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# Issues of literacy in the teaching of disciplines in the humanities and social sciences in Togo

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**ABSTRACT:** Academic success in a discipline is conditioned by the acquisition of literacy skills specific to that discipline (Beacco, Fleming, Goullier, Thürmann, Vollmer &Sheil, 2016). This work aims to analyze literacy in the teaching of disciplines in the humanities and social sciences. We believe that the literacy specificA to the different disciplines in the social sciences and humanities is due to the pedagogical approach used for the development of the curricula and for the teaching of the said disciplines. This hypothesis is verified by an analysis of the curricula of the teaching of disciplines in psychology and sociology of the public universities of Togo, a case analysis grid of the pedagogical practices of teachers in a teaching situation and a semi-structured interview with seven teacher-researchers. The qualitative analysis of the data collected shows that the curricula and the teaching of the social and human sciences are not made according to the skills-based approach. The different subjects within these sciences obey a specific literacy. However, not all the different linguistic functions and skills related to these subjects have been acquired by the students surveyed. They want to gain experience with professionals before they can adapt to everyday life situations.

**KEYWORDS:** *Literacy, teaching, social and human sciences, linguistic functions, competency-based approach.*

## I.      INTRODUCTION

The success of teaching and learning depends on the child's willingness to learn in school. Africa is the only continent where the language of instruction ismore often a foreign language different from the mother tongue. This can be a factor of failure for learners who have to learn in a new language and with teaching and learning approaches that seem unsuitable. Today, each country has the will to create a quality education and training system whose objective is to have efficient and competent human resources. This is why the skills-based approach in the 21st century remains a challenge for improving the quality of education. Roegiers (2000) who explains that a skill is the possibility for an individual to mobilize an integrated set of resources in order to solve a situational problem that belongs to a family of situations. The concept of resources refers not only to the internal or personal resources made up of a set of the pupil's academic achievements, but also to his experiences, his skills, his interests and the multitude of external resources to which the pupil can make appeal, such as his peers, his teacher, documentary sources (Mansour, 2012). However, too many students still lack targeted support to enhance their ability to understand complex materials, enrich their language repertoire and develop strong study skills (Sturtevant, 2004).

The language used, to talk about the language, can help develop skills in students. This is why Beacco, Fleming, Goullier, Thürmann, Vollmer &Sheil (2016, p.77) think that it is necessary to proceed by scaffolding techniques, a term that designates a variety of teaching techniques that gradually lead students towards better understanding and, ultimately, towards greater linguistic and textual autonomy in the learning process. "Scaffolding is providing students with phased and temporary language support that helps them achieve higher levels of understanding/skill acquisition than would be the case without assistance from the teacher or more advanced peers" . These techniques provide learners with discipline-specific literacy that reflects a learner's ability to master the linguistic functions specific to that discipline, to use and transmit knowledge, to apply it to everyday life situations (Beacco , Fleming, Goullier, Thürmann, Vollmer &Sheil, 2016). Academic literacy is necessary to understand what exactly is the subject matter, from what angle and, possibly, with what bias. It encompasses much more than the acquisition of specific basic skills and allows learners to have specialized knowledge in a precise field of study, to become familiar with its reflexive and linguistic conventions, and to identify the contribution of the subject. in question to society. This is the case of the human and social sciences through which we can understand man and society by developing relevant knowledge and the associated linguistic skills in young people.

In addition to the language of instruction which is French, each discipline conveys a language that can only be decoded when one masters all the communication elements and the skills developed in this discipline.

This work aims to analyze the consideration of literacy in the teaching of disciplines in the humanities and social sciences. It would help to understand what each subject in the humanities and social sciences deals with and enable students to meet specific cognitive and communicational demands in different contexts. The following problematic allows us to better pose the problem.

## 1 – Problem

According to Martinet, Raymond and Gauthier (2001), in the framework of professional skills for the teaching profession, we can distinguish between acting as a professional, communicating clearly and correctly in the language of instruction, orally and Writer, in the various contexts related to the teaching profession, adapting his interventions to the needs and characteristics of the students. We understand that if mastering the language of instruction is essential for a teacher, there is a need to master the language of the subject he teaches and adapt it to the characteristics of the students for an inclusive education. In our context, there are many teachers who not only do not master French, the language of instruction, but also do not master the language of their discipline. Any discipline is like a foreign language that has its own language, vocabulary, codes, unique way of thinking. This requires a curriculum and an adapted teaching/learning method in order to succeed in a classroom situation.

