

**Quality Teaching, Learning Language
and Technology in Didactic Practice
on the Time of Pandemic**

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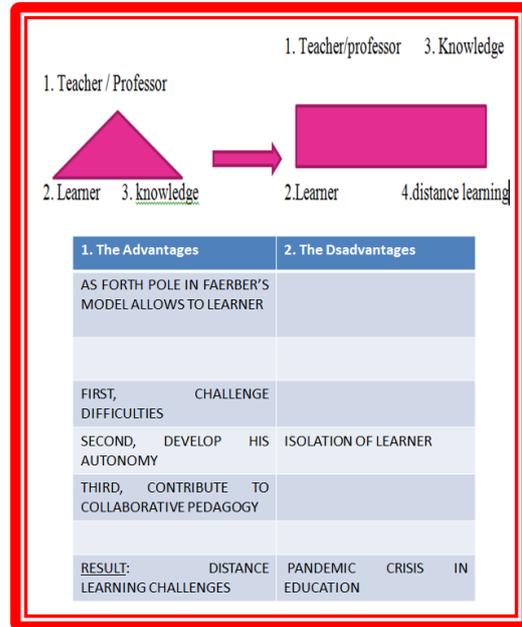
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Abstract

It is in the dynamics of a world out of step, sometimes disoriented, strongly impacted by the Covid19 Coronavirus pandemic in particular, the 21 st century presents itself as a new world exposing a new geopolitical map: the world is moving, changing vertiginously at an incredible speed ! Then, the prerogatives of education presupposed in traditional pedagogy have been called into question by new didactic prerogatives. And it is indeed in this pandemic context that researchers, linguists, and educational specialists are reflecting on the dizzying development of digital technology by innovating new approaches that are becoming the backbone of the educational challenge because learning is variable over time. In this international conference, as an invited speaker, we ask the main following question : to what extent does our study fit in with current pedagogical and technological innovation ? So we define the concept of quality in the context of educational sciences and its relationship between language learning (French /English) and technology. Computer sciences (the tool of ICT, distance learning) are an asset to Faerber (2002) Model of “pedagogical tetrahedron”. This is why quality assessment procedures for language learning (acquisition, cognitive training and distance learning) are essential. However, Our study is structured in three ways : firstly, it defines three concepts : the quality of teaching, language learning (French/English) and distance learning, secondly, the author examines two groups of students at two different levels, belonging to the alternative class and having taken distance education courses. Finally, the author arrives at the results by evaluating distance learning thanks to information technology, which brings a new way of thinking.

The keywords: Quality of Teaching, Language Learning, Distance Learning, Educational Innovation and Technology

The significant finding: A new way of thinking in didactic practice based on the use of information has been invented by evaluating distance learning system during COVID 19 pandemic.



ARTICLES

1. Introduction

The date of 1980 was decisive for the sciences, because the world has seen an impressive development of micro-computing and telematics. Computer science has clearly revolutionized the world through digitalisation, the Internet, the iPad, the network, the web and artificial intelligence. This new technology has been impacted other fields especially in Sciences of language, in Translation, the medical field, in Sciences of Education, in Economy and so others fields. Many researchers in didactics as **Anderson, (1988)** who talks about the computer applied at

language didactics. Ten years later, Desmarais observes: ‘This is the Era of Computer-Assisted Language Teaching’ (**Desmarais, 1998**).

Indeed, such a revolution has born fruit of applications for language sciences, translation, and especially in automatic language processing (ALP), Language Technology many kind of software are born like Systran, Power Translator, TRADOS, and recently DeepL.Translate, and in language didactics as well. With regard to language didactics, the latter has also renewed its methods, since

teaching uses ICT in learning. Moreover, language didactics has integrated new technologies through the communicative approach using the computer and, in 1995, the Internet. The presence of technology has become more widely felt with the digital revolution.

However, the year 2020 has been strongly marked and impacted by the Covid-19 Coronavirus pandemic which has ravaged and struck the whole world with its morbid, implacable and inevitable death! This is why researchers, linguists and educational specialists have been thinking about the following issues.

