From the Small Screen of Mangas to the Theater: Cognitive Awakening in the Learning of French as a Foreign Language

Sanae El Wahabi[1], Laila Belhaj[2]

[1,2]Faculty of Education, Mohammed V University

Abstract

The study of the transposition of manga animation film sequences into theater scenes for pedagogical purposes raises fundamental questions about the effectiveness of this innovative approach.

This study aims to explore the pedagogical potential of manga for learning French, both linguistically and culturally. However, to ensure that the results are valid, scientific rigor is essential.

In this foreword, we reflect on the approach underlying this study and its potential contribution to correctly deciphering the interaction between popular culture and language education. We will also highlight how the methodology adopted reflects the hypothetico-deductive approach of the research while underlining the relevance of the literature review in this specific context.

We begin by presenting the central problem, highlighting the growing interest in integrating manga into learning foreign languages. This problem will guide us in analyzing the potential benefits of transposing manga sequences into theater scenes while highlighting the imperative need to maintain a rigorous perspective.

We then turn to the methodology adopted for the stated hypotheses. Our methodological approach is based on a hypothetico-deductive approach aimed at exploring and testing the hypotheses put forward.

We will clarify how each stage of the research contributes to understanding the links between popular culture and language acquisition while avoiding confusion between the assumptions and potential benefits of the approach.

Finally, we will examine the literature review in the context of this research. We know the importance of basing our research on sound theoretical foundations, focusing on relevant work related to foreign language learning through popular media.

This literature review will serve as a solid basis for our interdisciplinary approach and ensure that our objectives align with current advances in the field.

As a conclusion, we would like to lay the foundation for a rigorous methodological approach to our research. In a scientific and critical spirit, we aim to contribute to various research studies on language learning as well as explore new pedagogical avenues.

1. Introduction

Animated film research tends to assist students in better understanding the course material and analyzing the types of films that kids typically watch. Exposing animated film sequences into theatre scenes provides a novel and dynamic language-learning method. Students actively engage in linguistic and cultural experiences by transforming these sequences into live performances [1], which can enhance their French language competence. This method incorporates popular culture and multimedia, resulting in an immersive learning environment that speaks to the interests and passions of the students. Recent years have seen a substantial increase in interest in multimedia and popular culture in education. Due to their alluring nature, animated films, especially manga, are good language-learning tools. In this context, the transposition of animated film sequences into theatre scenes gives an intriguing opportunity for students to engage in language learning [2].

Students get a unique chance to develop their spoken language abilities through theatre, emphasizing pronunciation, intonation, and fluency. Students gain a more profound knowledge of the interaction between language and culture by engaging themselves in the world of the characters, which also increases their awareness of and sensitivity to the cultural elements inherent in French [3]. One of the challenges in language instruction is creating a dynamic and engaging learning environment that increases students' interest and motivation. The repetition drills and textbook-based activities used in traditional language training might cause students to lose interest and make little progress in their language ability [4]. Therefore, it is essential to investigate innovative methods of instruction that might improve students' linguistic abilities and inspire their desire for learning [5]. Based on previous studies on the efficacy of multimedia in language education, we offer the following hypotheses:

HI: Exposing animated film sequences into theatre scenes will boost students' interest and participation in French language learning.

H2: The oral communication abilities of the students will increase because of the inclusion of theatre activities in the French language curriculum.

H3: Theatrical interpretations of animated film sequences will help students better appreciate the cultural subtlety integrated into the French language [7].

We will use a mixed-methods approach to examine the effects of animated film sequence transformation into theatre scenes on French language proficiency. This strategy combines qualitative and quantitative data collection techniques to provide an extensive understanding of the phenomenon. Qualitative analysis will capture students' opinions, attitudes, and experiences using interviews, questionnaires, and reflective journals. Quantitative analysis will compare the language competency levels before and after the intervention using standardized language exams [8]. The students' participation and development in theatre-related activities will also be observed and recorded. This study aims to look at how incorporating scenes from animated films, particularly manga, into theatre scenes in the classroom can help students improve their proficiency in the French language. The particularity of para literature, specifically manga as a children's literary genre, lies in its ability to offer a captivating, visual, and immersive approach to learning French as a foreign language. This particularity is illustrated by:

Visual and narrative appeal: Manga is known for its distinctive visual aesthetic and dynamic storytelling. This aesthetic naturally attracts learners' attention, creating an engaging and stimulating learning environment.

