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## A comparative study of the haptic technique: French language learning through movies for higher secondary education

 Sugesh K G<sup>1</sup>,  Calaivanane R<sup>2\*</sup>

<sup>1,2</sup>Department of Languages, Vellore Institute of Technology, Vellore Campus, Vellore-632014, Tamil Nadu, India.

Corresponding author: Calaivanane R (Email: [rcalaivanane@vit.ac.in](mailto:rcalaivanane@vit.ac.in))

### Abstract

Progress in education is now beyond traditional and orthodox teaching approaches. Utilization of technology in teaching seems to be a pipe dream. Each day passes with modern interpretations and innovations. Teaching resources and technological advancement result in the desired outputs. When textbooks fail to lure learners' attention, integrating learning with enjoyable sources appears to be an appropriate method to achieve the most. This strategy has its pros and cons. Teaching through movies might be difficult but when done well, it has multiple benefits. Unlike books, movies allow learners to acquire knowledge visually. The movie Gandhi, for instance, permits learners to experience a replica of Mahatma Gandhi's biography. Visual samples provide a greater understanding of the period and era besides the culture of the historic figure. Furthermore, unlike books, movies are not restrained in any way. As a result, this study investigates the analytical perception of the pedagogical use of movies in French lectures as the practice is not as advantageous to French students as it appears. Following the implementation of a movie module in two French classrooms, a questionnaire was administered to 35 participants of first and second year higher secondary education to obtain feedback for analyzing the effectiveness of language acquisition. According to the data, French learners have extremely positive attitudes towards the movie-based method and consider it engaging and beneficial for enhancing linguistic and social skills.

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**Transparency:** The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.

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### 1. Introduction

Teaching literature has become more versatile. Many novels have been adapted into movies. Students can choose their preferred learning medium and even engage in a debate about which version they prefer and why. Some students may benefit from movie-based learning. People with significant learning difficulties respond to and relate to movies. Adopting a new method might be difficult for more traditional teachers. Sufficient training and support for teachers are required to ensure that they are capable and confident. French language learning in higher secondary education is frequently unsuccessful due to lethargic students. The significance of French in the prospectus and instructional approaches

incorporate stereotypical cultural influences and multilingual descriptions. Various Symposia hosted by the Council of Europe have issued a number of recommendations to enhance French Language Teaching (FLT) at European higher secondary schools. These suggestions for teaching language include addressing humanistic and affective components as well as concentrating more on the students' unique interests [1].

Movies are now a fundamental part of the curriculum and the most useful teaching tools for students because they enable instructors to interact with students while also modernising the teaching methods they employ in the classroom. French students who watch movies also benefit from various factors. It is not uncommon for students to be prepared to use this training aid in higher secondary school given that watching movies has been identified as one of their favourite leisure activities for enhancing their linguistic ability [2]. The use of movies in the French classroom is uncommon due to a lack of resources, inadequate teacher preparation, time constraints and the practical challenges it offers. In fact, the few French instructors who use movies in their classes typically misuse them and do not fully exploit their potential. Most of them watch movies only to pass the time and as a reward without educational objectives in mind. Bearing this in mind, the purpose of this study is to show higher secondary French instructors how to use movies as effective teaching tools while promoting a different approach that can address the issues with higher secondary French teaching outlined above [3].

The pedagogic use of movies for teaching foreign languages has already been investigated by various scholars. However, there is little research on the currently available movie-based FLT approach because a majority of these studies have concentrated on the examination of other languages particularly English and Japanese [4].

It mainly comprises conceptual and pedagogical material which does not include empirical data. Further, a majority of the available research has primarily focused on university learners with an emphasis on the instructor perspective which has not provided enough insights into the issue.

Empirical research is necessary to determine all of this strategy's advantages for higher secondary students. For this reason, the two main fundamental assumptions that inform this study are (a) higher secondary French educators favour the use of movies in guidance and (b) the motion picture provides higher secondary French students with a variety of lingual and enhanced possibilities. This research may be helpful since it fills the gaps in the literature mentioned above. The study concentrated on the under-researched mandated by law postgraduate environment. Instead of looking at the viewpoints of the teachers, French students' views on the usage of movies in the classroom were examined and all the advantages of the movie theatre method for these teachers were simultaneously examined.

