Digital educational technologies as hermeneutic mediators of the literary text in the context of teaching French as a foreign language

التقنيات التعليمية الرقمية باعتبارها حوامل تأويلية للنص الأدبي في سياق تعليم الفرنسية لغةً أجنبية

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Abstract

In the context of the digital revolution, literary reading in the FLE classroom is undergoing a profound transformation. Educational technologies are no longer perceived as mere tools, but as powerful means of engagement, interaction, and pedagogical renewal. This article critically examines the integration of ICT into university-level literary instruction and highlights their capacity to foster active, reflective, and individualized reading practices. Based on fieldwork conducted with first-year Master's students at the University of Batna 2, the study reveals a strong interest in digital tools as effective supports for improving comprehension and interpretation. Platforms such as Moodle, enriched with interactive and multimodal activities, contribute significantly to learner motivation and autonomy. Rather than opposing tradition and innovation, the article emphasizes their productive convergence in the teaching of literary texts. The findings show that, when embedded in a coherent pedagogical framework, ICT strengthens the relationship between reader and text and opens new spaces for critical and sensitive exploration. Ultimately, digital transformation is presented not simply as a modernization of tools, but as a deeper rethinking of teaching and learning roles in higher education.Enter your abstract here (an abstract is a brief, comprehensive summary of the contents of the article).Enter your abstract here (an abstract is a brief, comprehensive summary of the

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Keywords: Critical appropriation, Educational technology, Instructional design, Literary reading, Multimodality.

ملخص

في سياق الثورة الرقمية، تشهد القراءة الأدبية في صفوف تعليم الفرنسية لغةً أجنبية تحوّلًا عميقًا .ولم تعد التقنيات التعليمية تُنظر إليها بوصفها أدواتٍ مساعدة فحسب، بل غدت وسائل فاعلة لتعزيز التفاعل والانخراط وتجديد الممارسة البيداغوجية .يتناول هذا المقال، بمنظور نقدي، إدماج تكنولوجيات الإعلام والاتصال في تدريس الأدب الجامعي، مبرزًا قدرتها على تنمية قراءات نشطة وتأملية وفردانية .واستنادًا إلى دراسة ميدانية أُنجزت على طلبة السنة الأولى ماستر بجامعة باتنة 2، تكشف النتائج عن اهتمام واضح بالأدوات الرقمية بوصفها دعائم فعالة لتحسين الفهم والتأويل .كما تُسهم منصات مثل مودل، بما تتيحه من أنشطة تفاعلية ومضامين متعددة الوسائط، في تعزيز دافعية المتعلمين واستقلاليتهم .وبدلًا من وضع التقليد والابتكار في علاقة تعارض، يؤكد المقال إمكان تلاقيهما المثمر في تدريس النص الأدبي .وتبيّن النتائج أن توظيف هذه التقنيات ضمن إطار بيداغوجي منسجم من شأنه أن يعمّق صلة القارئ بالنص ويفتح آفاقًا جديدة للاستكشاف النقدي والوجداني .وفي الأخير، لا تُقدَّم الرقمنة باعتبارها مجرد تحديث للأدوات، بل باعتبارها إعادة تفكير أعمق في أدوار التعليم والتعلّم داخل الجامعة.

كلمات مفتاحية: التملك النقدي، التكنولوجيا التعليمية، التصميم التعليمي، القراءة الأدبية، تعدد الوسائط.

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Introduction

At a time when educational dynamics are being reshaped by technological change, it has become imperative to rethink traditional didactic practices in light of the possibilities offered by Information and Communication Technologies for Education (ICTE). This transformation is not merely technical; it is profoundly epistemological, as it calls into question the very foundations of the pedagogical act, particularly in the delicate field of reading and comprehending literary texts in the French as a Foreign Language (FLE) classroom. As Meirieu states, "ICTE are not simply tools, but vectors of a profound transformation in the act of teaching" (Meirieu, 2018, p. 35).

Within this renewed context, the literary text is no longer a fixed object but becomes a space for exploration, dialogue, and critical appropriation. The learner, once regarded as a passive reader, is now invited to become a reader-subject, engaged in constant interaction with multimodal materials capable of stimulating analysis, interpretation, and reflection. This shift forms part of a broader movement toward individualized learning and diversified approaches, in which technology, far from being an end in itself, acts as a mediator between the text and the learning subject.