### 1.1 - Language of a discipline

According to Larousse (2000), language is a structured system of non-verbal signs fulfilling a communication function. It is also a way of speaking specific to a social or professional group, to a discipline, etc.

The relationship between knowledge and language is therefore much more complex than is sometimes thought. The language can have both:

**- a function of representation:** exposure and defusion of knowledge established independently of the language, for example, an account of experience or research transposes into the appropriate language data or results established independently of their expression and their textual fixation.

**- a mediation function:** transposition, verbalization, allowing to pass from one semiotic system to another. Language is important, even when it is not the primary means of expression. For example, many forms of knowledge can be expressed in semiotic systems that make little use of language per se: mathematical writing, symbols, formulas, statistics, maps, diagrams, photographs. The codes used in these systems are self-sufficient but need to be verbalized for discussion, commentary or teaching.

**- an interaction function:** transforming and enabling exchanges (discussion, debate, controversy) between producers of knowledge and between producers and users of knowledge, exchanges that can advance knowledge;

**-a creative function:** creating knowledge, the creation and recording of knowledge through writing being two sides of a single process.

As explained above, to succeed in school, all learners must be able to meet the language requirements imposed in the various subjects. Some of these requirements are common to several disciplines; others are specific to one or other of them.

The language learning situation consists of a learner's ability to use signs and process information relating to concrete or abstract objects. We are interested in the success of learners in the social sciences. Because, Jouvenet (1985, p.27) affirms that: "School success is the effect of a process of formation and change of the pupil. This academic success presupposes internalizing, adopting signs, symbols, knowledge, incorporating, keeping in one's body attitudes, behaviors, rational know-how. According to this author, success concerns the psychological subject in its totality, in its individuality, because, after having familiarized itself with knowledge and with those who dispense it, it must show appropriation and operationalization of what has been taught. This is only possible through learning. Language is the vehicle of all other cultural learning (Vergez & Huisman, 1986) and which obeys the mechanism of assimilation/accommodation, in the Piagetian sense. Assimilation consists of incorporating within us elements, knowledge or information from the environment. Accommodation is the mobilization of mental structures according to changes in the environment, it is the adjustment of oneself to reality. Adaptation consists in the conquest of a growing objectivity which ensures practical success (at the level of action), understanding and objective explanation of reality (at the level of thought) therefore assimilation/accommodation (Piaget, 1967). Thus, many learners do not adapt to the teaching of social science disciplines. For example, many learners are trained in social sciences, yet our societies are full of social problems. These are inactive to solve them. This is why today, we are advocating for the skills-based approach. This new option is due to the criticisms of the objectives approach. Indeed, the objective approach stems from behaviorist theories (Watson, 1925; Skinner, 1971) which state that all human conduct is determined by environmental stimuli in terms of observable behavior. It emphasizes the definition of the objectives or the intention of the teacher to achieve in his students. According to Bloom (1969), Krathwohl, Bloom and Masia(1964), Mager (1975), these are objectives relating to the cognitive domain, affective domain and

psychomotor domain in observable terms defined from simple to complex. . This approach induces an atomized, compartmentalized education, sometimes meaningless and not obeying the adequacy between training and employment. For Mucchielli (1998), the stages are meticulously put in a progressive order by successive fragments as small as possible by reinforcing each assimilated part; the assimilation of each fragment can only be done if the previous ones are assimilated. What makes this assimilation difficult may be due to poorly made divisions of the fragments of knowledge. It is from the work of Gagné (1976-1980), we have seen the emergence of another conception: approach by skills.

