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Scripting of mediated tasks in the learning of French as a foreign language

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Abstract

This article examines how new technologies are increasingly integrated into the teaching of French as a foreign language (FLE). The scripting of mediated tasks, which is based on sequences of structured and multimedia activities, is considered a promising approach. Technologies such as mobile apps and virtual reality offer opportunities to improve learning of French as a foreign language. The article examines the definition of mediated tasks, how new technologies can be used effectively in their design, and how this affects learners' motivation. In short, it helps to understand how learning French as a foreign language has changed in the era of new technologies.

Keywords: Information and Communication Technology; Pedagogical scenario; Conception; Media resources

1. Introduction

The integration of new technologies into teaching and learning is a hot topic that is attracting increasing interest in educational circles. Indeed, new technologies have the potential to profoundly transform the way learners and teachers teach. They provide new learning opportunities and can improve the effectiveness and efficiency of teaching, while boosting learners' engagement and motivation.

Learning French as a foreign language has evolved with the advent of new technologies, opening up new perspectives for the scripting of mediated tasks. The scripting of mediated tasks is based on the design of sequences of activities organized in a progressive and coherent manner. These sequences are designed to meet specific learning objectives, incorporating multimedia materials. These pedagogical scenarios contextualize learning, promote interaction and motivate learners. New technologies, such as mobile apps, e-learning platforms, virtual reality tools and social networks, offer unique opportunities to make learning French as a foreign language more dynamic and engaging.

In this synthesis, we explore the importance of scripted tasks and the use of new techniques in learning French as a foreign language. We begin by briefly defining the concept of a learning task and its various components. Then, we explore the use of new technologies in second-language-mediated learning. Finally, we address the distinction between information and communication technologies and information and communication technologies for education, trying to answer the following questions: How can mediated tasks be defined and used in the learning of French as a foreign language? How can new technologies be effectively integrated into the design and implementation of mediated tasks? What are the effects of the use of new technologies and mediated tasks on the motivation and engagement of learners in French as a foreign language?

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2. Conceptual framework

2.1. Introduction

In this conceptual framework, we will talk about mediated tasks by defining in 1st step the task giving some brief overviews, in 2nd step we will start the evolution of technology in the field of education.

2.2. The task

2.2.1. Brief Insights

Hearing the word task, we cannot repress the tension that overwhelms us. And for good reason, the word makes one think of forced labour to be carried out at the request of the person(s) who (have) demanded its execution and who will (have) to judge it. Robert Lafon indicates that the task is a "work or work to be carried out under constraints and in a fixed time; School homework is part of the schoolboy's duties." (1963 : 999) "Definite and limited work, imposed by others or by oneself, to be performed under certain conditions". "In common senses, the task indicates what is to be done, the activity that is being done. According to Pierre Parlebas, "The motor task is the organized set of material conditions and constraints defining an objective, the achievement of which requires the use of motor behaviors by one or more participants." The 2 Concept introduced by Dell Hymes (1972) in which language is considered as a component of socio-cultural communities and as an instrument of communication inherent in its development and use. The notion of task carries with it the idea of prescription, if not obligation" (Leplat and Hoc, 1983: 50). The opinion of; Objective conditions that govern the performance of the motor task are often imposed by instructions or regulations." (Parlebas) After this overview, it appears that all these definitions from different fields, namely linguistics, occupational psychology, educational psychology, physical education and sports, overlap and for the most part give off a somewhat negative connotation of an activity subject to certain coercive conditions, obeying instructions that require a particular type of motor behaviour or procedure to be observed in order to achieve an evaluable result. What about didactics?

2.3. The components of the task

According to Christian Puren, there is no consensus on a single definition of the term learning task (2004), although there is unanimity on the broad outlines as we shall see. For David Nunan, the design of a task must include six parameters: the objectives, the initial support (input), the activities to be carried out by the learners, the respective roles of the learner and the teacher, and finally the device. These parameters relate to the didactic situation, the documents used and the pragmatic objectives. This it represents as follows (1989:11):