On the time of pandemic, the death has been knocked on the doors all over the world! So challenging pandemic situation, we interrogate didactical act in order to allow to the whole team of education to achieve the values that institution wishes to carry through the technology. We rethink the optics of traditional pedagogy, especially during the first confine, where we assisted at “GHOST CITIES” ! All people stayed at home and retreated into their home. So we deal with quality teaching, learning language and Distance learning to innovate, we put this hypothesis : to what extent are the pedagogical strategies of technology as a basis of measuring the quality and learning of languages in the distance learning (learned) ? Therefore, this paper applies modern ideas and technology tools to pedagogical approach and analysis.

The article focuses on three axes : first, we try to define three key concepts in linguistics and in didactic : the quality teaching,

learning language and distance learning a very essential and influential notions of difference and complementary processes resulting from practices associated together with the tasks performed by Teacher / Professor during their work.

Second, in the model perspective of **Faerber (2002)**, this study examines in its treatment: two groups of students belonging to two different levels of classrooms for alternative classroom, using a new tools information and communication technologies ICT in the Distance learning.

Finally, after choosing a technology tools for analysis, we present the result from evaluating the quality, the approach to language through Distance learning.

We put this problematic: to what extent does the study fit in with current pedagogical and technological innovation ? Why quality teaching, learning language and distance learning do have a new interest as concepts in didactic practice?

We answer to this problematic : in the recent works of didactic, there is the model of **Faerber (2002)** who talks about ‘ pedagogical tetrahedron ‘.

2. **Definitions of three key concepts: the quality teaching, learning language and Distance learning 1980**, evolution of telematic, virtual campus, the basis to develop distance learning

2.1. Definitions of Distance learning

Distance learning means courses by correspondence, otherwise, a correspondence by e-mail with pedagogical aim. In this context, researchers Mohamed Drissi, Mohamed Talbi and Mohamed Kabbaj define distance learning in French :

« Formation à distance (FAD) est un :

« Ensemble des dispositifs et des modèles d'organisation qui ont pour but de fournir un enseignement ou un apprentissage à des individus qui sont distants de l'organisme Prestataire de service ». (2006) I translate it from French into English :

Researchers Mohamed Drissi, Mohamed Talbi and Mohamed Kabbaj define distance learning

'Distance learning is the set of organisational arrangements and models that aim to provide teaching or learning to individuals who are distant from the organisation Service provider'. (2006)

We move on the second concept:

2.2. The quality teaching

As for me, in pedagogy or in translation or other field the quality means spending energy, ability to reach the optimum and to achieve satisfactory result. Now, quality associated to teach means that professor spends a lot of time for his energy and his skills in order to reach a good result from learners.

Finally, we see the third concept:

2.3. Learning language

The Concise Oxford-Hachette French and English Dictionary, (2004: 974)

distinguishes two different senses of "Learning" as a concept :

"1. Through to study, practice language, learn from skills.

2. to discover."

In reality, the Dictionary means that "Learn" refers to studying, discovering and practice.

After defining, the three concepts, and which we have retained that language learning depends on the quality of teaching. We will demonstrate that against the new tools of technology, we can change the face of education and the teacher-learner relationship.

At the moment, we move on the methodology.

3. An old didactic learning language and a new research tools with distance learning

In his article of "The fault complex", », published in la *revue tunisienne des langues vivantes* N°8-1995, Faculté des Lettres de La Manouba, pp. 105-112, Habib Ben Salha quoted the eminent linguist professor, Ahmed Brahim¹ in Tunisia who applied a

¹ Dans son article intitulé « La complexe de la faute », parue dans la *revue tunisienne des langues vivantes* N°8-1995, Faculté des Lettres de La Manouba, pp. 105-112, Habib Ben Salha citait

contrastive linguistics approach by emphasizing the fault with a functional role in the formation of language competence in the learner.

He wrote: 'Language learning is a creative process in which the student is actively involved. It is therefore the student that must be the central object of research, and not the teacher who is after all only one of the parameters defining the learning situation'. (1994: 95).

Researcher Ahmed Brahim concludes his article in the question about method, he writes:

"It is therefore not simply a question on acclimatizing one or more to these textbooks, or even replacing them with a grammar such as "French as a Foreign Language" (FLE) or "French as a Second Language" (FSL), but of developing our own teaching method, a method that takes into account the fact that most students oriented in the 1st year of French have

already followed "French courses" for about ten years... without really learning the language and that the best of them will have to teach it in three or four years! (1994:152).