Contextual Understanding: With the accompanying images, learners are able to better grasp the meaning of a sentence or expression without continually referring to dictionaries.

Variety of Language Registers: Manga can expose learners to various vocabulary, from informal to more formal, reinforcing their mastery of the language.

Cognitive Stimulation: The combination of images and text in manga stimulates the cognitive functions of concentration, memorization, and analysis, offering a multidimensional learning experience.

Creativity and Expression: Learners can be encouraged to create their mangas in French, fostering creativity, self-expression, and active language practice.

We will use various animated film clips from well-known comic books for this study. The study will be conducted in a classroom environment with a group of students studying French as a foreign language as its target population. Specific sequences will be selected based on their language difficulty, cultural applicability, and potential for theatrical adaptation. A four-month workshop was conducted with 25 students divided into five groups. This period allowed the teacher to note a remarkable evolution in the level of the students, primarily through the evaluation of standardized tests and a questionnaire. This method also helped stimulate students' interest in the French language and Francophone culture. To improve students' French language skills, this article investigates the possibility of transforming scenes from animated films into theatre plays performed in the classroom. This introduction gives a general overview of the problem statement, proposed hypotheses, method, analytical approach, and corpus.

2. Literature Review

There has been growing interest in integrating educational technology, particularly manga, into foreign language teaching practices in recent years.

A literature review examines previous works that have examined the integration of manga with French as a foreign language (FLE), especially their transformation into theatrical scenes. Learning the French language will be fun and engaging with this innovative approach.

This section aims to demonstrate the value of this relevant and innovative approach and to set the stage for the study presented, which will investigate the effects of this approach on the development of learners' cognitive functions and the learning of FLE.

2.1 Fun and Cultural Learning Through Visual Media

Visual media, such as films, TV series, and manga, have been recognized as practical tools for stimulating learners' interest and motivation in foreign language learning (Thorne, 2009). Learning takes place in a linguistic and cultural context that promotes authentic cultural engagement. In this context, the

integration of manga, as a cultural product rich in visuals and narratives, has emerged as a promising method for EFL learning.

2.2 Manga as a Fun and Effective Tool for Learning French

Manga, or Japanese comics, are becoming increasingly popular. They are also increasingly used as educational tools for learning foreign languages. The use of manga as a didactic tool for foreign language learning has been explored in several studies. Takahashi (2013) points out that manga offers an interactive reading experience, where images accompany the text, facilitating contextual understanding. This feature mainly benefits EFL learners, enabling vocabulary, grammar, and idiomatic expressions to be learned visually and contextually.

2.3 The Theatrical Transposition of Manga

Integrating manga into foreign language teaching effectively motivates learners and introduces them to a foreign culture. Transposing manga into drama is a cross-disciplinary approach that explores manga's linguistic, cultural, and artistic aspects. Theatrical adaptation requires learners to invest themselves fully in the content of the manga. They must understand the nuances of dialogue, facial expressions, and character interactions. This requires them to reflect on the meaning of the text and develop critical thinking skills. Theatrical transposition also allows learners to express their creativity. They choose the dialogue, sets, and costumes best suited to the manga. This helps them develop their imagination and sense of aesthetics.

2.4 Advantages and challenges of theatrical transposition

There are countless advantages to the theatrical transposition of manga in learning French as a foreign language. It encourages collaboration between learners. Students learn to work together to create scenes, which helps them develop their social and oral communication skills. It also stimulates cognitive functions such as analysis, concentration, and creativity. However, this method does present some challenges. It is essential to adapt the language of manga to the theatrical context while retaining cultural authenticity.

