The Use of Video in Teaching and Learning Spoken French in the ICCPPLP Program at the Higher Normal School, University of Antananarivo

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Abstract

The article seeks to examine the impact of using authentic video materials in the teaching and learning of spoken French as a Foreign Language (FLE). The theoretical and methodological frameworks, together with the strategies and pedagogical implications of employing video as an authentic resource, as well as the analysis of quantitative and qualitative data collected during the experimentation, constitute the foundation of this study. Learners display a spontaneous and intensive use of information and communication technologies (ICTs) (Béliste, 2010). Consequently, teaching methods and instructional designs must adapt to this evolving digital environment (Fourgous, 2012). The teaching of FLE is not exempt from this challenge. At the Higher Normal School (ENS), most students experience difficulties in oral communication, often resulting in decreased motivation. The objective of this study is to enhance the oral proficiency of students enrolled in the ICCPPLP program. The research problem questions the effectiveness of video as a motivational tool and as a means to revitalize the teaching of spoken French. It is hypothesized that video, through the integration of moving images and sound, stimulates oral expression, strengthens speaking skills, and illustrates the cultural, civilizational, historical, and linguistic dimensions of the target language.
Keywords: Teaching and learning, ICT, video, FLE, oral skills, motivation.

1. Introduction and Contextual Background

The teaching of modern languages has been at the center of pedagogical and societal debates for several centuries. In Madagascar, English and French have been the first foreign languages taught in schools since the latter half of the nineteenth century. French became the main language of instruction as early as the beginning of the twentieth century. Since then, within the Malagasy educational system, French has occupied a dual role—as both a subject of study and a medium of instruction extending up to higher education. This situation was briefly interrupted during the Second Republic, following the implementation of *Law No. 78-040 of July 17, 1978*, which introduced a policy of *malagachization* aimed at promoting the use of the Malagasy language in education and administration. However, in 1996, French was reinstated as a language of instruction from the third year of primary education onward.

Despite these policy adjustments, the overall proficiency of Malagasy students in French has steadily declined. According to the PASEC (2017)[1] report:

"In Madagascar, the situation is alarming since 82.9% of pupils do not reach the 'sufficient' threshold in reading after at least five years of primary schooling. As in all countries, the weakest students experience great difficulty in reading and understanding texts and have very fragile decoding skills, being unable even to decipher the meaning of isolated words drawn from their daily lives. This finding calls for urgent action in Madagascar to support these students, as on average 43.2% of Malagasy pupils completing primary education are in this situation (level 1 and below level 1)."

The Minister of National Education, Dr. Maria Michelle Sahondramalala, confirmed this decline in French language proficiency during her speech at the signing ceremony of the "*Tremplin*" project between the French Embassy in Madagascar and the Malagasy Ministry of National Education (MEN) in 2020. The French proficiency level of Malagasy students "*has fallen from 58% in 1998 to 18% today.*" The Minister added that "*strengthening the French language is of paramount importance for both teachers and students, given that classes are conducted in this language*."

His Excellency Christophe Bouchard, then Ambassador of France to Madagascar, reaffirmed France's support, stating that "*the mastery of the French language by teachers and students represents a key lever for academic success. This project marks an important step toward ensuring quality education.*"[2] This partnership aims to strengthen the French

[1] PASEC (2017). Performances du système éducatif malgache : Compétences et facteurs de réussite au primaire. *PASEC, CONFEMEN*, Dakar. Page 40

[2] *L'Express de Madagascar* of 11th December 2020.

language skills of CRINFP[3] trainers in order to improve the quality of both the teaching of and teaching in French within the Malagasy school system.

The training of French language teachers and instructors has been the focus of numerous initiatives, in addition to the regular training provided within institutions such as the National Institute for Pedagogical Training (INFP), which operates through its Regional Centers for the Training of Trainers (CRINFP) across the regions of the island, as well as the Higher Normal Schools (ENS) of Malagasy universities.

The ENS of the University of Antananarivo is mandated to train teachers in various disciplines, including French. Within this institution, the program *Teaching–Learning and Didactics of Languages and Philosophy (EAD L P)* consists of six specialized tracks, with a common first-year pathway entitled *Introduction to the Construction of a Personal Culture and to Issues in Language and Philosophy.*

Among the core elements (EC) of the first semester (S1) in this shared curriculum is the module *French as a Language of Communication.* Its objective is to equip learners with the ability to communicate effectively in French in everyday communicative situations. The target is to help students reach at least level B2, as defined by the Common European Framework of Reference for Languages (CEFR, 2001). This framework promotes a completely new approach, aiming to rethink both the objectives and the methods of language teaching.

Since the beginning of the third millennium, the integration of Information and Communication Technologies (ICT) into language teaching has become essential for achieving the objectives outlined by the CEFR. Among these technologies, a distinction can be made between pedagogical videos and authentic videos.

