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Study of images in French as a foreign language class: Between fixed image and moving image

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Abstract
We were interested in the image. The latter, visual and figurative representation, has always been part of the means used in the teaching-learning of languages, we note that this support is always present in the language class, because in addition to its aspect of humor, the image is capable of explaining the linguistic code, by referring to another code. Thus, the image as a teaching aid could also have a considerable impact on the comprehension of writing among learners in the 7th and 8th years of basic education. This article is particularly interested in the teachers responsible for the information and communication technology course and the designers of programs and manuals. The main objective of the article is to give attention to this support likely to facilitate the teaching/learning of the French language. It first presents two types of images: a still image medium, namely a comic strip and an animated image medium, namely a video extract and scriptural and intercultural skills and Then, he focuses on to descriptive data taken from questionnaires intended for students concerning these aforementioned skills. The article also examines the relationships between the use of images in the teaching-learning process and the two skills.

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1. Introduction

This work is the result of long and careful observation. Our personal experience as a teacher at the level of the Terminal Cycle of Basic Education has allowed us to note that one of the major difficulties encountered by learners of French as a foreign language is located, first and foremost, at the level of writing in this language. This becomes very worrying, especially since scriptural competence is an essential skill because the learner is evaluated, in most cases, through his writing, even in official examinations such as the intermediate teaching certificate and the baccalaureate.

Indeed, over the last fifteen years, there is no need to recall the breakthrough of audio-visual technology in the teaching of foreign languages and to measure the task of researchers who have studied the contribution of images to the teaching of foreign language (John & Randy, 2022). According to Kunda (2022) [7], the role and status of images in language methods have fueled, for several years, the interest of researchers in all images used in language teaching. The interest given to the image as an educational tool is always the problem of the theory of cognitive psychology. For this function, the role of the image is to accompany the word, the sentence, the text, in order to guide the learner's understanding.

It is therefore obvious, therefore, that in this work we will devote ourselves to the use of images in class. Because according to Jafaoy (2022) [5] learning a language is learning to communicate orally with this language, it is surely talking about the communication that an image conveys, which constitutes the message transmitted by the sender who himself created this image. We were interested in the image. The latter, visual and figurative representation, has always been part of the means used in the teaching-learning of languages, we note that this support is always present in the language class, because in addition to its aspect of humor, the image is capable of explaining the linguistic code, by referring to another code. Thus, the image as a teaching aid

could also have a considerable impact on the comprehension of writing among learners in the 7th and 8th years of basic education.

Richaudeau (1979) [12] by citing the following example "comics in the school textbook" in his book published by UNESCO, we understand that the latter attracts the attention of learners during the learning process; at the same time, it plays an illustrative role. Indeed, these images, in bubbles, accompanied by words, small paragraphs, are like a sort of filling in the void created at the bottom of the text and whose aim is to complete the meaning.

The iconicity of the image serves to reinforce the learner's course through their ability to present things. Indeed, in relation to the word, the image maintains an arbitrary and conventional relationship in the illustration. It is an educational aid and an important support. While the illustration is representative of the reality for which it replaces, there is an analogy between the illustration and its referent (the illustrated). This analogy gives the image the specificity of facilitating learning and serving access to the meaning of words and this is how it facilitates the appropriation and learning of linguistic notions and particularly words.

The goal of teaching a foreign language is to learn to communicate both orally and in writing. This will allow learners to come into contact with other cultures and develop a spirit of tolerance towards others (Service National de Formation, 2019) [15].

Indeed, the image medium (the still image or the animated image) is a medium which could or which should be taken into consideration by teachers in the classroom and by the designers of programs and school textbooks (given that the One of the purposes of teaching French as a foreign language in secondary school is to rais awareness of modern information and communication technologies. It is an original, new, lively medium that could be used to develop several skills. However, this teaching must be attractive and motivating in basic classes. The teacher must vary in his methods, his supports, his tools in the activities proposed, etc., in order to arouse the interest of learners and involve them in the learning process (Albert & De Pietro,1967; Zetili, 2002; Cuq, 2003) [1].

This article is particularly interested in the teachers responsible for the information and communication technology course and the designers of programs and manuals. The main objective of the article is to give attention to this support likely to facilitate the teaching/learning of the French language. It first presents two types of images: a still image medium, namely a comic strip and an animated image medium, namely a video extract and scriptural and intercultural skills and Then, he focuses on to descriptive data taken from questionnaires intended for students concerning these aforementioned skills. The article also examines the relationships between the use of images in the teaching-learning process and the two skills.