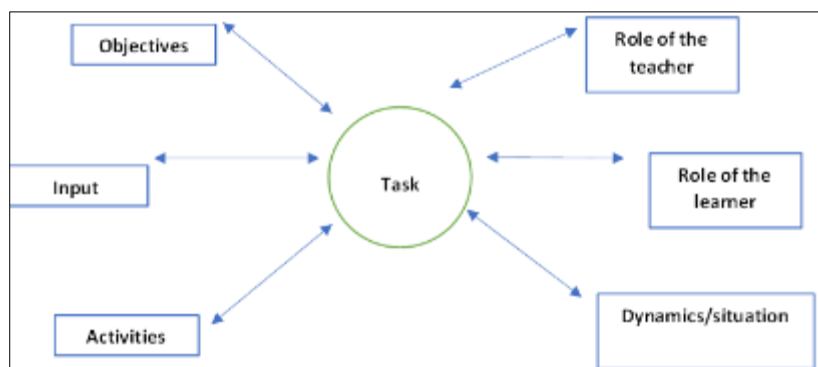


Figure 1 Components of the task

Ellis, quoted by Foucher, proposes a framework for task development comprising five inputs:

- The general objective of the task relating to communicative competence and the linguistic, discursive, sociolinguistic, logical or strategic components of competence.
- Input or input material encompasses the data and stimuli provided to learners by the task, regardless of its nature. Task Objectives Input Activities Role of the teacher Role of the learner Dynamics/situation
- Conditions provide information on how the information in the task is presented.
- Procedures refer to the methodology adopted for the completion of the task (working in pairs, in small groups).
- The output is the expected result of the task, which can refer either to a final product (outline, table) or to linguistic and cognitive processes targeted by the task. Ellis considers the processes put in place to complete the

task to be unpredictable. On the other hand, "it considers, however, that certain manifestations of language activity, such as 'asking questions' or 'asking for semantic clarification', can be foreseen". (Foucher, 2010: 75) Puren, Costanzo and Bertocchini (1998: 91), cited by Foucher (ibid: 76), identify seven dimensions for describing tasks: objectives, actors, types of tasks, media used, targeted skills, systems and approaches, correction/evaluation.

2.4. Task Categories

On closer inspection, the Framework (2001: 19, 46, 113, 121, 127) identifies a number of categories of tasks, according to "the areas in which they are found, the nature, complexity, processing of oral or written texts associated with it, the strategies that must be implemented to carry it out, the type, the assessment associated with them." (Tagliante, 2006: 68-69) The authors of the CEFR draw a continuum between three categories of tasks in which the foreign language learner participates. These tasks are designed in the teaching/learning methods of FLE as close to real life and according to the needs of the learners and above all essential for learning:

- Target, repetitive or near-real-life tasks chosen based on the learner's needs outside the classroom or learning context;
- Pedagogical communication tasks based on the social, interactive and immediate nature of the classroom situation; learners engage in a voluntary pretense to play the game of using the target language; these tasks have identifiable results;
- Pedagogical pre-communication tasks consisting of exercises specifically focused on the decontextualized manipulation of forms." (2001: 121)

It is easy to guess that the tasks in the first category are just repeating what happens in the real world; They are genuine, "sincere" since they aim to satisfy the actual needs of learners in the professional, personal, public, or educational fields. Those in the second category are anchored in the pedagogical context and therefore have only one objective: to develop the communicative competence of the learners. They must be contextualized, meaningful, relevant, demanding and yet doable, oriented towards a final product or a result and are complemented by "metacommunicative" tasks. These take shape in the exchanges around the task and the language used. Obviously, the last category of tasks has no other concern than the formal aspect of the language.

Table 1 The differences between tasks and the level of their training according to Springer and Koenig Wisniewska (2009)

School Exercise	Communicative task	Social Task
Tongue	Communication	Action
Language-oriented Exercise (EXL)	Oriented towards language activities Communicative micro-task (MICTC)	Social Action Oriented Social Macro Task (MACTS)
Basic operations: identifying, recognizing, reusing = acquisition of linguistic knowledge	Intermediate cognitive operations: relating, comparing; choose; Analyze = training communication skills	Complex cognitive and social operations: interacting, agreeing, organizing, achieving = problem solving, mobilization of transversal and linguistic resources
Example: Describe a photo by asking questions (use of the interrogative form)	Example: listening to a message to define a path to follow (listening comprehension training)	Example: creating the class mascot in a collaborative way by respecting an action plan.