In this context, the use of authentic video has been employed as a tool for teaching French as a Foreign Language (FLE), specifically as a language of communication. Learners typically enter the program with an average B1 proficiency level according to the CEFR, which does not meet the B2 entry profile required for the *Teaching–Learning and Didactics of Languages and Philosophy (EAD L P)* program. This highlights the relevance of the above-mentioned course unit. Attaining level B2 entails the ability to *understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions within one's field of specialization, and to communicate with fluency and spontaneity that enables regular interaction with native speakers without difficulty.*

The use of authentic video forms the basis of this reflection. The primary objective is to identify strategies to improve the critically low level of French proficiency among first-semester learners, with a specific focus on communicative skills. This raises the following research question: *Can the use of authentic video as a tool for teaching French as a Foreign Language (FLE) enhance learners' oral communicative skills?*

The guiding hypothesis is that *video, as a combination of moving images and sound, stimulates verbal interaction, strengthens oral skills, and provides cultural, civilizational, historical, and linguistic insights into the target language.* It is important to note that by the end of the course unit, learners are expected to communicate effectively in French within authentic contexts.

This approach requires considering learners' existing competences and resources, including non-verbal communication skills, to successfully accomplish tasks in accordance with CEFR guidelines. These tasks are designed to be concrete, real-life, and authentic, aiming to facilitate learners' integration into a community and their development as socially active participants.

To establish a solid foundation for this study, it is essential to draw on established research concerning the use of Information and Communication Technologies in Education (ICTE) and to review the historical evolution of methodologies in the teaching of French as a Foreign Language (FLE) before presenting the findings of the action research.

This article is structured around three principal components: a comprehensive overview of research in the field of education, illustrated by selected studies on the integration of ICTE in school contexts; an examination of language learning methodologies, with particular attention to French, alongside key concepts related to authentic materials; and, finally, a presentation of the results of the study, followed by detailed analyses and a synthesis of the action research utilizing authentic video.

2. Review of the Literature

Referring to prior research conducted by other scholars constitutes a crucial step in initiating any study, particularly in the context of action research. The early 21st century has witnessed a significant surge in scholarly reflection on teaching and learning through digital technologies. Researchers widely acknowledge that digital tools have become indispensable in the instruction of modern languages, including French.

Nevertheless, it remains challenging to provide a comprehensive inventory of all literature concerning the use of Information and Communication Technologies in Education (ICTE) within modern language learning contexts. Since the early 2000s, studies have demonstrated that the integration of ICTE has the potential to enhance learning outcomes. These technologies represent a genuine pedagogical revolution, characterized by a stronger learner-centered approach. They

[3] Centres Régionaux de l'Institut National de Formation Pédagogique.

facilitate academic success by promoting new cognitive learning strategies and by enabling the creation of more open, interactive, and engaging learning environments.

The following are key scholars who published significant research findings during the second decade of the twenty-first century:

Bélisle (2010) analyzed the societal transformations brought about by the rapid emergence and evolution of digital technologies, highlighting their impact on education. Similarly, Charlier (2010) asserts that "*learners now employ new modes of communication, and schools must adapt accordingly*." This perspective is echoed by Fourgous (2012), who calls for "*a thorough reconsideration of learning modules and teaching practices"* in response to these profound changes. These observations reinforce the arguments of Tardif (2010), who emphasizes that *"parameters must be reconsidered (...) including the roles of teachers, the roles of learners, modes of interaction, and assessment methods.*"

The teaching–learning process fundamentally seeks to cultivate knowledge, practical skills, and personal competencies, all of which depend on the deployment of effective pedagogical methods aligned with the subject matter. In language acquisition, as in any educational domain, ensuring that linguistic content is meaningful is of paramount importance. Puren (2012) asserts that this objective is realized when "*the teacher succeeds in conveying meaning by making learners perceive underlying regularities, while promoting repetition, imitation, and active reuse.*" In this context, Vinent (2013) advocates for "*the use of video as a pedagogical medium, as it provides access to authentic language situations (...) and simultaneously supports the development of learners' autonomous language production*."

The use of video as a pedagogical tool to motivate learners of FLE has been the subject of numerous studies and experimental initiatives. Video constitutes a flexible and engaging instructional medium—modern, appealing, and familiar to learners—while remaining easily accessible. The moving image often facilitates comprehension, as visual elements frequently reinforce or duplicate the spoken message.

The integration of video into the teaching and learning of FLE has been at the center of scholarly debate for several decades. This sustained interest has inspired the implementation of an experimental approach using video in the teaching of spoken French. As Angers (2015) observes, "*the methods of teaching and learning modern languages evolve through empirical research grounded in experimentation, observation, and evaluation*." Consequently, it becomes essential to define what can be empirically verified through both qualitative and quantitative data derived from observation and experimentation, followed by analytical interpretation and, where relevant, statistical content analysis.

