Critical evaluation of online didactic sequences for EFL learners in the Wallonia-Brussels Federation (Belgium)

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Critical evaluation of online didactic sequences for EFL learners in the Wallonia-Brussels Federation (Belgium)

Mémoire présenté par Lisa GAYET
en vue de l'obtention du grade de
Master en Langues et lettres modernes,
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Promoteur : (Prof.) Germain SIMONS

Année académique 2024/2025

Critères de qualité des travaux de fin d'études de la filière en Langues et lettres modernes

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1. Questions/thématiques de recherche

- La question de recherche est-elle clairement définie ?
- La question de recherche est-elle originale et/ou scientifiquement ambitieuse ?
- Dans quelle mesure contribue-t-elle à la littérature scientifique et à l'état des connaissances de la discipline ?

2. Mobilisation de la théorie

- Utilisation de sources pertinentes ?
  - Le travail contient-il des références solides et pertinentes ?
  - Le travail contient-il un nombre suffisant de références scientifiques ?
    - Le seuil minimum est fixé à *10 références scientifiques* (à savoir : ouvrage, monographie, article de revue scientifique, chapitre d'ouvrage, compte-rendu…) ; ne comptent pas comme références scientifiques : les articles de blogs et les pages issues de sites de vulgarisation.
- Utilisation pertinente et critique des sources ?
  - Les sources sont-elles mobilisées de manière adéquate dans le texte ?
  - Les citations sont-elles mobilisées de manière pertinente dans le texte ?
  - Les différentes sources sont-elles mises en relation ?
- Les concepts pertinents pour la question de recherche sont-ils clairement définis et maîtrisés ?
- La/Les questions de recherche (et les hypothèses éventuelles qui en découlent) sont-elles pertinentes, principalement en lien avec l'état de l'art ?

3. Méthodologie

- La méthodologie déployée permet-elle de répondre aux questions de recherche ?
- La méthodologie déployée est-elle décrite avec clarté et de manière complète ?
- Le cas échéant : la collecte des données (corpus, échantillon, questionnaire, sources textuelles…) a-t-elle été effectuée de manière rigoureuse ?
- Permet-elle d'apporter des éléments de réponse aux questions de recherche et aux objectifs du travail, et, le cas échéant, de confirmer ou d'infirmer les hypothèses de travail ?

4. Analyse/Commentaire/Résultats

- La présentation des résultats ou observations se base-t-elle sur des preuves textuelles, des citations, des analyses de corpus, des extraits d'entretiens… ?
- Le corpus de travail est-il analysé de manière complète et systématique ?
- Le cas échéant : la base de données a-t-elle été constituée avec rigueur et précision ?
- Les résultats sont-ils présentés de manière claire et précise ?
- Les résultats sont-ils présentés de manière logique, de façon à développer un raisonnement cohérent ?
- Les résultats permettent-ils de répondre aux questions de recherche et de vérifier les hypothèses de travail ?
- Le commentaire permet-il une analyse en lien avec le cadre théorique défini ?

5. Discussion, synthèse, perspectives

- Les observations principales du travail sont-elles résumées de manière claire et mises en relation avec la littérature scientifique ?
- Des pistes de développement sur la base des conclusions principales (pour des recherches futures) sont-elles proposées ?
- Un regard critique sur la démarche mise en œuvre dans le travail est-il proposé ?

6. Qualité de la langue

Il est attendu que le TFE soit rédigé en langue étrangère et que la qualité de la langue mobilisée soit conforme aux attentes académiques. Indépendamment du contenu, le jury a la possibilité de remettre en cause la réussite du travail s'il estime que la qualité de la langue est insuffisante.

- La langue utilisée dans le travail respecte-t-elle les normes orthographiques, grammaticales et syntaxiques ?
- La terminologie scientifique est-elle mobilisée de manière appropriée ?
- Le texte est-il structuré de manière cohérente ?
- Le document respecte-t-il les caractéristiques du style académique ?
- La qualité de rédaction est-elle de nature à remettre en cause la réussite du travail ?

7. Mise en page et typographie

- La présentation matérielle du mémoire (structure, mise en page, typographie) est-elle soignée ?
- La longueur du travail est-elle conforme aux consignes ?

8. Référencement bibliographique et citations

- Toutes les références traitées dans le texte sont-elles présentes dans la bibliographie ?
- Toutes les références présentes dans la bibliographie sont-elles traitées dans le texte ?
- Les normes de citation sont-elles respectées ?
- Les normes bibliographiques sont-elles appliquées de manière cohérente et systématique ?
- Le travail ne contient-il pas de plagiat ; tout propos ne relevant pas d'une réflexion personnelle de l'étudiant·e est-il référencé ?

9. Défense orale

La défense orale permet au jury de vérifier la maîtrise des sujets abordés dans le travail ainsi que l'appareil méthodologique déployé. Elle permet de vérifier les compétences de présentation des étudiant·es et leur aptitude à répondre à des remarques critiques. La défense est publique et se déroule dans la langue étrangère.

Lors de la défense orale, l'étudiant·e propose une synthèse du travail soulignant les résultats principaux, approfondit un aspect particulier de celui-ci ou exploite une thématique connexe. Cette présentation dure au maximum 10 minutes.

- Le contenu de l'exposé est-il présenté de manière concise ?
- L'exposé est-il présenté de manière cohérente ?
- L'étudiant·e répond-il/elle aux critiques et questions de manière adéquate et convaincante ?
- La maîtrise de la langue orale est-elle conforme aux exigences académiques ?
- La langue mobilisée lors de la défense respecte-t-elle les normes grammaticales et lexicales ?

10. Déclaration d'authenticité relative à l'utilisation de l'intelligence artificielle générative

- L'utilisation de plateformes d'intelligence artificielle générative est-elle conforme à ce qui est indiqué dans la déclaration d'authenticité ?

11. Longueur

*La longueur attendue pour un **TFE du master 120** (avec une fourchette de 10 % vers le haut ou vers le bas) est de **240 000 caractères espaces compris**, hors bibliographie et annexes. À titre indicatif, cela correspond à 36 000 mots, hors bibliographie et annexes.*

*La longueur attendue pour un **TFE du master 60** (avec une fourchette de 10 % vers le haut ou vers le bas) est de **160 000 caractères espaces compris**, hors bibliographie et annexes. À titre indicatif, cela correspond à 24 000 mots, hors bibliographie et annexes.*

- La longueur du TFE est-elle conforme aux dispositions réglementaires ?

LIÈGE université
Philosophie et Lettres
LLMT

Déclaration d'authenticité

Je, soussigné·e ……Lisa GAYET …… déclare avoir rédigé le présent travail de fin d'études de manière autonome, sans l'aide non autorisée de tiers et ne pas avoir utilisé d'autres moyens que ceux indiqués. J'ai mentionné, en précisant la source, les passages de ce travail empruntés textuellement ou sous forme de paraphrase à d'autres ouvrages.

Je déclare avoir pris connaissance de la charte ULiège d'utilisation des intelligences artificielles génératives dans les travaux universitaires (https://www.student.uliege.be/cms/c_19230399/fr/faq-student-charte-uliege-d-utilisation-des-intelligences-artificielles-generatives-dans-les-travaux-universitaires) et des restrictions propres à ma filière d'étude, et je déclare que mon travail implique (cochez la case appropriée) :

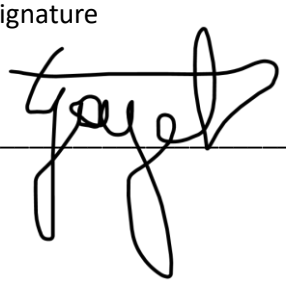
- ☐ Aucun usage de l'IA générative
- ☒ Un usage de l'IA générative comme assistant linguistique (amélioration de la formulation, de la mise en forme de textes que j'ai rédigés ; cette utilisation est comparable aux correcteurs d'orthographe et de grammaire existants).
- ☐ Un usage de l'IA générative comme assistant à la recherche d'information (aide comparable à l'usage des moteurs de recherche existants qui facilitent l'accès à la connaissance d'un sujet).

Ce travail peut être vérifié pour le plagiat et l'utilisation des intelligences artificielles génératives à l'aide du logiciel approprié. Je comprends qu'une conduite contraire à l'éthique peut entraîner une sanction.

Lieu, date

ALLEUR, le 22 mai 2025

Signature



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Introduction

As a young language teacher about to enter the professional world, I find myself navigating between the theoretical foundations acquired during my studies and the practical realities of teaching in a classroom. While my academic training has provided me with pedagogical tools, a critical observation emerges when I examine the legal documents, such as the official frameworks and curricula, that are supposed to support and guide language instruction: there is a significant lack of concrete resources, particularly in terms of structured didactic sequences[1]. Indeed, although reference is often made to the didactic triplet "Connaitre, Appliquer, Transférer", this conceptual model is rarely accompanied by practical examples of how it can be implemented in real classroom contexts. Thus, what is truly missing from these official documents are structured frameworks that effectively guide the design of didactic sequences. This gap is especially problematic for novice teachers, who require not only theoretical guidance but also actionable strategies to develop effective and coherent didactic sequences. Furthermore, the action-oriented perspective, prescribed by the CEFR, remains rather abstract and underdeveloped in the available documents for teachers. Apart from mentions to project-based pedagogy as the main mode of operationalizing this approach, little is provided to help teachers understand how to integrate the action-oriented perspective into their everyday practices. Additionally, the lack of focus on textual genres, which are crucial for developing learners' communicative competence through authentic tasks, presents an opportunity for the implementation of this approach, as it will be explored later. In contrast to this situation, the Didactics of Modern Languages class at the University of Liège has played a crucial role in addressing these gaps. Among others like the problem-solving model or alternative ways of structuring language lessons, the course introduces a structured pedagogical model called PFE (Présentation, Fixation, Exploitation), which ends with a final production. This model is very similar to the well-known PPP framework (Present, Practice, Produce), but also to the didactic triplet "Connaître, Appliquer, Transférer.". These are examples of didactic frameworks, which can be defined as didactic scenarios that guide the progression of a sequence through different phases of teaching and learning (Simons, 2023: 28). Together, these frameworks provide a clear and practical foundation for creating coherent didactic sequences.

[1] A didactic sequence is a structured set of lessons aimed at a common goal: the completion of a final communicative task (TFC). While this task often involves written or oral production or interaction, it can also focus on comprehension, depending on the objective of the sequence (Simons, 2023: 28).

This gap in having clear examples for creating didactic sequences in legal documents could be found in online didactic sequences which is why I decided to investigate them to see if they are reliable resources that can be used by language teachers in the French-speaking community of Belgium while respecting legal prescriptions. Indeed, ready-to-use online resources, which provide structured sequences for language teaching, may offer a solution for teachers who struggle with the lack of practical guidance. This master thesis emerges from a desire to bridge the gap between official prescriptions and classroom practice.

Moreover, as I began exploring the role of online didactic sequences in education, I quickly realized that there is a significant gap in the existing literature regarding the reliability of these platforms, particularly concerning the quality of the didactic materials they offer. This lack of research motivated me to investigate this area further, with a focus on understanding how teachers engage with these platforms, whether they trust them, adapt them, or critically assess their content. I also questioned whether these platforms are actively used by teachers, or if not, what the reasons behind this are. The evaluation of a selection of online didactic sequences will help determine whether they could be used by language teachers from the French-speaking community of Belgium or not, or maybe how they should be adapted and used. To explore these questions within the context of the Wallonia-Brussels Federation, I conducted a survey among language teachers and future language teachers to gain insight into their perceptions, practices, and experiences with online didactic sequences. Through this study, we are aiming to understand the advantages and limitations of online didactic sequences.

The following research questions, along sub-questions that will be presented later, will guide our analysis:

RQ1: Is there an online market for didactic sequences, and are they all free or paid?

RQ2: What is the quality of online didactic sequences, and can they be considered reliable resources for language teachers in the French-speaking community of Belgium?

RQ3: How do online didactic sequences align with established pedagogical frameworks (e.g., PFE, PPP)?

RQ4: How do online didactic sequences comply with the legal prescriptions of the Wallonia-Brussels Federation?

RQ5: How do teachers engage with online didactic sequences?

To address these research questions, the thesis is structured into several parts. Before delving into the main chapters, an initial section will present an overview of existing resources found on websites offering online didactic sequences. This first exploration will allow us to respond to the first research question.

The second section then focuses on the legal prescriptions of language education in the French-speaking Community of Belgium. It examines the influence of the Common European Framework of Reference for Languages (CEFR) on legal documents and analyzes how these texts define both the content teachers are expected to teach ("what to teach") in the frameworks and the recommended pedagogical approaches ("how to teach") in the curricula. Special attention will be given to whether these official documents explicitly encourage or even mention the use of online didactic sequences.

The third section presents a literature review that synthesizes current research on various didactic frameworks, such as the PFE model (Présentation, Fixation, Exploitation), the PPP model (Present, Practice, Produce), and the triplet "Connaître, Appliquer, Transférer". In addition, it addresses the roles and limitations of explicit teaching, and the significance of textual genres in language learning. Building on this theoretical foundation and the legal prescriptions, an evaluation grid will be developed to serve as a tool for analyzing online didactic resources in the following chapter.

The final section consists of the main analysis. It includes the evaluation of a selection of online didactic sequences using the previously developed evaluation grid. Moreover, a survey conducted among language teachers working within the French-speaking community of Belgium will be presented. This section aims to better understand teachers' perceptions and practices in relation to online didactic sequences.

Additionally, a discussion chapter will explore possible correlations between the strengths and weaknesses identified in the online didactic sequences and the responses gathered from the survey. Building on this analysis, the following chapter will offer suggestions and propose alternatives to improve the currently available online didactic sequences.

Finally, the thesis will conclude with a final synthesis of the findings and recommendations for teachers and future research.

1. Overview of online didactic sequences

The rise of technologies has led to the availability of a wide variety of websites offering online didactic sequences. These resources, which include structured lesson plans, exercises, and teaching materials, are destined to teachers looking for ready-to-use content. However, their availability, quality, and accessibility vary significantly, with some platforms offering free content while others operate on a paid or subscription-based model. At the same time, the increasing integration of digital tools in education has impacted teaching practices, raising questions about how teachers interact with online resources and whether access to technology creates new inequalities or even issues such as plagiarism. This section provides an overview of the main types of websites giving access to online didactic sequences and explores the role of technology in shaping modern teaching methods. It will also help us answer the following research question:

RQ1: Is there an online market for didactic sequences, and are they all free or paid?

Before exploring the types of websites offering online didactic sequences, it is essential to clarify how these examples were selected. The platforms presented in this section were chosen based on their visibility. I entered the keywords "English lesson on jobs" into the Google search bar and based my selection on the first results that appeared. Additionally, preference was given to platforms that are already well-known like he BBC Council website. This method was chosen because it seemed to reflect how many teachers might typically search for resources online. However, I am aware that Google results can vary depending on several factors such as location, browsing history, and cookies. Therefore, the websites I found may not be the same ones other users would encounter using the same keywords. This method aims to give a general idea of what a typical user might come across.

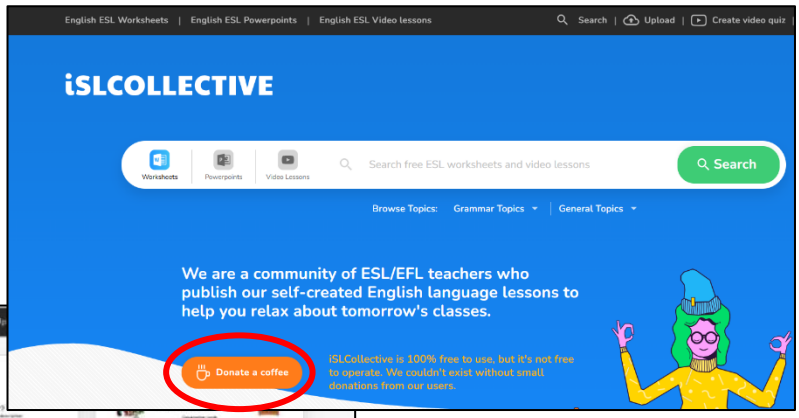
1.1. Free websites

Several platforms provide free didactic sequences/exercises, allowing teachers to access structured educational content without financial barriers. These resources vary in approach, from well-established institutional sources to teacher-created materials shared within online communities. For example, the BBC Learning English website gives free access to educational content: https://www.bbc.co.uk/learningenglish/. Originally designed for learners, the site is also a valuable resource for teachers, who can easily access materials to use in their classrooms.

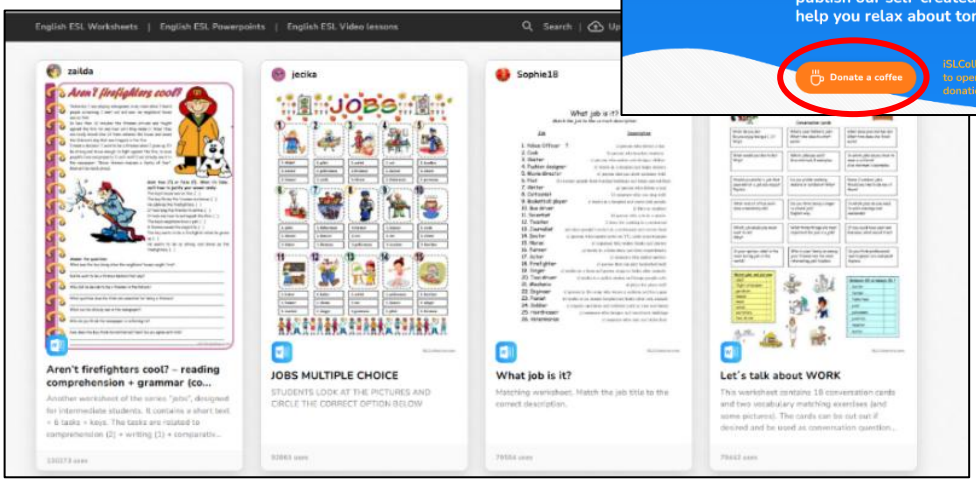
This website is linked to BBC, the famous British public service broadcaster. It is then from a well-established institutional source where teachers can take materials such as videos, podcasts, etc. for free. The resources are created by a team of experts, including producers, writers, and ELT specialists. The content is authentic, with up-to-date language, and is designed to meet the real-world needs of learners and support teachers in their educational practices.

Screenshot 1: *BBC Learning Website: https://www.bbc.co.uk/learningenglish/ Accessed on 31/03/2025*

Another example of a website offering free materials is ISLCollective[2]: https://en.islcollective.com/. Unlike BBC Learning English, which is primarily designed for learners, ISLCollective is specifically created for teachers, providing a space for them to share and access didactic materials. The website clearly emphasizes that teachers contribute their resources for free as part of a collaborative community. However, there is also an option, indicated by an orange button, for users to donate to support the platform.



Screenshot 2: *ISLCollective website: https://en.islcollective.com/ Accessed on 31/03/2025*



Screenshot 3: *Results when the word "job" has been researched*

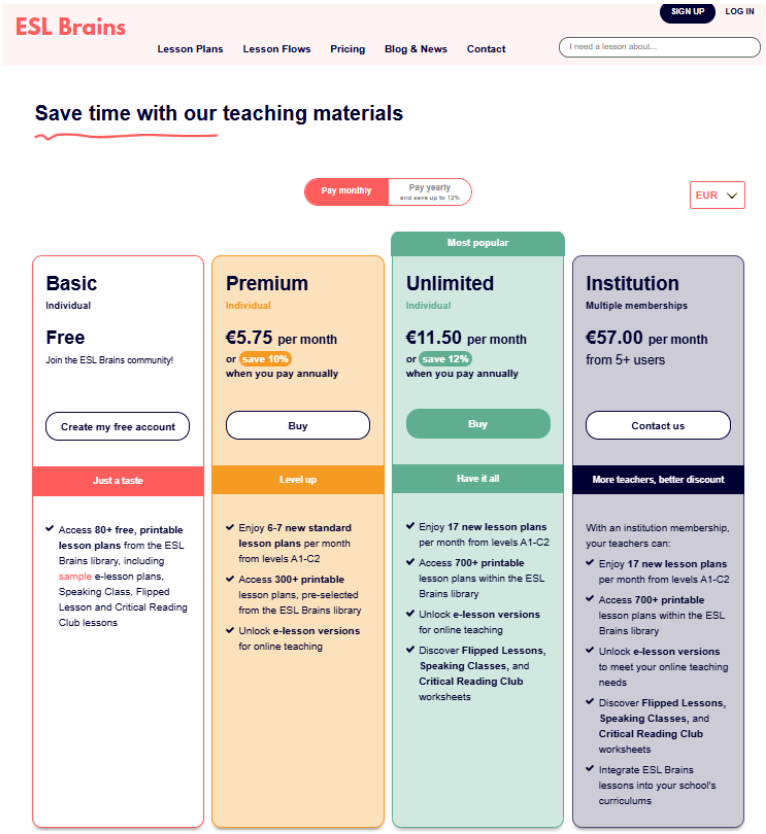
[2] Internet Second Language Collective

In screenshot 3, I searched for the word "job" on the platform to explore the available resources. As a result, we can see a variety of exercises created by different teachers that can be accessed and used by language teachers. In addition to worksheets, the platform offers PowerPoints and video lessons, giving teachers a range of resources to choose from. However, these resources typically do not constitute complete didactic sequences, they are rather individual components that can be used to complete or build a full didactic sequence.

1.2. Websites with free and paid versions

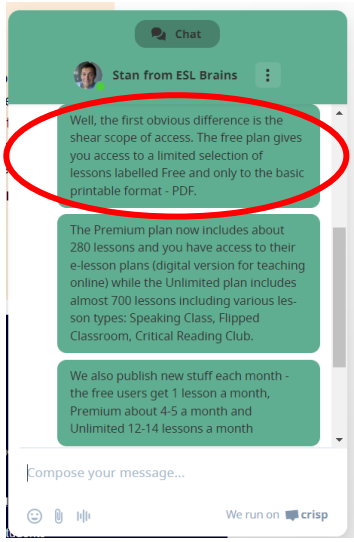
Some online platforms offer premium content, either through one-time purchases or subscription models.

For example, the ESL Brains website: https://eslbrains.com/ offers free and paid content. Subscriptions can go from 0 euros a month to 11,50 euros for personal teachers or even up to 57 euros/month for institutions.



Screenshot 4: *Pricing of the website ESL Brains: https://eslbrains.com/ Accessed on 31/03/2025*

I questioned whether there was a difference in quality between free and paid content, so I reached out to a website member to explore this further. Stan, from the ESL website, explained that the distinction lies not in quality but in access, paying users have then access to more content. He also emphasized that their platform ensures high standards by working exclusively with experienced teachers and editors who have over 20 years of experience in ELT publishing. This claim is supported by the website, where the team members are presented. However, no direct information about their academic qualifications was found, even though the website states that all materials are created by "ESL teachers with years of experience in the classroom and the language publishing industry" (ESL Brains, n.d.).



Screenshot 5: *Conversation with Stan from the ESL website*

Another example of a website that offers both free and paid resources is Mrs. Recht's website: https://mrsrecht.com/boutique/. Run by Estelle, a teacher, the platform provides materials for teachers, offering a mix of free and paid content.

I decided to reach out to her to learn more about her motivation and ask her if there was any difference between the free and paid versions. In her email, she explained that her main motivation is to support fellow teachers but that she decided to charge for some of her resources to prevent them from being taken and reused in commercial teaching textbooks, thus protecting her work. However, we can still question whether she says that to give more credit to her work, or whether it is actually true.

Bonjour Lisa,

Je suis ravie que mon blog vous plaise. ~~Je n'ai aucun diplôme en didactique à part~~ ma formation pour le CAPES et une grosse apétance personnelle pour le sujet. Il n'y a pas de différence de qualité entre nos contenus gratuits ou payants. La gratuité permet de découvrir notre travail, les paiements de le faire vivre. ~~J'ai toujours aimé partager mon travail. Après de~~ multiples pillages du site notamment par des auteurs de manuels je me suis décidée à le "protéger" en le rendant payant. Ma seule motivation est d'aider les collègues.

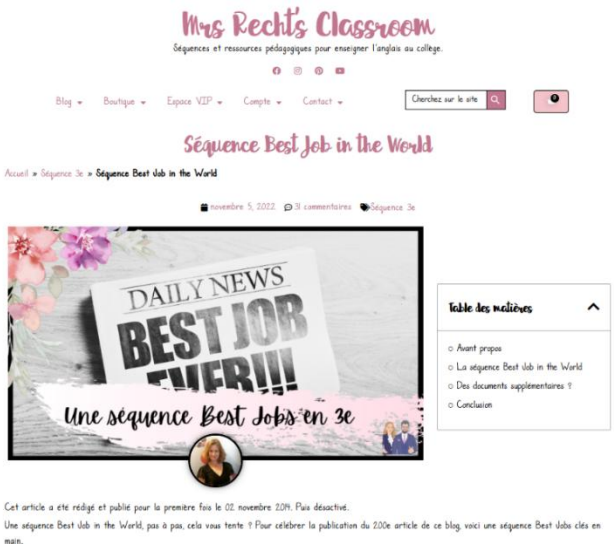
Bien cordialement,

Estelle

Le 20/09/2024 à 14:13, Mrs Recht's Classroom a écrit :

Screenshot 6: *Email written by Estelle Recht from the website: https://mrsrecht.com/*

Moreover, in screenshot 6, Mrs. Recht clearly states that there is no difference in quality between the free and paid content. Once again, the distinction is argued to lie in access rather than the materials themselves.

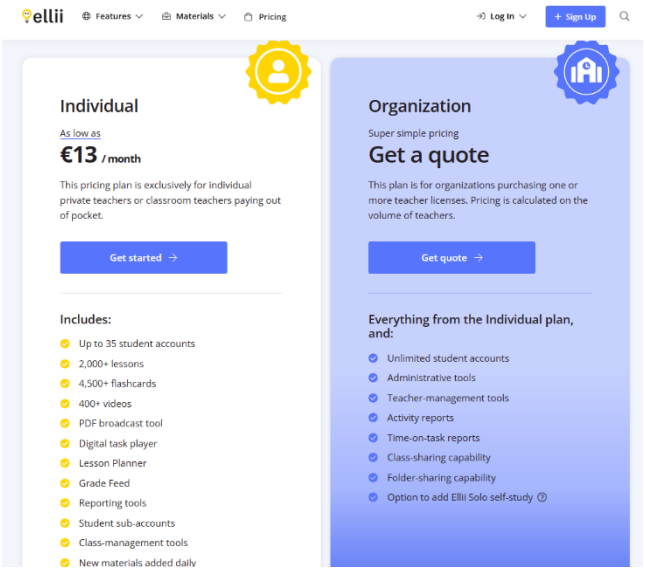


Screenshot 7: *Mrs. Recht website: https://mrsrecht.com/best-job-in-the-world/ Accessed on 31/03/2025*

Additionally, in the case of the didactic sequence "Best Job in the World", she explains in the preview that some of the resources were taken from the Internet, which is why this sequence is available for free. Offering free materials also serves as a way to share her work and attract new users to discover her content.

