

DESIGNING AND EXPLOITING COMICS FOR VOCABULARY TEACHING IN FRENCH AS A FOREIGN LANGUAGE: A PEDAGOGICAL CASE STUDY

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Abstract:

This article presents a theory-informed pedagogical case study documenting the design and classroom exploitation of comics for vocabulary teaching in French as a foreign language (FLE). Drawing on research in communicative language teaching, visual semiotics, and vocabulary pedagogy, the study focuses on how comic-based visual materials can be integrated into vocabulary-focused classroom activities. Rather than aiming to measure learning outcomes, the article adopts a reflective classroom inquiry approach, analysing pedagogical design choices, modes of classroom exploitation, and learner engagement as observed in instructional practice. Two classroom examples are examined to illustrate how comics function as mediating resources for lexical inference, contextualisation, and oral interaction. The paper concludes by discussing pedagogical affordances, limitations, and implications for reflective teaching practice and future classroom-based research in language education.

Keywords: *French as a foreign language; Vocabulary teaching; Visual materials; Comics; Classroom-based research.*