This table supports the three orientations corresponding to the three types of tasks mentioned above: academic exercise, communicative task and social task. The CEFR distinguishes between authentic tasks (social tasks) and non-authentic tasks (communicative tasks and school exercises) depending on whether they are part of real life or part of the pedagogical context (Foucher, 2010: 78). But this task is rooted in real life, "the CEFR evokes it without really dwelling on it," according to Springer. (2016).

2.5. New technologies and mediatized tasks

2.5.1. Learning mediated by L2 technologies

L2-mediated learning refers to the use of digital technologies in the process of learning a second language (L2). This includes the use of various technological tools and resources to facilitate the acquisition and development of second language skills.

Here are some examples of technologies used in L2 learning:

- **Software and apps:** There are a multitude of software and apps designed specifically for language learning. These tools often offer features such as interactive exercises, games, quizzes, audio recordings, and targeted practice activities.
- **E-learning platforms:** Many e-learning platforms offer second-language courses. These platforms typically offer structured lessons with lessons, exercises, assessments, and interactions with teachers or other learners.
- **Media resources:** Learners can use multimedia resources such as videos, audio recordings, podcasts, and movies to improve their listening comprehension and speaking. These resources can be easily accessed online.
- **Social networks and intercultural exchanges:** Social networks and intercultural exchange platforms allow learners to practice their L2 by interacting with native speakers or other learners. This can foster collaborative learning and provide opportunities for virtual language immersion.
- **Translation and speech recognition tools:** Online translation tools and speech recognition software can be used as translation and pronunciation support resources. However, it is important to use them wisely so that you don't become dependent on them.

L2-mediated learning offers several benefits, such as flexibility in time and space, access to a wide variety of resources and tools, customization of learning according to individual needs, and the ability to practice the language in authentic contexts. However, it is also important to combine the use of technology with real-life interactions with native speakers and language immersion opportunities for balanced learning.

3. TIC and TICE

3.1. Typology of ICTs according to their function

Guichon (2012:43) establishes a typology underpinned by their uses in the field of language teaching/learning.

- Classroom management technologies such as spreadsheets to compile notes, and documentation (find documents and materials to prepare courses on the Web or consult online dictionaries). The use of these technologies is mainly upstream and downstream of the pedagogical interaction;
- Dissemination technologies through which the teacher can help his learners to access the foreign language (the input) during the pedagogical interaction. These are online sites, the interactive whiteboard and the video projector that make it easy to access the authentic foreign language;
- Creative technologies that allow teachers to edit materials and documents such as sound, image, video and text editing software, and to organize and develop self-correcting activities online, such as Hot Potatoes software;
- Computer-mediated communication technologies that give learners the opportunity to manipulate the input themselves and produce in a foreign language. This is the case with e-mail and discussion forums;
- The applications known as Web 2.0, less established than the others, galvanize the participation of learners and promote collaborations and interactions between them. This brings us back to technologies from social networks such as blogs, wikis, You Tube, etc. etc

Table 2 Typology of ICTs

Function of the technology	Examples	Control exercised by
Manage the class and prepare the course	Student tracking software, websites	The Teacher
Broadcast	TBI/ the video projector	The learner, sometimes the teacher
Create and edit resources	Editing Software, Exerciser	The learner, sometimes the teacher
Communicate online	Email	The Learner
Collaborate and interact online	Video conference	The learner, sometimes the teacher

3.2. When ICT meets the task

3.2.1. What is a mediated task?

At present, with the new approaches resulting from active pedagogies, the learner occupies a prominent place at the centre of his or her learning, in which he or she is expected to actively participate. It is up to them to do research, select resources, interact and understand problem situations close to their daily lives. Knowledge is built through interactions with others in a climate of exchange and collaboration where the teacher guides and disseminates feedback on the work. From this point of view, the task-based approach, which is closely linked to the action-oriented approach, seems the most appropriate. This approach distracts learners from the specific framework and objectives of the language classroom, urging them to act in such a way that they can learn L2 through communication and action rather than direct learning.