1.3. Paid websites

Lastly, it is important to note that some websites offer only paid content, limiting access for teachers who may not be able to afford a subscription. However, I have observed that these platforms are relatively rare. This could be because many paid websites choose to offer free content as a way to attract users, allowing them to explore the materials before potentially subscribing to a paid plan.



Screenshot 8*: Pricing of the website Ellii: https://ellii.com/ Accessed on 31/03/2025*

An example of this is Ellii[3] (ESL Library): https://ellii.com/. This platform offers only paid content, although it does provide previews that allow users to see the materials. However, teachers cannot download or fully access the resources without subscribing to a paid plan. The Ellii website also offers subscription plans directed to individual teachers (13 euros/month) but also to organizations such as schools.

[3] The name "Ellii" embodies the company's mission: the acronym "EL" is a reminder of the previous name "ESL Library", than the double "LL" stands for "Language Learning," while the double "ii" symbolizes two individuals learning together, reflecting the platform's commitment to connecting people through language (Ellii, 2022).

Thus, it can be concluded that a parallel market of online didactic sequences exists alongside traditional teaching textbooks. The range of available resources is vast, and this overview captures only a portion of it. The second part of this thesis will focus on examining whether these resources are reliable and if they should be used by language teachers from the French-speaking community in Belgium.

1.4. Customer loyalty in these websites

Online didactic platforms employ various strategies to foster customer loyalty and encourage repeat engagement. First, customer reviews and ratings play an important role in influencing potential users' decisions (S. Ramaiah, 2019: 149). Positive reviews can enhance a platform's credibility and attract new users, while negative reviews may deter them (2019: 147). A study published in the *International Journal of Research and Analytical Reviews* highlights that online reviews serve as a rich source of content created by consumers, providing valuable insights into product performance and user experience, thereby significantly impacting consumer decision-making (Ibtesaam & Bhadauria, 2024: 74).

Screenshot 9: *Reviews of the website ESL Brains: https://eslbrains.com/ Accessed on 02/04/2025*

Here is an example of customer reviews from the ESL Brains website. These reviews must have been carefully selected (and maybe modified) by the site and are all positive, aiming to persuade potential customers to subscribe to a membership.

Another strategy often used is the implementation of sales promotions and loyalty programs. These initiatives aim to make users to continue utilizing the platform's resources. According to McKinsey & Company, modern loyalty programs are integral to digital consumer engagement, emphasizing the importance of putting consumers first and making use of the data collected through these programs (Huang & O'Tool, 2020). One website that particularly use these strategies is Mrs Recht's one: https://mrsrecht.com/votre-compte-fidelite/

Screenshot 10: Customer loyalty on Mrs Recht's website: https://mrsrecht.com/votre-compte-fidelite/ Accessed on 02/04/2025

Screenshot 10 illustrates how she manages loyalty programs. Customers accumulate points, which are then converted into money and can be used for purchases in the shop.

Moreover, she also uses sales to attract potential customers. The owner has a Facebook account where she posts promo codes that can be used on her website.

Screenshot 11*: Mrs Recht's Facebook account. Accessed on 02/04/2025*

By offering discounts and using customer reviews, online didactic platforms aim to attract and keep loyal users. These methods help keep users interested and make the platforms more successful in the competitive digital education market.

1.5. Teaching with new technologies

The evolution of the Internet has played a crucial role in the development of online learning environments and has thus significantly influenced how teachers create didactic sequences by providing access to a wide range of resources. Unlike traditional textbooks, which may be costly and limited in availability, online resources are theoretically accessible to everyone.

However, this accessibility is not entirely equal. As we explored earlier (see screenshot 4 and 8), many educational websites offer content that require a paid subscription. While there are numerous free materials available, they often come with limitations, encouraging users to subscribe for full access, this is particularly evident on platforms such as the ESL website as it

was demonstrated earlier. As a result, while online didactic sequences expand learning opportunities, they also create disparities in access, as not all users can afford paid content.

Additionally, access to these online didactic resources depends on having an Internet connection, which can also be another source of inequality. According to the *Baromètre Citoyens 2023* study by Digital Wallonia (Ruol, 2023), 95% of Walloon households have an Internet connection at home, showing a slight increase from previous years. This can be seen as reassuring, as it is unlikely that teachers fall within the 5% of households without Internet access. However, it is still possible that some educators experience slow or unstable connections, which could hinder their use of online resources.

Another possibility would be to use the school's Wi-Fi. However, not all schools are equipped with a Wi-Fi connection yet, or the coverage may not be available throughout the entire school. To address digital inequalities in education, the Walloon Government has allocated a budget of €60 million to accelerate the deployment of WiFi in all schools across Wallonia. Starting in 2024 and spanning three years, this initiative aims to connect nearly 500 schools per year, ultimately reaching 1,350 schools (Wallonie.be, 2023). This investment is part of the broader *Digital Wallonia for Education* (DW4Edu) program, which promotes digital learning in schools by providing digital devices and Internet connectivity. The Wallonia Recovery Plan has dedicated a total of €120 million to this program, with half of the budget allocated specifically for WiFi installations (Wallonie.be, 2023).

This initiative represents a crucial step in reducing digital disparities, ensuring that students and teachers have equitable access to online learning resources, regardless of their financial background or location. However, while these efforts improve connectivity in schools, disparities remain in household access to *premium* educational content.

Indeed, while online didactic sequences expand learning opportunities beyond traditional textbooks, access remains unequal due to financial barriers and digital divides. Websites justify the difference between free and paid versions as being about access rather than quality as seen before (see p. 8), claiming that those who pay more can access more content but not better content. However, the second part of this thesis will examine whether this claim holds true.

1.6. Conclusion

This first part has shown that there is a wide variety of online didactic sequences available to teachers, both free and paid. These resources reflect how technology is changing teaching methods and giving teachers more ways to find ready-made or partially-made content. Some websites offer completely free materials, while others use a mix of free and paid content. Many websites say that paying for access only gives more content, not necessarily better content. Additionally, many websites use strategies like promotions and rewards to keep users coming back. However, not everyone has the same access to these resources. Some people can face barriers like not being able to afford paid content or having limited Internet access. Although efforts like the Digital Wallonia plan are working to improve Internet access in schools, there are still gaps outside of school. The next part of this thesis will look closely at whether these online resources are truly useful for language learning by language teachers in the French-speaking community of Belgium.

2. Legal expectations

In Belgium, the teaching of modern languages from preschool to secondary education is regulated by specific legal prescriptions. These regulations ensure that students achieve a defined level of language, aligned with European standards. Since teachers must follow these official guidelines when designing didactic sequences, this section outlines the key legal elements that shape language teaching practices. This overview is particularly important, as these requirements will be used as criteria in the evaluation grid applied later in this thesis. This chapter will investigate on the influence of the Common European Framework of Reference for Languages (CEFR) and its connection to online didactic sequences. Additionally, it will examine the legal requirements, the distinction between framework and curricula, the particularities of modern languages teaching in the Belgian context, more specifically in the Wallonia-Brussels Federation (WBF). Finally, we will address the following subquestions related to the main research question (RQ4) that will be answered later (see section 5.1):

RQ4: How do online didactic sequences comply with the legal prescriptions of the Wallonia-Brussels Federation?

Subquestions:

-Do online platforms organize their materials based on the CEFR levels? If yes, how do they attribute these levels to their resources?

- Do legal prescriptions mention/ recommend the use of online didactic sequences?

2.1. The Common European Framework of Reference for Languages (CEFR): its origins, structure and influence on secondary education in Belgium

The Common European Framework of Reference for Languages (CEFR), established in 2001, is a standardized framework developed by the Council of Europe to assess and guide language learning, teaching, and evaluation across Europe.

The CEFR aims to help countries rethink their approach to language teaching, harmonize qualifications, and create standardized diplomas (Belouf, 2024: 190). However, as the Council of Europe is distinct from the European Union, it has no legal authority to enforce its recommendations, and its tools are voluntarily adopted by member countries. Over time, the CEFR has adapted to meet the growing need for transparent language qualifications due to

increased mobility and professional exchanges (Council of Europe, 2001: 12). The framework also emphasizes linguistic diversity and recognizes that second language learning differs from first language acquisition (Belouf, 2024: 190-191).

One of the core elements of the CEFR is its six language levels, which describe language learners' abilities in a structured and measurable way. These levels are categorized into three broad stages:

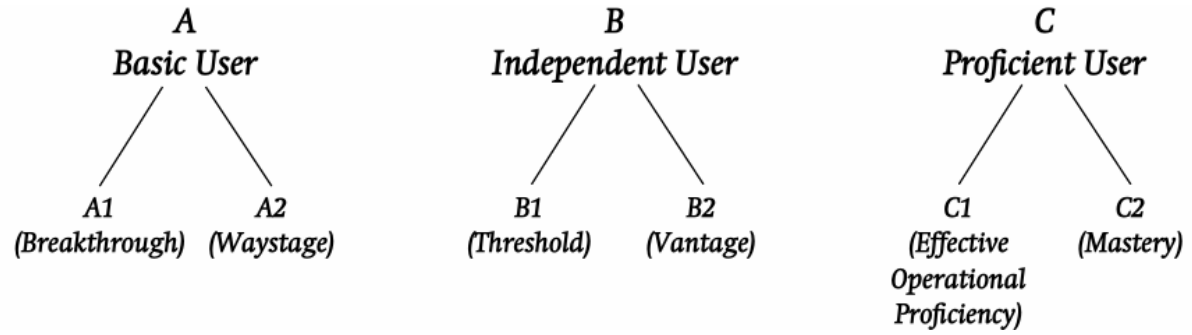


Figure 1: *CEFR levels (2001: 23)*

Belgium has integrated the CEFR into its language education policies to standardize learning objectives and ensure they align with European standards. As it will be detailed later, the frameworks clearly outline the expected language levels at various stages of education. For instance, a student following a "transition"[4] curriculum with Modern Language 1 (LM1) is expected to reach at least a B1(+) level in listening comprehension by the end of secondary school while a student in a "qualification"[5] curriculum is expected to get to a A2(+) level in listening comprehension by the end of his education.

2.1.1. CEFR and online didactic resources

With the rise of digital education, many online didactic resources, such as websites offering structured learning materials and didactic sequences, integrate CEFR levels to classify their

[4] « Les sections de transition préparent à la poursuite des études jusqu'au niveau de l'enseignement supérieur, tout en offrant des possibilités d'entrer dans la vie active. Un Certificat d'enseignement secondaire supérieur (CESS) est délivré au terme des 6e années de ces études. » (Enseignement.be, n.d.)

[5]« Dans les enseignements technique, artistique et professionnel, les sections de qualification préparent à l'entrée dans la vie active tout en permettant la poursuite d'études jusqu'au niveau de l'enseignement supérieur. Un Certificat d'enseignement secondaire supérieur (CESS) et/ou un Certificat de qualification (CQ) sont délivrés au terme de ces études ». (Enseignement.be, n.d.)

content. However, the process by which these levels are determined remains a subject of investigation. Do platforms consult the CEFR framework directly or collaborate with linguistic experts? Or do they rely on internal expertise and pedagogical experience to align their content with CEFR descriptors? Investigating these processes can help assess the accuracy and consistency of levels attributed to online resources.

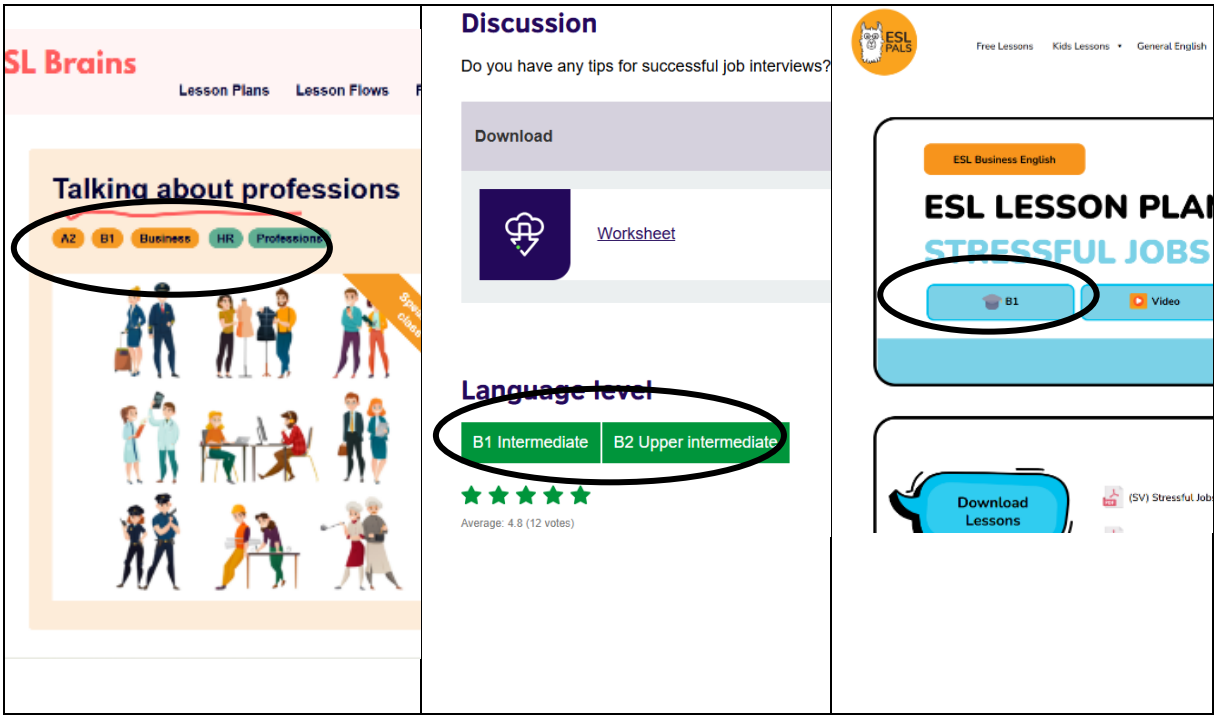
2.1.1.1.How are the CEFR levels attributed to the didactic resources?

This section will provide an initial overview to illustrate how online platforms attribute CEFR levels to their educational materials. It is important to note that this is not a comprehensive analysis of the methods used by these platforms, but rather a demonstration of the approaches observed. A more in-depth analysis will be presented later in the thesis. This part will investigate the following subquestions:

> Do online platforms organize their materials based on the CEFR levels?
> If yes, how do they attribute these levels to their resources?

To illustrate my points, I selected a mix of well-known platforms in the language teaching field, such as ESL Brains, British Council, and ESL Pals, along with lesser-known ones that emerged during my research, like Mrs. Recht's website, which I found by searching "English lesson on jobs" on my Google search bar.

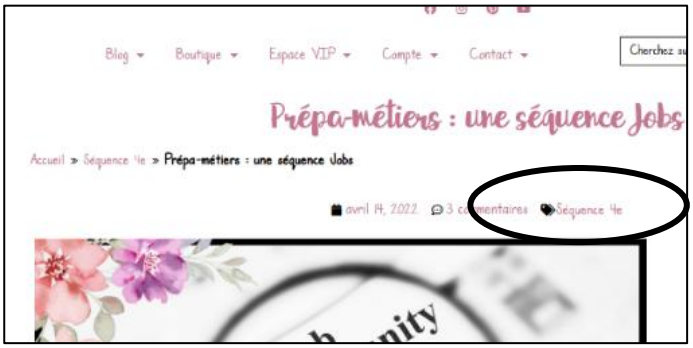
First, we can observe that most online platforms reference the CEFR levels to better organize the resources available to teachers. However, this is not the case for all platforms. Therefore, teachers should always verify the materials and assess the appropriate level to assign if it is not clearly indicated before using them in their classroom.



Screenshot 12: *Examples from the websites 'ESL Brains', 'British Council' and 'ESL Pals' with the CEFR levels*

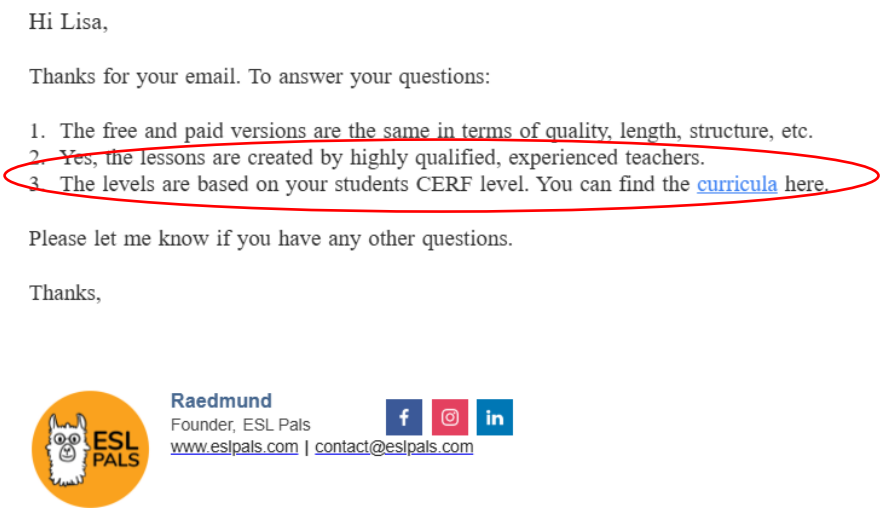
These websites specify the levels for which the sequences are intended. However, not all platforms do the same:

Indeed, Mrs. Recht's website does not use the CEFR levels but instead she aligns her content with the levels of the French secondary school system. This creates a challenge for users outside France who may not be familiar with this system. By using CEFR levels (A1, B1, C2, etc.), teachers and learners can have a shared understanding of the language proficiency expected for each resource.



Screenshot 13: *Mrs'Recht website: https://mrsrecht.com/sequence-jobs/ Consulted on March 14th 2025*

To address the second question regarding how the levels are attributed, I reached out to two platforms to investigate about how they assign the CEFR levels to their didactic sequences. I received a response from one, but it didn't really answer the question. They mentioned that their levels are based on the CEFR but did not provide clarity on how they determine the specific levels, whether it is based on their own interpretation, direct consultation with the CEFR, or another method we are unaware of. The other platforms did not respond to my email.



Hi Lisa,

Thanks for your email. To answer your questions:

1. The free and paid versions are the same in terms of quality, length, structure, etc.
2. Yes, the lessons are created by highly qualified, experienced teachers.
3. The levels are based on your students CERF level. You can find the curricula here.

Please let me know if you have any other questions.

Thanks,

Raedmund
Founder, ESL Pals
www.eslpals.com | contact@eslpals.com

Screenshot 14*: Email written by the platform ESLPals*

This leaves us wondering how these platforms attribute the levels. While we might assume they do not contact any organisation, given the lack of information provided from them and their website, we cannot definitively confirm this.

2.2. Legal requirements and educational frameworks

In French-speaking Belgium, the "Missions Decree" established in 1997 defines the goals of education, emphasizing the importance of equipping students with essential skills for learning and preparing them for active participation in society and economic integration (Décret Missions, 1997: 5).

Additionally, the reference framework of final competencies and required knowledge for general and technological humanities in modern languages[6] serves as a guideline (in this case for general and technological studies), that defines the expected learning outcomes at the end of the upper secondary cycle. This framework incorporates the Common European Framework of Reference for Languages (CEFR), which divides language proficiency into six levels (A1 to C2), providing a consistent way to compare skills across European education systems (FWB, 2020: 8).

[6] It is the framework we will focus on, but it is important to note that there is another framework for the technical and professional education which is called "The final competencies and required knowledge for the core curriculum of technical and professional education (2nd and 3rd Degrees)".

2.3. Distinction between "framework" and "curricula"

2.3.1. Framework

The framework of modern languages aims to structure and guide the teaching and learning of modern languages. In line with the approach adopted by the Common European Framework of Reference for Languages (CEFR), this framework prioritizes communication, taking into account the specific needs and characteristics of language learning. It was designed in collaboration with relevant parties and in alignment with the Pact for Excellence in Education (FWB, 2017: intro).

It explicitly defines the knowledge, skills, and communication strategies that students must acquire in order to understand and be understood in the target language in meaningful contexts. It also outlines the expected levels at various stages of obligatory education (FWB, 2017: intro). The purpose of the document is to explain the "what to teach" (FWB, n.d.).

The reference framework, which originally dated back to 1999, has been updated. The main focus of the updated framework is on learning progression and the active engagement of students throughout their education (FWB, 2017: intro). Moreover, one of the major innovations is the inclusion of the CEFR and the organization of language learning around the "*Unités d'Acquis d'Apprentissage*" (also called "UAA"). The CEFR provides an internationally recognized scale of language levels, ranging from A1 to C2, based on specific descriptors. It defines the five key competencies: listening, speaking in interaction, speaking without interaction, reading, and writing, while it also incorporates sociolinguistic (consideration of social norms of the language) and pragmatic (functional use of language, communication strategies, and coherence of speech) components (FWB, 2017: intro).

By integrating the CEFR, it aims at helping:

> define and describe the proficiency levels that learners in the Wallonia-Brussels Federation must achieve, position learners on a scale used across Europe, thereby facilitating their mobility within the European space. And, it helps at refining the approach to assessment, particularly regarding the role of errors in language learning (FWB, 2017: intro)[7].

While the CEFR was originally designed for adult learners, it has been adapted to better fit the educational context and needs of school-aged learners. This adaptation includes a division into

[7]Personal translation of the original version.

sub-levels (e.g., A1+, A2-) to better capture the progression of students at different stages of learning (FWB, 2017: intro).

The framework is also action-oriented, focusing on the interaction between the learner's strategies and the tasks they must carry out in specific, real-life-like conditions. The action-oriented approach is defined by the Council of Europe (2001) as such:

> The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning (Council of Europe, 2001: 9)

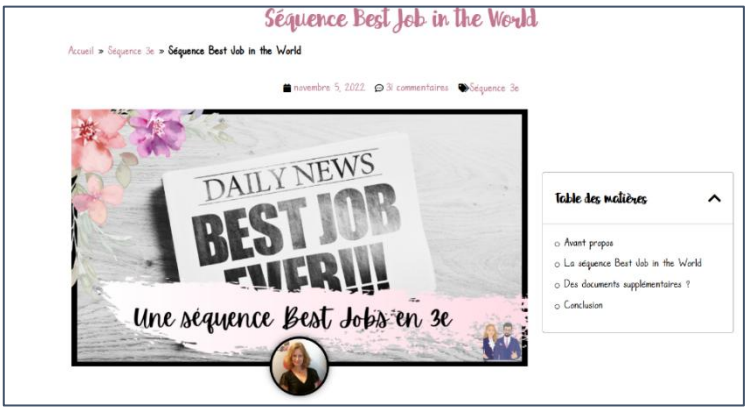
However, it is important to note that while the action-oriented approach aims for real-world language use, it is not always feasible to fully implement in the classroom. School-based activities often involve what the framework describes as "*un faire semblant accepté volontairement*", a purposeful role-play where students practice the target language in meaningful but simulated conditions (FWB, 2017: intro). This approach, while effective in bridging the gap between classroom activities and real-life situations, acknowledges the limitations of the controlled classroom environment. Indeed, while the action-oriented approach views learners as social agents performing real tasks, its classroom application is often limited. Aside from project-based pedagogy, few practical guidelines exist for everyday teaching. To address this, I turned to a solution proposed by Professor Simons: using textual genres in didactic sequences (see part 3.3).

Finally, the "*Unités d'Acquis d'Aprentissage*" (UAA) guiding the referential are coherent sets of learning achievements that can be assessed. They define "what a student knows, understands, and is capable of doing at the end of a learning process[8]" (FWB, 2017: intro), contributing to the structured progression of language skills throughout a learner's education. The UAA is now an integral component of the framework and is not specific to language education but also applies to all school subjects.

However, based on the examination of a limited selection of online didactic resources, it appears that the UAA is not explicitly mentioned. It is important to emphasize that the number of

[8] Personal translation of the original version.

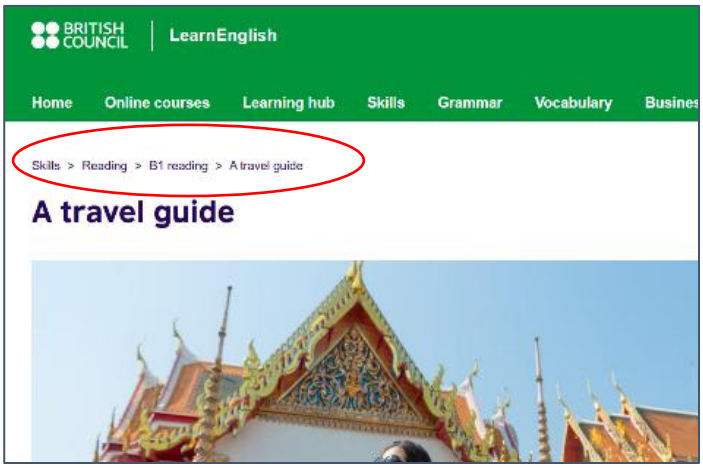
resources reviewed is small, and there may be other materials where the UAA is referenced, though it was not found in the documents examined here. This is not a comprehensive analysis but rather an example of how some online didactic resources address the UAA. A more in-depth investigation of this topic will be conducted in the second part of the thesis. The sequences presented here were selected based on the same criteria as those introduced in the initial overview (see Chapter 1).



Screenshot 15: *Mrs. Recht's Website: https://mrsrecht.com/best-job-in-the-world/ Consulted on March 15th2025*

For instance, in this case, the UAA(s) to be addressed is/are not mentioned. This can be explained by the fact that the teacher is French, and as such, follows different legal guidelines. However, since the resources are available to all, teachers must be prudent and verify the reliability and alignment of the documents with the legal expectations of their own country.

Another example is the famous website "British Council" where the skill worked is mentioned (in this case *reading*), the CEFR level as well but not the UAA. Again, this can be explained by the fact that the British Council is a British organization. Thus, having different legal expectations than those in French-speaking Belgium.



Screenshot 16*: British Council Website: https://learnenglish.britishcouncil.org/ Consulted on March 15th2025*

Moreover, a UAA corresponds to a macro-competence linked to a specific goal, for instance, "*reading in order to...*", which may still be implicitly present in the activity. Identifying the intended outcome or purpose of a competence within a teaching sequence can reveal the underlying UAA, even if it is not labelled as such. It is also worth noting that a single didactic sequence often involves several UAAs.