2.5 Conclusion: Towards an Interdisciplinary and Dynamic Approach

This literature review highlights the growing importance of integrating manga into EFL learning due to their popularity with young learners and their potential for developing linguistic and cognitive skills.
Transposing manga into theatrical scenes extends this approach, encouraging deeper immersion in the French language and culture while stimulating creativity and collaboration. In this context, this study explores the advantages of theatrical transposition of manga for FLE learning.

3. Dataset and Methodology

Translating manga films into theatre sequences can be an efficient way to help students learn French. With the help of animation, students in the class will act out theatre scenes that were written in a workshop based on manga film sequences [IS]. There will be 25 participants in the workshop, divided into five groups of five students each. Each group will be tasked with writing a theater scene based on a specific manga movie sequence. The purpose of this lesson is to encourage students to analyze a scene from a movie and point out important details such as dialogue, facial expressions, character actions,

sound, and musical effects. Additionally, they must consider the grammar, vocabulary, and syntax unique to the French language.

The workshop started with an overview of the approach and a concise discussion of the workshop goals. After that, the students are divided into groups, and a different manga movie sequence is given to each group. They view the movie scene multiple times to ensure they comprehend all its essential details. The groups start putting their theatre scenes together on the second day. Collaboration among students is encouraged so that they can overcome language obstacles and share ideas. Teachers can advise students to get past linguistic barriers and write a cohesive, captivating story. Each group will be required to present its theatre stage to the other groups on the third day of the workshop. Teachers and peers will then provide the students with valuable feedback and recommendations. After receiving feedback, they may change their scene accordingly. Each group will be prepared to exhibit their drama stage in front of the class on the fourth day of the workshop. The other groups will watch the performances and rate their peers' work based on the clarity of their writing, pronunciation, gestures, and body language. Finally, on the workshop's final day, the teachers will conduct a formal evaluation to assess the method"s success and the development of the students'language abilities. Teachers can also give suggestions and feedback to enhance the procedure for upcoming sessions.

It is suggested that the workshop be spaced out over four months to ensure its effectiveness. Students should be extensively encouraged to practice their theatre scenes and collaborate in groups to improve them during this period. Teachers are essential in supervising practice sessions, providing students with helpful criticism, and giving guidance so they can perform better. This allows students to improve their language abilities by forming more complex dialogue and utilizing more vocabulary. To encourage learning, teachers may employ more complex grammar features. Both an oral and written workshop evaluation are required. Students' capacity should be evaluated to read and write in French and their ability to portray their roles through proper pronunciation and facial expression. Teachers may also assess students' capacity for productive group work and peer collaboration.

A suitable assessment strategy for determining the workshop's effectiveness in enhancing students' language skills could be the use of standardized examinations in French. Students' proficiency in French can be checked both before and after the workshop to determine whether they have improved. Throughout the session, teachers can also conduct informal evaluations to gauge student development and pinpoint areas needing improvement. It's crucial to ask students for their opinions and experiences on the session. At the end of the workshop, a detailed questionnaire may have been proposed to collect students' feedback on the method's effectiveness and the quality of their experience. The workshop can be a helpful strategy for improving students' French language learning, but there are still areas for improvement. Teachers should continue looking for new techniques and methods to improve the workshop and adapt to students' different needs and learning styles.

4. Evaluation and Results

We, having considered the problems inherent in the workshop of transposing manga films into theater scenes, to gauge the elevation of French language proficiency as a foreign language while catalyzing the learners' memory and concentration, have implemented a plethora of evaluation techniques and activities

specifically devolved to each domain, intending to scrutinize, in all completeness, the outcomes of this ancient process.

4.1 Evaluation of the Writing

Analysis of writing excellence: We asked participants to write about their transpositions of manga scenes into French. Our evaluation focused on grammatical accuracy, lexical fluency, syntactic structure, and clarity of elocution.

Analysis of linguistic choices: We assessed participants' propensity to select appropriate terms and expressions when transposing, considering the contextualization and aesthetics of the play.

4.2 Oral evaluation

Oral presentations: We asked participants to give oral presentations of their transpositions, in French. Our assessment covered articulation, fluency of speech and effective communication skills.

