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"LOCAL" DIGITAL EDUCATIONAL PRODUCTS IN TEACHING FRENCH AS A FOREIGN LANGUAGE: CHALLENGES AND PRACTICES

Rana Hasan Kandeel*
Translation Department
College of Languages
Princess Nourah bint Abdulrahman University (Arabia Saudí)

Abstract: The conception of resources for teaching / learning French as a foreign language (FFL) is developing with the spread of new technologies and social networks. The teacher and the learner can use the resources available online according to their needs and their learning objectives. These resources need to be contextualized if they are not intended for educational purposes. However, teachers and learners can design their local digital products to contextualize the teaching / learning of this language. This article presents a didactic reflection of the design of these products, particularly with the need for this type of product in distance education.

Keywords: local digital products, learning theories, French as a foreign language (FFL), educational scenario.

Productos Educativos Digitales "Locales" en la Enseñanza del Francés Como Lengua Extranjera: Retos y Prácticas

Resumen: La concepción de los recursos para la enseñanza / aprendizaje del francés como idioma extranjero (FFL) se está desarrollando con la difusión de nuevas tecnologías y redes sociales. El maestro y el alumno pueden usar los recursos disponibles en línea de acuerdo con sus necesidades y sus objetivos de aprendizaje. Estos recursos deben contextualizarse si no están destinados a fines educativos. Sin embargo, los profesores y los alumnos pueden diseñar sus productos digitales locales para contextualizar la enseñanza / aprendizaje de este idioma. Este artículo presenta una reflexión didáctica del diseño de estos productos, particularmente con la necesidad de este tipo de productos en educación a distancia.

Palabras clave: productos digitales locales, teorías de aprendizaje, francés como idioma extranjero (FFL), escenario educativo.

* Para correspondencia, dirigirse a: Rana Hasan Kandeel (RHKandeel@pnu.edu.sa).

1. Introduction

The design of the products used in an FFL course in Arabic-speaking contexts where we teach FFL needs a didactic study. If the question of the development of contextualized FFL textbooks has occupied a remarkable place in research on learning materials, the production of local digital learning resources has not been sufficiently addressed in the scientific literature. In fact, teachers prefer to use ready-made products available online or accompanying textbooks in the form of CDs or digital booklets. Regardless of the technological support used, it is undoubtedly important to design contextualized products to motivate learners and consider their linguistic (level of proficiency in the mother tongue and the foreign language) and cultural profiles.

The term numeric is used in the sense of a term encompassing science, techniques, uses, culture and imagination (Devauchelle, 2013). It also means a social fact because it is considered as a form of life in society modified by the implementation of objects based on information technology. Demaizière and Grosbois (2014) emphasize the importance of having internal language learning resources, rejecting the idea of the availability of all resources for languages, in particular when the teacher has a minimum of didactic and educational requirement.

The challenge in using online digital resources is that they are generalist, and they generally represent the origin culture of the designers with little consideration of other cultures when they are distant from the culture of the target language. For example, the presence of the cultural aspects of the Arabic-speaking countries of the Middle East or the Gulf is not evident either in the FFL textbooks or in online digital resources. This article highlights the theoretical and didactic aspects relating to the design of local digital products in these countries.

The article is divided into three main parts, the first of which concerns the theoretical foundations of the conception of digital products centered on the learning theories underlying digital educational resources as well as the interest of francophone digital contextualized resources in local contexts. The second part presents local digital products prepared by learners in Saudi Arabia and teachers in Jordan by discussing their didactic interest as well as the challenges of this type of products. The last part includes a concrete example of the production of the local digital product (the educational scenario) and its didactic contextualization to meet the needs of the learners and the learning objectives.

2. The design of contextualized teaching / learning resources for FFL

The development of teaching resources must be marked by a prior didactic study on the learning theories that determine teaching methodologies. Whether it is the grammar translation, direct, communicative or an action-oriented approach, these methodologies take into account important elements such as learning objectives, its processes, linguistic and cultural content, the roles of the teacher and the learner, and the spatio-temporal elements of the teaching / learning situation.

2.1. Teaching / learning theories and digital resources

The analysis of learning theories in language teaching is an important reference for understanding the framework in which learning is envisaged. The reference to learning theories underlying digital resources is a present fact in the literature in the field of language teaching and ICT. Among the authors who make this observation, we cite Lancien (1998), Mangenot (2002b) and Demaizière (2007). When we seek to achieve pedagogical or didactic objectives, we must seek to clarify these theories because, on the one hand, they constitute the axis on which learning is based in a context introducing ICT (Lancien, 1998: 36; Demaizière, 2007) or rather the concept of learning. This approach is considered by Demaizière (2007) as helpful for the learner.

Behaviorism, associated with Skinner, reduces language acquisition to an imitation and reinforcement process based on the famous conditioning formula "stimulus-response-reinforcement". It is a "mechanistic" theory considering language learning as an optimal situation to generate automated responses, without considering the complexity of language activity (Martinez, 1996: 15). From a didactic point of view, the validity of automation is limited to the elementary level of learning, and automation is considered suitable for reduced need and, especially, for beginners (Cuq, 2003: 31).