Since the UAA is not addressed in the resources studied, it means that teachers have to rework, adapt or even complete the materials, adapting them to meet the UAA and their specific needs. Understanding which UAA they are working on is crucial, as it is now an important feature of legal frameworks.

2.3.2. Curricula

A curriculum is developed by each educational network. It is a set of guidelines and pedagogical approaches that schools follow to ensure alignment with educational standards. These curricula are designed by educational authorities and approved by the government to support teaching practices. They primarily address the "how to teach" aspect, while the content or the "what to teach" is defined by the framework (FWB, n.d).

In this section, we will examine whether the curricula make any reference to online platforms for teachers, as these programs are primarily focused on the "how to teach" aspect.

2.3.2.1. Free subsidised network

	"site web"	**"en ligne"**	**"internet"**
Langues modernes I, II, III . Programme. Humanités générales et technologiques 2e et 3e degrés (2018) (166 pages)	5	8	4
Langues modernes. Formation générale commune. Programme. Humanités professionnelles et techniques 2e et 3e degrés (2017) (129 pages)	2	6	4

Table 1: Occurences of 'site web', 'en ligne' and 'internet' in the curricula issued by the free subsidised network

In both curricula from the free subsidized network, the term *"site web"* appears as an example of a support material, such as in the mention of a *"tourist website"* (*"site web touristique"*) (2017: 55; 2018: 51) in English. However, this reference is not relevant to our study, as it does not concern online didactic platforms. Similarly, the term *"en ligne"* is used in relation to the characteristics of oral production involving interaction, or to indicate that a message can be produced online for instance, again, without referring to any pedagogical platforms. Lastly,

"internet" is associated with the digital dimension in both documents. Thus, these curricula do not reference the potential use of online platforms by teachers to access fully or partially pre-designed didactic materials.

2.3.2.2. Wallonia-Brussels Education (WBE) network

	"site web"	**"en ligne"**	**"internet"**
Langues modernes. Programme d'études. Humanités générales et technologiques 2e et 3e degrés (2020) (448 pages)	5	19	5
Langues modernes. Programme d'études. Humanités professionnelles et techniques 2e et 3e degrés (2020) (386 pages)	4	12	9

Table 2 Occurrences of 'site web', 'en ligne' and 'internet' in the curricula issued by the WBE network

In both curricula from the WBE network, the term *"en ligne"* is primarily linked to resources such as *"vidéos en ligne"* and online dictionaries. These references suggest that teachers are encouraged to use Internet-based materials to enrich their teaching. While there is no explicit mention of online didactic platforms, the inclusion of such terms indicates a general openness to integrating web-based content into pedagogical practices.

The term *"site web"* appears in both curricula in examples such as *"site web touristique"*, illustrating types of resources that can be used in class. However, these examples serve as supports rather than pointing to platforms designed to provide didactic sequences. In some instances, references to *"sites en ligne"* mention tools like Quizlet and Memrise (2020: 49). While these are digital tools associated with the Internet, they are primarily used by students for memorization and not platforms offering ready-to-use didactic resources.

The word *"internet"* is associated with the digital or technological dimension of teaching. A relevant example appears in the guideline: *« utiliser ces supports audio(visuels) pour entrainer d'autres compétences : tâches de lecture apparentées (lectures de critiques, de témoignages, de posts sur Internet…) »* (2020 : 130 ; 2020: 133). This suggests that teachers may draw from Internet-based content but does not specifically refer to the use of educational platforms.

Additionally, in the curriculum for the « Humanités générales et technologiques » (2020) a remediation sheet states: “tu peux aussi trouver des documents sonores et leur script sur Internet. Ton professeur pourra te donner une liste de sites intéressants” (2020: 439), which implies that teachers might guide students to select online resources. This kind of reference suggests a need for teachers to be familiar with online platforms and marks a step closer to the kind of resource that is relevant to our study.

In conclusion, while the analyzed curricula from both the free subsidized and the WBE network acknowledge the existence of online tools and materials, there is no explicit reference to online platforms intended for teacher use in accessing ready-to-use didactic resources. The integration of digital elements remains general and largely unstructured, with only isolated examples suggesting a gradual shift toward recognizing the pedagogical potential of Internet-based platforms.

2.4. Specific features of language teaching in upper secondary education

The teaching of modern languages in Belgium follows a spiral learning approach, where students progressively refine their linguistic competencies through recurrent exposure to key themes and structures (FWB, 2017: intro). Additionally, the “Connaître, Appliquer, Transférer” process outlines a progressive approach to learning which is not limited to language learning but applies to all disciplines. In this model, students first acquire foundational knowledge but also develop a metacognitive awareness of the new resources. This means being able to explicitly identify, explain, and justify how and when to use specific concepts, procedures, or strategies across various contexts (“Connaître”), then apply it to familiar tasks (“Appliquer”), and then transfer it to new, unfamiliar situations (“Transférer”). This method emphasizes building structured knowledge and skills, practicing them in routine contexts, and developing the ability to adapt and apply what has been learned in different or novel scenarios. It encourages not only mastering content but also understanding when, why, and how to use that knowledge effectively in various contexts (FWB, 2017: avant-propos).

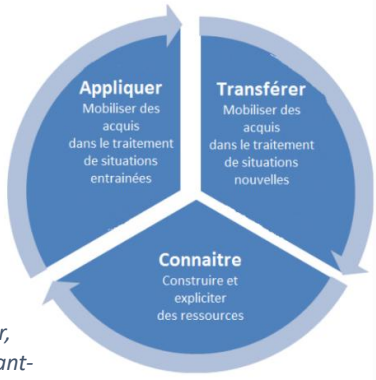


Figure 2: Triplet "Connaitre, Appliquer, Transférer" diagram (FWB, 2017 : avant-propos).

Moreover, the framework mentions that various dimensions are to be explored to provide a deeper education. The sociocultural dimension aims at helping students understand and appreciate other cultures, challenge stereotypes, and recognize the cultural elements necessary for effective communication. The citizenship dimension fosters critical thinking on societal issues like media literacy, sustainability, and environmental respect, encouraging students to make informed choices and develop a responsible, autonomous mindset. The digital dimension emphasizes the importance of digital literacy, encouraging students to engage with digital tools and media for learning and communication. These dimensions work together to shape students into informed, responsible, and adaptable individuals in today's diverse and digital world (FWB, 2017: avant-propos).

Lastly, based on the Common European Framework of Reference for Languages, the framework defines the levels students should reach by the end of their educational journey (FWB, 2017: avant-propos).

	Transition							
	LM1 4H		LM2 4H				LM3 4H	
	2e degré	3e degré	2e degré		3e degré		3e degré	
			GERMANIQUES	ROMANES	GERMANIQUES	ROMANES	GERMANIQUES	ROMANES
CA	B1 (-)	B1 (+)	A2 (+)	A2 (+)	B1 (-)	B1 (+)	A2 (+)	B1 (-)
CL	B1 (-)	B2 (-)	A2 (+)	A2 (+)	B1 (-)	B2 (-)	A2 (+)	B1 (-)
EE	B1 (-)	B1 (+)	A2 (+)	A2 (+)	B1 (-)	B1 (+)	A2 (+)	A2 (+)
EOEI	B1 (-)	B1 (+)	A2 (+)	A2 (+)	B1 (-)	B1 (-)	A2 (+)	A2 (+)
EOSI	B1 (-)	B1 (+)	A2 (+)	A2 (+)	B1 (-)	B1 (-)	A2 (+)	A2 (+)

Table 3: Levels expected at the different stages of transitional education (FWB 2017: avant-propos)

	Technique de qualification				Professionnel	
	Formation commune 2H		Formation commune 4H		Formation commune 2H	
	2e degré	3e degré	2e degré	3e degré	2e degré	5e - 6e - 7e
CA	A2 (-)	A2 (+)	A2 (+)	B1 (-)	A1 (+)	A2 (-)
CL	A2 (-)	A2 (+)	A2 (+)	B1 (-)	A1 (+)	A2 (-)
EE	A2 (-)	A2 (+)	A2 (-) *	A2 (+) *	A1 (+)	A2 (-)
EOEI	A2 (-)	A2 (+)	A2 (-) *	A2 (+) *	A1 (+)	A2 (-)
EOSI	A2 (-)	A2 (+)	A2 (-) *	A2 (+) *	A1 (+)	A2 (-)

Table 4: Levels expected at the different stages of technical and professional education (FWB 2017: avant-propos)

The five key competencies: listening/reading comprehension, oral expression with/without interaction and written expression, all have to be practiced to ensure a balanced development.

The educational framework also points out the importance of integrating transversal strategies. These strategies refer to broad methodologies or procedures that span across multiple subjects or disciplines. They become "transversal" when they are repeatedly applied in diverse contexts, either within a single discipline (intradisciplinary) or across different fields (transdisciplinary). The referential stresses the need to explicitly teach these transversal strategies, as students cannot be assumed to inherently understand or use them, they require focused learning and practice. Furthermore, each Unit of Acquisition (UAA) is structured to help students progressively develop and refine their skills. Within every UAA, critical resources such as knowledge, abilities, attitudes, and strategies are identified, which are activated during the learning process (FWB, 2017: avant-propos). By emphasizing transversal strategies, the framework ensures that students not only acquire subject-specific content but also the necessary skills and approaches that are relevant across different subjects and real-world situations.

Above transversal strategies, learning strategies have become a core element of education nowadays. Indeed, learning strategies occupy a fundamental place in the Common European Framework of Reference for Languages (CEFR), which adopts an action-oriented approach to language learning and use. According to the CEFR, learning and communication involve the performance of tasks, many of which require not only linguistic competence but also strategic competence, that is, the ability to use various strategies when the tasks are neither routine nor automatic (Council of Europe, 2001: 15-16).

Importantly, the CEFR emphasizes the development of such strategies as a learning objective in itself, even though strategies are not an end in themselves. It is recommended that learners enhance their traditional strategies by making them more diverse and conscious, thereby allowing the application of these strategies in unfamiliar contexts (Council of Europe, 2001: 137).

The CEFR emphasizes the need for learners to develop study skills and take responsibility for their own learning. This can happen in several ways:

a) "by progressively transferring responsibility for learning from the teacher to the pupils/students and encouraging them to reflect on their learning and to share this experience with other learners;

b) by systematically raising the learners' awareness of the learning/teaching processes in which they are participating;
c) by engaging learners as participants in experimentation with different methodological options;
d) by getting learners to recognise their own cognitive style and to develop their own learning strategies accordingly" (Council of Europe, 2001: 149)

The CEFR also highlights the importance of the *ability to learn* as a key component of learner competence. This concept encompasses a range of strategic and metacognitive skills that support autonomous learning, including language and communication awareness, general phonetic abilities, study skills, and heuristic strategies. These elements aim to help learners actively engage with new language input, adapt their learning methods to different contexts, and become more independent and reflective in their language acquisition process (Council of Europe, 2001: 106-108).

These principles have become even more relevant in today's increasingly heterogeneous classrooms, where students come with varied linguistic and cultural backgrounds, cognitive preferences, and levels of competence (Simons, 2023: 12). The diversity of learners necessitates flexible and personalized learning strategies, including both receptive strategies (e.g., listening, reading) and productive strategies (e.g., speaking, writing), to meet individual needs.

From a pedagogical perspective, communication strategies[9], which are major productive strategies that need to be worked, can be divided into two main types: reduction/avoidance strategies and achievement strategies (2023: 114). According to Simons (2023), drawing on Poulisse (1990), these strategies are employed by learners to overcome linguistic difficulties during language tasks (Poulisse cited by Simons, 2023: 113).

In addition, strategic resources for language learning were found across the curricula, providing information about the strategies to develop various language skills. It specifies the approaches to receptive skills (listening and reading comprehension) and productive skills (writing and speaking) at various European levels (A1, A2, B1, etc.). The strategies include steps such as "framing, hypothesis formulation, verification of the hypothesis, and revision of the hypotheses (if necessary)[10]" for comprehension tasks, "planning, execution, reading the production and

[9] Communication strategies are techniques that help compensate for linguistic gaps when speaking in the foreign language (such as using synonyms, paraphrasing, substitution through gestures, or asking for help in the target language, etc.) (Personal translation of Simons 2023-2024: 79)
[10] Personal translation of the original version

remediation[11]" for written expression tasks and finally "planning, execution, checking for understanding and remediation[12]" for oral expression tasks (FESeC (HPT), 2017: 26)[13].

The integration of strategic and metacognitive elements in language education is a central element of the CEFR and is now present in the legal requirements, a necessary response to the evolving realities of the classroom. Thus, strategic resources are an important element to include in the evaluation grid, which will be used in the analysis part of this thesis. Indeed, as it has become a major part of the legal requirements, the goal is to determine whether online didactic platforms include resources that support metacognition processes or not.

2.5. Conclusion

In conclusion, the teaching of modern languages in French-speaking Belgium is strongly guided by official documents like the Common European Framework of Reference for Languages (CEFR) and frameworks and curricula. These documents emphasize the importance of developing communication skills. Online didactic sequences often refer to CEFR levels, which is a positive aspect. However, there is no information on how these levels are attributed to the sequences, leading us to question their reliability, which will be further investigated later (see part 5.1). Furthermore, as we have seen, the UAAs now play a significant role in defining learning goals, however, they were never mentioned in the selection of the online sequences presented. Moreover, teachers are encouraged to use digital tools, but there are no official recommendations regarding the use of online didactic sequences. All of this highlights the need for teachers to be critical when choosing and using online didactic sequences, ensuring that they really meet the educational goals expected by the curriculum and frameworks. This chapter has outlined the legal expectations, which will serve as reference points for evaluating a selection of online didactic sequences in the analysis section (see part 5.2).

[11] Personal translation of the original version
[12] Idem
[13] See appendix 1 for the learning strategies figures

3. Literature review

3.1. Structuring didactic sequences: The PFE, PPP, and WBF ("Connaître, Appliquer, Transférer") models

As mentioned in the introduction, while my teacher education provided pedagogical foundations, a key issue remains: official frameworks and curricula often lack concrete guidance on how to design didactic sequences. Though the "Connaitre, Appliquer, Transférer" triplet is often mentioned, practical examples for its classroom application are rare, which can be difficult for novice teachers who need guidance to create coherent and effective didactic sequences. A possible solution to this gap is the PFE framework (Présentation, Fixation, Exploitation), introduced by Professor Simons at the University of Liège. The PFE framework serves as a strong reference for this study due to its similarities with other well-established didactic models. Indeed, it closely aligns with the "Connaitre, Appliquer, Transférer" framework used in the Wallonia-Brussels Federation (WBF) and the "Present, Practice, Produce" (PPP) approach found in the literature from English speaking countries (Maftoon & Sarem, 2012; Carless, 2009; Ellis, Li & Zhu, 2019; Shintani, 2013, cited in Loewen, 2020; DeKeyser, 1998; Lyster & Ranta, 2007; Foster, 2009, cited in Loewen, 2020). These models share a progressive structure that guides learners from acquiring knowledge to applying it in meaningful ways, ultimately leading to open production. By comparing the PFE model with these frameworks, we can see clear similarities, reinforcing its pedagogical validity. This is why, the PFE model will be used to assess the structure of the didactic sequences analyzed in this thesis. This choice is based on its greater applicability in online educational resources, making it easier to implement compared to other frameworks, as will be discussed later. Lastly, since the PFE is a Belgian framework, taught at the University of Liège, it is more relevant for teachers in the French community of Belgium, making it a more suitable reference for our study.

3.1.1. Présentation

The first stage of PFE, "Présentation", is very similar to the "Present" stage in PPP. According to Simons (2018), this phase aims at engaging students into the sequence and highlighting the importance of key linguistic elements. It consists of three key steps: contextualization, comprehension activities, and clarification. Contextualization aims at motivating learners by linking the topic to real-world situations, while comprehension activities guide them through written or audio materials, ranging from extensive comprehension (understanding the general meaning) to selective comprehension (locating specific details), and sometimes intensive

comprehension (analyzing the material in greater depth). Finally, clarification activities aim to address different aspects of the language such as the vocabulary, grammar, language functions or even the textual genre to ensure students' full understanding (Simons, 2018: 223-224). Similarly, in PPP, the "Present" stage involves the teacher setting up a situation and introducing target structures through model sentences, dialogues, or role-plays (Maftoon & Sarem, 2012: 32).

Despite their similarities, PFE's "Présentation" phase differs slightly from the Wallonia-Brussels Federation's "Connaitre" stage. Indeed, the two first stages differ in their focus and purpose. The "Connaitre" phase is aimed at giving students foundational knowledge, such as grammar rules, vocabulary, and communication strategies, and ensuring that they understand how and when to use these elements in various contexts. It focuses on helping students internalize this knowledge so they can use it flexibly in real-life situations. This phase really focuses on deepening students' understanding and making knowledge applicable across different situations (FWB, 2018: 11). This phase emphasizes the metacognitive aspect of learning by encouraging both a prospective and retrospective approach. Indeed, in a prospective manner, students identify the strategic resources they will need and explain their relevance for recognizing the type of document and key message elements (e.g., actors, objects, actions, time indicators, locations). Then, in a retrospective manner, they will reflect on the linguistic and strategic resources they used, analyze their necessity, and consider how they could be applied to similar tasks in the future. This dual approach is designed to help students develop awareness of their learning processes and enhances their ability to transfer knowledge across different situations (FWB, 2017). In contrast, PFE's "Présentation" phase primarily sets the stage for learning, focusing on students exposition to different inputs (listening and reading comprehension) and the clarification of linguistic, generic or even strategic resources.

3.1.2. Fixation

The second stage of PFE, "Fixation", aligns with both the "Appliquer" phase in the WBF triplet and the "Practice" phase in PPP. Indeed, in PFE, "Fixation" involves repeated and controlled practice which allow learners to internalize the material through structured exercises, starting with closed exercises to open ones. This phase often includes drills, gap-filling tasks, or guided repetition, where learners focus on accuracy and consistency (Simons, 2018: 224). Similarly, in the WBF "Appliquer", learners are tasked with using newly acquired knowledge in specific contexts that are predictable but still require thoughtful application (FWB, 2018: 11). In PPP, the "Practice" phase operates in much the same way, emphasizing accuracy through controlled

tasks that consolidate learning (Maftoon and Sarem, 2012: 32). Although this stage has faced criticism for being overly behaviorist, it can be argued to be essential for early-stage learners or for mastering complex structures (Carless, 2009 cited by Maftoon and Sarem, 2012: 34).

3.1.3. Exploitation

The final stage of PFE, "Exploitation," closely resembles the "Transférer" phase from the WBF triplet and the "Production" phase in PPP. This is when learners take control of their learning, applying their knowledge and skills in new and open-ended contexts. In the PFE framework, the "Exploitation" phase is specifically designed to facilitate the transfer of newly acquired knowledge to a different communication context but with similar elements that the ones introduced during the "Présentation" phase. This transfer process is guided by two fundamental principles. First, learners create an oral or written text that departs from the initial model while maintaining the same core elements or invariants: linguistic, structural, or conceptual. Secondly, the teacher's role is limited to reduce control and to foster learner autonomy (Simons, 2018: 225). Similarly, in the WBF stage "Transférer", learners engage in tasks that are both authentic and cognitively demanding. These tasks are always contextualized, which means that they take place within a meaningful context that gives purpose to the learning process. They are also goal-oriented, designed to address specific communication needs such as informing oneself, sharing information, taking action, or encouraging others to act. Additionally, they are complex, requiring learners to actively mobilize, organize, and integrate their knowledge, skills, attitudes, and strategies to successfully complete the task. This phase focuses on learner autonomy when presented to new and unfamiliar situations (FWB, 2018: 11). In PPP, the "Production" phase encourages students to use the new language more freely, either to express their own ideas and intentions or within a context similar to the one introduced by the teacher. This stage may involve activities such as role plays, simulations, or communication tasks (Maftoon and Sarem, 2012: 32).

3.1.4. Remediation and evaluation phases

After completing the third phase of the sequence, which serves as a diagnostic tool to assess whether students have met the intended learning outcomes, it is crucial to incorporate additional activities to support those who have struggled and help them reach the expected level. Following this remediation, an evaluation should be conducted. This final task focuses on assessing a specific competency, as well as the vocabulary, language functions, textual genres, and/or grammar developed throughout the sequence (Simons, 2023: 90-91). However, these

two phases will not be taken into account in this analysis of online didactic sequences because many online platforms and resources lack a structured evaluation process.

3.1.5. But why choose the PFE framework as a point of reference?

The PFE framework was chosen for this research because of its similarities with PPP and the WBF triplet, reflecting common pedagogical principles. Their clear, systematic progression and flexibility make them ideal for online education, where predictability is essential. Indeed, it is flexible because teachers can choose how they want to organize their lessons while it is important that they respect the order of P-F-E. It is possible to have different adaptation such as P-P-F-E, P-F-P-F-E, or even P-F-E-P-F-E-E. Several factors influence the structure and effectiveness of a teaching sequence, including the available time, the teacher's objectives for the sequence, and the length and complexity of the written and audio materials used (Simons, 2023: 32-37). The resemblance between these models is not accidental. It reflects a shared understanding of what could be considered effective pedagogical principles. The practicality and adaptability of PFE make it a valuable reference for this study. Like PPP, which has been praised for providing clear lesson planning guidelines for novice teachers (Maftoon & Sarem, 2012: 34), PFE offers a structured approach that is easy to implement while remaining flexible enough to suit various teaching contexts. However, while these models offer many advantages, it is important to recognize that they are not without their limitations.

PPP, for example, has faced criticism for its focus on form practice rather than authentic communication, leading some to argue that it does not fully facilitate real-world language use (Ellis, Li, & Zhu, 2019; Shintani, 2013, cited by Loewen, 2020: 113). Additionally, research on PPP is somewhat limited, largely due to its association with audiolingualism and behaviorism (DeKeyser, 1998; Lyster & Ranta, 2007 cited by Loewen, 2020: 119). However, modern PPP models now include meaning-focused and communicative tasks (Foster, 2009 cited by Loewen, 2020: 112).

> […] Previously, from a behaviorist perspective, the practice and production components tended to be formulaic and decontextualized, with the emphasis on learners correctly repeating the L2 sentences in order to form good habits. However, with the greater emphasis on communication and task-based learning that has occurred in ISLA3, the practice, and particularly the production activities, may be much more meaning focused. In fact, it is possible for the production component to consist of focused tasks in which learners engage in communicative activities containing specific predetermined linguistic forms (Foster, 2009) (Loewen, 2015 cited by Simons, 2023: 30)

Lastly, the decision to focus on the PFE model rather than PPP as the primary point of reference is also motivated by my familiarity with the framework and the extensive guidance provided in

Professor Simons' course notes (2023). These notes offer a detailed breakdown of each phase, including clear criteria and illustrative examples, resources that are often lacking or less systematically presented in the literature on PPP. Moreover, this model is more likely to be known and used by (future) language teachers from the French-speaking community of Belgium than PPP since it is taught at the University of Liège.

3.1.6. What about other frameworks?

As previously mentioned, I selected the PFE, PPP, and WBF frameworks because they are predictable and easy to apply in online teaching sequences. Their predictability lies in their structured and sequential nature, allowing teachers to anticipate the different stages of learning and follow a fixed structure. Other frameworks, such as the problem-solving based teaching (PS) model, present greater challenges for online applications due to their unpredictability and complexity. Indeed, it requires constant adjustments based on students' responses.

The PS framework, based on experiential learning, differs significantly from PPP. Instead of introducing knowledge first, it starts with an initial task that is similar to the final task and then gradually builds the necessary skills (Simons, 2018: 226-237). This inductive approach encourages students to engage in real-life problem-solving, learning through active engagement rather than passive reception.

The Liège adaptation of the Problem-Solving (PS) model incorporates the concept of "noticing the gap" which was developed by Schmidt & Frota (1986) and by Swain (1995, cited by Loewen, 2020: 69). This process involves learners comparing their language production with a target model to identify discrepancies between their interlanguage and expected linguistic norms (Loewen, 2020: 69). First, students compare their work to one of more advanced peers, and only later do they analyze native-speaker models. This two-stage process scaffolds learning, making it more gradual and accessible, and helps students better understand and apply linguistic structures. It strengthens their metalinguistic awareness and supports the gradual acquisition of complex language structures (Simons, 2023: 117). Furthermore, the PS framework is highly flexible, maybe 'too much' to be found on websites with didactic sequences. Indeed, the PS framework allows adaptation to different levels and learning objectives. It includes varying levels of "mise en perspective[14]" (light, intermediate, or experiential), helping students to engage in meaningful, context-based learning while having the possibility to adapt to different

[14] A short introductory phase that places students directly in the context of the final communicative task. This step focuses on the end goal of the sequence, helping learners understand from the start what they are working toward (Simons, 2023: 39)

classroom needs (Simons, 2018: 234). Despite its effectiveness, PS is difficult to implement in online didactic sequences due to its unpredictability, making it challenging to commercialize for digital learning platforms. In contrast, the more structured PFE framework allows the sequence to be more predictable and easier to plan ahead. In the PS approach, the resources and challenges students encounter cannot be fully anticipated in advance, as learners' responses may vary significantly, making it extremely difficult to create prefabricated sequences. While the PFE framework provides a fixed structure that can be adapted within specific boundaries, the PS model requires a more dynamic and responsive approach, which can complicate its use for online platforms designed for mass education.

While each model has its strengths, this research recognizes that no single approach is universally perfect. The PFE, PPP, and WBF frameworks offer valuable insights and practical applications, but their limitations must be taken into account. They are considered to be the more suitable to be found on online didactic sequences due to their predictability, as mentioned before.

3.1.7. Conclusion

In conclusion, the PFE, PPP, and Wallonia-Brussels Federation's "Connaitre, Appliquer, Transférer" frameworks share a progressive structure that guides learners through the different stages. These models offer a clear, systematic approach to learning, making them adaptable to various teaching contexts, including online didactic sequences. While this study explores these frameworks in detail, it will later investigate whether or not online didactic sequences align with these models (see part 5.2).

3.2. Explicit teaching in language learning

Explicit teaching, or *explicit instruction* as Baco et al. call it in their article (2023), is a structured and direct approach proven to enhance learning outcomes across various academic disciplines. Researchers like Rosenshine and Stevens (1986 cited by Baco et al., 2023: 21) established a model of explicit teaching. It aims at emphasizing clarity, systematic progression, and regular checks for understanding to ensure all students grasp the material, regardless of their skill level (Bocquillon et al., 2020: 4). This method has been especially effective for students facing academic challenges, such as those learning to read, write, and perform basic math (McLeskey et al., 2017 cited by Bocquillon et al., 2020: 5). According to Gauthier, Bissonnette and Richard (2007), explicit instruction is broken down into three main phases: modeling, guided practice, and independent practice (2007: 3). Although its effectiveness is sometimes discussed, explicit instruction is very similar to frameworks like PFE and PPP (see part 3.1), especially in the way it organizes learning in clear steps. That is why it is included in this thesis as a complementary model and also integrated into the evaluation grid that will be used to analyze a selection of online didactic sequences later on.

