The Contribution of Effective Instruction to Grammar Progress in L2 Learning

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The Contribution of Effective Instruction to Grammar Progress in L2 Learning

Mémoire présenté par GJOCAJ Arlinda
en vue de l'obtention du grade de
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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 GJOCAJ Arlinda 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) :

- [x] 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 | Signature

Hannut, le 18/08/2025 | GJOCAJ

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INTRODUCTION

For as long as we can remember, our teachers have always tried to help us progress and learn, whether by varying the exercises, offering us several book titles so we could choose which one to read, or offering re-explanations of certain subject points during lunchtime or the school breaks. We had this same goal during our studies at Haute École Charlemagne. In our third year, we had the opportunity to attend Marie Collet's class on differentiation and the different ways to implement it in the second language classroom. We then understood that this was how we would help struggling students and ensure that everyone progressed.

After graduating, we began teaching and quickly realized that, given the constraints of the school calendar and the year's curriculum, we did not necessarily have the opportunity to implement differentiation all the time. Indeed, we attempted to set up remedial workshops where students, based on their previous test results, could circulate with a roadmap to keep track of their progress through the various workshops. We quickly came to the conclusion that it would not be possible to organize differentiation this way in the long run, given the time and energy required to create all the additional documents and, above all, to block off time during the year to implement it concretely.
We were therefore looking for ways to make differentiation more environmentally friendly and ensure that it fit into a broader framework. Indeed, we already believed at the time that our practices had to be effective for our students to make progress, and that if they were not progressing or were still experiencing difficulties, we could implement differentiation. Beyond wanting to help students progress, we also realized the heterogeneity of our students and we were looking for a way, a system capable of addressing this.

We also wanted to be sure that the practices we would implement in our classes had proven their effectiveness. We wanted a model to build on. This is why we naturally turned to the Response to Intervention model (RTI), which Marie Collet had already discussed with us during her differentiation class at the Haute École.
Following research into the literature on the subject, we learned that effective and explicit instruction could be implemented within the tiers of the Response to Intervention model,

particularly within the first tier, and that differentiation was at the heart of explicit instruction. This will be explained in detail in the second chapter of this dissertation, but we planned to test a system inspired by that of Marie Collet, Jacqueline Beckers, and Germain Simons. Indeed, it was not feasible to implement Marie Collet's system in its entirety, so we tried to adapt it as best as possible according to the time we had been given.

We drew inspiration from the methodology of Beckers and Simons given that their system was implemented over a shorter period of time. We were therefore going to test an intervention system at tier 1 implementing effective teaching for grammar sequences only, a grammar sequence in English as a second language in the lower-level, and a grammar sequence in Dutch as a first language in the upper-level. We wanted to measure the students' progress following the implementation of the system.

All of this led us to ask the following question, which became our research question:

To what extent will the implementation of effective instruction in the second language classroom allow students to progress in grammar?

We directly hypothesize that we will be able to observe a significant improvement in students' results. Other hypotheses flow from this hypothesis. We believe that the absence of a specific lexical field in the sequences will not negatively impact student results. We also believe that students will feel more engaged and motivated by these steps and tasks, which are different from what they are used to in class. Students will also enjoy working with the consolidation file and participating in reciprocal teaching.
We therefore made some hypotheses regarding teachers, as we believe the systems will have an impact on them as well.

We believe that the implementation of these systems can enable teachers to develop their teaching practices. Given our personal experience on the subject, we believe that teachers will be more inclined to implement such a system in their future teaching practice if they do not have to modify their documents too much and if they receive them fully prepared. Finally, we believe that this system is equally well suited to lower and higher levels of secondary education, and that there is no difference of opinion on this issue among both teachers.

Our research hypotheses are therefore:

HR1: Students will progress significantly between the beginning and the end of grammar learning.

HR2: Students' results will not be influenced by the lexical field, whether the grammar point is integrated into a sequence or not.

HR3: Students will appreciate working in a different way than usual.

HR4: Students will appreciate working with the consolidation file.

HR5: Students will appreciate the reciprocal teaching exercise.

HR6: Implementing effective teaching will lead to changes in teachers' practices.

HR7: Teachers will be more favorable to implementing such a system if they do not have to modify their documents excessively.

HR8: Teachers would be more inclined to implement such a system if they received pre-prepared documents.

HR9: There is no difference in perception of this system between the lower and upper-levels.

We will attempt to answer our research question and see whether our hypotheses are confirmed or not.

This dissertation is divided into two chapters. Chapter 1 will focus on the literature. We will therefore review the relevant literature that could guide our research and the design of our system.

Chapter 2 will focus on the practical part. We will detail the methodology we used to design the systems, how it was implemented during the classes, and we will present and analyze the students' results as well as the answers to the student and teacher questionnaires.

CHAPTER 1 : LITERATURE REVIEW

1. Introduction

As stated above, we wanted to implement a system based on successful past experiences and evidence of effectiveness. In the following sections, we will provide an overview of evidence-based education and the response to the intervention model. We will also focus on explicit teaching, which stems from the Rosenshine and Stevens (1986) model of effective teaching. We will then discuss differentiation and the different systems that implement it in secondary teaching. Finally, we will analyze two systems that have put differentiation into practice in order to decide which one to adopt.

2. Evidence Based Education

The Evidence-Based Education (EBE) movement emerged in the United States and the United Kingdom in the late 1990s (Bissonette, Gauthier, & Bocquillon 2020 in de Chambrier & Dierendonck 2022: 309) and stems from the Evidence-Based Medicine movement of the 1980s. (Sackett, Rosenberg, Gray, Haynes, & Richardson, 1996 in de Chambrier & Dierendonck 2022: 309)

According to Ariane Baye and Valérie Bluge (2016), Evidence-Based Education is "a process of change that draws on rigorous scientific research to guide educational policies and practices.[1]" (2016: 2)

The authors defending this movement believe that significant improvements could be observed if two conditions are met. The first condition is that a large number of devices and practices based on solid evidence must be made available to educational teams and decision-makers and the second is that educational teams and decision-makers must be supported by public policies in their use of these devices. (2016: 2)

The EBE approach has nevertheless been criticized in the United Kingdom and the United States because the proposed approaches are sometimes highly standardized. The autonomy and ownership of the teachers are therefore questioned if this trend is followed too widely. (Lessard, 2007; Van de Maren and Poirier, 2007 in Baye & Bluge, 2016: 7)

[1] We translated from French.

The authors believe that basing their approach on this trend would lead to improvements in student achievement if the interventions were based on evidence-based data or practices, that is, data or practices that have been validated by scientific methods or studies. (Bissonnette et al., 2023: 24) These data, based on scientific studies, therefore contrasts with approaches that are not based on scientific data, which are based on tradition or teachers' beliefs. (La Roche, 2008: 2) These beliefs are also mentioned by Bissonnette et al., (2023) who argue that the evidence allows them to be contradicted. They refer to the fact that basing teaching on learning styles and types of intelligence is not something to follow because it does not seem to have been effective in the past studies. Bissonnette et al., (2023) also talk about repeating a year, which should be avoided because it has not proven to be the solution to address students' difficulties. (Bissonnette et al., 2023: 22) This allows us to realize that basing teaching on beliefs without finding out what has actually been proven to be effective is not recommended by the various authors cited above.

The context in which these data and practices were tested demonstrates a methodology that is incomparable to personal impressions or beliefs. Bissonnette and Gauthier (2020) emphasize that basing teaching practices on evidence is especially important for students who expect "school to make a difference and who are struggling and at risk of failure."[2] (2020:2)

An increasing number of authors are therefore supporting the use of evidence-based practices. (Alvarez, 2020 ; Baye, 2018 ; Baye & Bluge, 2016 ; Bissonnette, Gauthier et al., 2020 ; de Chambrier, Martinet, & Sermier Dessemontet, 2020 ; Dehaene, 2018 ; Desrochers, 2021 ; Desrochers et al., 2016 ; Ecalle, Gomes, Auphan, Cros, & Magnan, 2019 ; Fayol, 2018 ; Fayol, Grimaud, & Jacquier, 2013 ; Gentaz, 2020 ; Houdé, 2018 ; Martinet, de Chambrier, & Sermier Dessemontet, 2021 ; Musial, Pradère, & Tricot, 2012 ; Pasquinelli, 2011 ; Ramus, 2016 ; Richard, Gay, Clerc-Georgy, & Gentaz, 2019 ; Suchaud, 2020 in de Chambrier & Dierendonck 2022, 309).

While doing some research on devices or models implemented to help students facing learning challenges and to help teachers manage heterogeneous class groups, the Response to Intervention model quickly surfaced. The Response to Intervention model is based on evidence and we detail it in the following section.

[2] We translated from French : « que l'école fasse une différence et qui sont en difficulté et en risque d'échec » (2020 : 2)

3. Response To Intervention model (RTI)

According to Clarke et al., (2016) and Vaughn, Wanzek, Woodruff, & Linan-Thompson (2007), the concept of the Response to Intervention model emerged in the United States in the 2000s. Its goal is to identify children's learning difficulties and disorders at an early stage in order to ensure the progress and academic success of a greater number of students. This model gave rise to the Multi-Tier System of Support (MTSS), a broader system integrating social-emotional development support programs. (Clarke et al., 2016; Vaughn et al., 2007)

Shinn et al., (2016) and Anne Françoise de Chambrier and Christophe Dierendonck (2022) state that RTI models and multi-tiered support systems have been widely implemented in American and Canadian schools, but this is not the case in European schools, especially in French-speaking countries. (Shinn et al., 2016; de Chambrier & Dierendonck, 2022: 303)

3.1. A brief history...

De Chambrier and Dierendonck (2022) made a summary of the evolution of educational practices in order to understand the emergence of these models. Indeed, in the 19th and 20th centuries, access to knowledge was democratized, creating a much more heterogeneous school population than before. Many solutions were sought and implemented to address this problem, such as grade retention. Subsequently, much more inclusive solutions were implemented, such as universal pedagogy (Rose, & Meyer, 2002) or differentiated instruction (Tomlinson, 2005), and more recently, the RTI and MTSS models, which were formalized in the United States by Vellutino et al. (1996) and Fuchs & Fuchs (1998). (de Chambrier & Dierendonck 2022: 303).

De Chambrier and Dierendonck (2022) explain that Vellutino et al. (1996) and Fuchs & Fuchs (1998) formalized these models in a context where the diagnosis of learning disabilities was essentially based on the discrepancy model, that is, the observation of a significant gap between the child's academic performance and their intellectual potential. This method was criticized because it amounted to waiting for the student to fail before initiating any possible intervention. This model was called the "wait-to-fail model" (Brown-Chidsey 2007 in de Chambrier & Dierendonck 2022, 305; Desrochers, Laplante, & Brodeur, 2016: 291). The RTI model was therefore developed in response to starting

an intervention after the student had failed or waiting until there was a blockage before taking action. (Desrochers et al., 2016: 291)

Vellutino et al. (1996) conducted a landmark study on reading instruction in 1996. In this study, they took first-grade students who were struggling with reading and had them participate in a reading instruction program for one semester. The students were exposed to several activities such as phonemic awareness and decoding. The researchers noted progress; two-thirds of these students reached the same level as students who did not have difficulties to begin with. Vellutino et al. (1996) concluded that students who were struggling with reading had a "teaching disorder rather than a learning disorder"[3] and that the one-third of students who did not reach the same level of mastery as the others potentially had learning disabilities. (Vellutino et al., 1996 in de Chambrier & Dierendonck 2022: 305) The RTI model thus emerged to diagnose students with reading learning disabilities earlier. It quickly expanded to other academic areas to aim for the success of all students.

According to De Chambrier and Dierendonck (2022), the RTI is based on several principles, such as tailoring interventions to students' actual needs, using evidence-based teaching practices, and regular assessments of student progress. (de Chambrier & Dierendonck 2022: 306-309) These educational interventions take the form of three levels of intervention for students. (Desrochers, 2021 in de Chambrier & Dierendonck 2022: 306) Vaughn et al. (2007) propose the three-level version of the model. (figure 1)

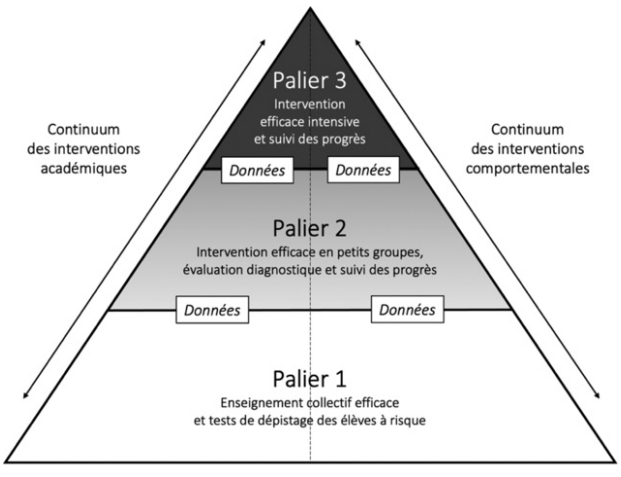

Figure 1: The three intervention tiers in the Response to Intervention (de Chambrier & Dierendonck 2022: 308)

[3] We translated from French.

3.2. The Tier Organization

Desrocher et al., (2016) explain that the first tier represents the teacher's instructional interventions delivered to the entire class (i.e., for all students) and is also the first place to identify student difficulties. The goal of this tier is to ensure the success of 80% to 85% of students by providing them with effective, evidence-based instruction. (Desrochers et al., 2016: 294-295)

De Chambrier and Dierendonck (2022) add that students experiencing persistent difficulties are temporarily placed in tiers 2 and 3 to address their difficulties. This has the advantage of being temporary while still providing each student with the opportunity to receive the instruction provided in the first tier. (Dierendonck, 2020 in de Chambrier & Dierendonck 2022: 307)

The types of interventions at the second tier are intensive rehabilitation sessions provided by a specialist teacher or a special education teacher. Regular teachers can also provide these sessions but the intervention program must be well-defined. These sessions are generally given at a rate of 3 to 5 30-minute sessions per week for 8 to 16 weeks with small groups of no more than 6 students. (de Chambrier & Dierendonck 2022: 307)

At the third tier, the intervention is much more intensive and extends over 16 weeks, with 4 or 5 45- to 60-minute sessions per week. (Austin, Vaugh, & McClelland, 2017 in de Chambrier & Dierendonck 2022: 307) These sessions are given in small groups or even individually by specialized teachers, special education teachers, speech therapists, etc. given the severe difficulties and the intervention programs intended for them. (Desrochers, 2021 in de Chambrier & Dierendonck 2022: 307)

Four organizational characteristics are evident in the implementation of levels 2 and 3. The first is the person in charge of the intervention, the second characteristic is the place where these interventions are provided, the third characteristic is the number of learners per teacher and the last characteristic is the duration of these interventions by level. (Desrochers, Laplante, & Brodeur, 2016: 301)

De Chambrier and Dierendonck (2022) explain that students can progress from one tier to another and that it depends on students' response to the teacher's interventions. The authors state that equity among students is then reached by proceeding unequally, as it offers differentiated interventions to students who do not make satisfactory progress after the initial instructional interventions. These differentiated interventions translate into

more intensive and targeted additional support. The objective is therefore the same for all students, but it is the treatment that differs. (de Chambrier & Dierendonck 2022: 307)

3.3. The outcome for each tier

The outcome of the intervention at tier 1 is very important because it will determine how many students there will be in tiers 2 and 3. Because schools' resources are generally not enormous and would not be sufficient to provide specialized sessions to a large number of students, the ideal would be to achieve 80% success rate at tier 1. (Riley-Tilman & Burns, 2009 in de Chambrier & Dierendonck 2022: 310) For tier 2, we will aim for an effectiveness of 15% and 5% at tier 3, with the remaining 5% at tier 2.

Pullen and Kennedy (2019) point out that if an effectiveness rate of 63% at tier 1 is observed, the teacher must adapt whole class teaching instead of sending students who have not mastered the subject to tiers 2 or even 3. "They think that the quality of the student data collection system, as well as the willingness of the analysis team members to consider the problem at both the systemic and individual student levels, will ensure the system's success."[4] (Pullen and Kennedy, 2019 in de Chambrier & Dierendonck 2022: 310)

Paré and Prud'Homme, (2014) state that to avoid subjective judgments in assessing difficulties, the RTI model relies on the collection of objective data. This will allow the teachers to assess students' skills and progress and prevent them from being unconsciously excluded, even by teachers. (Paré & Prud'Homme, 2014: 32) These data is also necessary to determine which students might need additional support.

De Chambrier and Dierendonck (2022) identify three types of assessments:
- Universal screening, administered to all students three times a year. This is to measure the skills of all students at these three moments in the year.
- Diagnostic assessment, intended to confirm and clarify the nature of the difficulties encountered by the screened students.

[4] We translated from French.

- Progress monitoring, the frequency of which increases with the level of intervention, particularly in levels 2 and 3, is used to assess the progress made by students who have received these additional interventions. (2022: 313)

Regarding universal screening, Deno (1985) clarifies that the tests used for this purpose must be brief and standardized, similar to "curriculum-based measurement" (CBM) tests.

According to Deno (1985), these CBM tests are small tasks designed to assess mastery of a curriculum topic. They must be quick to deliver in class, and it must be possible to create several similar ones so that the teacher can administer them frequently enough. By giving them frequently, the teacher will be able to identify and measure student progress. These tests assess students' skills and their development over time and aim to determine which students require additional instructional intervention or intensity (integrating tiers 2 and 3). (Deno, 1985) De Chambrier and Dierendonck (2022) add that these tests also provide insight into the effectiveness of instruction provided in tier 1 and monitor students' progress over the long run. (2022: 313) Students are tested three times during the year (fall, winter, spring) for level 1, once or twice a month or weekly for tier 2, and weekly or daily for tier 3. (de Chambrier & Dierendonck 2022: 314)

Fuchs & Fuchs (2003), distinguish two main approaches to the RTI model are distinguished: the standard protocol approach and the problem-solving approach. (Fuchs & Fuchs, 2003) Fuchs et al. (2003) and Gresham (2007) explain that the standard protocol approach relies on interventions defined by researchers and school authorities, to be applied in a standardized manner. (Fuchs et al., 2003; Gresham, 2007). That is, teachers will use resources and intervene based on what they receive from researchers. De Chambrier and Dierendonck, (2022) explain that this is why teaching programs were created based on evidence-based and empirical data. (de Chambrier & Dierendonck 2022: 316)

Ferri (2010) explains that the problem-solving approach continuously adapts interventions based on screening results. The novelty compared to the problem-solving approach is that greater attention is paid to evidence-based interventions and to an objective and systematic assessment of student progress. (Ferri, 2010) The various adaptations are implemented at tier 1.

These two approaches are often combined in practice and adapted according to the target audience. (Paré & Prud'Homme, 2014 in de Chambrier & Dierendonck 2022: 317)

The MTSS model represents an evolution of the RTI by integrating a behavioral and emotional component. It is more widely adopted in the United States, while the RàI is more successful in Quebec. (Jimerson, Burns, & VanDerheyden, 2016 in de Chambrier & Dierendonck 2022: 318).

3.4. Benefits and critics of the RTI and MTSS models

De Chambrier and Dierendonck (2022) have compared numerous studies that have highlighted the benefits of these models. They were then able to state that they improve the reading, spelling, writing, and mathematics performance of young students from different socioeconomic backgrounds and reduce by half the number of students with significant learning delays. (Vaughn et al., 2007; Vellutino, Scanlon, Zhang, & Schatschneider, 2008; Berninger et al., 2006; 2008; Clarke et al., 2011; 2016 in de Chambrier & Dierendonck 2022: 319) Bissonnette et al. (2020) state that they also have positive effects on behavior (Bissonette et al., 2020: 132) and reduce the number of students referred to specialized services. (Solis et al., 2012; Vaughn et al., 2007 in de Chambrier & Dierendonck 2022: 319). They promote academic retention (Janosz et al., 2013; Kearney & Fletcher, 2012 in de Chambrier & Dierendonck 2022: 319) and allow teachers to identify at-risk students earlier and better diagnose their difficulties to prevent them from falling into a downward spiral. (Parks, 2011) They also encourage greater differentiation in teaching based on students' diagnosed needs. (Gessler et al., 2017 in de Chambrier & Dierendonck 2022: 319)

After analyzing several authors, de Chambrier and Dierendonck (2022), are able to state that the risk of reproducing a "wait-for-failure" model if students are not directly placed in tiers 2 and 3, knowing that they are struggling is highly highlighted. (Al-Oitaiba et al., 2014; Vaughn, Denton, & Fletcher, 2010 in de Chambrier & Dierendonck 2022: 322). There is also the temptation of “teaching to the test”, that students are only trained to pass the assessments. What was also criticized was the difficulty of implementing the model in its entirety, which would considerably reduce its effectiveness. (Bryk, 2015; Slavin 2020 in de Chambrier & Dierendonck 2022: 320-323) The authors also emphasize that it is important to think about the implementation of these models before starting. The team must ask itself a certain number of questions regarding the constitution of the needs

groups, the expected results, and the duration of additional interventions. (de Chambrier & Dierendonck 2022: 323)

For the RTI to function effectively, de Chambrier and Dierendonck (2022) recommends adhering to three essential parameters. These parameters are, respectively: planning, implementation, and evaluation with continuous adjustment. The team responsible for its implementation should include between five and eight members, including the administration, teachers, intervention experts, and data analysts. (Brodeur, Dion, Mercier, Laplante, & Bournot-Trites, 2009; Zimmerman, 2000 in Desrochers, Laplante, & Brodeur, 2016: 303)

3.5. The RTI model in Secondary Education

Although RTI and MTSS are well implemented in primary education in the United States, this is not necessarily the case for secondary education. Indeed, Shinn, Windram and Bollman (2016) state in their article "*Implementing Response to Intervention in Secondary School*" that the implementation rate of these models is low and that it takes a long time to set up. The authors then sought to explain this phenomenon and found some explanations. The first reason they mention is that very often, the reasons for implementing these models are not well understood and that they are simply transferred to secondary education without paying attention to the fact that the needs of students are not necessarily the same as those of primary school students. The proposed interventions will then not be adapted to the needs of the students. A second reason would be that some believe that the primary objective of these models is to increase the success rate and this could encourage a reduction in coursework, which would obviously pose logistical problems. The authors also argue that there are not many reliable, research-based tools for measuring student progress in content areas. The only validated screening and monitoring tools only cover basic skills like reading or math, not more specific courses. Another confusion is the belief that basic skills should be taught intensively by secondary school teachers, even though students' difficulties do not specifically lie there. The authors therefore conclude that trying to apply MTSS in secondary education as is done in primary education is not relevant. Aside from wasting valuable resources and demotivating teachers, it is not of great benefit. (Shinn et al., 2016: 564-565)

The authors then attempt to provide a more appropriate goal for the MTSS model in secondary education:

> (a) to increase the quality and quantity of evidence-based instructional and behavioral support practices in core content-area instruction and (b) to enable basic academic and behavioral skills interventions of suitable intensity to be provided to those students who remain disregarded. (Shinn et al., 2016: 565)

The authors also point out an interesting fact. They observed a "research-to-practice gap" meaning that teachers do not use evidence-based techniques even though they are aware that they are. (2016: 566) They therefore recommend that every teacher, no matter the class, should integrate evidence-based practices in the RTI model, especially in tier 1. (2016: 565). De Chambrier and Dierendonck (2022) suggest the same (2022: 306-309) The authors have also noticed that some school still used old practices to prevent some behaviors instead of using evidence-based ones. (Shinn et al., 2016)

The authors note that in most cases, struggling students are sent to special education and that they often do not receive appropriate interventions. They receive ineffective interventions such as homework help. (Shinn et al., 2016)

Shinn et al. (2016) and de Chambrier and Dierendonck (2022) agree that to offer targeted interventions tailored to students' needs, a well-established screening is required. Shinn et al. (2016) suggest that this screening be conducted at the end of the school year so that teachers can then offer appropriate interventions that would then be fully integrated into the student's schedule for the following year. The authors assert that this could avoid all the logistical problems that could result from trying to implement something during the current year. (Shinn et al., 2016)

Specifically, the authors propose a core curriculum for all in tier 1 that emphasizes universal, evidence-based practices: "a strong emphasis on research-based tier 1 instructional practices" (2016: 564). The authors explain that the emphasis is no longer placed in the same place as in primary education, given that in secondary education, there is a search for greater mastery of disciplines. While in primary school, there were more interventions focused on basic skills: "secondary MTSS shifts from the elementary emphasis on basic skills to an increased focus on content-area curricula such as science, social studies, advanced mathematics, and student skills in navigating complex

informational text and writing using evidence" (2016: 564). There is obviously progress monitoring, as also mentioned by de Chambrier and Dierendonck (2022) (see below). Shinn et al. (2016) explain that by doing this, teachers have a clear and coherent framework for organizing subject-specific instruction and will be able to integrate cross-curricular strategies. They also add that this will support students who have minimal foundations but struggle to progress in the most complex content. (2016)

For tier 2, the authors suggest targeted interventions. Students in this tier have moderate difficulties. This means that interventions are delivered during the relevant lessons, strengthening essential skills and providing students with targeted learning strategies. Regarding tier 3, the authors explain that this tier is intended for students experiencing the greatest difficulties: "Tier 3 would be targeted at students with severe performance discrepancies in an additional period, using an intensive, specially designed curriculum and staffed by special education personnel." (2016: 578) The authors warn against the "tutoring trap": "these students too often receive content-area tutoring, help with homework, and/or accommodations rather than the intensive basic skills interventions and evidence-based learning strategies" (2016: 575).