From a behaviorist perspective, the conception of language as a set of linguistic habits and automatisms implies limiting the language to the appropriate linguistic forms which would be used spontaneously. The semantic level and the meaning itself are not prioritised in the foreign language. The methodology of this theory sets up the educational and technological means developed on its principles. The language laboratory and the structural exercises constitute the means for carrying out the acquisition and fixation of linguistic automatisms.

The criticism of this "antimentalist" theory is that it considers the learning of linguistic competence without any specificity that distinguishes it from other learning. The behaviorist theory postulates that mental activity cannot be known (Cuq and Gruca, 2005: 109). It does not consider the innovative aspect of language productions. In the area of language learning, computer-assisted learning systems (EAO) (tutorials and author systems) very often rely on behaviorism, which cannot contribute effectively to the development of activities and student's metacognitive strategies (Legros, Maître De Pembroke and Talbi, 2002: 26).

Behaviorism is seen as a teaching theory rather than a learning theory in these products. Legros, Maître De Pembroke and Talbi (2002) and Pothier (2003) describe the characteristics of computer-assisted education systems. Grouped according to learning objectives around well-defined paths, these systems provide reinforcements in different forms (text, sound and image). Access to content remains linear and not very interactive, and these systems, comparable to the textbook, present content and educational information on the structure and management of content.

According to Pothier (2003: 78-79), the essential points constituting the reasoning of teachers in the use of preconceived programs or tutorials are varied. In the case of preconceived programs, leaving the learner in a learning situation in which the program cannot adapt to the reactions of the learners or to possible misunderstandings during

their work does not constitute a gain in this learning. The "flesh-and-blood" teacher can better adapt to "unpredictable" situations if such a case arises.

In the case of author systems, the time to devote to the preparation of activities and the technical skills constitute reasons for not using them in their courses. Teachers prefer to take advantage of their time to take care of learners, and only teachers "passionate" about technology or "paid" for this work sacrifice their time. Therefore, we see through the reasonable gaze of this author; rather than being centered on the "teacher" and his thoughts, the use of "behavioral" products is limited. Indeed, the registration of products in a system framework gives a more global look at these similar products.

Constructivist theories have emerged as a result of cognitive learning theories. The cognitive theory, unlike the behaviorist theory, does not reduce learning to behavior acquired through internal conditioning. Learning is, therefore, not an acquisition process but a constructive one (Pothier, 2003: 78-79) that involves internalizing the formation of rules and allowing the production of new statements based on these rules. Cognitive processes play a fundamental role in learning a language. The individual who learns the language is considered an active individual carrying out processes that transform the knowledge acquired and further develop it. These operations take place inside the individual at his own pace. Communicative and linguistic learning activities are based on the implementation of conceptual and linguistic representations as well as the processing of grammatical, lexical, semantic and pragmatic information. These orientations are at the center of the concerns of didacticians, and the communicative current is linked to cognitivism (Cuq and Gruca, 2005: 111). Emphasis is placed on the educational activities of awareness, reflection, discovery, observation and problem solving.

The systems in the field of ICT corresponding to the orientations of cognitive theories are simulation software, games, professional software and case study and problem-solving programs. They aim for individualized learning but with greater interactivity and more complex activities. The limits of these products are that the learner acts in a closed system, although he has working interactivity in "communicative" simulations of learning and the interaction is only expected between the learner and the content. However, these products have helped bring about a change in the theoretical reference paradigms and an orientation towards constructivism, leading to the design of more open learning environments promoting exchange and collaborative work via the Internet (Legros, Maître De Pembroke and Talbi, 2002: 29).

Constructivist theories, less radically in conflict with the behaviorist and cognitivist theories, add a social dimension to cognitivist learning. According to Cuq and Gruca (2005: 109), these theories fueling the cognitive current have a current appeal among didacticians who find in these currents benchmarks more in accordance with the tradition of the French educational world than a simple mechanism of learning.

From a didactic point of view, the importance of this theory consists in determining the relationship between the learner's conceptualization and his action in learning a language. The learner must act on his environment to acquire knowledge. This activity is not reduced to receiving or capturing information but demonstrating an awareness of one's acquisition and learning of a language. But social interactions

in the Piagetian stream are considered to be one aspect among many in cognitive development. In the field of didactics, the orientations of constructivist theories are adapted to lead to both communicative and action-oriented approaches, approaches according to which language is considered an instrument of communication and social interaction. The learner is an actor who knows how to mobilize his skills to achieve communication. These two approaches adopt various approaches and teaching aids to implement their practices.

The communicative approach emphasizes the four skills that must be developed, considering the linguistic needs of the learners. Communication skills are made up of all linguistic, sociolinguistic, discursive and strategic skills. The multiplication of materials enriching the courses (authentic documents) and reinforcing learning is recommended in didactic practices. The content to be taught is not limited to linguistic aspects, and the cultural situations of daily life are also privileged. Selon ces approches, les activités qui permettent le déroulement des situations authentiques sont diversifiées. According to these approaches, the activities which allow the development of authentic situations are diversified. The communicative approach encourages simulation, role-playing and tasks. The action perspective privileges the task, while considering the user and the learner of a language as social actors having to accomplish tasks (Conseil de l'Europe, 2001).

