

Navigating the Impact of French Cinema in Learning French as a Foreign Language for Sustainable Development

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Abstract-

This research explores the impact of French Cinema in language acquisition by students learning French as a foreign language. The research investigates how exposure to French cinema influences students' perceptions, behaviours, and BICS (Basic Interpersonal Communicative Skills) self-identification within the broader socio-cultural dimension and its role in attaining the sustainable development goals for better future. Many people worldwide do not speak French as their first language and have been attempting to acquire it. But the learners of French as a foreign language have very limited and outdated materials in the natural language learning environment, thus, they face difficulty and have to make more efforts while learning French language. Thus, the inclusion of French Cinema in the classes of learning of french as a foreign language offers a real-life situations which is full of dialogues of the day to day life. It is valuable and innovative pedagogical tool as it helps to enhance the language skills in the French language and understand the various issues of United Nations sustainable development goals. Therefore, in the majority of French language classrooms, French teachers have been offering films to language learners in order to increase exposure to the French language and its culture. In fact, when French language is taught utilising authentic material in the form of French films, the students have a unique opportunity to immerse themselves in an authentic setting. This article mainly focuses on the impact of French movies while learning French as a foreign language. It also talks about the methodology of using audio-visual approaches and using French films for the learners of French as a foreign language. The use of these audiovisual tools for teaching and learning French as a foreign language provides an interactive approach to enhance the language skills of the learners while engaging them with the real-world sustainability issues. Moreover, it focuses on the various sustainable development goals (SDGs), particularly cultural adaptation, hybridity, and linguistic identity help to understand the complex relationship between media consumption and language acquisition that leads to the quality education (SDG4).

Keywords- French language, Language acquisition, French Cinema, Culture, Sustainable Development

INTRODUCTION

Cinema is a source of information. It helps us to study and understand not only current trends, but also discover the information related to previous times, and fill information gaps. It has a significant impact on our lives because it influences a wide range of people and helps us learn more about the history of the medium, as well as about various languages and cultural traditions. Through the synergistic effects of images, fictional film content, music, dialogue, and various character types, we can better comprehend the deep emotions of cinema and our society. They can help us to comprehend the conditions of people and women in our society around us, and it is also useful to understand how our society deals with the situation and how they follow their culture, religion, and lifestyle. It also enlightens the learners with the various sustainable development goals particularly SDG4 that refers to Quality education and the SDG 17 - Partnerships for the goals thus contributing to the global education and cultural understanding. Cinema is the only art form in which you can truly experience life through/in another person's eyes/head; hence, we may argue that cinema is essential. While watching a film, the learner understands informal/native discussions and idioms which they are unable to find in dictionaries (Szynalski, n.d). We may construct realities in our minds that would be otherwise impossible or unavailable.

"Cinema is a beneficial tool for enhancing listening skills" (Varga, 2013). Thus, audio-visual approach is one of the most beneficial learning tools for language learners. Cinema is also the 7th art that has become an important part of the student's day-to-day life. It allows learners to update their knowledge of the day-to-day life of the target language, and the methodologies/Study materials. While learning a foreign language, they learn the foreign language by creating the artificial environment, and practice in the classroom as well as in groups. Moreover, cinema offers learners with countless aids (Appetito, 2019; Kanellopoulou, 2019; Rousse, 2006). Besides this, many researchers have stated that one of the most

popular leisure activities among students is watching films, and it is very useful to advance their communication skills (linguistic competence). Moreover, it has been found that movies are rarely used in French language learning classrooms due to a lack of resources and teacher training, time constraints, and the applied issues they pose (Kanellopoulou et al., 2019; Kerrita, 2017; Pegrum et al., 2005). Certainly, some of the French teachers who offer movies during the teaching of French as a foreign language are unable to utilise it as a learning tool due to lack of time and training of using the cinema in the language teaching. Moreover, the majority of them use cinema only as a reward and a time-killer, that is, without considering any educational or learning goals (Arey, 1993; Herrero, 2016; Giunta, 1989; Kerrita, 2017; Michalczuk, 1976; Pegrum et al., 2005; Rouse, 2006; Rouxel-Cubberly, 2014). Hence, the aim of this research is to promote diverse approaches that may help to address the issues related to learning French as a foreign language, as well as how learners can utilise films as a learning tool. There are numerous researchers who have already established the value and advantages of cinema for learning foreign languages. This research will also explore the contribution of learning of French as a Foreign Language towards the United Nations Sustainable Development Goals.

