirigimos a usted con la intención de solicitar su valiosa ayuda a través de la siguiente entrevista con el objetivo de conocer sobre experiencias de práctica de idiomas en contextos de aprendizaje no formal. Sus respuestas constituyen información valiosa para una investigación en curso cuyo objetivo es contribuir a la práctica del idioma francés en la ciudad de Cienfuegos.

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

1. ¿Qué experiencias conoce usted sobre la práctica de idiomas en contextos de aprendizaje no formal?
2. ¿Cuál es su opinión al respecto?
3. ¿Cómo se desarrollaban estas experiencias? ¿Cuáles eran sus principales actividades?
4. ¿Cuál constituyó la principal limitante para el desarrollo de estas experiencias?

Appendix 3

Interview applied to French language professors

Estimado profesor:

Por este medio nos dirigimos a usted con la intención de solicitar su valiosa ayuda a partir de su opinión con respecto a la práctica de la lengua francesa en contextos de aprendizaje no formal en la ciudad de Cienfuegos. Pedimos que sea sincero en sus respuestas ya que constituyen información valiosa para una investigación en curso a fin de contribuir a la práctica de dicho idioma en la ciudad de Cienfuegos.

1. ¿Qué beneficios tiene para usted la práctica del idioma y qué importancia le atribuye al desarrollo de habilidades del idioma en contextos de aprendizaje no formal? Explique.
2. ¿Considera usted que las personas que conocen francés en Cienfuegos tienen suficientes oportunidades para el desarrollo de la práctica de esta lengua fuera de los contextos educacionales? Explique.
3. ¿Cuáles son, según su criterio, algunos de los posibles espacios que pudieran servir a la práctica del francés? Fundamente su respuesta.

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

Answers analysis

Question 1: The purpose of the first question was to know the professors' opinions about the importance of constantly practicing the foreign language knowledge, and the development of skills in non-formal learning contexts.

The total amount of teachers stated that the practice of the language favors the fluency and vocabulary background of those who study any foreign language.

Out of 10 professors who were interviewed, 8 agreed that it is **very important** to have access to non-formal learning settings where foreign language speakers could practice their foreign language knowledge, which represents the 80% of the total. The rest considered it as **important**.

Question 2: This question was intended to know the professors' opinions about the opportunities the Cienfuegos community counts on for the practice of the French language.

The totality of the professors stated that there is no place linked to language practicing. They highlighted that, even for French language which has a particular importance for the city due to the historical and sociocultural bonds between Cienfuegos and France, there is no opportunity to practice it, and the Languages School does not cover all the needs in this sense.

According to the interviewees' opinions, unlike English, to which people have access through films, music, cartoons and literature etc., French is not that promoted in the media.

Question 3: The objective of this last question was to seek for the professors' opinions regarding possible ways to practice French language in non-formal learning settings. A 70% of the professors considered necessary the existence of specialised places that could serve to this end, while the rest coincided that this goal can be achieved by offering more materials such as French literature to the community, which could be available in the Provincial Library.

Appendix 4

**Survey applied to students of the English Language Major with French as a
Second Foreign Language at the University of Cienfuegos "Carlos Rafael
Rodriguez", to students of the Languages School "William Shakespeare",
and to members of the community who know French**

Estimado estudiante:

Por este medio nos dirigimos a usted con la intención de solicitar su valiosa ayuda en la realización de la siguiente encuesta con el objetivo de conocer acerca de su acceso a la práctica de la lengua francesa fuera del contexto educacional al cual pertenece. Pedimos que sea sincero en sus respuestas ya que constituyen información valiosa para una investigación en curso a fin de contribuir a la práctica de dicho idioma en la ciudad de Cienfuegos.

1. ¿Con qué frecuencia tiene usted la posibilidad de practicar la lengua francesa fuera del aula?

_____Regularmente

_____A veces

_____Raras veces

_____Nunca

2. ¿Cuáles son sus posibilidades para practicar la lengua francesa? Marque con una X los incisos que coincidan con su caso.

_____Mediante la lectura de literatura en lengua francesa

_____A través de intercambios frecuentes con francófonos que visitan Cienfuegos

_____A través de los medios de difusión masiva

_____Otros (especifique)

-
3. ¿Cómo considera usted la promoción de este idioma en Cienfuegos?

Marque con una X

_____Suficiente

_____Poca

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

_____ Ninguna

4. ¿Considera usted necesaria la promoción de dicha lengua en Cienfuegos?

_____ Si

_____ No

_____ No sé

5. ¿Cuáles considera usted son las principales limitaciones en cuanto al aprendizaje y práctica del francés en Cienfuegos? Marque con una X tantos incisos como considere necesario.

