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PROJECT-BASED LANGUAGE LEARNING WITH TECHNOLOGY: CREATIVITY AND AUTONOMY OF LEARNERS

Among the many methods that can promote the autonomy and creativity of learners, project-based pedagogy has often been cited for several decades. It has become a daily practice in higher education especially in foreign language learning.

While several theories and pedagogical currents in Europe have integrated the project approach, it is in the Anglo-Saxon countries that this orientation has been most systematically organized and theorized. We must note here the influence of Dewey in the United States, in contrast with the political model of education other more rigid researchers that would characterize France [6]. John Dewey and his group advocated projects as a means of "learning by doing" based on student self-interest and a constructivist approach [5]. In 1918, Dewey's student William Kilpatrick formalized "The Project Method" and became popular in the Progressive education movement. The Dewey's school-laboratory offers concrete activities that must meet the learning desire of students. Dewey [8] believes that education must be pragmatic and must teach students to think and adapt to the world in which they live, starting with their interests and developing their autonomy [8].

This type of pedagogy is active and is based on a constructivist vision of learning. Admittedly, learners must have a minimum level of autonomy to be actors in their learning and build it. There is also, in the importance given to collaborative work, the socioconstructivism of L. Vygotsky for whom "social interaction is the origin of learning" [4]. Project-based pedagogy therefore falls within the action perspective recommended by the Common European Framework of Reference for Languages [3].

In this regard, Puren points out that the pedagogical project is "the activity of reference of the action perspective as the most accomplished form of "social action" that this new didactic orientation aims at". Projects involve cooperation and collaboration because they involve "a very strong group of learners in order to achieve a certain product over a relatively long period of time" [11].

The project approach is a collective enterprise managed by the class-group (the teacher animates but does not decide everything); is moving towards a concrete production; induces a set of tasks in which all learners can get involved and play an active role, which can vary according to their means and interests; generates knowledge of project management skills and competences (decide, plan, coordinate, etc.); at the same time promotes identifiable learning in the curriculum of one or more disciplines [9].

This approach is characterized, in our language courses, by its interdisciplinary, collaborative and realistic aspects, perfectly adapted to the intellectual and professional interests of the learners. Moreover, to make an authentic project is not enough, it is necessary to think the project through the objectives of learning Among the objectives that the projects can aim at, we retain the following for our case:

to mobilize acquired knowledge and competences, build skills;

discover new knowledge, new worlds, in a perspective of awareness;

incite new learning in the same project;

develop cooperation and collective intelligence;

help each learner to gain self-confidence, strengthen personal and collective identity through a form of empowerment, actor empowerment;

developing autonomy and the ability to make choices and to negotiate them [9].

But it does not take too many objectives in the same project, so that they are all achievable by the learners.

A teacher who implements a project with his learners is himself in a project approach. But while "learners are guided by the task at hand, the teacher must be guided by the learning objectives to be acquired" [2]. Thus, it is here for him to put an emphasis on the work of the oral (expression, pronunciation, prosody) and, moreover, we repeat, to get students to know how to achieve a project using at least partially to the same skills autonomously thereafter.

If autonomy means the capacity of a learner to be a player in his work and learning, this implies, on the one hand, that he has freedoms and choices to make in the context of learning, but also, on the other hand, that this framework supports and helps to build this autonomy so that it is not a simple prerequisite [1]. Autonomy is thus declined in our eyes in different skills that the student must be able to acquire in the course of the course, unless they are a prerequisite. The activities of learners during the project process, here in higher education, are as follows: problematize; to inform oneself, to document oneself; control, criticize; organize, plan; realize and control; communicate, report [2]. As we have already pointed out, the teacher's role as coach is essential in this pedagogy, to help learners to see the possible options or to distance themselves from the decisions made or to take.

Another goal is to engage students with interest and engagement through creative topics. Creativity is related to originality in the way of combining ideas or

things. And it leads to efficiency and then efficiency. Creativity rhymes with inventiveness, originality, even efficiency, notions currently highly valued. It creativity is therefore added as an additional skill, necessary for the (good) realization of projects. Here are the different aspects of creativity that have been solicited.

Creativity can therefore be widely regarded as an expected skill (in other words, a presupposition) on the part of students. But at the same time it is strongly stimulated in the pedagogical scenarios chosen, and this by three elements: the themes, the instructions, the examples shown.

For our part, we cannot conceive our days of learning without the use of informative and communicative resources that offer us the Information and communications technology (ICT), or rather the digital one. The ICTs integrated into the pedagogical scenario offer enormous advantages to stimulate group work, interaction, interdisciplinarity in communicative practice in languages and, through this, motivation.

Paivandi and Espinosa [7] find that "previous research on university education shows that the relationship between teachers and students at university is often trapped by several types of discrepancies (relationship to knowledge, generation, authority, autonomy)". According to them, the Information and communications technology is likely to work on these discrepancies and reduce the distance existing in traditional pedagogy.

Digital through project-based pedagogy first of all allowed us to modify our role and that of learners in the classroom. The use of digital has all of us, teachers and learners, converted into holders of interdisciplinary and language knowledge, and the topics we have covered have become exchanges of knowledge. Indeed, ICTs serve to fill, in a way, the lack of scientific and technical knowledge of language teachers. Students can search online for answers related to language and specialized knowledge. They reassure the learners because in a few seconds they can satisfy their curiosity and their needs. ICTs therefore provide the various actors with additional information that replaces the deficient knowledge and removes fears due to a misalignment of knowledge. The teacher becomes mediator, facilitator and collaborator. It proposes a project which links the acquired knowledge of the learner during his studies to the news to be acquired during the realization of the project. The teacher, according to Proulx [10] must know during the exhibition of the project to the learner "to present him some options and let him discover others".

In addition, as a mediator, it arouses in students the emergence of cognitive and socio-cognitive conflicts. It is up to him to ensure links between the curriculum and the project.

By sharing responsibility (personal research, forums and collaborative activities), ICTs provide students with an ideal physical and social environment to build their knowledge and projects guide them in this achievement.

We are convinced that project-based learning would be extremely difficult to be if it were conducted without digital media and that at present a well-structured project allows for full learning as it trains foreign language learners. in a specialized situation and develops, through this, the transversal skills advocated by the Council of Europe in particular, digital, teamwork, creativity, responsibility, etc. and help them to become true citizens of the world.

Integrating digital into the design of programs in order to develop key competences therefore becomes, as we mention in our title, the lever of a creative, innovative, motivating pedagogy whose spin-offs become useful and indispensable on the one hand, to prepare students to be excellent citizens of the world and secondly, in our case, to share with countries that do not yet have the means, the richness of the digital, by transmitting them, through the tools of communication, discoveries adapted to their needs in order to help them in their daily lives.

Project-based learning brings many hopes for education: building learners' knowledge from an individual and professional perspective, at the same time introducing them to teamwork and taking responsibility and autonomy it seems motivating and instructive but can prove to be ineffective when the precaution of structuring the project, supporting the motivation and accompanying the teacher are not met.

It is to a profound change that learning by project leads and is effective in several countries and in some sectors close to professional world.

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