

Role And Efficiency Of Media In Teaching/Learning Of French In India

Running Title: Role And Efficiency Of Media

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Abstract

This study presents the role and the effect of the media in teaching/learning of French. The media play an important role in our day to day life. The media are kind of tool which are used to store and deliver the information. In connection to the language teaching and learning, they provide access to knowledge other than linguistics and to find learning materials which are related to the objectives or thematic interests of the teachers/learners. The media also provide direct access to the cultural practices of a given society and allow a systematic approach to the various aspects that constitute it. The purpose of this study is to analyze the different kind of media, their uses in French language teaching/learning and aims to discover online resources that can help learners to develop written production, interaction, oral production and cultural aspects of the target language. It can also help to develop and strengthen linguistics, sociolinguistics and pragmatic skills by giving a remarkable place to the intercultural aspect of language learning. This study is empirical by nature and we also apply analytical method to accomplish this work. Using the media in French language classes has a positive and immediate effect, as it contributes to the development of learners' communication skills, cultural knowledge, always awakening their desire to learn.

Keywords: French, Teaching/learning, Media, FLE, pedagogical tools, ICT, Teaching methodology.

Introduction

Teaching is a process of transmitting knowledge which involves not only the teacher and the learners, but also other elements, such as: curriculum, syllabus, approach, method and teaching technique, manual, and media. Media play a relevant role in teaching French as a Foreign Language. Teachers/learners should no longer be limited to the traditional methods, acquainted to learn reading and writing through media.

The media play an undeniable role in our lives, whether we are children, young or adults; we are all exposed to the media on a daily basis. To be equipped with the demands in the 21st century, the need for a change in the pedagogy for teaching/learning of foreign language is highly required. Several teachers raise the need of media in foreign language teaching in their classrooms, in order to stimulate critical skills of students and creative ideas.

In the this context, Jean Pierre Cuq said: The relationship between the media and language teaching is constant and numerous: first of all because the media can be used to disseminate language learning content (for example: audio methods, audio-visual methods, on line courses); then because direct satellite transmission have made it possible to provide access to authentic French programs in a large number of

countries around the world; finally because the media are often approached as such in teaching to develop media skills in learners.¹

There are mainly two main human communications: direct communication and indirect communication (via media). The notion of media therefore implies a technology for amplifying messages and wide dissemination. There are different categorizations of media. According to the audience, a distinction will be made between mass media, group media and self media.

In this research we focus on the integration of media in the teaching of foreign languages in general, and especially in the teaching of French. The use of media can bring new opportunities to the teaching of foreign languages, as the amount of authentic material available increases, information is easier to find and this technology can facilitate communication between the students themselves as well as between the teacher and the students. From our point of view, it is useful for the teacher at least to consider this new technology and keep their eyes open. Not all new applications and programs necessarily contribute to teaching, but from time to time it is possible to find useful services, which facilitate the work of the teacher and can bring new activities to the lessons.

The subject of our work is current at the moment especially in India, because the integration of technology is strongly present in all disciplines in the New Education Policy (NEP²) promoted by the Ministry of Education. This new curriculum is already implemented in all Indian educational institutions and in the curriculum, the educational department strongly promoted the use of Information and Communication Technologies (ICT) in the teaching of foreign languages by postulating that this technology is, among other things, an opportunity to offer students a means of communicating in a foreign language in authentic situations and the media is the essential part of this new technology.

Objective and hypothesis

The main purpose of this study is

- i. To analyze the different kind of media in the context of French teaching and learning.
- ii. To understand the role of media in teaching and learning of French.
- iii. To observe the use of media and its effectiveness in teaching and learning of French language, culture & civilization.

The teachers and learners use media in their curriculum to develop their knowledge in the particular area of interest and also to develop their linguistics, sociolinguistics and pragmatic skills.

To validate the above mentioned objectives, we raised the following questions:

- i. Do the media play an important role in teaching and learning of French?
- ii. Which role the media play in teaching and learning of French?
- iii. How the media effect in teaching and learning of French?
- iv. Why do we use media in teaching and learning of French?

Review of literature

Le Conseil de l'Europe (2001) has developed The Common European Framework of Reference for Languages which provides a common basis for the development of modern language curriculum, standards, examinations, textbooks, etc., in Europe. This framework reveals an essential document in all areas of French teaching and learning system and which has had a very strong influence on the language habits of any practitioner of French language.

According to *Suominen et. al* (2013), social media as we know it today refers to digital communication and the multimodality of communication, in other words, the fact that communication can take place in many channels. The medium is anchored in a few multinational services which are administered by a few large international corporations. These services are based on the fact that users share content, as well as maintain and establish communities and networks between them. In his definition Suominen (ibid.) takes time into

¹ Cuq, J. P. (2003). *Dictionnaire de didactique du français langue étrangère et seconde*. Paris: CLE International. P-163

² National Education Policy 2020

consideration. Indeed, the social network is a product of its time and its definition changes as new technologies appear.

