

## USING AUDIOVISUAL MEANS ON SPORTS SUBJECTS AT THE FRENCH LANGUAGE COURSE

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**Abstract:** The aim of teaching a foreign language is to learn to speak, to write, but rather to communicate in that specific language. This allows students to come into contact with other cultures and develop a more powerful spirit of tolerance than others.

Technological progress has always had an influence on language teaching. Over the years, several methods have succeeded each other in teaching foreign languages. Didactics of foreign languages has evolved greatly. New methods and approaches that facilitate and promote lifelong learning have begun to develop. Since audiovisual media have appeared, they have been perceived as the engine of pedagogical innovation. It is increasingly difficult to ignore the use of contemporary means and access to the Internet because they facilitate the learning process.

When looking for the meaning of audiovisual teaching, it is not easy to find an adequate and universal definition of the term, specialists finding many ambiguities in both defining and using the term.

**Keywords:** *audiovisual means, pedagogical approach, sports film, vocabulary, communication.*

### History and importance

The term "audiovisual" was first used in the United States around the 1930s due to the progress in sound techniques and to the appearance of sound cinema. This term was used by education and training specialists to designate the combination of images and sounds in the service of pedagogy.

"At first, these techniques consisted in particular in the use of the tape recorder and the slide projector. Then, the expression spread across all Anglo-Saxon countries, as the development of "speaking images" (cinema and television in particular) quickly made its mark [1].

However, the term remains ambiguous because it is elliptical; as Henri Dieuzeide says, "the exact expression should be that of hearing, visual and audiovisual techniques." [2].

Henri Dieuzeide believes that the audiovisual message is a synthesis of sounds and images that should be used especially for children, and it also states that audiovisual techniques are "a set of procedures for mechanically disseminating the dynamic messages that have the power to awake in those on which they are tested a series of new psychological reactions, and which should be followed by positive effects while the educator is using them." [3].

Another reason for which Dieuzeide concludes that the term "audiovisual" remains ambiguous is that radio, for example, a purely sound broadcasting medium, is commonly referred to as "audiovisual".

The term "audiovisual" indicates confusion for Daniel Peraya: he realizes "the technological differences between sound and picture, and their appropriate reception patterns - audition and viewing - but in no way the semiotic registers and operations. Thus, visual documents may contain text - verbally written language - photographic images, schemes or graphs, etc., each constituting a semiotic register and a different representation system." [4].

For Daniel Peraya, the word "audiovisual" is "an adjective or, most often, a noun that very vaguely designates works that involve both images and sounds, their means of production, and the industries or the artisans that produce them. Cinematography is, by its nature, "audiovisual"; he reveals "audiovisual industries". However, this is not the most important or most interesting feature. From the theoretical point of view, this term has most often played a role of blocking, and theory has been generally attached to it to challenge and unblock it." [5].

According to Larousse Dictionary, the contemporary definition of audiovisual teaching implies "the teaching method based on the student's auditory and visual sensitivity." [6].

The word "audiovisual" appeared in French in 1947, according to Le Petit Robert, 1982 edition: "Audiovisual: refers to a pedagogical method that combines sound with image (especially in language learning). But in English this term appeared earlier.

Multimedia development has played an important role in the development of language teaching. It

has enabled novelty of means and ways of communication and has occupied a central place in our relationship with information and knowledge. [7].

Technology does not cease to develop progressively, and those who benefit particularly from this development are the education system and education. We must always keep up with the dynamic progress of our society and look for new ways of teaching and learning within the education system.

According to Dieuzeide, we need to distinguish between auditory techniques, visual techniques and audiovisual techniques. "The classification of pedagogical techniques is based on the student's familiarization with each of them, taking into account his / her understanding abilities for a certain age and the degree of knowledge he / she may have about the audiovisual expression." [8].

Dieuzeide (1965: 65) also speaks about the advantages of this technique: the freshness of the direct, the effects of the surprise, the presence of the present, the archaisms that reserve it a special place in mass communication. In French courses, learners' exposure to current events and programs can enrich their cultural skills and linguistic skills in general.

### Using sports films in the French language course

Using French language courses is also a way to learn how to travel to a French-speaking region, where you can hear the French spoken by native speakers in a real situation, in a real context.

We chose as support for our work an artistic film, *La Première Étoile*, which is a French film by Lucien Jean-Baptiste, and appeared in 2009.

The activity took place during the two-hour French language course.