3.2.1. Modeling

During *modeling*, teachers demonstrate specific skills or processes while verbalizing their thought processes which is a technique often called “thinking aloud”. Moreover, using examples and counterexamples is essential in this stage of explicit teaching. It supports students’ understanding of the learning objective. However, providing examples and counterexamples that students cannot later apply during guided or independent practice is considered an ineffective instructional approach (2007: 3). Indeed, if educators present examples and counterexamples that are too narrow, overly specific, or not representative of the broader concept, students may struggle to generalize the learning to new situations during guided or independent practice.

3.2.2. Guided practice

In the *guided practice* phase, teachers guide students through similar tasks, giving feedback and adjusting support based on their needs (2007: 4). In *modeling*, teachers primarily focus on delivering content through verbal explanations, with limited interaction between themselves and the students. In contrast, *guided practice* includes more frequent exchanges between teachers and students (Baco et al., 2023: 22). Even though explicit instruction follows distinct stages, it can be challenging to clearly separate these since certain instructional actions, such as checking for understanding, recur across them. Additionally, the iterative design of the model

allows the teacher to revisit previous stages when it is needed, for example, the teacher may return from *guided practice* to *modeling* to address specific student difficulties (Rosenshine & Stevens, 1986 cited by Baco et al., 2023: 22).

3.2.3. Independent practice

Finally, *independent practice* is the stage where students improve their understanding and aim for mastery by practicing repeatedly. Reaching a high level of mastery through frequent practice helps store knowledge better in long-term memory, making it easier to remember and apply later. This phase builds on *guided practice*, giving students more opportunities to strengthen their skills and deepen their knowledge (Gauthier et al., 2007: 4).

3.2.4. Explicit vs implicit learning

The term *explicit* refers to the process of clarifying, making visible, and guiding students, whether it involves the objectives of the lesson, or the cognitive mechanisms used in problem-solving. Three key moments are essential: the lesson preparation and planning, the instruction, and the follow-up consolidation (Clément, 2017: 142). A crucial first step in explicit teaching is the opening of the lesson. This opening should be thoughtfully planned to ensure effective instruction. Indeed, specific strategies should be employed during this phase to clarify the lesson objectives and activate the prior knowledge that students need to engage with the current lesson successfully (Clément, 2017: 144).

The benefits of explicit teaching are especially significant for students from disadvantaged backgrounds or those with learning difficulties, as the structure and predictability provide a stable learning environment (Clément, 2017: 146). Swanson[15]'s research supports this, demonstrating that students with learning difficulties benefit from the approach's structured nature, which ensures a solid foundation before moving on to complex tasks (Swanson cited in Gauthier et al., 2007: 2).

3.2.4.1.The case of grammar

Explicit instruction is widely used in second language learning, particularly in grammar teaching. Gunday et al. (2017) focus on the learning of a second language and more specifically on the learning of grammatical structures. They make the distinction between explicit grammar instruction and implicit grammar instruction, revealing how each approach impacts language

[15] H. Lee Swanson is an educational psychologist known for his research on learning disabilities and teaching strategies. He is a Research Professor at the University of New Mexico and has significantly contributed to understanding effective teaching methods for students with learning difficulties (University of New Mexico, n.d.).

skill development among learners and the benefits and limitations of each method. Explicit grammar instruction involves directly presenting and explaining grammatical rules, allowing learners to analyze and consciously understand these rules (2017: 256). It is also important to present the grammatical point with examples (2017: 256). Gunday et al. present the three advantages of using the grammar explicit instruction: "facilitate understanding, be able to use complex structures effectively, and ensure self-confidence to implement skills[16]" (2017: 257).

While explicit grammar instruction has its supporters like Sheen (2005) and critics like Krashen (2003), the results are mixed (Sheen, 2005; Krashen, 2003 cited by Loewen, 2020: 119). Meta-analyzes indicate that explicit instruction is generally more effective than implicit instruction (Norris & Ortega, 2000; Spada & Tomita, 2010 cited by Loewen 2020: 119), although outcomes can vary depending on the study. For example, if we look at grammar, explicit instruction has been shown to improve grammatical accuracy, but it may not necessarily enhance fluency or the use of complex language structures (Ellis et al., 2019; Stafford, Bowden, & Sanz, 2012 cited by Lowen, 2020: 119).

Implicit grammar instruction avoids detailed rule explanations, relying instead on intuitive learning through structured exercises and communicative activities (Mahommed, 2008: 9 cited by Gunday et al., 2017: 253). In this method, rules are learned gradually and indirectly, without making them overtly apparent (2017: 252). This approach is argued to be effective for beginners and is especially suitable for spoken language practice, where fluency and communication are prioritized over precise grammatical accuracy (2017: 256). However, the lack of explicit explanation can lead to misunderstandings or limited comprehension, particularly with complex structures that require a grasp of grammar to be used correctly. According to Gunday et al., the main advantages of implicit grammar learning are that it encourages students to engage in research and discovery, allowing them to actively construct their own understanding of grammatical rules rather than passively receiving instruction (2017: 256). This process fosters a deeper cognitive engagement, as learners must analyze linguistic patterns and form their own hypotheses about grammar usage. This is why, they argue that implicit grammar learning promotes self-learning by shifting the responsibility of knowledge acquisition onto the students. Instead of relying solely on teachers or textbooks, learners develop problem-solving skills that make them more independent in their studies (2017: 256). Another crucial advantage highlighted by the authors is the positive impact on student motivation and autonomy. When

[16] Personal translation of Gunday et al. (2017)

students uncover grammatical rules on their own, they experience a sense of accomplishment, which enhances their intrinsic motivation. Additionally, autonomy in language learning is strengthened, as students learn to rely on their own analytical skills rather than expecting direct explanations (2017: 249).

The article (2017) explains that the choice between explicit and implicit grammar instruction depends on the learners' level and the teaching context. For advanced learners or tasks requiring high precision, explicit instruction is recommended, while an implicit approach may be more suitable for beginners and for spoken language practice (2017: 259-260). However, the disadvantage of implicit instruction is that the grammatical foundations remain implicit, which can be challenging. The success of implicit learning heavily relies on the teaching context, as it requires a significant amount of input, meaning many hours of class to be effective. Furthermore, learners whose first language shares similarities with the target language tend to benefit more from explicit instruction, while others may struggle (Andringa et al., 2011 cited by Loewen, 2020: 120). While explicit instruction can accelerate learning, it is not always superior to implicit approaches, especially for long-term acquisition in naturalistic settings (Klapper & Rees, 2003 cited by Loewen, 2020: 120).

3.2.4.2.The choice between fluency, accuracy, and complexity

Many researchers and language educators consider the link between L2 performance and the concepts of complexity, accuracy, and fluency (CAF). Each term can be clearly described (Housen and Kuiken, 2009: 1). However, the definitions of the three concepts are still debated (2009: 1).

3.2.4.2.1. Accuracy

Accuracy refers to how much a learner's language conforms standard norms, often measured by identifying errors (Hammerly, 1991; Wolfe-Quintero et al., 1998, cited by Housen and Kuiken, 2009: 3). It remains a key measure in second language acquisition, as it reflects linguistic competence and mastery of formal rules. However, there is an ongoing debate about whether strict adherence to these norms should be prioritized over communicative effectiveness (2009: 4). Some researchers argue that a focus on accuracy promotes precision and prevents the fossilization of errors, ensuring learners develop a strong linguistic foundation. Others, however, suggest that prioritizing accuracy may hinder fluency and communicative confidence, particularly if error correction is overemphasized in instructional settings (2009: 4).

3.2.4.2.2. Fluency

Fluency traditionally refers to the ease and smoothness of language use. Recent studies have recognized it as having multiple parts, including speed fluency (rate of speech), breakdown fluency (pauses), and repair fluency (false starts and repetitions) (Tavakoli and Skehan, 2005; Lennon, 1990; Kormos and Dénes, 2004, cited by Housen and Kuiken, 2009: 4).

3.2.4.2.3. Complexity

Complexity is said to be the most complicated of the three, involving both cognitive and linguistic aspects. On one hand, cognitive complexity relates to how hard it is for learners to process language, which is affected by learner factors and linguistic properties. On the other hand, linguistic complexity refers to the richness and structure of a learner's language (DeKeyser, 2008; Housen, Pierrard, and Van Daele, 2005; Williams and Evans, 1998, cited by Housen and Kuiken, 2009: 5).

3.2.4.2.4. The link between implicit/explicit instruction and CAF

A study conducted by Lichtman (2020) examined the effects of age and training conditions (explicit vs. implicit) on learners' accuracy, fluency, and explicit knowledge in an artificial mini-language. It involved 80 participants: 40 adults, recruited through a university website, and 40 children, aged 5 to 7, recruited through after-school childcare programs at public schools in the USA. All participants were monolingual native English speakers, with no more than two years of prior foreign language instruction (2020: 7). Participants were divided into two training groups (implicit and explicit) with 20 participants in each group, ensuring balance across gender, age, foreign language experience, and other demographic factors. The materials used in the study included an artificial language called Sillyspeak, which was designed with specific grammatical rules and a set of 12 nouns, 4 verbs, and 2 determiners (2020: 7-8).

In the end, both training methods resulted in similar accuracy levels, challenging the idea that explicit instruction always improves accuracy (Norris & Ortega, 2001; Spada & Tomita, 2010; Goo et al., 2015 cited by Lichtman, 2020: 17). Explicit training slowed down fluency, with learners in the explicit groups taking longer to produce sentences and pausing more, suggesting that focusing on accuracy may affect fluency (Lichtman, 2020: 17). Interestingly, implicit training improved fluency for both children and adults, and there was no significant difference in pause lengths between age groups. There was no interaction between age and training type, which challenges the idea that adults benefit more from explicit training (Bley-Vroman, 1990;

Paradis, 2004, 2009, cited by Lichtman, 2020: 18). Adults also gained more explicit knowledge than children, but their prior foreign language experience may have played a role (Lichtman, 2020: 18). These findings suggest that implicit training might promote fluency, while explicit instruction does not necessarily improve accuracy, challenging traditional beliefs about language learning (Norris & Ortega, 2001; Spada & Tomita, 2010; Goo et al., 2015, cited by Lichtman, 2020: 19). Limitations of the study have to be taken into account, and they include the use of an artificial language, a short study duration, and differences in prior language experience between children and adults (Lichtman, 2020: 20).

When choosing online teaching sequences, teachers should clearly define their goals, whether to focus on fluency, complexity, or accuracy. Each of these aspects can be addressed separately by selecting specific online didactic sequences that create the right conditions for developing fluency, complexity, or accuracy. However, teachers do not necessarily have to choose just one focus, as fluency, complexity, and accuracy can be worked on simultaneously. For instance, a lesson could be designed to promote fluency through conversation while also integrating accuracy-focused tasks or introducing more complex grammatical structures. However, it is still beneficial to maintain a clear distinction between these aspects in order to understand what is being targeted in each activity. Having this distinction in mind helps both the teacher and students stay focused on the specific goal of each task, ensuring that the language learning process is balanced and effective.

3.2.5. The link between explicit teaching and the PPP model

Finally, the PFE (Présentation, Fixation, Exploitation) and the Present, Practice, Produce (PPP) models share a similar structure with explicit teaching. All progress from teacher-led instruction to student autonomy. In these models, the first stage, modeling (explicit teaching) or Present (PPP), involves the teacher clearly introducing the concept through demonstration and explanation (Gauthier et al., 2007: 3; Maftoon & Sarem, 2012: 32).This is followed by guided practice (explicit teaching) or controlled Practice (PPP), in which students engage in structured exercises with teacher feedback to reinforce understanding (Gauthier et al., 2004: 4; Maftoon and Sarem, 2012:32). Finally, both methods culminate in independent practice (explicit teaching) or Production (PPP), where students apply their learning in autonomy and in authentic tasks, with minimal teacher intervention (Gauthier et al., 2007: 4; Maftoon and Sarem, 2012: 32).

Explicit instruction often takes the form of PPP, as learners are first provided with direct information about a linguistic feature before engaging in increasingly less controlled production of the forms (Loewen, 2020: 112). However, some researchers question whether PPP aligns with the natural order of second language acquisition, arguing that explicit instruction alone may not enable learners to bypass developmental stages (Nassaji & Fotos, 2011 cited by Loewen, 2020: 113). To understand this, it is important to consider Pienemann's stages of development, which suggest that learners progress through a predictable sequence of stages based on their internal readiness, or what is known as the "teachability hypothesis" (Pienemann, 1999 cited by Simons, 2023: 74). This hypothesis posits that language learners can only move to the next stage of language development when they are cognitively ready for it, and attempting to teach structures prematurely may be ineffective (Simons, 2023: 73). One solution to this problem is the spiral approach, which involves revisiting previously taught structures frequently and progressively building on them. This method allows teachers to engage with students at different stages of their development and ensure that they encounter structures when they are ready to assimilate them into their interlanguage. The spiral approach not only addresses the limitations of a linear presentation of grammar but also enables students to consolidate their learning over time, reinforcing the structures they have already encountered. This approach aligns with the idea that learning is a dynamic process of progression and regression, rather than a simple accumulation of knowledge. The key advantage of this method is that it helps learners internalize and apply structures at the right developmental moment, improving both comprehension and production in the target language (Simons, 2023: 74).

Furthermore, the debate over whether explicit knowledge can become implicit knowledge remains unresolved. Some scholars suggest that explicit instruction primarily enhances metalinguistic awareness rather than spontaneous language use (Ellis, 2005; VanPatten, 2017 cited by Loewen, 2020: 113). Thus, integrating a spiral approach that revisits linguistic features over time could foster deeper learning and allow learners to move beyond theoretical knowledge toward natural, fluent use of the language.

From a Skill Acquisition Theory perspective, structured practice plays an important role in converting declarative knowledge (conscious learning of rules) into procedural knowledge (automatic use of language), ultimately leading to fluency and natural language use (DeKeyser, 2007, 2015 cited by Loewen, 2020: 113). This view suggests that, while explicit instruction may not immediately result in spontaneous language use, consistent practice enables learners to internalize knowledge and apply it more naturally over time (Loewen, 2020: 113).

Thus, explicit teaching remains a valuable approach, especially in structured learning environments such as in secondary schools. It provides clarity and predictability that support learners at different levels. However, while explicit instruction and the PPP model share a similar progression from structured learning to independent use, it is essential to acknowledge their limitations, particularly when it comes to spontaneous communication. Indeed, explicit teaching focuses on grammar rules, helping learners understand structures but may not support fluent, real-world communication, it should then be paired with real-life practice to foster long-term acquisition and spontaneous language use.

3.2.6. Conclusion

In conclusion, explicit teaching, as described by Baco et al. (2023), is a structured approach that improves learning outcomes, particularly in second language acquisition. Its three phases: modeling, guided practice, and independent practice, help learners acquire skills through clear, systematic instruction. However, it is important to note that while explicit grammar instruction enhances accuracy and understanding, its impact on fluency is mixed. Implicit methods, on the other hand, promote fluency and learner autonomy. Additionally, explicit teaching shares similarities with the PPP model, as both follow a predictable structure that moves from teacher-led instruction to independent student application. This alignment is particularly relevant to this study, as the analysis of online didactic sequences will be based on the PFE framework, which closely resembles the PPP model in its staged approach. A spiral approach is also recommended, as revisiting structures over time helps learners consolidate their knowledge. Therefore, while explicit teaching offers clarity and structure that benefit learners, especially in formal settings, its limitations, particularly in fostering spontaneous communication, should also be taken into account.

3.3. Textual genres

As we have seen earlier, the Common European Framework of Reference for Languages (CEFR) promotes an action-oriented approach to language learning, focusing on learners as active social participants who perform tasks in specific contexts (see p. 20). This approach emphasizes real-world communication and the development of skills that can be applied in social interactions (Council of Europe, 2001: 15). One effective way to implement this action-oriented perspective in the classroom is through the use of the project-based pedagogy. However, while it is often recommended to engage learners in authentic tasks, it is not always feasible to continuously implement projects in a classroom setting. Thus, one alternative approach that was found by Professor Simons et al. is to focus on textual genres (Simons, 2018: 46). Moreover, research has shown that genre-based approaches promote cohesion among language activities, preventing them from being taught in isolation and enabling students to perceive their learning as a unified and meaningful process rather than a series of separate tasks (Jacquin, 2018: 15). Despite this pedagogical relevance, it is important to note that the concept of textual genre remains largely absent from the official prescriptions in the French-speaking Community of Belgium. Indeed, Simons (2023) explains that, until 2017, there was no explicit mention of the concept of textual genre in the legal texts, and even today, the term remains vague or implicit. While examples of genres may appear in some "*Unités d'Acquis d'Apprentissage*" (UAA) (see pp. 20-21), the concept itself is neither defined nor supported by methodological guidance. This gap stands in contrast the CEFR's action-oriented approach which is recommended (2023: 154). This chapter will explore the concept of "textual genre" and examine its connection to the CEFR, an important point of reference of education in the WBF.

3.3.1. What is a textual genre?

Simons (2018) offers an operational definition of "textual genre" derived from the synthesis of six definitions from other researchers (Schneuwly, 1994: 162, Chartrand, Émery- Bruneau & Sénéchal, 2015: 3, Maingueneau, 1996/2009: 68, Hyland, 2003: 21, Lee, 2001: 46). He observes that these definitions show variability in how the concept is framed, but key similarities emerge, which allows him to come to an operational definition. As for now, when the term "textual genre" will be mentioned, it is associated with Simons' definition:

> Le genre textuel est un regroupement de productions langagières, écrites ou orales, relativement stables, qui s'inscrivent dans une société, une culture et un temps donnés. La maitrise des

> caractéristiques d'un genre textuel est un outil qui permet d'agir dans une situation de communication donnée, tant en réception qu'en production (Simons, 2018: 48).

Furthermore, Jacquin argues that it should be seen as a "communication tool to be taught in its communicative dimensions – context of text production, communication situation, relationship between genres (...)[17]"(Jacquin, 2018 cited by Renson, 2023: 161). Similarly, Schneuwly and Dolz (1997) argue that genres shape linguistic practices in learners' activities, serving as fundamental references that integrate both oral and written forms. They are recognized by speakers as models for how utterances should be structured, unless consciously deviate from. Moreover, they explain that a genre supports linguistic activity through three key dimensions: 1) the content it conveys, 2) shared communicative and semiotic structures, and 3) the specific linguistic units that reflect the enunciative position and text structure. It is argued that genres provide stability across diverse linguistic practices, though they can evolve (1997: 29).

3.3.2. Textual genres and their link to the CEFR's action-oriented approach

Simons (2018) explains that genres are not only tools of communication but also tools of action within specific social contexts (2018: 16). This perspective is particularly relevant to second language learning within the action-oriented approach[18] promoted by the Common European Framework of Reference for Languages (CEFR) (2018: 16).

Indeed, Simons (2018) argues that as the CEFR sees learners as "social actors" who must "perform tasks in specific circumstances and environments", it is therefore important to prepare them for the "social practices" they will encounter, both receptively and productively, including certain textual genres that emerge from these practices. An example given by Simons is the job interview in another linguistic community. In this case, working on the internal characteristics of a CV (resume), cover letter, and interview is essential (2018: 229). Another example would be the debate which opens up the possibility for deeper discussions. Indeed, not only it allows students to work on functional genres but also helps them become active citizens, fulfilling one of the four missions of education outlined in the Décret Missions: "préparer tous les élèves à être des citoyens responsables, capables de contribuer au développement d'une société démocratique, solidaire, pluraliste et ouverte aux autres cultures;" (1997: 5). In fact, Renson argues that working with this textual genre fosters the development of citizenship by promoting

[17] Personal translation of the original version
[18] See definition page 20

the ability to listen to others' opinions and encouraging tolerance (Renson, 2024: 136). This highlights that the action-oriented perspective of the CEFR should promote textual genres as a central element of certain teaching sequences, even though the CEFR does not explicitly emphasize this point (Simons, 2018: 46).

3.3.3. Challenges and benefits of genre-based teaching

Schneuwly and Doltz explain that textual genres have two roles in education and language learning: they help with communication and serve as learning tools. However, it is important to note that it creates a learning environment where students practice language for education rather than real-life use (Schneuwly and Doltz, 1997: 30).

In this regard, Schneuwly and Doltz (1997) argue that school genres need to be reevaluated. They stress that textual genres, often adapted for educational purposes, undergo transformations, such as simplification or an emphasis on certain features, when used in the classroom. Simons (2023) also explored how textual genres can and should be adapted for classroom use. He notes that while it is possible to expose learners to authentic texts directly from social practices, it is also common to use "schooled" or didactized versions of these texts. These adapted texts often exaggerate certain features to better meet learning objectives, such as concentrating abbreviations in an announcement to make those linguistic forms more visible (Simons, 2023: 183). As a result, genres function differently in schools than in their original social contexts, creating variations that maintain communicative value while serving instructional goals. Doltz and Schneuwly (1997) argue that since genres introduced in the classroom become "school genres", understanding these variations is crucial for teachers (1997: 33-34). Additionally, the two authors suggest that to teach genres effectively, teachers should use didactic models that make implicit knowledge explicit (1997: 34). Several other scholars also argue that textual genres should be taught explicitly (Renson, 2023; Simons, 2018). This structured approach ensures that students not only recognize genres but also understand their composition and communicative function. Supporting this view, Hyland (2003) highlights that incorporating textual genres into teaching creates a "visible pedagogy, in which what is to be learned and assessed is made clear to students, as opposed to the invisible pedagogy of process approaches" (2003: 26).

However, some authors worry that teaching genres explicitly may lead students to follow dominant discourses without questioning academic norms and institutions.:

> "A salient criticism of the 'genre model' is that its emphasis on the direct transmission of text does not necessarily lead on to a critical reappraisal of that disciplinary corpus, its field, or its related institutions, but rather may lend itself to an uncritical reproduction of discipline. Thus, teaching genres may only reproduce the dominant discourses of the powerful and the social relations which they construct and maintain (Luke, 1996: 314 cited by Hyland, 2003: 24).

Nevertheless, the potential negative effects can be avoided by exposing students to multiple examples of a genre, allowing them to notice and observe the variation in how genres can function across various contexts.

Moreover, Jacquin (2018) identifies four main obstacles to using textual genre instruction in foreign language teaching. First, conceptual challenges arise from confusion between "text types" and "genres", along with the lack of clear linguistic descriptions for many genres, making it difficult for teachers to develop effective didactic models (2018: 30). Second, institutional constraints prioritize 'transferable' skills, structuring the course around separate language competencies while emphasizing academic genres (e.g., essays, summaries). This approach can push genre-based instruction aside (2018: 30). Third, Jacquin mentions that some teachers believe that genre knowledge transfers automatically from the first language (L1) or prefer thematic approaches for vocabulary, seeing genre instruction as an unnecessary burden (2018: 30-31). However, using a genre-based approach can be a solution instead of 'burden' to teaching many resources in a coherent manner. Jacquin finally points out that many teachers view this method as too time-consuming due to the large number of resources that need to be covered (2018: 31). However, Simons (2018) responds to this idea of time-consuming arguing that:

> mettre la dimension générique au cœur de l'enseignement de la LE, ce n'est pas « prendre du temps » à l'apprentissage des compétences langagières et savoirs linguistiques, c'est donner du sens à ces savoirs et compétences langagières, à travers l'apprentissage d'un genre textuel, qui permet de mieux comprendre le monde, mais aussi d'y agir (2018: 215-216).

Thus, it can be concluded that using genre-based approaches is not a waste a time, on the contrary, it gives the teacher the opportunity to give more meaning to what is taught.

3.3.4. Should it be a criterion of the grid of evaluation?

Integrating textual genres as a criterion of the evaluation grid (for online didactic sequences) is crucial, especially in the context of explicit teaching. As previously discussed in this thesis, explicit teaching emphasizes clarity, structured progression, and systematic guidance, all of which are essential for effective learning (Bocquillon et al., 2020: 4). Explicitly teaching genres

helps students improve their language skills by preparing them for various communication situations in both understanding and speaking. Therefore, when a didactic sequence introduces a textual genre, students should first receive a clear explanation. Understanding key aspects such as structure, purpose, and linguistic features helps them grasp the expectations and conventions of the genre. This is why, when using materials from online platforms, teachers should check for explanations of the textual genre. For example, if an online didactic sequence requires students to write a letter as a final task, it should include explicit instruction on the structure and writing conventions of letters in the target language.

Moreover, as the CEFR promotes an action-oriented approach. The genre-based approach, although not explicitly mentioned in the legal requirements, offers an alternative to project-based pedagogy, which is often difficult to implement in everyday classroom settings. According to Simons (2018), even seemingly simple tasks like a weather report can activate complex linguistic and cognitive skills aligned with real-world communication (2018: 5). While the WBF curricula does not explicitly define or prescribe the use of textual genres, some UAA examples demonstrate their practical integration, further justifying their inclusion as an evaluation criterion.

3.3.5. Conclusion

In conclusion, textual genres, although not explicitly defined in the legal frameworks of the French-speaking community of Belgium, align with the CEFR's action-oriented approach and are valuable for language learning. They offer a structured way to prepare learners for real-world communication tasks. The genre-based approach not only fosters linguistic competence but also promotes active participation in social practices, making it an important consideration in teaching and evaluating online didactic sequences.

4. Methodology

This research aims to analyze online didactic sequences related to the theme of '*jobs'* at the A2/B1 levels, as defined by the official frameworks. In the "transition" curriculum, students are generally expected to reach an average level of B1, while those following the "qualification" or "professional" curricula are typically expected to attain an average level of A2. However, in some cases, students in the "qualification" curriculum have a higher number of English class hours, and then, a A2/B1 level is targeted. These levels apply to English as the first foreign language (LM1), for other languages like Spanish or Italian, or when English is a second foreign language, expectations differ (FWB, 2017: avant-propos).

The decision to focus on the theme of *'jobs'* was not immediate, as the vast number of online resources available made it difficult to select just one specific topic. Many websites offer numerous resources, and it was initially difficult to sort through the numerous themes. However, the theme of *'jobs'* was ultimately chosen due to its presence in the legal prescriptions and because of its presence in many websites. Indeed, the theme of jobs is explicitly included among the twelve thematic fields listed in Annex 1 of the curricula of the free subsidised network (FESeC (HPT), 2017: 90), where references are made to "jobs" and "student jobs" under the broader topic of personal traits. The "Unités d'Acquis d'Apprentissage" (UAA) at the A2 and B1 levels specifically include communication tasks related to the personal, social, and professional spheres (FESeC (HPT), 2017: 39-54), which confirms the pertinence of choosing a theme so tightly connected to these every day and work-related contexts.

