

Digital Literature And New Practices In Language Teaching/Learning Research Laboratory On The Maghreb And The Mediterranean University Abdelmalek Essaadi

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Abstract

Digital literature while being inscribed in the prolongation of the books which preceded it is rich in evolutions and research. The Internet is asserting itself as the privileged field of writing that is able to experiment with new forms and question uses, by writing with others and with the machine, by using the transport powers of hypertext in a playful or metaphysical way, by diverting software and applications from their intended uses. The text, moreover, is no longer only readable, but it becomes visible, for a long time the "digital hand" of the reader invites him to "read his own reading". We are witnessing a renewal of the relationship to the text.

In this article, it will be a question first of exposing the elements of definition of the digital literature to highlight the various meanings of this literature. We will agree, in a first time, to detail the concepts in play: existing tension between textual linearity and hypertextuality, the link between visual writing and effects of sense which are always placed in a problematic of readability and accessibility to the text. We will proceed, in a second time, to put forward the question which seems to us fundamental: the incidence of the technique on the reception of the text, by taking as example the White Pages-Book of Marc ETC. We will propose, finally to question the role of reader: its interactivity with texts which tend more to suggest a particular and singular reading.

Keywords: Digital literature. Hypertext. Interactivity. Visual-writing

Date of Submission: 17-04-2023

Date of Acceptance: 30-04-2023

I. Introduction

Cyberliterature can be a pedagogical and didactic support beneficial to language learning. This emerging social practice is still in search of of legitimacy. By inscribing our approach in the structurationist current, we thus call for a research approach whose aim is to identify the determinants of the legitimization process concerning the inclusion of cyberliterature in a corpus of didactic and pedagogical resources and pedagogical resources for the teacher's use. Taken from Giddens' structurationist perspective of Giddens, learning cyberliterature in the school setting implies considering "the to consider "the set of social practices accomplished and ordered in space and time" that are in space and time" that are related to it (Giddens, 1987).

The interest of this current is to link the institutional, organizational and individual point of view in the same research model, and to offer a point of view on how social practices are formed and how they acquire legitimacy by relying on a set of binding rules and individual resources and by considering the motivations and representations inherent to e-literature. and by considering the motivations and representations inherent to

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cyberliterature. Before this putting into perspective of cyberliterature, a work of marking out its didactic potential and its connections with language learning is a necessary prerequisite.

The perspective of delimiting a priori the field of cyberliterature seems today still as difficult and uncertain as its with the theme of language learning.

If the literature breaks with the codes of literature, three characteristics contribute however better to better define the specificities of digital literature (Saemmer, 2010): animation, interaction and manageability. Indeed, we are in the presence of an animated textual form whose interaction with the the medium and the digital environment creates an ingenious pedagogical ingenious dynamic. And, at a deeper level, the textual unity and architecture infuse computer programming and codes that contribute to a situational generation in situation of the work. Being thus fundamentally interactive, the cyber-literary work turns out to be manipulable, modelable, investable, even transformable under the intervention of the reader whose border with the author blurs variably. It is a demanding literature, because of

its vectors of animation which make of it a production at the same time surface, mobile, labyrinthine, perspectivist, iterative and recursive. In other words, in cyberliterature, the decor, the reader, as well as the text, co-elaborate and and co-constitute the work from a graphic, semantic, aesthetic and praxis point of view. and praxis. Correlatively, the space-time of the cyberliterature escapes the regularities of the literature, which borrows from the real world, to inherit the characteristics of the virtual world. In this article, we will demonstrate how e-literature can contribute to language learning can contribute to language learning in the same way as literature, which is traditionally recognized as an indispensable tool for the success of the task.

To account for this, we will first agree on the didactic potential of cyberliterature in a context of lesser valorisation of literature as a social practice capable of infusing the field of teaching. field of teaching. We will then proceed to an analysis of the status of the status of literature in education in order to question its transposability to its transposability to the benefit of cyberliterature.

Finally, we propose to use structurationist theory to question the ways of legitimizing cyberliterature as a pedagogical resource.

II. From the didactic potential of cyberliterature to its linguistic applications

Cyberliterature remains difficult to define because it requires an apprenticeship in its practices. Without cyberculture, the confused reader does not access the cyberliterary experience. The primacy of experience, canonized in the book form form, still escapes us in its digital form, as soon as we look for points of comparison and resemblance with the classical literature. However, the cyberliterature proves to be resolutely exogenous to our previous experiences to our previous experiences, resistive to our codes of interpretation, and at least thirsty of new references. In this sense, cyberliterature has a great didactic profitability. This potential, however, suffers a noticeable decline due to the gap between the inexperienced reader and the expert author of cyberliterature. Let us underline here the late emergence of literature many centuries after the invention of the book. The development of the literary technology is the combined fruit of the codes of the Aristotelian dramaturgy, of the invention of the individual-subject, and of the societal and philosophical treatment of themes supports, without counting its stylistic formalism.