_____ Falta de difusión de este idioma en los medios masivos

_____ Falta de locales especializados encargados de divulgar su aprendizaje y práctica

_____ Otros (especifique)

6. Si tuviera la oportunidad de practicar la lengua francesa fuera del aula ¿cómo preferiría hacerlo? Marque con una X tantos incisos como considere necesario.

_____ A través de encuentros con otras personas que conozcan este idioma.

_____ A través de encuentros con nativos de este idioma

_____ A través de actividades educativas y recreativas tales como discusiones de libros y películas, lectura de poesías, etc.

_____ A través de cursos cortos

_____ Otros (especifique)

Answers analysis

The first question was intended to know the frequency in which these people have the opportunity to practice the language out of their respective school contexts or any other formal learning setting. Taking into account the answers provided by the three subgroups, the results were that only 5.5% of the sample frequently practice the language, while the 18% of them do it sometimes; 60% of the 55 surveyed

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

people rarely practice the language outside the school context. Finally, the 16.5% stated they do not have any possibility.

The objective of the second question was to know which these opportunities were. This time, 39 of the surveyed people, which accounted for the 71% of the total, stated that most of the possibilities they have for practicing the language outside the school context is developed through reading of materials written and edited in French. Only the 11% of them stated they practice through exchange with French learners and the same amount chose the media. Among the options people added to this question were the independent study at home and the private courses they are involved in. This represented the 29% of the sample group.

As for the third question, which objective was to know people's opinions about the need of French language promotion in Cienfuegos, 98.2% of them considered the promotion of this language as a necessary aspect for the community. However, in the answer intended to know their opinion about the amount of promotion of this language in the city (question 4), 84% of the sample pointed out that such promotion is scarce and 16% expressed there was none.

As part of the fifth question the surveyed people were asked to give their opinions regarding the main limitations for the practice of French language in the city of Cienfuegos. This time 80% of the surveyed people considered that one of the main limitations for the practice of French language was the lack of promotion in the media, 94.5% of them chose the lack of specialised places. Among the limitations added by 13.3% of the surveyed people to the choices provided, the most common one was the restriction of the Languages School to workers, which does not allow the rest of the population to have access to their courses; besides, they were described as unstable since they depend on the professors' availability.

The sixth and last question was intended to know the ways in which people would like to practice the French language. A group of choices were provided to people so that they could select the ones they considered would provide more opportunities for practicing the language. Also, they could add any other

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

suggestion if they liked. In this question, out of the 55 surveyed people, 50 considered that meetings with French learners is a way they would like to practice the language, also the 80% opted for recreational and educational activities; 35% chose the workshops and debates, and 5 decided to add new choices which included, for example, meetings with French native speakers. The results are represented in the following graphical illustration:

Appendix 5

**Interview applied to French language professors or people with knowledge of
French language teaching in Cienfuegos**

Estimado profesor (a):

Por este medio nos dirigimos a usted con la intención de solicitar su valiosa ayuda con el objetivo de determinar qué personalidad del territorio merita, por su trabajo y vínculo a la lengua francesa, que su nombre identifique un espacio para la práctica de dicho idioma en la ciudad de Cienfuegos. Pedimos que sea sincero en sus respuestas ya que constituyen información valiosa para una investigación en curso a fin de contribuir a la práctica de dicho idioma en la ciudad de Cienfuegos.

1. ¿Qué personalidad considera usted que, por su trabajo y vínculo a la lengua francesa, merita que su nombre identifique un espacio para la práctica del idioma francés en la ciudad de Cienfuegos y que al mismo tiempo, este espacio sirva para honrar su nombre?

Por la coincidencia en el mayor por ciento de entrevistados que ofrecieron el nombre de Simone Eiseman (75%), las autoras deciden recoger testimonios sobre la vida de esta persona para corroborar si realmente es la persona adecuada para identificar un espacio en la ciudad de Cienfuegos destinado a la práctica del idioma francés.

Appendix 6

Interview applied to students, co-workers, and relatives of Simone Eiseman

Estimado compañero (a):

Por este medio nos dirigimos a usted con la intención de solicitar su valiosa ayuda con el objetivo de obtener su testimonio sobre la vida y obra de la profesora Simone Eiseman Ruiz de Zárate.

Testimonio de Isolina Beceña (estudiante de Simone Eiseman)

Te contaba que a esta hora por el mediodía, nosotros ya íbamos caminando para casa de Madame Simone, en la avenida 10 llegando casi a la Laguna del Cura. La casa se conserva en bastantes buenas condiciones. Esa casa nada más que la han vivido dos familias: los Ruiz de Zárate y ahora Junco Torres, que es el apellido de la familia que vive la casa actualmente.