As noted by Rinaudo and Poyet (2009), digital environments "*disrupt the established order because they carry, more or less explicitly, potential transformations, mutations, changes, or innovations (...) at the macro level of institutions, the meso level of schools, and the micro level of actors' practices.*"

Within a teaching–learning session, the didactic triangle serves as the primary reference framework. This model underpins theories concerning the interaction among the teacher, the learner, and the knowledge or object to be acquired. Integrating these theoretical insights into classroom practice constitutes the core objective of effective teaching, requiring careful selection of a pragmatic approach that can be directly applied in instructional settings. This integration represents the central focus of the present article.

The *Current Dictionary of Education* (Legendre, 2006) defines the term *approach* as "*the theoretical foundation composed of a set of principles upon which the development of a curriculum, as well as the selection of teaching or assessment strategies, is based (...)*". Since the beginning of the nineteenth century, in-depth research has been conducted on methods for teaching modern languages, including French, leading to the development of new instructional approaches.

3. Theoretical Frameworks in the Teaching of FLE: Methods and Approaches

By the mid-nineteenth century, the traditional methodology, also known as the *Grammar–Translation Method*, predominated. This approach primarily emphasized written skills, relying extensively on the learners' native language. Instruction focused on reading and translating literary texts, while oral proficiency was largely neglected. This method remained in use until 1902.

Subsequently, at the beginning of the twentieth century, the *Direct Method* was introduced. Priority was given to oral skills for the purpose of communication. The use of the native language and translation was eliminated, and the target language was treated as a tool for direct communication. The primary objective was to enable learners to express themselves fluently and spontaneously in the foreign language. The Direct Method remained in practice until 1920.

The *Active or Mixed Method* emerged as a compromise between the two previous methodologies and was employed from 1925 to 1960. This approach treats oral and written language on an equal footing in the teaching and learning of modern languages.

By 1960, multimedia technologies experienced significant development, leading to the introduction of *audio-visual and audio-lingual methods* in language instruction. Péres (2014) refers to the "*supporting role*" of images in these methods, although the images used were still static. The fundamental principle of these methodologies lies in associating visual elements with sound. These methods remained in widespread use until the 1980s.

In the late 1970s, the *Communicative Approach* was implemented, based on the principle that communication is acquired through active engagement in communicative acts. This approach encourages diverse learning contexts and is organized around specific language exchange objectives. Speech acts draw on semantic, lexical, and grammatical knowledge, and

instructional materials are, wherever possible, authentic documents reflecting real-life French language use. Pragmatic and sociolinguistic dimensions are integral to this methodology.

The *Action-Oriented Approach*, which emerged in the 2000s, builds upon the communicative approach by integrating task-based and competency-based perspectives. Learners are confronted with concrete situations, such as scheduling a medical appointment or calling a friend to report an event. Successfully performing these tasks requires the activation of multiple competencies, which manifest as concrete acts within specific contexts or situations. Learners must mobilize theoretical knowledge, such as grammar, along with cognitive, social, relational, operational, and even emotional resources, as well as contextual understanding.

This most recent methodology further reinforces the communicative dimension of language instruction initiated by the communicative approach. Puren has paid particular attention to this approach, which prioritizes learners' needs and emphasizes oral language proficiency. It represents a logical continuation of the use of audiovisual tools in modern language teaching. Listening activities, comprehension exercises, oral expression, and later written expression are prioritized. Moreover, the approach integrates language learning with cultural aspects, ensuring that learners have access to the cultural dimensions inherent in the target language.

Table 1: Historical Evolution of Approaches in the Didactics of FLE

	Object-Oriented Focus (Knowing)/ Subject-Oriented Focus (Acting)					
Approach type	1 Grammar-Based Approach	2 Lexical Approach	3 Culture-Based Approach	4 Communication-Based Approach 4.1	4.2	5 Action-Oriented Approach
Learning Materials	Isolated illustrative sentences	Visual (representational) and Textual (descriptive) Documents	Textual Documents (narratives)	Audiovisual Documents (dialogues)	All Types of Documents, Including Authentic Materials	Learner-Produced Documents for Project Implementation
Activities	Understanding, Producing	Observing, Describing	Analyzing, Interpreting, Comparing, Extrapolating, Transposing, Responding	Reproducing, Expressing	Gathering Information, Informing	Acting, Interacting
Abilities	Reading Comprehension (RC)	Oral Expression (OE)	Combination RC – OE	Combination LC - OE	Varied Integration of Reading, Listening, Writing, and Speaking	Varied articulation of RC, LC, WE, and OE skills
Benchmark methodology	*Traditional methods*	*Direct methods*	*Active methods*	*Audio-visual methods*	*Communicative approach*	*Action-oriented approach*
Historical Periods	1840-1900	1900-1910	1920-1960	1960-1990	1970-1990	2000-

Source : Robert, J-P, Rosen, E., Reinhardt, C., *Faire classe en FLE : une approche actionnelle et pragmatique*, www.hachette fle.fr

Within this evolving framework, the use of video has been selected as a tool for teaching spoken French to learners. Videos that best meet these objectives are authentic videos, as they most accurately reflect the real-world contexts associated with the French language.