Collaborative learning systems and environments on the Internet are representative of the directions of these theories. Real-time and deferred communication tools and collaborative environments contribute to the construction of students' knowledge since they constitute cognitive tools to help this construction. Collaboration, communication and interaction are the activities envisaged from this perspective.

2.2. Interest of digital contextualized Francophone resources in local contexts

The contextualization of online learning situations includes the description of didactic contexts, such as the type of activity and tasks to be integrated into the courses, the time needed to complete these courses and the tools and the type of digital medium used (Goislard de Monsabert, 2015: 36). This process includes two essential steps: the choice of the technological support and the design of activities and tasks. It is not necessary to have a technically sophisticated device (Demaizière and Grosbois, 2014), but it is necessary to think of an appropriate methodology and choices.

The benefits of contextualizing resources are manifold. First, the teacher prepares in advance the content and learning objectives suitable for the learners according to their linguistic levels and their profile. Second, it focuses on a specific objective, for example on communication, considering the two cultures in didactic situations, the source culture and the target culture. This consideration makes it possible to avoid cultural content which may be badly received by learners for socio-cultural reasons and strengthens the mediation of learning a foreign language. Third, contextualization makes it possible to avoid the improvised and unstructured activity of information retrieval in a language class, in particular if the teacher has limited information

competence due to the lack of training in information retrieval and its application (Gervais, 2011: 149).

The search for information must designate an activity guided by a task to make research on the web profitable (Mangenot, 1998) and render it possible to make the most of authentic documents without being overwhelmed by real documents (Demaizière and Grosbois, 2014).

It is important to remember that digital technology offers a learner or a teacher the possibility of thinking about their work. Reflexivity promotes the appropriation of a foreign language. The production of local digital products allows these two actors to distance themselves from action, which contributes to the evolution of teaching and learning processes. The local digital products help learners and teachers develop critical thinking skills about actions that they will achieve. For example, learners should think about sentences to write, or how to organize their ideas when they make these products. They also have to choose the cultural themes for these products and know how it may make other learners understand the differences between cultures. Teachers must diversify activities and tasks to promote active teaching and learning. They should use tasks that promote the development of intercultural competence and the interactivity of learners.

3. Preparation of local digital resources

These resources are educational products prepared by teachers or by learners using Hot Potatoes, MS PowerPoint or MS Word" software. They are commonly used in universities and other educational institutions. We present examples of these products to understand their design and their use in the learning context which, according to Duveau-Patureau (2006), depends largely on the action of the learner.

3.1. Products prepared by the learners

In general, the teacher prepares the products. However, it is not surprising to see that the teacher uses products prepared by the learners to present a lesson, explain it or express themselves based on a cultural theme. Learners make these products simply as part of projects to be presented in the language class, and the teacher uses these materials. "Presentation" is one of the learning strategies integrated into foreign language teaching practices.

This activity, which is greatly encouraged by teachers, essentially involves the practice of computers and the French language. The following example of a presentation on MS PowerPoint" shows the work of Saudi female students on clothes in Saudi Arabia and France as part of a course on French culture.

Image 1: A presentation of the theme “Fashion in Saudi Arabia and France”

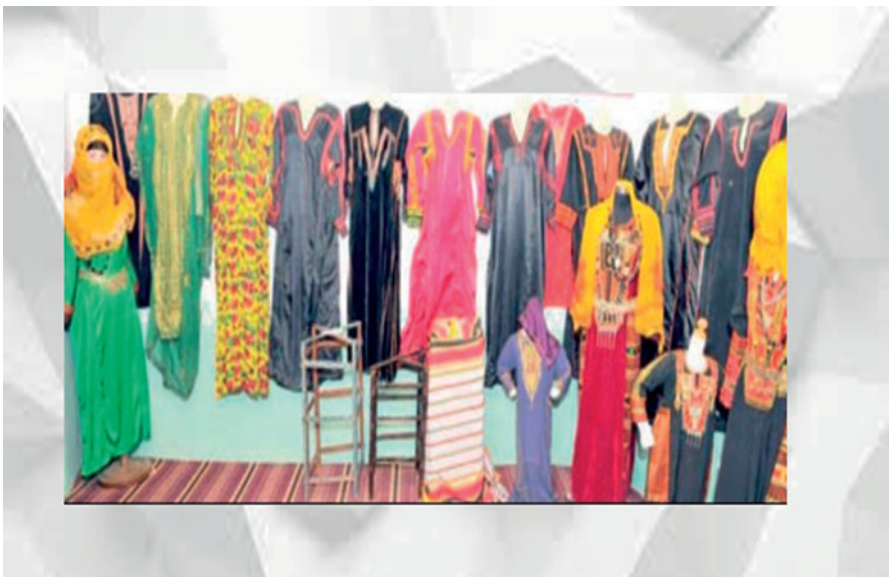

Image 2: A presentation of the traditional clothes of Saudi women

Indeed, the production of these resources allows learners of all linguistic levels to work in French, even if some of them attach major importance to “doing IT with software” by increasing their knowledge in French and by developing an intercultural competence. The products combine images, texts and, sometimes, sounds. The projection system therefore constitutes the process of using these products and the learner–learner and learner–group interactions dominate in this situation.