Participation in discussions: We assessed participants during group discussions or debates on the transpositions. Emphasis was placed on their ability to express themselves insightfully, to argue and to respond to the perspectives of others.

4.3 Assessment of memorization

Retention test: We subjected participants to tests requiring them to recall specific details of manga scenes and their theatrical transpositions. It was to assess their ability to memorize crucial information.

Interpretation without script support: We assessed their ability to interpret scenes without recourse to a script, testifying to their memorization of dialogue and movements.

4.4 Concentration evaluation

Problem-solving tasks: We presented participants with challenges inherent to transposition, requiring sustained concentration to develop creative solutions.

Reading exercises: We engaged them in reading in French, followed by assessing their comprehension, involving assiduous concentration to integrate the information.

These evaluation techniques and activities were carefully calibrated to assess participants' writing, speaking, memorization, and concentration progress throughout the workshop. In so doing, we obtained a thorough overview of the workshop's impact on their mastery of French and cognitive abilities. In fact, in a group of 25 students, we undertook a quantitative and qualitative analysis of the progress made in writing, oral expression, concentration, and memorization to measure the overall impact of this innovative pedagogical undertaking.

The figures speak for themselves. Based on our evaluation, it appears that 40% of the participants benefited from this initiative. Not only did they show considerable improvements in their written and spoken French language skills, but they also demonstrated an enhanced ability to concentrate and

memorize. These results reflect the successful convergence of pedagogical objectives to enrich their foreign language skills while stimulating fundamental cognitive faculties.

At the same time, we observed that 32% of students showed moderate development. Although these results may seem more attenuated, they should not be underestimated. In terms of learning, they demonstrate how individual factors and initial skill variability play into the transposition process. This trend aligns with the hypothetico-deductive approach we have adopted, where the interdisciplinary approach has made it possible to consider the multiple facets of this initiative.

However, 28% of participants made no significant progress. This category falls into two distinct groups. On the one hand, some may not have invested in the workshop with the required rigor, potentially limiting the extent of their developments. On the other hand, a sub-group of students faced profound deficiencies in basic French language competence, leading to considerable challenges in the transposition process.

Figure 1: Statistical Data of 25 Students
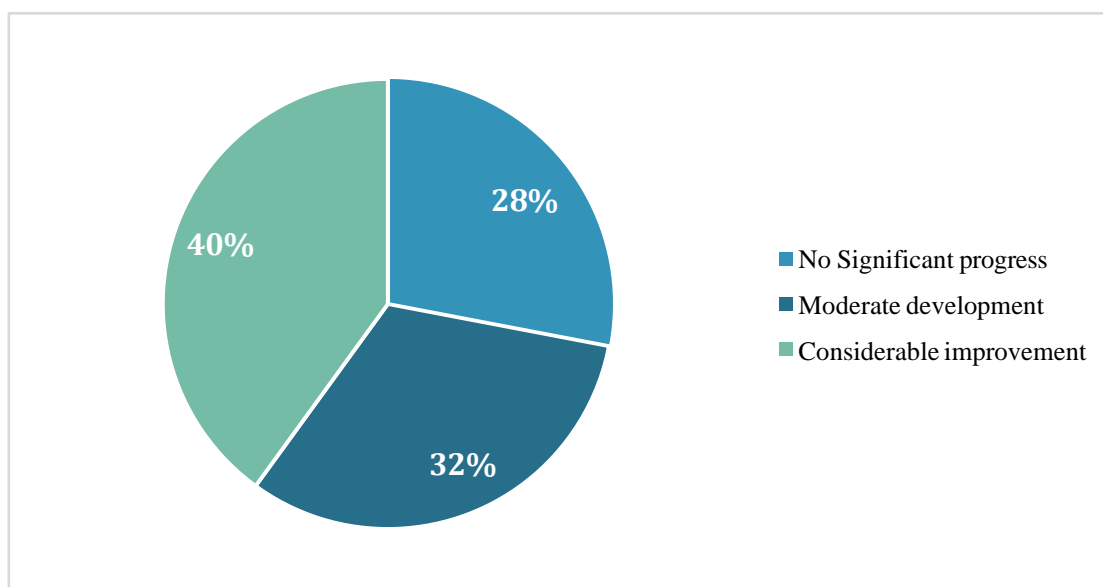
The hypothetico-deductive approach adopted in this study effectively highlighted these diverse trends. It facilitated in-depth analysis of the results, integrating multiple factors and addressing the underlying pedagogical and cognitive implications.