4. Authentic videos

This type of video falls within what is referred to as "*authentic documents*" (ADs)—materials found in society that were not originally created for pedagogical purposes. According to Cuq and Gruca (2005), ADs address the need to link FLE instruction with French civilization and to expose learners to the target language in contexts of genuine communication. Cuq and Gruca categorize ADs as including everyday life documents (e.g., city maps, train schedules), administrative documents (e.g., registration forms, official paperwork), and media documents—written, auditory, televised, or iconic

(e.g., weather reports, interviews, songs, photos, charts, films, etc.). These materials can be used in comprehension activities (both oral and written) as well as in exercises targeting grammatical and lexical content. As Coste (1970) emphasizes, "*the selection of ADs is based on a coherent and precise methodology that determines their function and place.*" Consideration of the learning situation, learners' proficiency levels, and specific needs is imperative. Teachers retain the freedom to adapt ADs if necessary, following a pedagogical rationale, while highlighting the interplay between language and French culture and fostering comprehension. Focusing on communicative situations and teaching speech acts according to the principles of the communicative approach encourages interaction. ADs provide access to authentic and real communication contexts, and video is an exemplary AD that meets these criteria.

The term "*audiovisual*" was introduced in the 1960s and 1970s to describe language teaching methodologies that combined sound with images (initially still images). Video represents the evolution of this methodology, incorporating moving images. Authentic video exposes learners to the auditory reality of the language at different proficiency levels, portraying individuals engaged in real linguistic interaction. It is also a rich source of information about the social, cultural, artistic, and civilizational realities of France, contributing to visual literacy and non-verbal communication skills. Video captures learners' attention both visually and auditorily, stimulating curiosity and engagement through color, motion, music, and other dynamic elements. It serves as a motivational tool, as what learners see and hear fosters imagination and conveys social and cultural nuances embedded in the imagery. In FLE instruction, learners benefit from deriving enjoyment from their learning experiences, which enhances investment and leads to more successful outcomes

5. Practice and Experimentation

Target Audience: First-year students enrolled in the ICCPPLP program

Number of participants: 131

Tool used: "Extra French" video series

Prerequisite

Since the 1970s, the teaching of FLE has served as a field of application for theories concerning the functioning of the French language. Since then, language acquisition has been closely tied to communicative objectives. As Courtillon (2003) notes, "*Language is used to convey messages, that is, to express communicative intentions to interlocutors with whom one is interacting*." Both verbal and non-verbal forms of language are central to this interaction. There is also, as Cuq and Gruca (2005) emphasize, "*a need to closely unite language teaching with the teaching of civilization, and to place the learner in contact with real language*."

This section of the article is primarily based on observations made during the session in which the learning tool was the video entitled *"Extra French,"* as well as on findings gathered before and after the session. Without claiming to establish standardized practices, it is nonetheless valuable to draw analytical insights from the observed realities in order to assess pedagogical implementation.

It is important to recall that the majority of students enrolled in the ICCPPLP program possess only a B1 level in French. They experience considerable difficulty with oral communication in French, despite having been exposed to the language since their second year of schooling. This persistent challenge often leads to a lack of motivation toward learning French. Consequently, it becomes the teacher's responsibility to devise strategies to address and reverse this situation.

Nathalie Blanc (2003) defines video as a pedagogical medium that *"promotes the teaching and learning of both language and culture."* Video captures learners' attention both visually and auditorily, serving as a form of virtual travel that stimulates imagination while revealing the implicit social and cultural dimensions embedded in images. This multimodal engagement enhances learners' motivation, as enjoyment in the learning process fosters greater investment and improved outcomes.

However, as Besse (1980) cautions, *"the choice of video should not be arbitrary."* In other words, the selection of a video must consider the learning context, learners' proficiency levels, and their specific needs. This selection must be grounded in a coherent and well-defined methodological framework, as *"a video only acquires meaning when embedded within a methodological project that assigns it a specific function and role"* (Coste, 1970).

In the action-oriented approach, the primary actor in the learning process is the learner. Understanding the learner's aspirations, needs, and motivations determines both the content and implementation of the instructional session. Accordingly, the students were asked to complete the questionnaire presented in the following table during the first session of the course unit (EC).

Table 2 : questionnaire

To complete the table, carefully read each question. Provide your responses in clear, concise sentences or select the option that best corresponds to your situation.					
A: very often	B: often	C: rarely			D: never
Age :					
Gender :					
Since when or in which grade did you start learning French?					
		A	B	C	D
Do you understand easily:	a radio program in French?				

	a television program in French?				
	a film in French?				
	a song in French?				
Do you understand a French-speaking interlocutor who speaks at a rapid rate?					
Do you like reading?					
If yes :	Magazine				
	Literary book				
	Para literature				
In which language?	French				
	Other languages ?				
Do you like watching films?					
In which language?	French				
	Other languages?				
Are you interested in major current issues?	Answer in one or two simple sentences:				
Are you able to actively participate in a conversation about one of these issues in French?					
In your family or among your acquaintances, do you have the opportunity to speak French?					
Do you have the opportunity to use ICTs (phone, electronic games, or others)?					
Can you name a region in France and locate it on the map of France?					
Who is the current President of the French Republic?					
Can you provide two reasons that you consider to be obstacles to your learning of the French language?	Answer in one or two simple sentences:				

The questionnaire provided valuable insights into the learners' language proficiency levels, their interest in the French language, and their frequency of exposure to or interaction with it. An oral test based on text comprehension was also administered to complement this information. It was essential to clearly define the theme and the learning objectives so that the video used as a learning tool could effectively serve the intended pedagogical goals. The theme selected for the experimental session focused on communication and relationships among young students. The video entitled *"Extra French"* depicts the story of two young French students sharing an apartment in Paris, who have an overly intrusive neighbor.