Beyond choosing a theme, another challenge was the selection of online platforms for the analysis. There are many websites offering English learning materials, but many of them "only" provide isolated exercises or downloadable activity sheets rather than full didactic sequences. Since this study focuses on the pedagogical structure and coherence of complete teaching units, these fragmented resources were excluded.

Given these constraints, I decided to limit the selection to a small number of platforms that offer more developed didactic sequences aligned with A2/B1 levels and focused on the theme of '*jobs'*. I chose the platforms that appeared when I searched for "English lesson on jobs" in my Google search bar. However, as mentioned in Chapter 1, I am aware that these results are specific to me and may vary for other users, depending on factors like browsing history, location, or cookies. Narrowing the scope in this way was essential to allow for a more detailed

and meaningful comparison between different platforms, especially between free and paid resources.

4.1. Evaluation of online didactic sequences

To carry out this analysis, an evaluation grid[19] was developed and will be applied to both free and paid online resources. This analysis will allow us to see if these resources could be used by language teachers in Wallonia. In addition, this comparative approach seeks to identify potential qualitative differences between the two types of content. This section addresses the following research questions:

RQ2: What is the quality of online didactic sequences, and can they be considered reliable resources for language teachers in the French-speaking community of Belgium?

RQ3: How do online didactic sequences align with established pedagogical frameworks (e.g., PFE, PPP)?

4.1.1. Development of the evaluation grid

The evaluation grid was developed with the help of Professor Simons. The criteria for this grid are mainly based on the courses I took last year with Mr. Simons, where I learned more about teaching methods. One of the most important elements from these courses was the need for a clear and structured framework that helps students progress step by step. This idea became the foundation of the evaluation grid, making sure that each didactic sequence follows a logical progression that supports student learning. As previously discussed in this work, legal prescriptions reveal a notable lack of concrete didactic frameworks. Although the Wallonia-Brussels Federation refers to the triplet "Connaître, Appliquer, Transférer", it does not offer detailed nor practical examples to help teachers in implementing it effectively. Furthermore, while the CEFR (2001) strongly recommends adopting an action-oriented approach, its practical application remains rather vague in these prescriptions, aside from occasional mentions of project-based learning. This is why, we chose to emphasize the role of textual genres (as outlined in section 3.3) to reinforce this action-oriented perspective that views learners as "social agents". While working with Mr. Simons, I realized that using the PFE (Présentation, Fixation, Exploitation) model as the basis for the evaluation grid was the best choice. This decision came from the fact that the PFE model is more likely to be used in online

[19] See appendix 2

educational resources due to its predictability, making it easier to apply compared to the problem-solving model, as discussed earlier in the thesis (see p. 33). Indeed, the PFE model provides a clear learning process, guiding students through different stages of learning and application.

It is also important to note that this work does not cover assessment and remediation, two key principles of the PFE framework. These topics are very important, but also complex and broad, which makes them difficult to analyze in the context of this thesis. They could therefore be explored in future research.

Additionally, some criteria for the evaluation grid came from reviewing educational research. One key idea that appeared often was the importance of explicit teaching. This method, which includes clear instructions, structured guidance, and clear objectives, fits well with the PFE model because both focus on step-by-step learning, leading to free production. This alignment further strengthened my decision to adopt the PFE model as a reference. By including this criterion, the evaluation grid aims at evaluating if online didactic sequences provide students clear goals and well-organized support throughout the learning process.

Besides theoretical and legal aspects, some criteria were based on my own knowledge. For example, I included the need for correct spelling, grammar, and syntax structure in didactic materials. This is a basic requirement, as linguistic accuracy is essential for language learning and understanding.

The evaluation grid was developed through a process of improvement. The first version was created with the help of Mr. Simons. However, after reflecting, we realized that each phase of the PFE model needed a more detailed description to show its importance and be able to focus on each element within each phase. Therefore, I created a second version of the evaluation grid, which provides a more complete analysis of didactic sequences.

4.1.2. Special features of the evaluation grid

A key feature of this grid is the inclusion of the “Applicable” column. This section allows us to determine whether a specific criterion is relevant to the particular didactic sequence being evaluated. For example, if a sequence does not focus on a particular skill, such as the presence of a specific textual genre, the corresponding criterion would be marked as “No” in the “Applicable” column. This flexibility ensures that only relevant aspects are evaluated for each sequence, preventing the inclusion of criteria that do not align with the content. By filtering out

non-applicable criteria, the evaluation process stays focused on the specific features of each online didactic resource. This also helps make the evaluation more accurate, as it avoids taking away points for things that are just not included in the sequence. However, the "Applicable" column will only be used for some criteria, since certain aspects are required no matter what kind of sequence is being evaluated.

In addition, the grid includes an "Adjustable total" feature, which introduces flexibility in how the overall score is calculated. This feature is especially useful in conjunction with the "Applicable" column, as the maximum score will change depending on which criteria are selected. This adjustment ensures that the evaluation is adjusted to the specific content of the sequence, maintaining fairness and consistency across different types of resources.

In conclusion, the evaluation grid is a tool that will help me measure the quality of online didactic sequences and how well they fit the teaching of English in upper secondary schools by language teachers in the French-speaking community of Belgium.

4.1.3. Presentation of grid 1: General grid

Criteria	**Indicators**	**Evaluation**	**Points**	**Applicable**
Compliance with WBF prescriptions	Conformity of the sequence with standards and objectives defined by the official curriculum or educational guidelines	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
Alignment with pedagogical objectives	Consistency of activities and content with the learning objectives set for the sequence	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
Alignment with the structured progression in phases (PFE)	The sequence supports the progression of student learning by guiding them through presentation, practice, and production phases	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0 See grid 2,3,4 if 1 and +	Yes/No
Quality of learning materials	Materials are engaging	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
Use of communicative approach	The sequence prioritizes meaningful communication	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No

	(prioritizing the action-oriented perspective)			
Explicit teaching (// PFE)	Clear presentation of objectives for students	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
	Clear presentation of steps for students	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
Language accuracy	Absence of syntax errors in teaching materials	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
	Absence of spelling errors in teaching materials	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
	Absence of grammar errors in teaching materials	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
Grammar explanations	Clear presentation of grammatical concepts covered in the sequence in the academic language	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
Textual genre development	Explicit explanation of the textual genre characteristics	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
Learning strategies	Integration elements of metacognition working on receptive strategies (listening/reading)	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
	Integration elements of metacognition working on productive strategies (writing/speaking with or without interaction)	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
Presence of the “UAA” worked	The sequence mentions what “UAA” will be worked throughout the sequence	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
Presence of the CEFR levels	The sequence mentions what level the lesson is aimed at (e.g., A1, B2)	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
			TOTAL:	/

Table 5*: Evaluation grid 1: General grid*

The General Grid verifies whether the sequence includes the three core phases: Presentation, Fixation, and Exploitation, and whether they follow a coherent progression. A solid learning

sequence should introduce new concepts, consolidate them through structured practice, and then allow students to use the language independently (see section 3.1). When this progression is missing or poorly structured, the sequence loses pedagogical relevance. For this reason, a specific exclusion criterion was introduced: the note “see grid 2, 3, and 4 only if 1 and +” was chosen, as the following grids (2,3 and 4) are intended to assess the quality of each phase individually. Therefore, if a sequence does not include these foundational phases, there is no basis for further evaluation. Additionally, the grid checks whether the learning objectives are clearly stated and accessible to students, whether the different steps of the sequence are explicitly outlined, and whether the characteristics of the targeted textual genre are clearly explained. These elements are essential for ensuring that learners understand the goals, structure, and focus of the sequence.

In addition, the grid evaluates whether the didactic sequence complies with the official educational guidelines and legal prescriptions. Particular attention is given to the integration of the CEFR descriptors, notably the targeted proficiency level (e.g., A2, B1), the selected themes, and the grammatical content. The grid also considers the sequence’s overall coherence with its learning objectives. It assesses whether the activities and materials are consistent with the intended outcomes and whether the sequence promotes meaningful, real-world communication. Additionally, the inclusion of learning strategies is reviewed, specifically whether the sequence encourages reflection on receptive strategies (such as listening and reading) and productive strategies (including writing and speaking, both with and without interaction). The grid also checks whether the UAA(s) targeted in the sequence are clearly identified. These elements contribute to ensuring transparency, relevance, and alignment with modern language teaching practices. Finally, the evaluation looks at the quality and accuracy of the teaching materials to ensure learners are exposed to reliable and meaningful language input.

4.1.4. Presentation of grid 2: Presentation phase

Criteria	**Indicators**	**Evaluation**	**Points**	**Applicable**
Presence of the sequence objectives	A presentation of the sequence is given	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/ No
Presence of an introduction	The introduction is engaging and relevant	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/ No

Support	The phase includes comprehension activities to expose students to new content	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/ No
Clear linguistic explanations	Vocabulary is explained explicitly	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/ No
	Grammar is explained explicitly	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/ No
	The textual genre is explained explicitly	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/ No
	The functions are explained explicitly	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/ No
			TOTAL:	**/**

Table 6*: Evaluation grid 2: Presentation phase*

Grid 2 aims to evaluate the quality of the Presentation phase in the online didactic sequences under analysis. This phase is important because it introduces the main content and helps students get ready to learn. The purpose of this grid is to assess whether the sequence begins with clearly stated objectives and includes a meaningful introduction, which plays a key role in capturing learners' attention and encouraging engagement with the rest of the sequence. The grid then examines whether the sequence offers comprehension activities that expose students to new content. Finally, it evaluates the clarity and presence of linguistic explanations: if a textual genre is introduced, is it explicitly explained? The same question applies to grammar, vocabulary, and language functions. These components are essential to ensure that students understand the new language forms before moving on to practice and production.

4.1.5. Presentation of grid 3: Fixation phase

Criteria	**Indicators**	**Evaluation**	**Points**	**Applicable**
The practice phase reinforces the mastery of new linguistic elements	Exercises target the recently introduced vocabulary, functions, grammar or textual genre	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/ No

Exercise progression	Logical and coherent progression of exercises, with an appropriate increase in difficulty	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/ No
Exercise variety	Includes diverse activities to maintain engagement	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/ No
Gradual release of teacher control	Transition from guided to independent practice (closed → open exercises)	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/ No
			TOTAL:	**/**

Table 7*: Evaluation grid 3: Fixation phase*

This grid evaluates the Fixation phase which is designed to help students consolidate and reinforce the new linguistic elements introduced earlier in the sequence. This phase includes exercises that focus on recently learned vocabulary, grammar, functions, and textual genres, ensuring that students have the opportunity to apply what they have just been introduced to. The exercises should follow a logical progression, starting with closed tasks and gradually increasing in difficulty to build student confidence and competence, leading them to open tasks. To keep learners engaged and meet various kind of learners, the activities should also be varied, incorporating different types of tasks that support different learning styles. Additionally, the teacher's role should gradually shift from providing direct guidance to allowing students to work more independently, encouraging them to take ownership of their learning.

4.1.6. Presentation of grid 4: Exploitation phase

Criteria	**Indicators**	**Evaluation**	**Points**	**Applicable**
Encourages knowledge transfer	Students apply concepts in new contexts	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No

Promotes independent linguistic production	Includes oral/written tasks requiring students to generate their own messages (open)	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
Allows for creativity	Students are given flexibility in their responses, allowing for creativity	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
Activities reinforce communicative competence	Exercises focus on meaningful communication rather than isolated grammar or vocabulary drills	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
			TOTAL:	**/**

Table 8*: Evaluation grid 4: Exploitation phase*

Lastly, the final grid is designed to evaluate the Exploitation phase. This final phase aims to help students apply what they have learned throughout the sequence in new and meaningful contexts. During this phase, students are encouraged to transfer their knowledge by using the language in real-world situations, which helps reinforce their understanding. Tasks should promote independent linguistic production, with activities that require students to generate their own messages, both orally and in writing. This phase also offers creative freedom, allowing students to respond in flexible ways, which can enhance their engagement and motivation. The focus is on communicative competence, with activities designed to promote meaningful communication rather than just isolated grammar or vocabulary drills. This phase supports students in using language actively and creatively, preparing them to communicate effectively in real-world situations.

4.2. Survey among teachers and future teachers in the WBF

To add value to the analysis of the didactic materials and investigate on their use, a survey was conducted among (future) language teachers in the Wallonia-Brussels Federation. This part will help us answer the following research question:

RQ5: How do teachers engage with online didactic sequences?

I decided to design a questionnaire[20] to collect declarative data from language teachers and future language teachers from the Wallonia-Brussels Federation. I wanted to investigate on whether teachers use online didactic sequences and the reasons why they would or would not. A series a sub-questions to my main research question will guide the focus of this analysis:

1. Are younger teachers or future teachers more likely to use online didactic sequences than more aged ones?
2. Are earlier-career teachers more likely to use online didactic sequences than more experienced teachers?
3. What types of didactic dimensions (e.g., thematic, generic, grammatical, functional) are the most sought by users?
4. Do users who rely on these platforms tend to modify the sequences before using them?
5. What are the most common reasons for modifying online didactic sequences (e.g., adapting to audience, correcting errors)?
6. Do users who frequently verify content quality tend to use specific strategies (e.g., consulting experts, comparing resources) over others?
7. How do different criteria (e.g., aesthetic, content, language level) influence the choice of platforms for online sequences?
8. What are the most commonly encountered issues with online didactic sequences (e.g., language level mismatches, lack of alignment with didactic frameworks)?
9. What feelings (e.g., satisfaction, guilt, fear of being "caught") are most commonly associated with using online didactic sequences?
10. Do users tend to cite the sources they use?
11. What is the added value for users in using online didactic sequences instead of textbooks?
12. Has the emergence of tools like ChatGPT changed the way respondents use online didactic sequences?
13. What are the reasons teachers may be reluctant to engage with online didactic resources?

[20] See appendix 3 for the questionnaire

It is important to keep in mind that, although the survey was anonymous, the answers may not fully reflect what teachers actually do in practice. One possible bias is the "social desirability bias", where respondents may give answers they believe are expected or more socially acceptable (Teh et al., 2023: 2), especially since the survey was carried out by a university student. Also, the data collected is declarative, which means it is based on what people say they do, not necessarily what they really do. Still, we will consider the results as useful indicators of how online didactic sequences are used and perceived by language teachers in the French-speaking community of Belgium.

4.2.1. Methods

The survey was created with the support of Mr. Simons and Mrs. Renson[21]. Indeed, I had a meeting with Mrs. Renson in which I received valuable advice on how to design a questionnaire, get people to answer it, and analyze the data. Following Professor Simons' advice, my survey was incorporated into a broader questionnaire, which also included a section created by Konstantina Kokkinis, another university student whose research focused on the use of ChatGPT by language teachers. The subjects of both surveys were quite similar, which allowed us to merge them into one larger survey. This collaboration allowed us to share both surveys through a single link, making it easier to distribute and helping us reach a wider audience. It also made the impression for respondents to only answer one survey instead of two and to have a single common part about the respondents' profile.

Each one of us created our own questionnaire before sending it to Mr. Simons for feedback. After revising it based on his comments, we worked together to combine both our questionnaires on Microsoft Forms. We agreed on creating three parts to the survey, the first one being about the respondents' profile, the second one about the use on online didactic sequences and the last one about the use of ChatGPT. The choice of this platform allowed us to separate our respective surveys into different parts, it also allowed us to ask an unlimited number of questions and of different types. Additionally, it was convenient due to the availability of the creation of graphs for each question and the automatic creation of an Excel document with all the results.

The next step was to write a common introduction to the survey. This introduction aimed at motivating the respondents by giving them information about what the survey was about, the

[21] Audrey Renson obtained her PhD in Languages, Literature and Translation Studies from the University of Liège in 2023. She also works as a part-time (25%) teaching assistant in the Didactics of Modern Languages and Literature (DLLM) service.

time it would take to answer it and who was supposed to answer it. We also noted that the questionnaire was anonymous, an essential measure to comply with the General Data Protection Regulation (GDPR) of 2016 (European Parliament and Council of the European Union, 2016: 30).

Before distributing the survey to all, a pre-test was done. Indeed, we got the help of five teachers, including the five teacher assistants of the didactic team in the Department of Modern languages at the University of Liège (Julie Vanhoof, Florence Van Hoof, Lisa Svennberg, Sophie Radelet and Audrey Renson), and four of them are secondary school teachers working part-time from different networks. We also asked the help of two students who were already teaching and two other students, allowing us to also get a feedback from future teachers.

The final step was to send our survey to as many people as we could. It was then distributed through multiple channels. First, we had the help of the didactic team who sent the survey to a list of language teachers with whom they are collaborating. We also contacted our internship supervisors and shared the link across various social media platforms to increase visibility. Additionally, the teaching assistants helped by forwarding the survey to all future language teachers currently studying at the university. I also personally reached out to language teachers that I knew and some students to encourage participation.

4.2.2. Questionnaire design

The survey included a variety of question types designed to explore teachers' practices and perceptions regarding the use of websites offering ready-made or partially-prepared didactic sequences. Some questions were closed-ended with single or multiple choice options, aimed at collecting factual data such as whether participants use these types of websites, the reasons why they might avoid them, or even the types of platforms they prefer. Other questions were open-ended, allowing respondents to provide additional context or elaborate on their experiences and opinions. Moreover, a significant portion of the survey relied on Likert scale questions. These Likert scale items were used to measure how often participants use such resources, their motivations for adapting the sequences, how they evaluate the quality of the materials, their overall feelings about using online didactic content, etc. The Likert scale enabled a more nuanced understanding of attitudes, ranging from "never" to "always" or from "strongly disagree" to "strongly agree", depending on the item. The Likert scale included an even number of response options to avoid a neutral choice, such as "neither agree nor disagree". This approach was deliberately chosen to encourage participants to make a definitive decision, forcing them to lean toward either agreement or disagreement. This method helps to minimize

the risk of indecisive or ambiguous responses. This mix of question types helped gather more insights into how and why teachers engage (or not) with online teaching materials.

4.2.2.1. Choosing the questions

In this section, I will explain the reason behind each survey question included in the first and second parts of the questionnaire. Since the original survey was conducted in French and this thesis is written in English, I will provide an English translation of each question. Each question will be linked to the specific research question or a sub-question it was designed to explore.

It is important to note that not all questions from the survey will be analyzed here. Some were excluded from this section because they proved irrelevant to the focus of our study. For example, questions aiming to compare responses between male and female participants and their use of online didactic sequences, revealed such significant disparities that no reliable conclusions could be drawn. A larger and more balanced sample of each gender would be required to make such comparisons meaningful. Although some questions were still used to provide a broader view of our respondents, they did not contribute directly to the analysis.

The questionnaire consisted of three parts. I will focus on the first two: the general section and the section I that I personally developed. The third section, created by Konstantina Kokkinis on the subject of ChatGPT, will not be discussed here, as its content did not provide relevant insights for the current study.

The first part was about the respondents' profile:

Number	Questions from the survey	Research question(s)/sub-questions associated	Response methods	Goal
2	"How old are you? - Less than 25 years old - Between 20 and 25 - Between 26 and 30 … until More than 65"	SQ1: Are younger teachers or future teachers more likely to use online didactic sequences than more aged ones?	MCQ	Analyze the correlation between the use of online didactic sequences and the age of teachers.
5	If the respondent was a teacher: "For how many years have you been teaching? - Less than 1 year - Between 1 and 5 years - Between 6 and 10 years … until	SQ2: Are earlier-career teachers more likely to use online didactic sequences than more experienced teachers?	MCQ	Analyze the correlation between the use of online didactic sequences and the teaching experience of teachers.

	More than 40 years”			

Table 9*: Survey questions (Part 1) and their relation to research (sub-)questions and their objectives*

The second part investigated the use of online didactic sequences by (future) language teachers of the WBF:

Number	Questions from the survey	Research question(s)/sub-questions associated	Response methods	Goal
12	“Do you use websites that offer fully or partially ready-to-use didactic sequences? - Yes - No”	SQ 1,2 RQ5: How do teachers engage with online didactic sequences?	MCQ	Explore the current use of online didactic sequences among (future) language teachers from the French-speaking community of Belgium + make correlations between the use of these resources and teachers’ age and years of experience.
13	If the respondents said no to the previous question: “Why don't you use websites that offer ready-made didactic sequences? - I’m not comfortable with new technologies - I don’t trust these websites - I’ve never thought about it - I think it’s forbidden by my institution’s didactic department (if student) - Online sequences don’t follow the teaching phases taught at my university/teacher training college - Other (open field) ”	SQ13: What are the reasons teachers may be reluctant to engage with online didactic resources?	MCQ	Identify the reasons behind teachers’ reluctance to use online didactic sequences and uncover possible barriers to their adoption.
15	If the respondents said yes to question 12: “If yes, are these sites: - Completely free - Paid - Mixed (free with a paid option)”	RQ5: How do teachers engage with online didactic sequences?	MCQ	To understand the type of platforms teachers use and whether cost influences their choice + make a link with the following analysis that

				compare sequences from free vs paid websites.
16	"You use these websites offering online didactic materials for sequences with… - a thematic entry (vocabulary) - a generic entry (text genre) - a grammatical entry - a functional entry (language functions)"	SQ3: What types of didactic dimensions (e.g., thematic, generic, grammatical, functional) are the most sought by users?	Likert Scale (Never, Rarely, Sometimes, Often, Always)	Identify which types of didactic dimensions are most frequently used by teachers when selecting online sequences.
17	"How often do you use these websites? - For each teaching sequence - Approximately once per period - Approximately once per semester - Approximately once per year"	RQ5: How do teachers engage with online didactic sequences?	MCQ	Measure the frequency of use of online didactic sequence platforms by teachers.
18	"When you use a (part of) a teaching sequence from a website, you… - Take it as is, without modification - Partially modify it"	SQ4: Do users who rely on these platforms tend to modify the sequences before using them?	MCQ	Understand whether teachers adapt online sequences before using them. This is especially relevant when analyzing the quality of the selected sequences, as seeing that teachers modify the sequences could be reassuring regarding the limitations of these resources.
19	"When you modify the sequence, you do so to… - Adapt it to my teaching needs - Correct some incorrect information - Update some outdated information - Make it more suitable for the target audience - Adapt the sequence based on the frameworks covered in my didactics courses"	SQ5: What are the most common reasons for modifying online didactic sequences (e.g., adapting to audience, correcting errors)?	Likert Scale (Strongly disagree, Disagree, Agree, Strongly agree)	Identify the main motivations behind teachers' modifications of online sequences.

20	"When you use these websites, you use them to… - Create an entire sequence - Create specific exercises - Get inspiration, but then create your own sequence - Provide grammatical explanations"	RQ5: How do teachers engage with online didactic sequences?	Likert Scale (Strongly disagree, Disagree, Agree, Strongly agree)	Explore the different ways teachers use websites offering online sequences, whether for full use, partial use, inspiration, or support in specific areas like grammar.
21	"Do you check the quality of the material before using the didactic sequence? - Yes, always - Sometimes - No, I trust the site because I know it - No, I trust all sites"	RQ5: How do teachers engage with online didactic sequences?	MCQ	Assess teachers' critical engagement with online didactic sequences, particularly whether they evaluate content quality before use or rely on trust in the source.
22	If the respondents said "yes" or "sometimes" to the previous question: "If you do check, how do you proceed? - By verifying its alignment with competency frameworks - By comparing it with other resources (e.g., textbooks) - By consulting experts (e.g., university or teacher training instructors) - By consulting language teachers - Other (open field) "	SQ6: Do users who frequently verify content quality tend to use specific strategies (e.g., consulting experts, comparing resources) over others?	MCQ	Understand the methods teachers use to evaluate the quality of online didactic sequences when they choose to verify them.
24	"You use online didactic sequences to… - Save time - Compensate for a lack of personal resources - Get inspiration to create your own sequences"	RQ5: How do teachers engage with online didactic sequences?	MCQ	Identify the main reasons teachers use online didactic sequences, whether for efficiency, resource gaps, or creative inspiration.
25	"You use this criterion to select websites: - The aesthetics (layout of the sequence) - The content (theme of the sequence) - The language level - I don't choose, I use the first site my search engine suggests"	SQ7: How do different criteria (e.g., aesthetic, content, language level) influence the choice of platforms for online sequences?	Likert Scale (Strongly disagree, Disagree, Agree,	Identify which criteria teachers prioritize when selecting websites for didactic sequences and whether their choices are

			Strongly agree)	deliberate or based on convenience.
26	"Have you ever encountered problems when using ready-made didactic sequences? - Yes - No"	SQ8: What are the most commonly encountered issues with online didactic sequences (e.g., language level mismatches, lack of alignment with didactic frameworks)?	MCQ	Determine whether teachers face issues when using pre-made didactic sequences, which can reveal limitations or challenges associated with such resources.
27	If respondents said "yes". "Have you ever encountered the following types of problems? - Sequences not adapted to my teaching context - Incorrect content (factual errors) - Outdated content - Language issues - Does not follow the structure taught in my didactics courses - Language level too advanced - Language level too basic - Inappropriate language register (too formal or too informal) - Use of a variety of language you consider non-standard (e.g., American English) "	SQ8: What are the most commonly encountered issues with online didactic sequences (e.g., language level mismatches, lack of alignment with didactic frameworks)?	Likert Scale (Never, Rarely, Sometimes, Often, Always)	Identify the most common issues teachers face with ready-made online sequences and thus the limitations of such resources.
28	"When you use these websites, do you cite them? - Yes, always - Often - Rarely - No, never"	SQ10: Do users tend to cite the sources they use?	MCQ	Assess how frequently teachers cite online didactic sequences when they use them.
29	"What feelings do you experience when using these online didactic sequences? - I am happy - I feel guilty - I feel a little embarrassed - I am afraid of being caught by my trainers (if I am a student) and/or by	SQ9: What feelings (e.g., satisfaction, guilt, fear of being "caught") are most commonly associated with using online didactic sequences?	MCQ	Understand the emotional reactions (future) teachers may have when using online didactic sequences.

	inspectors (if I am already teaching) - I don't feel any particular emotion*"*			
30	"In your opinion, what is the added value of online didactic sequences compared to textbooks or sequences you create yourself?"	SQ11: What is the added value for users in using online didactic sequences instead of textbooks?	Open question	Gather teachers' perspectives on the benefits and potential advantages of using online didactic sequences over traditional textbooks or their own created sequences, providing insight into how these resources are perceived in terms of usefulness.
31	"Now that ChatGPT is highly popular, do you use it more instead of online didactic sequences? Why?"	SQ12: Has the emergence of tools like ChatGPT changed the way respondents use online didactic sequences?	Open question	Investigate how the increasing use of AI tools like ChatGPT is influencing teachers' choices between using AI and online didactic sequences, and to uncover the reasons for this change, or the absence of one.