Regarding progress monitoring across the three tiers, we can state that de Chambrier and Dierendonck (2022) agree with Shinn et al. (2016): "Tier 1 basic skills progress monitoring for all students is discontinued. However, the frequent basic skills progress monitoring practices at tiers 2, ranging from once per month to weekly, and weekly tier 3 testing remain the same." (2016: 573)

Collet (2024) has compared several authors such as Vaughn and Fletcher (2012) and Bresina et al. (2018) and has noticed that they have proposed variations of the model adapted to secondary education:

> In these approaches, the first level focuses, in all subjects, on the acquisition of vocabulary, prerequisite knowledge essential for understanding disciplinary content, and reading and text comprehension strategies. Students with the greatest difficulties can be directed to level 3 and benefit from intensive remediation programs organized during the summer.[5] (Collet, 2024: 35)

After studying several authors (Bresina et al., 2018; Jitendra & Dupuis, 2016; Stoiber & Gettinger, 2016), Collet (2024) pointed out that the first tier of secondary education must

[5] We translated from French.

absolutely include differentiated instruction practices to accommodate the diversity of learner profiles. (Collet, 2024 : 35)

Basing herself on Fuchs and colleagues (2010), Collet (2024) advises against implementing universal screening in this context:

> Indeed, the difficulties encountered by secondary school students are generally long-standing and well-known. From the start of the school year, teachers can easily identify students requiring interventions in tiers 2 or 3 using information already available or additional data. However, progress monitoring remains crucial: it helps determine when a student can move to a less intensive tier.[6] (Collet, 2024: 35)

Collet (2024) reminds us that: "this monitoring is organized monthly for students in tier 2 and weekly for those in tier 3."[7] (Collet, 2024 : 35)

As recommended by Shinn et al. (2016) and de Chambrier and Dierendonck (2022), teachers at level 1 must adopt practices based on evidence and validated by research because this will promote better support for students. These practices at the first level must therefore promote the teaching of knowledge and skills, expected behaviors, as well as the learning of cross-curricular strategies. Explicit teaching seems suitable for explaining knowledge and skills to students at the first level. Explicit teaching can be used not only for teaching content but also for teaching expected behaviors. We know that explicit teaching has been based on studies and evidence. Explicit teaching will therefore be introduced in the following section where a brief history of its appearance will be given and an explanation of the methodological concepts. We would like to point out that the subject of this thesis is not explicit teaching as such but that it is part of a larger system. We will not discuss this in detail in this dissertation.

[6] We translated from French.
[7] We translated from French.

4. Explicit instruction

4.1. A brief story of explicit teaching…

Audrey Renson (2025) did research about explicit instruction and analyzed what she found. We decided to summarize the findings of Renson (2025) because explicit instruction history is not what we chose to focus on in this dissertation. Here is our summary of her analysis:

> In 2009, Hattie published *Visible Learning*, a mega-analysis of 50,000 studies aimed at measuring the effectiveness of educational interventions. The author identified six major factors influencing academic success, including teaching method. In *Visible Learning for Teachers* (2012), Hattie recommended structured teaching, particularly Direct Instruction, the foundations of which were theorized by Engelmann and Carnine (1982/1991) and stemmed from the "Follow Through" project.
> This vast program, which ran from 1968 to 1977, compared twenty teaching approaches with disadvantaged students. Direct Instruction, based on a structured curriculum and a progression from the easiest to the most complex, was distinguished by "spectacular" results in fundamental learning, cognitive skills, and self-esteem (Gauthier et al., 2009: 4). Subsequent studies (Gersten & Keating, 1987) confirm its long-term positive effects on achievement and graduation rates. (Renson, 2025: 106-109)

What we find interesting in these findings is that explicit instruction is proved to be effective. It is therefore based on research and on evidence.

Rosenshine (1986) formalized explicit instruction into a guided approach with steps: review of acquired knowledge, announcement of goals, modeling, guided practice, feedback, and regular consolidation. His research shows that this method is particularly effective for academic subjects and that poorly guided instruction increases the risk of learning errors. (Rosenshine & Stevens, 1986) These steps will be explained in more detail in section 5.

Renson lists numerous studies that have confirmed the effectiveness of explicit instruction, particularly for struggling students. (Clark et al., 2012; Swanson, 1999; Boucher & Bouffard, 2015; Stockard et al., 2018 in Renson, 2025).

Gauthier, Bissonnette, and Richard (2013) popularized this model by defining as structured instruction focused on understanding and regularly verifying knowledge acquisition. Today, it remains at the heart of research and training, with a consensus: Explicit and systematic teaching methods offer the strongest evidence of effectiveness. (Gauthier et al., 2013: 66).

4.2. An explicit lesson plan

According to Archer and Hughes (2011), three main stages make up the lesson: the opening, the body, and the closing. These three stages are detailed in the work of Gauthier et al. and Bocquillon et al. (2024). Regarding the opening of the lesson, it is divided into four stages: gaining students' attention, presenting the lesson's goal, justifying the lesson's goal, and activating prior knowledge. The body, which constitutes stage two, is divided into three sub-stages: "modeling," "guided practice," and "independent practice." The closing of the lesson, for its part, is divided into three sub-stages: objectifying the learning achieved, announcing the next lesson, and continuing automation (Gauthier et al. 2013: 175 to 211).

According to Gauthier et al. (2013), the major steps of explicit teaching are often illustrated as follows: "tell" "show" and "guide".[8]

> Overall, this pedagogical action therefore involves the actions of telling, showing, and guiding. Telling, in the sense of making explicit, for the students, the intentions and objectives of the lesson. Telling, also, in the sense of making explicit and accessible to the students the prior knowledge they will need. Showing, in the sense of making explicit for the students the task to be accomplished, by performing it in front of them and at the same time stating the reasoning followed aloud. Guiding, in the sense of leading the students, in a practical situation, to make explicit, through questioning, their implicit reasoning and providing them with appropriate feedback so that they build adequate knowledge before errors crystallize in their minds. In short, telling, showing, and guiding to support the students as much as possible and scaffold their learning.[9](Gauthier et al., 2013: 42)

The authors specify that:

> […] in explicit instruction, the structure and strategies of a lesson ensure maximum use of instructional time by keeping students engaged in learning tasks appropriate to their level, using appropriate procedures and support, enabling them to achieve a high success rate.[10] (Gauthier et al. 2013, p. 211)

Bocquillon et al. (2024) in their work "specify that instruction is iterative and non-linear, and that differentiation is therefore at the heart of the model. Indeed, the teacher can return to an earlier stage if the students feel the need. (Bocquillon et al., 2024: 143) We will return to differentiation in section 6, where we will attempt to provide a definition of it

[8] We translated from French : « dire", "montrer" et « guider » (Gauthier et al., 2013 : 42)
[9] We translated from French.
[10] We translated from French

and discuss models that have implemented differentiation. In the meantime, let us return to explicit instruction.

Modeling, guided practice, and independent practice are considered the three explicit sub-steps necessary for conducting an explicit instruction lesson according to Gauthier et al. (2013). These will also be detailed in the following section.
The question might arise as to whether explicit instruction should be used by the teacher all the time. Bocquillon et al. state in their article "Should Explicit Instruction Be Used All the Time? No... But Yes!" that the level of explicit guidance of the teacher's learning must always be adjusted. This should not be done "according to their preferences or ideological choices" (2019: 27) but rather according to four elements:
- The students' skill level.
- The degree of novelty and complexity of the proposed task.
- The time available.
- The curriculum's key ideas. (2019: 27)

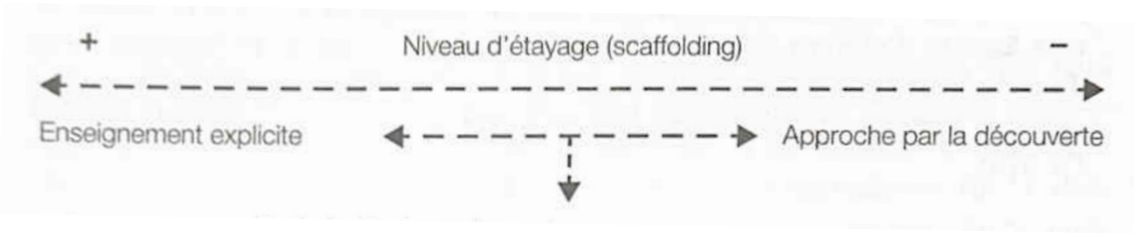

Figure 2: Continuum of scaffolding level variation (Bocquillon et al., 2019: 27 in Bocquillon et al., 2014: 84)

The figure here explains that the highest level of guidance is oriented toward explicit instruction and the lowest toward a discovery approach.
According to the Bocquillon et al. (2024), discovery approaches with a low level of guidance are legitimate when students "have a high level of competence, when the presented task is familiar or simple, and sufficient time is available."[11] (2024: 84)

Given that the model of effective teaching, in which Rosenshine and Stevens (1986) describe the six functions, is validated by research and is evidence-based, we think it can

[11] We translated from French

provide a solid theoretical framework for implementing effective teaching practices in one's classroom. These functions will be discussed in the next section.

The recent works by Bocquillon et al., (2024) expand on the six pedagogical functions initially defined by Rosenshine and Stevens (1986). Indeed, they highlight a set of general pedagogical routines:

- Lesson opening and modeling.
- Guided group practice, reciprocal teaching, and formative assessment.
- Independent practice and lesson closing.
- Assessment.

This is what we will attempt to explain in more detail in the following section.

5. Teaching functions for an effective teaching

Before delving into Rosenshine and Stevens's (1986) six functions and the steps explained by Bocquillon et al. (2024), we will first try to understand what effective teaching is and how it came about.

To understand what effective teaching is, Rosenshine and Stevens (1986) delved into the various studies conducted at the time and realized that several showed that better-trained teachers enabled their students to better master the material taught. These studies, in mathematics and reading, all shared a similar design: teachers were divided into two groups. One group of teachers was trained to teach specific procedures, and the other group, the control group, was instructed to teach as usual without changing anything. The various studies had positive results and showed that students of trained teachers performed better than students of teachers who taught as usual. (1986: 376)

Rosenshine and Stevens therefore concluded that there are specific instructional procedures in which teachers can be trained that would increase student performance and engagement in the classroom. (1986: 376)

The researchers in these studies discovered that effective teachers adopt very specific processes when teaching. They often:

- Begin a lesson with a short review of previous, prerequisite learning.
- Begin a lesson with a short statement of goals.
- Present new material in small steps, with students practice after each step.
- Give clear and detailed instructions and explanations.
- Provide a high level of active practice for all students.
- Ask a large number of questions, check for students understanding, and obtain responses from all students.
- Guide students during initial practice.
- Provide systematic feedback and corrections.
- Provide explicit instruction and practice for seatwork exercises and, where necessary, monitor students during seatwork. (1986: 377)

According to Rosenshine and Stevens (1986), the most important components of systematic teaching are:

- teaching in small steps, with students practicing each step.
- guiding students during initial practice.
- providing students with the highest level of successful practice.

They state that teachers generally use some of these parameters sometimes, but that the most effective teachers use almost all of them, all the time. (1986: 377)

Rosenshine and Stevens (1986), however, caution against assuming that all subjects can be taught with this approach. They distinguish two types of procedures: "most applicable procedures" and "least applicable procedures."

Rosenshine and Stevens (1986) explain that most applicable procedures are those that require the mastery of certain knowledge or the acquisition of a skill that can be taught step by step. These are therefore things that students must master and that, in the future, can be used with other subject areas. This is the case with vocabulary and grammar (in the instruction language or in a foreign language), etc. These are therefore procedures that students must be able to transfer and apply to other situations. (1986: 378) Least applicable procedures are those that do not concern areas where knowledge or a skill cannot be taught explicitly, with steps. These areas include, for example, literature analysis, problem-solving in specific cases, or creative fields. (1986: 378)

It turns out that each subject area contains "well-structured" and "ill-structured" parts, and that explicit instruction (see section 4) is primarily suitable for the "well-structured" parts. For example, in foreign language teaching, explicit instruction is used to teach grammar or vocabulary but is not particularly useful for teaching conversational fluency. (1986: 378)

This is therefore important for the teacher because it allows them to determine what to teach explicitly or not. Explicit instruction is less applicable for subjects or skills that lack defined structures that can be learned and transferred to new situations. (1986: 378)

The small-step approach is useful for younger students, slower learners, and students of all ages and abilities who are in the early stages of learning a new subject. (Berliner, 1982 in Rosenshine 1986: 379)
This also applies to hierarchical learning, so that learners are well-trained from the beginning and this makes it easier for them to learn new material in the future. If the material is complicated, the small-step approach also works regardless of the learners' proficiency. (Rosenshine 1986: 379)

Rosenshine and Stevens (1986) specify that the time the teacher devotes to presentation, guided practice, and independent practice will vary depending on the learners and the level of difficulty of the material being taught. This means that the time spent on each of these steps is variable and will depend on the two parameters mentioned above. For example, if the learners are young or the material is difficult, the teacher may choose to give a short presentation but spend more time on guided practice and supervise independent practice to ensure that everything is going well. Whereas if the learners are older and the material is not so difficult, the teacher can spend more time presenting the new material than on guided and independent practice. (1986: 379)

Rosenshine and Stevens (1986) also provide information on information processing and state that teachers are best advised to present new material little by little and not all at once because there is a limit to the amount of information that the learner can effectively store. (Beck, 1978 & Miller, 1956 in Rosenshine & Stevens 1986: 379)

If the learner is overloaded with new information, their working memory becomes saturated, which will disorient them, and the learner risks missing information and therefore not assimilating it properly. (James, 1980; Norman & Brokow, 1975; Tobias, 1982 in Rosenshine & Stevens, 1986: 379) Instruction in small steps is therefore effective in avoiding this cognitive overload.

Rosenshine and Stevens (1986) also discovered that for students to fully assimilate information or a subject point, the teacher can provide a reminder of the prerequisites for the new material so that students are already prepared to receive the new information. (Spiro, 1981 in Rosenshine & Stevens, 1986: 379)

They also state that for new information to be transferred from working memory to long-term memory, teachers must allow their students to actively practice. (Gagne, 1985 in Rosenshine, 1986) This can be achieved by asking students plenty of questions, asking them to summarize ideas in their own words, and, above all, helping them make connections between the old and new material. Teachers can also provide tutoring or supervise students while they practice the new material and provide feedback. (1986: 379)

Another point Rosenshine and Stevens (1986) raise is that for information to be transferable from one situation to another, it must be automatized. If it is automatized, then the learner can devote their energy to other tasks. Rosenshine and Stevens (1986) use the example of reading to illustrate this. Word recognition has become automatic for students, and therefore, when they read a new text, they no longer focus on word recognition, as it is automatic, and they therefore have time to try to understand the meaning of the text. (LaBerge & Samuels, 1974; Perfetti & Lesgold, 1979 in Rosenshine & Stevens, 1986: 380) The same is true for mathematics, because when basic operations are mastered, problem solving becomes simpler. (Greeno, 1978 in Rosenshine & Stevens, 1986: 380)

When students are faced with a new learning activity, it is therefore important to provide them with instructional support (Tobias 1982 in Rosenshine & Stevens, 1986: 380). An effective teacher will therefore:

- Break down new material into small steps.
- Give the learner the opportunity to practice for each stage?
- Assess the learner so that they can transfer their knowledge from situation to situation.
- Review the prerequisites so that they become automatic. (1986: 380)

As a reminder, Rosenshine and Stevens developed a list of six fundamental functions:

- Review, check previous day's work (and reteach, if necessary).
- Present new content/ skills.
- Guided student practice (and check for understanding).
- Feedback and corrective (and reteach, if necessary).
- Independent student practice.
- Weekly and monthly reviews. (1986: 380)

Rosenshine and Stevens (1986) state that the amount of time teachers spend on these tasks varies depending on whether they are in higher education or not. In lower education, the teacher will not present much material and will spend more time on guided practice or a question-and-answer session with the students. (1986: 382) In higher education or with older learners, the teacher can present more material at once, and practice is somewhat reduced in favor of repetition and review. (1986: 382)

Rosenshine and Stevens (1986) point out that many teachers implement the phases of demonstration, guided practice, corrections, independent practice, and review, but they do so incorrectly. For example, they provide demonstrations that are too short and offer little or no guided practice, which therefore prevents the teacher from ensuring the learners' true understanding. Corrections are often brief and do not allow for a gradual and explicit review of the material. Independent practice, on the other hand, occupies too much space, and learners do not receive feedback from the teacher during this time because the teacher does not circulate enough among the class members. This means that the teacher does not have the opportunity to re-teach the material if a learner needs it. The instruction used during review is not always appropriate, and the material is not sufficiently repeated until learners respond confidently. (1986: 382)

Rosenshine and Stevens (1986) cite experimental research showing that the teaching skills resulting from these teaching phases can be effectively taught to experienced teachers. These experiments allow us to observe a difference between teachers trained and practiced in these practices and those who are not. Trained teachers will implement almost all the practices in their classes, and this has been shown to be more beneficial for their learners, as they have increased their average and/or shown greater commitment to the material being taught. (Anderson et al., 1979; Becker, 1977; Emmer et al., 1982; Evertson et al., 1981; Good & Grouws, 1979 in Rosenshine & Stevens, 1986: 382)
Good and Grouws (1979) found that teachers reviewed significantly more frequently and assigned more homework than untrained teachers, and Emmer et al. (1981) found that the teachers' statements of objectives, instructions, and explanations were also much clearer among trained teachers. (cited in 1986: 382)

We will now detail the different functions of Rosenshine and Stevens that were included in the stages of an explicit teaching lesson by Gauthier et al. (2013) and Bocquillon et al. (2024). Bocquillon et al. (2024) also provide a list of expected professional actions for each stage and a teaching-learning scale for students so that the teacher can explain to them which stage of explicit teaching they are at. Baco (2019) and Bocquillon (2019) present this scale in their work. (See Appendix XX)
As previously explained, an explicit teaching lesson consists of three parts, each comprising different subsections. These stages are the opening of the lesson, the body of the lesson, and the closing of the lesson. (Archer and Hughes, 2011)
Let us start with the first step, which is the opening of an explicit teaching lesson.

5.1. Opening the Lesson

As mentioned above, the opening of the lesson is divided into four parts: gaining students' attention, presenting the objective, justifying the lesson objective, and activating prior knowledge. (Gauthier et al., 2013)

In their work "*Enseignement explicite: pratiques et stratégies. Quand l'enseignant fait la différence*" Bocquillon et al. (2024) explain that the teacher can capture students' attention by making a simple gesture (such as clapping) or saying a sentence and ensuring that each student has their attention by scanning the class. This demand for students' attention is essential so that the teacher can then present the lesson goal. After presenting the lesson

goal, it would be ideal for the teacher to justify it by showing its personal, academic, and "real-life" benefits. Once this is done, the teacher should verify that the students have fully understood this objective. (Bocquillon et al., 2024)

The teacher will then check the students' prior knowledge, as this will be necessary for the new learning. (Archer and Hughes, 2011, cited in Bocquillon et al., 2024: 146)

Archer and Hughes (2011) specify that activating prior knowledge should not consist of reteaching the material. If this is to occur, it should occur at a different time. (2011)
Rosenshine and Stevens (1986) see two advantages in beginning a lesson with a short review of what has been covered previously. The first is that it provides more opportunities for learners to practice and overlearn previously learned material. The second is that it allows the teacher to re-teach the material if they notice that students have not mastered it or are experiencing difficulties. It also gives the teacher the opportunity to provide corrections. (1986: 383) Checking homework serves as a form of review, since the assignment reinforces previously covered material.

Rosenshine and Stevens (1986) provide some ideas on how this function can be implemented in the classroom. This can be done by:

- Testing concepts or skills learned in the previous lesson using questions.
- Administering a short quiz at the beginning of the lesson on previously covered material or the content of the homework.
- Having students correct each other's homework.
- Forming small groups of 2 to 4 students to discuss and review their homework.
- Asking students to prepare short questions on the material previously covered or on the homework and having them ask themselves the questions or giving them to the teacher to ask the class.
- Asking students to write a summary of the previous lesson.
- Encouraging students to ask the teacher questions about the material previously covered, so that the teacher can respond by reteaching or giving them the opportunity to practice further (1986, 384).

Providing students with advance organizers, such as concept maps or diagrams, which will allow students to recall what they already know and connect it to the new material they will be learning. (Slavin, 2009)
Rosenshine and Stevens (1986) and Bocquillon et al. (2024) use evidence to describe this approach.

Bocquillon et al. (2024) address an important aspect of this knowledge reactivation: the selection of students who will respond. The authors specify that the teacher must manage participation by randomly assigning students. This will allow the teacher to determine whether students have understood based on their responses. The teacher must provide feedback after the students have responded. (2024: 147)

Bocquillon et al. (2024) adds that when opening the lesson, the teacher must, of course, implement interventions to prevent misbehavior. The opening of the lesson therefore requires careful planning for the teacher so that it is clear to the students when explaining the lesson goal. The teacher must also know exactly what knowledge they want to reactivate with their students. The authors also point out that teachers can use guided practice if they realize that students are having difficulty remembering the material. The teacher can therefore ask them short questions that would put the students on the right track. (2024: 148)

Once the lesson is open, the teacher arrives at the heart of explicit teaching: modeling, guided practice, and independent practice.

5.2. Modeling, guided practice, and independent practice.

As a reminder, these functions form the body of a lesson. (Rosenshine and Stevens, 1986; Gauthier et al., 2013)

5.2.1. Modeling

Modeling is called "I do it" by Archer and Hughes (2011). During modeling, the teacher will put a loudspeaker over their thoughts while solving an exercise. They will speak in the first person. (Gauthier et al., 2013: 128)

According to Gauthier et al. (2013),

> the basic idea of modeling for the teacher is to isolate, for the students, the fundamental questions to ask themselves to successfully complete the activity. The teacher is said to be 'thinking aloud.' In doing so, students can more easily grasp the cognitive processes involved[12] (2013: 123).

[12] We translated from French.

The teacher teaches students the connections they make to understand the task and solve the exercise, the questions they ask themselves and how they answer them. (Gauthier et al., 2013; Rosenshine and Stevens, 1986)

For Gauthier et al., the teacher who practices modeling "makes explicit any reasoning that is implicit."[13] (2013: 181) Rosenshine and Stevens (1986), as well as Gauthier et al. (2013) and Bocquillon et al. (2024) specify that the teacher must carry out modeling "step-by-step," in small units that go from the easiest to the most complex, so that they can ensure that students understand the material before moving on to the next phase.

Rosenshine and Stevens (1986) emphasize that this is why it is important for teachers to clarify the lesson goals to students before modeling; this will create a connection and a structure for them. (1986: 385)

Based on previous research, Rosenshine and Stevens (1986) found that the least effective teachers did not spend enough time presenting new material (Everton et al., 1980b; Good & Grouws, 1979; Stallings, Needles, & Stayrock, 1979). Also based on this research, the authors state that modeling and guided practice should take up at least 50% of the time. Guided practice, the phase that immediately follows the modeling, consists of asking several questions about the modeling to ensure students' understanding. If students make many errors, this shows that the modeling was not done effectively, and the teacher must re-teach. (1986: 384)

To demonstrate what the teacher should do during an effective demonstration (a demonstration is a combination of modeling and guided practice), Rosenshine and Stevens (1986) drew on several studies to develop a list of suggestions and grouped them into four categories. (Brophy (1980); Emmer et al. (1982); Kennedy, Bush, Cruickshank, & Haefele (1978); Lard and Smith (1979)):

> ‘Aspects of Clear Presentations’
>
> 1. Clarity of goals and main points
>   a. State the goals or objectives of the presentation.
>   b. Focus on one thought (point, direction) at a time.
>   c. Avoid digressions.
>   d. Avoid ambiguous phrases and pronouns.
> 2. Step-by-step presentations
>   a. Present the material in small steps.
>   b. Organize and present the material so that one point is mastered before the next point is given.

[13] We translated from French

c. Give explicit, step-by-step directions (when possible).
d. Present an outline when the material is complex.

3. Specific and concrete procedures
   a. Model the skill or process (when appropriate).
   b. Give detailed and redundant explanations for difficult points.
   c. Provide students with concrete and varied examples.
4. Checking for students' understanding
   a. Be sure that students understand one point before proceeding to the next point.
   b. Ask the students questions to monitor their comprehension of what has been presented.
   c. Have students summarize the main points in their own words.
   d. Reteach the parts of the presentation that the students have difficulty comprehending, either by further teacher explanation or by students tutoring other students. (1986: 385)

Although demonstration plays a significant role in the teaching of subjects such as mathematics, foreign languages, English grammar, and science, the authors point out that there are areas where demonstration is not implemented, such as reading, for example. (1986: 385)

Once the modeling is complete, the teacher can move on to the guided practice phase.

5.2.2. Guided Practice

According to Rosenshine and Stevens (1986), the goal of guided practice is to guide the student's initial practice, correct any errors that may arise, re-teach if necessary, and provide sufficient practice so that students can then work independently. (1986: 385) The guided practice phase is therefore the "We Do It" phase. (Archer & Hughes, 2011; Gauthier et al., 2013)

In guided practice, students can solve problems similar to those encountered during modeling (Gauthier et al., 2013) and practice new material in a safe environment, meaning the teacher is there to guide them. It is important for students to work through one problem at a time, as this will allow the teacher to provide feedback on each step. During the guided practice phase, the teacher typically asks students questions based on their responses. They will be able to check their students' understanding and determine whether they are ready to move on to the next phase or whether they need to be re-taught. (1986: 385)

Rosenshine and Stevens (1986) state that the most effective teachers devote more time to guided practice than other teachers. The form that guided practice takes will depend on the subject being taught. If division is being taught, for example, it's a long process, and therefore the teacher will repeat the steps with the students for each new calculation. They can even send students to the board to serve as a model for all students. If a fact is to be taught, there is less feedback but more questions and answers during guided practice. The teacher can even implement reciprocal teaching so that the students all become "mini-tutors." (Bocquillon et al., 2024: 156) Reciprocal teaching will be the subject of a separate section later in the chapter.