According to our teaching experience of FFL and the results of a field survey carried out as part of our thesis (Kandeel, 2009) on the use of ICT in a language course, learners' assessments of the products prepared by their colleagues are positive. The products attract more attention than the FFL textbooks. Learners concentrate more on the subject being taught. According to them, the multichannel nature of the resources facilitates vocabulary learning and helps with memorization, especially if there are illustrated images.

The products are made in complementarity with what is learned in the classroom, and the themes presented relate to daily life (education, market, family, etc.) which is interesting for them and adequate in relation to their proficiency and competency level in French. Moreover, when the presentation deals with cultural aspects, the stimulation of metacognitive strategies is also expected in this situation.

3.2. Products prepared by the teacher

Despite the abundance of French-speaking FFL learning resources, it seems important for teachers to make local products to meet the expectations of learners and the current requirements of the use of ICT in language teaching.

Here, the teacher is considered responsible for designing this type of product, which can be a video or audio file in French. Others may be bilingual (French / Arabic), such as dictionaries which include words and images. The linguistic design of these dictionaries promotes memorization and understanding of vocabulary. The teacher gradually designs the products according to the objectives and the teaching and learning needs of the FFL.

We present in the following lines the interest of the products designed by the teachers and a concrete example of these products entitled, "The school in France".

3.2.1. Product with educational, linguistic and cultural interest

This product is created from different presentation software (MS PowerPoint / MS Word) and a multimedia exercise generator. For example, the generator (Hot Potatoes) allows the teacher to offer his own content in exercise grids. On the learner's "user" side, this product is stored on a computer medium (on a CD-ROM or even on the computer).

It is considered software that contains finished products that cannot be changed on the student's side. But on the side of the "designer" teacher, the content can be modified if the latter wishes. The preparation of the products is done by the teacher from the contents of the FFL methods to present new information from the Internet and multichannel resources. In this phase, the teacher reorganizes the information and simplifies it so that it is compatible with the level of the learners while meeting the learning objectives. It prepares the activities and tasks to be carried out.

This product is not a repetition of the contents already learned and this is why it can interest the learners. This is to present additional knowledge on a subject studied. The

contribution of new information is, thus, a source of joy for the learners, in particular the cultural and communicative contents.

Learning cultural content through these "multichannel" and, sometimes, "authentic" products is simpler than learning through a rigid method, and it also leads to interculturality. The intercultural approach gives learners the possibility of going beyond stereotypes and prejudices to be able to consider the characteristics of society whose members share a cultural consensus different from his own. It is possible to enter into a positive relationship with others by recognizing their native status, their emblems (Abdallah-Pretceille and Porcher, 2001: 163). However, Puren (2019: 213) considers intercultural competence as one of the components of cultural competence and that is why the notion of interculturality has occupied the field of reflection in the didactics of languages and cultures.

Learners can also see and learn aspects specific to the French culture; they understand them without the need to travel. In addition to cultural content, pedagogical products designed by teachers include communicative content that makes sense of learning when learners work on topics relating to everyday life– see what constitutes the school, listen to pronunciations of the vocabulary, describe the school and its parts verbally and in writing. All this knowledge and skills are learned in a simpler way.

The use of this type of products can solve the problem of Internet connectivity for some learners by allowing access to the French language and its culture through the tasks designed by the teacher. Group work is encouraged to ensure a greater number of learners employ peer learning. Resources, therefore, motivate them and help them to write and understand the French language. Their use creates interactions that give them more confidence in learning and make them more enthusiastic by driving them towards empowerment. Self-assessment promotes the motivation to learn and creates a dynamic in the course environment and among learners. Finally, it is the advantage of being able to correct themselves and make more effort in learning French, which is retained as an advantage of self-assessment in these materials. Self-assessment is more reassuring for learners because it is a learning step that allows the learner to undergo training that is not a formal assessment by the teacher.

In other words, this evaluation reduces the fear of not achieving good results in learning French as a foreign language, a fear which sometimes provokes attitudes that are unfavorable to learning. The contribution of self-assessment is not only linguistic and psychological but also educational.

3.2.2. Effects of the use of products on attitudes and representations

When facilitating learning French, teachers can prevent students from being reluctant by using ICT. Because of their status as foreign language learners, the fear of failing in their learning or of not scoring well makes learners put in greater efforts.

In fact, the "positive" evolution of learners' attitudes does not take place until the evolution of representations of FFL learning, owing to the use of ICT and, especially, the resources produced by the teacher. The way in which these resources are used in

lessons, socio-emotional interactions, the conception of resources and the teacher's conception of learning influence this evolution.

We can see this change in attitude when a learner expresses dissatisfaction and points out difficulties at the start of learning and then gradually ends up being very satisfied with learning French. To reach this position, the teacher must exercise strong mediation to help learners understand their lessons in the French language as well as in the context of their individual cultures and encourage them to go beyond their classroom learning. The change in attitude then becomes significant. It informs us and confirms the disinterested attitudes to the use of ICT before implementing it. The true conviction of having a positive impact on learning is sometimes only possible after a well-thought-out integration has been put in place.