Table 10*: Survey questions (Part 2) and their relation to research (sub-)questions and their objectives*

4.2.3. The respondents

The target population for this survey consisted of language teachers and future language teachers. This specific focus was chosen because the research examines the use of websites that offer ready-made or partially pre-designed didactic sequences for language classes. Including both current teachers and future language teachers allowed for a broader perspective on how different generations engage with digital resources. This decision was made collaboratively with Konstantina Kokkinis, who is exploring the use of ChatGPT in educational contexts. Since both of our topics are closely related to technology and the Internet, we thought it would be interesting to compare responses between younger and older teachers but also between the early-career ones and teachers with more experience. It would have been valuable to investigate teachers who hold a "shortage title[22]" (i.e., those who lack formal qualifications but are

[22] Personal translation of "titre de pénurie"

employed due to a shortage of qualified candidates), as they may rely more heavily on online didactic sequences. However, this was not part of the current research, representing a limitation of the study and an area for future investigation.

The survey was published on January 18, 2025, and closed at the beginning of March 2025. A follow-up was sent out in mid-February, when the survey link was reposted on our social media platforms. At the end, we reached a total of 102 respondents. Of these, 85 identified as women and 17 as men. What follows is a summary of the 102 respondents' profile:

The age distribution of the respondents was diverse. While no one was under 20 or over 65, responses were well represented across every age. The largest group consisted of individuals aged 20 to 25 (24%), followed by relatively even numbers in each subsequent age range up to 55 years old (between 12 and 13% in each group). Lastly, only three percent of participants were aged between 56 and 60, and just two percent between 61 and 65. This age diversity contributes to a richer understanding of how different generations perceive and use online didactic sequences, and it allows for potential comparisons between younger and older teachers, even though the last three age groups were little represented.

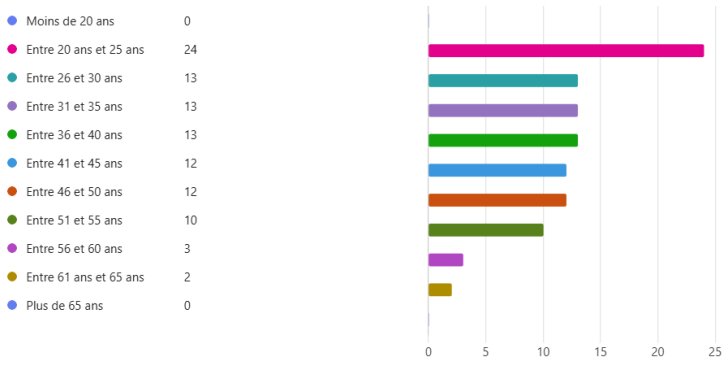


Figure 3: *Question 2 (Respondent's profile) - How old are you? - Results*

In terms of professional status, 78 participants were in-service teachers (76%), 20 were pre-service teachers (20%), and 4 identified as both students and teachers (4%). Teaching experience also varied widely. Only two participants (2%) had less than one year of experience, while the rest reported a range of teaching backgrounds. Fourteen respondents (17%) had between 1 and 5 years of experience, 12 (15%) had between 6 and 10 years, and 13 (16%) had between 11 and 15 years. Both the 16 to 20 years and 21 to 25 years categories included 14 respondents each (17%). Six participants (7%) had 26 to 30 years of experience, and 3 participants each (4%) had been teaching for 31 to 35 years and 36 to 40 years. One respondent

(1%) reported over 40 years of teaching experience. This wide range of professional backgrounds, from early-career to more experienced teachers, allows for a nuanced analysis of how teaching experience may shape the use and perception of online didactic materials.

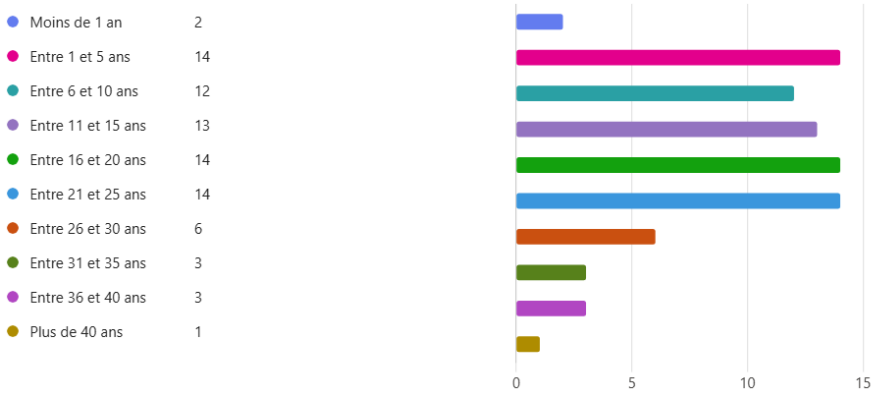


Figure 4: *Question 6 (Respondent's profile) - How long have you been teaching? - Results*

The teaching contexts represented included lower secondary school (15%), upper secondary (66%), primary school (5%), higher education (5%), and evening courses (7%), with two respondents falling into the "other" category with immersion and pre-school (2%).

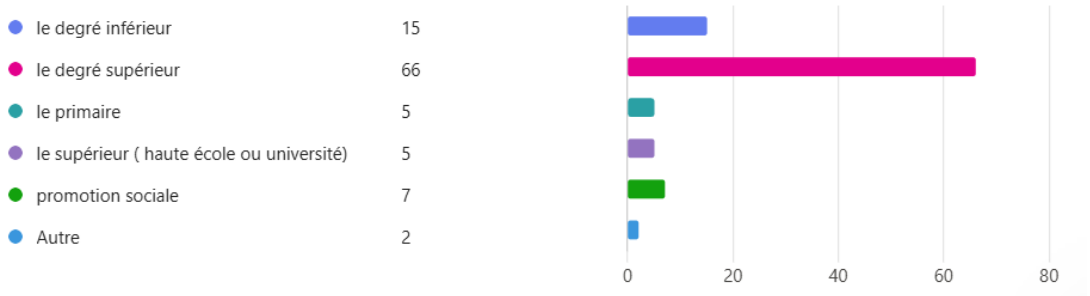


Figure 5: *Question 11 (Respondent'sprofile) - I teach in... - Results*

As for language specializations, the majority taught or planned to teach English (49%), followed by Dutch (25%), Spanish (12%), German (11%), French as a foreign language (2%), and Italian (1%). This diversity offered a rich basis for understanding how various profiles approach the use of online didactic resources in language education

5. Results

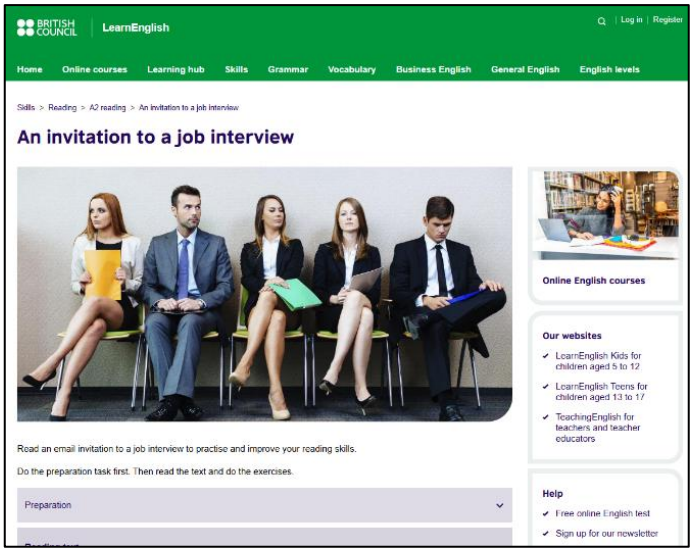
5.1. Analysis of online didactic sequences

As a reminder, all the sequences used for this analysis were selected by a common theme: *'jobs'* and a certain level (A2-B1). I will first analyze a sequence from a totally free website, then another one from a website that has subscription plans for the ones who want to have access to more materials and lastly, I will evaluate a sequence from a paid website.

It is important to keep in mind that the results should be interpreted with caution. The scores given to each sequence are based on my own analysis using an evaluation grid that I created for this study (see appendix 2). If the grid had focused on other criteria, the scores might have been different. So, the results do not show the absolute quality of the sequences, but rather how well they meet the specific legal expectations set in the context of the Wallonia-Brussels Federation.

5.1.1. British council "An invitation to a job interview"

The free didactic sequence called *"An invitation to a job interview*[23]*"*, taken from the British Council website, received a total score of **11,35 out of 20**[24] using the evaluation grid created for this study. The sequence is there to help learners practice their reading skills by working with a short text about a job interview invitation. Before reading, learners do a short preparation activity (a pre-reading task) and then answer questions about the text.



Screenshot 17*: sequence "An invitation to a job interview" from the British Council website. Accessed on 22/04/2025*

[23] See appendix 4 for the didactic sequence
[24] See appendix 5 for the evaluation grid completed

Although the sequence falls short of meeting several essential criteria for a complete didactic sequence, it is important to acknowledge its strengths as a foundation for improvement. Notably, the sequence clearly indicates the targeted CEFR level (A2), which is helpful for teachers in aligning the content with their learners' proficiency. The sequence theme also aligns well with the official curricula and legal prescriptions (see p. 71). Additionally, the material is free from spelling, grammar, and syntax errors, offering a degree of reliability. While the presentation phase lacks explicit instruction on the textual genre, it does provide an introduction and comprehension tasks that support language discovery. The vocabulary activity, though limited, focuses on newly introduced terms. This shows that the sequence has some pedagogical value.

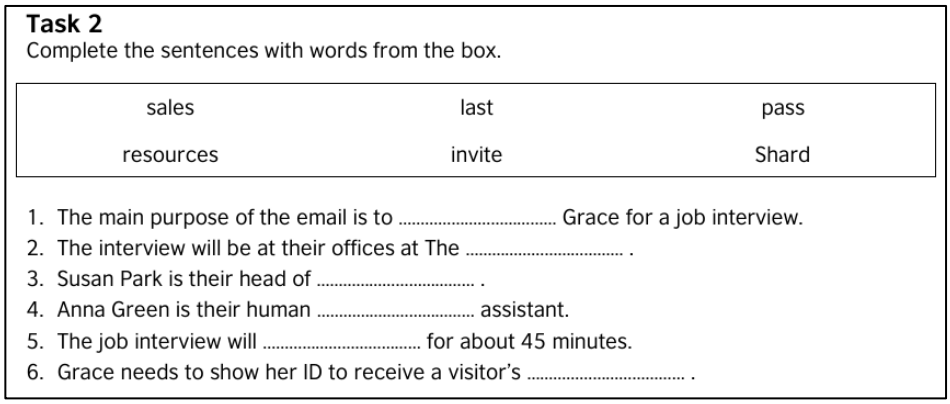
These elements should be highlighted because, even though the sequence does not meet many important criteria from the evaluation grid, some parts can still be useful. The positive aspects mentioned above show that the sequence, with a few adjustments, could evolve into a more complete and adapted tool for the French-speaking community of Belgium. Recognizing the sequence's strengths is essential, as it provides a solid foundation to build on when adapting the material. Despite these positive elements, the sequence presents several important weaknesses when examined through the use of the evaluation grid.

Indeed, the general structure (Grid 1) received 28 points out of 45. Several important problems were found. First, the learning objectives are not detailed enough, which makes it harder for learners to understand the purpose of the sequence. Moreover, the sequence also does not follow the PFE structure (Présentation, Fixation, Exploitation). In fact, the exploitation phase is missing, and the fixation phase only includes one vocabulary exercise. Because of this, learners cannot practice enough, and they are not guided step-by-step toward producing their own texts, which is essential in the PFE model (see p. 31). Another serious issue is that the textual genre (an email for a job interview) is never explained. There is no theory and no activities to help students understand the structure used in an email in the target language. Also, the sequence does not include any learning strategies (for example; helping students on how to read a text, giving them strategies on that). These elements are now part of the official guidelines, so their absence is a problem (see pp. 26-27). There is also no mention of the UAA(s) (Unités d'Acquis d'Apprentissage) being addressed in the sequence. As noted on page 19, a UAA corresponds to a macro-competence tied to a specific learning objective (for example, "reading in order to…). In terms of macro-competences, this sequence is the weakest. It only includes a reading comprehension activity (CL), and although there is a very brief discussion task that could be

seen as oral interaction (EOI), it is neither clearly developed nor pedagogically guided, which significantly limits its pedagogical value.

The presentation phase (Grid 2) received 10 out of 15 points. It includes some useful activities, but it does not explain the textual genre explicitly. An example is given in the reading comprehension, but the genre is neither explicitly explained nor developed.

The fixation phase (Grid 3) got 4 out of 12 points because it only has one exercise, with no progression, no variety, and no transition from closed to more open tasks.



Task 2
Complete the sentences with words from the box.

sales	last	pass
resources	invite	Shard

1. The main purpose of the email is to ..... Grace for a job interview.
2. The interview will be at their offices at The ..... .
3. Susan Park is their head of ..... .
4. Anna Green is their human ..... assistant.
5. The job interview will ..... for about 45 minutes.
6. Grace needs to show her ID to receive a visitor's ..... .

Screenshot 18: *Only exercise to practice the vocabulary*

As we can see in screenshot 18, the sequence only presents one exercise to practice the vocabulary, and this exercise is very limited.

It should be complemented by other exercises that go from closed to open ones to help students develop their competences (see p. 30). Additionally, another problem with this phase, as mentioned before, is the absence of exercises on the textual genre. Students need opportunities to practice the genre explicitly in order to be able to reproduce it effectively.

The exploitation phase (Grid 4) received 0 out of 12 because it does not exist in the sequence. This phase is important because it gives learners the chance to reuse what they learned in a creative and personal way. It also helps them develop autonomy and communicative skills, which are key goals in the action-oriented approach of the CEFR and according to the Wallonia-Brussels Federation guidelines.

Therefore, we can conclude that this sequence should not be completely rejected. In its current form, it appears better suited as a component within a larger didactic sequence that could be used in the context of the Wallonia-Brussels Federation. It can function as a reading activity but should not be treated as a complete sequence on its own. Nevertheless, even as part of broader lesson, it needs to be further developed, particularly by including more exercises to reinforce the newly introduced vocabulary. Moreover, since it focuses on a specific textual genre (an

email for a job interview) it is essential to teach this genre explicitly, ensuring that it is both clearly presented and practiced with learners.

5.1.1.1. Alignment with legal prescriptions and CEFR levels

The sequence is intended for learners at the A2 level, aligning reasonably well with the CEFR description for this level. According to the CEFR, A2 learners should be able to:

> […] understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need (Council of Europe, 2001: 24).

The sequence focuses on a job interview text, which is a relevant theme for A2 learners (as it fits within areas like employment and personal background). Thus, the sequence is appropriate for this level thematically, as it introduces learners to everyday work-related situations and vocabulary. It supports the development of comprehension and communication skills within a familiar and practical context, which corresponds to the expectations of the A2 level.

In terms of legal prescriptions, the sequence aligns with the educational requirements of the Wallonia-Brussels Federation for secondary schools by introducing the theme of work, an area specifically emphasized in the official frameworks.

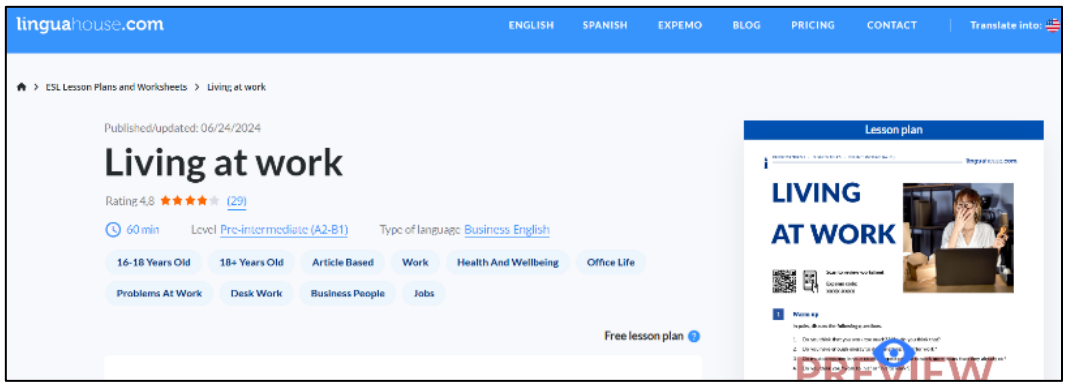
LM1		
1. Caractérisation personnelle		
2e degré	3e degré	
Toutes compétences	CA- EE- EO	CL
Elargir les sous-champs développés dans le(s) degré(s) précédent(s) : ○ aspect physique : caractéristiques particulières ○ métiers ○ traits de caractère ○ forces, faiblesses et aptitudes ○ vêtements **Aborder** les sous-champs suivants : ○ sentiments ○ identité culturelle (pays et culture d'origine, provenance ○ titres et appellations	**Elargir** les sous-champs développés dans le(s) degré(s) précédent(s)	*A ces niveaux d'enseignement, l'amplitude des champs thématiques sera plus importante en compréhension à la lecture* *On veillera par conséquent, dans cette compétence, à élargir raisonnablement les sous-champs qui s'y prêtent*

Table 11: Expected learning outcomes in the 2nd degree of secondary school (FWB, 2017)

The A2 reading comprehension activity contributes to developing the subfield of '*jobs*'. Indeed, it focuses on writing an email for a job interview. This means that the theme is not limited to simply presenting different professions but goes further by addressing a concrete and practical aspect of the job-seeking process.

5.1.2. Linguahouse “Living at work”

This second didactic sequence[25], taken from a subscription-based website offering premium access to a wider variety of teaching materials, focuses on the theme of ‘*jobs*’ and targets learners at the A2-B1 level. It received a total score of **11,89 out of 20**[26] based on the evaluation grid. This sequence explores the theme of ‘*jobs*’ by addressing the topic of work-life balance and places particular emphasis on the use of adverbs. While the sequence includes several exercises, it does not offer a final production task, which limits the overall pedagogical value.



Screenshot 19: *Sequence "Living at work" from the Linguahouse website. Accessed on 22/04/2025*

Although this sequence has several issues that will be addressed later, it does have some strengths, particularly in the fixation phase. These positive elements should be acknowledged, as they provide a good base that could be expanded and improved. First, the theme of ‘*jobs’* is well developed, in line with the official curricula and legal prescriptions (see p. 74). Additionally, the sequence is free from any spelling, grammar, or syntax errors, which makes it reliable from a linguistic standpoint. It also clearly states the CEFR levels it targets (A2-B1), which is an important feature for teachers when selecting appropriate material for their learners. In the presentation phase, there is a proper introduction accompanied by listening and reading comprehension activities. The vocabulary is also explained using clear definitions, which helps students understand the new terms. As for the fixation phase, it includes exercises that focus not only on vocabulary but also on grammar, specifically, adverbs, with a certain progression in difficulty. This is a strong point, as it allows learners to gradually build their understanding. However, it still lacks an open-ended activity that would help transition into a true exploitation

[25] See appendix 6 for the didactic sequence
[26] See appendix 7 for the evaluation grid completed

phase. Including such an exercise would better equip learners to reuse the language in a meaningful, communicative context. However, when the sequence is examined in detail using the evaluation grid, several weaknesses become apparent.

In terms of the general structure (Grid 1), the sequence obtained 23 out of 45 points. Several key limitations were identified. Firstly, the final learning objectives are not clearly stated which means the sequence does not really follow the principles of explicit teaching. Making the objectives visible helps guiding learners and allows them to understand what they are expected to achieve (see Chapter 3.2). Moreover, the sequence does not follow the PFE structure (Présentation, Fixation, Exploitation), as the exploitation phase is entirely absent. Grammar content is also worked inadequately: although the sequence aims to work on adverbs, there is no theoretical explanation or explicit introduction to this grammatical element, only exercises are provided. Additionally, no activities are included to help students develop learning strategies, whether receptive or productive. Furthermore, the absence of reference to the *Unités d'Acquis d'Apprentissage* (UAA) also weakens the sequence in terms of alignment with current curricular standards. However, we can note that the sequence includes a CA (listening comprehension) and CL (reading comprehension) through two comprehension activities, and a brief oral interaction (EOI) task where students are asked to speak with a partner. However, this speaking task is very short and lacks proper guidance. No productive tasks in writing (EE) or oral production without interaction (EO) are included, limiting the sequence's communicative value.

The presentation phase (Grid 2) received 10 out of 15. While it provides some initial tasks to guide learners into the topic, it fails to present the learning objectives and, once again, the grammar point (adverbs) is not introduced through theory or examples. This makes it more difficult for students to understand and internalize the grammar point in question.

The fixation phase (Grid 3) is the strongest part of the sequence, with a score of 11 out of 12. It includes several well-constructed exercises that focus on practicing the target language. However, one aspect is still missing: the progression from closed to open tasks. Including this gradual release is important to help learners gain independence and build confidence in using the language more freely.

As for the exploitation phase (Grid 4), it received 0 out of 12. Just like in the first sequence analyzed, there is no productive task that would allow learners to reuse and personalize what they have learned.

In conclusion, while the sequence as it stands is not sufficient to be used on its own, it does have some potential. It could be integrated as part of a broader sequence that includes a production task (exploitation) and a more explicit presentation of the grammar point. Even though this sequence represents only a small component, it could be worth developing further so it becomes part of a complete and coherent didactic sequence.

5.1.2.1. Alignment with legal prescriptions and CEFR levels

The sequence *"Living at Work"*, from a subscription-based platform, is targeted at learners at the A2-B1 level. This range is quite broad, but the sequence's focus on vocabulary related to work life, alongside listening, reading, and grammar tasks, helps to support learners across this spectrum. The A2 level was already discussed in the previous analysis (see p. 71). As for the B1 level, according to the CEFR, learners should be able to:

> […] understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans (Council of Europe, 2001: 24).

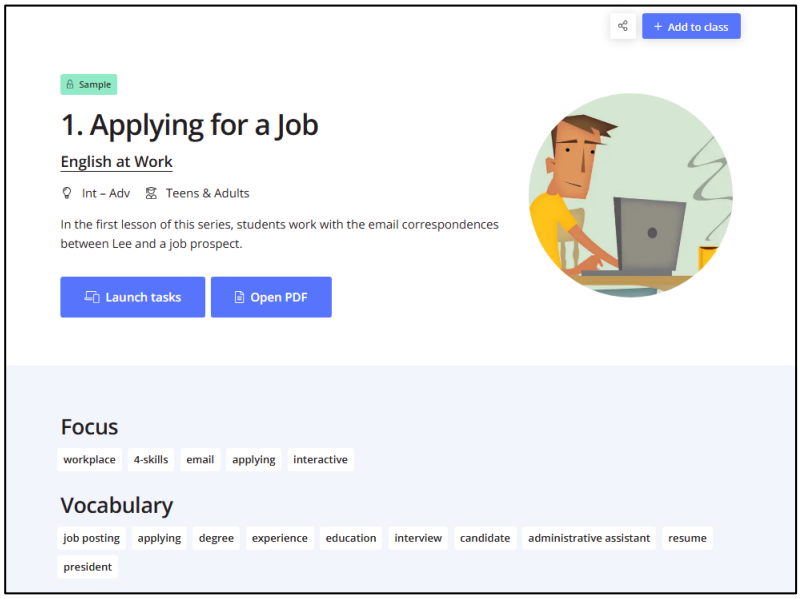
The topic of *living at work* clearly falls under the broader theme of *'jobs'*, making the theme appropriate for A2 learners. The vocabulary input and listening activity support the development of basic comprehension and communication skills, in line with the goal of understanding familiar and routine topics (see definition of the A2 level p.71). As for the B1 level, the CEFR states that learners at this stage can "[…] understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. […] Can describe experiences and events […] and briefly give reasons and explanations for opinions and plans" (Council of Europe, 2001: 24). The sequence touches on these aspects by exposing learners to an input about a real-world work-related situation.

In this sense, the sequence seems to align thematically with the CEFR levels it claims to target. It provides learners with lexical input and structured practice related to work, which corresponds to expectations at this level.

As for the WBF legal prescriptions, the sequence also aligns with the requirements outlined in the frameworks (FWB, 2017). Indeed, as illustrated in Table 9, the theme of '*jobs*' is explicitly mentioned as a key area to be addressed and developed in language education. This sequence contributes to that objective by encouraging learners to reflect on the role of work in everyday life.

5.1.3. Ellii "Applying for a job"

The didactic sequence entitled *"Applying for a Job*[27]*"*, taken from the paid platform Ellii[28], targets intermediate to advanced learners and also explores the theme of '*jobs*'. Access to the sequence is not purchased individually but through a subscription plan, which costs $14 per month. The final task of the sequence consists of writing an email to apply for a job, which represents the exploitation phase. Using the evaluation grid developed for this research, the sequence received a total score of **11,11 out of 20**[29]**.**



Screenshot 20: *sequence "Applying for a job" from the Ellii website. Accessed on 22/04/2025*

Although this sequence has several problems regarding the fixation phase and the textual genre worked, it also presents several strengths. First, the theme of '*jobs'* is well developed, in line with the official curricula and legal prescriptions of the WBF. Additionally, the materials are engaging, and there are no grammar, spelling, or syntax mistakes, which makes the sequence reliable from a linguistic point of view. The presentation phase includes an engaging

[27] See appendix 8 for the didactic sequence
[28] See page 9 for the signification of the acronym
[29] See appendix 9 for the evaluation grid completed

introduction and comprehension tasks that help students access new vocabulary and ideas. Finally, the exploitation phase is well designed, offering students a real opportunity to use the language in a communicative context.

These positive aspects provide a solid foundation that could be further developed. In its current form, the sequence is not complete and needs reworking, especially to better prepare learners for the final task. Nonetheless, the existing exploitation task and the general communicative approach give the sequence strong potential. That said, some issues were still identified when the sequence was assessed using the evaluation grid:

Regarding the general structure (Grid 1), the sequence obtained 22 out of 45 points. One of the major issues lies in the absence of clearly stated learning objectives, which makes it difficult to identify what learners are supposed to achieve and also goes against the principles of explicit teaching, as mentioned earlier. Although the global structure of the sequence follows the PFE model (Présentation, Fixation, Exploitation), there is a structural flaw: another fixation phase comes after the exploitation, resulting in a PFEF sequence. This disrupts the logical progression of learning, as fixation activities are meant to consolidate understanding before moving to exploitation phase. Nonetheless, this structure is preferable to a PEF sequence, for example, which would entirely disregard the intended progression and potentially hinder learner development. Furthermore, the textual genre (an email to apply for a job) is never explicitly explained, leaving students without the necessary guidance to grasp its key features, such as the formal register and the conventional formulas typically used in this context. Similarly, learning strategies, both receptive and productive, are not mentioned or worked on, and there are no references to the UAA (Unités d'Acquis d'Apprentissage). However, we can question the presence of macro-competences which is important for the communicative approach. Among the three, the Ellii sequence performs the best in this regard. It includes four macro-competences: EE, EOI, CA, and CL. This is a strong point, as the communicative approach emphasizes the importance of students being able to use the language in real-life situations. The sequence contributes to this goal by including two productive macro-competences (EE and EOI), even though the oral interaction exercise is very limited and not well guided. As for the EE task, it is placed in the exploitation phase and supports written production. Additionally, the sequence includes both listening and reading comprehension tasks (CA and CL), which shows a more balanced approach.