To summarize, guided practice is led by the teacher, who will ask many questions, guide the students in their practice of the new material, using prompts to lead them to the correct answer, and then gradually reduce the number of questions as the students answer correctly. They will also provide feedback to the students and correct their errors. If there are many, the teacher will re-teach the problematic material, provide more guided practice, or even return to the modeling stage. (Bocquillon et al., 2024) Guided practice therefore gives students the opportunity to practice the material many times. (Rosenshine and Stevens, 1986: 385)

Rosenshine and Stevens (1986) highlight four important points of guided practice: frequent practice, ensuring a high percentage of correct answers, checking for understanding, and organizing the practice. (1986: 385)

5.2.2.1. How important is frequent practice?

Rosenshine and Stevens (1986) deduced from several studies that the frequency of questions asked by the teacher plays a role in their students' progress. Slavin (2009) also goes in this direction and specifies that: “Research on the frequency of questions indicates that teachers who ask more questions related to the lesson at hand are more instructionally effective than are those who ask relatively few questions.” (Dunkin & Briddle, 1974; Fall et al., 1978; Stallings & Kaskowitz, 1974 cited in Slavin, 2009: 210) Rosenshine and Stevens (1986) emphasize that these questions are procedural questions, for example: “Explain how you got that answer.” The results obtained by students are higher than those of students where the teacher does not ask or rarely asks this type of question. (1986: 385)

Regardless of the age of the learner, practice and frequent questions will promote mastery of the subject. (1986: 386)

5.2.2.2. Why is it important to reach a high percentage of correct answers?

Students must have completed enough exercises and must achieve a minimum success rate of 80% when practicing new material (Rosenshine and Stevens, 1986: 386). The authors emphasize that during guided practice, students' responses are expected to become increasingly rapid and automatic. (1986: 386) The authors summarize their thinking by stating that effective teachers will always ensure that the material is broken down into small steps and that students practice problems until their responses become rapid and automatic. (1986: 386)

5.2.2.3. Should we check for understanding?

Rosenshine and Stevens (1986), drawing on the work of Good & Grouws (1979) and Emmer et al. (1981), argue that it would be better if checking for understanding took place more frequently. This would allow the teacher to correct and re-teach as needed. (1986: 387)

The authors provide several ways to conduct this verification: The teacher:

> - prepares many questions to ask his or her students.
> - can ask several brief questions on a specific point, additional points, or the process used to solve a problem.
> - can also ask those who did not raise their hands after asking the students who volunteered.
> - can ask students to summarize the learned rule or process in their own words.
> - can ask students to write their answers on paper or on a mini-chart as the teacher passes through the classroom.
> - can, at the end of a session or discussion, write down the main points discussed and ask students to summarize these points in groups. This works very well with slightly older learners. (1986: 387)

Rosenshine and Stevens (1986) point out that ineffective verification of student understanding involves asking very few questions, always choosing those who volunteer, and assuming that based on the volunteers' correct answers, the rest of the students have also understood the material. Ineffective teachers will also tend to ask students, "Are there any questions?" and assume that because students do not ask questions, everything is clear. The authors advise dispelling the idea that there is no need to ensure the

understanding of older learners and that repeating what has been taught will be sufficient to achieve a positive result. (1986: 387)

5.2.2.4. How should practice be organized and conducted?

Research has analyzed several methods for organizing classroom practice: ordered turns, spontaneous responses ("call-outs"), and choral responses. (Rosenshine and Stevens, 1986; Bocquillon et al., 2024)

Ordered turns involve calling on students in a specific order, for example, following a class list or a set order so that everyone participates without raising their hand or interrupting. This works well in reading groups as it provides all students with the opportunity to participate, and the teacher can manage this participation easily. This has the advantage of improving learning but cannot be used for whole-class instruction. (Rosenshine and Stevens, 1986; Bocquillon et al., 2024)

Spontaneous responses are student interventions without the teacher questioning them. A student who knows the answer can respond aloud without raising their hand or waiting their turn. Spontaneous responses can help good students but hinder those who would not dare to participate. (Rosenshine and Stevens, 1986; Bocquillon et al., 2024)

Choral responses are responses given by all students at the same time following a signal from the teacher. This method is used to repeat a word, a list, or to give an answer. The positive aspect is that it involves everyone and increases attention and the number of responses per student. It also allows the teacher to correct a mistake collectively and thus avoid pointing the finger at an individual student. This helps automate learning. (Rosenshine and Stevens, 1986; Bocquillon et al., 2024)

Rosenshine and Stevens state that a mix of choral and individual responses allows students to check their understanding and adjust instruction based on their responses and needs. (1986: 388)

The authors (Rosenshine and Stevens, 1986; Bocquillon et al., 2024) also provide some clarification regarding teacher feedback on student responses. It is essential to respond and correct any student errors. Rosenshine and Stevens identify four types of student responses:

“- Correct, quick, and firm.

- Correct but hesitant.

- Incorrect, but errors without consequences.

- Incorrect but suggesting a lack of knowledge or procedures.” (1986: 388 ; 2024: 107 to 113)

For answer, the authors describe what it is and indicate how the teacher should react to these types of responses. (Rosenshine and Stevens, 1986: 388; Bocquillon et al., 2024: 107 to 113): If the student’s answer is correct, then the teacher should use stereotypical feedback ("Yes," "Okay," "Very good," etc.). If the students’ answer is correct but that the students was hesitant, the feedback should focus on the process the teacher should focus his feedback on the process. That is, the teacher should answer the students with positive feedback describing the process to be used for resolving a problem or an exercise so that it can be a review of the process. For example: "Yes, that's the right answer because when you look at…". If the student’s answer is not correct but is not related to a lack of mastery, the teacher should simply give them a hint and ask them to correct or complete their answer. (Rosenshine and Stevens, 1986: 388; Bocquillon et al., 2024: 107 to 113)

If students make too many errors, Rosenshine and Stevens (1986) assert that the most effective method is for the teacher to guide them toward the correct answer by giving them clues, diagrams, or asking simpler questions. However, they specify that these prompts should not last long, otherwise the teacher risks losing the attention of the rest of the class. If a student fails to find the answer after a moment of help during guided practice, the teacher should re-teach the problem area during the other students' independent practice. Becker (1977) and Reid (1980) state that re-teaching is important, especially in the early stages of learning, when the error rate is high. (in 1986: 388)

The authors point to another solution for re-teaching material to students experiencing difficulties: peer tutoring (or reteaching within teams, as described by Slavin 1981). The most advanced students are selected by the teacher and become tutors. They will re-

explain the material to students who need it. Arlin & Webster (1983) found this technique very useful for both parties. Indeed, students with difficulties receive the help they need, and tutor students can practice the material again by re-explaining it to others. (in 1986: 389)

Rosenshine and Stevens (1986) conclude by stating that a mistake cannot be ignored and left uncorrected. Teaching is more effective when students receive immediate feedback on their interventions and when their errors are corrected before they become systematic. (1986: 389)

Once the teacher obtains a minimum of 80% correct and rapid responses, they can move on to independent practice with their students.

5.2.3. Independent practice

Independent practice is essential for assembly and automation according to Rosenshine and Stevens (1986). Assembly is the phase where students assemble the knowledge they are learning. They no longer make too many mistakes, but they are still slow and need to think a lot to complete a task. Automation is the stage where students no longer need to think before responding and no longer need to think about each step of the process. They believe that several conditions must be met to encourage real student engagement. First, students must have received good preparation. This means that the teacher has had his students practice similar exercises during guided practice and expects to obtain 80% success. The teacher also guides the first problems of independent practice, collectively or in groups. The independent practice sentence can therefore be summarized as "You do it." (1986: 393) The teacher must also properly supervise the students. He can do this by circulating in the classroom. This will allow the teacher to provide feedback, ask questions, or give brief explanations to individual students, but this should not exceed 30 seconds. The authors suggest that if the teacher is reteaching something to a small group of students, he should do that facing both the small group and the other students. (1986 : 393)

Rosenshine and Stevens (1986) point out that independent practice can only be effective if the students are engaged in the task. The authors provide some instructional procedures that can help keeping the students engaged in the task. These procedures are:

- The teacher spends more time in demonstration (explanation, discussion) and guided Practice.
- The teacher makes sure students are ready to work alone, by achieving a correct response rate of 80% or higher during guided practice.
- The seatwork activity follows directly after guided practice.
- The seatwork exercises are directly relevant to the demonstration and guided practice activities.
- The teacher guides the students through the first few seatwork problems. (1986 : 392

The authors also suggest that breaking the instruction in small steps is an effective way to keep them engaged in the task. That is, the teacher explain a task to the students and then supervises them in their work, then he explain another and again supervises them.

When the teacher is circulating in the classroom or reteaching something to a student, he does not have time to answer the students' questions about the organization of the independent practice. That is why a routine must be established and taught at the beginning of the year for independent practice to be effective. The teacher can focus students' attention a routine:

- Students who have completed the exercises are to turn them in and work on other assignments or do free reading or enrichment exercises.
- Students are to check their exercises with prearranged "buddies".
- Students who need help are to approach the teacher between, not during, small-group activities.
- Students who need help may quietly ask preassigned peer tutors. (1986 : 393)

Rosenshine and Stevens (1986) and Bocquillon et al. (2024) specify that the teacher should not have a contact with the students that exceeds 30 seconds. If the contact needs to be longer then it means that the material needs to be retaught because the initial explanation was not clear enough. The authors add that if the teacher stays with a particular student too long then, he would not be able to supervise the other students correctly.

Rosenshine and Stevens (1986) add that the teacher can make the students cooperate during the independent practice. They base upon studies (Johnson & Johnson, 1975; Sharan, 1980; Slavin 1980a & b) that have shown that students work better when they have a common task to complete in groups than when they work on the same task alone.

By working in groups, they can explain material to the others, which creates even more practice. (1986: 394)
To summarize, during independent practice, students are no longer guided by the teacher and if they are, it should not take more than 30 seconds. This is done with the goal of providing sufficient practice so that they reach "overlearning" and can demonstrate mastery of the material and acquisition of skills. (Brophy, 1982 cited in Rosenshine & Stevens, 1986: 382)

Rosenshine and Stevens (1986) summarize the stages of modeling, guided practice, and independent practice as follows: « I'll say it first, then you'll say it with me, and then you'll say it by yourself ». (1986: 382)

Once the independent practice is complete, the lesson can be closed.

5.3. Lesson closure

Closing the lesson is divided into three phases. First, we have the objectification of the learning achieved, the announcement of the program of the next lesson, and the continuation of the automation. (Gauthier et al., 2013).
When objectifying the learning achieved, the teacher will encourage students to summarize what was covered during the lesson. They will encourage them to explain the important things to remember from the lesson. They will do this by asking them comprehension questions and ensuring that most students participate. (Bocquillon et al., 2024). Objectification will allow the information to be integrated into memory. If this phase has not been carried out, students would not be aware of what they just learned. (Bocquillon et al., 2024: 163)

Once the objectification is complete, the teacher will announce the objective of the next lesson to the students. This will allow students to make connections between lessons and, therefore, learning. (Bocquillon et al., 2024: 163)
Finally, the teacher will invite students to begin solving problems similar to those worked on during guided practice and independent practice in order to continue automatization. The teacher will then offer these tasks to complete as homework. (Bocquillon et al., 2024: 163)

Teaching a subject does not conclude with the end of the lesson; the teacher must propose daily, weekly, and monthly review tasks to consolidate learning. Indeed, "what is not reviewed or reused risks being forgotten." [14] (Bocquillon et al., 2024: 168)

5.4. Consolidation

Rosenshine and Stevens (1986) emphasize daily, weekly, and monthly reviews to consolidate learning. Daily reviews are reminders that teachers provide at the beginning of the lesson. According to Rosenshine and Stevens (1986), these should not last more than 8 minutes. These reminders can be provided through homework, which the teacher must mark at the beginning of the lesson. Gauthier et al. (2013) nevertheless specify some characteristics of homework: it must be short and frequent and must only cover material already covered in class, not new material.

Rosenshine and Stevens (1986) state that the learning of new material is also promoted by weekly and monthly review. A study by Good and Grouws (1979) suggests having students review the week's material every Monday and the work they have done during the month every fourth Monday. According to Rosenshine and Stevens (1986), this should allow the teacher to ensure that all students understand and to see if their teaching is too slow or too fast. This also allows students to practice again. (Good & Grouws, 1979 in Rosenshine and Stevens 1986: 393)
Gauthier et al., 2013, argue that formative and summative assessments will also assess the transfer of learning "from one academic task to another, from one school year to the next, from school to home, and from the school environment to the workplace"[15] (2013: 224). They specify that this transfer can only occur if students have been well trained beforehand. (2013)

Implementing an explicit instructional lesson in a classroom does not guarantee that all students will succeed and will not experience difficulties. Differentiation may therefore

[14] We translated from French.
[15] We translated from French

be a solution. In the following section, we will attempt to define what differentiated instruction is and how it is at the heart of explicit instruction.

6. Differentiation

6.1. Is there a unique definition?

Differentiated instruction is seen as adapting teaching to the specific needs of each student. This adaptation will promote optimal learning. According to Philippe Perrenoud (2004), it involves “breaking away from frontal teaching, the same lesson, the same exercises for everyone” and “carrying […] didactic devices” allowing each student to reach “their highest level of competence”[16]. (Perrenoud, 2004: 29)

Carol Ann Tomlinson (2000) defines differentiation as “the teacher’s efforts to respond to differences between learners”, and in 2003, she spoke of an “organized, flexible and proactive approach” to adjust teaching and allow each student to progress. (Tomlinson 2000; 2003 cited in Caron: 79)

Michel Perraudeau (1997) insists on “the diversification of supports and learning methods for a group of learners with heterogeneous needs, but with common objectives”. (Perraudeau, 1997 cited in Caron 2003: 79)

For Philippe Meirieu (1992), differentiating means “multiplying possible projects” and “diversifying itineraries” to offer each person the path that will constitute decisive progress for them.

André de Peretti (1992) and Halina Przesmycki (1991) remind us that “there is no single method” and that we must “open as many doors as possible” to allow as many people as possible to learn. (de Peretti, 1992; Przesmycki, 1991 cited in Caron: 79)

Jacqueline Caron (2003) describes differentiation as a way "of understanding differences, living with them, and taking advantage of them" by agreeing to "use different methods for different students" to take them as far as possible. (Caron 2003: 80) For Battut and Bensimhon (2006), differentiated instruction is above all a response to the "increasing heterogeneity" of classrooms. (Battut and Bensimhon 2006: 14)

Collet (2024) states that according to Forget (2021), differentiation "requires identifying specific needs" and "keeping the effects of the methods deployed under vigilant control,"

[16] We translated from French

in a progression ranging from simple variations in learning conditions to complete adaptation to the student's characteristics. (Collet 2024: 23)

Collet (2024) states that Deunk et al. (2018) speak of "modified instruction to meet the cognitive needs of all learners". Collet (2024) adds that their approach is similar to Vygotsky's theory of the zone of proximal development, which consists of offering learning just beyond the student's current level. (Deunk et al., 2018: 32 in Collet, 2024: 23) Collet (2024) notices, in the work of Deunk et al. (2018), that “possible strategies include flexible groupings, regular monitoring, adapted materials, content modification, specific support for weaker learners, and overcoming challenges for more advanced learners.” (Deunk et al., 2018: 32 in Collet, 2024: 23). Collet (2024) also points out that research in mathematics and reading (Jitendra & Dupuis 2016; Helman & Rosheim 2016; McMaster & Fuchs 2016; Rosenshine & Stevens 1986) shows that this approach can stimulate all profiles. According to Collet (2024), it can be applied to the entire class, for example, with a group lesson followed by flexible small group work or gradual progression for struggling students (Jones et al., 2012; Burns et al., 2016 in Collet, 2024).

All this shows us that there is no single definition of differentiation, but all authors agree on the heterogeneity of the students and the need to adapt instruction to their needs and pace. They also agree on the use of a flexible organization with varied strategies and rigorous learner monitoring. This should allow each learner to reach their highest potential, whether they encounter difficulties or not.

Bocquillon et al. (2024) state that differentiation is at the heart of explicit instruction. Indeed, as explained above, explicit instruction is not a linear but rather an iterative process. That is to say, the teacher can, at any time, return to a stage if he notices that the students are not following or that the difficulties are too numerous. For example, if the teacher has just finished the guided practice stage but realizes that the students are having too many difficulties and are not achieving 80% success, the teacher can absolutely return to the modeling phase and then return to independent practice afterwards. (2024) We can find this idea in the article by Rosenshine and Stevens (1986) when the authors speak of "reteach if/when necessary". This term appears several times. (1986)

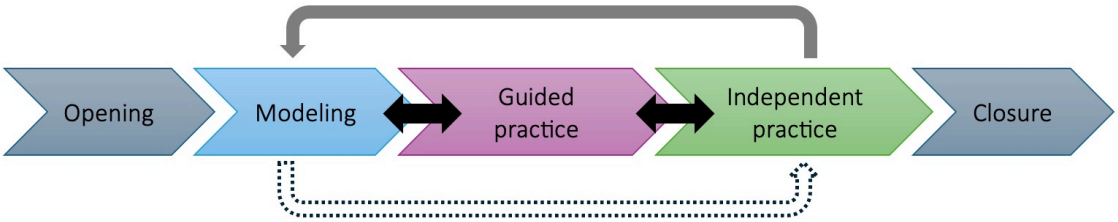

Figure 3: Explicit instruction, an iterative approach (Bocquillon et al., 2024: 171)[17]

We can see from the image that the teacher, once he has done at least one modeling, guided practice and then independent practice, he can then return to modeling with some students who are struggling and then return to independent practice, without having to go through guided practice again. This is obviously only possible if the teacher has already completed the modeling, guided practice and independent practice steps. (Bocquillon et al., 2024)

Rosenshine and Stevens (1986) refer to the iterative nature of the model because they say that it is possible to adapt the number of modeling, guided practice and independent practice to the audience we have in front of us. This can therefore be adapted according to the difficulty of the task, the level and the age of the learners. Rosenshine and Stevens (1986) as well as Archer and Hughes (2011) put forward the idea that it is possible to do several modeling activities, guided practices and independent practices instead of a single modeling, a single guided practice and a single independent practice:
« *The three components of the explicit body must be viewed not as a static procedure, but rather as a flexible procedure that is dependent on the complexity of the skill and the prior knowledge of the students* » (2011: 38).
The authors specify that all three stages of modeling, guided practice, and independent practice can occur within the same lesson or even multiple times. These stages can also span several days. (Archer and Hughes, 2011)

[17] We translated Bocquillon's figure. The authors based themselves on the work of Rosenshine and Stevens (1986).

6.2. Differentiation approaches

Based on the work of Deunk et al. (2018), Collet (2024) states that placing differentiation within a more comprehensive framework is the most promising avenue to pursue. Collet (2024) suggests: “Within this framework, we can imagine combining several pedagogical approaches, such as cooperative learning, regular assessment, remedial teaching, or flexible grouping.”[18] (Collet, 2024: 58)

Collet (2024) adds that:

> It seems clear that cooperation between teachers is essential to implement differentiation in a calm and progress-friendly environment. It is also important for teachers to have access (as explained for the RTI model) to accurate information derived from reliable data. (Collet, 2024: 58)

Based on the research by Connor et al. (2011), Collet (2024) distinguishes two broad categories of programs: “those run by teachers and students together, and those run directly by students, whether alone or in collaboration with their peers.”[19] (Collet, 2024: 58)

In this first type of program, Collet (2024) observes “an interaction between the teacher and one or more students.”[20] (Collet, 2024: 58)

6.2.1. Teacher- and Student-Led Systems

6.2.1.1. Targeted Small Group Instruction

Collet (2024) has noticed that several authors discuss the practice of temporarily grouping students experiencing the same difficulties so that they receive collective instruction targeted to their needs. (Connor et al., 2007; Deunk et al., 2018; Jones et al., 2012; McMaster and Fuchs, 2016; Rosenshine and Stevens, 1986; Stoiber and Gettinger, 2016 in Collet, 2024: 58).

[18] We translated from French
[19] We translated from French
[20] We translated from French

Collet (2024) explains that this small group work can take place either during the teaching of a content or after it, such as after the results (Collet, 2024: 58) and therefore be subject to remediation. (Rosenshine and Stevens, 1986)

Collet (2024) states that:

> During the teaching phase, this re-teaching can occur during peer-assisted learning (see below) or during the independent practice of other students. (Rosenshine and Stevens, 1986) After the teaching phase, instruction can be based on the results of an assessment. The other students would then be working individually or collaborating in small groups in learning or reading workshops. Work time during independent practice will be influenced by the number of groups formed. (Collet, 2024: 59).

Collet (2024) adds that Deunk et al. (2018) therefore suggest structuring the class around three groups, in addition to group instruction. Collet (2024) explains that if students are experiencing too much difficulty, it would be appropriate to place these students in small groups regularly. (Jones et al., 2012 in Collet, 2024: 59)

6.2.1.2. Individual Instruction

According to Collet (2024), students "facing learning challenges are met individually by the teacher"[21] (Collet, 2024: 59). The teacher can re-explain the problem, whether in terms of content or "specific strategies"[22]. (McMaster and Fuchs, 2016; Borman et al., 2007 in Collet, 2024: 59) Collet (2024) adds that "this can occur at various times, such as during peer-assisted instruction (McMaster and Fuchs, 2016 in Collet, 2024: 59) or during the independent practice of other students."[23] (Reis et al., 2011 in Collet, 22024:59).

Let us now turn to student-led systems. Collet (2024) states that these systems, "either alone or with peers, will provide them with numerous opportunities to practice and rehearse certain skills."[24] (Stoiber and Gettinger, 2016: 127 in Collet: 60)

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[23] We translated from French.
[24] We translated from French.

6.2.2. Student-led systems, either alone or with their peers

6.2.2.1. Peer-Assisted Learning – PALS

Following the work of Fuchs and Fuchs, Collet (2024) states that "the Peer Assisted Learning System (PALS) has been the subject of extensive research in various educational fields and can be implemented in different ways."[25] (Collet 2024: 59) Collet (2024) adds that, for Stoiber and Gettinger (2016), "these systems constitute a strategy to be implemented from the first level of the RTI model. Pairs are generally formed by a high-performing student and a weaker student." (Collet 2024: 59)

Collet (2024) explains that

> An effective method is to rank students according to their performance, then divide the class in half and then pair the students from these two halves. This helps to avoid large performance gaps between students. The teacher may consider changing the pairs each month to ensure collaboration between each student.
> This system remains adaptable, as if a student is experiencing too much difficulty, they can work with the teacher or join a group (as explained above). Another adaptation could be to pair high-performing students to complete enrichment tasks. (Collet, 2024: 59)

Collet (2024) specifies that PALS is based on reciprocal teaching because "each student takes turns being "teacher" and "student."" (Collet 2024: 60) Indeed, the pairs will then each take turns explaining a subject point or solving an exercise by explaining how it is done and the other student must listen to the reasoning and correct it if necessary. The roles then alternate for each subject point or each exercise.

Collet (2024) concludes that:

> This system can therefore be linked to one of the teaching phases which is guided practice. (Rosenshine and Stevens, 1986; Bocquillon et al., 2024). McMaster and Fuchs (2016) suggest that a points system can be put in place to encourage the desired behaviors during this reciprocal teaching phase and a group reward can be organized. (Collet, 2024: 60)

6.2.2.2. Individualized Work

According to Collet (2024), individualized work is done based on the student's results and progress and takes place after instruction. (Collet, 2024: 62)

She states that there are several ways to offer individualized work:

> One way is to offer computer-based or computer-generated work (Fuchs and Fuchs, 2011; Ysseldyke and Bolt, 2007; Deunk et al., 2018). In reading, the teacher can offer several text choices so that students can better manage their learning (Reis et al., 2011).

[25] We translated from French.

> Researchers also suggest implementing self-regulated learning. This would promote the development of students' metacognitive and affective strategies within a motivational framework. For mathematics, Jitendra and Dupuis (2016) propose self-regulated learning strategies. That is, setting performance goals, self-assessing, and tracking scores on graphs. For reading, Foorman and Wanzek (2016) propose goal setting, self-directed learning, collaboration, strategy teaching, and independent work in text or homework selection. Self-regulated learning also involves giving students the opportunity to test themselves and record their results in progress graphs. (Collet, 2024: 62)

6.2.2.3. Small Group Work

Collet (2024) states that researchers recommend the use of small islands or learning centers where students can work together. (Collet, 2024: 62)

The inventory of these differentiation programs provides several ideas for implementing a differentiation program in the classroom.

Speaking of programs, we will now present two differentiation programs that broadly adhere to what has been discussed so far. These two devices were selected from among many others because they were implemented in foreign language courses. We will first present them and then compare them, and finally, we will choose which device to test during the experiments in the lower and upper-levels.

7. Presentation of two differentiation/effective teaching systems.

7.1. Beckers and Simons's model

The first model concerns an experiment conducted by Jacqueline Beckers and Germain Simons. This research was conducted with young teachers and consisted of designing and implementing tools to manage student heterogeneity in foreign language classes. They carried out this action research during the 1996-1997 school year with around ten young teachers who had just completed their teacher training in Germanic Languages and Literature at the University of Liege. (Beckers & Simons, 1997)

The researchers asked these young teachers to make a list of all the difficulties they were experiencing and chose to focus on one difficulty in particular: heterogeneity. Working with the teachers, they developed sequences focused on learning reading comprehension strategies. They thus combined two issues: heterogeneity and reading comprehension difficulties. The sequence lasted between four and six lessons, depending on the class.

The first lesson consisted of testing students' strategic skills to gain the clearest possible insight into their level. This test was administered individually and in writing. (Beckers & Simons, 1997)

The teacher reviewed the pretest at the beginning of the second lesson. Once the pretest was reviewed, the teacher informed the students about the different types of comprehension (extensive, selective, intensive) and the parameters to consider when making a choice (reader's intent and the nature of the document). Once this was completed, the teacher taught them how to use the content anticipation strategy, which is one of the central strategies. All these steps were completed with the entire class, and the teacher ensured the participation of all students. (Beckers & Simons, 1997)

The third lesson was not conducted in a class setting, as the students were divided into groups of three. This division was based on the students' results on the pretest. The group of three students was made up as follows: one student who had mastered the strategy, one student who was in the process of mastering it, and one who had not mastered the strategy. Each group had the opportunity to complete exercises on the strategy that was taught in the second lesson. To complete these exercises, the three students had to collaborate with each other so that everyone progressed and ultimately achieved it. To ensure that the student who had mastered the strategy did not complete all the exercises, Beckers and

Simons used Slavin's "participation points" (1989 cited in Beckers and Simons, 1997) to reward student progress. These points were calculated based on the progress made by the students between the pre- and posttest and will be considered a bonus that the students can choose to add to the posttest or to a test that will be given later. By doing this, the teacher was sure that the students collaborated with each other. Beckers and Simons were aware that this point system risked emphasizing the fact that students were working solely for points, but they emphasize that this would not be a problem if this system were used only temporarily. The aim was for students to learn to collaborate effectively in the future. The points here were only used to introduce them to this practice. (Beckers & Simons, 1997) The posttest was administered during the fourth lesson. It was similar to the pretest and allowed for the measurement of the students' results. If the posttest did not show any improvement, remediation was proposed, and this was the case in one of the classes.