3.2.3. Challenges of designing local products

The choice to devote a part to representations on product design is justified first by the predominance of the use of these resources in Jordanian and Saudi contexts. Second, the representations reveal to us the way in which "teacher-designers" represent the activity of design, which is a determining factor in the production of products and their use.

The design is made here for learning beyond traditional methods and is motivated by the desire to make learning effective. The learners' response to these needs encourages the choice of product themes. Didactic reflection is the basis of the reasons for the design which does not necessarily converge with the objectives of the institution (to demonstrate modernity). It can be noted that the perception of French as a language of communication or rather as a language–culture is not only a guiding principle in the design of materials but also an axis of its teaching which facilitates and promotes the understanding of learners of French culture. Language and culture are interdependent. Galisson (1988) specifies that words have a shared cultural signification in a language. They have specific values in each language, and they are present in the referenced culture. Language therefore constitutes a mean of access to culture. Puren (2014) emphasized that the authentic documents are the most representative resources of the foreign language-culture. While students are trying to understand an authentic document, they mobilize their acquired cultural and linguistic knowledge about the foreign language, and they extract new linguistic and cultural knowledge from this document.

The teacher determines, on the one hand, the device in which the resources will be used and, on the other hand, the aids of these products to facilitate learning, such as the choice of interesting themes, the authenticity of the documents, the way activities are carried out and the type of evaluation.

All these aspects are determined for use in a constructivist perspective, thereby making the learning of French a project built around the language-culture. It is a reflection that is not spontaneously acquired and does not emerge from a technical manipulation or a single practice of teaching French.

4. The educational scenario: An axis of the contextualization of product tasks

The design of educational scenarios seems to us to be a relevant choice to facilitate the implementation of teaching and learning. It is a practice considering the activity of the learner in a constructive learning environment and one which is not transmissive and repetitive. We are aware of the existence of educational scenarios on the Internet as teaching / learning resources for French as a foreign language, but the following example, a product prepared for learners, is motivated by a desire to present the challenges of the development of tasks to adapt digital products to their context.

4.1. The educational scenario: Definition and importance

Definitions and types of "scenario" are now multiplied in research on ICT integration. We approach this notion in the sense of the educational scenario of exploitation of the Internet, which designates a learning path made up of a set of closed and open tasks, corresponding to a simulation of the real world in language teaching (Mangenot and Louveau, 2006; Puren, 2003). Mangenot (2013) assumes that a profitable linguistic task starts with authentic data and offers activities which mobilize the cognitive competence of the learner and introduce different types of interaction before, during or after the task. The term of task matches a workplan that involves a primary focus on meaning and it involves any of the four language skills in real-world processes of language use. The task engages cognitive processes and has a clearly defined communicative outcome (Ellis, 2003: 9-10).

The educational scenario does not have the sole function of allowing manipulation of Internet resources or structured browsing. We rather consider it as a coherent tool allowing the contextualization of the knowledge to be built by the learners. The scenario can constitute a global unit aiming at an enrichment of a didactic unit proposed in the programs (or the textbooks). It is a teacher intervention activity that provides learners with the means to implement communicative practices that facilitate their appropriation of the language (culture and idiom).

At the educational level, the interest of the scenario consists the following:

- Developing a sense of initiative and learners' autonomy
- Motivating learners through interaction, exchange and negotiation between peers
- Making the learner responsible and aware of the operations involved in accomplishing tasks, which promotes learning (Hérino and Petitgirard, 2002: 113-114).

It should be noted that the particular difficulty in designing this scenario is due to two essential limits in our local contexts. The first is the beginner level of learners, which forces us to make a very selective choice of sites to offer. On the one hand,

we have tried to refer them to resources which present simple information and which seem to us well suited to their linguistic level.

On the other hand, to encourage learners to search for information and to avoid any possible loss of time when browsing documentation sites, we have specified the headings on which they will work. The second limit which, for us, was more difficult was to verify that the sites are adapted to the socio-cultural environment of the learners. In the event that some sites seemed to us less suitable for this level, it was our role to do other more important research. The scenario "school in France" is proposed in the form of a roadmap to work on the skills of oral and written comprehension and expression. Its objectives are the appropriation of certain knowledge (linguistic, socio-cultural) and skills (cf. writing a postcard, reading a timetable), by exploiting the richness of the web. By presenting it as a learning path, it is desirable to integrate the scenario into a teaching unit to ensure a certain educational consistency. This has the advantage of avoiding learning the very fabricated aspects of the French textbooks taught in Jordan and Saudi Arabia to ensure the understanding of certain themes and the construction of knowledge according to reality. In our opinion, the planned learning must be more coherent, fun and exploratory and it must be part of a natural approach to the acquisition of French. In the following images, we present the scenario, followed by other demonstrative pages of the steps of the learning journey. We point out that the aid to be provided to learners (dictionaries, conjugators, translators, etc.) will be offered on the site presenting this scenario.