An unexpected event disrupts their daily routine. A young American, who is a correspondent of one of the students, comes to France for the first time and will be accommodated by the two students. The video has duration of 21 minutes. The learning objectives focus on the semantic and lexical acquisition of vocabulary related to emotions, household tasks, and the comprehension of misunderstandings and wordplay.

Prior to the session, the teacher must define objectives based on learners' needs and proficiency levels, anticipating linguistic and cultural difficulties, as well as real-life tasks and their implementation through appropriate pedagogical strategies. The session is organized as follows:

5. 1 Pre-Viewing

This stage is particularly useful for activating learners' prior knowledge, especially by connecting the content of the video to their daily lives and lifestyle. The teacher presents the objectives of the session and introduces the selected learning material, while also providing clear instructions. This step serves to capture learners' attention and prepare them for the session, which involves three viewings of the video, each guided by explicit and precise instructions.

5.2 First Viewing

This stage is designed to provide learners with a general understanding of the video's content. The focus is on comprehending the depicted communicative situation. Learners are prompted to answer the following questions: Who are the characters? What are they talking about? Why? In what situation are they? Responses to these questions establish the situational framework of the events. The instruction given is: *"Watch and listen to the video without taking notes."*

The objective is to enable learners to interpret the visual information, identify familiar elements, and recognize potential difficulties. Through this process, learners become acquainted with both the visual and auditory content of the video.

After this initial exposure to the video, discussions were held regarding linguistic, civilizational, and cultural difficulties. The familiar elements identified by the learners in the video prompted extensive verbal interaction, while questions concerning the challenging aspects provided insights into their curiosity and motivation.

5.3 Second Viewing

During the second viewing, learners take notes on the content as well as on any difficulties encountered. The purpose of this viewing is to provide learners with the opportunity to verify and, if necessary, complete the information they have retained. Pre-prepared questions related to the content are posed to guide their attention.

After this second viewing, some learners attempt to orally reconstruct the video's content. Discussions then arise regarding civilizational aspects and everyday practices of young French students. Spontaneous language interactions emerge around topics such as student life in France and Madagascar, the independence of young learners, and lifestyle differences. Learner participation at this stage remains tentative and includes errors. The teacher assumes the role of guide rather than authority, prioritizing learner expression. Linguistic errors are noted and later addressed through remediation, while cultural and civilizational points are reviewed and clarified following the discussion. Learners are also asked to answer questions focusing on specific details that were prepared in advance.

5.4 Third Viewing

The final viewing focuses on verifying the accuracy of what has been observed and discussed. Learners are asked to identify an expression or image that will serve as the basis for an oral presentation as part of the evaluation. Students feel at ease while watching the video and respond spontaneously to misunderstandings and humorous situations depicted through the actors' speech or actions, resulting in laughter and comments in both French and Malagasy.

This stage encourages learners to observe, appreciate, critique, and make judgments about what they have seen. They are expected to produce oral statements, expressing emotions inspired by the content of the video, and to summarize its content. Evaluation is conducted in small groups, while each learner is assessed individually based on linguistic competence and the degree of oral participation.

5.5 Post-Viewing

The video enabled learners to encounter vocabulary in context, explore different language registers, observe cultural phenomena, and develop their listening skills. Indeed, the video as a learning tool fosters the development of listening strategies. Learners must simultaneously interpret the visual content to achieve the objectives of listening comprehension, which is not merely a skill but a genuine competence that ultimately supports oral production.

6. Findings and Analysis

To address the research question and test the hypothesis, an analysis of qualitative and quantitative data based on *in-situ* observations serves as an indicator of behavioral changes and the development of learners' oral proficiency in FLE. The figure below presents the learners' proficiency levels based on the oral test results prior to the experimental session.

