

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

Auteur : Gayet, Lisa

Promoteur(s) : Simons, Germain; Echitchi, Raymond

Faculté : Faculté de Philosophie et Lettres

Diplôme : Master en langues et lettres modernes, orientation générale, à finalité didactique

Année académique : 2024-2025

URI/URL : <http://hdl.handle.net/2268.2/23116>

Avertissement à l'attention des usagers :

Tous les documents placés en accès ouvert sur le site le site MatheO sont protégés par le droit d'auteur. Conformément aux principes énoncés par la "Budapest Open Access Initiative"(BOAI, 2002), l'utilisateur du site peut lire, télécharger, copier, transmettre, imprimer, chercher ou faire un lien vers le texte intégral de ces documents, les disséquer pour les indexer, s'en servir de données pour un logiciel, ou s'en servir à toute autre fin légale (ou prévue par la réglementation relative au droit d'auteur). Toute utilisation du document à des fins commerciales est strictement interdite.

Par ailleurs, l'utilisateur s'engage à respecter les droits moraux de l'auteur, principalement le droit à l'intégrité de l'oeuvre et le droit de paternité et ce dans toute utilisation que l'utilisateur entreprend. Ainsi, à titre d'exemple, lorsqu'il reproduira un document par extrait ou dans son intégralité, l'utilisateur citera de manière complète les sources telles que mentionnées ci-dessus. Toute utilisation non explicitement autorisée ci-avant (telle que par exemple, la modification du document ou son résumé) nécessite l'autorisation préalable et expresse des auteurs ou de leurs ayants droit.

Evaluation grid

Grid 1: General Structure

Title: Theme: Level: Final production: Free / paid /	<u>Didactic sequence n°</u>
--	-----------------------------

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 (prioritizing the action-oriented perspective)	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No
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:				/

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:				/

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 (close → open exercises)	Strongly agree / Agree / Disagree / Strongly disagree	3 / 2 / 1 / 0	Yes/No

TOTAL: /

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:	/

Final total of the online didactic sequence: / → /20