During the fifth lesson, a second distribution of students was carried out based on the results of the posttest but into homogeneous groups. Different activities were proposed during this phase, as students who had already mastered the strategies completed an extension task. Students who were on the verge of mastering the strategies worked independently on remedial exercises. Students who did not master the strategy worked with the teacher, who re-taught them the problem areas. Simons and Beckers nevertheless point out that students who had done well on the pretest and who did not really need the didactic sequence had two options available to them. They could either continue their overcoming work that they had started in lesson 3, or they could do tutoring. In order to complete the tutoring successfully, students who had done brilliantly still participated in the strategy teaching lesson because they would have likely needed to reuse explanations during the tutoring. (Beckers & Simons, 1997)

In lesson 6, the teacher corrected the students' overcoming exercises so that they could present them to the class. These students had previously prepared listening tasks for the other students to ensure active listening. (Beckers & Simons, 1997)
The teachers participating in the program conducted a second instructional sequence on the word decomposition strategy and followed the same steps described above.

Simons and Beckers had three tools to collect information: they compared the results of the pre- and posttests and observed significant progress in reading comprehension for

most students. They also administered a questionnaire to the students at the end of the sequence. (Beckers & Simons, 1997)

As emphasized by Shinn et al. (2016), differentiation should be implemented within the first tier of the response-to-intervention model. Indeed, the response-to-intervention model implements differentiation, as teachers within this model adapt their interventions based on students' responses. (Bocquillon et al., 2024) We will now present Marie Collet's (2024) model.

7.2. Collet's Model

Marie Collet (2024) adapted Tier 1 of the Response to Intervention model to the context of Germanic language teaching in lower secondary education in the French speaking part of Belgium. Her model focuses on the systematic identification of student needs, universal and differentiated instruction, and explicit teaching of expected behaviors, in order to prevent learning difficulties and promote the academic success of each student. (Collet, 2024)

During the 2024-2025 academic year, Collet (2024) conducted a quasi-experimental study in a school in the Liège region in the classes of two lower-level English teachers. Three classes were part of the experimental group, and three other classes were part of the control group. The aim was to compare the progress made between the two groups following the experiment. The experimental group received effective Tier 1 instruction. The lessons offered to this group therefore followed the stages of effective instruction introduced by Rosenshine and Stevens (1986) and clarified by Bocquillon et al. (2023). As a reminder, these stages are:

(1) Lesson opening and modeling.

(2) Group guided practice, reciprocal teaching, and formative assessment.

(3) Independent practice and lesson closing.

(4) Distributed/combined/cumulative practice and transfer assessment (Collet, 2024: 37).

All classes had a rather diverse student level. A questionnaire was sent to the teacher-researchers, and observations were also conducted two times during the year, each lasting two hours. One hour was spent observing one hour of instruction, and one hour was spent observing weekly and monthly reviews based on the Rosenshine and Stevens (1986)

model. All students, across all groups, were tested using a pre- and posttest. Students in the experimental group were assessed once more than those in the control group between the pre- and posttests to assess improvement and effectiveness of the intervention. This first post-intervention test allowed them to determine whether any students needed additional differentiation. The teacher-researchers regularly monitored the students' progress. The researcher and the teacher-researchers met several times to review the students' progress. Collet (2024) hypothesized that implementing the first level of the response-to-intervention model should lead to greater progress than if the students had received standard instruction, even if the model is not implemented throughout the school. (Collet, 2024)

Collet (2024) bases herself on the studies and authors cited above to say that primary prevention, when integrated into usual teaching practices in secondary education at the first intervention level, is based on several complementary axes. (Collet, 2024: 37) First, there is a systematic identification of students whose needs immediately exceed universal interventions. Then, there is the teaching of disciplinary content in the whole class. Finally, primary prevention involves the explicit teaching of expected behavior in the classroom. This data must be based on evidence, whether it relates to disciplinary learning or behavior. (Collet, 2024: 37) To summarize, primary prevention at level 1 is conceived as a coherent set of educational actions based on research and aimed at proactively responding to the multiple and different needs of students. (Collet, 2024)

Collet (2024) draws on the work of Rosenshine and Stevens (1986) on effective teaching, as well as the work of Gauthier and Bissonnette, 2024, and Bocquillon et al., 2024, for the concrete lesson building in her system.
At the level of the basic curriculum and specific routines to foreign language teaching, Collet (2024) relies on the meta-analysis of Murphy et al. (2020), supplemented by the work of Bauer and Varga (2022), Gauthier et al. (2013), and Pelgrims and Cèbe (2010). This specifies the essential parameters of language teaching:
- Knowledge and skills in vocabulary and grammar related to cognitive and metacognitive strategies for comprehension and memorization, which will have an impact on listening comprehension, reading comprehension, oral expression, and written task.
- Knowledge and skills related to affective strategies.
- Oral/listening skills, reading comprehension, and written task.

Regarding differentiated instruction, Collet (2024) drew on the work cited above:

- Peer-assisted learning during guided practice and reciprocal teaching phases.
- Small-group or individualized instruction during independent practice.
- During weekly or monthly review periods, a combination of individualized work, small-group instruction, and peer learning. (Collet, 2024 : 37)

Regarding behavioral instruction and the implementation of general classroom management routines, Collet (2024) draws on the syntheses of Bissonnette, Gauthier, and Castonguay (2017) and Bocquillon et al. (2024) (Collet, 2024 : 38).

7.3. Comparison of these models

The programs of Beckers and Simons (1997) and Collet (2024) have many common points. Both programs are implemented in foreign language classrooms, although Beckers and Simons's (1997) program is implemented in higher education, while Collet's (2024) program is implemented in lower education. Both programs adopt a structured and planned approach based on evidence. Both measure impact using a pre- and posttest. We can see some differentiation in their programs (pair work in one and group or pair work in the other). Both programs demonstrate collaborative efforts between researchers and teachers.

Regarding differences, Beckers and Simons (1997) compare pre- and posttest results and implement targeted remediation while Collet (2024) implements regular monitoring and interim evaluations to readjust teaching if necessary. The programs do not adopt the same theoretical framework, as the former focuses on heterogeneity and cooperative learning while the latter models the first tier of the RTI model.

The organization of the sequences is also different, as the former extends over six lessons while the latter spans the entire school year. The approach to heterogeneity is also different because Beckers and Simons (1997) seem to alternate between heterogeneous groups (when students help each other) and homogeneous groups (when it comes to remediation or improvement) while Collet (2024) integrates differentiation at each stage (small groups when the need arises, reciprocal teaching, adjustment of teaching based on the results of the interim assessment, etc.). The motivation component also varies given that in the first system, there is a points system in place to encourage short-term collaboration while in the second, motivation is based on regular monitoring and feedback. The type of intervention is not the same either, Beckers and Simons (1997)

proposes a one-off intervention focused on a strategy while Collet (2024) proposes a continuous intervention over the entire school year with several targeted skills. As part of this thesis, we decided to attempt to implement Collet's (2024) system as faithfully as possible.

For our experimental design, we decided to use Collet's (2024) system because we also want to test effective teaching within Tier 1 of the Response to Intervention model. However, it is important to align with reality. This is why our design combines elements of both systems, such as the duration and the intervention, which will focus on only a specific grammar point. The RTI model can unfortunately not be implemented in such a short period of time which is why we are only going to try and implement the steps of effective teaching Collet uses in her model. These steps will be implemented, and all of this will be done in collaboration with the teachers who have agreed to welcome us in their classrooms.

8. Conclusion

The literature review allowed us to establish a solid conceptual framework for our approach. First, we highlighted the importance of basing teaching practices on evidence. This approach increases the likelihood of achieving significant student progress, as it is based on research-validated results. We then examined the Response to Intervention model and examined its fundamental principles. We also examined its current use in secondary education and the mechanisms that would enable its implementation in secondary education in Europe. Studying the concept of effective teaching led us to delve deeper into explicit instruction, identified as one of its pillars. We detailed its main stages, which are, respectively, lesson opening, modeling, guided practice, independent practice, lesson closing, and consolidation. The role of each of these stages in student learning success was also detailed. We then analyzed differentiated instruction, which is the core of explicit instruction, given that it is iterative rather than linear. We attempted to find an accurate definition of differentiation but found that none of them were universally accepted. We explored several differentiation modalities, including peer-assisted learning, small-group work, and individual work. Finally, we studied two specific models, which we attempted to compare based on their characteristics, implementation conditions, and desired effects. This comparison helped guide our choice of the most appropriate

approach. In short, this theoretical section allowed us to identify the key concepts and models that will guide the rest of our approach. On this basis, we can now move on to the experimental section.

CHAPTER 2: EXPERIMENTS WITH TWO GRAMMAR SEQUENCES

1. Presentation of the experimental system and methodological approach

1.1. Introduction

After reviewing the literature on the effective and explicit teaching, we wanted to test a system in secondary education.

It was initially planned to test a modified version of Collet's (2024) model only in the lower secondary level[26] but given the opportunity, we also designed a system for the upper secondary level[27].

Both experiments are taking place in a catholic school in Hesbaye, in the province of Liège. We wanted to test a system with an entire sequence including vocabulary and grammar as well as skills to measure student progress. This option was quickly rejected because, following a discussion with our supervisor, it became clear that measuring student progress in terms of vocabulary would be difficult given that students do not all start from the same point and may already have some knowledge of the vocabulary we wanted to teach them. This would therefore have skewed the results. Furthermore, the sequence would have been longer, and we were not sure the teachers would have as much time to give us, as they also have a curriculum to follow and their own schedule (which did not include our program at the time). We therefore assumed that there would be less "risk" that students would have prior knowledge of grammar points that had not yet been taught. This is why we decided to experiment with a grammar-only program and to test students' mastery through the pretests, the written task and the posttest.

We would like to point out that we are not aiming to implement a program of the same scope as the one Collet (2024) implemented during her experiment. However, we wanted to measure the impact that implementing the different stages of effective teaching would have on student progress.

[26] In the Belgian education system, “lower secondary level” refers to Years 1 to 3. We will now refer to it as “lower-level”.

[27] The upper secondary level refers to Years 4 tot 6. We wil now refer to it as “upper-level”.

As a reminder, our research question was:

To what extent will the implementation of effective instruction in the second language classroom allow students to progress in grammar?

Our research hypotheses were:

HR1: Students will progress significantly between the beginning and the end of grammar learning.

HR2: Students' results will not be influenced by the lexical field, whether the grammar point is integrated into a sequence or not.

HR3: Students will appreciate working in a different way than usual.

HR4: Students will appreciate working with the consolidation file.

HR5: Students will appreciate the reciprocal teaching exercise.

HR6: Implementing effective teaching will lead to changes in teachers' practices.

HR7: Teachers will be more favorable to implementing such a system if they do not have to modify their documents excessively.

HR8: Teachers would be more inclined to implement such a system if they received pre-prepared documents.

HR9: There is no difference in perception of this system between the lower and upper-levels.

The first part of this chapter provides an overview of the protocol implemented for the experiments (contact and interviews with teachers, teacher profiles, etc.). The various choices made for the implementation of the teaching system will then be detailed.

1.2. Experimentation methodology

1.2.1. Meetings with the teachers

We decided to approach two teachers, one who teaches in the lower secondary school and the other who teaches in the upper secondary school. We teach in the same school, so we approached them in the teachers' room to ask if they would be willing to give us a few hours of their time to test a system in their classroom. This discussion took place at the end of December 2024, just before the Christmas holidays. They both agreed.

To give them a better idea of what to expect from this system, we explained to them in broad terms what we wanted to implement. They were given the following information:
- the duration of the experiment: 7 to 8 hours (a 1-hour pretest, a 4-hour grammar teaching sequence, a 30-minute formative written task session, a 1-hour remedial/ consolidation session, and a 1-hour posttest).
- the levels targeted by the experiment: 6LM1 N and 3LM2 A[28];
- a reminder that all materials would be provided (grammar introduction, reciprocal teaching exercises, formative written task, assessment grid, consolidation file, and corrections).
- a reminder that teachers would not have an increased workload related to the implementation of this system, since they would only have to teach. We would be responsible for marking the pre- and posttests, group assignments, and marking the formative written tasks.
- a guarantee that teachers could make changes to the sequence (if the level proved unsuitable for the class, for example).
- a request that teachers provide us with a list of the grammar points they still needed to discuss with their students.
We also wanted to reassure teachers on one aspect: judgment. Given that we are required to observe each hour of class given by both teachers, we wanted them to be clear that we are not there to judge their teaching style or their classroom behavior. We simply explained to them that we are there to test the effectiveness of the system and the impact it could have on the students' mastery of the subject.

We had planned to meet again after the Christmas holidays to agree on a start date, and when we met again, we all took out our calendars to see what time would be the most convenient. This required careful planning of the modules that the teachers and we had already planned (see section 1.2.4.) as well as the sequences already in progress. There were also numerous events at school during this period, from January to early April, which prevented the effective implementation of the system in the classrooms and their observation. We concluded that the best time to start the experiment was before spring break, which began on April 24, 2024. We also spoke with our headmaster about freeing up class time from our schedule to observe the two teachers. Fortunately, the headmaster

[28] The number refers to the schoolyear, LM refers to “Langues Modernes”, 1 refers to “first foreign language”, 2 refers to “second foreign language” and then N refers to Dutch and A refers to English

agreed. Had they not agreed, we would have asked the teachers to film the lessons, but this represented an additional task for the teachers, and we had not taken the necessary steps to obtain authorization to film the students.

After a few weeks, we met again with the teachers at different times to review the various stages of explicit instruction. We briefed the teachers on the various practices to be implemented. We were careful not to refer to these practices as effective teaching practices. We emphasize that our goal here is not to tell teachers "You do this, but in fact, you should do that instead to teach effectively." We are not judging here; we simply wanted to adhere to the system as faithfully as possible.
All the actions we discussed with the teachers are detailed in section 5.

1.2.2. The teachers

The teacher teaching in the lower-level is a young woman aged 30. She has been teaching in the secondary level for seven years now. She teaches English and Dutch. She studied at Helmo Sainte-Croix in Liège. In addition to being our colleague, this teacher was our internship mentor when we were at the Haute École. She works with a textbook for the English course, "What's up 3 - All in one." It's a method from the Van In publishing house designed for learning English when it is the student's second foreign language. She is not the only teacher who uses a textbook. In fact, all lower secondary teachers use a textbook, whether for English or Dutch classes.

The teacher teaching in the upper-level is a young man aged 35. He has been teaching at this establishment, which is in fact his former secondary school, for 11 years now. He teaches English and Dutch and studied at the University of Liège. He was also our internship mentor last year during our Master 1 internship. He does not use a textbook; instead, he works with sequences that he co-created with another colleague because they have parallel classes every year. So, for several years now, they have had a base of sequences that they modify from year to year by adding or removing elements depending on the progress of the year.

1.2.3. The students

The experiment was conducted with third-year students in the lower-level. It was a second foreign language English class. The students follow a general curriculum in the school. The students were not all in the same class, but they formed a group for the languages, English and Dutch, which they also took with the same teacher. The group consisted of 19 students. The students took various options such as social sciences, economics, the 5-hour sciences option, etc.

In the upper-level, the class consisted of 13 students in the sixth year, first foreign language Dutch. As in the lower-level, the students were not part of the same class but formed a group for the languages: English, Dutch, and Spanish. The April period was quite intense for the students, as they had their annual performance of the "Théâtre Éphémère" lasting three days, on Thursday, Friday, and Saturday evenings.

1.2.4. The school

As explained in the introduction to this chapter, the school where both programs took place is a catholic school. The assessment system has changed this year. Indeed, until this year, the assessment system was quite traditional, with a report card consisting of five periods: four throughout the year and one for the June exams. Since it is a school belonging to the "libre" network, there was also an exam session at Christmas.
This is different now because the administration has decided to opt for a modular system. That is, there are no longer any exams but modules that count for 100 points each, which students must pass in order to validate their year. The number of modules varies from class to class. On a daily basis, students have fewer summative assessments and more formative assessments to practice for the module that arrives at the end of a teaching unit. This system was therefore to be taken into account for the planning of the different sessions of the device.

1.2.5. Teacher observation

We attended every class given by the teachers and also during the administration of the pretests, formative written task, and posttests.
To keep track of everything that happened in class during these class hours, we took notes on a Word document of everything we could. This notetaking was guided by tools such as the observation grids of Bocquillon et al. (2024) (see Appendices – Appendix

27). We kept them in mind and in front of us in paper format to ensure we did not miss any important elements during the observations.
These grids are presented in the form of a "checklist" with all the actions to be taken for each stage of the teaching process.

1.3. Experimentation building

1.3.1. Introduction

As our hypothesis stipulated, we wanted to see if students would master grammar points better after our effective teaching program than they would normally. Therefore, we planned to have a control group and an experimental group.
The experimental group would test the program and take the pre- and posttests, while the control group would only take the pre- and posttests and would therefore receive instruction as they had always known. Given that we are now convinced that effective teaching allows students to progress more quickly, we did not find it fair to know from the outset that one group might receive less effective instruction than another when research and literature now suggest the opposite. Furthermore, the two teachers do not have parallel classes, so it would have been difficult to compare the data accurately, given that not all teachers in the school teach in the same way, are at the same stage in the annual curriculum, and may not have had the time to participate in this research. We therefore decided to conduct our experiment in the lower and upper-level without a control group.
In this section of the chapter, we will also describe the teaching framework we used for the experimental design. We will also present the pretests we conducted in both groups. We will then detail the different parts that make up our sequences.

1.3.2. Presentation of the didactic scheme used for the experimentation

Regarding the construction of our teaching experiments, we chose to work on the sequences primarily following the presentation-fixation-exploitation (PFE) framework. To clarify: the teaching sequence is "a set of lessons comprising different learning activities that work toward a common objective, which is the completion of a final

communication task"[29] (Simons, 2024: 28), and the lesson is "the unit corresponding to a 50-minute period"[30] (2024: 29).

Wautié-Franck (1988) and Simons (1997, 2015) developed the presentation-fixation-exploitation framework at the University of Liège. In the PFE framework, teaching begins with exposure to a linguistic input. Once students have been exposed to this input, the teacher proceeds to clarify it. Once this clarification is complete, the class moves on to the gradual assimilation of this input using various types of increasingly open-ended exercises. This framework ends with an output, i.e., an oral and/or written production. Similarities can be found with the triplet used in the new FWB[31] skills frameworks: know, apply, transfer.

The PFE framework is also similar to the Present, Practice, Produce model from Anglo-Saxon literature:

> One type of instruction that contains elements of explicit instruction with more production-based activities is what is known as Present, Practice, Produce (PPP) instruction (Nassaji & Fotos, 2011; Shintani, 2013). This type of instruction begins with an explanation of a grammar point followed by very controlled production of that grammar structure. Finally, learners engage in freer practice using the grammar structure. (Loewen, 2015: 83 cited in Simons 2024: 30)

We can therefore find this notion of explicit teaching in Loewen's words.

1.3.3. Steps-plan according to the PFE scheme

Before beginning to create the documents for the sequence, we wanted to ask the teachers what grammar points they still needed to cover with their students so that we could choose one of those points. We felt this would be more respectful of the teachers' schedules, as they had already so kindly welcomed us into their classrooms. We believed this was the best way to respect the reality on the ground and to demonstrate, in a way, that such a system could be implemented in the reality without disrupting the entire year's curriculum. We will now present the assessment we conducted with the teachers. We chose the present continuous for the lower-level and the passive voice for the upper-level.

[29] We translated from French
[30] We translated from French
[31] Fédération Wallonie-Bruxelles in French

Regarding the lower-level, the teacher had reached the fifth Unit in the "What's up 3 - All in One" manual. The manual provides a cover page for each Unit, with a summary of the resources and objectives to be achieved. What we were interested in was to see the material that would be covered in this fifth unit and to see the objectives that students must achieve by the end of it.

The vocabulary and language functions introduced in this unit are sports and hobbies. The language functions are sports and their practices, advantages and disadvantages, and sports and health. The unit includes two grammar points: the present continuous tense and "can/can't." This is what we can find on the front page of unit 5 in the book:

À la fin de cette séquence de cours les élèves seront capables de :

- En compréhension (à la lecture):
  - De comprendre un article sur les jeunes et le sport ;
  - De comprendre un quizz sur le sport et la santé ;
- En compréhension (à l'audition);
  - De comprendre un reportage en direct d'une journée sportive ;
  - De comprendre quelqu'un qui parle de ses loisirs / des loisirs d'autrui (capacité et engouement);
- En expression écrite et orale:
  - De produire un bref message;
    - Pour informer de ses gouts et capacités en termes de loisirs;
    - Pour décrire en direct ses activités. (What's up 3: 173)

Our grammar sequence focuses on the present continuous tense and is fully integrated into the chapter, given that one of the objectives of our lesson is to write to describe one's activities in real time.

We also discussed the prerequisites with the teacher and established the following list:

- Vocabulary on routines;
- Vocabulary on hobbies;
- Grammar on the present continuous tense;
- Personal subject pronouns.

For the upper-level, it's a different story because, as mentioned above, the teacher works with their own sequences. However, they also work with folders that include a cover page with the lesson objectives and the final task the students must complete.

However, for teaching the passive voice to rhetoricians, the teacher sees this separately. The grammar lesson is not included in a sequence, and no specific thematic area is attached to it.

The teacher was about to start a new chapter before our sequence began: "*Dossier 4: Het middelbaar overleefd… Wat nu?",* the goal of which is to participate in a job interview. So, we tried to link the passive voice to the sequence, but it did not work, and we did not want it to be meaningless for the students.

That's why we decided to continue along the teacher's lines and look at the passive voice without tying it to any vocabulary point.

We are now going to present the plan with the different phases for each lesson in both levels.

1.3.3.1. Plan of the phases for each lesson in both levels

Lower-level	***Upper-level***
Lessons 1 & 2 • Pretest • Lesson opening: o Review o Goal explanation • Grammar presentation (P) o Modeling • Lesson closure o Review o Goal for next lessons	**Lesson 1** • Pretest
Lessons 3 & 4 • Lesson opening: o Review o Goal explanation • Grammar fixation (F) o Guided practice o Reciprocal teaching o Start of independent practice • Lesson closure o Review o Goal for next lessons	**Lessons 2 & 3** • Lesson opening: o Review o Goal explanation • Grammar presentation (P) o Modeling • Grammar fixation (F) o Guided practice o Reciprocal teaching • Lesson closure o Review o Goal for next lessons
Lessons 5 & 6 • Lesson opening: o Review o Goal explanation • Grammar fixation (F) o Guided practice o Independent practice • Grammar exploitation (E) o Formative written task • Lesson closure o Review o Goal for next lessons	**Lessons 4 & 5** • Lesson opening: o Review o Goal explanation • Grammar fixation (F) o Guided practice o Independent practice • Grammar exploitation (E) o Formative written task • Lesson closure o Review o Goal for next lessons
Lessons 7 & 8 • Lesson opening: o Review o Goal explanation • Grammar remediation/consolidation o Consolidation file • Posttest • Questionnaire	**Lessons 6 & 7** • Lesson opening: o Review o Goal explanation • Grammar remediation/consolidation o Consolidation file • Posttest • Questionnaire

Table 0: Plan of the different phases for each lesson in both levels

1.3.3.2. Pretests

To test students' prior knowledge of the grammar topic they were about to learn, we conducted a pretest.
This pretest is composed of several parts. We will now detail each part of the pretests by levels.

1.3.3.2.1. Pretest in the lower-level

For the experiment on the present continuous tense in the lower-level, the pretest consists of three parts.
For the first part, students are shown five pictures showing characters playing sports. Students must write a complete sentence in English to describe what the characters are doing. Students are normally able to write complete sentences in English and also have mastered the vocabulary related to the sports illustrated in the pictures: playing football, swimming, playing basketball, cycling, and playing tennis. The pictures show different types of characters: a group of boys, a girl, and a boy. This allows for the use of different personal subject pronouns and will therefore have an impact on the conjugation of the verb “to be” the auxiliary verb of the present continuous tense in English. It is also a way to determine whether students have mastered the conjugation of the auxiliary verb “to be” in the simple present tense, a prerequisite for the formation and use of the present continuous tense in English.
The objective of this first question is to determine whether students will use the present continuous tense or not. The scoring for this question is simple: if the student writes a complete sentence in the present continuous tense describing the correct sport, they receive one point. If the student writes a complete sentence in the present continuous tense but makes a small mistake, they receive half a point. The question is therefore worth 5 points in total, one point per sentence.
The second part asks students to translate 5 sentences from French to English. These sentences all use the construction *"être en train de..."* (being in the process of...). Here again, students will need to use different pronouns. This will allow us to test the conjugation of the auxiliary verb "to be". The vocabulary used in this exercise is also assumed to be familiar to the students because it relates to routines and hobbies. The scoring here is the same as for the first question, worth five points. According to Simons (2024), this type of exercise is the most difficult one because the student has to proceed a

lot of information such as the different elements composing the sentence in French and then the student has then to find the most accurate translation for each element. Simons (2024) states that it is an interesting and effective exercise if the students are used to it. (2024: 83) In order to be sure that this question would not be too challenging for the student, we asked the teacher her opinion about it. She said that she often make het students translate sentences into English and that the sentences we suggested were short and easy so there would be no problem.

Since one of the objectives of this sequence is to write to report on their current activities, the third part asks students to produce a short text to explain their current activity. This question takes the form of a written task since it includes a context and a task. The context is: *« On est samedi, tu es chez toi et tu t'occupes comme tu peux. Ton pote t'a envoyé un message sur Instagram pour te demander ce que tu es en train de faire et si tu veux aller au cinéma avec lui ce soir. Tu lui réponds.» and the task is: «Écris 4 lignes en anglais en expliquant ce que tu es en train de faire.»*

The only difficulty for students in completing this task would be having to write in the present continuous tense. The vocabulary to be used should not be a problem here, as students are expected to have mastered basic vocabulary for activities such as watching TV, playing video games, reading, etc., given that this vocabulary was taught in the previous unit.