Siempre era un acontecimiento ir hasta allá, porque no solamente íbamos a recibir las clases de francés, ella era una persona que te inspiraba mucha energía positiva, con mucha vitalidad, que te hablaba de muchas cosas que para nosotros en aquella época, nos hacía sentir que éramos los dueños del mundo, porque nos hablaba de París, que era su ciudad natal. París siempre ha sido una gran meca para todas las personas que vivimos en América. Ella se sentía muy orgullosa de ser parisina. Nosotros éramos doblemente alumnos de ella, éramos alumnos en el Instituto de Segunda Enseñanza, y ella escogió unos cuantos alumnos, por los cuales ella tenía cierta preferencia o inclinación, quizás por el interés que teníamos en aprender el idioma, y nos convocó a su casa; éramos dos muchachos y dos muchachas. Y allá nos reuníamos por los mediodías.

Simone era una persona que para nosotros fue un ejemplo en todo sentido, era un ideal para alcanzar, porque esa vitalidad de ella era una cosa contagiosa, ella la transmitía, era algo que en sus venas brotaba y nos irradiaba a nosotros. Siempre estaba contenta, sonriente, nunca tenía una palabra fea para ninguna ocasión, ni para ninguno de nosotros; y no solamente nos enseñó la lengua francesa, que es

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

muy importante aprenderla de un nativo, porque bueno, hablar como un nativo, por muy bien que otra persona hable la lengua, siempre hay algo, un mínimo acento que lo puede traicionar y que tu vas a descubrir que no es un nativo (...)

Simone nos enseñó no sólo la lengua y la gramática, nos enseñó la cultura francesa, nos hablaba de la música francesa.

Nosotros estudiábamos por un libro que ya no se usa, que se llamaba *Langue et Civilisation Française*, el autor era Mogé; y ese libro tenía en la primera parte las lecciones, divididas en buenos vocabularios, ejercicios, pronunciación, siempre había una parte que era el texto y detrás tenía como unos apéndices que traía el libro que era la parte de civilización francesa, y todo eso iba acorde con el nivel del libro, recuerdo que eran cuatro los niveles; creo que nosotros estudiamos bien con ella hasta el segundo nivel, porque recuerdo haber estudiado en la universidad ya después con otros profesores que yo tuve allí el tercero y el cuarto nivel. Pero con ella dimos hasta el segundo nivel, y ahí bueno venían narrados hechos de la cultura y civilización francesa, detalles sobre las ciudades de Francia, y venía siempre alguna canción, algún poema, y ella le incorporaba la música a esas canciones que solamente traían el texto y nosotros las cantábamos (...)

Otro ejemplo que ella nos daba, otro ideal a alcanzar era el amor que ella sentía por su esposo. Aquel era un cariño! Al igual que por sus hijos (...) Él era un medico muy famoso aquí en Cienfuegos, cardiólogo, Cecilio Ruiz de Zárate (...) Hoy en día el policlínico del Área 1 lleva su nombre en honor a él, porque bueno él fue un revolucionario, luchó en la guerra apoyando a los rebeldes que estaban en la Sierra, él y su hermano Serafín Ruiz de Zárate que también con posterioridad llegó a ser Ministro de Salud Pública, el primer Ministro de Salud Pública que tuvo la Revolución, la Escuela de Medicina de Santa Clara lleva el nombre de Serafín Ruiz de Zárate. Simone tenía dos hijos: Alain y Guy.

Cecilio Ruiz de Zárate había ido a estudiar medicina a Paris y allá se habían conocido, se habían enamorado, y él trajo a la parisina a vivir a Cienfuegos.

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

Ella no era la única francesa que había aquí en Cienfuegos, que yo recuerde habían dos francesas más, eran tres en total, pero las otras no eran como ella para nada (...) esa pasión por su país, por su idioma, por su cultura, era algo muy típico de ella, que por eso merece que su nombre perdure en esta ciudad donde ella sembró un gran árbol que lo pueden ver florecido en nosotros mismos que hemos sido también capaces de recordar su ejemplo, de transmitir lo que ella nos enseñó, porque de una manera u otra hemos estado vinculados a la enseñanza de idioma (...) Simone merece ser recordada porque fue una persona genial en todos los sentidos (...) una persona real y maravillosa. Siempre se ha quedado aquí en mi corazón eternamente y la recordaré con cariño, con respeto y como ella se lo merece, porque ella era así como este aire que tenemos hoy, que a veces tenemos rachas de hasta quizás más de 50 kilómetros, ella era así, ella entraba al Instituto y era una racha de viento, un rayo de luz que iluminaba aquellos pasillos, con su andar siempre apresurado, pero con pasos muy firmes y con el respeto y la admiración que todos los estudiantes, no sólo los que éramos sus alumnos, todos sentíamos por ella, porque bueno, siempre su imagen, era otra cosa que nos transmitió, siempre ella estaba encantadora, siempre estaba bonita, arreglada, bien vestida, perfumada, y esa debe ser también la imagen de una persona que se acerca a otra a transmitir, no solamente la enseñanza, pero a comunicar conocimiento, ideas o lo que sea.