### *1.1. Benefits of Using a Movie-Based Strategy for FLT*

The movie-based technique is not a tried-and-true method for teaching foreign languages such as the well-known audio-lingual approach. As a result, there is no established conceptual framework to take into account while analysing the didactic use of movies.

### *1.2. The Linguistic Dimension*

When French movies are used in the classroom, it is believed that student language skills and comprehension of French grammar and vocabulary increase [5]. Higher secondary students studying French benefit from the visual assistance given by movies because it enables them to comprehend what is being said which enhances their listening skills. The use of movies in the classroom motivates students to study more which improves their reading skills. Students frequently consider reading to be boring and pointless Delgado and Mata [6].

Pereira and Pinheiro-Mariz [7] claim that incorporating movies into the French classroom helps students experiment with a variety of text genres such as published literature. Additionally, movies can serve as a setting for creating reading practice tasks such as reading movie reviews or studying the script.

Watching movies is also very helpful for developing productive language skills in addition to listening and reading skills. The movie-based method provides an opportunity to practice speaking French which helps them improve. Students could be requested to participate in a debate to discuss different aspects of any movie. Students are so eager to express their opinions after watching a movie in class that they initiate the conversation [8].

Additionally, accents and intonations are commonly used in movies. Students who regularly watch movies can get familiar with these linguistic features which enhance their capacity to imitate native French speakers [9]. French teachers in higher secondary schools have the opportunity to design writing-related assignments using the seventh art. For example, it may be necessary for students to write about how they watched movies and how it affected them.

It has been shown that the educational exploitation of movies is quite helpful while learning French grammar and vocabulary. Due to the learners' exposure to authentic and contextualised instances of the language, movies aid in grammar instruction. According to Karadag [9] and Rouse [5], the actors' actions and attitudes help the audience comprehend how word constructions are used. Additionally, as movie settings and scenarios frequently show a variety of issues, students who consistently have access to this genuine audio and video information can improve their French vocabulary including idiomatic and common expressions. In fact, lexical structures are easier to understand and memorise for French language learners because of the visual and aural signs in movies. Dual-Coding Tactics (DCT) and cognitivism of instructional media, two theoretical frameworks used to support this research. According to these ideas, introducing new material to students simultaneously in verbal and visual representational modes enhances acquisition. This is how new lexical material is presented to students through movies.

### *1.3. The Motivational Dimension*

Recently, teachers have been working hard to provide more engaging classes because it has become increasingly

difficult to motivate students [10]. According to Maury, the seventh art is a very stimulating tool that can be used with students of any level and in any subject. According to Appetito [11], there are two main reasons why movies provide a great teaching tool for French students which are discussed in detail below. The movies, one of the most popular mass media outlets, along with television and the internet are crucial for young recreational activities [11]. Due to their interest in movies, higher secondary students are more motivated to study French when using a movie-based method than when using textbooks [9]. In fact, Michalczyk [12] demonstrated that participants were encouraged to continue learning French as a result of the didactic use of movies.

Additionally, multiple studies have shown that specific classroom exercises in higher secondary language classes, such as speaking exercises may cause strong emotions like tension and anxiety that hinder acquisition. Karadag [9] emphasised that movies can lessen anxiety which leads to the development of a more welcoming and engaging learning environment. According to Shade [13], humour also has an impact on students' motivation levels and is a favourite genre of movies for most students [9]. As a result, by using comedies in the classroom, students will have fun and be encouraged to learn.

According to Misařová [14], due to the racial variety prevalent in today's higher secondary schools, culture has emerged as an important subject area in the curriculum. This is especially true when it comes to teaching a foreign language. He added that real audio-visual materials help students learn about a different culture. Students are presented every day practices through movies including clothing rules, dishes, music, social roles, groups, economics, relaxation and urbanism among many other topics. These are crucial elements that give students knowledge of the French-speaking environment. The proxemics, gestures, welcome and filler that students must learn in order to talk in a French-speaking environment are also shown in the movies [14].

## **2. Methodology**

Every educational level is represented by a single group of students at the school where this survey was conducted. The findings could be contrasted; a second group of students with different educational levels was invited to participate in the learning process. The learners' and their parents' permission was nonetheless secured before beginning the research tasks. The terms of the research were explained to participants and they were also asked if they would allow researchers to use the study's findings for further study.

