



Pedagogical Practices For Improving Learning In The Language Classroom: Is The Action-Based Approach A Good Option?

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Abstract.

Our contribution is part of the second edition of the ELSSES conference under the theme: "Innovating pedagogical practices in the age of Artificial Intelligence (AI)", precisely in axis 1: Engineering and pedagogical practices by dedicating to the innovation of pedagogical practices, aims to be a platform for reflection, exchange and discovery of the opportunities offered by the integration of AI in the educational field. This event will take place on May 23, 24 and 25, 2024 in both face-to-face and online modes, and will be organized by the Ecole Normale Supérieure de Martil in collaboration with the CED at Abdelmalek Essaadi University in Morocco. In our presentation, we will first identify the approaches used in current practices, as well as the obstacles to improving learning. In fact, we'll be contextualizing our work in the qualifying secondary cycle, specifically in Common Core language classes. Next, we postulate innovative pedagogies that could improve our educational system. In addition, we will present the results of a summative evaluation in reading comprehension carried out at the Lycée Ibn Zohr in Ouazzane, adopting the communicative approach using Sphinx software, with the aim of identifying the difficulties encountered by our learners and proposing a relevant solution based on the action-oriented approach. Finally, we will analyze and present the data, deducing an interpretation of these results.

Keywords: practices, communicative approach, action-oriented approach, qualifying secondary cycle, difficulties, prospects, language classroom.

Introduction

"When a student tells you he doesn't like to read, he doesn't know what he's saying. If you believe him, he's screwed, and so are you as a teacher."

Daniel Pennac

In the teaching/learning of FLE, reading is seen as a crucial and indispensable dimension of learning. Essential for students' success, whether in school or in their future careers, and indispensable because reading is a key element in the ability to communicate.

As FLE teachers, we've noticed that learners struggle with reading and understanding texts. Students' problems stem from their linguistic skills, as well as from their understanding of the cultural context evoked in texts.

In this work, we aim to propose a new approach to reading and reading comprehension based on the contributions of the action perspective to foreign language teaching and learning.

Our aim is to present an innovative approach to reading and reading comprehension that integrates the action perspective into foreign language teaching.

"Helping learners to construct meaning means assigning them a reading project, defined by objectives, which consists in giving them a certain number of tasks to carry out and putting them in an active situation".¹

The comprehension is a mental process, as it exists not only on the printed page but also on the reader's intention. This forces the reader to use his or her mental faculties to arrive at the indicated meaning.

According to M. Fayol, "Understanding a word or text involves constructing a representation of the state of mind of the situation described" (2000: 01). Comprehension can be defined as the ability to form a coherent mental representation of a text-induced situation from the text and prior knowledge. Grasping and understanding the words and expressions of a text is only a transitional period in this process.

¹ BOLTON.S, Evaluation of communicative competence in a foreign language, ed. Hatier and Didier, Paris, 1991, p. 69.

Reading comprehension plays a fundamental role in acquiring the mechanisms of communicative language. Our reading comprehension skills are not limited to receiving communications between two or more interlocutors and special secular elements. Several linguists have presented definitions of reading comprehension in more or less different terms.

According to D. Dubois, reading comprehension is defined as "the set of activities that enable us to analyze information and relate new information to acquired data stored in long-term memory. Comprehension models are also closely linked to the theoretical representation of the forms and contents of long-term memory. (1979 :37).

S. Moirand has also given her opinion on comprehension. According to her, "to understand is to produce meaning from the data in the text, but to reconstruct it on the basis of what is already known" (1979:130).

From this point of view, Jocelyn Jieson says that understanding the text:

"It means forming a coherent mental representation of it by combining the explicit and implicit information it contains with one's own knowledge. This representation is dynamic and cyclical. It changes and becomes more complex as we read".²

For J. N. Foulin, "text comprehension can be conceived as a set of cognitive technical activities aimed at forming a mental representation of a situation described in a text (...) by combining two sources of additional information: one provided by the decoding of pictorial data, the other offered by permanent knowledge present in the long-term memory of the reader-terme" (1990: 59).