Testimonio de Ernesto Lombard (estudiante de Simone Eiseman)

Pienso que cualquier espacio en que podamos intercambiar con otras culturas constituye una vía importante de enriquecimiento espiritual, una vía de acercamiento, de conocimiento, de comprensión. En el caso de la cultura francesa y la ciudad de Cienfuegos, bueno, pues por los vínculos que tenemos, ¿no? con Francia.

Cienfuegos tuvo, yo diría que un magnífico momento allá en los años 70, donde se impartía francés en los pre-universitarios, se impartía francés en la escuela normal para maestros, te hablo de la escuela que formaba los maestros de la enseñanza

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

primaria, se impartía francés también en aquella época en la Escuela de Idioma (...) En aquel momento existía este sentimiento, los alumnos de francés siempre han sido, yo diría que los más interesados en el aprendizaje de la lengua. Lo viví en mi experiencia como profesor de pre-universitario de francés, y lo viví como alumno de pre-universitario.

Nosotros tuvimos una profesora magnífica, una francesa, aquí en el pre-universitario de Cienfuegos, allá por los años 70, que era Madame Simone Eiseman (...) Ese es el nombre que merece esa sala. Simone Eiseman fue mi profesora de francés, y la profesora de muchos profesores de francés.

Simone era una mujer encantadora, una profesora magnífica, una profesora que nos supo enseñar a enamorarnos del francés, pero al mismo tiempo a enamorarnos de la cultura francesa, porque sus clases eran magistrales. Era fantástico cómo tu podías disfrutar en una clase de Simone. Yo tuve el privilegio de haber sido seleccionado por ella, con un grupo de tres compañeros más, éramos cuatro, de recibir clases en su casa, de forma voluntaria, ella no cobraba un centavo por aquello, o sea, nosotros éramos alumno de ella por el día en el pre-universitario y por la tarde, por el mediodía íbamos a su casa, tres veces por semana y allí entonces hacíamos lo que se dice hoy, una peña, una peña francesa con ella; y ella allí nos preparaba una bebida francesa, nos preparaba algún dulce francés, aquello era fantástico, era como trasladarse a vivir un poco en su pedacito de París. Nos hablaba de sus vivencias, de Francia, nos cantaba la *Marseillesa*, vivíamos todo aquello porque ella vivía con una pasión tremenda. Además de eso, además de ser tan francesa, era muy cubana también, amaba mucho a Cuba, estaba muy identificada con Cuba, con toda la obra de la Revolución también. Siempre que hablo de ella me emociono, porque para mí y para todos los que tuvimos el privilegio de recibir sus clases, representó mucho. Era verdaderamente una formadora, ella no era un profesor, un instructor, era una verdadera educadora. Yo no tengo palabras para describirla, pero siempre la recuerdo, nunca la olvido, en todas mis clases, en todas las clases que yo he dado, las

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

buenas, las regulares y las otras, siempre he tenido a Simone diciéndome "esto debes hacerlo así y aquello debes hacerlo así", porque ella fue tanto formadora como profesor, o sea, yo tuve una formación como profesor que me la dio ella. Ella fue también la Inspectora Nacional de Idioma Francés.

Entonces te decía que ella me había formado después como profesor. En un momento dado, ella necesitó un profesor del idioma francés en el pre-universitario de Colón, en la provincia de Matanzas, y me pidió que yo fuera allá, yo no quería, me gustaba la idea, pero tenía miedo de comenzar una tarea como esa por allá, y por el impulso, por el ánimo que ella me dio pues lo hice y se lo agradeceré toda la vida.

En ese momento no existía un lugar donde formar profesores de francés y entonces bueno, su tarea fue esa, formar profesores de francés, y así lo hizo con muchos de sus alumnos. Yo diría que si bien es cierto que después estudiamos en la universidad e hicimos una licenciatura en la universidad como profesores de francés, la mayor formación, y la mejor formación que tuvimos fue la que recibimos a través de ella, porque sus métodos, su pedagogía, todo eso que ella transmitía, nadie lo podía hacer mejor que ella, lo demás estaba escrito ¿no?

Simone era una persona que era una verdadera formadora, exigente, afectuosa, o sea sabía combinar bien todos esos matices que debe tener un educador, y ella los tenía. Ella era amiga de sus alumnos, por ejemplo, ponían una película francesa en el cine y ella nos invitaba, íbamos al cine juntos, a veces íbamos a comer juntos aquí a este restaurante que todavía existe "La Verja", para intercambiar en francés, o sea que era diferente, era alguien muy especial Simone.

Sobre el proyecto, pienso que ese no debe ser el proyecto de unas pocas personas, pienso que debe ser el proyecto de muchas personas y sobre todo de personas que quieran trabajar en él para que triunfe, para que salga adelante y ahí voy a estar yo.