The sample consisted of 35 students from the first and second years of Higher Secondary Education (HSE) at a school. Nine boys and eleven girls from the second year of HSE participated in the research. In the first year, sixteen students; eight of them were male and six were female participated. Since there were nineteen men and eighteen women among the students, we can infer from this data that they constituted a gender-balanced group of stakeholders. Most of the students were from Kerala. They also had very little enthusiasm and very limited French proficiency before the investigation started.

### *2.1. Research Methodology and Design*

Initially, the research scholar formulated a class plan based on three French movies: "Le Grand Méchant Renard et autres contes", "Kirikou et la Sorcière," "Les Malheurs de Sophie" For the two groups (first year and second year HSE), this movie-based training was divided into three sessions. The participants were provided a questionnaire to fill out after the movie-based teaching unit for the three higher secondary French courses' was completed. The questionnaire was designed to find out how the participants felt about this approach. The survey is made up of eight questions (yes/ no) about the movie-based method.

## **3. Result and Discussion**

### *3.1. Question 1*

In the first question, the students were asked whether they believed the movie-based method was innovative or if the French professors had previously used movies in the classroom.

*Is this the first time you have always used movie watching to supplement your higher secondary French coursework?*

15 out of 21 students in the second year of HSE said that it was the first time we had viewed movies in a higher secondary classroom to learn French. In the first year of HSE, 10 out of the 13 students enrolled provided satisfactory answers. 10 out of the 35 respondents had worked on movies in higher secondary French class. The bulk of the participants saw the movie-based approach as a completely new strategy.

### *3.2. Question 2*

It examines the intensity with which individuals view movies in their everyday routines.

*Do you often see movies in theatres or at home?*

For the second question, only one scholar gave a negative response. The second year of HSE had a unanimous "yes" response. In fact, the majority of these learners reported watching movies more than once a week.

### *3.3. Question 3*

Participants who had answered "yes" were asked to list the French movies they had previously seen before the study.

*When you participated in this research, did you see any French movies?*

Only two of the first HSE group's students gave negative answers indicating that most participants had seen some French movies before. 33 of the study's 35 participants had previously seen French movies. Thirty-three students had seen

the French movies *Les Choristes* (2005) and *Amélie Poulain* (2002) which are also noteworthy because they were shown to them in class [14].

#### 3.4 Question 4

The fourth survey question was: how satisfied were the participants with the utilization of the movie theater methodology in higher secondary French classes. We asked them how effective they thought the teaching method was.

*Did you enjoy the movie-based French classes you took during your studies?*

The fourth question had 100 percent affirmative responses indicating that all participants were happy with the research's implementation of the movie-based teaching unit. In fact, the participants who joined the research with the lowest levels of motivation were useful. Additionally, many students annotated their affirmative responses with encouraging remarks. Participants highlighted the uniqueness of this methodology and indicated that movies were an extremely enjoyable and helpful didactic instrument for learning French. Students specifically mentioned many advantages of movies in terms of the language and intercultural components mentioned on top of: "I think that, aside from being fun, it is an excellent way to learn French and the Francophone culture."

#### 3.5. Question 5

In order to provide a more complete picture of how higher secondary school French students have relationships with peers about this practice. Participants were asked whether they would change the movie-based instruction lessons that were placed in the fifth question. Students who had responded were asked to detail the improvements they would implement.

*Would you alter anything about the movie-based French classes you took for this lesson?*

Only two out of forty participants stated that they would modify the teachings that had been used as part of the research. These higher secondary students expressed a desire for these sessions to be more active and prolonged respectively. The responses to this question were crucial in providing suggestions on how to enhance the use of the movie-based approach in French classes depending on the remarks made by the two participants who provided positive answers.

#### 3.6. Question 6

If the information gathered from the previous questions demonstrated that the movie-based approach helps to engage French students, the sixth question focused on incentives, one of the significant advantages of this medium for learners.

*Working on a movie in class has inspired you to keep learning French.*

Six out of 30 participants in the first year of HSE said that watching movies in class did not inspire them to study French. As previously stated, participants admitted that they did not particularly like the French language. Although six students still had a bad attitude about studying French, fifteen students responded positively to the question suggested that that they were more motivated after the study. Only three participants gave unfavorable responses to the question about the second year of HSE. One of them argued that the reason he or she had not been motivated to make a French video in class because several learners from the other group did not appreciate the language. Out of the thirty-five people surveyed, twenty-six claimed that watching educational movies in the class had motivated them to study the language.