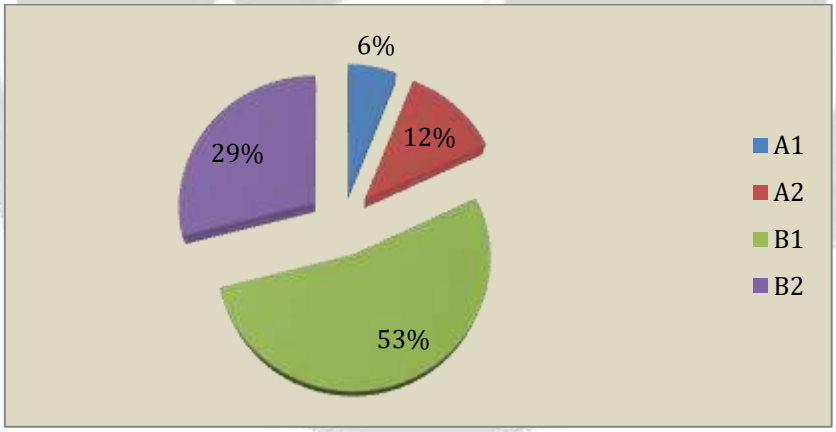

Figure 1: Before the Experimentation

The figure presents the learners' proficiency levels based on the oral test results, allowing for the determination that the majority of students in the ICCPPLP program are at the B1 level of the CEFR, representing 53% of the total cohort. This corresponds to an *independent user* (threshold level), indicating the ability to understand the main points of a discussion when clear, standard language is used, particularly on familiar topics related to work, school, leisure, and everyday life.

Six percent of learners are at the A1 level, demonstrating the ability to understand and use simple expressions to meet concrete needs. Approximately 12% are at the A2 level, where users can communicate on familiar and routine topics, use simple statements to describe their environment, and express immediate needs with basic expressions. Finally, 29% of learners are at the B2 level, possessing the capacity to comprehend the main content of concrete or abstract topics within complex texts. A shift in learners' proficiency levels was observed following the experimentation.

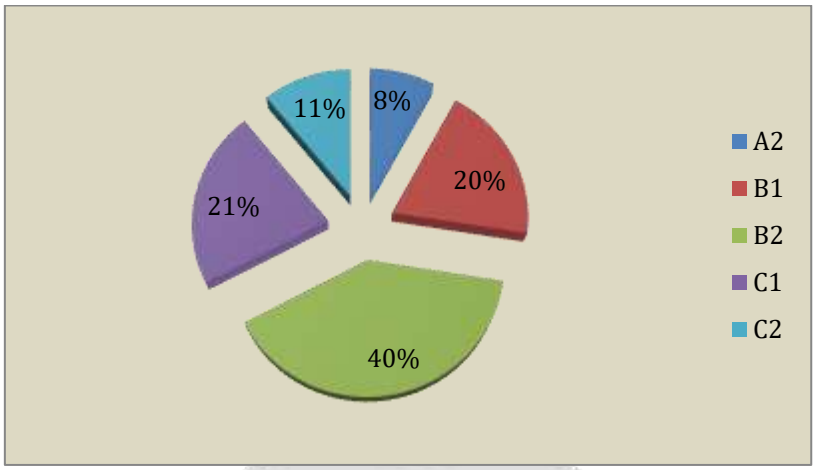

Figure 2: After the Experimentation

After the session and subsequent evaluation, a notable change in learner behavior was observed. The majority of students expressed a willingness to communicate about the video content. Despite difficulties and errors in French, apprehension about speaking was significantly reduced, and the classroom atmosphere was more relaxed. A shift in proficiency levels, according to CEFR criteria, was also observed: learners' levels now ranged from A2 to C1. As this assessment concerns oral French, evaluation was based on the fluency of speech during interactions and the accuracy of utterances relative to the communicative situation. Although not all learners had reached the B2 level required for the first year of the license, a significant improvement was noted:

- The proportion of learners at A2 decreased from 12% to 8%.
- B1-level learners dropped to 20%.
- B2-level learners increased to 40%.
- 21% of learners reached C1, and 11% achieved C2.

These learners spoke spontaneously, demonstrating enhanced oral proficiency. In conclusion, more than half of the learners (72%) reached a level equal to or above B2 on the CEFR during the evaluation. Even though the video was used in a single session, it is evident that learners enjoyed learning French through this medium. They were motivated, which is a key factor for successful language acquisition.

7. Assessment of Competencies After the Experimentation

Number of Students Assessed: 131

7.1 Oral Skills Development Following Three Video Viewings

Language learning inherently involves the concept of communicative skill, which encompasses multiple dimensions: sociocultural, discursive, linguistic, and pragmatic. In addition, it integrates general individual competencies, including *knowledge* (understanding the world and intercultural awareness), *skills* (social and cultural abilities), *attitudes* (behavior, eloquence, self-confidence, and willingness to communicate), and *learning-to-learn* abilities (acquiring new experiences and developing awareness of how the language functions, particularly in terms of phonetics). Communicative competence is thus fundamental for the development of oral proficiency.

Oral skills encompass the ability to understand and produce utterances and coherent discourse. They are assessed through the learner's capacity to mobilize grammatical rules and a limited lexical repertoire to produce correct and comprehensible sentences. According to Cuq (2003), this ability reflects an intuitive knowledge of grammatical structures. It is therefore the result of effectively mobilizing and applying appropriate linguistic resources.