Testimonio de Felino Martínez (Actual Vicepresidente de la Asociación de Lingüistas de Cuba y responsable del Grupo de Especialistas de la lengua Francesa) (Compañero de trabajo de Simone Eiseman)

Il y aurait beaucoup de chose à dire à propos de cette époque-là et de mon travail avec madame Simone Eiseman Ruiz de Zárate. J'ai appris le français à La Havane, je me suis formé comme professeur de français et j'ai dû venir, j'ai du faire mon service social à Santa Clara en l'année 66 et en l'année 66 je suis arrivé à Santa Clara pour travailler à l'École de Langue à Santa Clara et j'ai ecoute que à Cienfuegos il y avait une dame, qui était Simone, et qui était professeur de français à l'Institut Pré-universitaire à cette époque-là mais elle était au même temps en quelque sorte, une espèce d'inspectrice du Ministère de l'Éducation qui couvrait les pré-universitaires, qui a l'époque faisait du français depuis Matanzas jusqu'à Camaguey. Alors, quand elle a appris que j'étais arrivé à Santa Clara avec monsieur Gualfrido Hernández, un autre professeur aussi, on s'est connus tout de suite et on a sympathisé et on a commencé à l'époque à essayer de concevoir des cours, des stages, plutôt de stages de formation de professeurs, et pour cela nous avons sélectionné quelques bons élèves des écoles de langues pour les former en tant que professeurs parce que c'était à ce moment-là le boom du français dans les écoles de langues, et nous avons donc commencé à apprendre le français.

Puisque c'était une femme très active, elle a travaillé avec nous à l'École de Formation Accélérée de Professeurs de Français aussi à La Havane, on faisait la conversation et après elle a travaillé quelque temps à l'ISPLE, à l'Institut Supérieur Pédagogique de Langues Etrangères à Miramar; elle y a passé deux ans, à peu près, et puis après, elle a pris la retraite parce que elle était déjà l'âge, elle était fatiguée, elle commençait à être fatiguée.

Mais donc, mes relations avec Simone étaient vraiment une relation de famille, on était très amis, on sympathisait beaucoup. Je lui dois aussi l'essence de parler le français, on parlait le français tout le temps et puis on était des collègues et des amis de travail.

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

C'était d'abord une amitié avec des actions professionnelles. La méthode de travail. Elle était une femme très, très active, elle avait une énorme énergie, elle ne se fatiguait jamais pour donner de cours, elle était toujours disposée à aider aussi toutes les personnes qui voulaient apprendre le français. Je pense que ses fils Alain qui habite à Paris et qui est à Cuba dans ce moment peuvent donner plus d'autres détails de sa vie.

C'est un travail très encourageant. C'est un travail que vous faites autour d'une femme méritoire. C'est quelque chose qui fait partie de l'histoire de Cienfuegos, de l'histoire du français à Cienfuegos.

Testimonio de Celine Mui (Estudiante de Simone Eiseman)

Comencé a estudiar en la escuela normal para maestros en 1953 y cuatro años después me gradué en 1957. Al comienzo se daban dos idiomas. Primero se comenzaba con inglés y luego terminabas con francés. Cuando empezamos con el francés, un idioma que siempre me gustó mucho y del cual conservo muchas cosas gracias a mi buena memoria. Luego me seguí superando en la escuela William Shakespeare. Pero la primera profesora que tuve fue Simone.

Simone era una persona maravillosa y como profesora muy exigente. Y recuerdo que estando en la normal ella pedía que se hiciera una libreta con todas aquellas palabras que nos iba dando en todas las clases y que le pusiéramos una serie de imágenes y de cosas bonitas. Ella era una persona maravillosa, porque no solamente nos daba las clases normales sino que nos hablaba de todo, de la cultura de su país, de la forma en que se cocinaba, los distintos alimentos y de las bellezas naturales de su país, hablaba mucho de su país específicamente, del Sena, de los lugares tan bonitos que habían y de todos los pintores. Era una persona muy educada. Yo tengo un recuerdo muy grato de aquella época.