According the linguist Ahmed Brahim, who mentioned two necessary items in language teaching, it is appropriate, for us, to bring out the quintessence of his reasoning about language learning. Thus, we have two objectives:

The first objective is that: *The linguist's critical view of language learning is perceptible*. The second objective, what is important to us, therefore, is to push the student to create and to demonstrate his skills, to involve him or her in the lesson. We will link these two objectives to our own by introducing the new approach to language learning.

In the same vein, the technology revolution and the pandemic crisis have strongly impacted several fields, including education sciences, linguistics, and translation, as we mentioned in the introduction. This has prompted researchers to create new approaches from language didactics. However, as regarding francophones researchers, technology-enhanced language learning coinciding with CALL, known as Computer Assisted language learning, which refers to the Anglo-Saxon concept.

Among Francophone researchers as an emerging field, or even the work of researchers, as **Lévy et Stockwell (2006)**.

l'éminent linguiste et professeur, Ahmed Brahim en Tunisie qui a appliqué une approche de linguistique contrastive en mettant l'accent sur la faute à rôle fonctionnel dans la formation de la compétence linguistique chez l'apprenant. Il écrit : « L'apprentissage linguistique est un processus créatif dans lequel l'étudiant est activement impliqué. C'est donc lui qui doit constituer l'objet central de la recherche, et non plus l'enseignant qui n'est après tout qu'un des paramètres définissant la situation d'apprentissage ». (1994 : 95).

What relationship does these technologies has with language didactics, or even language learning? Recent research has developed an interest in the valorisation of pedagogical and technological innovation, innovative tools.

4. Analysis

4.1. The corpus

This study examines in its treatment these following data :

Firstly, two groups of students for two different levels

Secondly, Alternative classroom: to continue to go to school or to university and non stop even though the risk of pandemic

Thirdly, using language technology : the case of distance learning

We are witnessing two opposing points of view on the use of technology in education, the case of distance learning. Indeed, some of the students think that Technology could have been neutering and does not have a pedagogical intention. The consider it likes a game!

However, the others seem to think that Technology could oppose humanist value of pedagogy, literary culture or relationship between teacher and students.

4.2. Methodology

With Technology, pedagogical tools have changed pedagogical practices

To ask oneself question:

To make easier the task at the learner , which didactical approach can we apply and why ?

4.3. The Model of Faerber and its components

The model of Faerber (2002) involves four Poles:

- | | |
|--------------|------------|
| 1. Teacher | 2. Learner |
| 3. Knowledge | 4. Group |

And in the middle is situated the mediated knowledge technology or distance learning.

4.4. Features of Distance learning

Many researchers as Jacquinot, Pépin characterised the distance learning by offering five features:

First, “accessibility”, he talks about “ ease of access to knowledge” (Jacquinot, 1993)

Second, “contextualisation” means that “learning in its immediate context and integration of two types of knowledge: scientific and practical.

Third, “flexibility”, that means “planning study activities and the pace of learning

Fourth, “diversification of interaction” refers to “knowledge, learner, family, community...

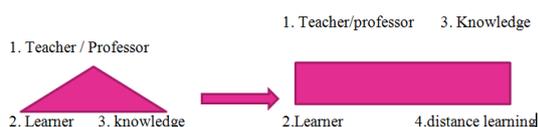
Fifth, “Disaffection with knowledge” means “transmission of knowledge, cognitions

(socio-cognitive and socio-affective).

4.5. From the face-to-face pedagogical triangle to the ‘Pedagogical tetrahedron’ in distance learning

Based on the article by (Lombard, 2003), we describe briefly the model of Faerber in the distance learning. We show this model on the Table.1.

Table 1. The Pedagogical tetrahedron in distance learning: **Faerber Model (2002).**



The table shows the main goals of distance learning: first of all, distance learning organises the quality teaching and learning language. Then, learner exchanges knowledge, interact and help each other. Due to space constraints, in this paper we focus on aims and specific tools chosen for the analysis. Using distance learning, here are the steps followed for each of them.

a. Distance learning analyses
Step one : we expose the first pole, which concerns : Teacher / Professor.

As we see from the table, the first pole has two conceptions that we must distinguish between them: pedagogical conception and multimedia conception. In the first one, teacher / professor presents a distance courses, the title of course as here is: “Translation an extract from micro-journalist texts from French into English (Students of Group 1) and vice-versa from English into French” (Students of Group2).

