

TEACHING FRENCH AS A FOREIGN LANGUAGE: VISUAL DOCUMENTS USED IN THE ANTICIPATION STAGE AND THEIR REPRESENTATIONS

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ABSTRACT

The images frequently used in foreign language teaching serve as triggers for brainstorming both at the beginning of each teaching unit and as the first activity of the pedagogical sequences. It is thanks to this authentic material that the learner can become familiar, in the stage of prediction, with the theme of the teaching unit.

Keywords: : *Prediction, image, photo, drawing, teaching French as a foreign language.*

The non-linguistic and polysemous feature of these visual aids helps the teacher to create a relaxed atmosphere in which learners can express themselves freely. The textbook designers take into account the exploitation of these images in the first stage of the access phase because of their nature mentioned above. This article aims to show the effectiveness of various types of images in the French textbook *Saison* and their contribution to the teaching of French as a foreign language. To do this, data collected from French students through three tests developed by the researcher were evaluated, and the results obtained were discussed.

Nowadays, where we are witnessing a new model, proposed by the Common European Framework of Reference for Languages (CEFR), called "action-oriented", "little removed from the so-called" communicative "approach but even more targeted on the actions that the learner can do with the target language »the structuring of the didactic units of French as a foreign language (FLE) textbooks are revised according to the cognitive process of learning. The notion of "learner-centeredness" that has emerged with the communicative approach and the impact of cognitive theories oblige textbook designers to take into account this process which determines the framework, content and strategies proposed in these textbooks. Anticipation is the first step in the phase of access to meaning during which the learner is encouraged to form a more or less precise idea of the theme chosen for the didactic unit (or for the pedagogical sequence) of which he is concerned. acts. In principle, not being aware of the theme to be tackled in class, the learner tries to guess it by making hypotheses, to say whatever comes to his mind, starting from a word or an image or a sound The choice of this stimulus and the organization of the chosen activity play an important role in the success of this step. As a trigger for brainstorming, images are documents frequently used in the anticipation stage either by teachers in order to didacticize an authentic document, or by the designers of textbooks in the first pages of each didactic unit. and at the start of the teaching sequences. The frequent use of images in language textbooks can be explained first of all by their non-linguistic and polysemous characteristics. In addition, images, as non-verbal supports, help to contextualize language knowledge by visualizing them and provide access to verbal interaction in the classroom. Indeed, from a single image, learners can put forward several hypotheses, give free rein to their imagination to express themselves in their own way and be active from the start of the sequence. A photo chosen for the theme of "vacation", for example, can trigger the expression of several words (hotel, beach, travel agency, sun, etc.), belonging to the lexical field / vacation / depending on the experiences of the learners . The learner being familiar with the topic of the didactic unit would thus be ready for the next step: global comprehension intended for comprehension without going into the details of the trigger document (written, oral or audio-visual). Once the learner is informed of the general theme of the document, he would more easily respond to questions aimed at defining the communication situation in which the dialogue takes place (in a restaurant, two customers order

dishes, etc.). This global knowledge, too, will help him understand the dialogue in detail in the Detailed Understanding stage, the last stage of the Meaningful Access stage. The latter, successful by the learner, would facilitate the identification and conceptualization of the objectives targeted, either pragmatic or linguistic and / or sociolinguistic. This article aims to analyze the impact of the images at the start of each teaching unit (10 images in total) in the French Season 1 (2014) manual, which is aimed at adult learners or older adolescents. From the data collected, we will try to answer the following questions This work aims to reveal the representations of trigger images in the French Season 1 textbook among students of the Department of FLE didactics at Hacettepe University in Ankara and to try to determine the criteria for choosing these images, and second, the relationship between image type and level of learning. To do this, we have prepared three different tests to observe what types of representations awaken the overall images of the manual. First, in order to see if the students, who make up our research group, can suggest themes close to those in the textbook, we distributed a form (Test 1) in which were the numbers (from 0 to 9) of the Projected images from which the students (non-supervised) proposed a maximum of three themes for each didactic unit. The images in question were not in the same order as in the manual. Second, in order to see if the research group can easily match the projected images to the themes, we distributed a second form. The students constituting our research group were invited to associate each image (projected in the same order of that of Test 1) to a theme proposed on the second form.

The start of the process of learning a foreign language plays a key role in creating an atmosphere of trust and respect. It is during this period that the teacher should make the most efforts to make learners feel comfortable and express themselves freely. In this period, a certain freedom of expression in the mother tongue, acquired, would make learning the target language more effective because the learner, having no class anxiety and having a good level of self-efficacy who develops early in learning, will learn better than those who do not actively participate in the process of their own learning. In this case, the role of the teacher's guide comes into play, who must guide the learners well by asking various questions to bring them closer to the theme of the unit. This question / answer technique is used not only to guide learners towards the correct answer but also to make them speak with their vocabulary and starting from their knowledge of the world and their experience. This activity, which should take place in a relaxed atmosphere, would also help the learner to overcome speaking difficulties by speaking without fear of making mistakes. To conclude, we will affirm that the French Season 1 manual (Level A1-A2) is consistent in the choice of images used in order to achieve a good anticipation step. This consistency also appears in the distribution of the representativeness of the images, because the unrepresentative images are used at the start of learning while the representative images, at a higher level. In other words, unrepresentative images correspond to little knowledge of the language, while representative images correspond to a higher level of knowledge. This choice could be explained by the fact that the unrepresentative images better stimulate the imagination of the beginner learner and leave him more free when he makes assumptions with the vocabulary at his disposal. Whereas towards the end of the manual, with the representative pictures, the learner is expected to make more subtle and better-fitting assumptions. One should not therefore consider an unrepresentative image as less useful than others since it gives the opportunity to discuss the subject of unity for longer. In any case, it is indisputable that the two types of images each have advantages, and it is the mixture of images of different natures that will allow various types of communication in the language classroom.

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