Testimonio de Liliana Molina (Estudiante de Simone Eiseman)

En primer lugar voy a hablar de ella como vecina porque ella vivía a una cuadra y media de aquí. Sus hijos se criaron aquí en el barrio con nosotros. Ella era una mujer muy apasionada. Tenía muchas virtudes pero lo que la caracterizaba era la vitalidad que tenía. Era de esas mujeres que tenía una fuerza transmisible, unos deseos de vivir y una pasión por el francés. Una persona con mucho carisma, que llamaba mucho la atención, era muy apasionada de su patria, y una persona que tenía un interés tan grande por la historia y la cultura en general. Pero a mí lo que me fascinaba de ella, lo que me marco fue que bueno al principio comenzamos con el librito de la alianza francesa tomo 1 pero luego ella cogía un papel y trazaba las dos hileras del Sena -la gauche y la droite- y en el medio pintaba l'Île Saint Louis y l'Île de la Cité. Es decir donde está Notre Dame y entonces ahí tú recibías la vitalidad de ella, era una cosa que te contagiaba, recibías conocimientos de historia, de geografía, de francés. Aquello era encantador. De la nada tenías un mapa de Francia en frente de ti. Era como una fiesta recibir clases de ella, pero una fiesta de cultura, de conocimientos y sabía de literatura francesa, de historia y era muy revolucionaria. Ella todo lo enseñaba con mucha pasión, te hacía que te aprendieras las poesías y los trabalenguas en francés, fragmentos de la literatura francesa, de las fábulas de la Fontaine. Sus clases fueron una cosa única, y eran todos los mediodías durante un. Era una mujer fina, exquisita. Y siempre tenía un olor a perfume francés. Recuerdo que ella estudió italiano y siempre tenía un afán de saber, siempre muy concentrada en los idiomas, en la literatura y nos contaba anécdotas. Sus clases eran magistrales y me siento orgullosa y privilegiada de haberlas recibido. Era una mujer muy apasionada con su marido que la adoraba. No he conocido todavía a nadie que enseñe con tanto amor como lo hizo ella.

Amante de la Revolución cubana, porque tenía muchas ideas de libertad, de democracia. Era una mujer muy profunda con mucho sentimiento y cultura.

Testimonio de Alain y Guy Ruiz de Zarate (hijos de Simone)

Mami nació en París en 1916. Era una francesa que amaba mucho su país y tenía sentimientos muy profundos hacia su patria. Cuando tenía 20 años, estudiando Historia del Arte, Diseño y Decoración, se enamoró profundamente de papa, el médico revolucionario cubano que estaba estudiando en Francia, no sé si saben que hay un policlínico aquí en Cienfuegos que lleva su nombre, el policlínico del Área 2. En aquel entonces él cursaba su carrera en Francia. Se dice que se enamoraron profundamente a través de la comunicación que existía entre las ventanas de sus apartamentos (...).

Mami tenía 4 hermanos. El menor de ellos fue fusilado por los alemanes, el mayor fue prisionero de guerra. Ella fue jefa de grupo de los estudiantes que hacían trabajos voluntarios en el campo.

Debido al comienzo de la guerra en Francia y a su matrimonio con papi, a la edad de veinte años, interrumpió sus estudios artísticos y decide vivir en Cuba, aquí en Cienfuegos (...)

A pesar de seguir siendo una mujer joven y bella, luego de la muerte de papa no volvió a casarse, ella decía *-para casarme de nuevo, tendría que encontrar una persona que superara a mi esposo en todos los aspectos y eso, es casi imposible (...)*.

Mami fallece en La Habana en 1998, pero quienes la conocieron la mantienen viva en sus recuerdos.

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

Appendix 7

Photos of Simone Eiseman Ruiz de Zárate



*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*



*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Appendix 8

Design of the “Salle”

Reception room



*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Appendix 9

Meeting room



*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Appendix 10

Study room



*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*



Appendix 11

Salle's member's ID

	SALLE SIMONE «L'image la plus exacte de l'esprit français est la langue française elle-même»
Carte d'identification Nom et prénom _____ Date d'inscription _____	

Appendix 12

Salle's program of activities

Example: Commentary of a book

A participant gives an overview of the book:

Zola (1840-1902), an author famed for his 'naturalistic aesthetic' wrote *La Bête Humaine* in 1889, the novel itself was published the following year. This seventeenth novel out of the twenty that forms Zola's Rougon-Macquart cycle is often considered one of his 'most violent and pessimistic novels'.....

Points to discuss:

- Period in which it might have taken place: (*participants' debate*)
- Main characters: (*participants' debate*)
- Themes: different themes are given to learners for their analysis and debate, for example:
 - ✓ The social issues, politics and corruption portrayed in the book.
 - ✓ The individual positivist approach and the criminal behavior of the time.
 - ✓ The novel's final prominent theme: the nature of the railway system which embodied the unrelenting pace of advancements in industry.
- Opinion about the characters of Jacques Lantier and Séverine (*participants' debate*)
- The main values highlighted in the book (*participants' debate*)
- Possible similarities to books of Cuban authors of the same period (*participants' debate*)

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Appendix 13

Example: Picture narrating

Create a story based on the following images:



Fig. 1



Fig. 2

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*



Fig. 3



Fig. 4

Appendix 14

Example of a debate of a movie

Possible questions to be debated about the movie **"Les Misérables"**

1. What is the meaning of the title *"Les Misérables"*?
2. *"Les Misérables"* shows the social injustice of France at the time. What is, in your opinion, the relation between the plot and the title? Give examples.
3. To what extent do you think the film represents real facts of the French Revolutionary period?
4. What are the main social problems that the story presents?
5. In which way Valjean is portrayed as a romantic hero?
6. Compare Valjean's character in the film *"Les Misérables"* and any other historical hero you may know?