Another issue is that the CEFR level is not clearly stated, although the platform mentions that the sequence is designed for 'intermediate to advanced learners' (which could correspond to a B1-B2 level). However, this terminology is less precise and less easily recognizable than referring explicitly to CEFR levels, which are a common reference point for both teachers and learners.

The presentation phase (Grid 2) received 9 points out of 15. While the sequence opens with an engaging introduction and includes comprehension activities that expose students to new vocabulary and concepts, it does not present any objectives, nor does it provide an explanation of the textual genre being worked on. Students are exposed to the textual genre through the comprehension activities, but it should be explained explicitly to understand its specific aspects (see p. 45). This lack of explicit genre instruction is problematic, especially considering the importance of the action-oriented approach promoted by the CEFR (see Chapter 3.3.2, p.44).

The fixation phase (Grid 3) got 2 out of 12. This very low score is due to the fact that there is only one exercise, which focuses on vocabulary. There is no progression from closed to open tasks, and no activities that help students practice the structure of the email. Without such guidance, learners are not adequately prepared for the final productive task. Yet this structure is required in the final task, at the very least, a brief recap should have been included. The lack of an evolution makes it harder for students to transfer their understanding to the writing task in the exploitation phase.

However, the exploitation phase (Grid 4) received a full score of 12 out of 12. The final task invites learners to apply what they have learned in a new context by writing an email to apply for a job. The task is open-ended, allows for creative input, and encourages meaningful communication, all of which aligns with the principles of the communicative approach promoted by the official frameworks and curricula of the WBF.

Screenshot 21: *Final task from the sequence "Applying for a job"*

5.1.3.1. Alignment with legal prescriptions and CEFR levels

In this sequence, no explicit CEFR level is indicated, which makes it difficult to evaluate its alignment with specific level descriptors. As a result, no analysis based on CEFR levels will be provided.

Regarding the WBF legal prescriptions, however, the sequence aligns with the frameworks (FWB, 2017), which emphasizes the importance of addressing the theme of '*jobs*' in language education. By focusing on the application process, it not only deepens learners' understanding of the world of work but also equips them with practical skills that could prove useful in real-life situations, especially if they need to apply for a student job or internship in the future. This relevance reinforces the action-oriented approach promoted by the CEFR, which sees learners as "social actors" able to engage meaningfully in real-world tasks.

5.1.4. Conclusion

In conclusion, the analysis of the three sequences highlights several common issues. First, all three sequences lack clear and detailed learning objectives, which are crucial for guiding both teachers and students. This absence makes it difficult for teachers to know what they are working towards, and for learners to understand what is expected of them. Secondly, the exploitation phase is missing in two of the didactic sequences analyzed. This phase is essential for learners to consolidate and apply their knowledge in a creative and meaningful way (see p. 31). Its omission indicates a deviation from the communicative approach promoted in official legal documents. Another common problem is the lack of explicit instruction when it comes to the textual genre. The two sequences that have a textual genre do not explain or provide examples of the genres they focus on (e.g., job interview, email for a job application). This omission limits students' understanding of the structure and communicative functions of the texts, which is crucial for achieving competence in real-world communication. Furthermore, none of the sequences incorporate learning strategies to help students develop skills for independent learning, which are now important elements of the official frameworks teachers need to refer to (see pp. 26-27). Finally, while the sequences align thematically with the theme of '*jobs*', which is relevant to the CEFR levels and legal prescriptions, the lack of progression and variety in tasks, especially in the fixation phase, limits opportunities for learners to acquire the new vocabulary and textual genre. Overall, although these sequences show potential, they need revisions to better align with the PFE model and with the WBF context.

5.2. Survey

This section focuses on the data collected in Part 2 of the questionnaire, which explores the practices, perceptions, and strategies of (future) language teachers in relation to online didactic sequences. The main objective is to better understand how these resources are perceived, used or even modified, as well as which criteria guide their selection. The analysis also considers the most common issues encountered by users, the emotions associated with using such sequences but also their view on the influence of new digital tools such as ChatGPT. The data will be examined through thematic analysis, each theme corresponding to one or more of the sub-questions for the main research question defined earlier (RQ5: How do teachers engage with online didactic sequences?). This approach aims to provide a detailed understanding of current practices regarding the use of online didactic sequences within the French-speaking community of Belgium, focusing on the challenges, motivations, and evolving habits in this area.

5.2.1. Use of online didactic sequences by (future) language teachers

To explore how teachers engage with online didactic sequences, I began by examining whether language teachers and future teachers actually use these resources. Out of the total respondents (102), thirty-five (34%) report using ready-to-use or partially ready-to-use didactic sequences, while sixty-seven (66%) state that they do not. This indicates that although a majority do not currently rely on such platforms, almost one-third of respondents do, which represents a notable portion of the language teaching population. This highlights the importance of investigating the reliability, relevance, and pedagogical value of these platforms.

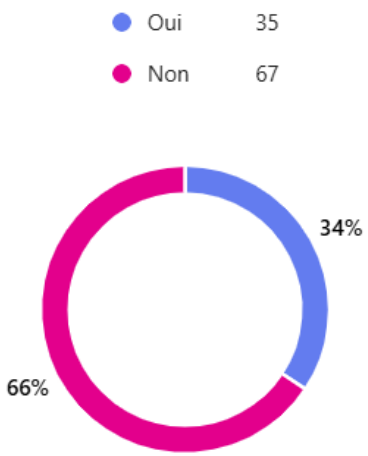


Figure 6: *Question 12- Do you use ready-to-use of partially ready-to-use online didactic sequences - Results*

The first sub-question: *"Are younger (future) teachers more likely to use online didactic sequences than more aged ones?"* can be answered by analyzing the correlation between the age groups and their answer on the use of online didactic sequences.

To do so, a chi-square test was conducted. Given the variety of age groups in the original data, age was regrouped into two broader categories to allow for a more meaningful comparison: younger teachers (aged 20-35) and older teachers (aged 36-65). This age division is supported by findings from a Pew Research Center study, which used a similar age grouping and found that teachers under 35 are significantly more likely to integrate technology into their teaching. The report notes that younger educators tend to feel more confident using digital tools and are more inclined to explore online resources, including didactic materials (Purcell et al., 2013). Thus, I aim to analyze whether this trend could also be observed within the French-speaking community of Belgium, as well as to explore teachers' attitudes toward the use of online didactic sequences. The responses were then grouped based on whether (future) teachers answered "yes" or "no" to the question: *"Do you use online didactic sequences?"*.

Age group	**Yes**	**No**	**Total**	**% Yes**
Younger teachers (20-35)	19	31	50	37%
Older teachers (36-65)	16	36	52	30,77%

The chi-square test revealed a $\chi^2(1) = 0{,}591$, with a p-value of approximately 0,7. Since the p-value is higher than 0.05, the result is not statistically significant. This means that, in this sample, there is no clear link between teachers' age group and their use of online didactic sequences.

Although the difference was not statistically significant, the data suggests a potential trend where younger teachers appear to use online didactic sequences more often than older teachers. However, the difference is not strong enough to rule out the possibility of chance, and further research with a larger sample may be needed to clarify this relationship.

Another correlation to be explored is between more experienced and less experienced teachers, addressing our second sub-question: "*Are earlier-career teachers more likely to use online didactic sequences than more experienced teachers?"*. To better analyze and compare responses regarding the use of ready-made online didactic sequences, participants were grouped into four experience levels: less experienced (0-5 years), moderately experienced (6-15 years), more experienced (16-25 years) and highly experienced teachers (26+ years). This regrouping

allowed for a more centralized and meaningful comparison of trends. This categorization can be justified by the classification used in a study by José Luis González-Geraldo et al. (2023), which also divided teaching experience into four brackets: D1 = 0–5 years, D2 = 6–15 years, D3 = 16–25 years, and D4 = over 26 years (González-Geraldo et al., 2023: 5). These groupings allow us to examine whether a correlation exists between the level of experience among the 82 teachers of our study and their use of online didactic sequences within the French-speaking community of Belgium.

Experience level (years)	**Yes**	**No**	**Total**	**% Yes**
Less experienced (0-5 years)	8	8	16	50%
Moderately experienced (6-15 years)	9	16	25	36%
More experienced (16-25 years)	8	20	28	28,57%
Highly experienced (26+ years)	2	11	13	15,38%

Again, the chi-square test was conducted to determine if teaching experience influenced the use of online didactic sequences. However, the analysis did not yield a statistically significant result. The test produced a chi-square statistic of 4,27 and a p-value of 0,236, indicating no statistical evidence of an association between teaching experience and the use of online didactic sequences. Although the results were not statistically significant, a trend was observed: 50% of less experienced teachers reported using online resources, compared to approximately 30% of those with moderate or more experience, and only 15% of very highly experienced teachers. This could indicate that less experienced teachers may be more inclined to use external resources, potentially reflecting a greater need for pedagogical support in the earlier stages of their careers. However, further research with a larger sample should be carry out to analyze this potential correlation more deeply.

5.2.2. Usage patterns of online sequences

The way teachers use online didactic sequences was explored through the questions 15,16, 17, 18, 19, and 20.

First, question 15 provides insight into the types of platforms (future) teachers tend to use. Most respondents indicate that they use entirely free websites (54%), while the remaining ones (46%) report using platforms that offer both free and paid versions. Notably, none of the participants reported using exclusively paid websites.

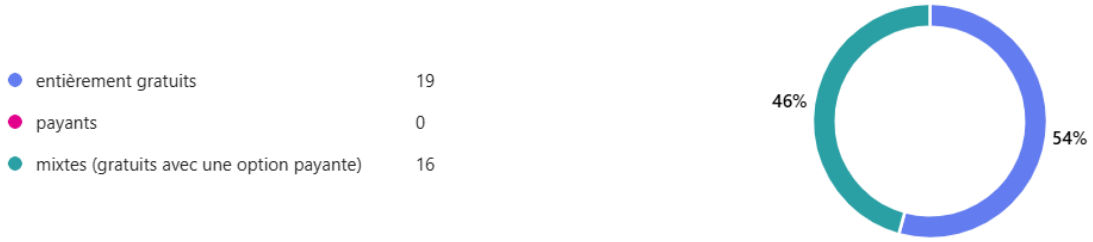


Figure 7: *Question 15: Are these websites.... – Results*

Question 16 will enable to answer sub-question 3: *What types of didactic dimensions (e.g., thematic, generic, grammatical, functional) are the most sought by users?* The question reveals that the most frequently used type of didactic dimension is the thematic one. This dimension which focuses on vocabulary and topic-specific content, was chosen by the majority of respondents as being used "often" or "always" (51,5%). This suggests that thematic fields are a key element in how teachers structure their lessons and are central to their use of online didactic sequences.

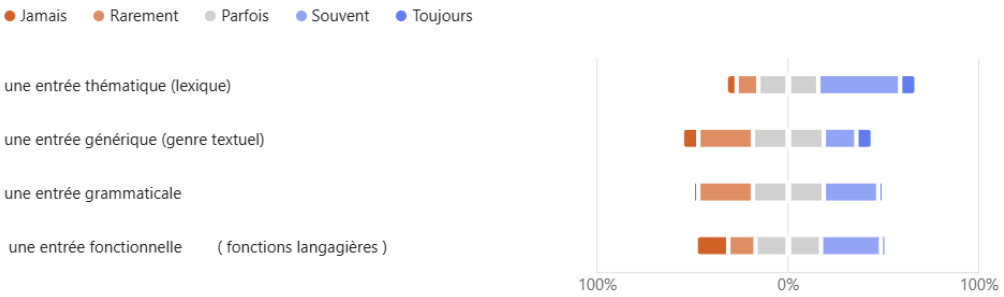


Figure 8: Question 16: You use these online didactic sequence sites for sequences with... - Results

Question 17 reveals that only 10 respondents (29%) use these platforms in every lesson, while 15 (43%) use them once per teaching period. The remaining participants use them even less frequently: 23% use them once per semester, and 8% only once a year. This relatively low frequency of platform usage suggests that, although teachers appreciate these resources, they may prefer other teaching methods or materials, or they turn to online didactic sequences only when necessary.

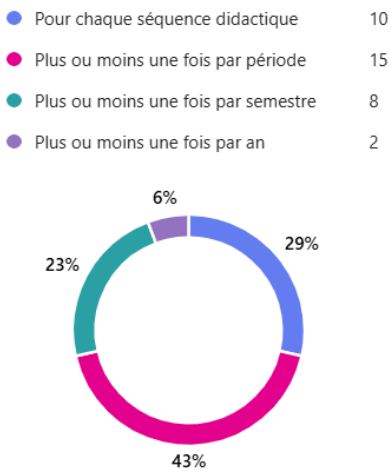


Figure 9: *Question 17: How often do you use these sites? - Results*

Question 18 allows us to answer our sub-question 4: *Do users who rely on these platforms tend to modify the sequences before using them?* We can note that thirty-two teachers (91%) modify the sequences they find online, and only 3 (9%) use them without any changes. This suggests that most teachers prefer to adapt these resources to fit their needs, and thus they are very rarely taken as they are.

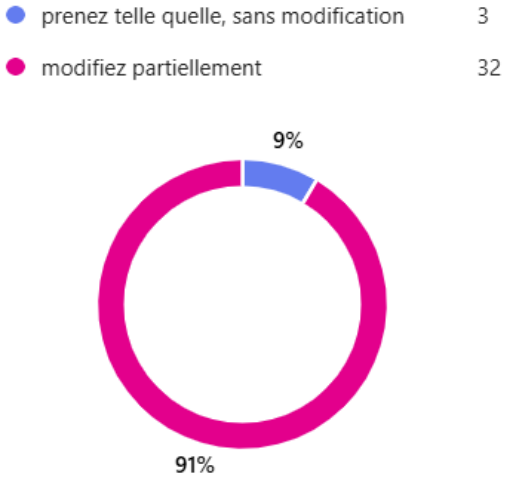


Figure 10: *Question 18: When you use a (part of) a didactic sequence from a site, you… – Results*

Question 19 asked the 91% of respondents who reported modifying sequences why they make these changes. This helped us answer sub-question 5: *What are the most common reasons for modifying online didactic sequences (e.g., adapting to audience, correcting errors)?* The responses provide valuable insights, with the most common reasons being: adapting the content to their teaching style, updating outdated information, making it more suitable for their students, and aligning it with the didactic model taught in their training. This suggests that online sequences are often viewed as starting points rather than complete, ready-to-use materials.

Figure 11: *Question 19: When you change the sequence, you do it to... - Results*

Finally, question 20 confirms what was just said because we see that many teachers use these platforms for inspiration, specific exercises, or sometimes for grammar explanations, rather than using complete sequences. Overall, teachers seem to prefer using these sequences in a flexible, customizable way.

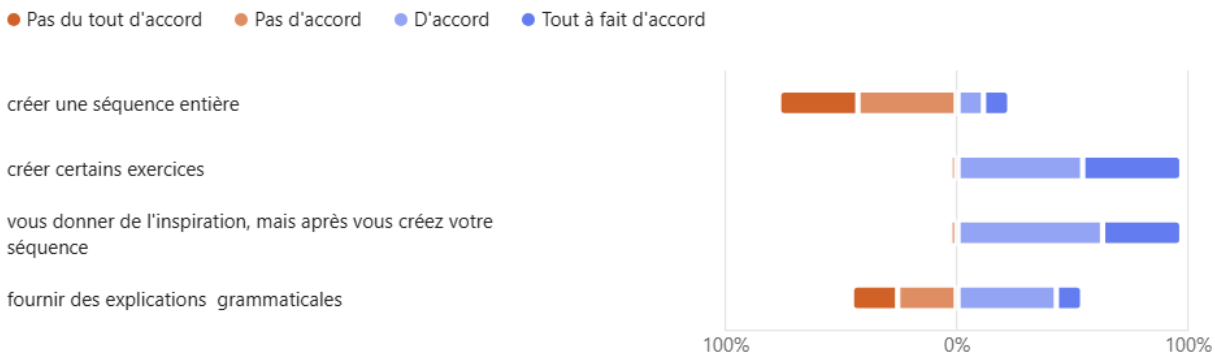


Figure 12: *Question 20: When you use these websites, you are using them to... - Results*

In conclusion, the analysis of questions 15 to 20 shows that thematic dimension is the most frequently used to choose online didactic sequences. Most teachers modify the sequences to fit their needs, such as updating content, adjusting it for their students, or aligning it with didactic models. This suggests that teachers view these resources as flexible tools for inspiration rather than ready-made solutions, using them selectively and adaptively.

5.2.3. Quality control and strategy

This point is addressed through Questions 21 and 22 of the survey, which provide insight into how teachers approach the quality of online didactic sequences. This part aims at answering the sub-question number 6: *Do users who frequently verify content quality tend to use specific strategies (e.g., consulting experts, comparing resources) over others?* According to Question

21, 30 respondents (86%) report that they always verify the quality of the materials before use, showing a strong commitment to ensure the reliability of the resources they incorporate into their teaching. In contrast, only 3 respondents (9%) verify the material occasionally, and 2 (5%) admitted to trusting the websites without checking the content. However, it is important to consider the potential influence of social desirability bias, which may discourage some individuals from admitting a lack of verification. Despite this, the results indicate that while most (future) teachers are cautious and engage critically with online materials, a small minority may rely on these platforms without further validation. One respondent noted that they fully trust certain websites, like the British Council, reflecting that trust may depend on familiarity with the platform, as they feel more confident in resources from well-known, reputable websites.

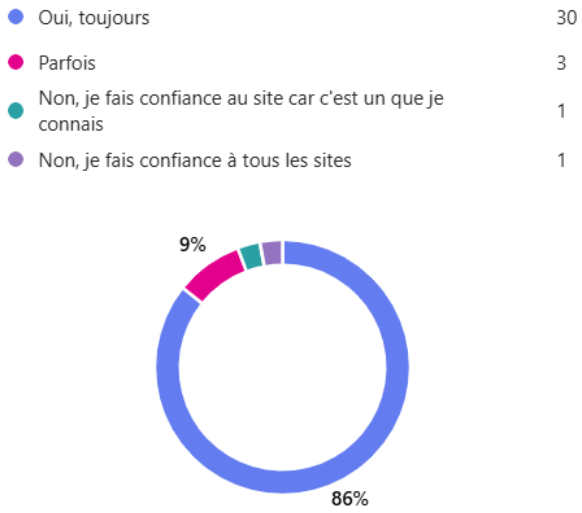


Figure 13*: Question 21: Do you check the quality of the material before using the didactic sequence? – Results*

Question 22 delves deeper into the strategies employed by respondents to verify the quality of the materials. The most common method, used by twenty respondents (33%), is comparing the content with other resources, such as textbooks, suggesting that teachers prefer to cross-check information to ensure consistency and accuracy. Twelve respondents (20%) reported verifying the content by checking it with official frameworks, which shows a commitment to aligning the materials with established educational standards. Additionally, ten respondents (17%) consult language teachers, and two (3%) consult university instructors, seeking professional guidance to validate the materials' quality. Finally, sixteen (27%) respondents mentioned that they rely

on their own knowledge to assess the quality of the resources, further reflecting the diverse ways in which teachers ensure the reliability of the materials they use.

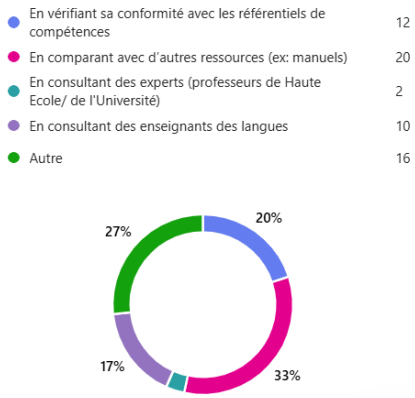


Figure 14: *Question 22: If you check the quality, how do you do it? - Results*

These findings highlight that most teachers verify the materials before using them. They employ various methods to ensure the quality of online didactic sequences. The use of the different strategies indicates a thoughtful and critical attitude.

5.2.4. Criteria for the platform selection

Another important aspect is the choice of the platform. As we have seen in the overview (see Chapter 1) there are many websites that give access to diverse materials. This analysis ties directly to the sub-question number 7, which asks: *How do different criteria (e.g., aesthetic, content, language level) influence the choice of platforms for online sequences?* Question 25 of the survey examines the criteria used by respondents when selecting online platforms for didactic sequences. Users rated their agreement with various factors such as aesthetic quality, content (the theme of the sequence), language level, and whether they simply choose the first website that appears in search results. The results indicate that the most important factors for most users are the content of the sequence and language level. A majority of respondents 'strongly agrees' or 'agrees' that these criteria influence their platform choice. In contrast, aesthetic considerations such as the layout of the platform are less prioritized, with fewer respondents rating it as essential (28,6%). This suggests that while the visual appeal or user interface of a platform may impact user comfort, it is the quality of content that is the most prioritized. Finally, we can note that almost all teachers 'strongly disagree' or 'disagree' (97,1 %) with the idea of taking the first website that appears. This shows that teachers are thoughtful

and selective in their platform choices, emphasizing the importance of quality content and language level over convenience or initial search results.

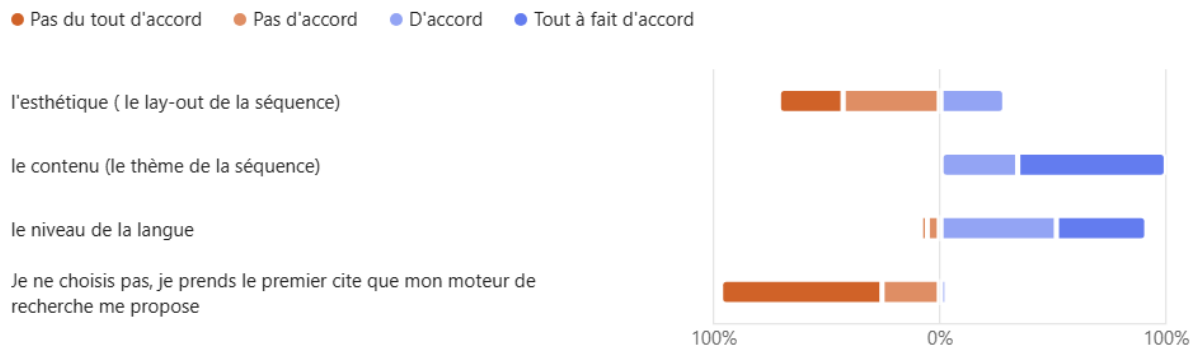


Figure 15: *Question 25: You use this criterion to select websites - Results*

5.2.5. Common issues with online sequences

This section will help us answer sub-question 8, which asks: *What are the most commonly encountered issues with online didactic sequences (e.g., language level mismatches, lack of alignment with didactic frameworks)?* Indeed, this is explored in greater detail through Questions 26 and 27.

According to the answers of question 26, 21 respondents (60%) report encountering issues when using online didactic sequences, while 14 (40%) indicated they do not.

Thus, in question 27, we asked respondents who reported encountering problems to specify the nature of those issues using the Likert scale. For the purposes of analysis, the responses "sometimes", "often", and "always" were grouped together to represent frequent or recurring issues.

The most common problems include sequences that are not adapted to the teachers' specific teaching context (80,9%), erroneous (85,7%) or outdated (71,4%) content, inappropriate language levels (either too advanced (66,6 %) or too simplistic (76,1%)) or even a register that is inadapted for some of the respondents, either too formal or too informal (57,1 %). Additionally, 76.2% of respondents noted inconsistencies between the online sequences and the didactic frameworks taught in their teacher training.

These results reveal a number of concerns regarding the accuracy and applicability of the materials, which can impede their effectiveness in the French-speaking community's

classrooms. However, as we have seen in Question 18, 91% of the teachers adapt the materials which is a good and necessary solution to go over these problems.

This highlights the importance of ensuring that online didactic sequences are verified before being used and modified if necessary to meet the diverse needs of teachers and students.

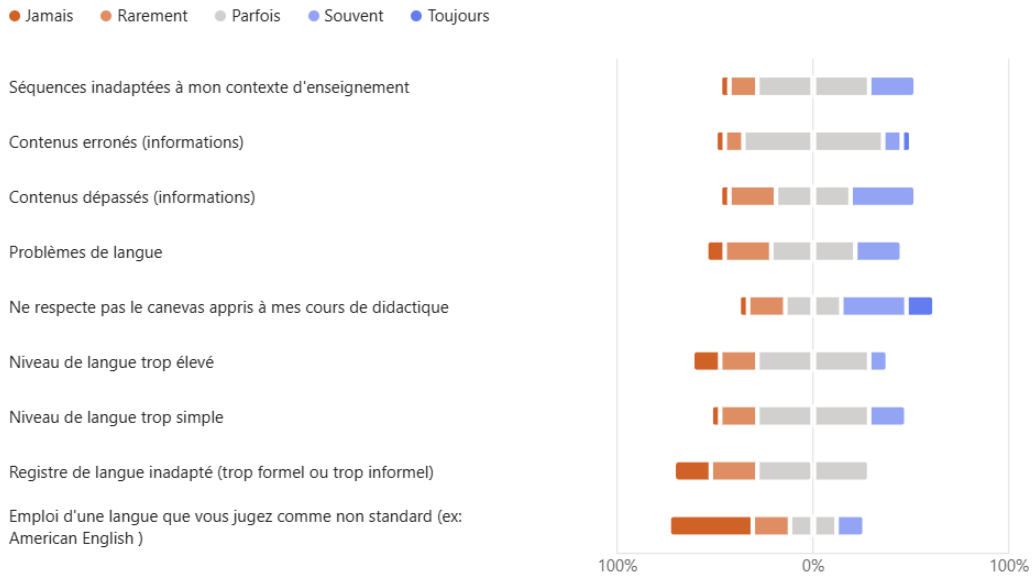


Figure 16: *Question 27: Have you ever encountered this type of problem? - Results*

5.2.6. Emotions and ethical considerations

The aspect of emotions is examined in Question 29 and will help answer our sub-question 9: *What feelings (e.g., satisfaction, guilt, fear of being "caught") are most commonly associated with using online didactic sequences?* Respondents reported a variety of emotional reactions when using online didactic sequences, revealing nuanced attitudes depending on their teaching status.

