

The impact of grammar teaching methods on EFL pupils' achievement and motivation: traditional vs. technology-enhanced

Mémoire réalisé par
Audrey Kinet

Promoteur(s)
Fanny Meunier

Année académique 2017-2018
Master en langues et lettres modernes, orientation générale, à finalité didactique

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1. Introduction

With the globalisation and digitalisation of the world, the need for learning English is increasing. English indeed allows people to discover the world and other cultures and helps them find a job. Thanks to English, people who travel around the world are able to interact with people who speak a different language. English is really the language that connects people across the world. However, English is not only seen as the *lingua franca*, being fluent in English is becoming critical in various fields such as computer sciences, medical sciences, business or aviation. All of these reasons explain why more and more people are learning English as a second (ESL) or foreign (EFL) language. Furthermore, learning a language does not mean simply being able to get by, the aim is also to be able to put the message across correctly, to clearly express one's own ideas and also to master the language in order to be comfortable during interactions.

Most of the time, language acquisition starts at school, where pupils learn the basics of the language. The teachers' role is therefore crucial because they provide pupils with the basics which are essential to master the language. If pupils do not master the basics of the English language, they will not be able to develop their knowledge properly. Language lessons represent therefore a significant stage in pupils' learning process but the method(s) used in class might be more important. In fact, several researchers have concluded that the teaching method affects students' and pupils' learning and satisfaction.

Furthermore, these methods are constantly evolving in order to fit the needs of the present interconnected world. Today the task-based approach has reached its peak. As Van Den Branden (2016: 238) states, its emergence is due to the fact that "language teaching is largely inconsistent with the way people learn a language (...). [Language is not seen as an artificial] system of elements and rules which were explicitly taught in a piecemeal and decontextualized fashion [anymore]". This approach aims at learning a language in a social context because learners need to be provided with meaningful input which will motivate them. As Julié & Perrot (2008: 84) point out "de nombreux collègues constatent une démotivation chez leurs élèves et sont demandeurs d'outils qui leur permettraient de lutter contre ce phénomène"¹. Pupils need to be entertained and motivated but "traditional language teaching in classroom can be

¹ [Own translation] Many high-schools notice a demotivation among their pupils and are seeking after tools which would enable them to fight against this phenomenon.

monotonous, boring, and even frustrating, and students can lose interest and motivation in learning” (Ellis as cited in Abu Naba’h, 2012: 72). Such methods fail in engaging pupils as they “mostly refer to the learned knowledge about the language, the conscious effort we put into the learning process by memorizing rules of the language such as syntax and grammar that usually occurs in a stressful environment” (Diallo, 2014: 19).

In this context, the importance of new teaching methods seems relevant. Bretz & Thompsett (1991: 2) indeed observed that “previous research and anecdotal reports have suggested that when certain teaching approaches are utilized, students not only learn more, but also experience greater satisfaction with the training process”. Technology, as “a powerful tool that you can use to differentiate your classroom instruction and address individual learner needs” (Lewis, 2009: 86), could therefore help overcome pupils’ lack of motivation. Technology could also be seen as a relevant motivational strategy because it indeed represents “instructional interventions applied by the teacher to elicit and stimulate student motivation” (Guilloteaux & Dörnyei, 2008: 57). Dörnyei (1998: 117) goes further by highlighting the link between motivation and achievement: “motivation [aroused by the use of technology] has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning”.

It seems that the interest in using technology relies on the fact that we are living in a connected world. Pupils use their computer, tablet or smartphone all the time because these devices allow them to interact and exchange in a virtual way. At school, technology can be used as an innovative and entertaining teaching method “because of the growing interest [...] and because of the possibilities it offers compared to traditional teaching methods implemented for years in classrooms” (Gottlieb as cited in Diallo, 2014: 4). In fact, the term *technology* is broad. It refers to devices such as computers, tablets, smartphones, interactive boards or multimedia. Each of them provides a myriad of applications and software that teachers can use.