Mangenot is based on socio-constructive premises to characterize a truly profitable linguistic task by indicating that it must start from complex and authentic support, notably on the linguistic and cultural levels. It must offer rich activities (support links / relevant activities, problem situation, call for creativity) and plan interactions between peers and with the learner during and after the execution (Mangenot, 2002a: 135).

4.2. Organization of steps of the educational scenario

Tasks allow learners to search for information, to document themselves, to train, to communicate (sending a postcard), to read, to write, to create (a timetable), to simulate and have fun! In the first step, the task aims to enter a school in France, from the school site "Pablo Picasso". Learners complete the presentation sheet which is provided in the form of a paper.

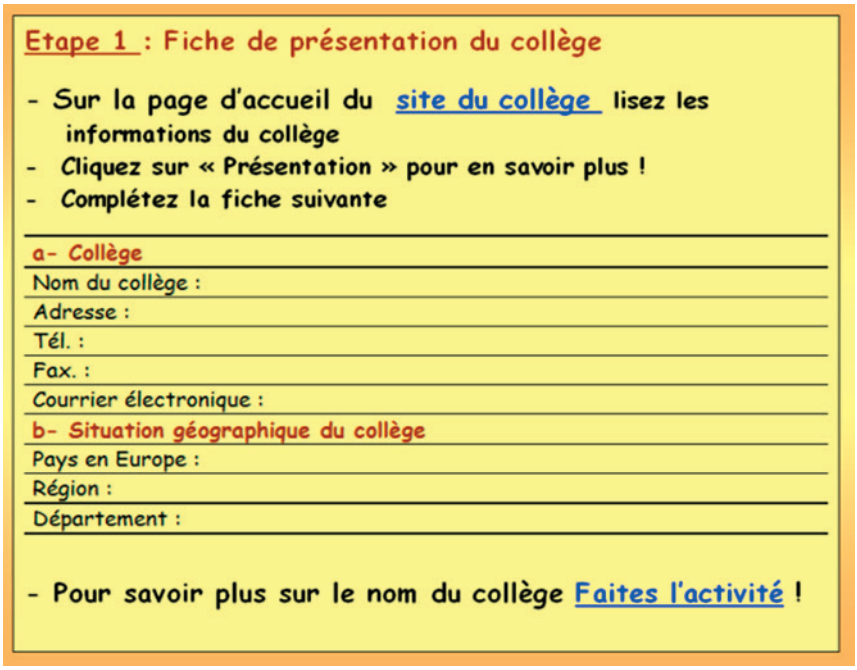

Image 3: Screenshot of the first step of the scenario

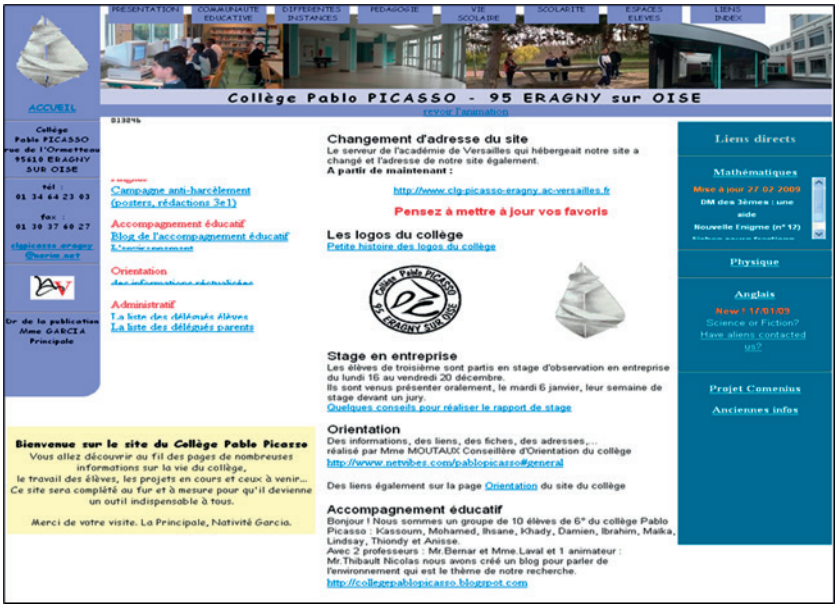

Image 4: Screen capture of the Pablo Picasso school site

In this step, learners get to know a famous painter “Picasso”. Here, we practice the alternation of closed tasks and open tasks to make learners aware of the cultural practice of “visiting the museum”. By exploiting the name of the school “Pablo Picasso” and the painter, we prepare the learners for the visit. The following image shows an overview of all tasks.