In its early days, the modern novel was only leafed through by an erudite assembly confined to literary salons. Nowadays, cyberliterature benefits from highly democratized media democratized media, but paradoxically it faces the same conceptual and experimental harshness. For lack of being raised to the status of social practice, cyber-reading continues to claim a genre to which its recognition and legitimization as a recognition and legitimization as a social practice in its own right.

The questioning of the didactic potential of cyberliterature is actualized in the process of transformation and renewal of the contents and learning methodologies. Cyberliterature is, first of all, a field of practices in search of field of practices in search of regularity. The handling of the book implies a delimited didactic induced by its material characteristics. The text, localized, inscribes the linguistic learning in didactic processes didactic processes that inherit their properties from intra-school uses. Cybertext, for its part, generates other uses that are sometimes totally disconnected from the the school setting. Revaluing the role of the school would consist in to offer digital resources to learners in order to reinforce their transversal skills. In this sense, the study of educational contents has the vocation to question learning processes which cannot, in any case, show didactic or pedagogical didactic or pedagogical perfection.

In fact, there is no way to predict predict how epistemic content contributes to the cognitive development of the student. of the student. In the Piagetian sense, the process of assimilation/accommodation questions the student's personal project.

And faced with the irreducibility of the individual dimension, no corpus of resources will be able to totalize all the conditions for the formation of a skill. Competence puts tension between a teleological intentionality and a power at work to solve a problem situation. Moreover, competence cannot be emancipated

from from the situation in which it is authenticated. The very use of the term competence in abstracto testifies to the insufficiency of the resources mobilized to respond to the challenges of use.

From this point of view, linguistic transmission is only a tiny fraction of the linguistic experience. And by reciprocity, linguistic competences are irrigated by non-directly linguistic competences not directly linguistic; their non-consideration in the school context should not lead us should not, however, lead us to ignore this dark matter that is so active at the heart of the linguistic universe. To be convinced of this, a paradigm shift seems as necessary for paradigm shift seems as necessary for cyberliterature as it was for quantum physics quantum physics at the margin of the standard model. By analogy, the existence of such distinct laws at the cosmological and subatomic scales suggests the the need for a popularization of cyberliterature.

Therefore, the didactic potential of cyberliterature will remain unexploited as long as its contribution to is not fully recognized its contribution to the cultural heritage, in the same way as many arts. . However, a double-sided problematic is imposed

the aporia of research concerning the didactic potential of cyberliterature deprives it of a methodical recognition of its the didactic potential of cyberliterature deprives the latter of a methodical recognition of its linguistic resources, the absence of a cartography of its own linguistic uses contributes to the lack of recognition of its didactic power.

On the linguistic level, cyberliterature puts in scene practices of writing-reading of writing-reading that mobilize essential properties of linguistics. Iconography and design constitute an anchor to a "poetization of discourse" (Saemmer, 2010, p. 418).

The mobility of the textual units implies a work of literary analysis proceeding by reconstitution of the absent fragments fragments. Thus, the interactive properties of cyberliterature allow access to the worlds of the representations of the other readers by the means of their interactions. This education of the taste is thus registered in a dialogical logic. In the case of co-written works, by nature ephemeral, where the interface authorizes the remodeling of the seriation of the events, even the reversal of their auctorial purposes, the reader-writer adopts a role consented role of author.

He acquires a scenographic sensitivity where he mobilizes structuring faculties, dramaturgical aptitudes, and summons philosophical philosophical postures that contribute in one way or another to the the development of linguistic skills.

The cyberliterature offers moreover a space of identity construction and has a function of socialization through the incorporation of registers linguistic registers in social practices with psycho-affective and ethical content.

The digital form allows small group work and favors communicative situations, communicative situations. Cyberliterature, less represented than represented than literature, still decomplexes the relation to the text, by out of its elitist universe of reference.

Indeed, the multiple ways of appeal to the cyber-reading (literary, relational, data-processing, aesthetic, praxis) desacralize the discriminatory power of literature (Baudelot et al., 1999). Denied a function of labelling so marked, the cyberliterature is more like a laboratory where the equivalent empires of the text, the image and empires equivalent of the text, the image and the multimedia. Cyberliteracy requires workshop-based learning, not formal instruction. For For example, hypermedia has such a didascallic function that it offers multiple multiple fields of escape such as history, geography, linguistics, etc., which which work like Russian dolls for the benefit of an iterative didactic that matches the reader's own and instantaneous motivations. Our objective is not to make an exhaustive inventory of the didactic levers of e-literature applied to of cyberliterature applied to linguistics. Our ambition is to lay the groundwork for to lay the groundwork for the development of cyberliterature as a learning tool in its own right. learning tool in its own right.

