

## Chapter 10

# Hybridization of Approaches and Gradual Investment in ICTs Toward Innovative University Pedagogy

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### **ABSTRACT**

*This research aims to reflect on the integration of digital technologies in teaching French within non-linguistic disciplines. The goal is to think about the academic integration of French in light of various contexts and practices, such as hybrid teaching (both in-person and online via learning platforms dedicated to Edmodo, Moodle, or even MOOCs), combining theory and practice while considering constraints like motivation, organization, and materials. The authors start from the idea that students' poor performance at the university is due to the extensive use of the French language in courses spread over three months, with three hours of class per week. Therefore, various approaches were tested, with a gradual implementation of a hybrid approach known as light in-person classes. Since the fall of 2014, the team of professors has tested three approaches, ranging from enriched in-person classes to 100% online MOOCs. The latter was conducted in the spring of 2016 through a partnership between the Faculty of Sciences at the University Mohammed V in Rabat and the French Institute of Rabat.*

DOI: 10.4018/979-8-3693-1034-2.ch010

## **INTRODUCTION**

Our paper is meant to be a reflection on the use of digital technology in the teaching of French in non-language areas. The goal is to pull back from educational practice and reassess certain methods in a creative manner. Our goal is to reflect on the academic integration of French in light of a variety of contexts and practices, such as hybrid teaching (delivered both face-to-face and remotely via dedicated learning platforms such as Edmodo, Moodle, and even Moocs), reconciling theory and practice while keeping a variety of constraints (motivational, organizational, material, and so on) in mind. Nous partons de l'idée selon laquelle la faible performance des étudiants à l'université est due au choix d'une pratique extensive de la langue française à savoir les cours s'étalant sur trois mois à raison d'une séance de trois heures par semaine. Il a été donc question de tester plusieurs dispositifs en mettant progressivement en place un dispositif hybride.

Since the autumn of 2014, a group of teachers has been testing all three systems, from enhanced face-to-face courses to the 100% distant MOOC. The latter was the focus of the spring 2016 session as part of a partnership between Mohammed V University's Faculty of Science and the French Institute in Rabat. The Claroline Consortium established it with the goal of providing graduate students with a sufficient amount of digital materials on the FLESUP platform.

## **THEORETICAL BACKGROUND**

Our goal is to present a multi-layered perspective in which we will examine the relationships between French teaching/learning and the incorporation of new technologies by reviewing the scientific literature in the many disciplines affected. We shall also make an effort to present our didactic positioning and goals.

### **ICT for Learning French: Hybridizing Practices**

The incorporation of ICTE into its systems has not evaded the realm of foreign language acquisition, particularly French. New information and communication technologies include those utilized in information processing and transmission. Furthermore, Jean-Pierre Robert (2008: 198) explains:

*For teaching and learning purposes, ICTE encompasses a range of knowledge, methods and tools designed and used to produce, store, classify, retrieve and read written, audio and visual documents, as well as to exchange these documents between interlocutors, in real or deferred time.*

ICTs are viewed as instruments at the service of instructional initiatives by researchers, didacticians, and pedagogues. They engage in a dynamic relationship with the teacher (Charlier, Daele, & Deschyver, 2002).

Before delving into the qualities of a hybrid device, it is important reviewing the Compétice typology, which is included in the description of ICTE integration at university. In reality, the Compétice typology suggests five different types of hybrid devices based on the degree of ICTE integration. Based on Vetter's (2014) video capsule, we may present the five devices as follows:

Face-to-face multimedia-enhanced teaching: This comprises the use of presentation tools or materials in class, either by the learners or by the teacher.

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