The evaluations of students in the *French as a Language of Communication* course indicate that the use of video as a learning tool fosters the development of these various competencies. Indeed, a positive change was observed among learners—despite some minor deviations—both in terms of their communicative competence and their broader individual skills.

7.2 Socio cultural Dimension

The students were able to identify specific elements of French culture, particularly regarding social relationships, norms of politeness, and common usages. They demonstrated a clear understanding of concepts such as collocation (shared housing) and university residence life, along with the corresponding social rules and conventions for introductions. Spontaneous exchanges emerged among them, comparing their own daily experiences as students at the University of Antananarivo with the social and linguistic behaviors depicted in the video.

The sociocultural dimension of communicative competence encompasses cultural perspectives such as worldview, social relationships, and the norms and values shaping social contexts. It also includes lexical and syntactic choices, the use of idiomatic expressions, and the awareness of cultural identity that signals belonging to a linguistic community and shared communicative practices. The comparative data presented below illustrate a positive change in this sociocultural dimension following the use of the video as a pedagogical tool.

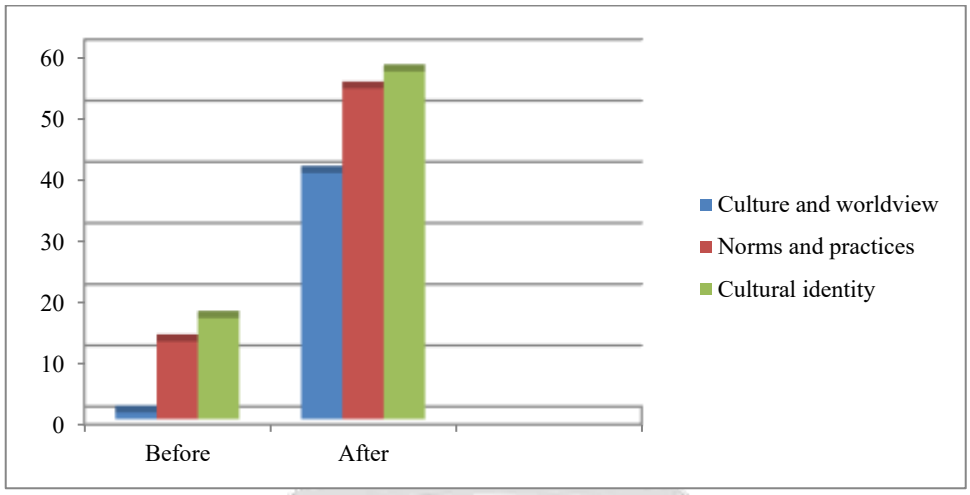

Figure 3: Socio cultural dimension

7.3 Linguistic Dimension

A tangible improvement was also observed in the use of grammatical, lexical, semantic, phonological, and phonetic knowledge. The evaluation revealed that students effectively mobilized their linguistic resources during the oral assessment. Most of them demonstrated clear motivation and interest in learning through video-based instruction. Their speech became more structured, with the appropriate use of relevant lexical items suited to specific communicative contexts.

The progress achieved across the five types of linguistic knowledge—grammar, lexicon, semantics, phonology, and phonetics—is illustrated in the columns below.

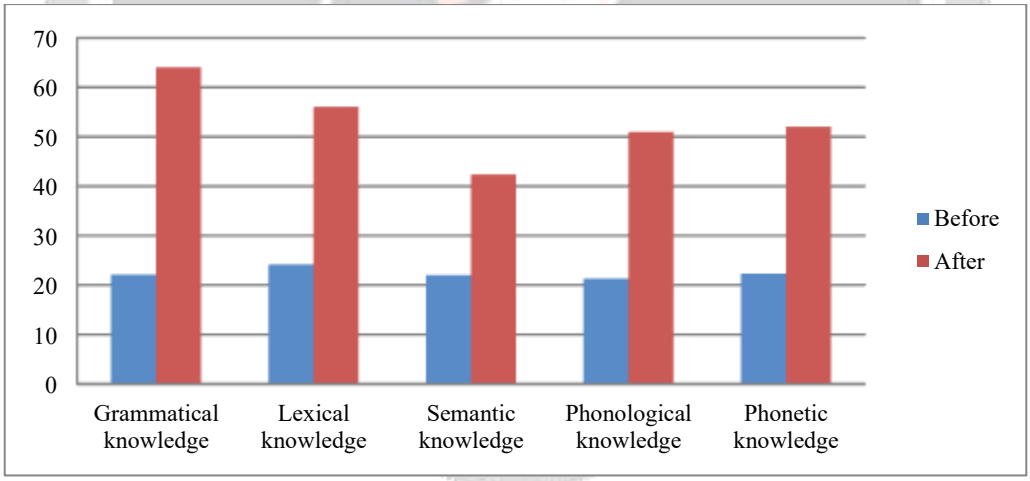

Figure 4: Linguistic dimension

7.4 Pragmatic Dimension

The students demonstrated their ability to manage interactions in everyday communicative situations. They understood that in real-life communication, intentions may vary, requiring interpretation to recognize irony, sarcasm, and implied meanings. Their capacity to sustain a topic of conversation during oral exchanges and to manage turns of speech effectively reflects the development of pragmatic competence. This dimension highlights their awareness of the contextual and functional use of language — knowing not only what to say, but also how, when, and to whom to say it in order to achieve communicative appropriateness.