In other words, that means that we deal with bidirectional translation. This work is situated in the first semester. At the end, we wait the result. Regarding the second conception, the multimedia, here, the aim is to translate courses of pdf version or rtf version. Then, these include to create files html of the steps of translation, for example by naming the files: first file, terminology, then second file, Grammar and third file is style. Now, we schematize this in **Table 2.**

Table 2. Two different conceptions for the first Pole: “Teacher / Professor”

I. Pedagogical conception	≠
II. multimedia conception	
- Distance courses	
- Translate courses in (pdf, rtf)	
Title of course : “ Translation text	
- Create files html for the	
From French into English ”	
- Steps of translation :	
- Situated in the first semester :	
Terminology, Grammar, Style	
- Result	

Step 2 : The second pole : students

Student is “Learner “who involves two aspects :

First aspect that means the student is autonomous and he is able to have the capacity to work alone. So he participates and takes his responsibilities of his learning. Moreover, **second aspect refers to motivation.** Thus, on the time of pandemic, integrate ICT (Information and communication technologies) is becoming unavoidable because all people are at home (in the first confinement), many kind of field are closed, just except, hospital

accepting death face to face with millions of dead patients!

Step 3. The third and four poles: knowledge and distance learning

How do students master the language ?
Mastering language, field and experience.

First, prepare the same text to translate : identify terminology by searching for monolingual (English) then (French) bilingual dictionary English-French, through Internet, reverso, other software, deepl.translate, trados. Second, distribute students into two groups of two different levels : First group: (theme) source text to target text from French into English.

Second group: (version) source text to target text from English into French.

Third pole: knowledge or language learning

First Group: Text to translate: (theme : French)

« On croyait, il y a vingt ans, que l'ordinateur permettrait de traduire instantanément d'une langue à une autre des textes scientifiques, techniques ou administratifs – sinon littéraires. On imaginait aussi que les touristes pourraient bientôt emporter des petits appareils qui leur permettraient de converser avec les indigènes des pays qu'ils visiteraient, sans se donner la peine d'en apprendre la langue. Ces espoirs n'ont pas débouché sur la réalité- du moins pas tout à fait. Si nous voulons pleinement comprendre ce que disent les italiens ou les Grecs, il nous faudra, pour biens des années encore, nous

astreindre à ingurgiter des rudiments (smattering) d'italien ou de Grecs. Que ces machines à traduire répondent à un besoin, cela est d'autant plus évident que les organismes internationaux prolifèrent! La communauté européenne travaille avec six langues officielles, ce qui réclame une armée de traducteurs, parfois difficiles à trouver.” (Robert Clarke, Libération, 28 mars 1984)

Second Group: Text to translate: (version English): Suggested translation

'Twenty years ago, it was believed:/thought that the computer would enable us to instantaneously translate scientific, technical or administrative texts, if not literary ones, from one language into another. It was also thought that tourists would soon be able to take small devices with them that would enable them to hold a conversation with the natives of the countries that they would visit, without going to the trouble of learning their language. Those hopes have not been fulfilled, at least not entirely. if we wish to fully understand that the Italians or the Greeks are saying, for years yet we shall have to force ourselves to stuff our heads full of the basics of Italian or Greek. That these translating machines respond to a need is all the more obvious as international organizations are becoming increasingly widespread. The European Community works with six official languages, which require hordes of translators, who are sometimes hard to get hold of.' (Robert Clarke, Libération, 28 mars 1984)

Step 4. Language learning and distance learning

After checking the translation, we move on proofreading and linguistic review. Every group of students checks in the Internet reviewing the text with grammar corrections.

They exchange the two source texts and target one. They compare the two translated texts obtained. Then, they convert the two texts (theme, version) to file Html for sending it to the professor. Moreover, they insist on quality control procedures and linguistic proofreading. Finally, they have been prepared two copies translations with a text ready for every group.

5. Result

At the end of the analysis, we open a parenthesis on translation and economics to end with the advantages and disadvantages of the distance learning approach. The fact that translation has surpassed the economy. The multiplicity of languages becomes the main obstacle to the creation of a global market. Indeed, Translation, according to **Jean Delisle and Woodsworth (2007)**, which accompanies economic, political, diplomatic and cultural exchanges, has always been tasked with overcoming this barrier. In The change and the new economic order, translation has asserted oneself. The students did they learn from a distance course? Are they aware (or, at least, do they know) that technological tool devices are neither a "game" nor a "rebuttal of their teacher relegated to the background" to replace him or her?