The number of lines requested for this question is not significant, as the objective of the written task here is to determine whether students will use the present continuous tense to describe what they are doing or not. Students will be asked to produce a task of similar difficulty at the end of the sequence, once all the material has been covered. (see Appendix 3)

1.3.3.2.2. Pretest in the upper-level

For the upper-level, the passive voice pretest consists of five questions.

The first question is actually a rather limited written task. Students must describe an accident in Dutch that occurred in front of their school.

They have a context: *« Er was een ongeluk gisteren naast het Collège en je stuurt je vrienden een bericht op Instagram om de situatie te vertellen."* and a task: "*Schrijf een tekst van maximum 5 regels over dit ongeluk. Gebruik de foto om de gebeurtenissen te beschrijven."*

The purpose of this written task is to see whether students will naturally use the passive voice or not, since this is not mentioned in the instructions.

On the second and third pages, students have three exercises to complete. The first exercise consists of thirteen sentences in Dutch. These sentences are in the active voice, and the students must rewrite them in the passive voice: *« Zet de volgende zinnen in de passieve vorm. »* The sentences are in different tenses in the active voice: present, past perfect, imperfect, « plus-que-parfait », present conditional, past conditional, future. All the tenses that the teacher will talk about when teaching the passive voice are found in these sentences. This allows us to see if the students recognize the different tenses because this distinction will have an influence on the auxiliary, « *worden* » or « *zijn* », to use and conjugate correctly. Beyond seeing if the student knows how to recognize between the tenses, this allows us to see where the students' gaps lie in terms of tenses. By putting a tense for each sentence, we would be able to say that a particular student does not master a particular tense if we see that the student systematically makes mistakes when they have to use a specific tense. Here is an example of a sentence from exercise II. « *De kok maakte een taart.* » We chose this exercise because it was one type of exercise suggested by Simons (2024) in his class. It is a "transformation" exercise. (2024: 81) We also chose it because the teacher was going to practice that with the students during the independent practice so we thought it would be great to measure the progress.

The second exercise consists of five sentences in French that the students must translate: *« Vetaal deze zinnen in het Nederlands ».* These sentences are also written in different tenses and already imply a passive voice. Here is an example sentence taken from exercise III. *« Il faut ranger cette pièce avant midi. »* This question allows us to see if students have mastered Dutch sentence structure, if they can differentiate between a *"CDV determiné"* and a *"CDV indéterminé"*, etc. (Simons, 2024: 83)

The third exercise is a simple question that students must answer: *« Wat is de structuur van een passieve zin in het Nederlands ? Antwoord in het Frans. »* The purpose of this question is to determine whether students understand the structure of a passive voice sentence in Dutch.

The fourth page of the pretest consists of a single question. Students will encounter two sentences: *« a. Luc mange une pomme »* and *« b. Une pomme est mangée par Luc ».* Students must state the difference between these two sentences and explain in French. The purpose of this question is to assess students' knowledge of the passive voice in French, to see whether they are familiar with it in their native language or not.

The questions are therefore progressive, going from the most complex to the easiest, and they are entirely based on what the teacher will teach and practice in the sequence. Indeed, students will have to do the same type of exercises in the pretest (also in the posttest, see point), during the guided practice, the reciprocal teaching phase, and the independent practice.

The purpose of this pretest is to assess students' knowledge of the passive voice in Dutch and French, and to see if any potential difficulties can already be detected regarding the prerequisites (the tenses in Dutch). If the pretest is successful for most students, this means that they have already covered this subject with another teacher and that we could already offer them enrichment exercises. (see Appendix 5)

1.3.3.3. Pretest correction

For the reciprocal teaching phase, students will be divided into pairs. The pairs will be based on the results obtained on the pretest. The distribution of students into pairs will be heterogeneous. Therefore, the evaluation of the pretest is important in order to obtain results and data.

Whether for the pretest in the lower or upper-levels, they will not be returned to the students after marking, nor will they be marked in class after the students have reviewed the sheets. We had considered asking teachers to mark the sheets with the students after reviewing them, but this was not a good idea because the grammar topic was not being taught at that time anyway, and it included a written task; this would have made marking difficult. Furthermore, we did not want there to be a memory effect between the pretest and the posttest, given that the questions between the two tests are very similar and the sessions are very close together.

1.3.3.3.1. Lower-level pretest correction

The first part is worth five points. As a reminder, students had to write five complete sentences in English to describe what the characters in the pictures are doing. What we are trying to assess with this question is the construction of sentences in the present continuous tense. If the students wrote a correct sentence in the present continuous tense, they get one point. If the students made mistakes in the present continuous tense, they do not get the point. If the sentence was written in the present continuous tense and it is correct but the student misspelled a word, they still get the point because I'm only trying

to assess the grammar here and not the vocabulary. The second part is assessed in the same way.
The third and final part is assessed differently since it is a written task, so we use an assessment grid. We have developed this assessment grid. This will be detailed in section 1.3.3.10.

1.3.3.3.2. Upper-level pretest correction

The first question, involving written task, is assessed using the evaluation grid presented in section 1.3.3.10.
For the second question, each sentence is worth one point. If students answer in the passive voice but make a mistake, they still receive 0.5 points, but if they do not answer in the passive voice, they receive 0. What we were most interested in is whether they use the passive voice. At this stage, it is normal for them to make small mistakes.
The same goes for the third question: one point per sentence. It is therefore worth five points. The fourth question is worth one point, and the last one is also worth five points.

1.3.3.4. Grammar presentation (P)

Since we chose the PFE framework for our grammar sequences, we needed to have an authentic document for the presentation of grammar points. Even if we did not provide the presentation document for the grammar presentation, we would like to specify that these presentation documents are semi-authentic. Indeed, according to Simons (2024), it is better to use (semi-) authentic documents to introduce a new vocabulary or grammar subject. Simons (2024) adds that teachers should use induction to do so and make sure that students are engaged in the discovery of this new subject. Both lower and upper-level teacher would use induction and we did not wish to change that because it fits best with their practice. We also would like to add that students were, in both levels, implicated on the learning of the new grammatical point as the teacher would make them discover the differences between two or three forms. (2024: 74)

1.3.3.4.1. Grammar presentation in the lower-level

As explained in section 1.2.2., the lower-level English students in the third year (LM2) use the "What's up 3" textbook and had just started Unit 5 of this textbook before we began our program. They had completed a reading comprehension exercise as an introduction to the Unit "The Amazing Benefits of Sport!" in which the students were able to discover four benefits of playing a sport. This reading comprehension served as an introduction to the thematic of sports. Next, the teacher asked them who plays a sport and also asked them what sports they did in order to relate the chapter to their personal experiences.

Once this was done, the students completed a listening comprehension exercise on "School Olympic Games," in which they had to be able to say what type of audio they were listening to and note down the sports they had heard about in the excerpt.

The textbook already offered a grammar induction on the present continuous tense, so we decided to keep it that way. This induction is done from the script of the "School Olympic game" audition. (see Appendix 1 and 7)

1.3.3.4.2. Grammar presentation in the upper-level

The teacher often has the students read articles and then organizes a short discussion in Dutch about the content of the article, asking for the students' opinions. We decided to use an article that the students had read and discussed in class. The article talks about a robbery committed by a woman in a store in Antwerp: *« Winkeldievegge laat bij kinderen van 2 en 12 jaar achter in winkel op Antwerpse Meir"*. The teacher had the students read the article and wrote the vocabulary words they requested on the board. He asked the students to answer the two comprehension questions in Dutch: *« Wat deed de vrouw nadat ze betrapt werd »* and « *Wat gebeurde er met de kinderen? Hoe heeft de politie gereageerd? »*. The teacher then corrected the students' answers to the questions and asked them what they thought of the article and whether they would have also abandoned their children to run off with the money.

The teacher then plans to use induction to introduce the passive voice. He underlined two sentences in the article and will ask the students to comment on what they notice in both sentences. (see Appendix 2 and 8)

1.3.3.5. Modeling and Guided Practice (F)

These two phases will be presented during the details of the lessons in section 1.3.4 and 1.3.5.

1.3.3.6. Reciprocal teaching (F)

Students are placed in pairs based on the results of the pretest, whether for the sequence on the present continuous tense or the passive voice. The pairs are formed heterogeneously, meaning there is always one "strong" student and one slightly "weaker" student. We wanted there to be an exchange between the students and we did not want to divide them into “a really strong student with a really weak student” groups because there was a risk that the strong student would do the entire exercise and therefore the exchange would not take place. We had considered grouping students by affinity, but this might not have been beneficial for them either, as we risked that students placed with friends would not complete the required work.

However, we believe that the "affinity" aspect is important, and we wanted to avoid placing students who had problems with each other together to prevent the work from being biased by a negative relationship or atmosphere. We do not know the students, and it was difficult for us to ensure we avoided this type of problem. That is why, once we had formed our pairs after correcting the pretests and tallying the results, we submitted the pairs to the teachers for validation so they could tell us if they thought it was a good fit. In the lower-level, there were no problems, but in the upper-level, the teacher swapped two students to ensure everything went smoothly.

Once placed in pairs, the students can work on a task assigned by the teacher. The teacher first gives the instructions, clearly detailing what they expect from the students. This task is the same for both grammar sequences: correct the errors in the sentences and justify the correction to their partner. This type of exercise was also suggested by Simons (2024) as a grammar fixation exercise. (2024: 83) This will be explained in more detail for each sequence in points 1.3.4. and 1.3.5. (see Appendices 9 and 10)

1.3.3.7. Grammar fixation (F)

It is at this stage of the PFE framework that independent practice comes into play. Students therefore complete grammar exercises ranging from closed to more open. While the students are completing the exercises, the teacher is expected to move around the classroom and address any students who are still having trouble.

For the sequence on the present continuous tense, students have four exercises to complete. The first two exercises require students to put verbs into the affirmative voice (Exercise 1) and the negative voice (Exercise 2) of the present continuous tense. Exercise 3 requires students to form questions and answer them with a short answer. For the last exercise, students must conjugate the verbs in sentences by choosing between the simple present and the present continuous tense. (see Appendix 11)

For the sequence on the passive voice, students also have four exercises to complete. For the first exercise, there are 10 active sentences with a passive sentence underneath. Students must justify whether the passive sentence is correct in relation to the active sentence and why. The reciprocal teaching exercise prepared the students for this task. Students must not only be familiar with the theory but also mentally go through all the steps to determine whether the sentence is correct or not and also justify their choice. In the second exercise, they also have 10 active sentences, each with two, three, or four passive sentence clauses, and they must choose the correct one. The students will be able to analyze each clause to determine whether it is correct or not, thus constantly repeating the steps in their heads.
In the third exercise, the students again have 10 active sentences that they must transform into passive sentences. This exercise was practiced previously during the guided practice. And for the final exercise, the students must translate 10 sentences into Dutch using the passive voice. (see Appendix 12)

1.3.3.8. Exploitation (E)

The exploitation here consists of a formative written task, both for the sequence on the present continuous and the passive voice. This task serves as an intermediate assessment and is therefore assessed using the assessment grid described in point 1.3.3.10. We also

wrote feedback to the students so that they are well guided as to the exercises they need to do during the remediation/consolidation phase described in point 1.3.3.9.

1.3.3.8.1. Exploitation in the lower-level

For the present continuous, here is the context and the task:

Situation:
Aujourd'hui, c'est une journée de sport à l'école. Les élèves sont en train de pratiquer différents sports. Tu dois écrire un petit post Instagram sur le compte du Collège pour décrire ce que font les élèves en ce moment.
Tâche:
Écris 40 mots en anglais pour décrire ce que les élèves sont en train de faire.

This writing task helps us see if students are using the present continuous tense and if they are using it correctly, it is an intermediate test. (see Appendix 13)
This task draws on the knowledge taught and practiced earlier in the sequence. Since these are third-year language 2, the instructions are written in French, and the communication context, text genre, and length are specified. (Simons, 2024: 4)

1.3.3.8.2. Exploitation in the upper-level

For the passive voice, students had this context and this task:

Situatie:
Er is een diefstal op het Collège gepleegd. Meerdere objecten zijn 's nachts verdwenen. De politie is gekomen om getuigen te ondervragen en een onderzoek te starten.
Taak:
Schrijf een kort artikel van 7 regels voor de schoolkrant "Immersie" om uit te leggen wat er gebeurd is. Je artikel moet een titel hebben.
Richtlijnen:
- Beschrijf wat er gestolen is
- Zeg waar en wanneer het gebeurd is
- Leg uit hoe de objecten gestolen zijn
- Je mag een reactie toevoegen (van leerlingen, de directrice, enz.)

This task will help us see if the students use the passive voice more than in the pretest and if they use it correctly. It is an intermediate test (see Appendix 14) The knowledge mobilized in this task was taught and practiced beforehand. The task is contextualized, the textual genre is indicated but unlike the written task for the lower-level, the instructions are written in Dutch. (Simons, 2024: p4) We did this for several reasons: the

fact that the students are in the sixth-year language 1 and that the teacher always proceeds in this way for assessments. We therefore wanted to respect his practice.

1.3.3.9. Remediation / Consolidation

The student's written task is corrected, they receive written feedback that identifies their weaknesses and guides them in what they need to work on.
This will help the student navigate the consolidation file, which follows immediately after the formative assessment.
The consolidation file is a folder containing several exercises covering different aspects of the subject matter, as well as the prerequisites for that subject. The first page of this file is a tracking table that will guide students through the file and tell them exactly which exercise they need to complete.
Students will know which areas to focus on since they will have received feedback on what they need to work on. Students are asked questions and must check "yes" or "no". Depending on this answer, the student is given two suggestions and must act accordingly.

1.3.3.9.1. Consolidation file in the lower-level

The present continuous consolidation file consists of 10 pages and offers a variety of exercises. (see Appendix 17) There are 12 exercises and the progression of these is respected as they progress from the simplest to the most complex one. They make use of everything that has been worked on in class and everything that will be useful to the students. The exercises allow the students to practice both prerequisites, the present continuous if the students still had gaps following the formative written task, and additional exercises for students who no longer need to practice the prerequisites for the present continuous. For example, there are exercises on the conjugation of the verb “to be” in the negative and positive form in the simple past since the students need it for the present continuous, an exercise where students have to put the words in the correct order to make a question. That allows them to work on the verb “to be” in the interrogative form and the structure of an interrogative sentence. Then, the students can practice on adding -ing to the verbs paying attention to the spelling rules. They also have exercises where they have to conjugate verbs in the positive, negative and interrogative form of the present continuous. There is an exercise where students have to write a sentence in the present continuous based on what they see on the image. Some exercises allow students

being free because they can choose to conjugate verbs and make a sentence in the form they want to.

As students have experienced some challenges with the fourth exercise during the independent practice, they have an exercise where they have to choose between “to do” and “to be” and another where they have to choose between the simple present and the present continuous to conjugate the verbs. The last exercise is an enrichment exercise where students have to write sentences about what they see at that moment. There are 12 exercises, but the students are not required to do them all since they must answer the questions in the progression table and, based on this, they do the exercises they need.

The teacher does not have to correct the files with the students because there are files with keys in the classroom and the students just have to check them after each exercise.

The teacher is going to circulate in the classroom during this phase to check everything is going well and if the students need them to re-teach something.

1.3.3.9.2. Consolidation file in the upper-level

The passive voice consolidation file consists of a cover page with progress charts, a section on the passive voice, and a section on prerequisites. On the cover page, students will have to answer questions and their answers will be guided by their formative written task and the feedback they received. For the passive voice consolidation section, students have 11 exercises. This is the same organization as for the present continuous consolidation file. Students do not need to complete all the exercises; they do them based on their answers to the questions on the first page. The student will be able to practice some more with these 11 questions. The students will have to choose between “worden” or “zijn” and then conjugate them correctly on basis of the tense in the active sentence. Then they will have to put the elements of a sentence in the right order. There are two exercises in which the students will have to write sentences based on the elements and the tense given, whether it is simple or compound. Then they have sentences in the active voice they have to put in the passive voice and an exercise where they have to translate sentences in French into English. They also have the possibility to practice with exercises on the “*CDV indéterminé*” and the structure that is related to it. There is an exercise about sentences with mistakes which students have to correct. They also have an exercise to train writing texts using the passive voice. In these exercises, students have to write newspaper titles or even explain what has happened during an accident or a crime. This

exercise had to be corrected by the teacher himself so the students could get immediate feedback.

There is also a prerequisites section containing 9 exercises on tenses that students can repeat if they need to. In these exercises, each tense can be practiced through one exercise where the students have to complete the sentence by conjugating the verb correctly.
There is also an enrichment section for students with no gaps where the students can transform three texts from the active voice to the passive voice.
Again, the teacher is not going to correct the exercises with the students. They have files with keys in the classroom they can consult every time they finish an exercise. (See Appendix 18)
The teacher is going to circulate in the classroom during this phase to check everything is going well and if the students need them to re-teach something.

1.3.3.10. Assessment grids

We wanted to measure student progress, and we needed to use a criteria-based assessment grid. Such a grid allows us to measure this progress more objectively and transparently. It also allows us to better assess student mastery. (Simons 2024: 18)
Since our program only focuses on one grammatical point, we needed a grid that emphasized this grammatical point. We did not find a grid that met our expectations, so we decided to create two: one for the present continuous tense and one for the passive voice. We do not claim that the grids are perfect, but we can state that they were constructed based on very specific and essential criteria:
- The production corresponds to the task.
- Form of the text.
- Quality of the language. (Simons 2024: 18)

For the assessment of written tasks in the present continuous tense, the points on the grid are distributed as follows:
- Basic grammar → 5 points
- Grammar in the present continuous tense (usage, sentence structure, conjugation, spelling rules, variety of structures) → 15 points
- Vocabulary → 3 points

- Coherence with instructions → 2 points

The grid is to be found in the appendices for more details, see appendix 15.

There are assessments ranging from TB (very good) to TI (very poor) and an equivalent score for each item.

Little importance is given here to vocabulary because it is not what we intended to test in our program, given that it focuses only on grammar. However, we have kept the same lexical field for all tasks so that students are not too lost.

For the passive voice, the assessment and scoring of items follows the same principle:

- Basic grammar → 5 points
- Grammar of the passive voice (usage, sentence structure, auxiliary verb, preposition, conjugation, past participle, variety of structures) → 18 points
- Vocabulary → 5 points
- Compliance with instructions → 3 points

The grid is to be found the appendices for more details, see appendix 16.

What we mainly wanted to analyze was the frequency of use of the present continuous and passive voice and whether there was any change from test to test. We also obviously assessed the accuracy of their use, since this is what had been taught.

1.3.3.11. Posttests

After the consolidation/remediation phase, we needed to verify that the students had made progress. To measure this, we administered a posttest.

The posttests, for both the present continuous and the passive voice, were similar to the pretests. Students were asked the same questions but using different sentences.

1.3.3.11.1. Lower-level posttest

The posttest on the present continuous tense has three parts, just like the pretest. The first part is exactly the same as the pretest with the pictures, where students must write what the people in the pictures are doing. See pretest section 1.3.3.2.1.

The second part is also the same as the pretest, except that here, students must translate other sentences (similar in difficulty to those in the pretest).

The third task is a written task, as in the pretest:

Situation : *Tu es sorti avec tes amis il y a quelques heures déjà et ta maman s'inquiète. Elle t'envoie un message pour te demande ce que vous êtes en train de faire. Tu lui réponds.*
Tâche : *Écris 7 lignes en anglais en expliquant ce que vous êtes en train de faire.*

The writing task was given to the students first, and the other two tasks were given after the writing task was completed. The test administration remained the same as for the pretest. The scoring of the posttest did not differ from the pretest because we wanted to be able to compare the results. (see appendix 19)

1.3.3.11.2. Upper-level posttest

The passive voice posttest is also similar to the pretest except that the students have different sentences. The first task is the written task, which has a new context and a new task:

Situatie:
Gisterenavond werd het jaarlijkse toneelstuk van de réthos opgevoerd in de grote zaal van het Collège. Terwijl alle leerlingen en leerkrachten naar de voorstelling keken, werd er ingebroken in de klaslokalen. Veel waardevolle objecten zijn verdwenen. Een onderzoek is door de politie gestart.
Taak:
Schrijf een kort artikel van 7 regels voor de schoolkrant "Immersie" om uit te leggen wat er gebeurd is.
Richtlijnen voor je artikel:
- Titel
- Vertel wat er gestolen is
- Leg uit wanneer en waar het gebeurd is
- Beschrijf hoe de dief of dieven zijn binnengekomen
- Voeg een reactie toe van een leerling, leerkracht of de directrice

The task is contextualized and makes sense to the students because they had just had their performances of "Théâtre Éphémère". For the second question, the students must make the active sentences passive. Just as in the pretest, there are thirteen sentences. The students must translate the sentences into Dutch for question three. The last two questions are exactly the same as in the pretest. The students must provide the structure of a sentence in the passive voice by answering in French. And for the last question, they must give the difference between sentences "a" and "b." The order of administration was also the same as for the pretest. (see appendix 20)

1.3.4. Conduct of the experiment in the lower-level

1.3.4.1. Lessons 1 and 2

The first class was on April 1, 2025. The class did not start at the beginning of the 5th period because there was a briefing in the auditorium about a trip, which spilled over into the 5th period.

After the bell rang, the students arrived in class and stood quietly behind their chairs. Once there was silence, the teacher greeted them again, asked them how they were doing, and if the briefing had gone well. She asked that in English. She then allowed the students to sit down. Once the students were seated, the teacher gave the students their tests on the irregular verbs. The test lasted ten minutes, and after resuming the tests, the teacher stood in the center of the class.

She clapped her hands while pausing briefly to give the students time to focus on what she was about to say. She told them in French that they would be given an assignment and that they would have to complete it silently and alone. She does not tell them it is a pretest so as not to them nervous or distract them. The teacher distributes the pretest, but she does not give them both pages at once; she gives them the writing task first. We had agreed with the teacher that she would distribute them separately so that the students could complete the writing task without being influenced by the other questions. We had prepared the stacks of papers beforehand so that the teacher would not waste time in class and only had to distribute them.

The teacher still reads the situation and the writing task with the students so that they are immediately engaged in the task. The students were afraid that the written task was part of a module they were not aware of, and the teacher reassured them, telling them that it did not count toward their average and that from then on, they could not ask questions and should not panic. She told them they had 10 minutes for the first task. The students ultimately took more time, and the teacher resumed and distributed the rest of the tasks.

It was already time for the break, so she resumed the pretests once they had finished and gave them a five-minute break.

Once the break was over, she stood in front of the class, in the middle, and clapped her hands again to get their attention. Clapping is a gesture the teacher uses a lot to get the students to focus on her, and from what we can see, it works quite well. (Bocquillon et al. 2024: 146)

She told them in French: *« Guys, nous allons maintenant commencer le cours avec quelque chose de nouveau. »* She therefore captured their attention before going further in her explanations. (Gauthier and Bissonnette, 2024: 226; Bocquillon et al., 2024: 146; Archer and Hughes, 2011) She asked them in the target language what they had done in the previous lesson and the students replied that they had listened to an audio about the Olympic Games at school. She told them that this was indeed it and then she asked them if they remembered which sports were mentioned. The students responded by citing sports in English. She also asked the students the conjugation of the verb "to be" and made sure that all the students mastered it. It was important here that the teacher activated the students' prior knowledge and skills. (Gauthier and Bissonnette, 2024: 226; Bocquillon et al., 2024: 146; Archer and Hughes, 2011)

The students then had to take the audio script they had listened to in the previous lesson. They were first asked to underline the verb forms similar to those already highlighted. Once this was done, the students had to explain how these verb forms were constructed. The teacher questioned as many students as she could about the verbs they had highlighted and wrote them on the whiteboard. She then asked the students she had not yet had the opportunity to hear what they thought about these verb forms and what they noticed. The students quickly responded that they always saw the verb “to be” directly with a verb with a "word" ending in -ing. The teacher then asked them what this word was. Asking this, she returned to the board to show the students the verbs she had written earlier. To guide the students, she underlined the verbs "playing," "swimming," and pronounced them at the same time so that the students realized that they were simply the verbs "to play" and "to swim."

The teacher then presented the goal of the lesson to the students: *« Nous allons apprendre aujourd’hui le présent continu. On a besoin de ce temps pour pouvoir dire ce que l’on est en train de faire. C’est important parce que, si vous voulez parler de ce que vous faites maintenant, comme « I am eating » ou « She is watching TV », vous devez savoir faire des phrases à ce temps. Donc le planning c’est qu’on va commencer par voir comment il se forme ensuite on s’entraînera avec quelques phrases simples. À la fin de cette leçon, vous serez capables de faire des phrases au présent continu.»* The teacher then explained to the students what was expected of them at the end of the lesson and justified the objective. She also presented them the plan of everything they were about to learn. This will enable them to find meaning in the learning and to fully engage in it. (Gauthier and Bissonnette, 2024: 226; Bocquillon et al., 2024: 146; Archer and Hughes, 2011)

The teacher then moved directly to modeling with the students. Since she had already written all the forms from the script during the induction, she simply returned to the board and showed the students how to conjugate a verb in the present continuous tense. She initially focused only on the formation with the auxiliary verb to be and the verb ending in -ing. She carefully analyzed the verb forms and underlined the different elements. She proceeded step by step so as not to overload the students with information, and by doing this, she demonstrated that she was mindful of their working memory limitations. So, she showed them two verb forms, and then for the other verb forms, she asked the students to go through the process aloud with her: *"Ici nous avons "is" car c'est à la troisème personne et là nous avons notre verbe avec -ing."* She did this for all the verb forms with the students step by step. (Gauthier and Bissonnette, 2024: 227)

She then moved on to guided practice with the students and gave them verbs orally, such as "to work," and she pointed to herself and said, "I am working." Then she pointed to a student and asked everyone to conjugate "to work," and the students responded, "She is working." The teacher does this with many other verbs and by varying the subjects (either by pointing at the students or by giving them a subject herself, such as "my parents," etc.).