Definitions of reading comprehension are numerous and changing, but they share two points equally:

- Written comprehension is reading a text which means identifying sentences and their meaning by being only a linguistic element.
- Connect linguistic meanings to previous data in order to understand the meaning of the text. Thus, reading comprehension is the act of reading to obtain or discover vital information necessary for an unknown object.

² GIASSEN.J, Reading comprehension, ed. De Boeck University, Brussels, 2004, p 43.

Vincent Jouve also distinguishes two types of understanding ³:

-Immediate understanding that is obtained without effort (the peripheral elements of the text);

- Another which is mediated by interpretation and which requires recourse to external knowledge.

From a cognitive point of view, Daniel Gaonac'h and Michel Fayol define the activity of understanding as follows: "*a complex activity which is considered in a problem-solving activity during which the reader progressively constructs a representation*"⁴.

From all of the above we can see how scripture is understood.

A – Explicit (or immediate) understanding contained in the text: Information written clearly in the text. This means the clear meaning of the text.

B - Implicit understanding: The reader must develop implicit information from explicit information. The text is not entirely clear, the reader is looking for the figurative meaning hidden behind the written words.

In other words, to understand a text, it must be reconstructed semantically based on the reader's knowledge of the world.

Reading is therefore a complex task that requires an effort of interpretation; Comprehension is not a comprehensive understanding of the text or its words (the text is not readable) which requires the reader to visualize the details hidden behind the written form. We are also involved, if the course is close to everyday life this does not pose many problems and the learner can easily guess to understand quickly.

Comprehension can therefore be defined as the ability to form a coherent mental representation of a situation evoked by a text, based on textual data and prior knowledge. Comprehension appears as the ability to move from form to meaning.

³ JOUVE. V, reading, hatchette, paris, 2006, p. 88.

⁴ GAONAC'H.D et FAYOL.M, Helping students understand: from text to multimedia, ed. Hachette education, Paris, 2003, p.12.

The cognitive structure contains the reader's linguistics, while the emotional structure generates the reader's general attitude towards reading and his or her interests.

1.2. The reading comprehension process

1-Reading is a dynamic, active process; the reader doesn't read words one way. During this process, the reader uses his or her cognition and makes hypotheses of meaning in order to verify them as he or she reads.

2-Reading is a linguistic process like speaking. The written form correlates with the spoken language. Indeed, the words used are the same in both codes; the rules reacting to both codes to create meaningful sentences are used in an identical way.

3-Reading is based on a set of interdependent sub-skills. To understand the main idea of a written statement, the reader draws on other factors related to the written text.

4-The construction of meaning goes back to the idea that text content is assimilated through the reader's prior knowledge. The reader must link the text with this prior knowledge.

5-Rosenblatt sees the reading process as: "a transaction between reader and text, because the meaning of a text resides neither in the reader nor in the text, but in the transaction between the two".

6-The interaction is not between the reader's knowledge and the text, but between the reader, the text and the context.

1.3. Reading comprehension difficulties

Given the role of reading in the teaching/learning process, reading comprehension difficulties exist in every teaching/learning process. These difficulties experienced by learners create barriers for the educators who accompany them.

1.4. Parameters of reading comprehension

At the 2002 Conference on Reading Comprehension Difficulties, G. Roland asserted that the quality of comprehension depends on three main parameters that can cause difficulties and distress in learners. These are :

L'identification des mots (I)

La compréhension du langage (C) = D'où l'équation : $L = f(I, C, T)$

Traitement du texte écrit (T)

1.4.1. L'identification de mots

According to G. Roland (2002), reading involves looking at the text, recognizing words and understanding them, and the quality of word recognition depends on text comprehension. There is a very close relationship between the quality of comprehension and the quality of word recognition. Moreover, we have noted that decoding as a basic activity, while automated for some learners and facilitating text comprehension by them, remains sometimes difficult for others, "pursuing the search for the origin of the text is not "difficult to understand because this factor will be very important." (Roland, 2002: 12). Perhaps this is where the problem lies, as the focus is mainly on learners with difficulties, to the detriment of the intellectual functioning of those who have no difficulty in understanding the text.