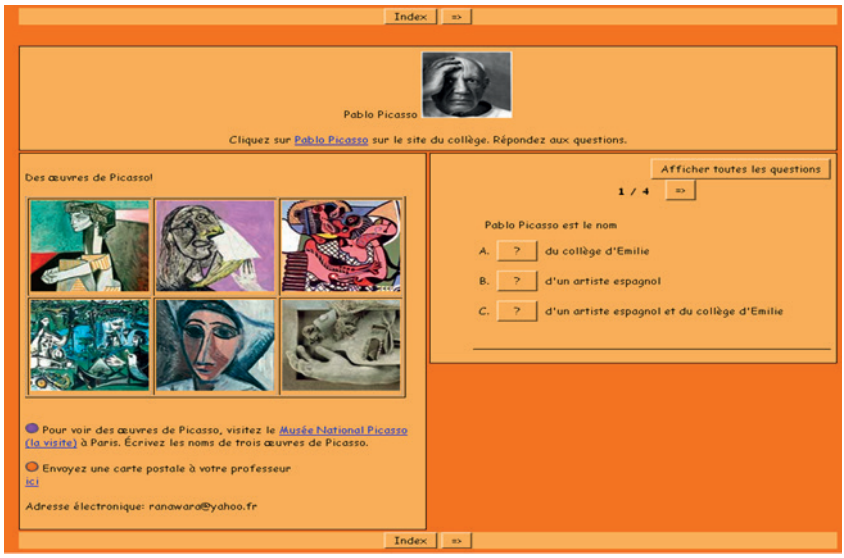

Image 5: Screenshot of a set of closed and open tasks

It seems important to us to focus here on open tasks. We propose two specific tasks which have several functions: the discovery of the works of “Picasso” and the sending of a postcard.

Image 6: Screenshot of two open tasks

By entering the museum, it is possible to practice reading information on works that appeal to learners and to take notes in order to use them, for example, in a simple presentation of the visit in later courses. The task asked the learners to write the names of three works by Picasso.

Image 7: Screen capture of the “Pablo Picasso” museum

Communication is not absent in our scenario. The task of sending a postcard requires learners to use e-mail as a communication tool available to museum visitors. The postcard is a very interesting way for the FFL class to practice writing, a communicative skill that learners must master at this level. The student must choose a postcard from those offered by the museum, write a card and send it (see the writing area in Image 8).

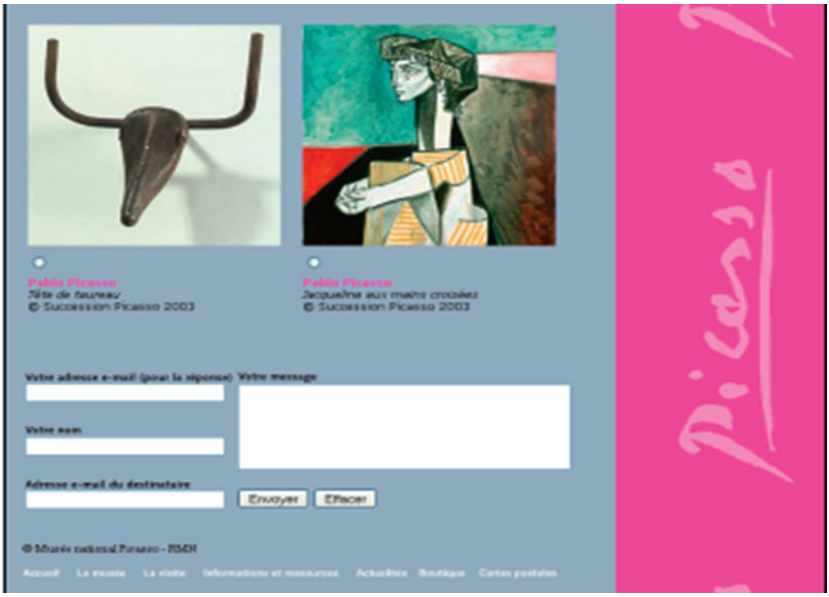

Image 8: Screenshot of postcards offered by the museum

The recipient can be a colleague, a classmate, but we ask the learners to send us this card on our address to correct it (see Image 9). It is important to note that in the case of open tasks, correction and evaluation must be done by the teacher.

Image 9: Screen capture of space reserved for sending mail.

In the second step of the scenario (see Image 10), the task aims to allow learners to understand the place of the school in the French education system. The word "college" in French among Saudi and Jordanian learners is at the same semantic level as the word "college" in English. In our view, in this step, learners can understand essential aspects of this educational institution and its mode of operation. College in French is just a "school" in modern standard Arabic.

The French school classes (6th, 5th, 4th, 3rd) are different at the organizational level from the Saudi and Jordanian classes (3rd, 4th, 5th, 6th). Learners go to the "Wikipedia" site to do this closed task aimed at understanding this topic. The teacher suggests some open-ended questions to test understanding and encourage learners to express themselves.