After ensuring that the majority of the students had mastered the basic conjugation of the affirmative form, she went back to modeling for the negative form. She repeated the same steps as for the affirmative voice and then moved on to guided practice for the negative form. Once the students had mastered this, she repeated the modeling and guided practice steps for the interrogative form.

Once the basic conjugation was mastered, she moved on to the spelling rules. She went back to the board with what was already written and what contained modifications due to the spelling rules. She repeated the same steps as for modeling with the basic conjugation and then moved on to guided practice.

Once the students seemed to have mastered the rules, she wrote five sentences on the board and asked them to analyze them. Three of these sentences contained errors, either in the conjugation of the verb "to be" or in the spelling rules. The students then began correcting them, and the teacher wrote the correct answers on the board.

Before the class ended, she asked the students what they had learned today, and they gave an oral summary of what had been discussed previously. (Bocquillon et al., 2024: 162)

This lesson was primarily oral and in French, as grammar is taught in French.

1.3.4.2. Lessons 3 and 4

This class took place on April 4, 2025. The students worked in pairs for the reciprocal teaching phase in the second hour of class. Before the start of the class, we communicated the groups formed from the pretest to the teacher. Since these are two-hour blocks of classes at the school, the teacher asked us if she could seat the students in pairs from the beginning of the class so as not to waste time making the change later. She was worried that the students would become distracted. We had no problem with this.

When it was time to return to class, the teacher let the students go and sit where they wanted and allowed them to calm down to obtain silence. As at the beginning of every class, the students at school must stand quietly in front of their chairs and wait for the teacher to tell them to sit down. The teacher took advantage of this opportunity. She greeted them and asked how they were doing, again, she asked that in English, then explained that they would be doing an activity later in the class, and that for this, she would have to change their seating arrangements. She clarified that the seating arrangements would not be changed for every class and that she had already formed the pairs. She also explained that she would be calling out the pairs and that they should sit down directly at a bench in pairs. The teacher then began to call out the names, and the students sat down in pairs.

Once the students were seated, the teacher said, "Okay, let's do a review! What did you learn last time?" The students responded, and the teacher gave them feedback. (Bocquillon et al., 2024: 146) Then she divided the class into three and asked one student per group to come to the board. The student at the board had to write a sentence in the present continuous tense and then write the theory related to the sentence they had written. The teacher divided the class into three groups for the three voices (affirmative, negative, and interrogative). The students who were not at the board would help and guide the student who was. The teacher therefore implemented a form of group tutoring. Essentially, the students had to justify, using theory, that their sentence was correct. This allowed the teacher to check whether the students knew the procedures for conjugating in the present continuous tense and whether they were able to do so.
Since the students had not written sentences containing spelling rules to follow, she asked them to remind her of the rules and give her an example. The reminder step was important

for the teacher here, as she was able to quickly review the knowledge taught and ensure that the students were not experiencing any difficulties. (Gauthier and Bissonnette, 2024: 225; Bocquillon et al. 2024: 156)

The teacher then moves on to the reciprocal teaching phase. She tells the students that they will now work in pairs. She explains precisely what she expects of them for this phase. She uses a group as an example and says: *«Charli corrigera la première phrase et expliquera pourquoi la phrase n'est pas correcte. Pendant que Charli corrige la phrase et justifie sa réponse, Illian va l'écouter pour vérifier que ce qu'il dit est correcte. Si Charli se trompe, Illian l'aide et inversément. Quand Charli fini, Illian prend la seconde phrase et la corrige en expliquant ce qui n'allait pas.»*
By explicitly explaining what she expects from the students, the teacher allows them to focus more on the task than on how it should be carried out. (Bocquillon et al., 2024: 155-156)

The teacher still models the task because she herself writes a sentence on the board containing an error and shows the students, speaking aloud, how to correct and justify it.

The sentences the students have to correct contain various errors, including conjugation errors for the verb "to be," omissions to add the "-ing," and omissions to spelling rules. In short, the errors encompass a large part of the theory taught to the students.

While the students work in pairs, the teacher walks around the class and provides some feedback. She also takes the opportunity to stop for a few seconds with students who are having difficulty modeling with them, but she does not stay with them for long as she makes sure to circulate everywhere.
Once the students have finished, the teacher proceeds to correct the exercise. She asks each pair to correct a sentence and justify their correction. After the correction, the teacher gives the students a five-minute break.

After the break, it was time to move on to the independent practice phase. The students then take out their books to complete the exercises.

For the first exercise, the students must complete nine sentences by conjugating the verb in the present continuous tense according to the subject of the sentence. The exercise instructions specify that the sentences are in the affirmative form.
The teacher reads the instructions with the students and also reads the example sentence. She asks the students to justify why the sentence is correct. Once the students answer correctly, she lets them work on their own.

While the students were working on the exercise, the teacher moved around the class to keep them engaged. She occasionally offered brief support to students who needed it. (Bocquillon et al., 2024: 159)

Once the students had completed the exercise, the teacher corrected the students. The answers were correct, and the teacher asked the students to do the second exercise, which was similar to the first, but this time in the negative form. The teacher corrected the students once they had finished.
The class ended, and the teacher told the students they had homework for the next class: They had to form five sentences in the present continuous tense, with at least one in the affirmative, negative, and interrogative forms. The teacher did this to ensure that what they had learned stuck in their minds. Since both the guided and independent practice were successful, the homework would only prolong the automation. (Gauthier & Bissonnette, 2024: 225 & 230)

1.3.4.3. Lessons 5 and 6

The lesson took place on April 8, 2025. The teacher begins the lesson by announcing the lesson plan to the students. She then moves on to reviewing the homework she assigned in the previous lesson. The teacher divides the students into groups of four so they can correct each other and justify why their sentences are correct. The teacher goes around the class to check the sentences and provide feedback to the students. She did this because correcting all the students' sentences live in class would have taken too much time, and if she simply went back to her own homework to correct them, the students would not have received any feedback. The positive aspect is that it allowed the students to tutor in groups and receive feedback, both from other students and from the teacher. Overall, the students wrote correct sentences and were able to justify their accuracy.

Afterwards, the students returned to their textbooks to continue the exercises independently. Students must form questions with the given elements and also write a short answer. It should be noted that the short answers were not reactivated with the students, and we were concerned that this would be difficult for the students. The teacher still allowed the students to immerse themselves in the task and circulated among the students. She had to help a few students with the short answers, but not enough to have to re-teach the subject to the entire class, since the other students had no difficulty. Once the exercise was completed, the teacher corrected the answers, and the students received correct answers.

They then moved on to the next exercise, which required them to complete the sentences by conjugating the verb in the correct tense, either the simple present or the present continuous. Since the teacher did not compare the two tenses with the students at the beginning of the present continuous learning process, she decided to do so quickly before introducing the students to the exercise. She asked them when the simple present tense was used by writing an example sentence on the board: "I go to school every day." The students replied that it was used to talk about a habit. Another student mentioned a schedule, and the teacher asked if the student had an example in mind. The student replied, "The train leaves at 7 a.m." The teacher wrote the student's sentence on the board.
Pointing to the two sentences written on the board, she asked the students what they could say about forming the simple present tense. The students replied that they should use the stem for all persons and add -s to "he/she/it." The teacher asked if they always add -s to the third tense without doing anything else, and the students replied that there are spelling rules to follow. The teacher congratulated them and then asked them to complete the part of the table with the present continuous tense. The students did this silently, and then the students were corrected.
The teacher goes over the first sentence with the students, asking them to pay close attention to all the elements of the sentence, such as "Hurry up," for example.
The students had to complete this sentence: "Hurry up! Everybody ……. for you! (to wait)."
The teacher asks the students what "to wait" means. The students answer with the French translation. Then she asks them what "Hurry up!" means, and the students also answer with the translation. The teacher then asks them what the sentence could mean in French, and the students also answer. Based on the students' answers, she asks them if they think

they should use the simple present or the present continuous. They answer with the continuous, and she asks them why. The students answer that everyone is waiting now because "Hurry up!" is something that is happening now. It cannot be a habit.
The teacher congratulates them and then asks them to complete the sentence. The students answer with "is waiting."
The teacher then tells them that this is the process they need to follow to know which tenses to use. The students begin to do the exercise on their own. The teacher walks through the classroom but is repeatedly challenged by the students. She does not re-teach anything, however, because they mainly had vocabulary questions.
The exercise is long, so the teacher does not wait for the students to finish the entire exercise before correcting it. She asks them if they have finished at least up to sentence g, and the students respond yes. The teacher then begins correcting the sentences and questions the students. Each time, she asks them to justify their answers. The students performed quite well, although they made more errors than in previous exercises. Since the teacher guided them during the correction, she concluded that it could stop there because the primary objective is for the students to master the present continuous tense. She will therefore address the difference between the two tenses a little later in the textbook unit.

The teacher asks the students to put away their textbooks and concentrate. She explains to them that they will now do a formative written task. The students began to complain because they felt they had not had time to study, and they did not think it was fair that the teacher had not warned them, but they quickly reassured themselves when the teacher explained that it was formative and that it would go well.

The teacher distributed the formative written task and asked them to write their first and last names. She went over the situation and the task with them, then explained that they would be doing this independently and that they could not ask questions. They had the rest of the hour to do this, which was 15 minutes.
Some students had not finished when the bell rang and therefore stayed longer to finish.

1.3.4.4. Lessons 7 et 8

The lesson took place on April 11, 2025. The teacher welcomed the students and explained the day's class schedule. She explained that she would be returning their written work, and that they would review their writing to see what needed further work.

We had corrected the students' written task. We simply highlighted their mistakes and provided feedback below their texts, guiding them on what they needed to work on to improve or pay attention to. We also assigned grades for their written tasks using our assessment grid, but we did not want to share these grades with the students because it was still formative anyway, and we only needed the points for our analysis of the students' progress.

The teacher then distributed the worksheets to the students and gave them time to read the comments. She circulated among the students to answer their questions. She then asked them collectively if they had any questions about their written task.

Then she took the consolidation file and presented it to the class, explaining how it worked: *« Vous avez sur la première page un tableau avec différentes questions auxquelles vous devez répondre par oui ou par non. En fonction de la réponse que vous donnez, vous allez accéder, soit à d'autres questions, soit à des tâches dans le dossier lui-même. Vous allez donc travailler tout seuls dans le dossier. Vous devez également vous évaluer, c'est-à-dire que vous allez devoir vous attribuer des points. Pour ce faire, vous allez, à chaque fois que vous avez terminé un exercice, vous lever et aller près d'un correctif dans la classe et vous corrigez votre exercice. »*

She distributed the folders to the students, and they immediately got to work. We observed them rereading their written task feedback and looking at the tracking table at the same time. The students stood up and corrected their exercises on their own. Some even came to see us to show us their progress on the folder. The teacher, for her part, circulated among the classrooms to check that everything was going well and that the students did not need help. She did, however, approach two students who asked for her help, and she re-explained the spelling rules to them.

The students practiced for nearly 40 minutes. The teacher gave them a short five-minute break.

At the end of the break, the teacher got the students' attention. Once silence was achieved, she told them that they would be completing another task during this lesson. She distributed the posttest. She first gave them the written task, and once they had completed

it, she distributed the rest of the posttest. The posttest was administered in exactly the same way as the pretest.
Once the posttest was completed, the teacher distributed the questionnaire we had planned for the students to complete.
The lesson was coming to an end, and some students came to thank us for the consolidation file, as they had apparently enjoyed working on their own. We were eager to see the students' responses to the questionnaire and their results.
Once the students had left, we thanked the teacher for welcoming us into her class and told her we would come back to her with a questionnaire.

1.3.5. Conduct of the experiment in the upper-level

1.3.5.1. Lesson 1

The first lesson took place on April 10, 2015. To administer the pretest, we arrived in class during the second hour of the two-hour block. The teacher had to finish his previous chapter before moving on to the passive voice. He had ended the previous lesson by reading an article about a robbery committed in Antwerp by a woman who had chosen to flee with the loot rather than her children. The teacher had also had a discussion with the students afterward.
So, we arrived at the second hour of class, and the teacher distributed the pretests. He first distributed the written task, without giving the rest of the pretest so that the students would not be influenced by the following questions. He told the students that he would not answer any questions and that they should not stress out, just answer the questions because this test would not count toward a module.
The students began writing, and once finished, the teacher collected the written tasks and distributed the second and third sheets, which contained exercises where the students had to convert the active sentences into the passive voice, one where they had to translate Dutch sentences, and one where they had to write the structure of a sentence in the passive voice in French. The students did not seem thrilled with these exercise pages, but they did them anyway. They tried to ask questions, but the teacher did not answer them.
Once this was finished, the teacher went to collect the sheets of paper and distributed the fourth page, the one with the question where the students had to look at the two sentences in French and explain in French the difference between the two.

Once the students had answered this last question, it was time to end the lesson. The teacher then summarized what had happened during the two hours of class and announced the schedule for the next lesson. So, he closed the lesson like this and said goodbye to the students. (Bocquillon et al., 2024: 162)

1.3.5.2. Lessons 2 and 3

This took place on April 15, 2025. The teacher begins the lesson by capturing the students' attention. He asks them what the day's program was to see who remembers what he said in the previous lesson. The students respond and the teacher is satisfied and then asks them if they remember the article they read. (Gauthier and Bissonnette, 2024: 226; Bocquillon et al., 2024: 146; Archer and Hughes, 2011) The students respond that they do, and the teacher asks them to review the article in front of them. He asks them what they notice, and the students respond that they see two underlined sentences. *« Een vrouw heeft gistenrenavond haar twee kinderen van 2 en 12 jaar oud achtergelaten. »* and *« De kinderen werden door de politie naar de vader gebracht."* The teacher tells them that they must look at these two sentences and say what they think. The students talk about the structure, saying that in the second sentence, there is a *-door*. The teacher asks the students to try to translate the sentences into French. The students do so and realize that the second sentence is in the passive voice because they remembered the pretest. The teacher then asks them what the difference is between the structure of the active sentence and the passive sentence. The students answer that there is the "*werden*" and the "*door*". The teacher congratulates them and tells them that this is what they will be talking about in this class. He tells them that the Dutch word for the passive voice is "lijdend." He then says to them: *« Vous connaissez vos TP, lijdend, ça veut dire quoi ? ».* The students answer that it means to suffer, to undergo. The teacher tells them "*c'est exactement cela, le sujet subit ce qui se passe, il ne decide de rien".*

The teacher then rewrites the passive sentence of the article on the board and tells them that they are going to make this sentence active. He begins by asking the students who they think is doing the action in the sentence. They answer that it's the police. The teacher agrees and asks them where the subject is placed in the basic Dutch sentence. The students answer at the beginning, and the teacher then writes: « *De politie* » on the board just below the sentence in the active voice. He then asks them what the police did. The

students answer "*bracht*", then the teacher asks "*Qui?*" and the students answer "*de kinderen*" and the teacher finishes by asking "*Où?*" and they answer "*naar de vader*". The teacher then makes crosses on the board showing the change in the position of elements like "*de kinderen*" and "*de politie*" and circles "*door*". He underlines, in the same color, the verb in the active sentence and the past participle in the passive sentence to make the change of position clearer. He took a different color to circle "*werden*" in the passive sentence and asked the students if they knew the infinitive of this verb. The students answer "*worden*". The teacher then tells them that the auxiliary verb *worden* comes second in the passive sentence. (Bocquillon et al., 2024: 150)

He then writes the sentence "*De leraar is door de leerlingen geholpen*" and asks them to change the sentence to the active voice. The teacher asks the same questions as those detailed above, and the students respond. He then explains to the students that "*zijn*" is a second auxiliary verb of the passive voice. He tells them that "*worden*" is used for simple tenses and "*zijn*" for compound tenses. The teacher then asks them for examples of simple and compound tenses, and the students respond. (Bocquillon et al., 2024: 154)

The teacher then proceeds to model by telling the students that the steps for transforming an active sentence into the passive voice are to first ask themselves whether it is a simple or compound tense. If it is a simple tense, we use "*worden*" and if it is a compound tense, we use "*zijn*" and we create the cross structure. (Bocquillon et al., 2024: 150)

He writes an active sentence on the board: *"De architect heeft mijn huis gebouwd."* and tells the students that they are going to change this sentence to the passive voice. He asks the students the questions, "*Où devons nous commencer? Quelle question devons nous nous poser en premier lieu?*" The students change the sentence to the passive voice. (Bocquillon et al., 2024: 154)

Then the teacher writes the sentence, "*Mijn kamer zal door mijn broer worden opgeruimd.*" He asks the students what they notice, and they reply that there is a modal auxiliary verb. The teacher then asks what the active sentence was, and the students answer. The teacher then explains that the modal auxiliary verb comes second, and that the passive auxiliary verb "*worden*" comes at the end of the sentence with the past participle.

He writes a third sentence, this time with an "*Er*" construction: "*Er zal een vergadering door Tom georganiseerd.*" The teacher repeats the same procedure as for the previous sentences, which will allow him to teach them that when the passive voice is indefinite, an "*er*" structure must be used.

The teacher then reviews the questions to ask when changing a sentence to the passive voice, and as the students answer, he draws a diagram on the board with arrows. They then read the grammar summary together, along with the examples. (Bocquillon et al., 2024: 150)

The teacher then moves on to guided group practice, showing the students a list of sentences on the board. These sentences are in the active voice, and the goal is to revert them to the passive voice. For the first sentence, the teacher goes through the steps aloud while writing the solution process on the board. For the following sentences, the teacher simply asks the questions, and the students respond while forming the sentences. Many students were questioned and seem to have mastered the technique. The sentences are varied because they are written in different tenses, and some contain auxiliary modal clauses and indeterminate verbs. This will encourage the students to put into practice all the theory they have just learned. (Bocquillon et al., 2024: 154)

Once the teacher felt the students had mastered the exercise, he announced that they would be doing an exercise in pairs, but that the pairs were his own choice. He therefore asked them to sit next to their partners. The pairs, as with the present continuous sequence, were created based on the pretest results in a heterogeneous manner and were communicated to the teacher. (Bocquillon et al., 2024: 154)

The reciprocal teaching session then began and consisted of correcting sentences in the passive voice. The teacher explicitly explained what he expected of the students, using a pair as an example. We also placed these instructions on the students' worksheet so they could reread them if necessary. We added the instructions to the reciprocal teaching sheet after testing it without written instructions for the present continuous sequence because we noticed that the students still needed a visual reminder of the instructions while completing the exercise.

The exercise therefore consists of nine sentences in the passive voice containing errors. The sentences vary in terms of tense and construction (cross construction, *-er* construction), which means that the errors are also varied: incorrect agreement of the auxiliary verb with the subject, a sentence beginning with "*door*," a sentence beginning with an *CDV indéterminé*, the placement of the auxiliary verb or past participle, etc. These errors allow the students to review all the theoretical points on the passive voice.
The students begin the exercise in pairs, and the teacher moves through the classrooms to check that everything is going well. He stops near a student who seemed to be having some difficulty giving clear and rapid answers when the teacher asked her questions during the guided practice. He ensures that everything is going well and continues to circulate through the classrooms. The students are fully engaged in the task and re-explain the material related to each sentence. (Bocquillon et al., 2024: 154)

Once the paired exercise was completed, the teacher moved on to corrections by questioning each pair and asking them to justify their correction of the sentence. This went well, as the students had the correct answers. (Bocquillon et al., 2024: 154)

It was then time to close the lesson, and the teacher asked for a reminder of the steps required to form a sentence in the passive voice. The students answered correctly, confirming their understanding of the material.

1.3.5.3. Lessons 4 and 5

This took place on April 17, 2024. The teacher begins the lesson by writing an active sentence on the board and asking the students to transform it into a passive sentence. The students do this orally, and the teacher agrees. The teacher then asks them what questions they should think about to create the passive voice. This serves as a refresher and lasts five minutes. The teacher also gives the students the day's schedule. (Bocquillon et al., 2024: 146)

The teacher does some more guided practice by asking the students to write two more sentences.
The teacher then moves on to the independent practice phase, where the students will practice on their own through four exercises.

The teacher explains to the students what they will have to do during this independent practice (Bocquillon et al., 2024: 154) and goes through the first sentence with them. The students then begin the exercise. While the students are doing the exercise, the teacher goes through the classroom and briefly re-teaches a few small points of the material when the students need it. (Bocquillon et al., 2024: 160) Once the exercise is completed, the teacher corrects it.
The same process is repeated for the other three exercises separately: guided practice for the first sentence, independent practice for the remaining sentences, circulation among the students during this time, and corrections.

Once the independent practice is completed, the teacher asks the students how to form a sentence in the passive voice. The students respond, and this serves as a refresher before the formative written task (section 1.3.3.7.2.).
The students complete the written task for the remainder of the second hour, i.e., for 20 minutes.

1.3.5.4. Lessons 6 and 7

The teacher opens the lesson by reviewing the passive voice and sharing the day's schedule with the students. (Bocquillon et al., 2024: 146)

The teacher distributes the written tasks that we have corrected and on which we have provided brief feedback. The teacher explains to the students that they will have time to review their written task to become aware of any areas for improvement, and then they will have the opportunity to re-practice the areas they need to work on or to do additional exercises.

The students read their written task and their feedback and ask the teacher questions. The teacher then presents them with the consolidation file and explains that based on their written task, they will be able to answer questions on the cover page of the file and thus be directed to the exercises in the file.
The teacher also tells them that they have corrections in the classroom and that each time they complete an exercise, they must correct it and evaluate it.

We observed that the students got straight to work and were truly engaged. We were even able to witness tutoring, as students sometimes re-explained material for certain exercises. Each time they completed an exercise; they would correct it. Students who had done well in their written task would do the extension exercises and sometimes ask the teacher if other turns of phrase were possible. The teacher circulated among the class and re-explained what a *CDV indéterminé* was because one student had difficulty recognizing what it was.

Given the students' engagement, the few questions, and the results of the formative assessment, it was not necessary to re-explain the material to the entire class. (Bocquillon et al., 2024: 168)

Once the consolidation portion was over, it was time for the posttest. The students did not seem thrilled to see these questions again. The posttest was administered in the same way as the pretest. The teacher first administered the written exercise, and once it was completed, the remaining sheets were distributed.

After the posttest, the students completed the survey. They told us verbally that they had loved the consolidation package, so we were eager to read their comments on the survey. The class was over, and the teacher wished the students a wonderful vacation.

2. Data presentation and analysis

2.1. Grammar test results

2.1.1. Review of test procedures and introduction to the presentation of results

The tables below summarize the students' results from the pretest and posttest. As explained in the first part of this chapter, the students were required to complete a grammar test during two test phases (pretest and posttest) for both sequences (the one on the present continuous tense and the one on the passive voice).

The pretest in the lower-level, assessed on a total of thirty-five points, included a five-point question in which students had to describe what they saw on a picture, a second five-point question in which students had to translate sentences from French to English, and a third twenty-five-points question on written task.

As a reminder, the first question in the posttest in the lower-level was the same as the pretest, and the second posttest question was very similar to the second pretest question. Regarding the third question, written task, the pretest and posttest tasks were different but very similar.

The pretest and posttest for the passive voice at the upper-level consisted of 5 questions and was worth 50 points in total. The first question was the written task. The second question was worth 13 points and asked students to transform active sentences into passive ones. The third question was worth 5 points and was a translation sentence from French to Dutch. The fourth question was worth 1 point and asked the students about the structure of a sentence in the passive voice, and the fifth question asked students to explain the difference between two sentences in French, one in the active voice and the other in the passive voice. It was also worth 1 point. Therefore, the pure grammar pretest and posttest were worth 20 points.

The questions, whether in the lower or upper-level, were presented in the same way for the pretest and posttest. We also recall that the posttest was administered directly at the end of the sequence and that there was no time between the end of the sequence and the administration of the posttest.

In the following subsections, we present comparative tables of the pretest and posttest results, as well as comparative tables for each question. Results below the average are displayed in red to make potential student progress or regression more visible.

All students (n=19 in the DI and n=13 in the DS) completed the various tests. We had initially planned to have absent students retake the tests upon their return to class for the next lesson, but this ultimately did not happen. To ensure anonymity, codes were assigned to students: the DI (lower-level) or DS (upper-level) code appears at the beginning of the student code. Students were then assigned a number based on the alphabetical order of their last name, with an "E" in front of the number. The codes were listed in cardinal order.

We also wanted to clarify that even though we assumed the triple role of designer of the experimental devices, observer of the lessons and evaluator of the students during the testing phases, we still took care to be as neutral as possible during the evaluations. However, we cannot rule out bias. We do not claim that our device or the means of evaluating it cannot have imperfections, which is why we present avenues for improvement.

2.1.2. Presentation of the grammar test results in the lower-level

The following table provides a summary of the grades obtained by students who attended the present continuous sequence in the lower-level:

Code	Prétest	Post-test
DI E1	10	10
DI E2	0	7,5
DI E3	10	9,5
DI E4	3	8
DI E5	0	9
DI E6	4	10
DI E7	0	10
DI E8	2	9,5
DI E9	1	8
DI E10	3	10
DI E11	0	4
DI E12	1	5
DI E13	3	10
DI E14	0,5	5,5
DI E15	8,5	9,5
DI E16	0	8,5
DI E17	4	10
DI E18	4,5	10
DI E19	0	10

Table 1: Comparison of results obtained by lower-level students between the grammar pretest and posttest, out of a total of 10 points.

Sixteen out of nineteen students (84.21%) initially obtained a grade below average on the pretest. On the posttest, only one student obtained a grade below average. We note that of the three students who had an above-average grade on the pretest, only one improved by one point. We note that one of these three students declined by half a point, which is of very little significance.

2.1.3. Global and detailed analysis of students' results in grammar test in the lower-level

Regarding the overall analysis of the results, we observe that 84.21% of students failed the pretest, while the failure rate drops to 5.26% in the posttest. Such a high failure rate in the pretest can be explained by the fact that the students had never been taught the material before and had not been able to practice it before. We note that of the 17 out of 19 students who made progress, the average gain between the pretest and the posttest was 6.41 points.