 Overall, the results highlight the relevance of this transposition workshop to developing participants' language skills. The percentages, reflecting the variety of responses, demonstrate the complexity inherent in any learning process. These findings also underline the importance of apprehending the effectiveness of such an educational undertaking through an interdisciplinary perspective, in line with the hypothetico-deductive approach adopted in this study.

5.   Discussion and conclusion

The transposition of animated film sequences into theater scripts, as outlined in this research, proves to be an approach as innovative as it is engaging, demonstrating remarkable potential for enriching

students' learning of the French language. In this study, a rigorous hypothetico-deductive approach is combined with an interdisciplinary perspective to explore new avenues of teaching languages.

This approach reveals considerable potential for student motivation, enhanced cultural understanding, development of cognitive skills, and mastery of the language in a contextualized environment. The study looks at language development through a multidimensional prism by integrating this innovative perspective into the learning process.

It is evident that the results of this study confirm the hypotheses that were previously formulated. The manga film sequences transformed into theater scenes captivate and inspire the students, encouraging their active participation in mastering French in all its nuances. Multidisciplinary workshop that integrates multimedia, creative, and high-performance elements stimulate students' commitment through a dynamic and balanced approach.

The workshop's effectiveness extends beyond the classroom, transforming language acquisition into a fun and uplifting adventure. Oral and written expression evolve, supported by refined conversations and creative theatrical scenes. Students gain confidence as they master expressing themselves in French and become familiar with its subtleties. Designing and performing theatrical scenes significantly improves communication skills, contributing to the development of individuals capable of exchanging with ease in a French-speaking context.

A holistic evaluation of students' language skills and active participation is reflected in both written and oral assessment mechanisms.Through sophisticated conversations and elaborate drama scenes, students are able to explore linguistic and cultural subtleties. Writing and storytelling are also stimulated by creating theater scenes, reinforcing written language skills. The students gain confidence in their ability to express themselves in French, enhancing their ability to concentrate and memorize. The study should be regarded not as an end in itself, but as a starting point for further exploration and reflection in the service of continuously evolving language teaching in harmony with contemporary educational goals.

6. References

1. S. J. Kirsh, "Using animated films to teach social and personality development," Sage, vol. 25, no. 1, pp. 49—51, 2009, doi: 10.1207/S 15328023TOP2501_17.
2. "Understanding Manga and Anime - Robin E. Brenner - Google Books."
3. https://books.googIe. com.pk/books?hI= en&Ir=&id=uY8700WJy_gC&oi=fnd&pg=PR5&d9=animat ed+films+manga&ots= 4jGze7KSc0&sig=H3SBJpskupxRWQ2vy39* DFKxkBE&redir_esc=y#v=onepa ge&9=animatedfilmsmanga&f=faIse (accessed May 22, 2023).
4. "Teaching French Language and Culture by Means of Humor on JSTO R." https://www.jstor.org/stable/397569 (accessed May 23, 2023).
5. F. Zanettin, "Comics in Translation: An Overview".
6. Galante and R. I. Thomson, "The Effectiveness of Drama as an Instructional Approach for the De-velopment of Second Lan guage Oral Fluency, Comprehensibility, and Accentedness," TESOL Q., vol. 51, no. 1, pp. 115—142, Mar. 2017, doi: 10.1002/TESQ.290.

7. D. Delabastita, "Translation and mass-communication: Film and T.V. translation as evidence of cultural dynamics," Babel, vol. 35, no. 4, pp. 193—218, Jan. 1989, doi: 10.1075/BABEL.35.4.02 DEL.

8. C. Lutge, "Literature and Film—Approaching Fictional Texts and Media," Teach. English as a Foreign Lang., pp. 177—194, 2018, doi: 10.1007/978-3-476-04480-8_10.