#### 3.7. Question 7

The seventh question examined the effectiveness of this methodology with regard to the socio-cultural competency of higher secondary French students.

*Have you noticed anything new about French culture during these sessions?*

When asked about this topic, three HSE first-year participants responded negatively indicating they had learned nothing about French culture from the study. At the Central Board of Secondary Education (CBSE), every scholar responded positively. The movie-based courses they had attended had improved their understanding of French culture. Various kinds of movies were shown in each classroom, the disparate results between the two participant groups are explicable. *Kirikou et la Sorcière* was presented to the first year of HSE; *Le Grand Méchant Renard et autres contes* which was presented to the second year after HSE exhibits greater historical and cultural themes relevant to French society. In spite of this, 32 out of 35 respondents claimed to have learned about French culture from watching educational French movies.

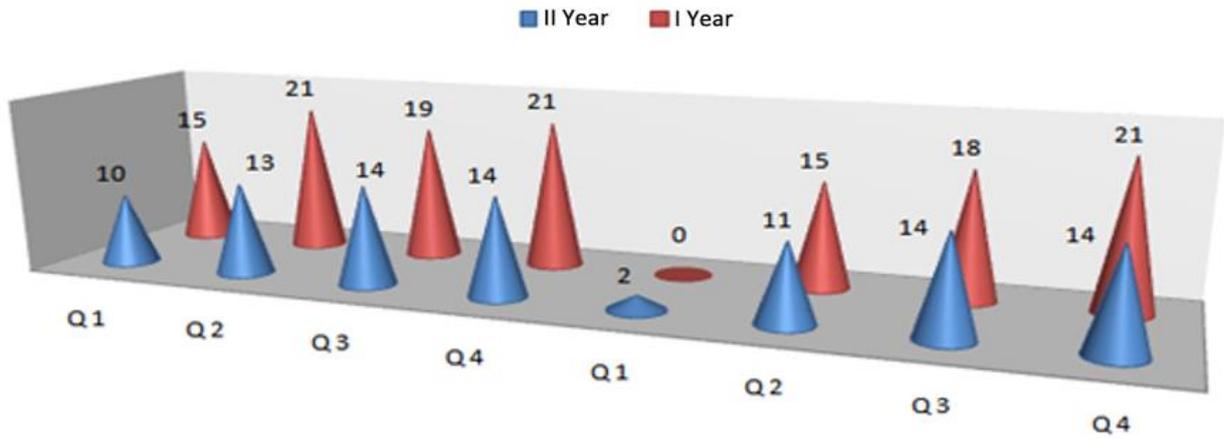
#### 3.8. Question 8

The final query concerns the participants' linguistic learning which is a crucial component of learning another language.

*Have the classes based on movies helped you learn French?*

There was unanimity in the positive response. All of the participants in this study claimed that the movie-based lessons they attended had helped them improve their French language and had taught them new vocabulary and grammar.

Figure 1 presents a graphic representation of the student's 'yes' response to the questions given in Appendix 1.



**Figure 1.**  
Graphic representation of the student’s ‘Yes’ response for questions given in Appendix 1.

Table 1 represents the One-way analysis of variance (ANOVA) calculator, including the Tukey (honestly significant difference).

**Table 1.**  
One-way analysis of variance (ANOVA) calculator, including the Tukey (Honestly significant difference).

	8	8	16
N	8	8	16
$\Sigma X$	92	130	222
Mean	11.5	16.25	13.875
$\Sigma X^2$	1178	2458	3636
Std. dev.	4.1404	7.0255	6.0869