### 1.2 - Skills-based approach
This approach advocates the active behavior of the learner. It is based on psychological theories such as cognitivism, constructivism and socioconstructivism in the Piagetian sense.
**- Cognitivism:** faced with a problem situation, the human individual pauses and thinks to find the answer. The active method of Dewey (1947) stems from this theory and especially from learning by thinking.
**- Constructivism:** the individual builds his knowledge by interacting with his environment. Constructivism is a theory of learning based on the idea that knowledge is constructed by the learner on the basis of mental activity. Learning, in this case, must begin with questions around which learners actively try to construct meaning from the facts as a whole. The purpose of learning is for an individual to construct his or her own meaning, not simply to memorize the lectures in order to reproduce them.
**- Socioconstructivism:** in the Vygotskyian sense, advocates that the individual constructs his knowledge through experimentation and discovery. The construction of knowledge takes place in a social and cooperative framework. The individual is not alone, he learns with other people who have an impact on him and his development. Everyone can help each other (Cody & Gagnon, 2009; Huber &Dalongeville, 2011). The teacher gives students more responsibility in the learning process in the sense of Vygotsky (1934-1986), whose main principles of this theory can be summarized as follows: learning precedes development; language is the main vehicle (tool) of thought; mediation is essential for learning; social interaction is the basis for learning and development. Learning is a process of preparation and internalization by which skills and knowledge move from the social level to the cognitive level; the zone of proximal development is the main activity space in which learning takes place (Walqui, 2006). This is more global learning taking place by progressive restructuring of knowledge. According to Pelpel (1986), in the process of school learning, the competency-based approach is essentially located at three levels: giving meaning to learning, making this learning more effective, establishing the basis for subsequent learning. For Roegiers (2000), this approach is based on the principle of integrating acquired knowledge, in particular through the regular use of integration and learning situations that make it possible to solve complex tasks. According to Roegiers (2006), competence takes into account both the content (knowledge), the capacities (activities to be carried out) and the situations in which the activities are carried out. A capacity is power, the ability to do something. It is an activity that we do. Identify, compare, memorize, analyze, synthesize, classify, classify, abstract, observe, etc. are capacities considered as general know-how but which are designated by rather vague terms (Reogiers, 1999). To designate them, some authors speak of general skills. Abilities do not become skills, because they are not defined according to situations, contexts. In practice, a capacity determines the main steps of activities that lead to the mastery of the skill. It is translated by the verbs which describe the know-how according to the gradual difficulties. One or more abilities can be mobilized through a skill. A capacity is characterized by its transversality, its scalability, its transformation and its non-evaluability (X. Roegiers, 1999). Learning is designed taking into account the activity of the teacher and sub-activities of the learner, based on the micro-skills and capacities stated. The active behavior of the learner depends on the extent of the content and activities but also on the possibilities of collaborative interaction between the learners themselves and then between learners and teacher. To formulate a skill, you need a verb, a content, a context and the result. Thus, its acquisition conditions academic and social success. This teaching does not fully take into account the specific translation and contextualized language for each subject. In other words, some lessons do not take into account the specific literacy of said subjects.

### 1.3 - Literacy in the teaching of a subject
According to Beacco, Fleming, Goullier, Thürmann, Vollmer &Sheil (2016, p. 25), the notion of literacy designates, in the strict sense: "the ability to read and write". According to the same authors, the PISA Consortium (Program for International Student Assessment or International Program for the monitoring of student achievement (2006) focused on science literacy, defines it as: "the ability to use and transmit knowledge, to apply them to everyday situations, to attempt to solve problems with the help of this knowledge and to influence decision-making processes, as essential elements of subject-specific competences". It also takes into account the understanding of texts and tasks, it covers certain operational aspects, such as knowing how to read between the lines, draw the necessary conclusions or grasp the hidden implications, as in real life. In 2006, the definition of literacy was further broadened to include attitudes, such as the ability to engage and challenge points of view, to participate critically in the development of a subject individual and to follow him throughout

his life. Consisting of an evolving set of attitudes, skills and knowledge in science, this culture allows students to develop their skills related to scientific research, to solve problems, to make decisions, to have a taste for learn throughout life and maintain a sense of wonder at the world around them (PISA 2006). Today, this concept can be interpreted as a path to critical reflection, the use of knowledge and participation in social life.

Still, referring to these different authors, Beacco, Fleming, Goullier, Thürmann, Vollmer &Sheil (2016), this concept includes at least three different skill levels, namely:

-Knowledge related to linguistic and epistemological skills,

-The action that includes learning skills, procedural skills, communication skills and social skills and

-The evaluation which is linked to aesthetic and ethical/moral competences.