Grace Malowa Oluoch (2017) would like to know the reaction of learners in direct contact with the new language through the authentic document. The purpose of this study is to find the best way to reconcile language learning. He observed that Learners are interested in interpreting the authentic document as outsiders. He also demonstrated that authentic documents can make the language task easier and documents can help learners put themselves in a situation where they find learning more interesting.

Danut-Grigore Gavris (2020) made a study on the authentic document which concerns the use of authentic documents in French class in high schools and colleges in Italy. He demonstrated whether or not authentic documents are used in the teaching of French as a foreign language by teachers and how they have adapted the authentic document in the teaching of French as foreign language learning. He also analyzed the effectiveness of authentic documents.

Above analysis show that very few researches have been conducted to understand the teaching/learning of French through media and to provide a suitable pedagogy in the field of French in Indian context. Therefore, it is imperative to explore the integration of different kind of media in French teaching and learning to improve it in this era of globalization.

Theoretical framework

This study is mainly based on the concept of the methodology of teaching French as a foreign language. While doing this work, one should clearly know some concepts according to the question of this study, which will be discussed as follows:

At the beginning, the method followed was that of **grammar-translation**. This method, also called **traditional method**, uses the mother tongue to teach the target language. The grammar rules are 'explained', in the mother tongue.

The **direct method** which succeeded the traditional method tried to fill the gaps of the previous method. The direct method is based on the observation of the acquisition of the mother tongue by the learner. It is a natural approach to learning a foreign language. The direct method did not allow the mother tongue to be used in the teaching/learning of French. In this method the learner and the teacher try to avoid the use of the mother tongue and the foreign language is learned in order to communicate.

The **audio-oral** method developed during the Second World War. Also called “the army method”, it was created in order to meet the needs of the American army to quickly train people speaking languages other than English. This method focuses on oral communication. This method is based on the behaviorist theories of B. F. Skinner according to which, language was only a type of human behavior. Language is not mental but instinctive. Its learning is based on a model of stimulus – response - reinforcement.

The **SGAV** (*Structure-Globale Audio-Visuelle*) method, which appeared in the 1970s, focused on the overall structure of messages. In this methodology, image and sound are used for language learning. It uses “speech in situation” to teach the language. The method is based on the triangle: situation – dialogue - image.

The purpose of the **communicative approach** is to be able to communicate in a given situation. This is communication skill rather than language skill. In the communicative approach, the needs of the learner are taken into consideration according to his objectives. Language is seen above all as an instrument of social interaction. According to the communicative approach, language is an instrument of communication and above all of social interaction.

More recently, in 2001, the Council of Europe published a reference manual for language teaching. **The Common European Framework of Reference for Languages** (CEFR³) sets out to provide language learners, teachers, examiners and designers with scales that allow better reflection on their task of language.

In the 21st century, the plurilingual and intercultural approach has gained importance in the methodology of French as a foreign language. This approach recognizes the linguistic and cultural diversity of learners and aims to integrate their mother tongues and cultures into the process of learning French. It also promotes intercultural exchange and understanding of different cultures.

The history of French didactics has been marked by the evolution of pedagogical approaches, moving from a focus on grammar and translation to a communicative and communication-centered approach. This development reflects advances in the understanding of foreign language learning and consideration of the needs and realities of French as a foreign language learner.

The methodology of teaching French as a foreign language (FLE) has undergone a significant development with the approach of *information and communication technologies for education* (ICTE) in recent decades. The integration of ICT in the teaching of French as a foreign language has made it possible to transform the teaching and learning of the French language in a profound way. **ICT** stands for “*Information and Communication Technologies*”. ICT are the technologies used in the processing and transmission of information. This term was widely used in France during the 1990s by the media and then it was qualified as NTIC: *New information and communication technologies* because the information and communication technology industry experienced a remarkable acceleration due to the development of new materials and the development of micro-electronics and other technologies, in particular the mini-computer, communication satellites, fiber optics and video, etc. It can be defined as all the devices and computer systems for storing, communicating, processing and managing data. *Information and communication technologies for education* (ICTE) cover digital tools and products that can be used in the context of education and teaching (ICTE = ICT + Education).

The relation between the methodology of teaching French as a foreign language and ICTE is as follows:

Digital Resources: Learners/teachers can access interactive exercises, educational apps, videos, and more online resources to improve their learning/teaching process.

- i. Interaction and communication: ICT promote interaction and communication in teaching and learning of French. Learners/ teachers can communicate with native speakers or other French learners/teachers through online communication platforms, forums, or virtual language exchanges, thereby improving their communication skills.
- ii. Autonomy: Greater autonomy is provided by ICTE when learning French as a foreign language. Depending on their needs and proficiency level, learners can pick their own resources. By accessing content created for their particular requirements, they can also learn at their own speed.
- iii. Flipped classroom: ICTE have also encouraged the emergence of the flipped classroom in the teaching of French as a foreign language. Learners can access content online before face-to-face lessons, allowing more time in class to be spent practicing the language and interacting with the teacher.
- iv. Teacher training: ICTE has also had an impact on the training of FLE teachers. Teachers can take online training, access online teaching resources, and share their experiences with other teachers around the world through online learning communities.