Code	Prétest --> Post-test
DI E1	Équilibre
DI E2	Progression + 7,5
DI E3	Régression -0,5
DI E4	Progression +5
DI E5	Progression +9
DI E6	Progression +6
DI E7	Progression +10
DI E8	Progression +7,5
DI E9	Progression +7
DI E10	Progression +7
DI E11	Progression +3
DI E12	Progression +4
DI E13	Progression +7
DI E14	Progression +5
DI E15	Progression +1
DI E16	Progression +8,5
DI E17	Progression +6
DI E18	Progression +5,5
DI E19	Progression +10

Table 2: Progression of lower-level students over 10 points between the pretest and the posttest.

Our hypothesis that students would achieve better results after the implementation of the program can therefore be confirmed, but we must keep in mind that we do not claim that this improvement occurred solely because our program was implemented. Nothing currently allows us to certify that its implementation alone has anything to do with it. We therefore wish to remain cautious and state that it is the teacher's practice, coupled with her documents and our system, that has enabled such progress. The self-reported data from the lower-level students and the teacher, which we were able to collect during our questionnaire, can perhaps shed more light on the real cause of this increase between the pretest and posttest. We could have been more certain of this cause if we had had a control group with which to compare the results; this is not the case here.

Regarding the detailed analysis of the results, we wanted to compare the results for the different questions between the pretest and the posttest and also take stock of our observations on the students' different responses to the questions. For the lower-level sequence on the present continuous tense, we will therefore analyze questions 1 and 2 in the pretest and posttest and see how the students performed.

For the first question, the one in which students had to write a sentence in English to describe what the people in the pictures were doing, and which was worth 5 points out of 10, only 2 out of 19 students received a score of 5 and 4.5 out of 5. The other 17 students all received a score of 0.

Code	Prétest Q1 /5	Post-test Q1 /5	Q1 Prétest --> Post-test
DI E1	5	5	Équilibre
DI E2	0	5	Progression +5
DI E3	0	5	Progression +5
DI E4	0	4,5	Progression +4,5
DI E5	0	5	Progression +5
DI E6	0	5	Progression +5
DI E7	0	5	Progression +5
DI E8	0	5	Progression +5
DI E9	0	4	Progression +4
DI E10	0	5	Progression +5
DI E11	0	0	Équilibre
DI E12	0	3	Progression +3
DI E13	0	5	Progression +5
DI E14	0	2	Progression +2
DI E15	4,5	5	Progression +0,5
DI E16	0	4,5	Progression +4,5
DI E17	0	5	Progression +5
DI E18	0	5	Progression +5
DI E19	0	5	Progression +5

Table 3: Comparison of results and progress of lower students for Question 1 between the pretest and the posttest out of a total of 5 points.

During the marking process, we noted several "categories" of explanations:

- The students were writing in the simple present tense, which did not necessarily surprise us. We expected this given that it was the only tense they had learned so far.
- The students seemed to be trying to write in the present continuous tense because they added -ing either before or after the verb. We hypothesize that the students had already seen the -ing form in documents and that they had heard it in class without it being really explained, but since it was never explicitly taught, the students did not know how to use it.
- The students did not write complete sentences but simply wrote infinitives related to the sports corresponding to the images. This is not what we expected of the students for this question. We wanted them to write complete sentences in English, but it seems that we failed to mention this in the written instructions for the pretest, and we therefore cannot hold it against the students. They still did not get an average score for this question because they did not describe what the characters were doing in the images.

During the posttest, the success rate for the first question was significantly higher, given that the average student gain between the pretest and the posttest was 4.32 points. Of the 17 students who failed the pretest, we only had two who failed the first question on the posttest. One of the two students (DI E11) did not improve at all, receiving another 0/5. He did not use the present continuous tense, but we were still able to notice that his sentences had improved in the posttest, as they now contained a subject and a present

tense conjugation of the verb, unlike in the pretest. Between the pretest and the posttest, we wanted to correct the lack of clarity in the instructions so that it would not affect students' results if they did not write complete sentences.

For the second question, the French to English sentence translation exercise, 11 out of 19 students failed the pretest. We noted that the eight students who did not fail were already using the present continuous relatively correctly on the pretest. This still surprises us because we are certain, as the teacher confirmed, that the present continuous had not been taught prior to the sequence in the program. We therefore hypothesize that the students were exposed to these sentence structures and that they assimilated them.

Table 4: Comparison of results and progress of lower-level students for question 2 between the pretest and the posttest out of a total of 5 points.

Code	Prétest Q2 /5	Post-test Q2 /5	Q2 Prétest --> Post-test
DI E1	5	5	Équilibre
DI E2	0	2,5	Progression +2,5
DI E3	2	4,5	Progression +2,5
DI E4	3	3,5	Progression +0,5
DI E5	0	4	Progression +4
DI E6	4	5	Progression +1
DI E7	0	5	Progression +5
DI E8	2	4,5	Progression +2,5
DI E9	1	4	Progression +3
DI E10	3	5	Progression +2
DI E11	0	4	Progression +4
DI E12	1	2	Progression +1
DI E13	3	5	Progression +2
DI E14	0.5	3,5	Progression +3
DI E15	4	4,5	Progression +0,5
DI E16	0	4	Progression +4
DI E17	4	5	Progression +1
DI E18	4,5	5	Progression +0,5
DI E19	0	5	Progression +5

We also observed during the marking that the vocabulary used in the sentences did not harm the students because they all had the correct translation for the words. This therefore confirms one of our hypotheses, according to which the students' results will not be largely influenced by vocabulary if it was not taught and worked on during the experimental sequence.

Of the 11 out of 19 students who failed, 9 appeared to have attempted to write in the present continuous tense, given that almost all of them had the auxiliary verb "to be" conjugated in the simple present tense, and some also attempted to add -ing to the sentence, whether before, inside, or after the verb. Unfortunately, this was not enough to earn even half a point, but we still deduced that this represented a desire to use the present continuous tense to translate *"être en train de."*

During the posttest, we went from 11 students who failed to 1 out of 19, and we observed an average gain of 2.44 points. The failing student (DI E12) still improved by 2 points compared to the pretest.

2.1.4. Presentation of the grammar test results in the upper-level

The majority of students, 13, did not achieve an average score on the pretest. On the posttest, only 4 out of 13 students (30.77%) did not achieve an average score. We observed a significant increase in scores for all students.

Table 5: Comparison of scores obtained by upper-level students between the pretest and posttest, out of a total of 20 points.

Code	Prétest	Post-test
DS E1	1,5	10
DS E2	5,5	6,5
DS E3	2	9
DS E4	1	15
DS E5	2	10
DS E6	0,5	18
DS E7	1	9
DS E8	0,5	3
DS E9	1	17
DS E10	1	13,5
DS E11	1	16
DS E12	1	14
DS E13	6	14

2.1.5. Global and detailed analysis of students' results in grammar test in the lower-level

We can therefore observe that there was a 100% failure rate on the pretest and that this rate dropped to 30.77%. The entire class improved, even the four students who failed the posttest.

Let's now look at the results for each question. The first question consisted of written task and will be analyzed later. We will begin by analyzing the results for the second question, which consisted of active sentences to be submitted in the passive voice. This question was worth 13 points. All students failed this question on the pretest, so we have a 100% failure rate.

We noticed that most students used the term "bij" to translate "by." We hypothesize that they were confusing it with the "by" of the passive voice in English. Some students forgot their past participles. Other students attempted to write a sentence in the passive voice but were unable to write a sentence with the correct structure. The students do not know that when the passive voice is indefinite, the -er structure must be used. This is normal, as we have not taught it yet.

Other students, still trying to write a passive sentence, make mistakes in the conjugation of the auxiliary verb and forget to write it. The students also do not seem to differentiate

between the different tenses in Dutch and are therefore unable to use the correct auxiliary verb, and especially not to conjugate it in the correct tense.

Table 6: Comparison of scores obtained by upper-level students on question 2 between the pretest and posttest, out of a total of 13 points.

Code	Q2 Prétest /13	Q2 Post-test /13	Q2 Prétest --> Post-test
DS E1	0	9	Progression +9
DS E2	3	4	Progression +1
DS E3	0	6,5	Progression +6,5
DS E4	0	10,5	Progression +10,5
DS E5	0	9	Progression +9
DS E6	0	11,5	Progression +11,5
DS E7	0	7	Progression +7
DS E8	0	1	Progression +1
DS E9	0	11	Progression +11
DS E10	0	7,5	Progression +7,5
DS E11	0	9,5	Progression +9,5
DS E12	0	10	Progression +10
DS E13	3	10	Progression +7

Regarding the posttest for question 2, we noted an average gain of 5.91 points and a failure rate that fell to 15.38%. The number of 13 failing students therefore drops to 2. During the marking process, we still noticed that the students did not make any errors in the structure of the passive voice, but that they sometimes made mistakes in the formation of past participles and also in the conjugation of the auxiliary verb.

Regarding question 3, unsurprisingly, the failure rate reached 100%. The students had to translate sentences from French to Dutch using the passive voice. This question was worth 5 points. We noticed that the most common "errors" were that the students translated the sentences in the active voice and not the passive voice. We also observed that the students seemed to have gaps in the formation of past participles. The failure rate did not drop drastically during the posttest, given that we had a failure rate of 61.53%.

Code	Q3 Prétest /5	Q3 Post-test /5	Q3 Prétest --> Post-test
DS E1	0	0	Équilibre
DS E2	1	0,5	Régression -0,5
DS E3	1	1,5	Progression +0,5
DS E4	0	2,5	Progression +2,5
DS E5	1	1	Équilibre
DS E6	0	4,5	Progression +4,5
DS E7	0	0	Équilibre
DS E8	0	1	Progression +1
DS E9	0	4	Progression +4
DS E10	0	3,5	Progression +3,5
DS E11	0	4,5	Progression +4,5
DS E12	0	2	Progression +2
DS E13	2	2	Équilibre

Table 7: Comparison of scores obtained by upper-level students on question 3 between the pretest and posttest, out of a total of 5 points.

During the marking process, we did not notice any real positive change compared to the pretest. The students made the same types of errors (past participle, etc.), but we still observed that attempts to write a sentence in the passive voice were much more frequent than in the pretest. The average gain for this question between the pretest and the posttest is therefore 2.81 points. We hypothesize that the students do not yet have the mechanism to transform a French sentence into a passive sentence in Dutch. They may not be able to recognize a passive sentence in French. However, the students had been trained in sentence translation during guided practice, independent practice, and the consolidation phase.

For question 4 in the pretest, we had a failure rate of 84.61%, and this rate dropped to 23%, for an average gain of 0.95 points between the pretest and the posttest. We observed a regression in student DS E1, who obtained a 0/1 score, whereas he had a 1/1 score on the pretest. We do not believe this regression is very serious.

Code	Q4 Prétest /1	Q4 Post-test /1	Q4 Prétest --> Post-test
DS E1	1	0	Régression -1
DS E2	0,5	1	Progression +0,5
DS E3	0	1	Progression +1
DS E4	0	1	Progression +1
DS E5	0	0	Équilibre
DS E6	0	1	Progression +1
DS E7	0	1	Progression +1
DS E8	0	0	Équilibre
DS E9	0	1	Progression +1
DS E10	0	1	Progression +1
DS E11	0	1	Progression +1
DS E12	0	1	Progression +1
DS E13	0	1	Progression +1

Table 8: Comparison of scores obtained by upper-level students on question 4 between the pretest and posttest, out of a total of 1 point.

Question 5 was passed by all students (0% failure rate). This question was worth 1 point and asked students to differentiate between two French sentences, one in the passive voice and the other in the active voice. We observed that 2 out of 13 students regressed by 1 point on the posttest. This is not of great significance either.

Code	Q5 Prétest /1	Q5 Post-test /1	Q5 Prétest --> Post-test
DS E1	0,5	1	Progression +0,5
DS E2	1	1	Équilibre
DS E3	1	0	Régression -1
DS E4	1	1	Équilibre
DS E5	1	0	Régression -1
DS E6	0,5	1	Progression +0,5
DS E7	1	1	Équilibre
DS E8	0,5	1	Progression +0,5
DS E9	1	1	Équilibre
DS E10	1	1	Équilibre
DS E11	1	1	Équilibre
DS E12	1	1	Équilibre
DS E13	1	1	Équilibre

Table 9: Comparison of scores obtained by upper-level students on question 5 between the pretest and posttest, out of a total of 1 point.

2.2. Written tasks results

2.2.1. Review of the test procedures and introduction to the result presentation

As a reminder, the students had to complete three written tasks at three different points in the sequence. The first written task occurred at the same time as the pretest, the second was administered following independent practice as a formative assessment, and the third was administered during the posttest.

In the lower-level, the students had to write four lines in the pretest to describe what they were doing. In the formative written task, they had to describe what the students were doing during a sports day at school. For the posttest, the students had to write to tell their mother what they were doing. As explained in a previous section, all three written tasks were assessed out of 25 points using the same evaluation rubric.

In the upper-level, the students had to write five lines to describe a car accident based on the image they had. For the formative written task, the students had to describe a robbery that had occurred during the night. For the written task section of the posttest, students had to describe a robbery that took place at school during the sixth-form students' theater

performance. All three written tasks were assessed out of 30 points using the same evaluation rubric.

Remember, all students were present for these assessments.

In the following subsections, we will present various comparison tables of students' results on these written tasks and attempt to analyze these results.

2.2.2. Results presentation of the written tasks in the lower-level

Code	Prétest	Formatif	Post-test
DI E1	20	21	22
DI E2	0	9	19
DI E3	8	21	21
DI E4	18	12	20
DI E5	4	8	22
DI E6	9	21	22
DI E7	3	2	18
DI E8	2	19	18
DI E9	14	20	18
DI E10	6	18	21
DI E11	0	15	19
DI E12	5	15	14
DI E13	7	16	21
DI E14	5	10	18
DI E15	14	16	24
DI E16	0	13	21
DI E17	14	19	20
DI E18	20	17	22
DI E19	3	14	21

Table 10: Comparison of results obtained by lower-level students in the written task tests, out of a total of 25 points at the pretest, formative task and posttest.

Initially, 13 out of 19 students (68.42%) obtained a score below the average in the written task pretest. In the formative written task test, only 4 out of 19 students (21.05%) did not obtain the average. Of these 4 students, 1 passed the pretest. In the written task posttest, all students (0% failures) obtained a score above the average.

2.2.3. Analysis of the written task results in the lower-level

The failure rate for the written task pretest was therefore 68.42%. The students progressed between the pretest and the formative assessment, as we observed that the failure rate fell to 21.05%. The average gain between the pretest and the formative assessment was 9 points. We also observed a regression of 3.33 points on average for three students. Two of these three students (DI E4 and DI E7) were among the students who failed the formative assessment, but E4 did not fail the pretest. E7 failed the pretest and the formative assessment. Student E18 was among those who had regressed, but he did not fail. The regression in the formative assessment is not very significant, and we believe that this may also be due to the change in the situation of the two written tasks. The failure rate fell to 0% on the posttest, and the average rate of improvement between the formative assessment and the posttest was 6.6 points. We observed an average decline of 1 point for four students, but this was not significant. One student maintained their formative assessment score on the posttest.

During the pretest, we observed that some students, like E2, did not write complete sentences and even refused to communicate. Some others wrote good texts in the simple present tense that were grammatically correct but were not necessarily consistent with the instructions (E6). Other students wrote in the present continuous tense but still made some errors in complements or were not completely consistent with the instructions (E1, E4, E9, E15, E17, and E18).

During the formative assessment, we noticed that students were using the present continuous tense much more, but some, like E2, were adding "to" before all verbs.

In the posttest, we observed improvement in almost all students. They all used the present continuous tense and no longer seemed to have the same weaknesses as during the pretest and the formative assessment.

2.2.4. Results presentation of the written tasks in the upper-level

Code	Prétest	Formatif	Post-test
DS E1	11	18	22
DS E2	8	12	22
DS E3	3	17	25
DS E4	11	16	24
DS E5	5	15	17
DS E6	14	24	27
DS E7	8	17	19
DS E8	10	15	16
DS E9	5	19	26
DS E10	9	19	18
DS E11	12	22	24
DS E12	9	20	17
DS E13	10	26	26

Table 11: Comparison of the results obtained by upper-level students in the written tasks tests out of a total of 30 points.

Of the 13 students, 13 failed the written tasks test in the pretest (100% failure rate), and only 1 of these 13 students failed the formative written task test, which brought the failure rate down to 7.69%. In the written task test in the posttest, all students achieved a score above average. The student who failed the formative written task test still improved by 4 points compared to the pretest. We observed a 3-point decline in one student in the posttest.

2.2.5. Analysis of the written task results in the upper-level

As explained in the previous point, the failure rate on the pretest was 100%. This can be explained by the fact that students did not use the passive voice to describe events. Students circumvented the use of the passive voice by primarily using the *passé composé*. We observed that basic grammar was sufficient, although students still seemed to have some confusion regarding word order.

The failure rate increased to 7.69% on the formative assessment, as only one student out of 13 failed. The average gain rate increased by 9.61 points between the pretest and the posttest.
For the formative assessment, we observed a positive trend, as almost all students used the passive voice frequently in their text.
We observed a spectacular improvement for student E3, who went from 3/25 to 17/25. In addition to using the passive voice throughout his text, he also seemed to have made progress in basic grammar. We hypothesize that the opportunity for students to practice, alone or in pairs, sentences mixing several tenses allowed this student to improve. However, errors persist in the choice and conjugation of auxiliaries, as well as in the formation of past participles.
Overall, we noted a problem with the past participle and auxiliary conjugation in the formative assessment.

During the posttest, the failure rate fell to 0%. The average gain between the formative assessment and the posttest was 4.27 points. We observed a regression of 2 points on average in two out of 13 students. We noticed that the students all use the passive voice at this stage and some (like E4) use it several times in the same sentence. We still observed errors in the formation of past participles and the conjugation of auxiliaries.

3. Questionnaires

3.1. Introduction to the students' questionnaire

We wanted to get students' opinions on the program. We would like to point out that this refers to what students report about their experiences in class.
We attempted to ask them about several aspects, such as their mastery of the subject at the end of the session, what they liked best and least about the session, whether they felt supported by the teachers, etc.
These surveys were given to students immediately after the posttest and were repeated immediately afterward. We opted for a paper survey because we did not know how long it would take students to complete the posttest. We had the option of having it completed

online by simply sending a link to the class's Teams group, but then we would not have had any control over the number of survey respondents or when they would respond.

3.2. Presentation and analysis of the lower-level students' answers

All students responded to the questionnaire on the present continuous tense sequence. As a reminder, there were 19 students. Analysis of the responses highlights an overall very positive assessment of the sequence and the methods used. Below, we detail the results using tables summarizing the students' responses and an analysis of these questions.

In terms of learning, almost all students report having achieved the set goals. 94.7% (18 students) say they know when to use the present continuous tense (Q.A.) and 100% have mastered its structure (Q.B.). Regarding the spelling rules related to the addition of the -ing ending, 94.7% (18 students) agree. More than half are completely convinced. (Q.C.) Finally, the perception of progress is unanimous: 100% (19 students) believe they have progressed in their mastery of the present continuous tense (Q.D.).

Working in pairs is perceived as a stimulating tool. 73.7% (14 students) believe that it allowed them to work on grammar in a different way (Q.E) and 73.7% also believe that it promotes collaboration (Q.F). Approximately 84.2% (16 students) state that this activity allowed them to obtain explanations different from those given by the teacher and that they were able, in the same proportion, to explain the concept to their partner (Q.G and Q.H).

On the other hand, when it comes to evaluating the concrete help received, opinions are more divided: 73.7% (14 students) say they were helped by their partners (Q.I) but only 68.4% (13 students) believe they were helped "when they needed it" (Q.K). Similarly, only 52.6% (10 students) believe they would not have progressed as much without the duo exercise (Q.X).

The consolidation program achieved very favorable results. 84.2% (16 students) indicated that it allowed them to work at their own pace (Q.O), 78.9% (15 students) that it gave them a clear vision of their progress (Q.P), and 84.2% (16 students) that it effectively targeted their weak areas through feedback from formative written task (Q.M). In total, 68.4% (13 students) believe they would not have made as much progress without this program (Q.W).

The teacher's role is widely recognized as crucial. 89.5% (17 students) felt they received timely support (Q.J), 84.2% (16 students) confirmed that the teacher adapted to their level (Q.Q), and 89.5% (17 students) would like to work in this way more often (Q.S). 78.9% (15 students) believe that formative assessments allowed them to progress more than with the usual method (Q.T).

Finally, 84.2% (16 students) believe that this sequence allowed everyone, regardless of their level, to master the subject matter (Q.V). Overall, the data shows that the sequence achieved its educational objectives while strengthening student motivation and engagement. The combination of varied activities, group work, and individualized programs contributed to learning that was deemed effective by a large majority of the group.

Table 12: The questions from the students' questionnaire in the lower-level.

Question A : Au terme de cette séquence, tu sais quand tu dois utiliser le présent continu.			
5. Tout à fait d'accord	9	1.Pas d'accord	1
3. Plutôt d'accord	9	0.Pas du tout d'accord	/

Question B : Au terme de cette séquence, tu maitrises la structure d'une phrase au présent continu.			
5. Tout à fait d'accord	9	1.Pas d'accord	/
3. Plutôt d'accord	10	0.Pas du tout d'accord	/

Question C : Au terme de cette séquence, tu maitrises les règles d'orthographe quant à l'ajout de -ing au verbe.			
5. Tout à fait d'accord	11	1.Pas d'accord	1
3. Plutôt d'accord	7	0.Pas du tout d'accord	/

Question D : Au terme de cette séquence, tu remarques une progression dans ta maitrise du présent continu.			
5. Tout à fait d'accord	13	1.Pas d'accord	/
3. Plutôt d'accord	6	0.Pas du tout d'accord	/

Question E : L'exercice en duos t'a donné la possibilité de travailler le point de grammaire d'une façon différente de d'habitude.			
5. Tout à fait d'accord	12	1.Pas d'accord	3
3. Plutôt d'accord	3	0.Pas du tout d'accord	1

Question F : L'exercice en duos favorise la collaboration entre les élèves.			
5. Tout à fait d'accord	12	1.Pas d'accord	5
3. Plutôt d'accord	2	0.Pas du tout d'accord	/

Question G : L'exercice en duos permet d'obtenir un autre type d'explications que celles données par le professeur.			
5. Tout à fait d'accord	8	1.Pas d'accord	3
3. Plutôt d'accord	8	0.Pas du tout d'accord	/

Question H : Tu as pu expliquer le présent continu à ton partenaire lors de l'exercice en duo.			
5. Tout à fait d'accord	8	1.Pas d'accord	3
3. Plutôt d'accord	8	0.Pas du tout d'accord	/

Question I : Lors de l'exercice en duos, tu as été aidé par les explications de ton partenaire.			
5. Tout à fait d'accord	5	1.Pas d'accord	2
3. Plutôt d'accord	9	0.Pas du tout d'accord	3

Question J : Lors des exercices sur le présent continu, tu t'es senti aidé par le professeur quand tu en avais besoin.			
5. Tout à fait d'accord	9	1.Pas d'accord	1
3. Plutôt d'accord	8	0.Pas du tout d'accord	1

Question K : Lors des exercices sur le présent continu, tu t'es senti aidé par ton partenaire quand tu en avais besoin.			
5. Tout à fait d'accord	3	1.Pas d'accord	4
3. Plutôt d'accord	10	0.Pas du tout d'accord	2

Question L : Le dossier de consolidation t'a aidé à travailler sur les points que tu ne maitrisais pas encore tout à fait après l'expression écrite formative.			
5. Tout à fait d'accord	12	1.Pas d'accord	2
3. Plutôt d'accord	4	0.Pas du tout d'accord	1

Question M : Le feed-back de l'expression écrite formative t'a aidé à cibler les points que tu devais encore travailler à travers le dossier de consolidation.			
5. Tout à fait d'accord	4	1.Pas d'accord	1
3. Plutôt d'accord	13	0.Pas du tout d'accord	1

Question N : Tu penses qu'avoir la possibilité de te ré-entrainer sur le présent continu après l'expression écrite formative t'a aidé à progresser.			
5. Tout à fait d'accord	9	1.Pas d'accord	1
3. Plutôt d'accord	8	0.Pas du tout d'accord	1

Question O : Avec le dossier de consolidation, tu as pu travailler à ton rythme grâce aux correctifs disposés en classe.			
5. Tout à fait d'accord	10	1.Pas d'accord	2
3. Plutôt d'accord	7	0.Pas du tout d'accord	/

Question P : Le dossier de consolidation te donne une vision claire sur ta progression dans la matière.			
5. Tout à fait d'accord	9	1.Pas d'accord	/
3. Plutôt d'accord	10	0.Pas du tout d'accord	/

Question Q : Le professeur s'est adapté à ton niveau quand il devait te réexpliquer un point de la matière.			
5. Tout à fait d'accord	7	1.Pas d'accord	2
3. Plutôt d'accord	9	0.Pas du tout d'accord	1

Question R : Penses-tu que tu aurais progressé de la même manière si le professeur avait travaillé comme il le fait d'habitude ?			
5. Tout à fait d'accord	5	1.Pas d'accord	6
3. Plutôt d'accord	8	0.Pas du tout d'accord	/

Question S : Tu aimerais avoir la possibilité de travailler de la même façon plus souvent.			
5. Tout à fait d'accord	11	1.Pas d'accord	2
3. Plutôt d'accord	6	0.Pas du tout d'accord	/

Question T : Tu penses qu'être souvent évalué de façon formative te fait plus progresser que d'habitude.			
5. Tout à fait d'accord	9	1.Pas d'accord	2

3. Plutôt d'accord	6	0.Pas du tout d'accord	2

Question U : Les nombreux feed-back du professeur t'ont aidés à t'améliorer.			
5. Tout à fait d'accord	7	1.Pas d'accord	2
3. Plutôt d'accord	10	0.Pas du tout d'accord	/

Question V : Tu as l'impression que cette séquence a permis à chaque élève, peu importe son niveau, de maitriser la matière.			
5. Tout à fait d'accord	9	1.Pas d'accord	3
3. Plutôt d'accord	7	0.Pas du tout d'accord	/

Question W : Tu n'aurais pas progressé autant sans la mise en place du dossier de consolidation.			
5. Tout à fait d'accord	9	1.Pas d'accord	4
3. Plutôt d'accord	4	0.Pas du tout d'accord	2

Question X : Tu n'aurais pas progressé autant sans l'exercice en duos à faire.			
5. Tout à fait d'accord	3	1.Pas d'accord	6
3. Plutôt d'accord	7	0.Pas du tout d'accord	3

3.3. Presentation and analysis of the upper-level students' answers

Analysis of the 13 students' responses shows an overall positive perception of the passive voice sequence. Regarding grammatical mastery, most students feel competent. Indeed, 30.8% (4 students) strongly agree and 53.8% (7 students) somewhat agree regarding knowing when to use the passive voice (Q.A). Regarding mastering the structure of a sentence in the passive voice, 7.7% (1 student) strongly agree and 76.9% (10 students) somewhat agree (Q.B).