Image 10: Screenshot of the second step of the scenario

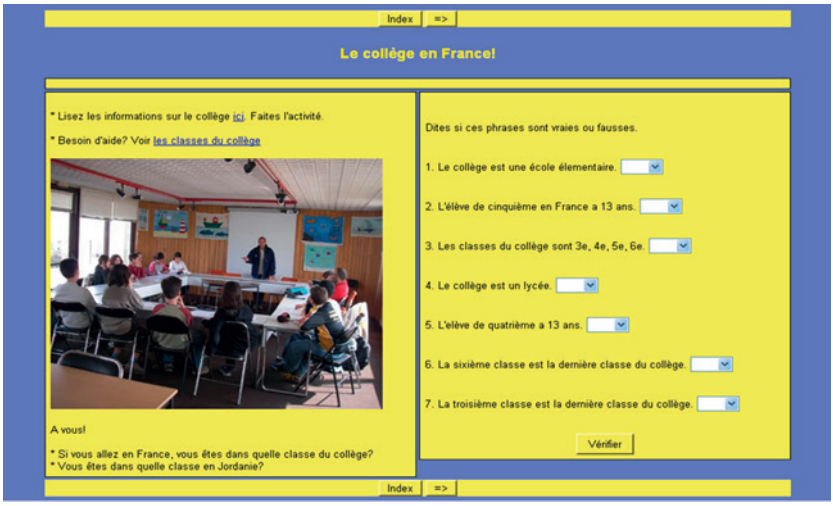

Image 11: Screenshot of a closed task on schools in France and open questions

For the operation of the “Wikipedia” site, in our opinion, the teacher, according to the level of the learners, can decide to offer (or not) the sections where the learners can search for information. Exposure to web pages containing complex organizational data may be unnecessary without the help of the teacher. The realization must be carried out in pairs, and the accompaniment of the teacher during the realization of this task is necessary.

In the third step, two closed tasks are presented. The first aims to understand the subjects learned in school and is followed by an open task with the objective of taking stock of the learners’ understanding of the difference between Saudi as well as Jordanian and French subjects.

In this same step, we are aware of the importance of learning while having fun. We present an exercise to train listening and pronunciation skills of vocabulary by using a French song “Back to “. We refer learners to the song’s YouTube page.

In the fourth and last step, learners read a timetable for the third class in the “Pablo Picasso” school to complete two tasks. The first is closed and aims at checking their written comprehension. The second task is open and encourages learners to create their timetable in French. The presentation of the scenario shows us that access to socio-cultural aspects in learning becomes easier in the exploitation of resources on the web. It is not only the practice of a specific point of grammar or vocabulary which constitutes the objective of the conception of this type of activity but the journey of the learners in the real world of the language learned.

The suggestion of open questions and tasks aims to provide flexibility in the written expression, to work on oral expression and to allow us to analyze learners’ errors and assess their learning. Technological resources have limits in the analysis of learners’ errors. In general, some software can refuse the student’s response for a slight spelling or conjugation error in the performance of closed activities.

The other limit relates to the evaluation of productions. Closed tasks made from software cannot evaluate unpredictable productions, and the student must find adequate answers that fall within those proposed by these tasks. As Mangenot points out, "apart from cases where a simple word (or termination) was requested, the software was unable to correctly process what was entered by the learner. We cannot say that this situation has much changed today: the tendency would rather be to no longer do any analysis at all, wisely leaving it to the teacher" (1996: 40).

According to this dimension, language competence cannot be assessed from closed tasks. Language competence is not a simple "answer" to a question. It is a complex skill that has different components: linguistic, organizational and illocutionary. ICT cannot assess certain skills, such as discursive skills associated with the organizational component in written or oral production (Albero, 1998; Laurier, 1998). Language is not an object to transmit to learners; it is rather a knowledge and a skill to build and implement by thinking.

In oral learning, open tasks allow the student to be placed in an interactive situation and practice speaking. In this case, the teacher must consider the need to organize learners into peer groups to encourage interactions in the classroom, emphasizing the importance of the social dimension and its role in building knowledge. As Springer says, "Learning is participating in a personal and collective experience. We do not learn alone, but with others and by transforming, in a personal and creative way, what has already been learned by a human community" (2009: 27).

It should be noted that the concentration on written texts in the exploitation of resources is not voluntary. We wanted to introduce a short video, but it was not easy to find such script-themed support although we spent a lot of time researching this type of resource. Mangenot and Louveau (2006: 53) discussed this problem as a limitation in the design of a task on a specific theme. Nevertheless, we think that it is not advisable to accumulate a lot of support in the same scenario to show a good exploitation of the resources on the web.

You must think about not causing a cognitive overload or generating a blocking effect from wanting to store everything in a scenario. From our point of view, having the concern of preparing a scenario with a large size to propose a scenario that makes sense for the learner cannot be meaningful without a definition of the needs of the learners. Durietz and Jérôme (2009: 66-67), in a critical analysis of the learning experience using the scenario approach, explained that the length and complexity of the tasks in a scenario could explain less involvement in learners and even discouragement.

5. Conclusion

In this article, we have presented the challenges of designing "local" digital products and the language practices to be developed. Indeed, putting oneself in the place of the learners and experimenting with one scenario or another in real practice can be the principles that should inform us about the didactic potential for the user. The most essential concern which must drive the action of designing activities or products

for learning French as a foreign language is, therefore, to keep in mind the idea of proposing "a didactic scenario". That said, we suggest this term to say that we must think about the adequacy of the term "educational scenario" within the context of all its variables, including the degree of consistency with the learning achieved in a FFL course.

It is the concrete use of an "educational scenario" and the analysis of practices in such a situation that allow us to truly assess its interest. These and other criteria regarding the creation of resources, as well as the preparation of activities, must be analyzed in the overall learning situation. A didactic reflection giving a certain "coherence" to the situation can lead to a successful integration of the complementary, enriching and innovative activities in a French-as-a-foreign-language course.

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