Literacy now cuts across all subjects and can help us understand and improve the quality of teaching and the role of language as part of a subject's skills. The teaching and learning of a subject can therefore be conceived as a process of initiation into the different communities of discourse and practice, so that each learner can at least follow their specific ways of exchanging and arguing according to the six (6) characteristics of science literacy:

-Apprehend and fully understand the meaning of a sentence, a passage or an entire text.

- Communicate and negotiate knowledge.

-Reflect on acquisition processes, learning outcomes and their uses.

-Apply knowledge to/in new contexts.

- Participate in the life of the scientific social community.

-Transfer generalizable knowledge, skills and attitudes

In other words, the language skills involved in subject-specific literacy as an encompassing concept include: processing and acquiring knowledge in a subject (through listening and reading) and fully understanding problems or texts in which questions concerning the subject are answered and explained; negotiate the meaning of new elements of knowledge by relating them to those already acquired; think about how a new point

of view has been developed and acquired; reflect on the validity and use of knowledge, and apply it to other/new contexts; prepare for and participate in socio-scientific debates and discourse on the subject outside of school; and critically question the meaning and scope of rules or conventions, and generalize the knowledge and procedural skills acquired (by integrating them

in his own general culture). In this sense, it would be appropriate to define and integrate the necessary linguistic skills in the curricula of each subject, for each level, according to age categories or school levels. These skills should be explicitly taught as part of the knowledge building process in each subject and across them. Focusing on the terminology of each subject, for example, defining only key words is certainly not enough. Account must be taken of the different procedures for describing classroom activities, genres, linguistic cognitive functions and academic language repertoires in subject learning (Beacco, Coste, Van de Ven & Vollmer, 2010). It is not only a question of learning in a structured way, of understanding all types of texts (meaningful) in different semiotic forms and in a multimodal way, but also of expressing oneself in a multimodal way on the problems of a subject. and their implications. In this context, knowing how to write about a subject becomes essential since the learner, through the role played by his teacher, will have the opportunity to strive, to reflect, to explain, to expand and to express his knowledge and to make more use of the linguistic functions.

**1.4 - Role of the teacher in subject-specific literacy**

The teacher can only play his role by being sensitive to the linguistic dimension of the subject taught. It is thus a question of ensuring the progress of the pupils in each discipline, of preventing them from having poor results and of helping them to take full advantage of the teaching. Without such perspectives, which should be clearly defined, it will not be possible to take into account the heterogeneity between learners (Beacco, Fleming, Goullier, Thürmann, Vollmer &Sheil, 2016).

Techniques to support the use of languages in class are necessary in this case in order to gradually lead the students towards a better understanding. It is :

-Explain a new concept using a concept map;

-Establish comparisons with one language and another language; highlight certain terms to develop a metalanguage;

-Provide relevant examples and explain them; asking students to note particular aspects/characteristics of language use;

- Highlight the forms of language use corresponding to specific linguistic cognitive functions (e.g. define, describe, explain, evaluate, argue);

-Present textual models (genres) for content-based oral or written communication;

- Question the students to make them clarify their ideas and lead them to explain their interpretation of things or to question their opinions;

-Use different ways of representing ideas and concepts (e.g. visuals, diagrams, organizers, highlighting, different media and technologies);

-Provide feedback that aims to improve literacy in the discipline.

A teacher trained in the linguistic dimension will be able to predict the
student support needs. Spontaneous accompaniment is possible whenever students are faced with linguistic obstacles that cannot be anticipated by the teacher when planning his lesson. For example, when the curricular objective of a social science course is to write an information report on
the history of production methods, for example in the automobile industry, the teacher will have to judge whether the learners know the characteristic features of a news report or whether they need systematic linguistic and cognitive scaffolding ( Beacco, Fleming, Goullier, Thürmann, Vollmer &Sheil, 2016). In this case, one can understand the low level of literacy among learners which can increase throughout their school career when the teacher does not play the above role or when literacy is not taken into account in the development of curricula.