The present study is situated within this perspective and examines the concrete modalities of such integration. Two fundamental questions guide our investigation: What pedagogical strategies can be implemented to ensure the effective integration of ICTE in the context of reading and comprehending literary texts in the FLE classroom, with the aim

of significantly improving teaching and learning? What are the key factors influencing the successful integration of ICTE as learning tools in FLE courses centered on the reading and comprehension of literary texts, and how can these factors be optimized?

The purpose here is to identify the didactic and institutional levers capable of optimizing this transition toward a digitally enriched approach to teaching literature in FLE. From this perspective, our approach pursues a dual objective: first, to analyze the pedagogical arrangements that make the use of ICTE relevant and effective in literary instruction; and second, to highlight the conditions that facilitate their appropriation by both teachers and learners.

The hypotheses underlying this research are as follows: A thoughtful and contextualized integration of ICTE into FLE teaching, particularly in relation to reading and comprehending literary texts, is likely to bring about a significant improvement in learners' linguistic and interpretive skills. The success of this integration depends in particular on decisive factors such as teacher training, the adaptation of digital resources to literary content, and the capacity of technological tools to provide personalized pedagogical interactions.

As Bronckart emphasizes, "teaching literature does not simply mean having students read, but enabling them to construct meaning within a situation of shared appropriation" (Bronckart, 2004, p. 56). Within this logic, ICTE appear as facilitators of meaning construction, provided that their use is embedded in genuine pedagogical engineering serving the text rather than substituting for the act of critical reading.

1. Theoretical Framework of the Study

1.1. ICTE at the Core of Contemporary Transformations in Education

At a time when modes of access to knowledge are undergoing profound change and learners increasingly navigate across multiple sources and media, Information and Communication Technologies for Education (ICTE) have become central mediating forces within the educational process. Far from being confined to a merely instrumental function, they contribute to a genuine reconfiguration of pedagogical paradigms. As Augé suggests, "digital technologies have profoundly reshaped the educational sphere by rearticulating modes of access to knowledge, forms of transmission, and spaces of collaboration" (Augé, 2019, p. 47). These techno-pedagogical tools foster a pedagogy grounded in accessibility, responsiveness, and adaptability, in line with the demands of an ever-evolving reality in which educational reference points are constantly being redefined.

ICTE enrich teaching practices by multiplying channels of learning, diversifying forms of assessment, and facilitating self-directed learning. From this perspective, they appear not only as catalysts of creativity and autonomy, but also as powerful levers for addressing the heterogeneity of learner profiles. This observation aligns with Devauchelle's reflections, as he notes that "the digital turn compels us to rethink classroom organization, interactions, and even the status of knowledge itself" (Devauchelle, 2012, p. 62).

1.2. Tension Between Traditional Pedagogies and ICTE-Mediated Innovative Practices

The history of education has long been shaped by the stability of so-called "traditional" practices, founded on the vertical transmission of knowledge, the centrality of the teacher, and the uniformity of learning modes. While such approaches have durably structured the school environment, they now reveal their limitations when confronted with learners immersed in a digital and collaborative culture. The passivity often generated by lecture-based instruction and the scarcity of meaningful interaction no longer correspond to the demands of differentiated pedagogy or to the need to sustain intrinsic motivation.

It is within this context that innovative approaches integrating ICTE have emerged, emphasizing interactivity, project-based pedagogy, and the personalization of learning pathways. Meirieu underscores the transformative role of these technologies: "ICTE are not simply tools, but vectors of a profound transformation in the act of teaching" (Meirieu, 2018, p. 133). They make it possible to rethink pedagogical design, stimulate learners' cognitive engagement, and create learning environments that are open, evolving, and reflective.

In the specific field of French as a Foreign Language (FLE) teaching, and more particularly in the domain of literary reading, the contributions of ICTE are especially significant. The literary text, traditionally approached as an object of linear analysis, can now be explored as a multimodal space in which enriched readings, collaborative interpretations, and visual and auditory interactions converge. According to Puren, "the action-oriented approach, supported by digital tools, transforms the learner into

an active agent in his or her linguistic and cultural learning" (Puren, 2004, p. 89).

Thus, rather than displacing the teacher, ICTE reinforce the teacher's role as mediator, designer of differentiated learning pathways, and regulator of the learning process. They contribute to the establishment of a pedagogical ecology in which learners are encouraged to develop critical, interpretive, and metacognitive competences.