Jean-Gabriel Élisabeth, married to a metropolitan and father of three children, lives in Créteil with small jobs. One day, to make her daughter happy, she promises she will take her family to ski holidays. If he does not keep his word, he will be left by his wife. Jean has to face a problem, namely that he knows nothing about the alpine environment he is about to go through. Fortunately, he can count on the help of his mother, an energetic woman and a wretch. The film is very popular in terms of sports and tourist language.

The proposed activities are organized in synergy with the three phases (before viewing, during viewing and after viewing). For a good time

distribution, we set a general objective and sub-objectives for each activity.

The objective of our work is to motivate French language learning through cinema. Class level is B1. The material required to conduct classroom work is a TV set and workbooks.

### Deployment of the activities:

#### 1. *Before viewing the film:*

##### *Activity 1*

**Objectives:** oral and written expression, statement of own opinions

We begin the exploiting with questions addressed to students. This is an opportunity to make them talk about what they like about a movie, asking them to justify their choice:

- What kind of film do you like?
- Who are your favorite actors?
- What is your favorite movie music?
- What do you want to find in a good movie?

##### *Activity 2*

**Objectives:** image analysis, description of characters and objects, short justifications, hypothesis, oral and written expression

The teacher shows students two images associated with a movie. This is an authentic document used during class hours. Starting from this image, students have to anticipate the story (characters, time, action, etc.).

The teacher asks students to see the posters and describe what they see in the pictures.

- What do you think it is about the movie?
- Who do you think are the main characters in this movie?
- Starting from the title, make assumptions about the action of the movie!

The teacher asks the students to write down the description and also gives them a list of words that can help them: skis, adequate sports equipment, joy, snow.

With this activity, the students' attention was captured. They are active and describe what they see in the picture: a winter mountain landscape, a snowman, a large family equipped with adequate ski equipment.

##### *Activity 3*

Students look and listen to the synopsis of the film. They have as goals to understand the information, to express their point of view.

The unknown words are explained to them and the students are asked which category they consider that this film belongs to: comedy, action / adventure, police, romantic comedy, musical comedy, family film. To this question, students answer that the movie is a comedy. Then they are

asked if this summary matches their initial assumptions.

Students are asked whether the poster and the film summary make them want to watch the movie. Students say they are curious to watch the movie.

#### Activity 4

**Objectives:** to make hypotheses, to understand a dialogue of the film, to describe and to show characters and activities, to enrich his vocabulary.

#### 2. During viewing the film

**Objectives:** to bring the trainees into contact with the characters and the subject of the film

- oral understanding

Worksheet:

|                                                                                                                                                                  |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Title.....                                                                                                                                                       | Date ..... |
| Main characters<br>Secondary characters<br>Place where the action takes place<br>Epoch<br>Length of the story<br>Gender<br>Subjects of the film<br>Actors' names |            |

The responses were generally satisfactory and it was concluded that the students had watched the film carefully. It was noted that students were able to memorize a lot of information and gave concrete and relevant answers.

#### Activity 2

**Objectives:** to recognize an argumentative scheme, to produce articulated texts, to work in groups.

We divide the class into four groups and as a task we have to tell the story of one of the characters in the film using photograms and then he has to explain why this character is important for the film.

#### Activity 3

**Objectives:** to describe a scene, to use past simple.

The teacher can suggest them to talk about their favorite scene. Students have to express their opinion in writing using past simple.

- Which is your favorite scene? Why? Story your favorite scene in writing and explain why!

This activity allows you to use past simple. During this activity, one can notice the students'

The teacher tells students the site where they can find the film and, as a homework, students should watch the movie at home. They are asked to pay much more attention to the action, the costumes of the characters, the cadres and the characters' game.

#### 3. After viewing the film

##### Activity 1

**Objectives:** to understand simple information, to describe people and objects, to give a brief justification.

After viewing the film, the teacher gives them a worksheet. Students must complete the table to summarize the film.

desire to learn and a great desire to use French language correctly.

From students' reactions and their looks, the teacher can see that the activity is interesting to them. All students actively participated and were involved in the proposed activities. They were interested in every moment of the course. They said they watched the film with a special interest and enjoyed watching the film.

#### Conclusions

We may conclude that the integration of audiovisual media into teaching / learning French language is one of the positive results. The use of audiovisual documents motivates students to learn French language. In the context in which the classical and cultural richness of French language is not so deeply known, the way of passing on knowledge in our courses needs to be changed. The teacher must always be ready to face new challenges. It needs to change the way language is transmitted through new and interactive methods and needs to be open to the use of new information and communication technologies.

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