1.5 – Summary

We argue that literacy can help to understand and improve the quality of teaching and the role of language as a constituent part of subject competence. Consisting of an evolving set of attitudes, skills and knowledge in science (PISA 2006), it takes into account the competency-based approach and therefore involves the revision of curricula according to this approach in order to develop adapted to learners. It is not a question of renouncing the definition of key words as is usually practiced, but of taking into account the different procedures making it possible to describe classroom activities, genres, linguistic cognitive functions and academic linguistic repertoires in the learning of materials.Each learner would learn in a structured way, understand all types of texts in different semiotic forms and express themselves appropriately on the issues of a subject and their implications. This would orient learners to reading (Beacco, Coste, Van de Ven & Vollmer, 2010; Beacco, Fleming, Goullier, Thürmann, Vollmer &Sheil, 2016). In this case, the development of textbooks adapted to this class situation and the related pedagogies, bottom-up pedagogy and discovery pedagogy can be exploited. The first, in its old conception, the teacher adopts a top-down process which always consists in first imposing adult text models on the learner. This one must then imitate those. The schoolboy reads texts by authors in his textbook. The lesson may consist of studying a few excerpts from an author's text (the learner must first look for synonyms for these words. Only then, at the end of the lesson (application exercises ), or at the end of the week that the child can express himself or that he must prove his knowledge. The following diagram characterizes this traditional conception of a "top-down" pedagogy according to B. Toresse (1978):

1- the models (the master and the authors' texts);
2- the class (participation in collective oral lessons);
3- the student (the individual written assignment).
1-        l'élève (le devoir écrit individuel).
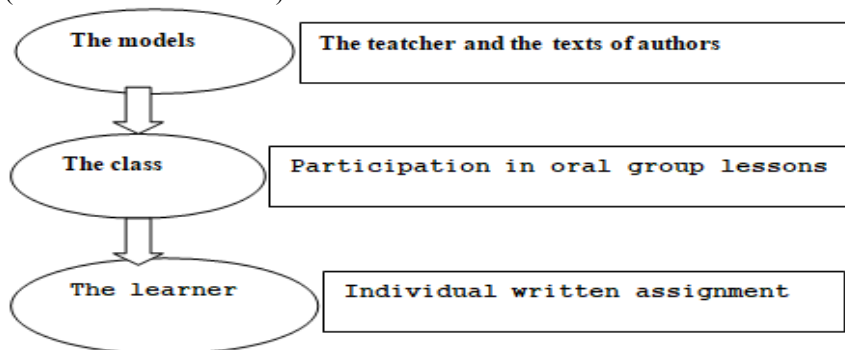


In the new conception: it is an educational process exactly the opposite of the previous one, that is to say an ascending pedagogy illustrated by the following diagram:

1. the child (his wild productions);
2. the team (correction and choice);
3. the class (assessment, selection and amendment);
4. the models (the master and the authors' texts).
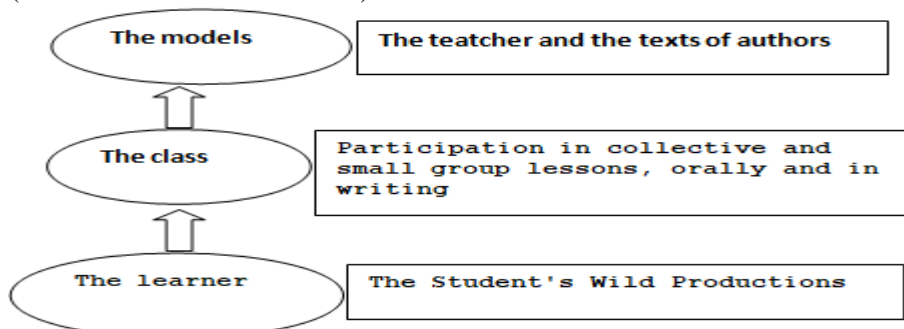
Regarding the second pedagogy, the pedagogy of discovery, in its traditional conception, according to Toresse (1978), this pedagogy stipulates that the teacher knows everything, the student knows nothing, can discover nothing himself. The teacher teaches, the student listens, learns and recite. The child's brain is likened to something that one fills at will. When the master proceeds according to the interrogative method, in the sense of the maieutics of Socrates according to which, the human being possesses within him knowledge of which he is unaware. All you have to do is help her deliver them through midwifery. But under these conditions, the average child discovers nothing. In fact, we practice in our classes a false inductive method. This would explain their failure; In the new conception of discovery pedagogy: the master is less a teacher than a facilitator. Each child explores and develops their bodily, artistic, social and intellectual skills. The discovery of others: this is done gradually, during teamwork, and especially through the community life of the cooperative class. Everyone learns to know their partners, to accept them, to listen to them, to accept opinions different from their own. The discovery of knowledge through the study of natural and human environments. Educational outings and individual or group research lend themselves better to this pedagogy which allows the learner to build his knowledge. He does not just repeat what the teacher teaches him. The truth does not come from the adult, it is discovered by the learner and results from the audio-visual observation of things. This is a truly educational method because it frees the child by gradually freeing him from adult guardianship and allows each of the schoolchildren to discover themselves, to train and to assert themselves.