In addition, Diallo (2014: 35) states that technological tools do not only improve pupils’ motivation but also boost self-confidence and decrease anxiety. In language acquisition process,

The use of technologies will not only allow learners to quickly master new language skills through exposure to a variety of new technologies, but also, the excitement that comes with these new medium can motivate learners for an extended period of time (Diallo, 2014: 4).

Numerous studies have in fact revealed the impact of technology-based methods on pupils' performance. And this impact has already been proved in grammar learning in EFL or ESL classrooms, as pointed out by Abu Naba'h (2012) and Nutta (1998).

Contrary to technology, learning grammar is often not considered as an exciting part in language acquisition but is nevertheless essential to the learning and communicative process. Grammar is indeed one of the basics as it represents “a system of rules which governs how words (and smaller morphemes) can be combined to form sentences” (Keck & Youjin, 2014: 33). When people talk, they necessarily have recourse to grammar: it is a process that people do or something that happens and “manifests itself in ways that seem to have little to do with conscious application” (Thornbury, 2005: 1).

In addition, learning grammar in some sort of explicit way is essential in EFL contexts as the limited number of hours of *instructed* input do not offer a *naturalistic* grammar exposure to learners (as would be the case for learners in input-rich ESL contexts). As Munoz (2010: 45-46) highlights, “implicit learning works slowly and requires many years of massive input and interaction [that foreign language learning settings cannot provide]. In contrast, instructed settings provide explicit instruction that is suited for [learners]”. To meet this need of explicitness, Crystal (2016) has developed a new approach to improve EFL grammar teaching – the *DEED* approach (cf. 3.1. *Definition*).

Finally, regardless of the method used, learning grammar is crucial since it plays a fundamental role in the “four core linguistic domains (...): listening, speaking, reading, and writing” (Crystal, 2016: 28) and will therefore impact learners' further development.

Based on these facts, one can wonder what could happen if technology and grammar were nicely intertwined. What impact would the use of a modern and interactive method of teaching grammar (Hinkel & Fotos, 2002) have on pupils? Given the fact that technology entertains young Belgian people in their daily life, would they be more actively engaged when learning grammar with the help of technology? Which technological device would be the most appropriate to teach grammar? The experimentation, carried out in the practical part, will allow us to answer those research questions.

It needs to be said that the use of technology in EFL or ESL classrooms is a wide research area. An EFL teacher addresses various communicative competences (reading, writing, listening or speaking skills) and formal aspects of language (vocabulary, grammar)

and has at his/her disposal “an ever increasing array of options with which to meet the needs of students” (Nutta, 1998: 50). Until now, not all of the combinations – between technological tool and subject or skill – have been explored. Even though worldwide studies have highlighted the widespread idea that technology benefits the learning process (Dudeney, Hockly & Pegrum, 2013; Wang & Smith, 2013; Kruk, 2014; etc.) data for similar experiments in Belgium are not readily available. And, to the best of my knowledge I have not found research conducted on the use of technology in EFL grammar lessons in secondary schools in Belgium.

The aim of this paper is therefore to discover to **what extent the use of technology in EFL grammar lessons would impact students’ learning and motivation. Is there any significant difference between a more traditional method and a technology-enhanced method?** The study will focus on a class of French-speaking EFL learners from a secondary school in Belgium.

As for the structure of this research, it will be organised as follows: the first part will be devoted to the theoretical background. The focus will firstly be on the evolution of EFL teaching methods (from traditional to task-based methods which include technology) in order to understand the context of the current teaching methodology. Some major concepts, such as grammar and motivation, will be defined. The concept of technology will be described in more details as well as its advantages and limitations in a teaching environment. Then, significant studies conducted about the use of technology in classrooms and particularly in grammar lessons will be reviewed in order to highlight their potential impact. They will also be useful to avoid some methodological problems that might be encountered.