According to Oliver and Herrigton (2001), learning tasks are the pivotal element in the design process of constructivist learning devices. And "because students will be led by the nature of the task to identify significant elements and to act at the level of meaning in a realistic and authentic environment, there will be an acquisition" (Narcy Combes M-F, 2008) of an L2. In the same vein, ICT can reinforce the action-oriented perspective, and more precisely the mediated task, especially since "two elements of the task are specific to the use of the Internet: the initial medium [...] and possibly the means of communication between learners". Mangenot and Louveau (2006: 41) and Mangenot and Soubrié (2010) identify two categories of mediatized tasks. Some of them use ICT while learning takes place offline. The rest use the resources of the Internet or use them to engage learners or to publish projects; Learning in this case happens online. This second category is called Cybertasks (multimedia task or web task).

Table 3: Offline or online access Guichon (2012:118)

	Offline		Online	
Temporal organization	In the time of the classroom	Out of class time	Synchronous	Asynchronous
Technological means available to carry out the task	CD-ROM, editing tools, camera, portable music players, video projector		Website (online journal), online resources (dictionary), mediated learning device (virtual cabinet), wiki, blog, forum, platform (written exchanges, video, etc.)	
Spatial organization	Language class (equipped), dedicated resource center; At home...		Continuum: ad hoc face-to-face gatherings (completely remote)	
Human Organization	Learner(s) Learner(s)		Learner(s) Teacher (s)	
Place of mediated tasks in the learning system	Continuum: Punctual – complementary –		Central	

3.2.2. Steps in task design

In the past, teachers would start by choosing documents and then ask themselves what activities to carry out with them. From now on, it is with the task that it is necessary to start given its very unifying nature. It is around it that all the components of the language teaching/learning system are articulated. In this respect, Nicolas Guichon (2012:123) likens it to a didactic unit alternating moments of discovery of L2, moments of systematization and moments of production and interaction.

How do you design this task? In response, Guichon (2006: 54) identifies four elements of task definition: "the learner's intentionality, the priority given to the construction of meaning, the realism of the task and the processing of information" and which should govern the design of tasks. And to conceive it, the author proposes a four-step process (Guichon, 2012: 123) that we will follow.

- Identify a challenging task: The first step in designing a didactic sequence is to determine the macro-task as well as the objectives formulated in language skills. With the aim of putting the learner in a position to act, the task "is

defined by an action verb (plan, organize, raise awareness, etc.)" (Bourguignon, 2010:19). But if we want the learner to really engage in social action, it is imperative to involve him or her in a real, authentic situation.

- However, the school context is always there to remind us of reality and to highlight the artificial side of the conditions of exposure and the functioning of the L2 as well as the superficiality of the interactions. This is why Guichon (2012:123) emphasizes the authenticity of the task's stake over the authenticity of the task. For the learner, embarking on the action is a choice, a decision. Mobilizing them and making them want to learn can only be done at the cost of good motivation; Therefore, the proposed task must be meaningful, because we assimilate only what we give meaning to.
- Identify the different types of language production: This is the time to select the different types of language production that are likely to be consistent with the situation in question. The choice can be made solely by the teacher or in collusion with the learners, which would be more interesting. According to Guichon (2012:117), certain types of language acts are favoured or even predetermined by one of these four types of tasks: information exchange, opinion exchange, decision-making and problem solving. This will then lead to the recognition of the discursive genres specific to the various formats of language production that will be called upon in the various intermediate tasks. In addition, the macro-task must lead to an identifiable result related to a specific social genre: press article, assembly instructions, audio slideshow, job application, interview, slam, etc.
- Constructing the didactic sequence: alternating work on content and form Once the macro-task has been explained, the teacher moves on to the construction of a path marked out by a well-defined sequence of very varied activities, starting from documents which, when properly used, will guarantee learners a progressive acquisition of socio-linguistic skills.
- Provide feedback, guidance and evaluation: In carrying out his task, the learner cannot complete his mission if he is not reassured by the teacher. "One of the means available to the teacher to help the learner to achieve learning is to provide him with information on the adequacy or inadequacy of his response in relation to an expected performance" (Doré, 1981: 2) in the L2 especially since with a teaching more focused on meaning, we see a stabilization of errors at the formal level, "fossilization" according to Gass and Selinker (1994). The pedagogical intervention is done through feedback, also called corrective feedback.

4. Research Methodology

The subject of our research concerns the scripting of mediated tasks in the learning of French as a foreign language.