The results of the bibliographic search demonstrate that the majority of current research on this subject has focused on just one advantage of the cinema-based method, namely vocabulary acquisition, listening comprehension, cultural & traditional awareness. (Mencová, 2016; Molina-García & Rúa, 2017), (Bairstow & Lavour, 2017; Kanellopoulou, 2019) (Becker & Sturm, 2017). The cinema based approach of learning French as a foreign language is very useful to comprehend the different cultures of the world and supporting the intercultural dialogue (SDG10-Reduced Inequalities). In this way, it brings us closer and gives us a greater understanding of diverse art forms and societies. Furthermore, with reference to grammatical aspects, students can improve their knowledge about the use of conditionals, the active/passive voice, reported speech, and so on as "Cinema offers language learners the opportunity to view the social dynamics of communication as native speakers interact in authentic settings" (Ismaili, 2013). Thus, movie based approach of learning French as a foreign language promotes Quality Education SDGs 4. "Multilingual education can contribute to quality education by improving learning outcomes and promoting inclusiveness." (UNESCO;2016)

Furthermore, the quality and interdisciplinary approach of cinema support the education to align with the Sustainable Development goals through global topics, including the conservation of the environment, social justice, and diverse cultures. The integration of language, culture, and sustainability not just enhances linguistic competency, but it also promotes creative thinking and global engagement, making French cinema a successful instrument in current, sustainable language instruction.

Importance of Using Movies for Learning French as a Foreign Language

The audio-visual method plays a vital role in gaining knowledge of a foreign language particularly French language. French language films give a chance for French language learners to learn and understand the target language, its culture, and traditions, as well as it also helps to acquire new phrases, new terms, and their proper usage in a very natural manner. But this task cannot be accomplished in the language classroom. Moreover, Movies show both spoken and nonverbal cultural cues, including greetings, kinesics, proxemics, and fillers, which learners need to manage in a French-speaking context (Mencová, 2016; Scanlan, 1988). Movies can also create an artificial atmosphere for language students where they can practise the target language and enhance their language skills through class discussions, project presentations, seminars, from the basic level to the advanced level. Movies are a part of visual literacy, and entertainment as "movies are an enjoyable source of entertainment and language acquisition" (Ismaili, 2012). Thus, there are many foreign language-teaching institutions/Colleges/Universities, that has their own Digital media rooms which are equipped with advanced features like TVs, videocassette players, CD or DVD players for example-Amity University Jaipur, University of Rajasthan Jaipur etc. that have their own multi-media rooms and provide good facilities for better understanding of French language. Using films in language classes can be an innovative method that can be used in many subject areas" (Chan & Herrero, 2010). Cinemas that are relevant to the program of study can be used in French classrooms to provide students with a more accurate perspective of the material covered in class. It serves as a motivator and support system for the students (Furmanovsky, 1997). Cinemas related to the global issues in the global world enhance the knowledge of the French language learners not only about the linguistics but also the sociocultural aspects of the target language. It also fosters the intercultural understanding and bridge the gap between the societies (SDG16). Cinemas related to social themes like displacement, war, peace, gender inequality, identity etc. can be utilised efficiently in educational settings to foster the critical