2. Conceptual Framework of the Study

The present study is situated within a multidimensional line of inquiry structured around three fundamental axes. It seeks to examine, through a rigorous conceptual lens, the modalities through which Information and Communication Technologies for Education (ICTE) may be integrated into the reading and comprehension of literary texts in French as a Foreign Language (FLE) within the Algerian university context.

2.1. Analysis of Pedagogical Needs in FLE within the Algerian University Context

The initial stage of the inquiry consisted in conducting a systematic investigation of the specific needs of university-level FLE learners, particularly those enrolled in the first year of the Master's programme in Literature at the University of Batna 2. The objective was to explore the representations, expectations, and perceived obstacles expressed by both students and teachers with regard to the teaching of literature in a techno-pedagogical environment. This analysis of needs relied on mixed methodological tools, including questionnaires, theme-guided

interviews based on open-ended prompts, and in situ observations, with the aim of establishing a faithful mapping of existing practices as well as medium-term pedagogical aspirations.

2.2. Challenges, Constraints, and Potential of ICTE in FLE

The second pillar of our conceptual framework examines the possibilities offered by ICTE as drivers of renewal in didactic practices. It must be emphasized that the introduction of digital technologies into FLE teaching and learning environments is not without resistance or constraint. As Moeglin observes, "the integration of digital technology into education is never a simple technological transfer, but rather a social reconfiguration of roles, statuses, and competences" (Moeglin, 2005, p. 112). For this reason, our reflection has focused on analyzing both the obstacles associated with this integration, such as insufficient training, unsuitable resources, and the digital divide, and its opportunities, including personalized learning, expanded access to resources, and the development of learner autonomy. In doing so, the study draws on the work of scholars such as Depover (2007) and Tricot (2017).

2.3. Contributions of Applied Research on ICTE and FLE

Finally, our conceptual framework is grounded in a critical reading of research devoted to the use of ICTE in FLE teaching and learning contexts. The purpose is to understand how innovative methodologies, learner-centred, hybrid, and collaborative, promote a more effective appropriation of literary content. According to Crinon, "digital reading is not a simple transposition of print reading: it involves other forms of cognitive processing and meaning construction" (Crinon, 2016,

p. 74). In this respect, the present study aims to shed light on the conditions under which ICTE can enrich students' aesthetic, hermeneutic, and linguistic experience within the specific framework of university-level literary reading.

3. Methodological Framework of the Study

The methodological approach adopted in this study is based on a rigorous triangulation of qualitative and quantitative data in order to ensure the reliability and validity of the findings. The participants, first-year Master's students at the University of Batna 2, were engaged through several complementary instruments:

A structured questionnaire was administered to all targeted students in order to collect quantifiable data on their uses, perceptions, and expectations regarding ICTE. Theme-guided interviews based on open-ended prompts were conducted with a limited sample of learners and teachers to gain a deeper understanding of the attitudes, motivations, and obstacles encountered.

Direct classroom observations were also carried out during literary reading sessions integrating digital materials, making it possible to assess actual practices and didactic interactions. The cross-analysis of these data made it possible to identify clear trends, areas for improvement, and relevant action levers.

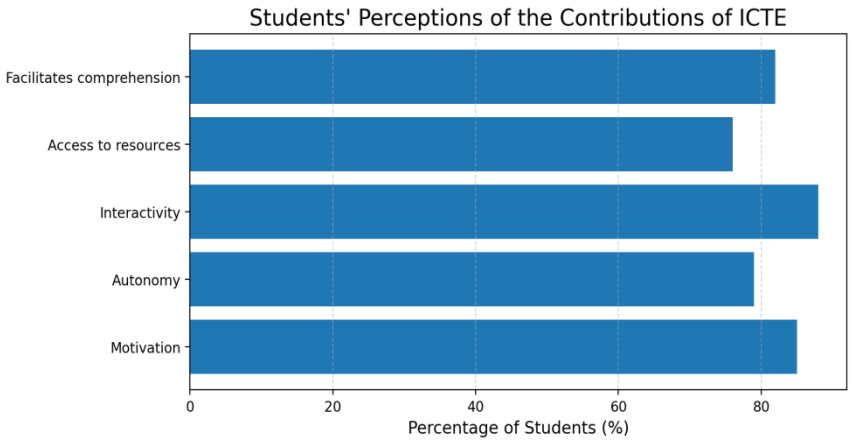
3.1. Analysis of the Findings

3.1.1. ICTE as Perceived by Students: Between Enthusiasm and High Expectations

The analysis of the quantitative data reveals a clear enthusiasm among students for the use of digital technologies in FLE teaching, particularly in the context of literary reading. According to the results presented in Figure 1, 82% of respondents believe that ICTE helped facilitate the comprehension of complex literary texts, thereby highlighting their effectiveness as cognitive and pedagogical supports. This finding is reinforced by the fact that 88% of students value the interactivity offered by these tools, while 85% report that their motivation was significantly enhanced through the use of digital resources.