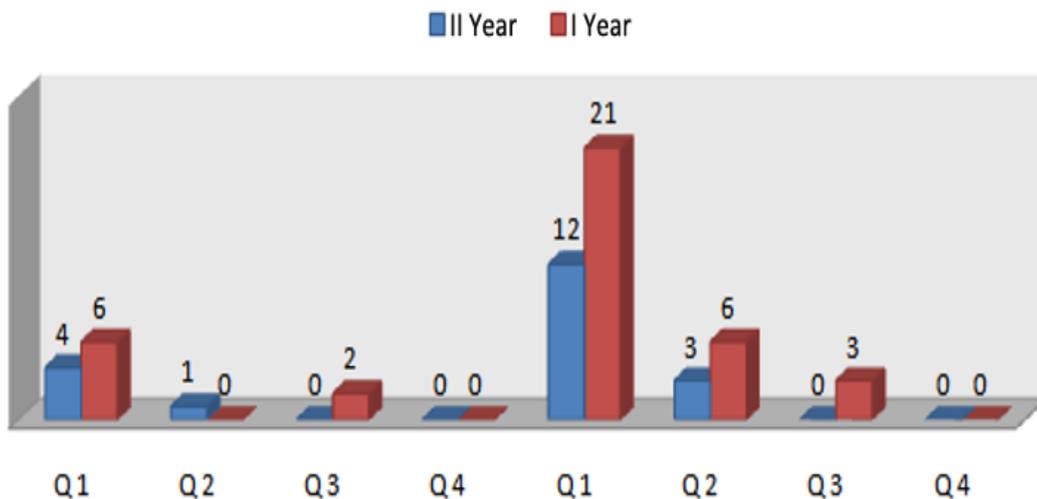
Table 2 demonstrates the details of the result between treatments and within-treatments.

**Table 2.**  
Demonstrates the details of the result between treatments and within-treatments.

Source	SS	df	MS	
Between treatments	90.25	1	90.25	F=2.71429
Within-treatments	465.5	14	33.25	
Total	555.75	15		

Note: The f-ratio value is 2.71429. The p-value is .121706. The result is not significant at  $p < .05$ .

Figure 2 Exhibits a graphic representation of the student’s ‘no’ response for questions given in Appendix 2.



**Figure 2.**  
A graphic representation of the student’s ‘no’ response for questions given in Appendix 2.

Table 3 travels around one-way ANOVA calculator including the Tukey HSD.

**Table 3.**  
One-way ANOVA calculator including Tukey HSD.

<b>N</b>	<b>8</b>	<b>8</b>	<b>16</b>
$\Sigma X$	20	38	58
Mean	2.5	4.75	3.625
$\Sigma X^2$	170	526	696
Std. dev.	4.1404	7.0255	5.6906

Table 4 reveals the details of the result between treatments and within-treatments.

**Table 4.**  
Reveals the details of the result between treatments and within-treatments.

Source	SS	Df	MS	
Between treatments	20.25	1	20.25	F=0.60902
Within-treatments	465.5	14	33.25	
Total	485.75	15		

Table 5 exhibits chi- square calculator

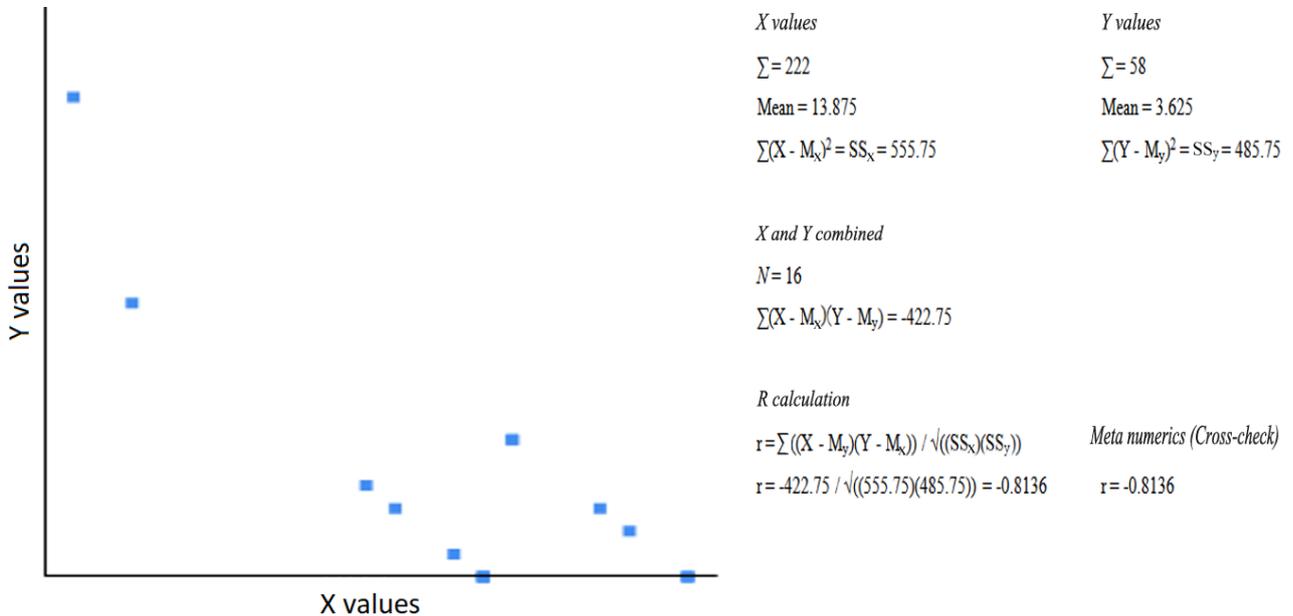
**Table 5.**  
Chi-square calculator.