In this section, the study evaluates distance learning. We show on the **Table 3** the advantages and disadvantages of the distance learning.

Table 3. Result of distance learning

1. The Advantages	2. The Dsadvantages
AS FORTH POLE IN FAERBER'S MODEL ALLOWS TO LEARNER	
FIRST, CHALLENGE DIFFICULTIES	
SECOND, DEVELOP HIS AUTONOMY	ISOLATION OF LEARNER
THIRD, CONTRIBUTE TO COLLABORATIVE PEDAGOGY	
<u>RESULT:</u> DISTANCE LEARNING CHALLENGES	PANDEMIC CRISIS IN EDUCATION

6. Conclusions.

The context of pandemic: firstly, for the culture of innovation.

We have turned our backs on traditional approaches to language didactics to the detriment of new tools and approach in learning language. It should also be remembered that computer science is a language constituted thanks to these three programming languages: Fortran, Algol and Lisp, it is a prodigious and decisive progress. The impact of IT through Distance Learning on the teaching profession is striking and significant. We demonstrated, at the beginning of this early research with defining the three pedagogical above-

mentioned concepts, that distance learning is the basis of achievement of the quality teaching and learning language, but if this solution is possible on the time of pandemic, it could be not convinced yet some opinions. Nevertheless, it should be noted that integrated ICT is becoming unavoidable because this program consists on the pedagogical and technological courses at home, we deal with virtual campus, is this device a simple tool for the teacher or, on the contrary, an asset in the practice of alternative or even computer-assisted classrooms? The school, the university remain the main sector for the government even though, this field does not 'bring back many money', sector with 'low economic efficiency', 'an ungrateful profession'. So the famous French adage that I quote from memory is not right to write: **'It is the Master on whom each one of us depends.'** That's why, this kind of tools helps the learner, but the teacher / and Professor has a great challenges, because education has a three main roles to play in developing for main features: the knowledge, the skills, the value or the quality of teaching. Quality teaching and learning language, especially on the time of pandemic, put the student in front of himself in his desk. Pandemic learns the people the skills on becoming active and not passive as in traditional lessons. Technology with distance learning learns students the dynamism and responsibility. At this level, students can achieve 'quality' teaching if he implies the acquisition of knowledge and skills. So he learns the mobilisation of knowledge and specialised knowledge like here the translation between source and target language. Nevertheless, student achieves the quality teaching and learning language with distance learning. They also need cognitive and

metacognitive skills as critical thinking, creative thinking learning to learn, that means self learning,

Secondly, the limits of the approach from Technology distance learning

The linguistic competency remains necessary. Indeed, in practical skills, using distance learning has its disadvantages as the isolation even though he becomes responsible, solving the problem and he adapts to the context of pandemic. In lights of his limited experiences, students could be distinguishing between right or wrong learning language ? The use of the model of Faerber as a new approach what explains that pedagogy involves four fundamentals poles: Teacher / Professor, Learner, Knowledge and group, in the middle the ICT is situated. Therefore, an integrated distance learning provides new avenues for Teaching. For this reason, quality becomes the debate surrounding learning and language, relevance and reliable.

Our thinking pays attention to innovation approach of pedagogy with the specific classroom and alternative one applying a new approach to answer the pandemic situation, it is a distance learning. Regarding, knowledge: translation an extract of journalist text from English into French and vice-versa, skills of students and his responsibility.

The innovation policy that any government, and particularly Tunisia, seeks to promote is part of its project by giving everyone the opportunity to use computers and especially to

enter the era of development through computer-assisted education in times of pandemic crisis.

Firstly, a new woman or a new man believes in creating a new world because innovation is the matrix of industry and economy. **Secondly**, be up to date a new knowledge means innovation. **Thirdly**, some of them are conscious of developing a dynamic of new pedagogical practices and go hand in hand with the development of developed countries,

Finally, innovators put their genius into practice, but the choice and the will are up to the decision-makers.

PERSPECTIVE

The question about Quality teaching, learning language and applying a new approach as distance learning does not end here. Further studies think about comparison between the traditional pedagogy and the new one using this tool which, moreover, have shaken up traditional analyses. Distance learning as approach pursued here is not exhausted, this tool may also contribute to resolve a great problem with crisis pandemic. However, in practice, this kind of tools demands to be explored for either scientific courses as financial and economy.

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