9. R. H. Bernard, "Qualitative data, 9uantitative analysis," Field methods, vol. 8, no. 1, pp. 9—11, Feb. 1996, doi: 10.1177/1525822X960080010401/ASSET/1525822X960080010401.FP.PNG_V03.

10. D. Asimakoulas, "Aristophanes in comic books: Adaptation as metabase," Mero, vol. 61, no. 3, pp. 553—577, Dec. 2016, doi: 10.7202/1039219AR.

11. M. Pellitteri, "Kawaii Aesthetics from Japan to Europe: Theory of the Japanese „Cute" and Transcultural Adoption of Its Styles in Italian and French Comics Production and Commodified Culture Goods," Arts 2018, Vol. 7, Page 24, vol. 7, no. 3, p. 24, Jul. 2018, doi: 10.3390/ARTS7030024.

12. J. E. Champoux, "Animated Films as a Teaching Resource," http://dx.dai.org/10.1177/105256290102500108, vol. 25, no. 1, pp.79—100, Feb. 2001, doi: 10.1177/105256290102500108.

13. J. Munday, "Issues in Audiovisual Trans Lation," Routledge Companion to irons/. Stud., pp. 155—179, Jan. 2009, doi: 10.4324/9780203879450-16.

14. „Traditional Monster Imagery in Manga, Anime and Japanese Cinema - Zilia Papp - Google Books."

15. https://books.googIe. com.pk/books?hI= en&Ir=&id=_fR5DwAAQBAJ&oi=fnd&pg=PR7&d9=how+c an+the+transposition+of+se9uences+from+animated+films+(manga)+into+theater+scenes+(play ed+in+class)+help+students+develop+their+level+in+French.&ots=trxDXiPgEc&sig=zRM2LiP3P_ ddnlafN Pxgt-T9kLM&redir_esc=y#v=onepage 9!=faIse (accessed May 22, 2023).

16. M. B. Gangnes, "Static action, silent sound: Translating visual techni ques from manga to film in Katsuhiro 0-tomo„s AKIRA, "Stud. Comics, 'vol. 5, no. 1, pp. 155—185, Apr. 2014, doi: 10.1386/STIC.5.1.155_1.

17. V. Labatut and X. Bost, "Extraction and Analysis of Fictional Character Networks," ACM Comput. Surv., vol. 52, no. 5, Sep. 2019, doi: 10.1145/3344548.

18. Various, "Transmedial Turn? Potentials, Probl ems, and Points to consider," 2020.

19. P. Wells, "From Melbourne Cooper to Match of the Day and Mo-Cap: Motion as Metaphor and Metaphysics in Animated Sport," https://doi.org/10.1080/09523367.2011.567774, vol. 28, no. 8— 9, pp. 1219—1234, May 2011, doi: 10.1080/09523367.2011.567774.

20. M. Oohagan, "Manga, Anime and Video Gam Es: Glo Balizing Japanese Cultural Production," https://doi.org/10.1080/09076760708669041, vol. 14, no. 4, pp. 242—247, Jul. 2009, doi: 10.1080/09076760708669041.

21. Sa nchez- Requena, "Audiovisual Translation in Teaching Foreign Languages: Contributions of Dubbing to Develop Fluency and Pronunciation in Spontaneous Conversations," Porta Linguarum, vol. 2016, no. 26, pp. 9—21, Jun. 2016, doi: 10.30827/DIGIBUG.53920.

22. K. Komatsu, K. Takagi, H. Ishiguro, and T. Okada, Drama Workshop with Scenario- Writing for Transnational Children: What They Know in Their Everyday and School Lives. Brill, 2022. Accessed:

23. May 23, 2023. [Online]. Available: https://briII.com/display/book/9789004514140/BP000020.xmI

24. R. Lyster, "The Effect of Functional-Analytic Teaching on Aspects of French Immersion Students„ Sociolinguistic Competence," Appl. Linguist., vol. 15, no. 3, pp. 263—287, Sep. 1994, doi: 10.1093/AP PLIN/15.3.263.