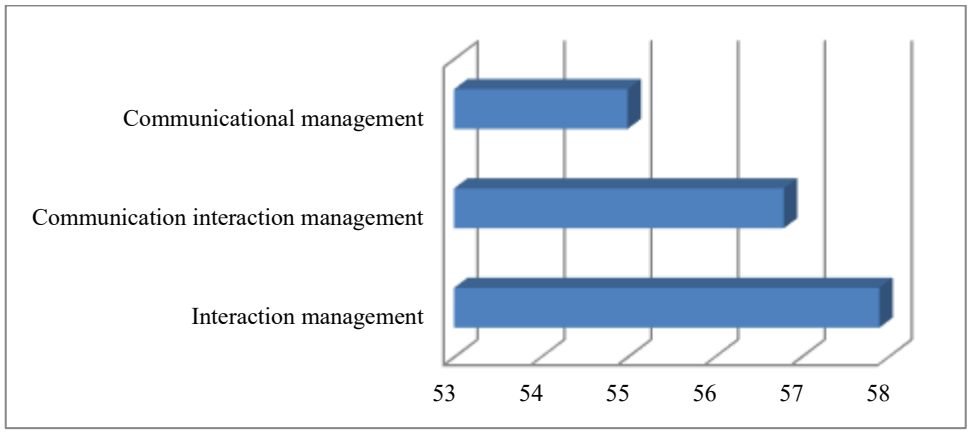

Figure 5: Pragmatic dimension

The Individual General Competence (knowledge, know-how, social skills, and learning skills) complements the achievements related to communicative competence. The use of video has contributed to a noticeable change in students' behavior and in the development of their oral proficiency. It has fostered greater self-confidence, improved interactional strategies, and enhanced learners' ability to acquire, apply, and reflect on new linguistic and cultural knowledge in authentic communicative contexts.

8. Contribution of the Video

The use of video has proven effective in capturing students' attention. Audiovisual materials were highly motivating, stimulating both learners' interest and curiosity. Additionally, the video enhanced their listening skills and concentration. Students demonstrated increased confidence and adopted more appropriate behaviors during classroom interactions. They were able to practice the target language orally, despite encountering difficulties with sounds absent in Malagasy, such as [y] (e.g., *bus*, *lucide*) and [ʃ] (e.g., *chien*, *chambre*).

As motivation increased, the majority of students—despite occasional linguistic inaccuracies—displayed greater self-assurance in using French and expressed a genuine willingness to communicate. Video has thus shown potential to significantly develop oral proficiency in French among Malagasy students. It fosters greater attentiveness and encourages learners to mobilize their knowledge and skills to manage verbal interactions effectively.

Consequently, video represents an effective pedagogical tool, promoting self-confidence, active participation, and linguistic awareness. Nevertheless, students should be encouraged to exercise creativity, enabling regular assessment and ensuring sustained progress over time.

Ultimately, the objective is for each student to acquire, as defined by Cuq (2003), *"the intuitive knowledge of the underlying grammatical rules of speech that an ideal native speaker possesses, which enables them to produce and recognize correct sentences."*

9. Conclusion

The integration of video in the classroom continues to be a topic of scholarly discussion, with research and experimental studies progressively enriching our understanding of its pedagogical potential. Based on the findings of the present study, several key conclusions can be drawn.

The use of video markedly enhanced students' motivation and engagement, maintaining their active participation throughout the session. Verbal interactions were notably enriched, and the animated visuals proved highly stimulating. The interplay of spoken content and non-verbal cues facilitated comprehension, while students perceived recognition and value in their contributions. The classroom environment during the session was positive and collaborative, evoking a familial atmosphere around a shared screen. Contrary to initial expectations, students responded actively to the video content, demonstrating attentiveness, interest, and engagement. A constructive sense of emulation emerged, which further reinforced learning outcomes.

Video provides learners with simultaneous auditory and visual input, offering a vivid representation of everyday life that enhances auditory perception and supports accurate oral reproduction. The medium fosters a climate of trust by connecting the familiar with the unfamiliar. Given the intrinsic link between language and culture, learners must gain insight into the social practices of the target community. In this regard, video constitutes a valuable resource for linguistic, cultural, and historical activities, promoting awareness of both similarities and differences across societies. As Ducrot (2005) emphasizes, "*Every video conveys aspects of a society and its culture, and can readily stimulate discussion.*"

Furthermore, this experimentation revealed new avenues for long-term pedagogical development. Students associated learning with enjoyment and discovery, cultivating curiosity, reflective thinking, and deeper engagement with meaning. These findings suggest that video is a highly effective pedagogical tool for fostering oral proficiency, cultural competence, and communicative skills in French as a foreign language.

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