2. Materials and Methods
2.1. Sampling
We chose 7th and 8th grade learners as the base class as the study population. In our work, we would like to analyze and measure scriptural competence. In our investigation, we chose to work on the descriptive text because the descriptive process is studied by the learner every year whether in first, second or third year of secondary school and this would be divided into two groups:

- An experimental group: subjected to the independent variable, that is to say the subjects attended teaching consolidated by the presence of the image.
- A control or control group: which was not subjected to this independent variable. Therefore the subjects did not benefit from the presence of the image as a support for understanding the written word.

Indeed, the comparison of the results obtained in each group would be very interesting insofar as it will allow us to verify the impact that the image can have on the results of the experimental group compared to the control group. In sum, our sample includes 10 teachers and 40 learners (23 girls and 17 boys) that is 20 learners for the experimental group and 20 learners for the control group.

2.2. Statistical analysis
The asked questions offered to the respondents a choice of answers of which the number varied from four to six. The averages obtained were subjected to univariate varience analysis (ANOVA) with statistical software XLSTAT-Pro7.5.The independent variables were the studied variables and the choice of the scientific option to humanities constituted the dependent variable.

3. Results and Discussion
The results summaries of the previous residency in the adjustment of the fontfire motivation in the teaching of drança in french are included in the table below

Table 1: Verification of the fontfire motivation in the teaching of drança in flanse teaching a language in French

Experimental Group		Controle Group	
Correct answers	Wrong answers	Correct answers	Wrong answers
15	5	8	12
75%	25%	40%	60%

Regarding the first question, whose content is to question the learners of what is talking about in this text, we proposed three answers to help the learner find the correct answer. We recorded 75% of the right answers, which are for the manufacture of honey; While 20% sugar and only 5% of treats (false answers) in the context of the control group, we recorded 35% just and 65% false answers. This could be explained by the fact that the Experimental Group has followed a conservative material of a comic, these results corroborate those Girault (1999) [4] which had found that learners succeeded in their disposal. We have a relationship between the proportion of learners who have been trained in a comics and the results obtained. Students who follow a conservative material of a comic, actually get good results. [$F_{(3,2568)} = 870$; $p < 0,001$].

Table 2: The influence of the teaching materials on learning a language in general and on the learning activities in particular

Teachers	Answers
T1	Language learning a need for instructions to facilitate understanding and storing
T2	The teaching brackets have an influence on learning of a car they help to memorize new words than the learner and will in charge in his head
T3	The injecting materials enrich its vocabulary and can therefore express themselves correctly and in a free way
T4	The teaching materials are essential during each learning, to facilitate understanding of the child
T5	The teaching materials, whether visual or auditors, play an indispensable role during the learning process of a LANGE or an activity. They serve to facilitate the task of the teacher and the learner at the same time
T6	Yes surely because the use of the teaching materials, whatever their nature, has a great impact on the assimilation of a language by providing a sense of pleasure and thus motivation what is reflected positively on the performance of the learner
T7	In my opinion yes, because the word "support" means that it is doing something so everything material used in teaching to teach a language; For example: the text, image and compliance have doctors of the teaching because they carry in them know a knowledge.
T8	These didactic support facilitates the acquisition and learning of a foreign language
T9	The help of the teaching materials the teacher can arrive at a good learning activity that meets the needs of his learners, and get to its goal
T10	The didactic support is an indispensable element in all activities to learn a language

Despite the difference in age, experience, and the degree in teachers who responded to this question, it was found that they are unanimous that the teaching materials are of essential importance in learning a language

Table 3: Requirement of the preferred place in the image in new educational programs

Requirement of the preferred place	Frequency	%
Yes	8	80
No	2	20
Total	10	100

The majority represented by 80% opts for the answer Yes, while 20% see that new programs do not provide a privileged place to the image. We always thought that the text and the image complement, but over the days, the text will be failed to leave the image as a support for the apparatus (connotation, denotation)

Textbooks for 7 th and 8th years of gradual education, give great interest to iconic media. Many exercises are proposed, intended for intensive training. Relevant and ongoing assessments will allow the student to assess the level of its skills. This is the same as Kasanya and al (2022) [6] that had proposed that the 7th and 8th manual of the science learning field are updated taking into account the new educational regime, new modalities of evaluations, the approach to situation. We have a relationship between the proportion of relevant assessments and the results obtained. Students who are assessed relevant, effectively achieve good results. [F $(3,2398) = 6$; per $<0,001$].

Table 4: Frequent use of class images

Frequent use of class images	Frequency	%
Yes	9	90
No	1	10
Total	10	100

Most responded by the affirmative (90%); and (10%) do not use the images in the class frequently. This result shows that the image creates a climate of relaxation in class; Because children love all what is happy and pretty, and especially close to his daily life. This could be explained by the fact that teachers have not been trained for the use of the image in teaching learning of fancy foraging. This is the same as Kasanya and al (2022) [6] that had found that teachers had not

taken a form on the criticism, analysis, construction and implementation of educational situations.