In terms of our research methodology, we adopt an action research approach that involves both theoretical and practical input. Action research typically starts with complications in the field and predicts action using theoretical research to create potential learning spaces and find new solutions.

This study describes the different ways in which a foreign language can be taught with new technology, which facilitates both communication between teachers and collaboration or even interaction between learners. These studies also highlight the importance of integrating ICT into the training of new teachers.

The research methodology consists of two distinct parts:

- The first part will be devoted to a bibliographic study or bibliographic research. This study will examine the basic concepts of screenwriting starting with a definition of the concept through key authors such as Guichon; which has established a typology underpinned by their uses in the field of language teaching/learning. We will also explore the meaning of tasks as well as mediated tasks by addressing the action-oriented approach and its relationship with TMs.
- The second part of the research methodology is devoted to contribution; the scripting of mediated tasks in FLE learning is a pedagogical approach that consists of designing sequences of structured and meaningful activities for learners. Here is a working methodology that we will try to start:
 - Analysis of learners' needs: Before starting the scripting, it is essential to understand the specific needs of learners in French as a foreign language. You can carry out a needs analysis taking into account the language level, learning objectives, interests and relevant areas of application.
 - Definition of learning objectives: Based on the needs analysis, define clear and precise learning objectives. Objectives can be related to grammar, vocabulary, listening or reading comprehension, oral or written production, etc.
 - Media and resource selection: Identify appropriate media and resources to support mediated tasks. This can include audio recordings, videos, news articles, interactive online exercises, educational games, mobile apps, and more.

- Task selection: Design a set of tasks that align with the learning objectives and are motivating for learners. Tasks can be based on real or imaginary situations, featuring dialogues, role-plays, collaborative projects, debates, presentations, etc.
- Task sequencing: Organize tasks in a logical sequence that makes it easier for learners to progress. Tasks can be structured linearly or as a path with increasing levels of difficulty.
- Media Integration: Use selected media and resources to enrich tasks and keep learners immersed in the target language. For example, you can incorporate audio recordings for listening comprehension, videos for visual comprehension, interactive activities for online practice, etc.
- Develop instructions: Write clear and detailed instructions for each task to guide learners in completing them. Make sure that the instructions are adapted to the language level of the learners and that they are understandable.
- Performance evaluation: Provide evaluation criteria to measure learners' performance in completing tasks. This may include assessing comprehension, oral or written production, grammatical accuracy, etc.
- Review and adapt: After implementing tasks, evaluate their effectiveness and make adjustments as needed based on learner feedback. This step allows for continuous improvement of the task scripting methodology.

By following this methodology, it is possible to design sequences of mediated activities that are engaging and relevant to the learning of French as a foreign language, taking into account the needs and objectives of the learners. Also, a prototype of mediated tasks will be developed, integrating the tools identified in the bibliographic study and justified in the first part of the contribution. The objective of this part is to show concretely how the integration of ICT can be used effectively in the learning of French as a foreign language.

We will justify the choice of the selected tools, explain how they will be integrated into the learning situation and how they will contribute to the achievement of the pedagogical objectives; We will also evaluate the effectiveness of the prototype using evaluation methods such as surveys and knowledge tests so the following, we propose a pedagogical scenario of a learning situation by integrating new technologies.

5. Conclusion

After shedding light on technology-mediated language learning (LMLS), we have been tracking technologies and theories of learning for decades. This historical detour allowed us to highlight the convergence between the evolution of learning theories and the evolution of technologies, "a homology that exists between the theoretical premises of a teaching method and the potential of a class of technologies" (Guichon, 2012:113). Whatever technology is at the moment, it has a place in the teaching/learning process. Through their diversity and potential, ICTs enrich the pedagogical space. This is the case of the Internet, which brings its own touch to the task, so cybertasks are emerging alongside mediatized tasks. But its major contribution in terms of both information and communication consists in making documentary resources, CMO tools and Web 2.0 available to the task. Matched to the Internet, the task requires a four-step ritual to be designed and integrated into a pedagogical scenario. These funds are also taking on new aspects with the use of ICTs, we are seeing more and more courses on the educational scene bearing the name of Rally, Cyberquest, Treasure Hunt... If ICT has an impact on language didactics, what do they do with the actors in teaching and learning situations?

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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