Among the most frequently mentioned tools, interactive platforms such as Moodle occupy a central place. These are perceived as flexible, evolving, and accessible learning environments that ensure pedagogical continuity beyond the physical classroom. Their capacity to integrate texts, videos, self-correcting exercises, and discussion forums contributes to diversifying instructional approaches and sustaining learner engagement. These findings therefore reflect not only a favorable reception of ICTE, but also a recognition of their structuring role in the reconfiguration of the learning process, in connection with more inclusive, active, and adaptive pedagogical practices.

Figure 1: Distribution of Students' Perceptions of the Pedagogical Contributions of ICTE to FLE Learning



To deepen the qualitative analysis of students' perceptions, a word cloud was generated from the open-ended responses collected through the questionnaires (see Figure 2). This lexical processing highlights a series of key terms recurring with significant frequency, most notably *interactivity*, *autonomy*, *motivation*, *diversity*, *flexibility*, and *collaboration*. These lexical elements reflect the essential dimensions that students spontaneously associate with the use of ICTE in the context of reading and comprehending literary texts.

The recurrence of these keywords points to a strong expectation for a more engaging, differentiated, and learner-centered form of teaching, one that breaks with the linearity of traditional approaches. It also suggests that learners perceive ICTE not merely as technological support tools, but as genuine drivers of pedagogical transformation. Indeed, the presence of

terms such as *creativity* and *multimodality* indicates a clear appreciation for the variety of materials and learning pathways offered, adapted to students' cognitive and emotional needs. The word cloud therefore constitutes a relevant visual indicator for identifying the implicit expectations of a university audience seeking a more interactive, personalized, and digitally connected learning experience.

Figure 2: Word Cloud Generated from Students' Responses on the Use of ICTE in Literary Reading



3.1.2. Enrichment of Pedagogical Practices through ICTE

The introduction of digital resources, including annotated texts, video capsules, comprehension quizzes, and discussion forums, enabled teachers to diversify their instructional approaches. Teachers' feedback points to a noticeable improvement in classroom dynamics and student motivation. As one interviewed teacher stated:

"Thanks to digital tools, I was able to work with my students on Maupassant's *The Necklace* in a more engaging way:

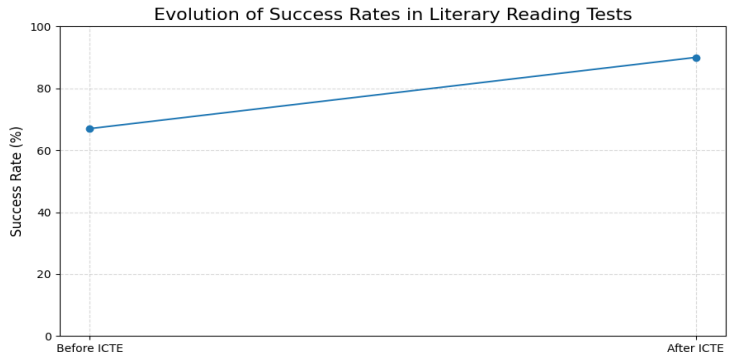
through collaborative annotation, online debate, and the comparison of audio readings."

3.1.3. Concrete Illustration of Successful Integration

Among the most significant examples of successful ICTE integration in FLE teaching, the use of the *Francophone Literature* module embedded in the Moodle platform stands out in particular. This module, combined with a series of interactive comprehension exercises, including multiple-choice questions, drag-and-drop activities, and digital annotation tasks, enabled students to mobilize their reading skills in a more focused, progressive, and engaging manner. The materials provided, interactive and adapted to learners' level, foster active immersion in the literary text while also offering immediate feedback on individual performance.