thinking, empathy and cultural awareness among the learners thus aligning with SDG 4 that focuses on Quality, Equity and inclusivity. Watching cinema acts as a link between language learning objectives and skill acquisition (Herron & Hanley, 1992). In this paper, this paper also analyses the benefits of the inclusion of cinema while learning French as a foreign language. This research paper emphasises the significance of films, how to choose them, and when to watch them. To give instructors a point of reference, this research paper presents a methodology and suggests tasks for every phase of the learning process. French movies not only entertain but also help to comprehend accents with actions in audio-visual mode, as well as offer profound insights into the nation's identity and values. According to Lev Vygotsky's theory of social constructivism, the learning is dependent on social interactions and cultural contexts. French cinema provides more than just exposure to the language to the learners of French as a foreign language; it serves as a gateway to understanding the culture, traditions, and social nuances that define contemporary and historical France, and these aspects motivate the learners to learn the French language. Furthermore, cinema provides many benefits for foreign language learners (Appetito, 2019; Kanellopoulou, 2019; Rousse, 2006). Through French cinema, French language learners gain authentic linguistic experiences and improve their language skills that extend beyond the textbook. As we know that textbooks and other study material (vocabulary and grammar books) have limited sources thus, Films offer a window into the diverse linguistic landscape of France, showcasing real accents, slang, idioms, and colloquial expressions that enrich learners' language skills. Moreover, many scholars have stated that watching cinema is the students' favourite free-time activity to improve their language and language learning skills. (Herron et al, 2002; Pegrum et al, 2005).

Benefits of French movies in developing communication skills of French as a foreign language

It is crucial to improve the communication abilities of students in the current digital era where learners use the language as per their convenience. In this era of globalisation, the situation calls for learning communication abilities. Thus, the communication skills in the foreign language can be achieved by participating in classroom discussions and watching French films in their teacher's presence. French Movies provide learners with different learning environments and represent something different from the traditional (Tanriverdi, 2009). It is one of the simplest and most practical strategies to improve communication skills and develop the global awareness. The lack of exposure to the target language in everyday settings (such as home, schools, and neighbourhood) is a known barrier to foreign language acquisition, especially for those whose first language is not French (Li, 2009 & Curtis, 2003). Different audiovisual techniques can be used in non-native French learning environments that can facilitate the communicative French. Thus, French films are very useful learning tools that motivate the French students to learn the French language, and it's helpful to boost their language learning skills.

The advantages of the cinema-based(audio-visual) strategy

First of all, it should be clear that the Cinema-based strategy is not a recognised approach for learning other languages, unlike the popular audiolingual approach. There are no defined conceptual frameworks to evaluate the learning of the French as a foreign language through the didactic utilisation of films. "A single French Cinema scene can be employed as the foundation for French skills practice: listening, speaking, vocabulary, and pronunciation" (Sommer). But French movies are used in language classroom to offer various advantages to French language learners', like, linguistic, motivational, and the inter/cultural dimension, explained in detail below.

i) The linguistic dimension: Audiovisual is very beneficial for French language students to enhance their listening skills because, when students are watching films, they can quickly interpret the aural input they receive because of the audio-visual care (Becker and Sturm, 2017). Students can improve their pronunciation and intonation, as well as increase their vocabulary and auditory awareness, by incorporating French films into the classroom (Curtis, 2007). Many researchers in the didactic field stated that when language learners use French films while teaching and learning, their learning skills strengthen and it also enhances their knowledge of French grammar and vocabulary (Arey, 1993; Kanellopoulou et al., 2019; 2006; Scanlan, 1988). Furthermore, the movie-based method also benefits French as a foreign language learners to improve their comprehension skills and motivate them to learn further. Reading is typically seen by students as an unnecessary and dull ability. (Cervera & Núñez-Delgado, 2018). However, the use of French movies while learning French in the classroom inspires French students to discover several texts, like literary texts (Pereira and Pinheiro-Mariz, 2018). The Cinema can be utilised as a backdrop to develop reading projects, such as evaluating the movie screenplay or reading film

reviews.(Neto & Sousa, 2019; Scanlan, 1988. The cinema-based method supports French language learners to improve their communication skills because it offers them chances to practise them. Also, cinema enriches the various French language accents and intonations. Frequent exposure to films in the french language learning classrooms helps learners to comprehend and adjust to these linguistic aspects of the French language and improves their ability to copy the speech of real French speakers (Kaiser, 2014; Karadag, 2009; Misařová, 2013). Learning French as a foreign language through French films fosters the cross-cultural communication thus facilitating the understanding of different cultures which is a part and parcel of SDC-16 and bridges the gap between different cultures. Moreover, French language learners find it simpler to comprehend and recall new vocabulary when they watch films because it helps them understand the meaning of lexical structures (Coste & Ferenczi in Rouse, 2006; Scanlan, 1988).