Knowledge of the use of the auxiliary verbs "worden" and "zijn" is very well acquired, with 84.6% (11 students) strongly agreeing and 15.4% (2 students) somewhat agreeing (Q.C).

Regarding the choice of passive voice structure based on the direct object, 69.2% (9 students) strongly agreed and 15.4% (2 students) somewhat agreed, while 15.4% (2 students) disagreed (Q.D). The structure to be used with an auxiliary verb seemed well understood: 61.5% (8 students) strongly agreed and 15.4% (2 students) somewhat agreed, while 15.4% (2 students) disagreed (Q.E). Regarding individual progress, all students felt an improvement.

Indeed, 53.8% (7 students) strongly agreed and 46.2% (6 students) somewhat agreed that they had noticed progress in their mastery of the passive voice (Q.F).

The paired activities were generally appreciated. 38.5% (5 students) strongly agree and 53.8% (7 students) tend to agree that these exercises allowed them to work on grammar differently (Q.G). Collaboration is also perceived positively, with 53.8% (7 students) strongly agreeing and 46.2% (6 students) tending to agree (Q.H). However, only 38.5% (5 students) strongly agree and 23.1% (3 students) tend to agree with obtaining explanations different from those of the teacher (Q.I), while 38.5% (5 students) disagree, showing variability in the impact of the duets. When explaining the passive voice to their partner, 23.1% (3 students) strongly agree, 46.2% (6 students) tend to agree and 15.4% (2 students) disagree (Q.J). The perception of the help received from their partner was similar: 23.1% (3 students) strongly agreed, 53.8% (7 students) somewhat agreed, and 23.1% (3 students) disagreed (Q.K).

The teacher's support was well received: 69.2% (9 students) strongly agreed, and 30.8% (4 students) somewhat agreed that they felt helped during the exercises (Q.L). The help from partners was also perceived positively by 53.8% (7 students) strongly agreed, and 38.5% (5 students) somewhat agreed; 7.7% (1 student) disagreed (Q.M).

The instructor's feedback and the consolidation file appear essential. For the feedback on the formative written task, 76.9% (10 students) said they completely agreed and 23.1% (3 students) somewhat agreed that it helped to target the points to work on (Q.O). For the post-formative written task retraining, 46.2% (6 students) completely agreed and 53.8% (7 students) somewhat agreed (Q.P). Thanks to the consolidation file, 92.3% (12 students) said they completely agreed and 7.7% (1 student) somewhat agreed for having been able to work at their own pace (Q.Q), and 76.9% (10 students) completely agreed and 15.4% (2 students) somewhat agreed for having had a clear vision of their progress (Q.R).

Differentiated instruction was also perceived as effective. 61.5% (8 students) strongly agreed and 38.5% (5 students) somewhat agreed that the teacher adapted to their level (Q.S). However, only 7.7% (1 student) thought they would have progressed in the same way with a standard method, 53.8% (7 students) somewhat agreed, and 38.5% (5 students) disagreed (Q.T). Regarding grammar as usual, 15.4% (2 students) strongly agreed, 38.5% (5 students) somewhat agreed, and 38.5% (5 students) disagreed (Q.U).
Students expressed their desire to continue working in this way: 46.2% (6 students) strongly agreed and 46.2% (6 students) somewhat agreed (Q.V). Regular formative

assessment is perceived as effective for progress: 30.8% (4 students) strongly agree and 61.5% (8 students) somewhat agree (Q.W). The extensive feedback from the teacher is also considered useful: 30.8% (4 students) strongly agree and 53.8% (7 students) somewhat agree (Q.X).

The sequence appears to have enabled all students, regardless of their level, to better master the material, with 46.2% (6 students) strongly agree and 53.8% (7 students) somewhat agree (Q.Y). The implementation of the consolidation file is considered crucial for progress: 53.8% (7 students) strongly agree and 38.5% (5 students) somewhat agree (Q.Z). In contrast, the solo paired exercise was perceived as less decisive: only 7.7% (1 student) strongly agreed, 38.5% (5 students) somewhat agreed, and 46.2% (6 students) disagreed (Q.AA).

In conclusion, the combination of paired activities, instructor feedback, and the consolidation pack was generally effective in strengthening students' understanding and progress in the passive voice. The majority felt competent and progressed at their own pace. The paired activity fosters collaboration, but its impact on individual comprehension remains variable and could be optimized.

Some of our hypotheses were confirmed following the analysis of students' answers in the lower and upper-levels. HR3, 4, and 5 were validated.

Table 13: Questions from the students' questionnaire in the upper-level.

Question A : Au terme de cette séquence, tu sais quand tu dois utiliser la voix passive.			
5. Tout à fait d'accord	4	1.Pas d'accord	2
3. Plutôt d'accord	7	0.Pas du tout d'accord	/

Question B : Au terme de cette séquence, tu maitrises la structure d'une phrase à la voix passive			
5. Tout à fait d'accord	1	1.Pas d'accord	2
3. Plutôt d'accord	10	0.Pas du tout d'accord	/

Question C : Au terme de cette séquence, tu sais quand il faut employer les auxiliaires « worden » ou « zijn ».			
5. Tout à fait d'accord	11	1.Pas d'accord	/
3. Plutôt d'accord	2	0.Pas du tout d'accord	/

Question D : Au terme de cette séquence, tu sais quelle type de structure passive utiliser si le CDV est indéterminé ou s'il n'y a pas de CDV dans la phrase active.			
5. Tout à fait d'accord	9	1.Pas d'accord	2
3. Plutôt d'accord	2	0.Pas du tout d'accord	/

Question E : Au terme de cette séquence, tu connais la structure à utiliser si la phrase active contient un auxiliaire.			
5. Tout à fait d'accord	8	1.Pas d'accord	2
3. Plutôt d'accord	2	0.Pas du tout d'accord	/

Question F : Au terme de cette séquence, tu remarques une progression dans ta maitrise de la voix passive ?			
5. Tout à fait d'accord	7	1.Pas d'accord	/
3. Plutôt d'accord	6	0.Pas du tout d'accord	/

Question G : L'exercice en duos t'a donné la possibilité de travailler le point de grammaire d'une façon différente de d'habitude.			
5. Tout à fait d'accord	5	1.Pas d'accord	1
3. Plutôt d'accord	7	0.Pas du tout d'accord	/

Question H : L'exercice en duos favorise la collaboration entre les élèves.			
5. Tout à fait d'accord	7	1.Pas d'accord	/
3. Plutôt d'accord	6	0.Pas du tout d'accord	/

Question I : L'exercice en duos permet d'obtenir un autre type d'explications que celles données par le professeur.			
5. Tout à fait d'accord	5	1.Pas d'accord	5
3. Plutôt d'accord	3	0.Pas du tout d'accord	/

Question J : Tu as pu expliquer la voix passive à ton partenaire lors de l'exercice en duo.			
5. Tout à fait d'accord	3	1.Pas d'accord	2
3. Plutôt d'accord	6	0.Pas du tout d'accord	2

Question K : Lors de l'exercice en duos, tu as été aidé par les explications de ton partenaire.			
5. Tout à fait d'accord	3	1.Pas d'accord	3
3. Plutôt d'accord	7	0.Pas du tout d'accord	/

Question L : Lors des exercices sur la voix passive, tu t'es senti aidé par le professeur quand tu en avais besoin.			
5. Tout à fait d'accord	9	1.Pas d'accord	/
3. Plutôt d'accord	4	0.Pas du tout d'accord	/

Question M : Lors des exercices sur la voix passive, tu t'es senti aidé par ton partenaire quand tu en avais besoin.			
5. Tout à fait d'accord	7	1.Pas d'accord	1
3. Plutôt d'accord	5	0.Pas du tout d'accord	/

Question O : Le feed-back de l'expression écrite formative t'a aidé à cibler les points que tu devais encore travailler à travers le dossier de consolidation.			
5. Tout à fait d'accord	10	1.Pas d'accord	/
3. Plutôt d'accord	3	0.Pas du tout d'accord	/

Question P : Tu penses qu'avoir la possibilité de te ré-entrainer sur la voix passive après l'expression écrite formative t'a aidé à progresser.			
5. Tout à fait d'accord	6	1.Pas d'accord	/
3. Plutôt d'accord	7	0.Pas du tout d'accord	/

Question Q : Avec le dossier de consolidation, tu as pu travailler à ton rythme grâce aux correctifs disposés en classe.			
5. Tout à fait d'accord	12	1.Pas d'accord	/
3. Plutôt d'accord	1	0.Pas du tout d'accord	/

Question R : Le dossier de consolidation te donne une vision claire sur ta progression dans la matière.			
5. Tout à fait d'accord	10	1.Pas d'accord	1
3. Plutôt d'accord	2	0.Pas du tout d'accord	/

Question S : Le professeur s'est adapté à ton niveau quand il devait te réexpliquer un point de la matière.			
5. Tout à fait d'accord	8	1.Pas d'accord	/
3. Plutôt d'accord	5	0.Pas du tout d'accord	/

Question T : Penses-tu que tu aurais progressé de la même manière si le professeur avait travaillé comme il le fait d'habitude ?			
5. Tout à fait d'accord	1	1.Pas d'accord	5
3. Plutôt d'accord	7	0.Pas du tout d'accord	/

Question U : Penses-tu que tu aurais progressé aussi vite si la grammaire avait été vue comme d'habitude ?			
5. Tout à fait d'accord	2	1.Pas d'accord	5
3. Plutôt d'accord	5	0.Pas du tout d'accord	1

Question V : Tu aimerais avoir la possibilité de travailler de la même façon plus souvent.			
5. Tout à fait d'accord	6	1.Pas d'accord	1
3. Plutôt d'accord	6	0.Pas du tout d'accord	/

Question W : Tu penses qu'être souvent évalué de façon formative te fait plus progresser que d'habitude.			
5. Tout à fait d'accord	4	1.Pas d'accord	1
3. Plutôt d'accord	8	0.Pas du tout d'accord	/

Question X : Les nombreux feed-back du professeur t'ont aidés à t'améliorer.			
5. Tout à fait d'accord	4	1.Pas d'accord	2
3. Plutôt d'accord	7	0.Pas du tout d'accord	/

Question Y : Tu as l'impression que cette séquence a permis à chaque élève, peu importe son niveau, de maitriser la matière.			
5. Tout à fait d'accord	6	1.Pas d'accord	/
3. Plutôt d'accord	7	0.Pas du tout d'accord	/

Question Z : Tu n'aurais pas progressé autant sans la mise en place du dossier de consolidation.			
5. Tout à fait d'accord	7	1.Pas d'accord	1
3. Plutôt d'accord	5	0.Pas du tout d'accord	/

Question AA : Tu n'aurais pas progressé autant sans l'exercice en duos à faire.			
5. Tout à fait d'accord	1	1.Pas d'accord	6
3. Plutôt d'accord	5	0.Pas du tout d'accord	1

3.4. Student's comments in the questionnaire

3.4.1. Lower-level students

For the question where they had to write about what they liked the most, the students answered this:

"J'ai préféré le dossier de consolidation et l'exercice d'introduction car la présentation était bien et les consignes claires."

"L'exercice à faire en duos parce que ça nous a permis de comprendre la grammaire"

"Le dossier car les exercices étaient variés."

"Le dossier de consolidation car on a pu améliorer seulement les points plus compliqués"

"J'ai préféré l'expression écrite car c'est mon domaine et j'aime bien les expressions écrites"

"Le dossier de consolidation"

"Le dossier avec les corrections (dossier de consolidation)"

For the part they disliked, the students answered this:

"L'expression écrite car pas assez de temps"

"L'expression écrite parce que je ne suis pas très doué en orthographe"

"L'exercice en duos car ça n'aide pas forcément"

"J'ai détesté le travail par deux car personnellement j'avais du mal à me concentrer."

"L'écrit"

"L'exercice avec 'en train de…' qu'on a fait deux fois" → The student mentions the pre- and posttest.

For the section "other comments", the students answered this:

"Continuer à faire ce genre d'exercices ils sont très bien"

"J'ai bien aimé le fait qu'on fasse des activités différentes"

"J'ai plutôt bien aimé comment vous avez procédé : le dossier, le travail de groupe,…"

"J'ai aimé tout car je préfère avancer en groupe que tout seul"

The other students made similar comments and can be found in the appendices.

3.4.2. Upper-level students

For the question where they had to write about what they liked the most, the students answered this:

"J'ai préféré le dossier de consolidation car il m'a permis de progresser à mon rythme et à comprendre mes erreurs."

"J'ai adoré le dossier de consolidation. C'était chouette que l'on puisse avancer à notre vitesse »

« Les duos, il libère du temps pour reconstituer les souvenirs de la matière et constituer un chouette moment de débat, de collaboration. »

For the part they disliked, the students answered this:

"L'expression écrite du début + les exercices (tests) du début car je ne connaissais pas la voix passive: les exercices m'ont paru durs" → The student here writes about the the pretest.

« Je n'ai pas apprécié les évaluations formatives qu'on a fait avant de voir la matière. Car pour moi c'était inutile de nous tester sur quelque chose qu'on a presque tous oublié. »

« Le prétest, parce que c'était une mauvaise surprise (à un mauvais moment) et parce qu'il n'amène à aucune progression dans la compréhension de la matière »

For the section "other comments", the students answered this:

"J'ai bien aimé les différentes manières d'apprendre, c'est plus rapide et efficace à long terme"

« Merci, chouette séquence de grammaire »

The other students made similar comments and can be found in the appendices.

3.5. Conclusion of the students' questionnaire

It is interesting to learn that one of the students did not appreciate the reciprocal teaching exercise because they could not focus enough. We did not think about the "noise" parameter, and it is something we should keep an eye on in the future. We also found it interesting that students mention the pretest as something not useful. For our future practice, we can maybe imagine showing the students the comparison of the results they got between the pretest and the posttest so that they can see that they progress. We think

that it can be something that can have an impact on their motivation but of course, we should do some research about it first to see if it really works and if it is based on evidence. From these comments and the data collected, we are now able to state that some of our hypotheses were confirmed: HR3, 4 and 5 were validated. The students appreciated working in a different way and most of them appreciated the reciprocal teaching phase and the consolidation file.

3.6. Introduction to the teachers' questionnaire

We also wanted to know the teachers' opinion on the overall system and on the effective teaching steps as described by Rosenshine and Stevens (1986), Gauthier & Bissonnette (2013), and Bocquillon et al. (2024).
We also wanted to know whether the system had contributed to their teaching practice and whether teachers would be inclined to implement this type of system again if they did not have to change all their materials.

3.7. Presentation and analysis of the teachers' questionnaire answers

To facilitate reading, we renamed the lower-level teacher (T1) for whom we implemented the sequence on the present continuous tense and (T2) the upper-level teacher for whom we implemented the sequence on the passive voice.

Both teachers approached the program with a positive attitude, but their initial stances differed: Teacher 1 (T1) was immediately curious and confident, while Teacher 2 (T2), although enthusiastic, harbored some preconceptions related to differentiation and formative learning, due to more traditional teaching habits. As the program progressed, Teacher 1 maintained his favorable opinion, while Teacher 2 saw his opinion evolve positively thanks to student involvement and the results achieved.
Regarding the effectiveness of the program for students, both acknowledged significant progress between the pre- and posttests, attributed primarily to the program. Teacher 1 emphasized consolidation and understanding, while Teacher 2 qualified this by believing that the classroom context and the teacher's role were also decisive. The elements to be

retained reveal a convergence on certain key points (pre/posttests, consolidation file, reciprocal teaching), but T1 places greater emphasis on personalized remediation linked to the consolidation file, while T2 mentions other tools such as formative writing.

The possibility of retaining the initial theory and exercises is considered very positive by both, but for slightly different reasons: T1 considers student comfort, while T2 considers teacher comfort. Both believe that reuse would be simpler if the documents remain minimally modified; T1 nevertheless specifies that an element of innovation must be retained.

Regarding the impact on the schedule, T1 does not note any disruption, while T2 notes a longer duration for grammar, without this being negative.

The pre/posttests are unanimously appreciated for their diagnostic value and their motivating effect on students. Formative assessment generates a notable difference: T1 considers it essential to verify the application of rules and the transfer of knowledge, T2 finds it interesting but difficult to integrate into a traditional organization, particularly due to lack of time. He feared it would take up too much of the home teacher's time.

On the other hand, reciprocal teaching and the consolidation file are unanimously considered as major strengths of the system, with T2 even ranking these two elements at the top of his ranking. Differentiation is perceived by both as valuable and feasible, but T1 puts it into perspective by mentioning the difficulty of implementing it in the form of workshops in a class that is too large, while T2 emphasizes that it can seem cumbersome to prepare without ready-made tools.

Both confirm that the consolidation file was beneficial for the students, particularly for working at their own pace, without peer comparison. Being able to circulate among the students during the autonomy phases is also seen as an asset, providing targeted time to help struggling students.

However, T1 was aware of practicing differentiation during the activity, while T2 realized it afterward after reading our question. Both stated that their opinion on differentiation had changed positively: it was considered simpler and more feasible than they had thought.

Regarding implementation conditions, T1 favored medium-sized classes, while T2 also considered co-teaching with several teachers or small groups.

Regarding elements not to be retained, T1 suggested reducing certain redundancies in the reciprocal teaching sentences but specified that she would keep the reciprocal teaching

phase, while T2 hesitated but possibly mentioned removing the formative writing to save time.
The adaptability of the system to other classes was validated by both, with T1 extending it to all grammar points and skills, and T2 even seeing it as a potential lever in more challenging classes.

Finally, both believe that the method could theoretically be applied continuously but prefer to vary it to avoid boredom and maintain its effectiveness. Overall, their practices could be modified: Tl is moving towards more personalization and regular differentiation, while T2 maintains a more pragmatic approach, integrating certain tools from the system such as reciprocal teaching and the consolidation file while remaining attentive to time and preparation constraints.
The teachers' responses to the questionnaire therefore allow us to confirm our hypotheses 6, 7, 8, and 9. We would like to qualify hypothesis 9 because T2 nevertheless said that he thought it would perhaps work better with a more challenging and less academic class.

Our hypotheses on the fact that our system will have an impact on their future teaching practice is confirmed. The teachers also confirmed that they would implement something similar more easily if the documents are already created and of they do not have to change theirs too much.

4. Modification suggestions

Here, we would like to suggest some modifications we considered after implementing the system. We would like to point out that we are aware that this is not an exhaustive list of changes to the sequence, and we are fully aware that the sequences still have considerable room for improvement, even after this list of improvements.

4.1. Possible Improvements to the Pretests

We do not claim that the pretests are perfect and that it is impossible to improve them. We have identified several elements that we would change if we were to repeat these pretests and we detail them below.

4.1.1. Improvements to the Pretest in the Lower-level

- First question: The instruction is "Look at the people in these pictures. What are they doing?" We expected students to write a complete sentence in English to describe what the people are doing. Therefore, the statement "Write a complete sentence in English" is missing. Most students wrote complete sentences intuitively, but some did not. They were therefore not penalized since this was not specified in the instructions from the outset. This was modified for the posttest.
- The pretest questions did not ask students anything about negative and interrogative forms. We should have included sentences of this type as well, since we expected them to vary their sentences. This was also modified for the posttest.

4.1.2. Improvements to the Pretest in the Upper-level

- Second question: The instruction was: "Zet de volgende zinnen in de passieve vorm." The students therefore had 13 sentences in the active voice to turn in the passive voice. We noticed after implementing the pretest that the indeterminate “CDV” recurred a lot in the sentences. We would change this in the future by making the sentence structures more diverse. Another thing that could be changed is the number of sentences in the exercise. We could perhaps remove some of them so that the pretest takes less time to complete in class.

4.2. Improvements to the reciprocal teaching document:

- For the pair exercise on the present continuous, to fully reflect what they learned, it would have been necessary to include at least one sentence in the negative and interrogative form.
- Following the teacher's responses on reciprocal teaching, she pointed out that the number of sentences might need to be reduced to avoid redundancies.
- For the passive voice exercise, we noticed that students sometimes had difficulty determining whether the auxiliary verbs "worden" or "zijn" were correctly used, given that they did not have the active sentence. We would therefore add the active sentences so that students could see if the errors were possibly related to the tenses of the active sentence.

4.3. Improvements to the sequences in general:

- For the independent practice phase, more progressive exercises should have been added, as the difficulty level immediately intensified when moving from the exercise where interrogative sentences were formed in the present continuous to the one where sentences were completed by conjugating the verb in the correct tense, either the simple present or the present continuous.
- The theory should have included a brief discussion on the keywords to use with the present continuous. This can help students, as by identifying them in sentences, they can deduce which tense to use.
- In the present continuous consolidation file, there should have been a space under each exercise where students could write down their points.
- Generally speaking, students are less enthusiastic about grammar instruction. It would have been wise to devise one or more fun activities. This could have been done during guided practice, reciprocal teaching, and/or the independent practice phase.

CONCLUSION

Writing this dissertation allowed us to learn a lot about evidence-based practices. We were able to learn about the RTI model and realize, through several studies, that effective instruction could be implemented to promote student progress. We also learned that differentiation could also be implemented to help struggling students. We therefore saw that it was possible to differentiate while keeping the curriculum in mind and that this could be done ecologically, as it was part of a larger system with differentiation at its heart. (Bocquillon et al., 2024) We then delved into explicit instruction and effective instruction according to Rosenshine and Stevens (1986). We were also able to learn more about two models used to best manage heterogeneity and help struggling students (Beckers, Simons, 1997; Collet, 2024). This allowed us to lay the foundation for our experiment in the secondary education.

The aim of this dissertation was to see how much students could progress in grammar if effective teaching were implemented. We obviously hypothesized that this would work given that it is evidence-based. We also thought that students would appreciate working in a different way than usual, and that they would appreciate the consolidation file and reciprocal teaching, given that this was almost certain to differ from what they might have previously learned. We also believed that vocabulary absence would not influence students' grades. We also believed that implementing this system would have a positive impact on teachers' practice. Furthermore, teachers would be more inclined to implement this type of system if they could rely on pre-prepared materials and if they did not have to completely modify their materials. We also believed that this system would be perceived in the same way whether it was at the lower or upper-level.

The test and questionnaire results allow us to confirm that there has been significant progress in grammar among the students, as they have gone from a situation of almost total failure to more than satisfactory results overall. Our hypotheses were also confirmed, as the students made progress, and the absence of vocabulary in the sequence did not cause any harm. The students also stated that they appreciated the reciprocal teaching because it allowed them to get the explanations in a different light. They also appreciated the consolidation file because they could work at their own pace on points where they

really needed additional practice and, in some cases, were able to push themselves further with the enrichment exercises.
The teachers confirmed that it was quite pleasant to be able to keep their documents and have a supply of pre-prepared materials. They also confirmed that they had gained positive results from this program because they would reuse the reciprocal teaching and consolidation phases for their future practice. However, they expressed doubts about proceeding this way all the time, as there was a risk that their students would be bored.

We would like to reiterate that we are not claiming that the system alone is the cause of the students' progression in grammar. We qualify this, as one of the teachers did in the questionnaire, by stating that student progress is a combination of several factors, including the type of teaching provided, the teacher, the type of class, student motivation, etc. However, the literature convinces us that effective teaching is already a good foundation for student progress.

We would also like to emphasize that this dissertation was not intended to highlight a single method of teaching; rather, we were more in a developmental approach to test things we had not yet had the opportunity to test. We are satisfied with the positive results we observed among the students. This dissertation contributed to our professional development, as well as that of the teachers with whom we tested the program.

In our future practice, we are curious and interested to see what implementing a longer-term program would bring to the students we will have the pleasure of having in our classes.

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APPENDICES

We placed all the appendices in a usb-stick (available in two copies at Mrs Delavignette). Here is the list of the appendices that can be found in the usb-stick:

Appendix 1: Lower-level Grammar presentation
Appendix 2: Upper-level Grammar presentation
Appendix 3: Lower-level Pretest – Blank
Appendix 4: Lower-level Pretest – Students' tests
Appendix 5: Upper-level Pretest – Blank
Appendix 6: Upper-level Pretest – Students' tests
Appendix 7: Lower-level Grammar theory
Appendix 8: Upper-level Grammar theory
Appendix 9: Lower-level Grammar exercise for reciprocal teaching
Appendix 10: Upper-level Grammar exercise for reciprocal teaching
Appendix 11: Lower-level Grammar exercises for independent teaching
Appendix 12: Upper-level Grammar exercises for independent teaching
Appendix 13: Lower-level Formative written task – Students' tests
Appendix 14: Upper-level Formative written task - Students' tests
Appendix 15: Lower-level Assessment grid – Blank
Appendix 16: Upper-level Assessment grid– Blank
Appendix 17: Lower-level Consolidation file – Blank
Appendix 18: Upper-level Consolidation file – Blank
Appendix 19: Lower-level Posttest– Blank
Appendix 20: Upper-level Posttest– Blank
Appendix 21: Lower-level Posttest– Students' tests
Appendix 22: Upper-level Posttest– Students' tests
Appendix 23: Lower-level Students' assessment grids
Appendix 24: Upper-level Students' assessment grids
Appendix 25: Students' questionnaire - completed
Appendix 26: Teachers' questionnaire – completed
Appendix 27: Bocquillon et al.'s observation grids