*An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos*

Appendix 15

Survey to select the specialists

Dear professor:

By this means the English Language Major with French as a Second Foreign Language is inviting you to take part in the selection of a group of specialists who could provide valuable sound criteria of a proposal that is part of two students' Diploma Paper at the University of Cienfuegos.

We are appealing to your kind and necessary collaboration taking into account your professional experience. The research proposal we need you to validate consists in the creation of a non-formal setting to contribute to the practice of French language in the community of Cienfuegos through a program designed with a series of activities.

Out of your responses, the researchers of this paper would select the specialists, whose criteria would provide the necessary value and scientific rigorousness to the proposal. Thus, please, score the criteria given in the table below.

We thank you in advance for your valuable collaboration.

Full name: _____

Work institution: _____

Position or responsibility: _____

Academic/scientific degree: _____

Teaching Experience: _____

Appendix 16

Questionnaire to collect the specialists' opinions

Dear professor: _____

Once your willingness to participate in the specialists' group is known, you are kindly requested to critically assess the proposal presented in this research, which consists in the creation of a non-formal learning setting to contribute to the practice of French language in the community of Cienfuegos through a program designed with a series of activities.

The assessment of this proposal is based on the criteria included in the questionnaire you are kindly asked to fill in. Follow the suggestions given below to complete it.

1. Read carefully each of the indicators present in the questionnaire in order to express your opinions.
2. Make a critical assessment of each of the given aspects.
3. Once you have a definite opinion, give an evaluation: (1) **Strongly Agree**, (2) **Agree**, (3) **Partially Agree** and (4) **Disagree**.
4. You are also asked to give any suggestion you consider necessary as to improve the proposal presented.

Thank you in advance for your very useful collaboration!

As soon as we have completed the final round of the proposal amendment after the specialists' suggestions, we will return it to you with some feedback on this respect.

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Indicator	Strongly agree	Agree	Partially agree	Disagree
The proposal can be defined as important and it contributes to the practice of the French Language.				
The proposal answers to the needs detected in the diagnosis of the research problem.				
The proposal pays attention to the practice of French language in non-formal learning settings.				
The “Salle”, as proposed by the authors of the research, in its design counts on the necessary conditions and materials to achieve its goals.				
There is a correspondence between the program of activities proposed, the established objectives of the “Salle”, and the research objective				
The activities included in the program of the “Salle” are varied and well organized.				
The schedule, organization, and frequency of the activities may correspond to the participants’ expectations and needs.				
The program of activities contributes to the promotion of the French and Cuban cultures.				
The “Salle” provides sufficient opportunities for members of Cienfuegos community to practice French language.				

Suggestions: _____

*An Extension Project Proposal: “Salle Simone” – a Contribution to the
Practice of French Language in Cienfuegos*

Appendix 17

Specialists’ relation

No.	Work institution	Educational level	Teaching Experience	Bachelor	Ph.D.	MSc.
1	University of Cienfuegos “Carlos Rafael Rodríguez”	Higher Education Degree	33		x	
2	French Alliance in Habana	Higher Education degree	47			x
3	University of Cienfuegos “Carlos Rafael Rodríguez”	Higher Education degree	42			x
4	Paradiso Agency (ARTEX)	Higher Education degree	40	x		
5	Retired	Higher Education degree	25			x
6	EHT “Perla del Sur”	Higher Education degree	24			x
7	University of Cienfuegos “Carlos Rafael Rodríguez”	Higher Education degree	12			x
8	University of Cienfuegos “Carlos Rafael Rodríguez”	Higher Education degree	4	x		
9	University of Cienfuegos “Carlos Rafael Rodríguez”	Higher Education degree	2	x		
10	University of Medical Sciences in Cienfuegos	Higher Education degree	2	x		

Appendix 18



**FACULTAD DE CIENCIAS SOCIALES Y HUMANÍSTICAS
DEPARTAMENTO DE IDIOMAS**

Se otorga

Premio Relevante

A: Liannys Negrin Cuellar, Bárbara E. Romero

Ponencia: Projet pour la création de la "Salle Simone
Eusebio Ruiz de Edarte"

**IV TALLER CIENTÍFICO ESTUDIANTIL
DEPARTAMENTO DE IDIOMAS**

Dado en el mes de mayo 6 del 2010


Dra. Marisol L. Martínez Iglesias
Decana de la Facultad de Ciencias
Sociales y Humanísticas




MSc. Ana Vázquez Cedeño
Jefa del Departamento de
Idiomas


Lic. Eduardo Pérez Novo
Jefe de la Carrera de
Lengua Inglesa

An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos

Appendix 18.1



**UNIVERSIDAD DE CIENFUEGOS
FACULTAD DE CIENCIAS SOCIALES Y HUMANÍSTICAS**

Se otorga

Premio Destacado

A: Lianays Negrín Cuellar, Bárbara Elena Romero
María del Carmen Hobana.