1.4.2. Language comprehension (oral comprehension)

The second argument raises the question: if the text is read aloud, will the learner understand it? For G. Roland (2002), if learners can understand the text read to them, that is, if they can interpret, summarize and answer questions. The main difficulty undoubtedly lies in word recognition. On the other hand, if the learner doesn't understand, we'll rephrase it; the text is recounted purely orally. It's not the same dictionary or grammar as when reading an article. In this case, if the learner understands, the problem lies in step 2 (C). If not, it's an intellectual or mental defect, not a reading comprehension problem.

1.4.3. Processing the written word (T)

G. Roland (2002) states that the processing of written text is made up of the following factors:

- Lexicon, vocabulary: which may well hinder comprehension of the text and differ from decoding, as words can be decoded without understanding their meaning.

- Syntax specific to the written word: for example, relative and subordinate clauses. Learners sometimes fail to connect the second proposition with the first, which is why the written word is poorly treated.

- Textual organization: This concerns the sequence of ideas in the text: redefinitions, substitution words, the quality of the information, the distribution of information. Personal pronouns, connectors and verb tenses also play an important role in comprehension.

3-1. Different types of difficulty

B. Bensaleh points out that "there are two types of problems affecting reading comprehension: difficulties related to meaning, text and reading, and difficulties related to the reader himself." (2003 : 36)

3-1-1- Difficulties related to meaning and texts

These difficulties are linked to the meaning conveyed by the text and to the different reading styles adopted by learners, and concern the following points:

-The multiplicity of meanings and mastery of language: a text has only one meaning. B. Bensaleh says: "Put yourself in a very easy situation. In fact, to understand it, all you have to do is turn on the tap to help yourself." (2003 : 36).

Instead of taking the initiative, the reader acquires the same meaning; but the reality is quite different: while the reader discovers one aspect, others see something else. Learners must have a good command of the target language; indeed, knowledge of the language is a difficulty for learners.

-Variety of reading: the text does not leave the same impression after each reading; each learner has his or her own structure that determines the relationships in the text.

-Text diversity: Comprehension varies from text to text, poetic and literary texts are read differently, and we approach each text differently, choosing appropriate strategies.

3-1-2- Learner-related difficulties

- **Stippling:** Learners are used to deciphering the text of words element by element, which makes comprehension difficult. They find themselves completely blocked, i.e. they refuse to communicate with the text.

4. Innovative teaching methods

4.1. Cross-linked learning

The future trend is to link informal learning to formal education. Interwoven learning refers to the link between "formal" knowledge learned at school and informal, everyday learning acquired through personal, cultural and leisure activities, i.e. acquiring knowledge in a more personal way.

Studying in informal contexts such as museums and after-school clubs can link academic content to everyday problems. These links are bidirectional. Formal learning is an educational approach that can be enriched by the experiences of everyday life, just as informal learning can be deepened by the knowledge acquired in the classroom. These interwoven experiences create additional motivation for learning.

One effective teaching method is to pose a question in class, then ask students to explore that question on a museum visit or field trip, then share their findings in class to create individual or collective knowledge. In other words, students acquire new learning on their own.

Interlaced learning exploits the strengths of both environments (formal and informal) to offer students authentic and engaging learning opportunities. Furthermore, lifelong learning is a concept that draws on experiences from multiple horizons. It's an opportunity to help students memorize, connect, remember and share their different learning activities.

4.2. Argument-based learning

Argument-based learning develops students' scientific reasoning skills, guiding them through logical reasoning, group work and the verification or refutation of statements. In this way, students can advance their understanding of science and mathematics through debate, just like professional researchers and mathematicians.

This type of argumentation can help students deal with contrasting ideas, deepening their learning. It makes technical reasoning accessible to all. This teaching method also enables students to refine their ideas and compare them with others to understand how scientists work together to establish or refute claims.

Argumentative pedagogy encourages students to state concepts by providing factual evidence; inviting their classmates to discuss the evidence to see if it is sufficient and reasonable by disciplinary standards. The Teachers can stimulate constructive classroom discussion by encouraging students to ask open-ended questions, reproduce what they say in more scientific terms, clarify their thinking and use models to construct explanations. When students take part in scientific discussions, they learn to take turns, listen actively and respond constructively to others. Professional development can help all teachers learn these strategies and overcome the challenges they face. But how do teachers encourage learning through argumentation?

- Teachers ask questions that stimulate students' curiosity.
- They encourage students to think scientifically.
- Reframe the learner's question in scientific language.
- They ask thought-provoking questions that have no obvious answers.
- They support scientific arguments by taking turns and encouraging active listening.

These learner-related difficulties attract the attention of readers and have an impact on.

- The complexity of the foreign-language written system: when a learner reads a foreign-language text, he In fact, text is not just a linear sequence of words obeying syntactic rules; according to V. Gérard, he "becomes part of an unfamiliar culture, or develops erroneous inferences or inaccurate interpretations due to a lack of knowledge in the field concerned". (2001 :51).

In fact, text is not just a linear sequence of words obeying syntactic rules, but "it also has its lexical and morphological relations, and its coherence; in short, multiple internal relations". (Gérard, 2001:51-54). Secondary school learners face problems of vocabulary, grammar and expression due to poor command of the language.

4.3. Incidental or random learning

This method of teaching in schools is unplanned and unconscious. It can be done at anytime and anywhere: at school, at work or in the garden. It's not planned by the faculty, doesn't follow a set curriculum and doesn't lead to certification. As a result, stochastic learning often occurs in the course of everyday activities. What's more, it can also occur in the course of another learning activity.

Video game programmers have integrated the concept of involuntary learning. They offer obstacles to overcome, rules to guess and landscapes to discover. This can also trigger self-reflection, encouraging learners to think outside the box. Here are some randomized learning situations:

- Through unstructured games, they learn to solve problems, use language and acquire social skills.
- Through events or exchanges that are not designed to be voluntary learning activities;
- By listening to patient discussions or reading posters, during time spent in the doctor's waiting room.
- During exchanges with friends or relatives.

4.4. Contextualized learning

In reality, it is possible to learn from experience through context. The student must see knowledge as a tool to be applied in real-life contexts. By linking new information to our existing knowledge and placing it in context, we understand its importance and meaning. In a school setting such as a classroom or lecture hall, the environment is usually restricted to a specific space and time. Outside school, we can also learn by visiting a historical site, a museum or by reading a good book.

By interacting with our environment, chatting, taking notes and modifying nearby objects, we can create such a context. We also have the ability to grasp context. By discovering our environment through guides and measuring tools. So, fully understanding

how the learning process influences context is important for creating effective learning sites in schools, museums and websites.

4.5. Conceptual learning

"The child will not truly grasp the meaning of a concept until he has had the opportunity to reinvent it for himself." Piaget

Conceptual learning is about solving problems, creating systems and understanding human behavior using the basic concepts of theoretical computer science.

The use of conceptual learning is an effective pedagogical approach to problem solving in schools. The aim is to break down large difficulties into smaller ones (decomposition). And to understand how they relate to previously solved problems (pattern recognition), to ignore less relevant details (abstraction), to determine. And establish the steps required to discover an answer (algorithms), then make these steps explicit (debugging).

4.6. The scientific method:

Advances in information technology make it necessary to develop new pedagogical approaches to help students understand complex aspects of the curriculum. Many universities and institutions offer students the opportunity to use virtual study environments to complement their practical skills after studying theory in a traditional teaching setting. What's more, they enable remote students to carry out practical activities without having to travel.

Using real scientific practices, such as supervising remote laboratory experiments or using telescopes, can improve research skills, conceptual understanding and motivation. Trainee teachers and school students now have the opportunity to access specialized equipment remotely. An online laboratory usually consists of devices, equipment and cameras that offer experiments in real time.

4.7. Integrated learning

Integrating knowledge means incorporating new learning into previous knowledge, restructuring personal understanding and applying it to new situations. (CSE, 1995, p. 5). The student finds himself in a situation where he is both active. More inclined to adapt to an environment that requires the use of their acquired skills, knowledge and attitudes.

It's a dynamic, non-linear process, constantly evolving through repetition and reflection, requiring action on the part of the student. Embedding is more than just a brief summary at the end of the program.

- Integrated learning takes place in five stages:
- Motivation drives the student to engage in the learning process.
- Exposure enables students to become aware of their feelings, mental processes and subjective experience (Villeneuve, 1994);
- The student observes how what he knows relates to what he is learning through the movement of experience.
- The emergence of the meaning of teaching: symbolization.
- The student communicates and summarizes what he has learned to reinforce his experience at that moment, this is expressive action.

4.8. Intelligent adaptive learning

Every student has his or her own individual approach to learning. Nevertheless, the majority of teaching approaches and materials are uniform for all. This poses an obstacle to knowledge acquisition, by burdening the learner with the responsibility of mastering the content. This means that some students will be bored, others will feel lost, and finally, only a small number will take full advantage of the content to learn optimally. Personalized teaching provides an answer to this concern. It provides a better understanding of students' needs, which in turn fosters their motivation and success. It exploits the learner's past and present information to design a personalized path through educational resources.

- **How can intelligent adaptive learning be integrated into teaching?**

- The teacher creates student profiles based on previously identified learning needs or interests.
- He then personalizes the course content for each profile by designing a specific learning itinerary. Hands-on learning, a teaching method that focuses on the sequence of

activities. And based on feedback, a learning support approach and a continuous assessment approach;

- Based on the student's profile, a suggested path is proposed. As the student progresses through the course, the learning objectives, teaching method and content may change in response to mistakes or successes. Each time a learning objective is achieved, a self-assessment is offered. These gradual and regular assessments are familiar signs for the learner. In this way, they can progress in their studies by identifying aspects of the course that need further attention.

4.9. The flipped classroom

The flipped classroom is considered an active teaching method. This innovative teaching method was introduced in the 1990s at Harvard, USA, by physicist Erik Mazur. He asks his students to read his basic textbook and notes before class, so that he can concentrate on in-depth discussions and exercises in class, taking into account the questions posed by the students.

The teacher assigns homework independently. This means activities requiring little cognitive involvement. The aim is to promote collaborative learning and in-depth discussion by actively engaging students in class. Thus, it is essential that the student actively participates in the preparation of his homework. It means he or she has a direct connection with the knowledge by preparing before coming to school. For example, the teacher could produce a video to explain a specific topic and broadcast it to his students. When the actual lesson begins, the teacher can offer more effective assistance to the students. In other words, the flipped classroom model improves the efficiency of traditional classes. During "contact" moments (i.e. when the teacher is present), the teacher can delve deeper into the subject, the teaching material and its uses.

- **The benefits of the flipped classroom:**

- The flipped classroom offers the opportunity to personalize and vary teaching. In other words, students work independently and at their own pace at home.

- It encourages peer tutoring. In other words, students with the most difficulties receive help and explanations from their peers. While the more competent students help their peers by explaining, they deepen their own understanding and reinforce their learning.

- It fosters students' independence. In this way, they can acquire a sense of responsibility for their learning.

4.10. Productive failure

This is an educational approach in which the teacher confronts students with significant difficulties before teaching them how to solve them. It sees failure as the beginning of success. Since it is used as a comprehensive means of learning, provided it is implemented in a safe setting with minimal risks. Teachers confront their students with problems they cannot solve. The brainstorming session also serves as a way for instructors to assess students' knowledge and skills.

- **The advantages of this teaching method:**

- It prefers to encourage mistakes rather than punish them. Students realize that the teacher intentionally includes errors in the learning process. What's more, they see mistakes as an integral part of learning.

- Students acquire methods of global and analytical understanding, and are expected to apply what they have learned.

5. Approaches to teaching writing

5.1. The traditional approach

Traditional methodology is used in the teaching/learning of ancient languages such as Greek and Latin, also known as grammar-translation methodology. It favors the teaching of language through grammar, so this type of approach gives major importance to the written language over the oral language, which has no place:

"Transmitting knowledge to the taught, through the teacher, the sole holder of knowledge, and therefore of power, part of a very medieval institutional order, the master

submits the class to his domination, just as he submits himself to the rigorous prescriptions of the method he applies".

5.2. AUDIO-ORAL METHOD

DEFAYES affirms that: *"oral language occupies the most important place, to the point that learning to write is often limited to reading dialogues and dictations using forms learned orally"*.

5.3. AUDIO- VISUAL STRUCTURO-GLOBAL METHOD

This method still focuses on oral language, considering that, genetically speaking, language is first oral before it is written, i.e. it is like the previous method, but it differs from the audio-oral method in that it places particular emphasis on communication. This dominance of the oral has pushed written production into the background, as it is not of major interest. This primacy of the oral over the written has led some didacticians, such as CORNAIRE and RAYMOND, to conclude that this approach does not place the written word at the heart of its interests, as the proponents of this methodology consider it to be of little use.

5.4. COGNITIVE APPROACH :

The learner is central to the learning process, taking an active part in constructing his or her own knowledge. But when it comes to written production, the learner is unable to overcome scriptural difficulties, because this approach focuses on knowledge of grammatical structures and lexis.

5.5. COMMUNICATIVE APPROACH

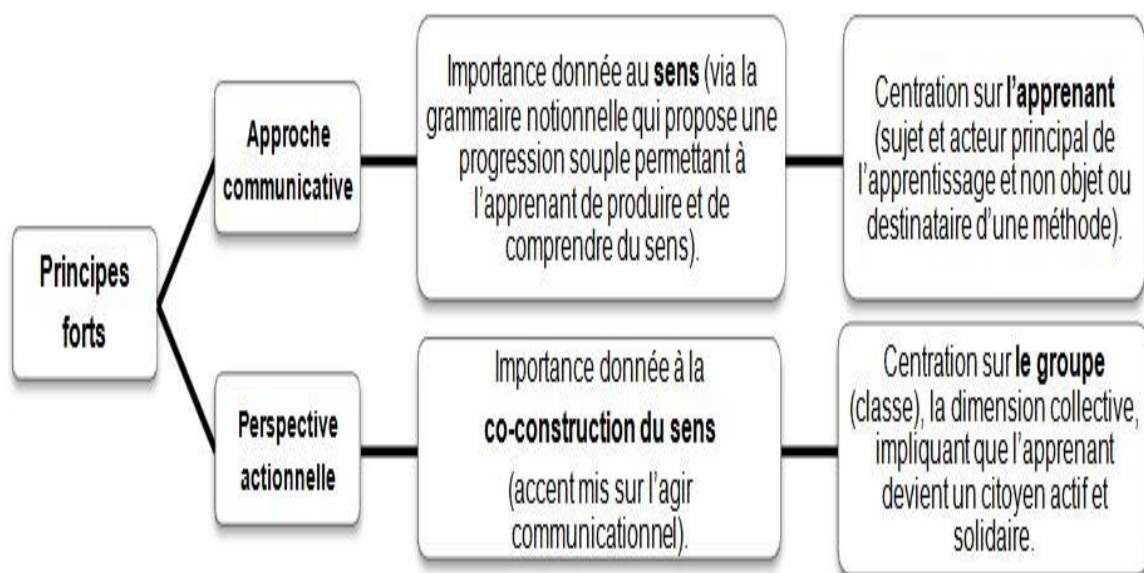
This approach emerged in the 1970s. Its basic principles are authenticity, interaction and learner-centeredness. The teacher is merely a mediator, a facilitator who must limit his or her speech to give learners the opportunity to express themselves freely. According to this approach, the ability to read and understand is a prerequisite for written production. COURTILLON points out that *"adequate written production cannot take place unless there is regular exposure to texts, which enables the student to acquire a memory for written discourse and avoids having to think about his text in his mother tongue and translate it as best he can into the target language"*.

5.6. Action-oriented approach :

The CEFR places teaching/learning in an action-oriented perspective. The French neologism "actionnel" may be an imperfect translation of the English "action-oriented approach", but it has the merit of reinforcing the innovative character of this approach in the French methodological tradition.

The action-oriented perspective is explained as follows:

The language user is seen as a social actor who will act in the major domains of social life (personal, educational, professional, public).



III. Research methodology

- **Experimental setting:** Lycée Ibn Zohr- Ouezzane.
- **Type of study:** a qualitative study
- **Target audience:** Two core classes.
- **Control group:** 30 pupils
- **Experimental group:** 30 students.

- Data collection and analysis of results

- **Corpus:** Our corpus consists of an analysis of two work sessions on reading comprehension, for the two classes at the same level.
- **Method of administration:** The experiment will focus on the progress of reading comprehension activities using two different methods (without and with task) to follow all interactions and interventions within the class.
- **Data analysis software:** NVIVO

IV. Results

1.The control group (COMMON CORE class)

1.1. A communicative approach:

- **The activity: the interview**

1.1.1. The control group (COMMON CORE CLASS)

• Experimentation:

1. What is this text about?

Answers:

- It's a message
- It is a text
- It's a dialogue
- An interview with “Lotfi Double Kanon”.

2. What type of text are we dealing with?

Answers:

- A dialogue
- It is a dialogue text.

3. What is the means of communication used to broadcast this interview?

Answers:

- Radio, TV, newspaper
- The teacher adds, according to the text?
- The newspaper, Opinion
- The means of communication used is the newspaper "L'opinion".

4- How is the text presented?

Answers:

- A dialogue
- This text is presented in question/answer format.

5- What are the other sub-themes covered in this interview?

Answers:

- The sub-themes covered in this interview are:
- " double Kanon "
- His songs, his song titles
- Politics and the people
- The role of Algerian song
- Current projects.

6 -What type of song and singer are we talking about in this interview?

Answers :

- Rap
- From lotfi "double kanon

7- In which non-profit organization is the singer active?

Answers :

- The learners did not answer this question.
- The singer is active in the "association de lutte contre le (sida).

8 Does the author appear in the text?

Answers:

- Learners didn't answer this question.
- Yes, he appears in the text: his speech is subjective.

2.the experimental group (common core class)

2.1. A task-centered approach:

- The activity: the interview

1. What is this text about?

Answer: this is an interview with lotfi double kanon

What type of text are we dealing with?

Answer: we are dealing with a dialogue text, a dialogue.

2. What type of text are we dealing with?

Answer: we are dealing with a dialogue text, a dialogue

3. What is the means of communication used to broadcast this interview?

Answer: The newspaper, the opinion.

4. How is the text presented?

Answer: this text is presented in question/answer format.

5-What are the sub-themes covered in this interview?

Answer: Rap songs, song titles.

6-What type of song and singer are we talking about in this interview?

Answer: we are talking about rap and the singer is a “rapper”.

7- In which human association is the singer active?

Answer: For orphans and the poor.

8-Does the author appear in the text?

Answer: the learners did not give an answer to the 8th question.

V. Commentary on the results

During the control group reading sessions, we observed that the teacher selects the media, the 1st (the interview) being similar to a textbook medium chosen according to our needs for the experiment.

During our study, we noticed that students are very trusting of the teacher, and most of them are reluctant to participate in discussions and remain silent in public. They have difficulty finding their French words when they speak, and have grammatical problems structuring their sentences correctly. They have difficulty exchanging or verbalizing, and are unable to express their thoughts.

As far as resources are concerned, the first medium (the interview) stimulates the students thanks to its structure (questions/answers), which they are familiar with throughout their schooling, and they have knowledge of interrogative forms (a prerequisite for dialogue) and of the main character in the text (Lotfi Double Kanon). However, they fail to fully grasp the text, and this is reflected in their answers to the questions: they hesitate to answer out of lack of confidence or fear, or fail to formulate the answers grammatically correctly.

We have noted that the reading activities currently present in the works to improve reading comprehension boil down to a few tasks, such as silent reading, reading aloud, exchanges between the teacher and the students, as well as than the question-and-answer game. Even the most gifted students do not always manage to answer precisely; sometimes they respond incompletely in groups, often limiting themselves to a single word.

During the sessions with the experimental group, we noted that the reading session is crucial to improve the learner's level, strengthen their language skills, solicit their knowledge and guarantee a solid linguistic base. The teacher uses group work to encourage the learner to express themselves or respond, especially for those who are shy or have difficulty participating.

In order for conversations between students to be more meaningful, the situation presented by the teacher must be important to the learners. Reading activities should be engaging, entertaining and stimulating.

We noted that the teacher's questions aim to stimulate the learners' expression and solicit their cultural knowledge. She also supports the use of gestures or facial expressions when children cannot express themselves or answer questions.

During our observation, we noticed that the teacher not only transmits her knowledge in an authoritative manner, she also plays the role of mediator, guide and facilitator, placing the learner at the center of the learning process and from production.

We observed that the teacher places particular importance on group work in class, allowing learners to communicate freely, share their ideas and speak without hesitation. This helps them improve their pronunciation, construct correct sentences, be more proactive in their interactions and participate actively in class.

Summary table

The comparison between the two approaches

A group of witnesses

Number of students	Correct answers	Wrong answers	Percentage
30	10	21	32,25%

Experienced group

Number of students	Correct answers	Wrong answers	Percentage
30	20	10	80,25%

VI. Discussion and conclusion

The new approach sees the teacher as a guide, a companion or even a facilitator, placing the learner at the heart of the activities and encouraging him or her to take part in his or her own training. But it's all up to the teacher to set up varied, progressive tasks that enable students to improve the quality of their learning and work, and to implement the action-

oriented perspective in the classroom, which will animate the class and motivate students who are shy and nervous, integrating them into a favorable working climate that demands constant action.

Group work during the reading comprehension session helps students improve their level of French. It emphasizes the importance of knowledge-building during the learning process, with students acquiring knowledge through real-life experiences interacting with their peers in the classroom.

Consequently, teamwork is the perfect opportunity to highlight each other's skills, identify individual aptitudes and ask for help when needed. By working in groups, learners identify their own shortcomings and take charge of what and how they learn. Working in teams and with tasks encourages complementary learning, providing a means of enhancing knowledge growth.

Indeed, the task encourages the acquisition of different strategies and fosters cooperation between learners to improve their autonomy. With the introduction of the task, reading comprehension improves and becomes more effective, thanks to the action-oriented perspective that encourages learners to take charge of their learning and become autonomous and responsible for their progress.

Helping students to develop autonomy and responsibility is essential, important and challenging for high schools. This should encourage and maintain student involvement and participation, thus promoting perseverance in their studies and preparing them for a social and professional life requiring solid training.

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