	Yes			No			Marginal row total
II Year	92	(88.8)	[0.12]	20	(23.2)	[0.44]	112
I Year	130	(133.2)	[0.08]	38	(34.8)	[0.29]	168
Marginal column total	222			58			280 (Grand total)

Note: The chi-square statistic is 0.9278. The p-value is .335429. Not significant at  $p < .01$ . The chi-square statistic with Yates correction is 0.6605. The p-value is .416372. Not significant at  $p < .01$ .

Figure 3 illustrates the Value of R.

Pearson correlation coefficient calculator  
The value R is: -0.8136.



**Figure 3.**  
Illustrates the value of R.

Note: X: X values.  $X-M_x$  &  $Y-M_y$ : Deviation scores.  
 Y: Y values.  $(X-M_x)^2$  &  $(Y-M_y)^2$ : Deviation squared.  
 M: mean of X values.  $(X-M_x)(Y-M_y)$ : Product of deviation scores.  
 M: Mean of Y values.  
 The value of R is -0.8136.

### 3.9. Results and Calculation

Strong negative correlation means that high X variable scores go with low Y variable scores. The value of  $R^2$ , the coefficient of determination is 0.6619.

#### 4. Hypotheses

The use of movies for instruction is well received by higher secondary French students because their responses reflect many of the arguments made by [Appetito \[11\]](#); [Pegrum, et al. \[2\]](#) and others. The survey results demonstrate that the French students have positive attitudes towards the use of movies in teaching. The findings show that the movie is significant in people's daily lives at least for the students who participated in this study contrary to claims made by [Pegrum, et al. \[2\]](#). "In a poll taken in 2006, the majority of participants acknowledged that watching movies is one of their favourite pastimes and that they frequently engage in it. As a result, the instructional use of movies could help higher secondary instructors implement one of the organization of Europe's suggestions to connect the instruction of French as a second language to their own interests"[11].

Students learn from movies in class. The participants' perception of the movies' didactic use for FLT was therefore predictable and very positive. The instructional unit used during the research was enjoyable. Some of them even highlight the best parts of the movie-based strategy. They stated that watching movies is a creative and entertaining resource and a great way to develop their social and verbal abilities. Additionally, students were mostly satisfied with this methodology.

According to the results, the movie-based approach was viewed by various participants as a new teaching strategy. Prior to the study, only ten students had watched the movies in the French classroom. Few FLT instructors employ movies as a training device [3]. It is also significant to point out that most participants had watched "Une vie de chat" in class. This suggests that rather than tailoring movie-based assignments to their students' present understanding, their French teachers are still concentrating on the same movies. The data from the third questionnaire question confirms the assertions of various studies that movies are wrongly used in French classrooms [12]. French students in secondary school who use the movie-based method benefit from a variety of language and educational advantages. The information obtained from the respondents' responses is consistent with the premise of the movie-based method offers which French students linguistic and educational advantages [11].

First, the statistics show that this method enhanced the students' language skills. Students had multiple opportunities to practise listening during the movie-based didactic unit as they viewed the trailers and chosen movie clips. According to [Stern and Weinrib \[1\]](#), they frequently understood due to visual signals. Reading the trailer screenplay, the participants had the chance to improve their reading skills. Movie-related assignments such as discussions and essays on chosen movie scenes pushed them to improve their communication and writing abilities. Students also admitted to learn new vocabulary words and grammar concepts such as French proper nouns and future tenses. Students were exposed to a considerable amount of real-world L2 information through the movies which helped with comprehension and memorization.