Ponencia:

Proyecto para la creación de la "Salle Simone
Erseman Ruiz de Zarate"

XVI FORUM DE CIENCIA Y TÉCNICA DE BASE

2010

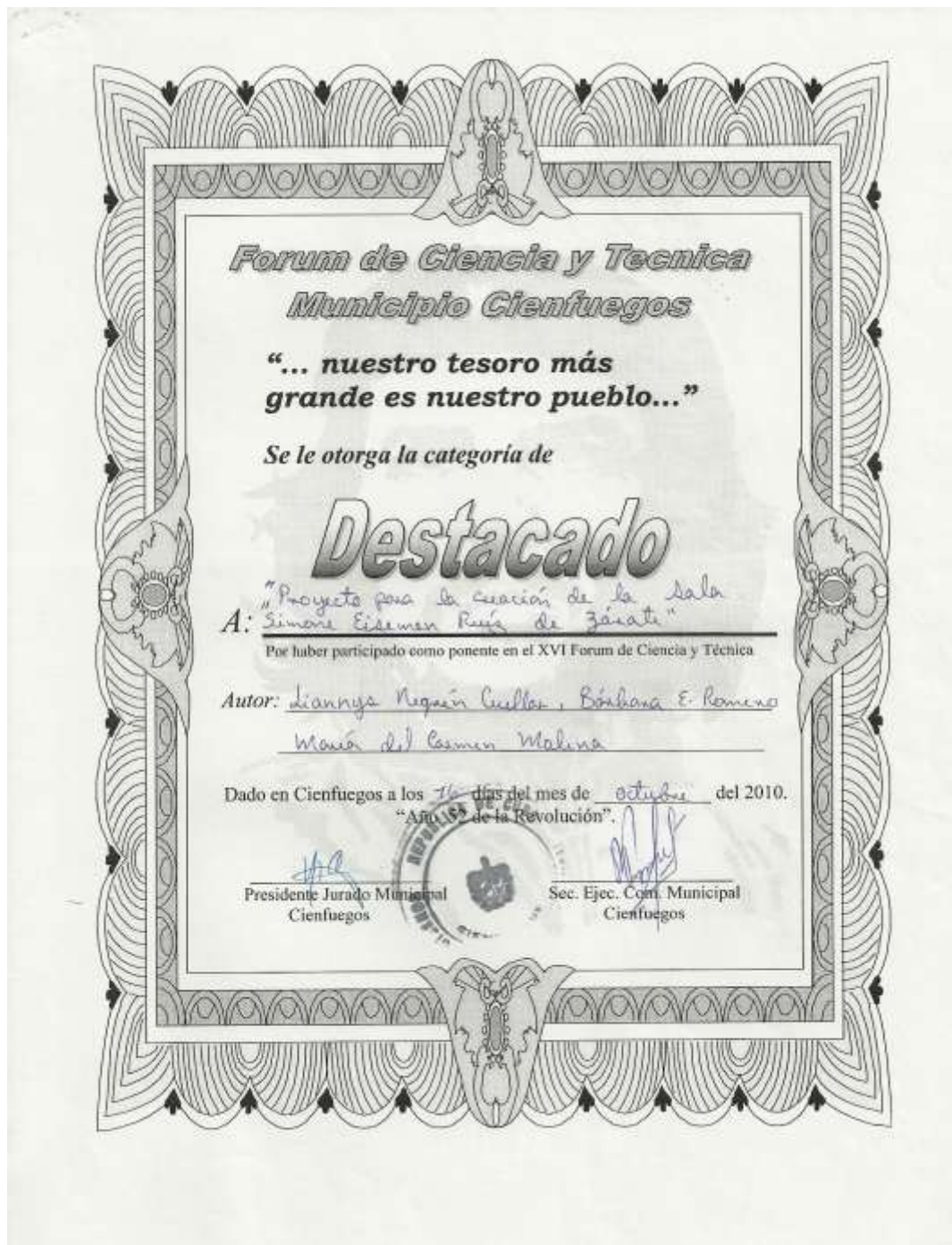
Dado el día 24 del mes de junio de 2010



Dra. Marisol I. Martínez Iglesias
Decana de la Facultad de Ciencias
Sociales y Humanísticas

An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos

Appendix 18.2



An Extension Project Proposal: "Salle Simone" – a Contribution to the
Practice of French Language in Cienfuegos

Appendix 18.3

