



Faculté d'éducation

L'emploi de la caricature dans le développement des habiletés de la lecture critique des apprenants de français langue étrangère et leurs perceptions

“Using caricature in the development of critical reading skills of learners of French as a foreign language and their perceptions”

Par

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Study title:“Using caricature in the development of critical reading skills of learners of French as a foreign language and their perceptions”

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Summary

Reading plays an important role in the teaching / learning process. It constitutes a solid basis for the didactic training of the learner to adapt to society. There are four levels of reading comprehension: literal, inferential or interpretive, critical and creative. The skills of these four levels of understanding are organized according to the hierarchy of Bloom's taxonomy. Our research focused on the level of critical reading comprehension: critical reading. Following a review of the scientific literature, we found that the research known to date supports the importance of taking an interest in reading literacy in French. However, the results seem inconclusive with regard to critical reading, despite its importance.

The problem of our research is that the learners of the French Foreign Language (FFL) have difficulties in critical reading. They tend towards a global understanding of the text without going further in the implicit sense. On the one hand, different authors have shown that the reasons for these difficulties are not only due to the students themselves but also to the teaching methods not appropriate to teach critical reading in FFL. In the field of foreign language teaching to speakers of other languages, some authors also advocate the teaching of critical reading where teachers do not just teach students basic language skills or train their communication skills, but also the need to develop critical awareness in learners that allow them to ask questions rather than passively accepting the information they find. On the other hand, the review showed that

teaching based on caricature seems motivating and leads learners to think, but that this didactic support was not used with learners of French, especially at the university level. Studies have proven the effectiveness of caricature in the teaching of history, science and visual and political literacy. No study, according to our review of writings, has focused on the caricature in didactics of FFL. Besides, it is a little investigated field.

Our exploratory research wanted to integrate caricature into the teaching of critical reading in FFL. As a conclusion, our research aimed to answer the following general question: What is the contribution of caricature as a didactic medium to the development of the skills of critical reading in the learners of the FFL? From this issue arise the following specific questions: 1- What is the role of caricature as a didactic medium in the development of critical reading in the learners of the FFL? And what are the perceptions of targeted learners about caricature? To do this, our research involved the development of a didactic system at the heart of which caricature was included.

In order to collect the data, we chose a sample of adult learners who were studying at the University of Sherbrooke. Our didactic experimentation consisted in making them live the activities of critical reading of texts based on caricature in three complementary stages. The data collection tools included pre-tests that preceded each stage of the didactic experimentation to diagnose the participant's level in critical reading; post-tests that followed each stage; interviews to identify their perceptions, and drawings produced by them.

We analyzed all the data. This was an evaluative analysis of the students' responses in pre / posttests; a thematic analysis of the interview verbatim in order to identify their perceptions; and an analysis of the content of the caricatures produced in support of the results obtained.

The results of the analysis showed that caricature has greatly contributed to the development of critical reading in FFL among the beginners and intermediates and partially among the advanced students. At the same time, the caricature was positively

perceived by all participants. These ones argued that caricature was an original, motivating and transferable experience. These results, combined with previous research in the same field, suggest that caricature as a didactic medium could promote reading comprehension in adult learners in general.