Result and discussion

The Common European Framework of Reference for Languages (le Cadre Européen Commun de Référence pour les Langues) has changed the conceptions of teaching, learning and assessment; further, the new accessibility to the various sources of information, documentation and sharing of ideas implies the integration of new activities for learners and a different posture for teachers.⁴

³ Cadre Européen Commun de Référence pour les Langues

⁴ Le Conseil de l'Europe. (2001), Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer. P. 47

According to CECR the method *l'approche actionnelle* followed by the communicative approaches leads to leaving the daily classroom to carry out more useful tasks that combine both linguistic skills and extra-linguistic. The proposed task leads to a concrete and tangible result with the integration of media.⁵

The role of media in teaching/ learning of French:

In relation to the teaching-learning of French, the role of the media may be divided as follows:

- i. Distribution/reception of any kind of information (one-way).⁶
- ii. Activity/communication as per the given curriculum.⁷

The category of media:

There are different categorizations of the media:

- Print media
- Tape recorder/CD and DVD player
- Radio
- Television
- Film or cinema
- Internet

As per our observation, the first 4 media are in use currently, but the new generation learners prefer to use e-media via internet because it is very convenient to get each and everything through internet. And the use of e-media is increasing day by day during and after pandemic.

The selection criteria of media:

The choice of media for teaching and learning of French is as follows:

- i. Availability and flexibility in relation to the accordance of place and time of study
- ii. Didactic function in relation to learning objectives and content of the curriculum
- iii. Pragmatic function and student motivation
- iv. Costs.

Among the above mentioned categories of media, we can observe that the most of the teachers/learners often use the media as per the availability and not as per the objectives and content of the curriculum. First of all, they prefer to use the CD/DVD provided with the prescribed manual. To motivate the learners, we the facilitator, sometimes provide them such kind of video related to the culture, civilization and day to day life of France and francophone countries. This kind of practical knowledge about France and francophone countries deeply motivates the learners to learn French. After pandemic a significant movement is increasing in this sector such as virtual tours which are organized by many educational institutions. Whereas when we talk about the costs criteria, we can observe that the most of the Indian institutions are using ICT enabled smart class room for teaching/learning French. More often they are using language learning software for teaching/learning.

Progression of Teaching/learning:

Teaching/learning of French through media leads to the progression of a certain number of skills, knowledge in the learner as well as teachers.

The activities lead learners to:

- i. be able to identify the constituent elements of a document
- ii. learn to perceive what you hear, what you see, what you read
- iii. being aware of what you do not hear and see
- iv. be able to practice grammatical exercises
- v. be able to develop their spoken with native speakers
- vi. be able to gain their knowledge in culture, civilization and day to day life of France and francophone countries

⁵ Ibid. p. 54

⁶ Ibid. p. 59, 73, 74, 85,86

⁷ Ibid. p. 68

vii. be able to aware linguistics and non linguistics skills

After going over all the advantages and features of media, we can state that we have been utilizing it to teach French for a very long time. Without the internet, we were unable to consume excessive amounts of media, but it was nevertheless consumed in the form of television, radio, tape recorders, newspapers, magazines, etc. However, the role of media in the educational system has continuously grown since the time when internet usage began to rise. But in this context, we can claim that the media's involvement is crucial for popularizing the desire for teaching and learning of French during and after the pandemic. Since the epidemic, we have explored a new idea for teaching and learning through a virtual classroom.

Conclusion

The role of the media in the teaching and learning of French in India has grown in recent years, mainly after the confinement of Pandemic 2020, due to the rise of information and communication technologies. The media plays a vital role in promoting French language learning in India by providing unique opportunities for interaction, language exposure and communication practice.

The Media such as comics and films in French provide valuable cultural immersion for Indian learners. Watching French films allows learners to discover the language in an authentic context and develop their cultural understanding.

It can be said that the teaching and learning of French as a foreign language have changed as a result of the incorporation of ICT. Study French as a foreign language is now more adaptable, enjoyable, and open to a wider audience thanks to ICT's opening up new options for engagement, communication, and independent study.

The Digital media such as learning apps, online resources, educational websites and language exchange platforms allow Indian learners to access a multitude of resources to improve their language skills. The Social media plays also an important role in the dissemination of French in India. Although the traditional media (television, tape recorder/CD and DVD player, radio, and print media) are not specifically focused on the teaching of French, they contribute directly or indirectly to the promotion of the language. French language shows and podcasts are also available on some channels or stations, exposing learners to the French language and culture.

At last, we can say that the media play a significant role in the teaching and learning of French in India by providing tools and opportunities for practice, exposure and immersion in French language and culture & civilization. They complement traditional teaching approaches and allow learners to access a variety of resources to improve their linguistics, sociolinguistics and pragmatic skills independently.

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