ii)The motivational dimension: Recently, it has become more challenging to encourage the students, which has caused teachers to invest a lot of effort in creating more engaging classes(Jovanović, 2017). The seventh art, Television and the internet have become the utmost popular mass media tools, and this is an essential part of the relaxation activity of young people (Appetito, 2019). As the learners are involved in watching cinema, thus the movie-based strategy encourages learners to learn French more than textbooks (Appetito, 2019; Karadag, 2009; Tamarkin, in Scanlan 1988). Moreover, according to the researchers, speaking exercises in the foreign language classroom are one of the factors that may contribute to tension and anxiety, which are strong emotions that limit learning (Abreu, 2016; Pastor & Miller, 2019). Thus, the use of films reduces anxiety and contributes to a comfortable learning atmosphere for language learners. In addition, many language learners prefer comedy movies so they can enjoy and learn easily (Karadag, 2009), (Champoux,1999 and (Karadag,2009). While completing the tasks in a book, students are highly willing to see and hear real-life scenarios, and films also offer an enjoyable atmosphere for them to learn(Ismaili, 2012; Shade,1996). Hence, when French comedy films are shown in French language classrooms, the students find the material entertaining and easily comprehensible, which will make them feel relaxed and inspire them to learn. Cinemas are valuable resources for skill development and enhancement, and instructors, professionals, and even students agree that applying them in the classroom has several benefits (Varga, 2013).

iii) The inter/cultural dimensions: With the variety of cultures present in today's foreign language classrooms, culture has increased in importance within the curriculum, particularly when it comes to teaching and studying foreign languages(Lange & Klee in Herron et al., 2002; Molina-García & Rúa, 2017). In this regard, numerous academics have shown proof that real audiovisual resources, such as films, aid students in learning about foreign customs and cultures. (Mencová, 2016; Misařová, 2013; Rouxel-Cubberly, 2014). French language learning through French films develops a broader understanding of global issues, thus contributing to the SDGs. "The ability to communicate in multiple languages is fundamental to global citizenship and intercultural competence." (Council of Europe ;2020) Through films, students can see important aspects of the French community, such as everyday routines, dress codes, traditional cuisine, song, societal parts, organizations, and urbanism.(Grubba, 2020; Herron et al., 2002; Herrero, 2016; Michal Czyk, 1976; Misařová, 2013; Rouxel-Cubberly, 2014; Scanlan, 1988). Finally, a further advantage of the cinema-based method for French as a foreign language, which has been observed among the students, is the language learners' improvement in their skills in the French language as well as their contribution towards their sociocultural ability. Thus promoting the SDGS-4 (Quality Education) . The personalities of language learners change as a result of language learning. (Ervin).

Difficulties in Learning a Foreign Language

Learning a language presents several obstacles for learners, especially when it comes to the comprehension of grammar and pronunciation in the beginning. One of the difficult step for language learners is to comprehend the words and memorise them. Every day, language learners have to make an effort to read for ten minutes. Moreover, there are many similar vocabularies, but the distinct meanings that are difficult to examine, resulting in the error while structuring sentences either speaking or writing, due to the lack of vocabulary. Moreover, many language learners have trouble speaking because they often translate words or sentences into their native tongue. This causes them to speak slowly and they lose their rhythm when speaking. Moreover, is difficult to manage the tone and facial expressions while speaking. Thus the French cinema helps the learners to understand the French language tone and facial expressions. The French language learners using french films as a pedagogical tool are able to interact with native speakers with their natural accent, speed, and tones, The use of French films in French language classroom facilitate the learners to comprehend their pronunciation while speaking. Native speakers

create new words or phrases while speaking, as a result, the beginners level of language learners avoid conversing with native speakers. After accents, slang are relatively casual phrases or idioms that are more commonly used in the community's spoken language.

