

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

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Evaluation grid (Ellii)

Grid 1: General Structure

<u>Didactic sequence n° 3</u> Title: Applying for a job (Ellii) Theme: Jobs Level: Intermediaire-Advanced Final production: Writing an email for a job Free / paid /	
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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:			22/42	

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:				9/15

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: 2/12

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:	12/12

Final total of the online didactic sequence: 45/81 → 11,11/20