The second part will be more practical i.e. the empirical part. First, the methodology will be outlined. Afterwards, the experiment will be conducted in a specific classroom which will then be divided into two subclasses. Each group will be given two different teaching methods – traditional vs. technology-based. The whole process will be reported. At the end of the experiment, the impact of these two methods on achievement and motivation will be assessed and the outcomes will be analysed and discussed. The choice of the most appropriate technological device for the experimental subclass will depend on many factors such as the moment of the experiment, the assigned class, the school facilities as well as pupils’ level and requirements of the teacher in charge. Finally, some significant results will be highlighted and discussed in order to draw conclusions which will therefore confirm or disprove the research question.

2. Theoretical part

This theoretical part aims to define some major concepts such as teaching methods, grammar, motivation and technology. It also aims to review the work that has been done so far on the use of technology as teaching method and particularly in grammar lessons.

1. Evolution of EFL teaching methods

In order to understand the current EFL teaching approach, namely the task-based approach, the focus will be on the evolution of EFL teaching methods from the nineteenth century until today. Before the nineteenth century, learning foreign languages was not a school prerogative: foreign language learners were scholars who studied grammar and vocabulary on their own. In the nineteenth century, attitudes towards language changed, foreign-languages learning was brought into classrooms and the first teaching method appeared.

However, a distinction has to be made regarding the different terms used in literature. In the teaching context, the term *method* has to be understood in a three-level model (approach – method – technique) proposed by an American linguist, Edward Anthony in 1963. In 2001, Brown (2001: 16) refined the terminology in order to reflect the current usage:

An approach [refers to] theoretically well-informed positions and beliefs about the nature of language, the nature of language learning and the applicability of both to pedagogical setting. A method [is a] generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. Technique, [also called task or exercise, refers to] any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

Since the nineteenth century, EFL teaching has undergone major changes. “New methods usually developed as a reaction to the inadequacy of the previous one” (Celce Murcia, 2001: 8). Based on work made by Brown (2001), Julié & Perrot (2008), Richards & Rodgers (1986), Harmer (2015) and Pérès (2013), one can divide this evolution into six major steps: the grammar-translation method, the direct method, the audiolingual method, the audio-visual method, the communicative approach and the task-based approach.

1.1. The grammar-translation method

In the second half of the nineteenth century, teachers used the **grammar-translation** – or classical – method which focused on grammatical rules, memorisation of vocabulary and translation. This deductive method considered foreign languages as dead languages. Its object was “to know everything about something rather than the thing itself” (W.H.D. Rouse as cited in Kelly, 1969: 53). According to Richards and Rodgers (1986: 3) “the goal is to be able to read a language literature”. The main skills are reading and writing. The vocabulary from readings is memorized thanks to bilingual word lists and used to translate sentences (the basic unit of teaching). This method, whose medium of instruction is the students’ native tongue, aims at providing a high proficiency in translation.

1.2. The direct method

In response to the shortcomings of the previous method, the **direct** – or natural – method became popular at the beginning of the twentieth century (1902-1920). It was the first scientific language teaching method which focused on target language through oral interactions – resorting to the mother tongue was prohibited. “Foreign language could be taught without translation or the use of the learner’s native tongue if meaning was conveyed directly through demonstration and action’ (Richards & Rodgers, 1986: 9). This is the reason why this method offers opportunities for communication. “Instead of making the student learn about the language, the student will feel that they learn the language naturally as they had acquired their mother tongue” (Choong, 2014: 3). A native speaker gives class in the target language and teaches everyday vocabulary and sentences using “demonstration, objects, picture or association of ideas” (Richards & Rodgers, 1986: 12). The main skills are speaking and listening comprehension. Contrary to the previous method, grammar is taught inductively.

1.3. The audiolingual method

Pattison (as cited in Richards & Rodgers, 1986: 94) regrets that learners have “difficulties in picking up the language in its normal environment” because of a lack of contextualization inherent in the direct method. In reaction to this, linguists attempted to “develop a more scientific foundation for an oral approach to teaching English” (Richards & Rodgers, 1986: 31).

When World War II broke out, the need of multilingual soldiers appeared. Therefore, the American army implemented the Army Specialized Training Program (ASTP).