Every participant stated that this research helped them enhance their language abilities as well as their vocabulary and grammar. The responses to the question revealed that watching movies significantly affected the participants' leisure time. Furthermore, according to the 35 participants who answered question six, 26 of them said that these sessions had motivated them to study verbal communication. Movies are powerful motivational and didactic resources.

Since the first-year HSE cohort was found to be demotivated prior to the study, we customized two of the three movie-based sessions by including a humour movie to kindle the learner interest. This study would seem to support the claims made by [Karadag \[9\]](#) and [Shade \[13\]](#) that the employment of humour and movies increases students' motivation. Twenty-one participants showed a more positive attitude about learning French. These findings support [15] the claim that movies are a highly motivating resource that might aid French teachers.

The study's participants discovered that the movie-based FLT method helps learners develop their multicultural competence. French colonialism and urbanization were among the French cultural elements that the participants were exposed to while watching the movies. The students also had to finish a variety of movie-based assignments such as a cultural discussion and a descriptive essay. The researcher reported that 32 out of 35 participants had enhanced their knowledge of French culture.

#### 5. Conclusion

The movie-based approach was interesting and useful. The study's respondents had highly favorable opinions of it. Additionally, these students greatly benefited from this methodology because it was motivating, helped them improve their linguistic proficiency and helped them grow their intercultural awareness. Further research is required to provide more information about the usage of the movie-based method in higher secondary French classes. Studies with a larger sample are initially required in order to offer data on the didactic effectiveness of this technique that is more predictable. Hence, it is recommended to reconsider all the advantages that the didactic extraction of movies has had for higher secondary students studying French, especially linguistic advantages such as the development of skills in reading and writing and the need to learn grammar that were only mentioned briefly by the subject matter experts so far.

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**Appendix 1.**

Strategies used in three sessions.

<p><b>First session</b>                  Movie: Le Grand Méchant Renard et autre contes                  Shuffling Activities                  The teacher gives a brief synopsis of the movie's plot.                  Watching French-language trailers                  The second trailer of French version. This time, the pupils are given the script to help with comprehension.                  Oral discussion of the trailer.                  A movie excerpt is used to explain the grammar of the phrase "chez nous."                  A grammar exercise to practice French prepositions.                  After watching another movie clip that highlights the problem of African soldiers assisting France during the World War II (1940–1946), there ought to be a debate on the subject from a cultural perspective.</p>	<p>The technique based on movies has advantages that are evident.                  Gaining proficiency in speaking, reading, and listening.                  Grammar instruction (Prepositions).                  Motivation and cultural sensitivity</p>
<p><b>Second Session</b>                  Movie: Kirikou et la Sorcière                  The Order of Events                  The teacher's summary of the plot of the movie.                  French language trailer viewing.                  French version of the trailer. For better understanding this time, the pupils are provided the script.                  Speaking about the trailer.                  Watching a clip in which the lead character of the movie discusses the future.                  Writing on how they envision living in a French city in the future.</p>	<p>Reflecting the advantages of the cinema-based approach improvement in speaking, writing, reading, and listening abilities.                  Grammar instruction (The future tenses).</p>
<p><b>Third Session</b>                  Movie: Les Malheurs de Sophie                  Activity Re-ordering                  The teacher giving a brief synopsis of the movie's plot.</p>	<p>The technique based on movies has advantages that are evident.                  Enhancing one's reading, speaking, writing, and listening abilities.</p>

**Appendix 2.**

Questionnaire.

Questionnaire: Please provide the most correct responses to the questions below.

1. Is watching French movies in class at a higher secondary something you have done before?

Yes: \No:

Remarks:

2. Do you frequently see movies in theatres or at home?

Yes: \No:

If the answer is yes, how often should you ask?

3. Before participating in this study, were you familiar with any French movie?

Yes: No:

Remarks:

4. Were the French classes you took throughout this study that was based on movies enjoyable to you?

True: False:

Remarks:

5. If you could modify anything about the French classes you took during this study, what would it be? If the answer is "yes," what modifications would you make if "no" was the response?

Yes: No:

Remarks:

6. Has participating in a class movie project encouraged you to keep up your French studies?

True: False:

Remarks:

7. During the course of the research, what have you discovered about French culture?

True: False:

Remarks:

8. During the movie-based classes, have you picked up any French?

True: False:

Remarks: