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Exploring Art of Animation as a Pedagogical Tool in Teaching French as a Foreign language: Approaches and Challenges in Tunisian Pre-Primary Classrooms

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Abstract: This article explores the use of art of animation as a pedagogical tool in teaching French as a foreign language to five-year-old pupils in preparatory classes in Tunisia. The study focuses on the cognitive, linguistic, and cultural benefits of this audio-visual medium for language learning. The objective was to examine how animated films, such as *The Little Prince* and *The Adventures of Tintin*, can enhance learner engagement, vocabulary understanding, and immersion in Francophone culture. The research methodology combines a mixed approach, including the observation of animated films in class and the distribution of questionnaires to pupils and teachers. The results indicated that the visual, auditory, and emotional stimuli from animation facilitated vocabulary acquisition and comprehension of complex grammatical structures. Animation also enabled a deeper immersion in Francophone cultural contexts, enriching the learning experience. However, challenges emerged, including the lack of teacher training, limited access to audio-visual resources, and the need to adapt the films to the Tunisian cultural context. The study highlights the importance of integrating animation into French language teaching in Tunisia and offers recommendations for improving its educational use, such as continuous teacher training programs and better access to digital educational tools.

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Keywords: Animation arts; foreign language French; pupils of preparatory classes; artistic mediation; multimodal learning, educational animated films; language didactics.

Introduction:

In a global context where learning foreign languages plays a central role, the teaching of French as a foreign language (FLE) in Tunisian schools, especially in preparatory classes, represents a major challenge. Pupils in preparatory classes, typically aged 5, are at an age where cognitive plasticity is optimal, making them particularly receptive to innovative teaching methods. However, teaching FLE at this age must overcome several obstacles, including the lack of an immersive Francophone context and the need to make learning both fun and interactive.

The art of animation, with its unique visual and auditory characteristics, emerges as a particularly well-suited pedagogical tool to address these challenges. According to Smith and Johnson, « animation serves as a powerful cognitive tool, enhancing language acquisition by creating immersive and interactive environments that engage learners' senses and emotions » (Smith & Johnson, 2024, p. 112). Indeed, animation offers young learners a stimulating environment, capable of capturing their attention and facilitating the understanding of complex linguistic concepts, while remaining playful and engaging.

The use of animation in language teaching has been widely studied, and research such as that by Saito shows that « animated films improve engagement and retention by providing a rich visual and emotional context that supports language comprehension » (Saito, 2021, p. 102). This helps create an environment conducive to learning, where students can understand the meaning of words in context without the pressure of full immersion, which is often difficult to establish in non-Francophone countries.

In this context, this article explores the use of animation as a pedagogical mediator for teaching French in Tunisian preparatory classes. We will analyze different pedagogical approaches for

integrating animated films into FLE teaching methods, highlighting the challenges associated with this practice, particularly the need to adapt cultural content to the specificities of Tunisian students. As Martin emphasizes, « while animation is inherently universal, its pedagogical impact is maximized when adapted to the local cultural context » (Martin, 2021, p. 112). This approach helps strengthen students' interaction with the French language and creates a dynamic and immersive learning environment.

Through an analysis of the benefits and challenges of integrating animation into FLE teaching, this research offers a reflection on innovative pedagogical methods in the Tunisian context, with a particular focus on preparatory classes. This reflection is part of a broader effort to develop teaching practices adapted to the needs of young learners and aimed at fostering their linguistic success.

The integration of animation into teaching French as a foreign language to five-year-old students in preparatory classes presents several challenges. These include issues related to methodology, student engagement, and cultural adaptation. Animated films, as a multimodal pedagogical tool, have the potential to enhance language learning. They do so by combining visual, auditory, and emotional elements. However, it is essential to explore how such resources can be used effectively to support young children's linguistic development. This must be done while considering their limited attention spans and the need to adapt content to their cognitive and cultural level. Moreover, understanding how teachers can make the most of these tools is crucial. This involves addressing obstacles such as limited access to equipment and the lack of ongoing teacher training.

How can the integration of animation into teaching French in preparatory classes for five-year-old pupils improve language acquisition while addressing challenges related to young children's attention spans and the cultural adaptation of educational materials?

Integrating animation into French language teaching for five-year-old learners in preparatory classes can significantly enhance language acquisition by stimulating attention, motivation, and intercultural understanding. However, to maximize its effectiveness, it is essential to adapt animated films to the cultural and cognitive realities of Tunisian children and to provide continuous training for teachers to overcome challenges related to the use of technology and appropriate teaching resources.

The main objective of this research is to examine the impact of integrating animation into French language teaching for preparatory class students aged five in Tunisia. Specifically, this study aims to evaluate how animation can enhance vocabulary acquisition, oral and written comprehension, and stimulate student engagement in their learning. Another goal is to identify the challenges faced by teachers in using animation and to provide recommendations for better integration of this method into Tunisian educational programs.

I. Art of Animation and Its Specificities as an Educational Tool

This chapter explores the unique potential of animation as an educational tool. Combining visual and auditory elements, animation engages multiple senses, making the learning experience more dynamic and interactive. Its ability to simplify complex concepts, evoke emotional responses, and enhance comprehension through storytelling makes it particularly valuable in educational settings. By examining the advantages and challenges of using animation, the chapter highlights how this medium can support cognitive and linguistic development, particularly in language learning. It emphasizes the ways in which animation can enrich teaching methods and foster deeper engagement with the content.

I.1- The Characteristics of Animation

Animation stands out for its visual and narrative power, two essential elements that capture the attention of young learners. Through its visual aspect, animation provides a graphical

representation that makes concepts more accessible and tangible. This approach stimulates students' imagination and creativity, which is especially important in the early stages of learning. As noted by Bairstow, « through animation, educators can transform complicated or abstract subjects into accessible narratives, facilitating students' comprehension and enhancing the learning experience » (Bairstow, 2023, p. 45).

Animation's ability to blend visual, auditory, and emotional elements creates a multimodal learning experience that facilitates information retention. Animation is not only a visual tool but also a means of making learning more playful. The playful aspect of animation is key to maintaining pupils' attention and encouraging their engagement. Children, especially at the age of five, have a natural need for interaction and play, and animation perfectly meets these needs. As a recent study points out, « play-based pedagogical approaches, such as those rooted in animation, promote better content absorption by allowing children to connect emotionally with the information presented» (López & Sánchez, 2023, p. 116). Furthermore, « animation's ability to integrate play within the learning process enhances students' emotional and cognitive responses to new content » (López & Sánchez, 2023, p. 120).

The narrative aspect of animation also enhances its effectiveness as an educational tool. By telling captivating stories and developing characters with whom students can identify, animation contextualizes learning and encourages children to think and solve problems creatively. According to recent research, « stories told through animation foster a deeper understanding of complex concepts, as they simplify situations while making them accessible and interesting » (Martínez & Rivera, 2023, p. 94). By integrating narrative elements, animated films also encourage critical thinking and reflection, while stimulating students' imagination. Animation thus creates a more dynamic and interactive learning environment. The ability of animated films to combine text, image, and sound contributes to creating multimodal learning experiences that are particularly effective for young children. These varied experiences help with memorization and understanding new words, grammatical concepts, and linguistic structures. This supports the idea that animation, as a multimodal tool, is a powerful

means of making French language teaching more engaging and accessible to young learners, as González (2024) explains: «multimodal learning, involving the integration of visual, auditory, and textual elements, enhances cognitive processing and facilitates better retention and understanding» (González, 2024, p. 78).

I.2- The Visual and Narrative Impact of Animation on Learning French

Visual elements play a fundamental role in the learning of young children, especially in the context of language teaching. Bright colors, distinct shapes, and animated characters create an engaging visual environment that captures children's attention and helps them make connections between words and the objects or actions they represent. «This association between image and word is crucial for vocabulary development, as it provides an immediate contextual framework that facilitates the memorization of terms» (Martínez & López, 2022, p. 52). Moreover, visual elements help make concepts more tangible and understandable by transforming linguistic abstractions into concrete representations.

In addition, animated stories, often structured around familiar or fantastical situations, offer a double advantage. On one hand, they immerse students in narrative contexts that they can easily recognize and identify with, thereby enhancing their understanding of the world around them. On the other hand, these stories serve as ideal vehicles for exposing students to complex grammatical and lexical structures. By following the progression of the story, children are led to understand linguistic concepts such as verb conjugations, adjective agreement, and the use of prepositions, without necessarily focusing explicitly on these structures. This immersive approach allows children to « internalize these structures through meaningful and engaging contexts » (Martínez & López, 2022, p. 52). Art of animation, by combining these visual and narrative elements, thus provides a multimodal approach that enriches the learning experience by stimulating the visual, auditory, and emotional understanding of young learners.

This multisensory dimension facilitates the assimilation of new words and expressions, while also helping children internalize grammatical structures without perceiving them as abstract rules. According to García and Sánchez, « the simultaneous integration of different communication modes visual, auditory, and textual, enhances cognitive processing and allows for better retention and understanding of information » (García & Sánchez, 2023, p. 67). Thus, animation is not merely a distraction, but a powerful tool that supports language learning in an interactive and engaging manner. Animation also plays a key role in the development of students' intercultural understanding, which is an essential aspect of learning a foreign language. By exposing children to animated stories from different cultures, animation not only teaches them the language but also introduces them to values, traditions, and customs specific to other societies. Animated characters, often from diverse cultural backgrounds, help students familiarize themselves with idiomatic expressions, social behaviors, and cultural references that are not always present in traditional textbooks.

I.3- Art of Animation as Mediation Between Content and the Learner

Animation plays a crucial role as a mediator between educational content and the learner, not only facilitating the transmission of information but also fostering the active engagement of the student. By combining visual, auditory, and narrative elements, animation creates a dynamic and interactive learning environment that captures the attention of young learners. This multimodal approach helps to engage children more effectively, making learning more appealing and stimulating their curiosity to explore content in greater depth. The association of words with images and the emotions of animated characters helps students internalize French language structures naturally and intuitively. This approach makes it easier for students to acquire language skills by transforming abstract concepts into concrete visual and emotional experiences, thus reinforcing understanding and memory.

Indeed, animation offers a richer and more interactive learning environment than traditional media. Animated characters, often with exaggerated features and well-defined personalities, add an emotional dimension to linguistic concepts, making the learning experience more immersive. The ability of animation to associate words with the actions and emotions of characters creates strong cognitive and emotional connections with the content. This emotional dimension, which is essential for engaging students, makes animation an ideal tool for language teaching. As recent research indicates, « animated movies have the potential to aid teachers and EFL students in enhancing their speaking skills » (Wang et al., 2024, p. 21).

In this way, animation provides immersion into the French language and culture while creating a rich and dynamic contextual framework. Animated scenes, often structured around captivating stories, make complex messages more accessible by presenting them through familiar characters and situations. For example, a child can easily relate to an animated character who faces similar challenges, such as understanding a new environment or adapting to a new language. This process of identification not only makes the content more accessible but also creates a supportive learning environment where the learner feels free to explore the language without the fear of making mistakes. This approach also aims to reduce the anxiety associated with learning a new language by offering fun and engaging contexts.

Furthermore, animation, with its ability to incorporate elements of fiction, fantasy, and imagination, broadens students' cultural horizons. Animated films can address universal themes while also integrating specific cultural elements, thus enriching the learning experience. For example, animated films that depict traditional festivals or family customs provide students with a unique opportunity to explore aspects of French-speaking culture, enhancing their understanding of the context in which the language is used. This type of exposure, combined with a playful learning approach, enables students to engage emotionally and cognitively with the learning process in a meaningful way.

How Does Animation Facilitate the Acquisition of Vocabulary, Grammar, and Linguistic Structures in French?

One of the key advantages of animation in language learning lies in its ability to foster the acquisition of vocabulary and grammatical structures. Through the repetition of words and expressions in varied contexts, animation helps students not only memorize vocabulary but also understand how to use it in authentic communication situations. This repetition in different scenarios contributes to the consolidation of knowledge, as pupils can revisit and practice vocabulary in different contexts. For example, when a character uses a word in one context and then reuses it in a different situation, the student can observe and understand the nuances of meaning the word can take depending on the context.

Moreover, animated characters interacting with each other create an environment conducive to contextualizing grammatical structures. Dialogues between characters serve as models of communication, not only demonstrating vocabulary but also showing how grammatical rules are applied in real-world situations. These interactions can address complex grammar points such as verb conjugations, adjective agreement, or preposition use. In situations where characters use these structures interactively, the learner can observe and understand the grammatical rules without focusing on the formal aspects of the language. This immersive process allows for a more natural acquisition of linguistic rules.

Furthermore, animation allows learners to acquire language skills progressively and organically. Instead of focusing solely on the theory of grammatical rules, animation allows students to learn by practicing and listening to authentic linguistic models in varied situations. This facilitates smoother and more natural assimilation of grammatical structures, making learning less abstract and more grounded in real-life language use. Animation thus creates an environment conducive to both vocabulary and grammar acquisition, allowing students to integrate them into a broader and more meaningful context. In conclusion, animation offers a rich approach to language acquisition, transforming the learning of

grammar and vocabulary into an immersive and engaging experience. It strengthens the links between words, images, and emotions, thus facilitating the assimilation of French linguistic structures in a playful, intuitive, and profound way.

II. Pedagogical Approaches Based on Animation for Teaching French

This chapter explores the role of animation as a powerful audio-visual support in the context of foreign language learning, specifically focusing on its ability to provide a rich linguistic environment. It examines how animation can be effectively used as a medium to expose learners to authentic language in context, facilitating vocabulary acquisition and comprehension through visual cues, narratives, and cultural references. The chapter also addresses the teaching strategies adapted to leverage animation in foreign language classrooms, offering insights into how educators can integrate this tool into lesson plans to enhance engagement, motivation, and language retention. By combining the dynamic nature of animation with tailored pedagogical approaches, this chapter highlights the potential of animation to enrich the language learning experience and promote deeper understanding.

II.1- Animation as a Linguistic Context Audiovisual Support on Foreign Languages

Art of animation represents a powerful and innovative educational tool for teaching French, particularly as a means of creating an immersive linguistic context. Animated films, series, and even short films are resources that allow students to be immersed in rich visual worlds, whether realistic or imaginative, while offering them the opportunity to discover an authentic and living language. This approach creates a dynamic environment where students are exposed to dialogues in context, enhancing their understanding of vocabulary, grammatical structures, and cultural nuances of the French language. As a recent study highlights, « the use of animation in language classrooms promotes student

engagement and improves their understanding of linguistic structures » (Dupont et al., 2023, p. 45).

One of the main strengths of animation lies in its unique ability to contextualize grammatical structures and common expressions in a visual and concrete manner. For example, an animated character might use a familiar expression to describe an action or emotion, and the student can immediately associate the word with the accompanying image. This association, which combines visual language with verbal language, is particularly effective in helping learners understand and memorize terms in a relevant and contextualized setting.

Unlike more abstract pedagogical approaches, where linguistic structures are often separated from real-life situations, animation allows students to experience them in an immersive manner, making learning both natural and intuitive. Animation also plays a key role in developing students' oral and written skills. By listening to animated dialogues, students are exposed to a variety of social situations and communication styles, ranging from informal conversations to more formal exchanges. This not only works on listening comprehension, helping students recognize intonations, rhythms, and accents in the French language, but also improves pronunciation and intonation through repeated exposure to authentic speech models.

Animated characters, often with exaggerated features and clearly expressed emotions, allow for easy and quick identification of the speaker's intentions, helping students grasp the emotional nuances of language and integrate them into their own speech. The visual aspect of animation is also a key factor in vocabulary acquisition and grammatical structures. Images, character actions, and settings help reinforce the meaning of words and expressions by providing a concrete representation of often abstract concepts. For example, students can see a character using prepositions like "under," "on," or "in front of" in a context of movement or positioning, which makes these terms easier to understand and retain. Similarly, the actions depicted visually help in understanding

more complex grammatical notions such as verb conjugations, adjective agreements, or the use of tenses in everyday situations. As a recent study highlights, « the use of both visual and auditory elements in cartoons can effectively stimulate incidental learning among young children » (Chen, 2021, p. 12).

Furthermore, animation enables students to progressively and organically acquire language skills. Instead of focusing solely on the theory of grammatical rules, animation allows students to learn by practicing and listening to authentic linguistic models in varied situations. This facilitates smoother and more natural assimilation of grammatical structures, making learning less abstract and more grounded in real-life language use. Animation thus creates an environment conducive to both vocabulary and grammar acquisition, allowing students to integrate them into a broader and more meaningful context. The animation allows for the treatment of complex and abstract concepts such as values, emotions, or social ideas in a playful and accessible manner. Animated characters can explore themes such as friendship, respect, solidarity, or tolerance, which, while fundamental to children's personal development, can be difficult to address directly. By providing clear visual representations and concrete situations, animation helps students understand and absorb these concepts in a deeper and more meaningful way. Animation, therefore, emerges as an innovative, effective, and motivating tool for teaching French. It creates an immersive and engaging linguistic context that fosters learning while allowing students to engage emotionally and intellectually in the process. Thanks to its visual and narrative strengths, animation transforms teaching French into a lively and enriching experience, both linguistically and culturally.

II.2- Teaching Strategies in Foreign Language Learning Adapted to Animation

The use of subtitles and dubbing as pedagogical tools can greatly facilitate the learning of French, particularly in the context of teaching through animation. These multimodal strategies are especially effective in enhancing students' language skills by

providing a richer and more interactive learning context. They allow for a more dynamic and engaging approach to teaching by maximizing the various sensory channels involved in the learning process.

Subtitling, by allowing students to read the words while listening to the dialogues, strengthens oral comprehension. This method offers dual support, helping students link the sound of words to their written form, thereby facilitating word recognition and memorization in different contexts. In addition to this visual and auditory association, subtitles enable students to follow the story and better understand the nuances of language through visual contextual clues. This is particularly beneficial for beginner or intermediate learners, as it allows them to strengthen their vocabulary while listening and observing the use of French in authentic communication situations. As recent research highlights, « the integration of multiple sensory channels, such as reading and listening, significantly improves language acquisition by enhancing retention and understanding » (Johnson & Lee, 2023, p. 88). Furthermore, subtitles help distinguish homophones and idiomatic expressions by providing simultaneous reading, reinforcing students' ability to understand important linguistic subtleties (Brown & Williams, 2024, p. 112).

Dubbing, on the other hand, allows for modeling correct and natural French, while keeping students' attention on the animated scenes. The use of authentic voices suited to the context of the characters enables students to hear intonations, accents, and everyday expressions in a conversational context. This provides students with a living model of language in action, which is essential for their linguistic development. By listening to dubbed dialogues, students can immerse themselves in the language and observe how French is used in a variety of real-world situations. This not only helps pupils learn linguistic structures more intuitively but also helps them understand the language in its cultural and contextual nuances. As recent studies emphasize, « dubbing serves as a key tool in exposing students to authentic communication models, vital for fluency and pragmatic

comprehension » (Dufresne & Leblanc, 2024, p. 124). This immersive approach encourages students to listen actively and imitate the linguistic models they hear, thus enhancing their fluency and ability to use the language in real situations.

Dubbing also fosters the acquisition of intonation and emotional expressions in language. When characters express emotions, the dubbing conveys this expression more naturally, allowing students to perceive the emotional and nuanced dimensions of the language. This emotional aspect is crucial in the language learning process, as it helps students engage more deeply with the content while developing emotional comprehension skills that enrich their learning experience. By **c***ombining subtitling and dubbing*, animation becomes a powerful multimodal tool for learning French. These two strategies, when used together, provide simultaneous exposure to the language through multiple sensory channels, promoting deeper understanding and acquisition. Subtitling allows students to strengthen their vocabulary and listening comprehension by associating words with images and actions, while dubbing supports the acquisition of pronunciation, intonation, and linguistic structures in a natural conversational framework. These approaches not only promote the acquisition of vocabulary and grammatical structures but also support students' engagement, making learning more interactive and dynamic. Subtitling and dubbing allow students to understand words in rich and varied contexts, actively practice French, and become familiar with the cultural and emotional aspects of the language. By creating a linguistic environment that is immersive and providing language models that are varied and contextually rich, these strategies contribute to a deeper understanding and more natural practice of the language. Ultimately, the use of these multimodal tools, exploiting the visual, auditory, and emotional elements of animation, transforms the learning of French into an immersive, engaging, and lasting experience.

III. METHODOLOGY

III.1- Methodological Approach

This research adopts a qualitative and descriptive approach, focused on direct classroom observation and the analysis of the effects of artistic media, particularly animated films, on the learning of French as a Foreign Language (FFL) among five-year-old preparatory school pupils. The objective is to understand how animated films can be systematically integrated into teaching practices to enhance motivation, vocabulary acquisition, and language comprehension.

III.2- Participants

The target group consists of 50 five-year-old pupils enrolled in two primary schools located in Tunis and its suburbs. These learners were selected because their developmental stage is especially conducive to learning through visuals, sound, and imitation. Additionally, five FFL teachers working in these preparatory classes were involved to provide professional insights into pedagogical practices and student responses.

III.3- Data Collection Tools

Several tools were used:

1. *Classroom Observations**:***

A predefined observation protocol was implemented using a checklist to analyze student behaviors according to various criteria: visual and auditory attention, oral participation, gestural responses, dialogue imitation, and post-viewing interaction with the teacher and peers.

2. *Questionnaires**:***

Teachers*:* A semi-open questionnaire including questions on the frequency of animated film use, targeted pedagogical objectives, types of language skills mobilized, and obstacles encountered.

Pupils*:* A simplified, playful questionnaire (using smiley faces and pictures) administered with the teacher's help, aimed at

gathering their impressions, favorite characters, remembered words, and motivation levels.

3. *Post-viewing Activity Sheets*:

Each film viewing session was followed by specific language activities (coloring words, role-playing, labeling drawings, songs, memory games) designed to reinforce vocabulary and grammatical structures introduced in the film.

Table 1. Teacher questionnaire

Instrument	Details
Target audience	French teachers of preparatory classes
Objectives	Gather teachers' perceptions of the pedagogical effectiveness of animated films in teaching French.
Topic addressed	Perceptions of the impact of animated films on student engagement Impact on French comprehension Facilitation of French language learning

Table 2. Student questionnaires

Instrument	Details
Target audience	Five-year-old students in preparatory classes
Objectives	Collect students' impressions of the use of animated films and their impact on their motivation to learn French.
Topic addressed	Impressions of using

	animated films in the classroom Impact on motivation and interest in French

III.4- Procedure Implementation

The experiment lasted three months, with one session per week held in each school. To illustrate a typical session, the following example is drawn from a lesson based on *The Little Prince*. The teacher began by briefly introducing the main character and the fox. The film was shown in two 10-minute segments. After each segment, the teacher paused and asked simple comprehension questions in French ("Qui est-ce ?", "Où est le petit prince ?", "Il voit quoi ?"), using visual cues. After the viewing, pupils participated in a role-play, where one pupil played the prince and another the fox. They repeated key lines from the film using flashcards and practiced a short dialogue. Finally, pupils drew their favorite character and wrote one word in French to describe it.

Phase 1: Preparation

- Selection of two animated films adapted to the pupils' age and language objectives: *The Little Prince* and *The Adventures of Tintin*.
- Teacher training on the pedagogical use of animated films (scenario presentation, creation of activity sheets, classroom management strategies).
- Teachers were not passive observers; they co-constructed the sessions. They received a brief training session on how to use animated films in language teaching and how to guide post-viewing activities. Some teachers suggested adapting the film's vocabulary by pausing and rephrasing complex lines. Their collaboration helped align the activities with classroom realities.

Phase 2: Viewing Sessions

- Each session began with a **brief introduction to the film** (characters, context, theme).
- The film was **projected on a classroom screen with proper audio**, with pauses at key moments to ask questions or explain vocabulary.

Phase 3: Post-viewing Pedagogical Activities

- **Role-playing**: Pupils acted as film characters and reenacted simple dialogues.
- **Vocabulary Workshops**: Use of flashcards, word labels, and memory games.
- **Songs and rhymes related to the film's themes**: To support intonation, pronunciation, and memorization.
- **Drawing and basic writing activities**: Guided by the teacher for more advanced pupils.

Phase 4: Observation and Evaluation

- The teacher observed each student using a predefined observation grid focused on indicators such as engagement, oral comprehension, verbal and nonverbal expression, and vocabulary reuse.
- Classroom observations emphasized specific indicators such as verbal participation, body language, and spontaneous use of French.
- Teachers were trained beforehand and provided with clear pedagogical guidelines to ensure consistency in observation.
- After each session, informal mini-interviews with pupils were conducted to gather their emotional feedback and impressions.
- Questionnaires were then distributed to both pupils (using visual aids appropriate for their age) and teachers to collect perceptions and insights into the effectiveness of the learning process.

III.5-Analysis Criteria

The following criteria were used to assess the effects of animated films on FFL learning:

Criterion	Description
Engagement	The pupil's ability to stay focused during the film and actively participate in follow-up activities.
Motivation	Expressed enthusiasm and positive attitude toward the French language.
Vocabulary Acquisition	The ability to memorize and reuse new words encountered in the film.
Oral Comprehension	Proper reaction to oral instructions or dialogues heard in the film.
Interaction	Frequency and quality of interactions with peers and the teacher.

IV. Results and Discussion

IV.1- Results:

The analysis of our research results is based on data collected through classroom observations and questionnaire responses to assess the impact of animation in teaching French as a Foreign Language (FFL) to five-year-old preparatory class pupils. This analysis is structured around several key areas: learner engagement, vocabulary acquisition, grammatical understanding, motivation to learn French, and teachers' perceptions of the pedagogical effectiveness of animated films.

The results of the study, based on classroom observations and teachers' questionnaires, show that the use of animated films significantly enhances pupil engagement, vocabulary acquisition, and motivation to learn French. The classroom observations revealed that **80% of the students actively participated in post-viewing activities**, demonstrating a high level of engagement.

Animated films like *The Little Prince* and *The Adventures of Tintin* helped learners acquire new vocabulary and improve their understanding of basic grammatical structures, though challenges remained with more complex grammar.

Additionally, **85% of learners reported increased motivation to learn French**, citing the immersive and playful nature of animated films. The teachers' views were also positive on the effectiveness of animation, with **70% considering it a valuable tool** for improving pupil interest and participation. However, challenges were identified, including the need for proper teacher training and better access to audiovisual equipment. Overall, animated films contributed to a more engaging and enjoyable learning environment, though further pedagogical support is needed to address grammatical challenges and enhance the effectiveness of animation in language learning.

IV.2- Discussion

The results of this study align with previous research on the effectiveness of animated films in language learning, particularly in fostering student engagement and motivation. Similar findings were reported by Smith, who noted that *"animated films, through their multimodal nature, enhance students' attention and participation in the classroom"* (Smith, 2022, p. 45). In our study, **80% of pupils were highly engaged** during animated film sessions, which supports Smith's claim that *"visual and auditory elements are crucial for maintaining learner attention."*

Moreover, the **75% of teachers who observed significant improvements in vocabulary acquisition** echoes the results of Davis, who highlighted that *"animated films provide a rich linguistic context that aids in word retention through associations with images and actions"* (Davis, 2023, p. 52).

However, the findings related to the acquisition of complex grammatical structures contrast with those of Carter, who found that *"animated films, while beneficial for simple structures, may not be as effective for more advanced grammatical concepts"* (Carter,

2022, p. 105). In our study, **only 30% of teachers observed improvements in understanding complex structures**, suggesting that the simplified language often used in animated films may limit students' ability to fully grasp intricate grammatical rules. This highlights the need for **supplementary instruction** to reinforce complex structures, an issue that Carter also emphasized in his work.

Furthermore, the **85% of pupils who reported increased motivation to learn French** aligns with Chouinard's findings, which showed that *"immersion in culturally relevant content, such as animated films, significantly boosts student interest in foreign languages"* (Chouinard, 2022, p. 78). Chouinard argued that *"language learning is more effective when it is contextualized within engaging, culturally meaningful materials,"* a view echoed by the students in this study.

In terms of teachers' perceptions, our results are consistent with Saito's recommendations that *"educational tools should be tailored to meet students' specific needs"* (Saito, 2022, p. 92). While **70% of teachers found animated films effective**, some suggested that films could be improved by adjusting their cultural content and linguistic complexity. This is in line with Saito's call for a better alignment between teaching resources and the students' actual pedagogical needs.

Overall, this study corroborates much of the existing literature on the use of animation in language learning, particularly regarding its impact on engagement, motivation, and vocabulary acquisition. The findings suggest that animated films are a powerful pedagogical tool for young learners, especially when used in conjunction with interactive classroom activities. Their multimodal nature, combining visual, auditory, and narrative elements, caters to the cognitive and emotional needs of young children, making language input more accessible and memorable.

Nonetheless, several limitations must be addressed to optimize the effectiveness of animated films in FFL classrooms.

Chief among these are the challenges related to the acquisition of complex grammatical structures, which are often simplified or omitted in children's animation. This indicates a clear need for complementary instructional strategies, such as teacher-led grammar workshops or follow-up exercises that target more sophisticated linguistic patterns.

Moreover, the success of animation as a teaching tool is heavily dependent on the context in which it is used. Factors such as the teacher's digital literacy, the availability of audiovisual resources, and the alignment between film content and curricular objectives all play a decisive role in determining its educational value. While most teachers surveyed recognized the potential of animated films, they also emphasized the need for targeted professional development and better material selection.

In conclusion, while animated films are not a panacea for all language learning challenges, they represent a highly effective and motivating supplement to traditional teaching methods, particularly in early childhood education. Their pedagogical impact can be significantly enhanced through thoughtful integration into the curriculum, appropriate scaffolding, and ongoing teacher support. Future research should continue to explore how animation can be tailored to meet the specific needs of learners at different proficiency levels and within diverse educational settings**.**

Conclusion:

This study highlights the significant potential of animated films as an innovative and engaging teaching tool for teaching French as a foreign language in Tunisian preparatory classes. The results show that animated films improve student engagement, vocabulary acquisition, and motivation, while also fostering a better understanding of grammatical structures. These findings confirm the importance of animation in creating immersive and stimulating learning environments, in line with educational theories on multimodal and contextualized learning. However, the study also highlights the challenges to fully harness the potential of animated

films in education. Among the identified obstacles are the lack of specific teacher training, insufficient access to technological resources, and the need for content tailored to the specific cultural context of Tunisia. Overcoming these challenges requires strategic investments in continuous teacher training, improving infrastructure, and close collaboration between educators and content creators to develop teaching materials suited to the local context.

By integrating animated films into language teaching methodologies, teachers can offer students an enriched and interactive learning experience that bridges cultural and linguistic gaps. This approach not only enhances language acquisition but also promotes creativity, critical thinking, and cultural awareness among young learners.

Future research could explore the long-term impact of animated films on language proficiency and examine strategies to generalize their use in various educational contexts.

The use of animated films offers a promising path to modernize language teaching in Tunisia, forming a generation of motivated, linguistically competent, and culturally open students.

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