A comparative analysis of assessment results across two cohorts, one that did not benefit from this technological integration and another that was taught through the digital device, reveals an average increase of 23 points in literary comprehension test success rates (see Figure 3). This substantial difference reflects the concrete and measurable impact of ICTE on academic performance by strengthening deep comprehension, content retention, and interest in the literary works studied. These empirical data thus confirm the potential of digital tools not only as pedagogical facilitators, but also as factors contributing to improved cognitive performance and students' interpretive autonomy.

Figure 3: Comparison of Success Rates in Literary Assessments Before and After the Introduction of ICTE



3.1.4. Toward a Pedagogical Reconfiguration through ICTE: Elements of an Intermediate Synthesis

The cross-analysis of the findings obtained in this study highlights a promising dynamic: the thoughtful, contextualized, and methodologically guided integration of ICTE into FLE teaching, and more specifically into the reading and comprehension of literary texts, paves the way for a profound reconfiguration of traditional pedagogical practices.

This integration is not limited to the introduction of technological tools; rather, it reflects a genuine paradigmatic shift in which the learner becomes an active agent in the learning process, engaged in multimodal, interactive, and cognitively stimulating environments. The use of digital platforms, collaborative exercises, enriched readings, and audiovisual materials thus contributes to the emergence of a new classroom ecology, in which literary reading ceases to be a solitary or linear

exercise and becomes instead an act of co-construction of meaning.

The quantitative and qualitative data collected reveal a strong correlation between the use of ICTE and increased student cognitive engagement, as evidenced both by improved assessment results and by students' spontaneous testimonies. Teachers themselves, far from viewing ICTE as competing with or substituting for their role, see them as valuable levers for diversifying their approaches, adapting their materials, and strengthening classroom interactivity.

As Cerisier aptly notes, "Digital technology can become a factor of emancipation, provided that it is conceived as a vector of cultural and pedagogical mediation" (Cerisier, 2014, p. 58). It is precisely this mediating posture, both human and technological, that emerges through the practices observed in our fieldwork. Such a posture restores the literary text to the center of a living, dialogic, and accessible pedagogical arrangement, aligned with the linguistic, cultural, and affective realities of university learners.

This intermediate conclusion therefore invites further reflection in two complementary directions: first, a more refined analysis of the institutional, material, and training conditions conducive to the successful generalization of these practices; and second, a deeper examination of the qualitative effects of this transformation on students' interpretive competence, aesthetic sensitivity, and critical autonomy. It is at this intersection

between technological innovation and literary rigor that the future of university-level FLE appears to be taking shape.

Conclusion

At the end of this study, it clearly appears that the thoughtful and contextualized integration of Information and Communication Technologies for Education (ICTE) into the didactic practices of French as a Foreign Language, and more particularly into the teaching of literary texts, now constitutes a major pedagogical imperative. Far from representing a mere technical development, this integration is part of a profound reconfiguration of the educational ecosystem, in which the learner becomes an active subject in his or her own learning trajectory, while the teacher assumes the role of mediator and designer of open, differentiated, and collaborative learning environments.

The findings derived from the field analysis reveal a clear student enthusiasm for digital tools. These tools not only promote better access to resources and a diversification of learning materials, but also generate renewed motivation, reinforce cognitive autonomy, and stimulate the critical appropriation of literary texts. The interactive devices examined, particularly through the Moodle platform, made it possible to highlight a measurable improvement in literary comprehension, reflected notably in a significant increase in assessment performance.

It should nevertheless be emphasized that the effectiveness of these technologies does not rest solely on their instrumental presence, but rather on the quality of their integration into a coherent, contextualized, and continuously re-evaluated

pedagogical design. As Meirieu points out, “digital technology transforms education only if it is conceived as a space of mediation, and not as a substitute for the effort of learning” (Meirieu, 2018, p. 36).

Thus, the challenge no longer lies in the mere adoption of ICTE, but in their strategic mobilization in the service of an educational project grounded in the construction of meaning, the plurality of interpretive approaches, and the reflective engagement of learners. It is now incumbent upon training institutions, resource designers, and field practitioners to cooperate closely in rethinking curricula, strengthening teacher training, and ensuring equitable access to digital tools.

This research therefore opens the way to new perspectives, inviting further exploration of the interactions between technological devices, literary content, and learner profiles within a logic of continuous co-construction of knowledge. For, to borrow Bronckart’s words, “teaching literature does not mean transmitting a fixed canon, but awakening an interpretive consciousness through the sensitive experience of the text” (Bronckart, 2004, p. 22).

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