Ce programme visait un niveau linguistique opérationnel en un minimum de temps, grâce à une approche exclusivement orale de la langue quotidienne et un entraînement pavlovien en laboratoire de langue, dix heures par jour, six jours par semaine (Julié & Perrot, 2008: 20)².

As Harmer argues (2015: 63), “using the stimulus-response-reinforcement model [or the “entraînement pavlovien”], [this programme] attempted, through a continuous process of such positive reinforcement, to engender good habits in language learners”. Drills were the main technique to form these oral habits.

The American audiolingual method is also known as the Army Method. In England, it is referred as the oral and situational approach. Both have the same characteristics: overlearning, use of drills, mimicry and memorization of limited and efficient vocabulary learned in context, focus on pronunciation and error-free utterances (not on grammar). This was a suitable method for fast learning but caused problems for long-term communicative proficiency.

1.4. The audio-visual method

The **audio-visual** method was prevailing from 1960 to 1980. “Elle constituait au départ une véritable révolution (...) car elle donna priorité absolue à l’oral en s’appuyant lourdement sur des enregistrements [oraux et visuels]”³ (Julié & Perrot, 2008: 23). Moreover, the writing skill was put into the background. The use of pictures and recordings allowed teachers not to resort to the learners’ mother tongue. The main techniques were repetitions of dialogues, questions/answers between teachers and learners and drills for reusing syntactic structures of dialogues. In Belgium, this method is named SGAV (Structuro-Globale-Audio-Visuelle méthode).

² [Own translation] The aim of this programme was to attain an operational linguistic proficiency in a minimum time, thanks to an exclusively everyday language oral approach and Pavlovian practice in language lab, ten hours a day, six days a week.

³ [Own translation] At the outset it was seen as a real revolution [...] because it gave top priority to the oral skill by heavily relying on oral and visual recordings.

1.5. The communicative approach

The 1970s saw the emergence of the **communicative** approach in reaction to the development of new learners: adults and migrants who needed languages to fit in society or meet employers' requirements. "The purpose of the language (and thus the goal of language teaching) is communication" (Celce-Murcia, 2001: 9) and social interactions. Learners' need, social, cultural and pragmatic features of language had to be taken into consideration.

As Julié & Perrot assert (2008: 27), the communicative *approach* is not referred to as a *method* because of its variety of theories and classroom applications. Therefore, defining the communicative approach is quite a difficult undertaking. Brown (2001: 43) tried to define it using its six major and interconnected characteristics. Learning English in class involves learning all features of the language (grammatical, discourse, functional, sociolinguistic and strategic) (1). Designed techniques serve the meaningful purpose of language (not the form) (2) and help to achieve fluency and accuracy (3). Students focus on productive and receptive skills in context (4) and are given the opportunity to reflect on their learning process (5). This is not a teacher-centred approach anymore: teachers encourage and guide learners (6). The applications of the communicative approach go beyond the scope of the classroom. Classrooms' techniques help learners to pick up language in its normal environment (in context).

In 1971, the Council of Europe developed the functional-notional concept of language and described a "threshold level of language ability for each of the languages of Europe in terms of what learners should be able to do with the language" (Nunan, 2004: 8). Each level is divided into notions (categories depending on the abstract way linguistic communities organise the world) and functions (what people do with language and for what purposes) and suggests related topics and communicative situations.

This concept paved the way for the CEFRL (the Common European Framework of Reference for Languages) which was created by the Council of Europe in 2001. It described language teaching goals and methods and created threshold levels of language ability (from basic users A1 to proficient ones C2). This marked a shift in pedagogy: the task-based approach, as an extension of the communicative approach, was henceforth adopted.

1.6. The task-based approach

Claire Bourguignon (2007) defines this approach as

Une simulation basée sur une série de tâches communicatives, toutes reliées les unes aux autres, visant l’accomplissement d’une mission plus ou moins complexe par rapport à un objectif. Cette série d’activités amène à la réalisation de la tâche finale. (...) La mission [ou projet] donne du sens à la tâche (...), se situe dans un contexte donné (...) et est relié à un domaine (grands secteurs de la vie sociale qui permet de définir l’arrière-plan thématique et culturel du scénario)⁴.