We have a relationship between the proportion of learners who love what is happy and pretty. Students who love what is happy and pretty and who have been a supported material of a comic, actually get good results. [F $(3,3896) = 7$; p $<0,001$].

Table 5: Training for the use of the image

Training for the use of the image	Frequency	%
Yes	4	60
No	6	40
Total	10	100

Most are not trained for the use of the image (60%) compared to the other (40%). The majority is not prepared in the field. Of course, pedagogical days should be given to discuss and know more the benefits and progress of programs, through this iconic support, before, during and after the course: the operational objectives vary according to the time of the use of the support The above results allow us to say that our teachers are sensitized to the role played by the image as an auxiliary support in the field of teaching / learning of foreign languages. Lyon that the presence of the image in French of appearance seems to be of great importance and a favorable interest. The results of which have already experienced the use of this visual support in their classes and that they noticed his positive contribution and its effectiveness in learning. 60% of teachers are not trained for the use of the image; This could be justified for lack of funding. These results corroborate those of Nikou (2002) [9] that found that the comic book was difficult to use in labor-based labor laboratory schools and devoid of operating means.

Table 6: The image as a good support in teaching / learning of French foreign language

The image as a good support in teaching	Frequency	%
Yes	10	10
No	0	0
Total	10	100

All teachers (100%) confirm that the image is a good support in teaching / learning French French tongue. This result explains that teachers have used themselves for use of this support and they are convinced by its positive contribution

and its efficiency in learning. And they considered that iconic is a good support for teaching / learning of French tongue.

Table 7: The function of the image as a didactic support in teaching / learning French as a foreign language

The function of the image as a didactic support in teaching	Frequency	%
To facilitate understanding of the text	5	50
To facilitate memorization	2	20
To facilitate the explanation	3	30
Total	10	100%

Table 8: Other functions

Teacher	Answers
T1	It helps learners express themselves about a subject
T2	It serves as a visual support that reinforces a theme
T3	The function of the images is to motivate the learner in class and put them in a situation of communication with others

The majority (50%) see that the function of the image is to facilitate the understanding of a text, (30%) see that it has a function of the word explanation; and the remains (20%) see that it has a storage function of the new words.

- The image for a better understanding of a text: in this frame, it complete and even develops the linguistic content of a text. The learner tries to understand the theme, but the picture is there, to the help, he has an idea about which it is.

- The image for a better storage: The image plays a crucial role in storing learning that is especially when it comes to learning a foreign language or the child remains unable to appropriate and control its learning; then the formal components (drawings, colors... etc.) of the image, also play a significant role in this plan, as they stimulate the visual memory considered as essential component of the process of storage; All that "strikes" the child is in his memory. The presence of the image then strengthens the retention and registration of words in a manner, both, and fun and effective.

Table 9: Activities where the image is used

Les activités	Frequency	%
Understanding of writing	4	40
The production of writing	1	10
Oral comprehension	4	40
Oral production	1	10
Total	**10**	**100**

We note that teachers use the image a lot in the activities of the understanding of the written (40%) and the understanding of the oral (40%), (10%) choose the production of the writing and (10%) choose oral production.

Table 10: Other Activities

Teachers	Answers
T1	To facilitate the explanation
T2	The image is a motivation factor and makes it easy to store stage
T3	oral understanding is first step before the other
T4	to facilitate the understanding
T5	The image was previously used as a means of vocabulary explanation in the methodology direct
T6	This tool highlights in a communication
T7	The image helps the learner integrate into the activity

It is noted that the image is maintaining its place as well in the activities of the oral and writing to ensure understanding, the storage, the development said "phase of extension" of the course, where the learner must express themselves orally and in writing in all cases, this iconic support encourages, develops and opens the spirit of the child paid in the "beautiful". From its nature, the student is much more paid in the colors (image) than in the text (black and white), it favors the iconic support to the written document.

Table 11: Facilitation of the understanding of writing to learners using images

Facilitation of the understanding of writing	Frequency	%
Yes	10	10
No	0	0
Total	10	100

The 100% representing all the respondents, say that the image facilitates the understanding of writing in children.