However, if the links with the visual arts, computer science and design seem to be design seem to be coherent from a disciplinary point of view, what about the recognition of digital literature in the framework of teaching?

III. The modalities of recognition of cyberliterature in the school context

The active resistances (rejection of digital, relegation of cyberliterature to the status cyberliterature and its distance from the academic perimeter) reinforce the passive the passive resistances, not less active (disinterest, lack of knowledge, lack of time).Without questioning the relevance of these reserves, our ambition is to highlight the way in which a system of meanings/constraints system of meanings/constraints interacts with a framework of legitimization in the process of in the process of structuring cyberliterature as a language learning tool (Bourgeois & Nizet language learning tool (Bourgeois & Nizet, 2005).The literature represents an abundant source of educational resources. It constitutes a reference for the for the activity of linguistic production in the school environment.If, in the XVII and eighteenth centuries, period of literary quintessence,

the literary genre was enough to cover to cover the quasi-totality of the social practices, the XIXth century was the theater of a "destabilization of the genres" (Branca-Rosoff, 1999, p. 5).

For Bakhtin, "the genres of discourse are given to us almost in the same way as our language" and] organize our speech in the same way that grammatical forms organize it" (1984, p. 285). grammatical forms" (1984, p. 285).

For all that, the determination of the status of gender is not a universal truth but rather a matter of consensus inherent in communities of consensus inherent to communities of language practices. In the course of the century, the share of literature in teaching has been very significant, divided globally in two currents respectively routine and auctorial (Maingueneau, 2007) which translate the extensiveness of the pedagogical resources of pedagogical resources in the literary domain in schools. This didactic fact takes into account the fact that "almost universally, 'literature' is both an object and a tool of education and both an object and a tool for education and teaching, since it is at the same time intimately at the same time intimately linked to the "values", to the language and to its learning and to the mastery of discourses" (Fraisie, 2012, p. 36).

This particular status of literature of literature in European countries, especially in the French-speaking countries, is demonstrated by the countries, is demonstrated by the important number of hours dedicated to to its teaching.

And, in order to carry the label of literary genre, four fundamental conditions are to be fulfilled: a cultural inscription like of a genre materialized by an author who is part of an identified literary current literary current; an enunciative form where the author appears more or less author appears more or less preponderant; a scriptural formalism concordant with its textual genre of belonging and, finally, the presence of horizons of expectations expressed by by its readership.

All of these characteristics testify to the great of literature in the language teaching corpus. In In any case, the evaluation modalities fit perfectly into the model of knowledge model of evaluation of knowledge in school by bringing together the culture of the student and the culture of the student and the school culture (Chervel, 1998). The Moroccan Ministry of Education, for example, considers that "the introduction of literature in the language class must place the discipline in a triple perspective: linguistic, methodological and cultural" (Sadiqui, 2020, p. 1).

Thus, according to Mina Sadiqui, "any introduction of "literary knowledge", including that on literary genres, is the result of a didactic of a didactic reflection on its status and its finality in relation to the device of (2020, p. 7).

This is the reason why cyberliterature, whose only forays into the linguistic toolkit depends today only on the openness of teaching, can only reach the status of a genre only with the creation of a common intercultural space that defines that defines and recognizes it on an identity, cultural and social level. and social. In any case, "every text is already read by the social 'tribe' . [and] the conditions of reception of a text create it in part" (Duchet, 1982, p.109). The great foundation for this reconsideration of the status of cyberliterature in language learning depends, in large part, on the ability to integrate new the ability to integrate new textual formalisms by freeing oneself from traditional traditional constraints and, in so doing, to establish new relationships with the author. However, this desire to expand the sphere of reception and influence influence of the digital text can be hindered by the requirement of very rigid rules of reading and analysis.

This is what makes some pedagogues say that French, as it is taught in the French-speaking countries whose educational systems pay educational systems pay more attention to aesthetics and textual performance is accessible only to a small privileged social group.

In this case, Demougin calls for the restoration of "the social dimension of literary reading, of the participatory reading that any literary text induces" (2011, p.6).

We believe that cyberliterature could achieve this status at the cost of reintegration of language teaching into a social practice that unites teachers, students and teachers, students and cyberliterature around a common project.

IV. Contributions of the structurationist model for thinking about the legitimization of the didactic potential of cyberliterature

By invoking a structurationist approach, we immediately avoid the pitfalls that can hinder any will to valorize the didactic potential of didactic potential of cyberliterature Starting from Frega's postulate that " practice refers first of all to the social, institutional and technical dimension of the context in which the act of acting takes place" (2016, p. 12), we propose to mobilize Whittington's (1996) Strategy as Practice (SCP) model to analyze in turn the inscription of cyberliteracy from the perspective of practitioners (didacticians, educational institutions, teachers, learners) praxis (a set of activities and learning scenarios) and practices (cognitive, reflective and (cognitive, reflective, pedagogical and didactic resources). From this point of view, the structurationist model offers us the possibility of modeling the ways in which this new of legitimizing this new

practice of language learning by abandoning the the institutional structural approach and the individual subjective approach. subjective approach.