From the above, we believe that discipline-specific literacy involves taking into account the linguistic function of the discipline, applying the competency-based approach in curriculum development and in teaching/learning. This would ensure the academic success of learners in the sense of Jouvenet (1985). They must first become familiar with knowledge, internalize it, make signs, symbols, knowledge their own, incorporate, keep in their body attitudes, behaviors, rational know-how. Then, demonstrate ownership and operationalization of what has been taught. It is through this psychopedagogy that an institution in charge of vocational training can develop and create skills for employment of young people. Thus, the teaching of social sciences which would respect these rules that we have summarized in the following diagram, would contribute to improving the training of learners.
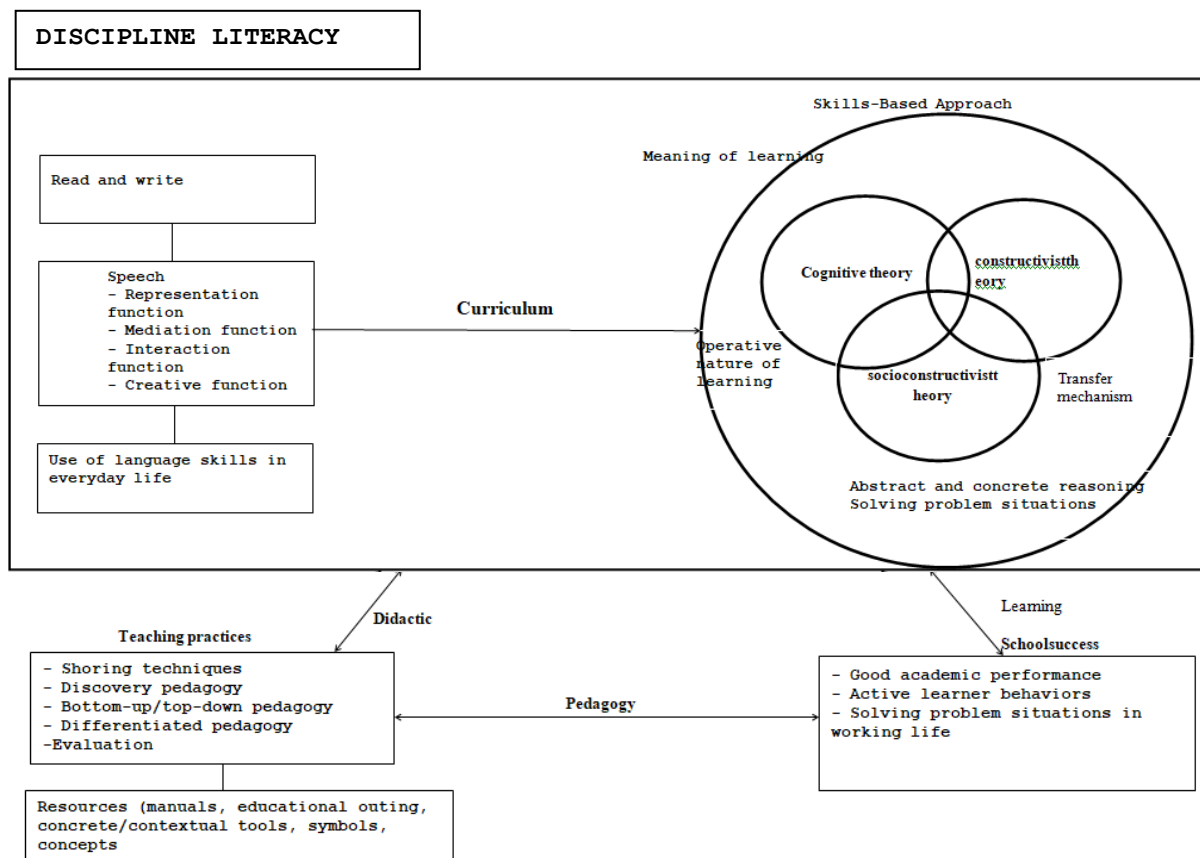


The objective of this work is to analyze the approach according to which the curricula have been developed, to show the link between the competency-based approach, the literacy specific to each discipline and the academic success of learners. It makes it possible to provide pedagogues with strategies allowing them to

develop training curricula and to ensure better teaching/learning of learners. The following methodology is adopted in this direction.