Table 12: Other reactions relating to the facilitation of the writing understandingy

Teachers	Answers
T1	Because the image facilitates to understand and convincing
T2	Because the illustration of the images helps to memorize words
T3	The function of the image is to motivate the learner In Class and put it in a communication situation with the others
T4	The image as a facilitator element in the understanding of the writing serves to determine for a learner the theme of this activity, which leads to integrating into the written support and better understand it

As we reported above, the 100% representing all the investigations, say that the image facilitates the understanding of writing in children. Indeed, the illustration helps a lot of understanding child, understand and text. Then, the difference between these two modes of expression (the image and the word) is indeed to a source of complementarity between the two, hence the requirement to the teacher to invest and exploit this support by incorising it into its course. This is the same as Rosen (2012) [13] that had found that all teachers who presented in schools equipped with injectal materials had concluded that the illustration helps the learners a lot in the class.

Table 13: The place of the image in an educational scenario of a writing understanding of the writing

The place of the image in an educational scenario of a writing understanding of the writing	Frequency	%
At the start of the activity	5	50
In the middle of activity	1	10
At the end of activity	0	0
In parallel	4	40
Total	**10**	**100**

Its place, as he has been explained above: we have seen that she has used more at first (50%) and also in parallel (40%), and (10%) who use it in the middle of the activity, and there is no teacher who uses at the end of the activity (0%):

- At the beginning of the activity (to raise awareness of the child, to put it in the linguistic bath by the questions that are necessary to disappoint the theme of the day. At this level, this support becomes indispensable for a language lesson.

- In the middle of the activity: it complements the text or serves as a savings in the end of activity: it is a practice of making the theme, the displays will occupy the face of the table to discover the following of the story.

In parallel: it becomes a complement of the text it is revealed other evidence that are not found in the text.

Table 14: Image as a motivator in class

Image as a motivator in class	Frequency	%
Yes	10	10
No	0	0
Total	10	100

All investigations (that is 100%) says the image is considered a motivation factor in the class. This total agreement stating that the image is a motivation factor; It draws the attention of the learner, justifies by the formal characteristics that the image (the colors, the features, the figurative objects, the details, ... etc.).

These features are likely to represent a source of interest for the young learner. "Attention to the learner's attention" is, in fact, the key for any successful learning and represents a decisive and necessary step before starting his course. These responses, prove and confirm that the image is likely to influence learners by stigming, stimulating their interest and creating the conditions and the desire to learn, which leads the learner to a well-controlled and effective learning. All surveys surveyed consider the image as a jurisdiction of the teaching of French in the classroom. The use of the class image is encouraged by the OCDE (2006) [10] which requires a group of students to class to be a maximum of 5 students, because the more a group is high sore the job is less flourishing.

We have a relationship between the proportion of teachers consider the image as a factor that draws the attention of learners. Students that are concentrated for the use of the class in the class, actually achieve good results. [F $(3,3896) = 7$; per $<0,001$]

4. Conclusion
To conclude, let's say that the image occupies an important place in language teaching. Accompanying the written text, the image is an effective teaching support. It motivates and facilitates learning from communicative skills in particular the understanding of the writing.

We know that the introduction of any intentional support must be accompanied by teacher training, the image as one of these didactic tools requires the responsibility of education for teachers for training. Indeed, knowing the potentialities offered by the image and also the way it must be exploited within the class ensures a good course of the course and there a good learning of French foreign language.

It was questioned, in our research, to analyze two skills that we consider as essential in teaching / learning of any language I know: Scriptural and intercultural skills to analyze the two skills, we conducted a field survey with learners and first secondary year, this study hosted around two steps

The first step consisted of a qualitative study of written productions, we have opted for a comparative approach between three types of written productions

The second written production is made using a cartoon board that had for the main character a French characteristic personality, as to the second step of our investigation, she consisted of investigation through the questionnaires addressed to learners of (7th and 8th years of basic education) after the collection and analysis of the results, we have resulted in the following conclusions: learners have a lot of difficulties in scriptural jurisdiction. These difficulties are due to the complexity of the act, the difficulty of the setpoint, the poverty of the vocabulary of learners, the insufficiency of the practice of this activity, the lack of motivation and originality and finally we have seen difficulties of consequentially and psychological.

Intercultural competence is a skill never worked in class, the majority of learners do not have real knowledge of this culture

We have finished our work by proposals other operations of operations of these two media as all cartoon and video can be used to develop other skills.

We also proposed other types of images that can have many advantages in the French-language language class.

To finish our conclusion, we prefer to emphasize that the image in general is not a miracle solution that will solve all the problems of learners in learning French french foreign since our investigation has limited (several learners, for example, were content to copy the present present in the bubbles of the comic book which engendered incoherent texts. Some learners did not like the experience of the video because they found the very rapid rhythm which disrupted them) but the image still remains an original, motivating support that helps and facilitates the acquisition of several skills because in many situations, and as political, the conceptual confucius, "an image is worth a thousand words"

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