The limits of these two approaches are tangible: the first decrees a didactic standard based on a reference culture; the second implies a malleable, personalized didactics which refutes any possibility of standardization of language teaching in a school. school. As a social practice, cyberliterature can offer a fruitful didactic framework if it manages to take into account the didactic orientations, the learning needs of the students and the predisposition of the predisposition of teachers to model pedagogical corpus taking into consideration the specificities of e-learning. Thanks to digital technology, the writer-reader is both a reader and an author of a text and author of a text that is built in the social relation with the other readers: the student's performance is evaluated, therefore, individually and collectively.

In this framework, instead of questioning the ways of legitimizing of cyberliterature from an intra-personal point of view (identity modalization (identity modalization of this practice), interpersonal (relational implications) or supra-personal (conditions of institutionalization), we consider more important to analyze the interactions between these different dimensions. Three regimes of interaction between the actors of language learning are to be identify :

From "I" to "you": the didactic recognition of cyberliterature presupposes that individual postures are valued in the project of institutionalization project. The school must encourage a regulating discourse combining freedom and truthfulness.

From "I" to "he": sociologically, it is advisable to proceed with the labelling of identity of social practices in order to succeed in the epistemization of those related to of those linked to cyberliterature.

From "you" to "he": producing and negotiating the issues inherent in the incorporation of cyberliterature as a didactic resource by highlighting its benefits for benefits for learning. At the same time, it is important to highlight the empowering effects of e-literature on the individual.

In this context, the teacher is called upon to equip himself with sufficient knowledge and computer skills to become himself the co-author of the cyberliterary work being planned in his classroom. It is, therefore, at the cost of modernizing of the teacher/teacher relationship, but also learners/learners, that cyberliterature can find its cyberliterature can find its place in school language learning.

V. Conclusions

Such an invitation to recognize cyberliterature in school and university circles cannot be the result of compartmentalized postures. In a Foucauldian perspective, we reaffirm the coupling of knowledge and In a Foucauldian perspective, we reaffirm the coupling of knowledge and power, where power relations to be defined are animated and played out.

We are concerned above all to the need to elevate cyberliterature to its full status as an object of object of study in order to draw from it transdisciplinary ramifications (linguistics, digital, communication, literature) which alone will offer it the the potentialities which are incumbent to him. We are, in a certain way, stage of a maieutic ambition where cyberliterature must give birth to itself in the of itself in the heart of the social practices that it irrigates.

Cyberliterature can certainly contribute to the cultural enrichment of students by cultural enrichment of students by encouraging them to open up to educational universes that reflect the major developments of digital technology in our societies.

If the literature implies a more or less great asymmetry between the world of the world of the author and the world of the reader, the digital leads, as for him, to a learning by identity recognition. The aesthetics of cyberliterature is then its capacity to conjugate linguistic production and construction of citizenship. Through its connection to the current world and its evolutions developments, cyberliterature can also contribute to the reinforcement of the knowledge of the world knowledge of the world and its issues. The linguistic and textual skills developed are not aimed at acquiring a necessarily richer lexicon, but at expressing lexicon, but the expression of themes and discursive interests in formation. The possibilities of interaction and co-writing mark out a world in gestation under the world in gestation under the combined pen of the participants. Digital techniques techniques give birth to new forms of societal relations and set up cyberliterature as a linguistic and set up cyberliterature as a linguistic laboratory where intentionality and textual purposes meet and intertwine. Cyberliterature borrows, thus, to the logic of the labyrinth by authorizing constructions and deconstructions and invites new textual or semiotic associations. It becomes a tool for experimenting with new sensations, emotions, cognitions and could be used as a support for new catharsis, critical analysis production of meaning. It also allows to put into words a world allowing immersions without limits. In other words cyberliterature can emblemize a learning of languages which allows exchange of roles, the inter-fertilization of cultures, and some breakthroughs in a future in progress.

There remains the issue of its legitimization in teaching spaces: a guarantee for the teaching body to give up the interpretative boundary of the texts to to envisage forms of personal creativity.

In the digital age, the educational status of cyberliterature hangs on its ability to infuse its own characteristics of multiplicity, reciprocity, and retro-causality within the learner/teacher relationship at the heart of the educational institution.

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Latifa Chahbi. "Digital Literature And New Practices In Language Teaching/Learning Research Laboratory On The Maghreb And The Mediterranean University Abdelmalek Essaadi ." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 13(02), (2023): pp. 66-71.