## II. METHODS

To analyze literacy in the humanities and social sciences in relation to academic success among learners, we first conducted a semi-structured interview and case studies. The interview served to collect the opinion of teachers in relation to the concepts of "literacy" and the skills-based approach, their consideration in the development of curricula and teaching / learning in University Institutions.Seven (7) consenting teacher-researchers of social sciences from the two Universities of Togo were interviewed. The case studies concerned the analysis of the frameworks for setting up online courses in the two Universities of Togo, the documents relating to the first and second part pedagogical activities of the CAMES candidates (the two documents of the two candidates were analyzed) and a teaching/learning case of a course. An analysis grid has been developed. This served as an analysis of lesson conduct. The data collected was analyzed qualitatively, a logical-semantic analysis which, according to R. Mucchielli (1984), is directly interested in the manifest content.

## III. RESULTS

By wanting to know the place of literacy in the pedagogical practices of teachers, we note, through the results of the interview that the respondents have no notion of the concept (literacy) but they have an idea of the skills-based approach which, for them, consists of developing skills in learners, but "primary and secondary education has not yet succeeded in talking about universities" added one respondent.

With regard to the canvas for the senarization of online courses before its implementation on Moodle, the following aspects are retained: a summary of the Teaching Unit, the General objectives, the specific objectives, the course sequences and the facilitation materials and the final evaluation. We can understand that the development of curricula and teaching practices are done according to the approach by objectives. In addition to a Moodle user guide, file support on Bloom's taxonomy has been given to the various trainees who enjoy the autonomy to configure their course according to how they think of delivering their course. The key words are explained in the glossary where the students are referred to read them.

The analysis of the two (2) types of documents relating to the first and second part of teaching activities shows that the authors do not take into account the skills and literacy approach in their teaching practices. These only took into account objectives, therefore the objective-based approach and the running of the courses.

The teaching/learning case consisted of following a teaching sequence of a course on clarifying what a vulnerable person is.The stated skill is to: "clarify the concept of vulnerable to the public from the following cases and from reading a text on the vulnerable person so that we can identify the people concerned in our environment".

Instructions: Read the cases below (cases1 and cases2) and answer the questions that accompany these cases.

Case 1: Mrs. NAKA considers herself to be a very vulnerable woman because of fragile physical health. Her son SODI makes a request for support from his mother. Madame NAKA is worried about the covid 19 disease that is hitting the planet. She lives alone away from her children. They come to visit it in turn. Do you consider Mrs. NAKA to be a vulnerable person? Why? Define the concept of vulnerability by also relying on the reading of the text concerning the psychosociology of the vulnerable person.

Case 2: In the event of a natural disaster (flood that destroyed several houses), can we talk about vulnerability? Why ?

After the course, we found that at the level of the learners, everyone was able to give a good answer.

The following provides a better explanation of these different behaviors in class situations.

## IV. DISCUSSION

This work is in line with the competency-based approach. It aims to analyze the place of this approach in the literacy specific to each discipline and the academic success of learners. We find that literacy is unknown to respondents, but they have a simple idea of the skills-based approach that is not taken into account in their teaching practices. This is evidenced by the opinion of one respondent: "primary and secondary education has not yet succeeded in talking about universities" and the objective-based approach used for online courses in universities.

The documents relating to the first and second part pedagogical activities also show that the authors do not exhibit the skills and literacy approach in their teaching practices. We can deduce that the teaching/learning practices of the respondents fall under conditioning in the sense of behaviorist theories (Watson, 1925; Skinner, 1971) which stipulate that all human conduct is determined by environmental stimuli in terms of observable behaviors. . This is according to Bloom (1969), Krathwohl, Bloom and Masia (1964), Mager (1975), But this approach induces an atomized, compartmentalized education, sometimes devoid of meaning and not obeying the adequacy between training -use.

In the senarization of online courses, only the key words are explained in the glossary where the students are referred to browse them. This is not enough to speak of literacy, "the ability to use and transmit knowledge, to apply it to everyday situations, to try to solve problems with the help of this knowledge and to influence the processes decision-making, as indispensable elements of subject-specific skills" (Beacco, Fleming, Goullier, Thürmann, Vollmer &Sheil, 2016, p. 25). Case studies illustrate this literacy. The student is called upon, first, to analyze the cases on the vulnerable person supported by images, then to read a text on the same subject. This practice makes it possible to take into account the understanding of texts and tasks which covers operational aspects such as knowing how to read and grasping the hidden implications in relation to real life. This is also what the competency-based approach to achieving discipline-specific literacy advocates.

The competency stated to clarify the concept of vulnerable to the public from the following cases and the reading of a text on the vulnerable person so that we can identify the people concerned in our environment, induces the active behavior of the learner based on psychological theories like cognitivism, constructivism and social constructivism. Learning, in this case, must begin with questions around which learners actively try to construct meaning from the facts as a whole. The purpose of learning is for an individual to construct his or her own meaning, and not simply to memorize lessons in order to reproduce them (Pelpel, 1986). This skill took into account an action verb (clarify); the sense of competence which is only the content to be taught (Vulnerable person); the context (denoted by from the following cases and reading a text about the vulnerable person) specifies the hidden implications in relation to the context of real life. The result refers to the performance achieved, what is expected. Competence orients the capacities and skills to be taken into account to make learners active. As capacities, we can retain: observe, read, analyze, research, clarify, produce. According to Roegiers (1999), one or more abilities can be mobilized through a skill. Since these capacities considered as general know-how but which are designated by rather vague terms (Reogiers, 1999). This is why it is necessary to define the skills in phase with the capacities retained.

Observe: Observe the images of vulnerable people in order to clarify the concept of "vulnerable person";

Read: read the text on the vulnerable person in order to understand the language and clarify the concept of "vulnerable person";

Analyze: Analyze images, words and linguistic expressions in order to clarify the concept of "vulnerable person";

Search: Search for information or essential elements through images and readings of texts to clarify the concept

Clarify: Clarify the concept from the images and read the texts;

Define: Define the concept from the images and read the texts;

Produce: Produce a text to define the concept or to clarify it

This pedagogical principle of the competency-based approach is in line with scaffolding techniques in subject-specific literacy which aim to gradually lead students towards a better understanding of the linguistic dimension of the subject matter (Beacco, Fleming, Goullier, Thürmann, Vollmer &Sheil, 2016). The production of texts by the learners and the reading of adult texts illustrate the pedagogy of discovery according to B. Toresse (1978) and makes it possible to take into account the rhythm and the specific difficulties of each learner. The evaluations would be based on these texts.

## V.      CONCLUSION

In subject-specific literacy, learning is designed taking into account the activity of the teacher and that of the learners, based on the micro-competences and the capacities stated. The active behavior of the learner depends on the extent of the contents and activities but also on the possibilities of collaborative interaction between the learners. The work made it possible to analyze literacy in the teaching of disciplines in the humanities and social sciences. The failure to take this into account is due to the pedagogical approach used for the development of the curricula and for the teaching of the said disciplines. The methodology used to collect the data and the qualitative analysis of this collected data show that the curricula and the teaching of the social and human sciences are not made according to the skills-based approach. However, the various subjects falling under these sciences obey a specific literacy. This explains the problem linked to the mismatch between training and employment. Literacy requires cognitive activities in all courses for the understanding of scientific ideas and phenomena, so that students learn to assess their own way of thinking and using ideas and linguistic elements. This requirement takes into account and brings out clearly the functional, temporal, spatial, contextual and logical relationships between these elements and ideas. The initiatives taken in favor of the mastery of the linguistic dimension in all school subjects are in line with the commitment to equity and quality in education, which encompasses the promotion of inclusion, social cohesion and respect for students' linguistic and cultural repertoires. We are aware that proper subject literacy is not the only factor to guarantee the quality of school education, but paying attention to it, does it not improve the specialized and general linguistic skills of the pupils, their understanding of each subject?

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