Many texts do not teach good grammatical use, and sentence structure that is why the learners struggle to analyse sentences. Language learners who do not research relevant information may generate a range of reactions during the learning process (Zuomin, 1995). The books employ the oldest and most regular manner of expressing concepts, however, today's world is very different and speaks with new terminology and phrases. Thus, the main issue for language learners is a lack of original accents and a lack of diverse example kinds. Furthermore, suitable learning resources are required for these resources to minimise the challenges faced. (Megawati ; Anugerahwati 2012). Thus, advocating the use of Cinema for the french language learners to understand not only the language but also the socio-cultural issues of the target language and compare it with their own country and find out the ways to resolve the issues for the sustainable future.

Differences between Theory and Practice

The study of theoretical learning is the content of knowledge, while the practice of applying newly learnt information to real-world situations is known as practical application. Thus, the inclusive classroom for learning French through digital platform like French films and including SDG themes in the target language leads to develop the sense of responsibility among the learners for global sustainable and global citizens. Learners can speak more fluently and easily when their mental process of transferring ideas from their native language to the target language becomes more fluid with practice. (I.S.P. Nation, Jonathan M. Newton, Jonathan Newton, 2008). Theory and actual practice are combined to provide a clear explanation of the facts to everyone. While practical knowledge is based on acts or performances, theoretical knowledge is entirely dependent on books, resources, concepts, and skills. There are several significant cultural and expressive differences between French and Indian people. For example, whereas French people enjoy non-vegetarian food or drink on special occasions, Indian people do not share this preference. Thus, there are cultural variations between the two countries. For this reason, it's critical to expand one's understanding of these concepts and practise them with student groups. "The importance of training is undoubtedly helpful as well as crucial when 'practice' is clear as possibilities for effective utilisation of linguistic (both productive and receptive) and for intentional, constant practice of challenging language elements." (Lightbown, 2000).

Cinema, Languages, and Sustainable Development

Watching movies provides an unparalleled opportunity to learn new languages because it fully immerses learners in authentic cultural contexts. It boosts listening skills, vocabulary, and comprehension through captivating stories and dialogues. By watching the characters, learners internalize multiple social paradigms as well as their informal sayings, which enhances their understanding of the language. Furthermore, films can provoke conversations on themes of sustainable development, which promotes critical reasoning and attention toward global issues. This blend of language learning and culture acquisition through cinema not only enhances linguistic skills but also fosters a responsibly constructive worldview.

Suggestions

The presence of a native teacher is quite important while studying a foreign language. Native instructors who are not adequately qualified to teach their native language may be at a disadvantage. The study of languages, with its critical potential to enhance international communication and awareness, is well suited to contribute to this goal. By examining the opportunities it provides, we may obtain useful knowledge into the mutually helpful connection among learning a language and long-term progress. One advantage of having a native speaker as a teacher is that they are fluent in the language. They are proficient speakers of the language and may also be seen modelling how to use it in a very organic way. Pronunciation is crucial in supporting language learners and improving their ability to communicate effectively. As a result, the teacher or native speaker helps the newcomers pronounce words and sentences correctly. Additionally, expanding one's understanding of the culture the relationship between language and culture is multifaceted. In this setting, language and culture should be learnt together. After all, we get more competitive as we become more fluent in language, which is a result of absorbing more cultural conceptions. Therefore, it stands to reason that native speakers are aware of their cultural background

and worldview. Most of the native speakers are delighted to share their cultural customs and practices with language learners. This is the simpler approach for understanding foreign idioms and cultural references if students know about the new culture, customs, and traditional ideas. Organise online and offline conferences for language learners to provide them with the chance to enhance their proficiency in various languages, network with influential figures in their fields, hone their speaking and listening skills, and discover the advantages of being bilingual. Since everyone has a unique way of expressing their point of view, these conferences are also helpful in understanding words, accents, tone, speed, and ways in which people express themselves. Since many students aspire to become interpreters and translators, these conferences are essential learning tools. This makes it much easier to comprehend new vocabulary and cultural variances. Since everything is changing so quickly in our globalised society, study materials and books should be updated. Many books and publishers adhere to the most ancient tradition of studying foreign languages, which is why language learners have challenges when learning since many topics are not available in books, or because there are insufficient or improper examples or exercises in these materials. Moreover, regarding intonation and slang, thus it's important to refresh the materials so that newcomers are familiar with the languages and can adapt to the foreign society and culture. If not, learning about culture and language will be the most obstacle for students. Additionally, creating an artificial environment helps language learners learn how to be motivated. It is beneficial to improve their knowledge, speaking, listening, listing, and learning new vocabulary and sentences. It also plays a major role in helping them learn how to speak more fluently and confidently with native speakers so they don't feel embarrassed or afraid to speak. Several language schools create an artificial environment for the language learners by having group discussions between language learners and having them act as the buyer and seller. This helps the learners comprehend the language and express themselves in different ways. This approach also contributes to the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), by fostering inclusive and equitable learning opportunities. Artificial environments in language education promote lifelong learning and intercultural competence, which aligns with SDG 10 (Reduced Inequalities) as it empowers learners from diverse backgrounds to participate confidently in global communication.