A majority of participants expressed positive feelings, with 74,2% overall saying they feel happy when using such materials. This trend is particularly strong among in-service teachers, 84% of whom report feeling content, compared to 50% of students and 50% of those who are both students and teachers. However, a smaller but notable portion of respondents also expressed negative emotions. Indeed, 20% of all participants admitted feeling guilty, with this sentiment more pronounced among students (38%) than among in-service teachers (16%). Moreover, 22,9% of respondents said they felt some discomfort, again more frequently reported by students (50%) than by in-service teachers (16%). Then, 17,2% reported feeling fear of being

discovered, whether by supervisors in training or by inspectors in service. Among students, this concern was reported by 50%, compared to only 8% among in-service teachers.

These emotional reactions are particularly significant in the context of pre-service teachers who are still developing their professional identity and may feel uncertain about how to appropriately incorporate such resources into their practice. Additionally, there is the pressure of evaluation, which also affects the design of didactic sequences, further intensifying the emotional responses of future teachers.

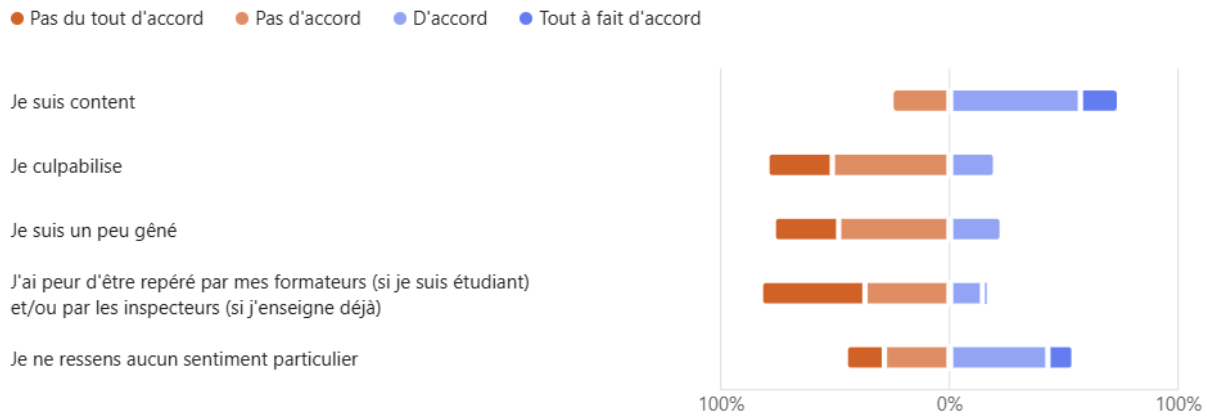


Figure 17: *Question 29: How do you feel when using these online didactic sequences? - Results*

The feelings of guilt or discomfort may come from thinking that using pre-existing materials makes their teaching less original or could be seen as plagiarism, especially if the sources are not cited properly. When asked about citing sources in Question 28, the survey revealed that 13 respondents (37%) always cite the sources they use, 13 (37%) do it often, 7 (20%) rarely, and 2 (6%) never cite them. This suggests that while some teachers make an effort to acknowledge the origins of the materials they adapt, citation practices are not universally followed. The inconsistency in citing sources may contribute to the anxiety and guilt felt by teachers.

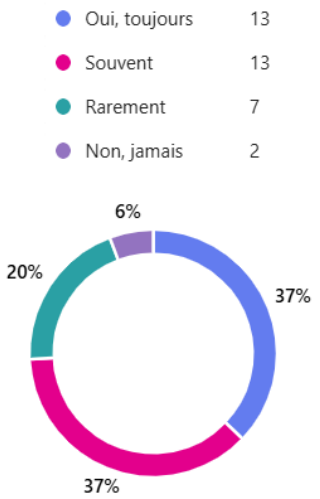


Figure 18: *Question 28: When you use these sites, do you cite them? - Results*

5.2.7. Relation with other tools (AI, textbooks)

This point, explored in Questions 30 and 31, investigates how online didactic sequences are used in conjunction with other resources, such as traditional textbooks and artificial intelligence (AI) tools like ChatGPT. It will help us answer the sub-questions 11 and 12: *What is the added value for users in using online didactic sequences instead of textbooks?* (11*) Has the emergence of tools like ChatGPT changed the way respondents use online didactic sequences?* (12). Since both questions were open-ended, responses were categorized thematically to identify recurring ideas. While respondents generally indicate that they do not exclusively rely on online sequences but integrate them with other materials, the survey also reveals an emerging shift toward incorporating AI tools.

In question 30, respondents highlighted various benefits of using online sequences alongside textbooks. The most common advantage (22,9%) was the variety and flexibility online resources offer, allowing teachers to select parts of sequences that better suit their teaching needs. Additionally, 17,1% note that online sequences are time-saving, as they provide ready-to-use materials, reducing preparation time. Another 8,6% appreciate the up-to-date topics available in online resources, which often feature more current content than textbooks. Similarly, 8,6% value the customization options that online sequences provide, allowing content to be adjusted to specific needs. Some respondents (8,6%) answered that they did not know what the value added of online resources compared to textbooks was. Smaller percentages highlighted other aspects: 5,7% mention authenticity, 5,7% point to accessibility, and 5,7% note the opportunity for different perspectives, while some consider online resources as just another tool (5,7%). A few respondents felt online sequences had limited added value (2,9%) while others (2,9%) praised the expert-reviewed content or appreciated the inclusion of more multimedia (2,9%). Finally, some respondents highlighted the potential for student engagement (2,9%).

In addition, Question 31 highlights the increasing integration of AI tools like ChatGPT into teaching practices. While not yet widely adopted by all respondents, AI tools are seen as valuable complements to online sequences. Indeed, a majority of respondents (54,3%) reports actively using ChatGPT for specific tasks such as creating grammar drills, writing context-based texts, or generating personalized activities. Several note its usefulness for saving time and adapting materials to specific lesson needs. A smaller portion (17,1%) indicates a balanced approach, using ChatGPT alongside online didactic sequences, for instance, taking inspiration from existing resources while adapting content with the help of AI. Meanwhile, 28,6% of the

respondents report not using ChatGPT or expressed hesitation, often due to mistrust or lack of familiarity. Overall, while AI is not generally viewed as a replacement for online sequences, it is increasingly valued as a flexible and time-saving tool, particularly for content creation.

5.2.8. Reasons for not using online didactic sequences

Now that we have seen why and how teachers deal with online didactic platforms, we thought it would also be interesting to investigate on the reasons why teachers do not use online didactic sequences. This section addresses the sub-question 13: *What are the reasons teachers may be reluctant to engage with online didactic resources?* Among the respondents who do not use these resources (66%), several key factors emerged.

Reason	Student	Teacher	Student + Teacher
Not comfortable with technology	1	7	1
No trust in these websites	1	10	1
Never thought about it	10	9	1
Forbidden by my institution (students only)	4	0	1
The online sequences don't follow the official teaching frameworks	2	11	0
Other (open field)	6	24	2

Table 12: *Distribution of reasons for avoiding online didactic sequences by profile*

Nine people (10%) indicated a lack of familiarity with technology, which prevents them from fully engaging with online platforms. Twelve other respondents (14%) expressed a distrust of online resources. A majority of the respondents (23%) admitted that they had never considered using online sequences, perhaps due to a lack of awareness or interest in such tools. Institutional restrictions also played a role, with some future teachers (5%) believing their educational institutions do not allow the use of online sequences. Furthermore, several respondents (15%) mentioned that online resources do not align well with the teaching frameworks or pedagogical methods taught in their training, making them feel disconnected from their established approaches. Interestingly, this concern was not limited to students currently studying didactic methods, teachers also expressed this misalignment. This is somewhat reassuring, as it suggests that teachers remain mindful of and continue to apply the didactic principles acquired during their education. Finally, a significant number of teachers (34%) explained in the "other" option that they prefer to create their own teaching materials, feeling more confident in adapting content to their specific needs rather than relying on external resources. This mixture of technological, institutional, and pedagogical reasons reflects a clear resistance to adopting

online didactic sequences, often due to concerns over quality, alignment with teaching practices, and institutional policies.

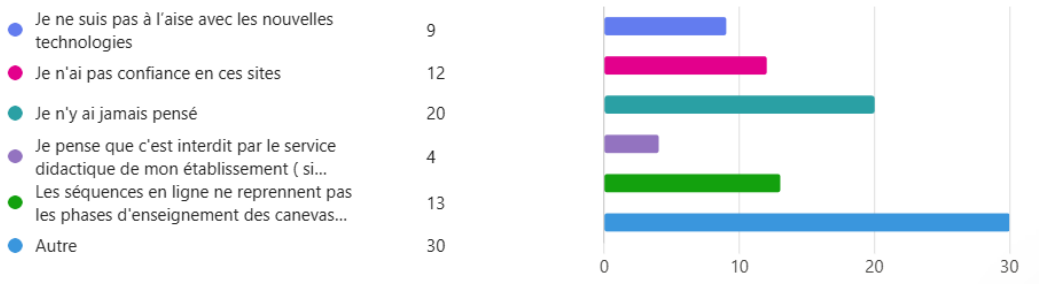


Figure 19*: Question 13: Why don't you use sites that offer ready-made didactic sequences? - Results*

5.2.9. Conclusion

The use of online didactic sequences among language teachers and future teachers varies, with 34% of respondents using these resources and 66% not engaging with them. While online platforms play a growing role in language education, their usage is not yet widespread. Younger teachers appear more inclined to use online resources, but this trend lacks statistical significance. Less experienced teachers also tend to use online resources more than their more experienced colleagues, possibly due to a greater need for pedagogical support early in their careers. It can be hypothesized that teachers without initial training (with a "shortage title") may rely on these resources even more, a point that could be further investigated in future research. Moreover, most teachers who use online sequences modify the materials to suit their teaching style, update outdated information, or adjust content to their students' needs. This indicates that online resources are often viewed as flexible starting points rather than finished products.

Additionally, teachers prioritize content and language level when selecting platforms, indicating that quality and suitability for students' needs are important criteria to them. While challenges such as outdated content and misaligned language levels exist, we have seen that 91% of teachers adapt these resources to fit their needs. In this context of customization and flexibility, AI tools like ChatGPT are also increasingly used to complement traditional resources, though they are not viewed as full replacements.

Finally, among the 66% of respondents who do not use online resources, barriers include technological issues, institutional restrictions, and a preference for creating their own materials.

Overall, while online didactic sequences are becoming more popular, their integration into language teaching is still inconsistent.

6. Synthesis and discussion

The comparison between the analyzed didactic sequences and the survey data reveals important insights into the quality, use, and perception of online teaching materials in the French-speaking community of Belgium. This section provides a reflection on the pedagogical coherence of these digital resources, the challenges teachers face in using them, and the broader implications for language teaching today. These reflections are grounded in key theoretical frameworks explored earlier in this thesis, including the PFE model (see Chapter 3.1), the principles of explicit instruction (see Chapter 3.2), the action-oriented approach of the CEFR, and the legal expectations of the curricula and frameworks in the French-speaking community of Belgium (see Chapter 2).

All three sequences analyzed (British Council, Linguahouse, and Ellii) demonstrate recurrent structural issues, particularly in their failure to fully implement the PFE model (Présentation, Fixation, Exploitation). The British Council and Linguahouse sequences entirely omit the exploitation phase, while the Ellii one disrupts logical progression by following a PFEF structure, reintroducing a fixation phase after the exploitation task. These inconsistencies undermine pedagogical clarity and progression. The absence of the exploitation phase in two of the sequences raises the question of whether this was intentional. One possible reason could be the practical challenges faced by the authors. The exploitation phase involves an open-ended task where students must produce language, such as writing a text or speaking. These types of tasks are difficult to correct using standard answer sheets. Unlike closed exercises, open production requires personalized feedback, which online platforms cannot easily offer. Even if this explains the choice from a design point of view, it is still a problem for teaching. Teachers should be aware of this missing phase and make sure to add it themselves. Leaving it out goes against the communicative approach that language teachers in the WBF are supposed to follow, as it does not give students a chance to produce language on their own and apply what they have learned. This shows that it is essential that such sequences are used by teachers with a didactic degree, who are able to critically assess these sequences and fill in the gaps to ensure a complete and effective learning in the context of the French-speaking community of Belgium.

These findings align with the survey results, which reveal that 91% of teachers adapt sequences before using them (see question 18), a reassuring observation given that none of the evaluated sequences followed the PFE framework. This can be linked to question 27, where a significant number of teachers reports a major issue: the misalignment with the didactic framework learned during their formation. Specifically, 28.6% indicate this occurred *sometimes*, 33.3% *often*, and

14.3% *always*. This recurring problem of misalignment suggests that teachers are not only aware of this problem but also take active steps to address it by modifying the sequences. However, this may not be the case for teachers with a "shortage title", who risk using these ready-made resources in a limited, or even uncritical, way, potentially overlooking pedagogical alignment.

Moreover, none of the analyzed sequences made any reference to the UAA(s) being addressed, despite the fact that these are now a central component of the legal educational framework in the French-speaking community of Belgium, as noted on page 20. While this omission is somewhat understandable (since these sequences are taken from international platforms that are not specifically designed for the WBF context) it still remains a significant gap. However, a more pressing concern is that several of the sequences fail to cover the full range of macro-competences (CA: listening comprehension, CL: reading comprehension, EOI: oral production with interaction, EO: oral production without interaction, EE: written production), which are fundamental to the communicative approach and essential to a well-structured didactic sequence. We can assume that, much like the absence of the exploitation phase, the limited inclusion of productive macro-competences (EE, EO, and EOI) may come from the difficulty of providing correction materials for these types of tasks. Many authors of online sequences aim to offer ready-to-use resources accompanied by correction sheets. However, open-ended productive activities, by their nature, do not lend themselves to standardized corrections, as they require more personalized feedback. This limitation likely influences the decision to focus on receptive skills and more controlled tasks. This is why it is crucial that teachers using such online resources are fully aware of these limitations. A teacher with a didactic degree in language teaching is more likely to recognize gaps in a sequence, identify which UAA(s) is/are being addressed (even if not explicitly mentioned), and adapt the material to ensure it meets legal requirements.

Moreover, no sequence includes learning strategies, despite their growing importance in legal documents of the WBF (see pp. 26-27). This points to a misalignment between the available online resources and the legal expectations. Teachers must therefore remain vigilant about this shortcoming and ensure that, when using such sequences, they integrate learning strategies into the didactic sequence.

Additionally, a recurring weakness across the two concerned sequences was the lack of explicit instruction on textual genres. For example, although both the British Council and Ellii

sequences focus on job-related genres (an email for a job interview and an interview invitation), the genre is neither explained nor practiced explicitly. This omission contradicts theoretical principles, which emphasize that genres should be taught explicitly to help learners understand their structure, purpose, and communicative features (see Chapter 3.3., p. 45). Without this, learners may engage with texts superficially without being able to reproduce or transfer the learned genre. Moreover, this does not go in the direction of the action-oriented approach recommended by the CEFR which sees learners as "social actors".

Even though all three sequences aim to address the relevant theme of '*jobs'*, a theme explicitly required by curricula of the WBF for this level, they approach it in a meaningful way by exploring different aspects of the topic: a job interview, an email for a job interview, or even the balance between work and personal life. However, the absence of productive tasks and explicit instruction on textual genres undermines the development of communicative competence. This limits learners to receptive tasks and prevents them from applying language skills in creative or real-world contexts.

Furthermore, despite the increasing availability of online sequences, many teachers continue to avoid them. As shown in the survey (see question 13), reasons include distrust of the resources, lack of digital knowledge, institutional discouragement, or a preference for self-made materials. These concerns are not without justification. As demonstrated through the sequence analysis, many online materials fall short of pedagogical standards, such as the alignment with the didactic frameworks. However, teachers who reject online sequences entirely may overlook their potential as adaptable materials. In fact, most of the teachers who do use these resources adapt them (91%), rarely taking them as they are. When adapted critically, online materials can reduce planning time and diversify input. This highlights the importance of having a didactic education, as it equips teachers with the ability to assess and adapt these resources to the context of the French-speaking community of Belgium and its requirements. This would be something particularly challenging for those who enter the profession without initial training.

The survey also reveals a range of emotional responses associated with the use of online didactic materials. While some teachers feel confident and positive, many others report feelings of guilt, discomfort, or fear. These emotional reactions are particularly pronounced among pre-service teachers, who are still in the process of shaping their professional identity and may be uncertain about what constitutes appropriate use. Additionally, the pressure of being evaluated and the strong expectations regarding the adherence to taught frameworks can intensify these

emotions. This highlights the need for clear guidance, not only to evaluate the pedagogical quality of materials (which could potentially be addressed by reusing the evaluation grid developed for this thesis), but also to help teachers to adapt content in line with the requirements of the Wallonia-Brussels Federation and properly cite their sources.

Lastly, one particularly revealing pattern is that all three sequences receive very similar scores, with each one being around 11 out of 20. The British Council sequence scores 11,35 points, Linguahouse gets 11,89, and Ellii 11,11. This suggests that the cost of a platform does not necessarily correlate with superior pedagogical value. This point was raised by the authors of the platforms contacted for this thesis (see Chapter 1, p. 8), who explained that the difference between free and paid resources lies primarily in access rather than quality. This raises another important issue: disparities in access may reinforce educational inequalities. Despite differences in access (free, semi-paid, fully paid), all three sequences demonstrate similar flaws: missing exploitation phase, weak genre instruction, underdeveloped fixation phase, or even no reference to learning strategies or the UAA(s) worked. Thus, it seems like online didactic sequences can be useful, but only when critically adapted by teachers.

7. Suggestions or alternatives to online didactic sequences

This chapter explores possible alternatives and recommendations in light of the concerns raised throughout this study regarding the reliability, validation, and accessibility of online didactic sequences.

One promising alternative to online didactic sequences is the use of Open Educational Resources (OER). These are teaching, learning, or research materials that are either in the public domain or released under an open license, which allow users to retain, reuse, revise, and redistribute the content freely (UNESCO, 2019). What sets OER apart from other online sources is their transparency and collaborative nature. Most are developed by teachers, researchers, or academic institutions and are shared under Creative Commons licenses, ensuring that the original creators receive credit, while also allowing others to legally adapt and redistribute the content (Wiley & Hilton, 2018: 138). This licensing model not only protects intellectual property but also builds a framework of trust, in contrast to the anonymity and questionable origins of many online didactic websites.

OER are typically stored in dedicated repositories such as OER Commons, MERLOT, and OpenStax. These platforms are accessible to anyone and are completely free of charge. Another advantage of OER is their potential to reduce disparities in access to educational resources. Unlike many commercial platforms that require subscription plans or payment to access premium content, OER eliminate financial barriers. By being free and openly accessible, OER promote educational equity and allow a wider range of teachers to engage with online resources (UNESCO 2002 cited by Hilton 2016: 574).

In addition to their accessibility, OER encourage a collaborative model of content creation and improvement (Wiley & Hilton, 2018: 142). This means that language teachers can adapt existing sequences to suit local needs, add cultural relevance, or modify activities while crediting the original authors. This process fosters a shared professional community, where teachers contribute not only to the use of materials but to their continuous development.

Nevertheless, the adoption of OER presents certain challenges. Some teachers remain unaware of these resources or may feel uncertain about how to locate, evaluate, or adapt them effectively. Others may lack the time or institutional support needed to engage with open platforms or may question the relevance of available materials to their specific pedagogical context. As such, while OER offer significant potential to address many of the barriers associated with online didactic sequences, their wider use will depend on greater visibility, training, and institutional

encouragement. Additionally, it is also worth noting that although this study highlighted the reliability of OER, particularly given the identifiable origins of their content, the question of their suitability for language teachers in the French-speaking community of Belgium remains open. Further research would be needed to evaluate whether existing OER resources align with the pedagogical requirements. A deeper study could provide valuable insights into the extent to which OER can effectively support language teachers in the French-speaking community of Belgium.

Another alternative that is available for (future) language teachers at the University of Liège is the eCampus platform. In this platform, the DLLM[30] team shares various didactic sequences developed by student teachers. These sequences are selected by the didactics team before being made available to others. This process of sharing adds a layer of academic oversight, addressing one of the most commonly expressed concerns in our survey: the lack of trust in online didactic materials. By being chosen by the didactic team, the platform provides a reliable and trusted space where (future) language teachers can access pedagogical materials that have been validated for quality and relevance. It is important to note that the sequences are not extensively reviewed in the traditional sense but do go through a process of oversight. Initially, monitors check the sequence's plan. Then, the internship supervisor also evaluates it, and finally, the evaluator makes the decision about whether or not to upload it on the eCampus platform.

Additionally, Belgian websites such as Enseignons.be and Mieuxenseigner.be present other alternatives for language teachers looking for didactic sequences. Enseignons.be offers free sequences, while Mieuxenseigner.be provides paid exercises and sequences. Although these platforms were not analyzed in this study (primarily because they did not appear in my search results for online didactic sequences on the theme of jobs), I discovered them during further investigation. It would be beneficial to conduct a separate study to determine how these websites align with the pedagogical context of the French-speaking community of Belgium.

Lastly, the evaluation grid[31] developed and used in this study to assess online didactic sequences could be reused by teachers as a practical tool to ensure that the sequences they select are not only adapted to their specific needs but also align with legal prescriptions in the French-speaking community of Belgium. In this way, teachers can continue to benefit from the advantages of online didactic sequences, which as many survey respondents highlighted, are

[30] Didactics of Modern Languages and Literature.
[31] See Appendix 2

perceived as time-saving and a valuable source of inspiration, while also systematically verifying their reliability and relevance within their particular teaching context. It is important to note, however, that the scores given using this grid reflect the didactic quality of each sequence, especially in terms of their alignment with legal requirements of the WBF and the PFE framework. Other factors, such as visual design, ease of use or technological features, were not included in this evaluation and could influence how useful or appealing a sequence is in practice. Therefore, while the grid provides a solid foundation for critical analysis, teachers should remain aware of its limitations

In conclusion, although online didactic sequences are considered useful and time-saving, their lack of reliability can be a problem. Alternatives such as Open Educational Resources, the eCampus platform at the University of Liège, and the evaluation grid developed in this study can help teachers find and use trustworthy materials or adapt resources to their teaching context while respecting legal prescriptions. Additionally, websites like Enseignons.be and Mieuxenseigner.be offer alternatives for teachers seeking didactic sequences in the WBF, although further research is needed to assess their alignment with the pedagogical needs of the French-speaking community of Belgium.

Conclusion and perspectives

This thesis aimed to provide a critical evaluation of online didactic sequences by analyzing three sequences on the theme of '*jobs*' (A2-B1 level) using an evaluation grid based on the PFE framework (Présentation, Fixation, Exploitation). Additionally, a survey conducted among 102 (future) language teachers was used to gather insights into their perceptions and experiences with these sequences.

Throughout the research, we sought to address five key research questions. The first question examined the existing landscape (see RQ1), revealing a wide range of websites offering both free and subscription-based content, as well as some paid resources. Next, we evaluated the didactic quality of online didactic sequences and their compliance for teachers from the French-speaking community of Belgium by using the evaluation grid (see RQ2). The analysis of the three sequences highlighted notable defaults in quality. None of the sequences fully met all grid criteria, with average scores around 11/20, indicating a medium overall quality. However, positive aspects were also identified, and these should be taken into account when considering potential improvements in the use of such resources. These positive features could serve as starting points for improving the overall quality of online didactic sequences. This analysis also answered RQ3, which questioned whether the sequences aligned with established didactic models. The results showed that while the sequences generally performed well in terms of the presentation phase, they demonstrated weaknesses in the fixation and exploitation phases.

In response to RQ4, which questioned whether the didactic sequences complied with legal prescriptions of the Wallonia-Brussels Federation, we explored whether the sequences aligned with legal documents such as the CEFR and the legal frameworks and curricula of the French-speaking Belgium. It was found that two of the three sequences explicitly referenced the CEFR levels (A2-B1) that were being targeted, while one did not. However, all the thematic choices in the sequences were consistent with the curricula expectations.

The fifth research question focused on the current practices, perceptions, and challenges faced by language teachers in using online didactic sequences. Our survey revealed that 34% of (future) teachers use online sequences, and a significant portion of them (91%) adapts these materials. The primary reasons for adaptation include personalizing content to their teaching style, updating outdated information, and adapting materials to students' needs. While younger and less experienced teachers tend to use online resources more frequently, this trend lacks statistical significance. Moreover, AI tools like ChatGPT are also being increasingly used to

complement online resources, although they are not considered as replacements. For the 66% of respondents who do not use online resources, barriers include technological issues, institutional restrictions, and a preference for creating their own materials.

Finally, the evaluation grid proved to be a valuable diagnostic tool for identifying both the strengths and weaknesses of the sequences, as well as their adaptability to the context of French-speaking Belgium. It can assist teachers in selecting and adapting appropriate materials.

These findings underscore the importance of adopting a critical approach when selecting online didactic sequences, and highlight the value of having a didactic degree in language teaching when using such resources.

Although the study offers valuable insights, it is not without limitations. The sample of sequences analyzed is relatively small with three sequences, and the survey with 102 respondents lacks sufficient age diversity, preventing statistically reliable conclusions about the relationship between age, teaching experience, and the use of online didactic sequences. Additionally, it would have been particularly interesting to examine the practices of teachers holding a "shortage title" (individuals without formal teaching qualifications but employed due to staffing shortages), as they may have a greater dependence on online didactic resources. However, this group was not included in the present study, representing both a limitation and a promising area for future investigation.

This study opens the door to several interesting perspectives for future research. One important direction would be to examine Belgian websites such as *Enseignons.be* and *Mieuxenseigner.be*, as well as resources from Open Educational Resources (OER). These platforms were not analyzed in the present study because they did not appear in my initial search results when I searched for "English lesson on jobs" in my Google search bar. However, a more targeted investigation could explore whether these resources better align with the pedagogical needs of teachers in the French-speaking community of Belgium. It would also be relevant to examine how teachers with a "shortage title" make use of online didactic sequences, as they may depend more heavily on such materials but were not included in my survey. Finally, expanding the sample to include a broader range of participants in terms of age and teaching experience would allow for a more reliable and meaningful analysis of trends, possibly leading to clearer conclusions about the influence of these factors on the use of online resources.

In conclusion, online didactic sequences have significant potential to enhance language teaching by offering time-saving, up-to-date and inspirational resources. However, their

effective use requires careful pedagogical adaptation to address their limitations and ensure alignment with the legal requirements set by the Wallonia-Brussels Federation (WBF). This shows how important it is to have a didactic degree when selecting and using such resources, as it gives teachers the knowledge and skills needed to choose and adapt these sequences, while also ensuring they follow legal prescriptions.

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