CONCLUSION

The ability of French Cinema to boost student enthusiasm is a major benefit of employing it for language instruction. In contrast to traditional language learning techniques, which can occasionally seem tedious or disconnected from everyday usage, Movies are a fun and interesting method to acquire knowledge. Movies' entertaining value adds enjoyment to the language learning process. It may encourage students to devote additional time and energy to their studies. A greater amount of interaction with the language and improved recall of fresh grammar and vocabulary might result from this motivational factor, which is fuelled by an interest in the plot or characters of the movie. In addition, students of the French language may gain confidence in their comprehension and usage of French as they watch more cinemas, supporting further acquisition and cultivating a favourable attitude towards the language. French cinemas teach students beyond the language. They provide information about the society in which a dialect is used. By seeing the interactions, traditions, and actions of actors in films, students acquire a more profound comprehension of the references to culture and real world issues that impact language usage and the SDGs. "Promoting linguistic diversity is crucial for reducing inequalities and ensuring the inclusion of marginalized communities."

(Skutnabb-Kangas, T. ; 2000). The humour, actions, and idioms used in movies frequently mirror standards of culture, making them hard to interpret without the right background. Movies help close the divide by giving students a deeper understanding of the sociocultural components of language, which are essential for effective interaction and cultural assimilation. The Movies also help the learners to become informed global citizens. French language students are better prepared for employing language in various social contexts as they get a greater understanding of these cultural components. Movies give students a mix of auditory details (pronunciation, pitch, pressure) and visual signals (body language, facial emotions, expressions, and gestures) that improve language acquisition. Learners who might find it difficult to use standard text-based methods are supported by this multimedia approach. Simultaneous observation of visual and vocal information helps students better connect words to meanings, which enhances comprehension as well as retention.

It is the responsibility of facilitators and educators to foster motivation in students by emphasising learning objectives and doable activities that use French films that may be beyond their language proficiency. The numerous audio-visual technologies' noteworthy advancements, affordability, ease of use, and friendliness offer French language students a natural linguistic learning environment. Acquiring the French language via cinema gives students diverse cultural knowledge, permitting them to understand a range of social, environmental, and economic problems. This understanding is critical for the complete strategy required to achieve the United Nations' Sustainable Development Goals (SDGs), such as decreasing inequities, promoting great education, and dealing with the topic of the changing climate. "Multilingualism is an enabler of international cooperation and global partnerships." (United Nations ; 2015) Undoubtedly, audiovisual technologies have an important role in promoting French as a foreign language. Cinema, which benefits from audio-visual technologies, helps French language learners become more proficient in the language learning. If students have access to more audiovisual technology, like French films, they will be able to acquire the skills necessary for acquiring a foreign language and will be able to fully develop in environments that use the French language. Although French films are more effective in increasing French language fluency among French as a foreign language (FLE) learners, French teachers must exercise caution when presenting them in a French as a foreign classroom.

French films have a profound and varied influence on studying French as a foreign language. Students gain with a hands-on learning method that transcends conventional classroom techniques by being exposed to everyday interaction situations, cultural settings, a variety of terminology, and realistic language usage. French films keep students interested and encouraged. It also improves spelling, grammar, listening, and reading abilities, and understanding of cultures. For FFL (French as a Foreign language) learners, films are a priceless educational resource since they provide a rich, active method for language learning. That is why a good way to encourage proficiency and awareness of cross-culture communication is to include French-language movies in language study modules.

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