The implementation of these tasks requires resorting to the five language skills: listening, reading, spoken interaction, spoken production and writing.

The task becomes the central focus of the communicative method. A task is more than a “special form of technique [and more than something] comprised of several techniques” (Brown, 2001: 50). Nunan (2004: 1) makes a distinction between real-world or target tasks (“uses of language in the world beyond the classroom”) and pedagogical task (“tasks that occur in the classroom”). The latter certainly helps to perform the former. He defines (2004: 5) the pedagogical task as

A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

Willis (1996: 38) divided this communicative act into three stages: the pre-task stage, the task cycle stage and the language focus stage. The pre-task consists of an introduction to topic and task. The task cycle stage consists in creating groups of students who will perform the task and then report on it. The language focus stage helps the teacher to concentrate on specific language features which have aroused during the second stage.

⁴ [Own translation] A simulation based on a series of communicative tasks, connecting to each other, and aiming at accomplishing a more or less complex mission in relation to an objective. This series of activities leads to the completion of the final task. The mission [or the undertaking] gives meaning to the task (...), takes place in a given context (...) and is connected to a domain (large area of social life that defines the thematic and cultural background scenario).

The evolution of language teaching methods reflects the transformation of learners' profile and needs. In the present context, learners require a meaningful and contextualized language learning which will help them to communicate in their everyday interactions and to carry out their projects. At school, the task-based approach « trouve sa légitimité dans le fait que de nombreux collègues constatent une démotivation chez leurs élèves et sont demandeurs d'outils qui leur permettraient de lutter contre ce phénomène »⁵ (Julié & Perrot, 2008: 84). One of these tools is technology.

2. Technology

2.1. Definition

If teaching with the help of technology is not a recent practice, the definition of technology has evolved over time. Blackboard and tape recorders were once seen as a form of technology. Now, these devices still exist and are still part of classrooms, but the digitalisation of the world makes the cutting-edge device of today the outdated technology of tomorrow.

The term 'technology' initially referred to advancements in the methods and tools used to solve problems or achieve a goal. In the classroom, technology can encompass all kinds of tools from low-tech pencil, paper, and chalkboard, to the use of presentation software, or high-tech tablets, online collaboration and conferencing tools, and more. The newest technologies allow us to try things in physical and virtual classrooms that were not possible before. What you use depends fundamentally on what you are trying to accomplish (University of Washington, n.d.).

In the 1960s – 1970s, tape recorders, language laboratory and video were the technological major advances at that time. Subsequently, in the 1980s, computers invaded the educational world. Learning with computers is called CALL (Computer Assisted Language Learning). This medium of learning is still used today with CD-ROMs. In the 1990s, "CALL has moved beyond the use of computer programs to embrace the use of the Internet and web-based tools" (Dudeney & Hockly, 2008: 7): the term used is TELL (for Technology Enhanced Language Learning) and is still developing today. This denomination can be extended to MALL (Mobile Assisted Language Learning) and MELL (Mobile Enhanced Language

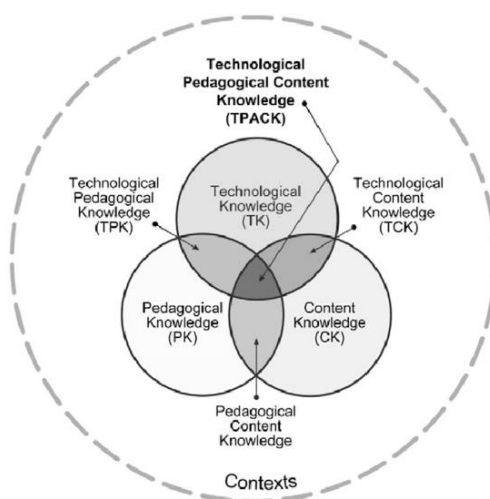
⁵ [Own translation] Its legitimacy derives from the fact that many high-schools notice a demotivation among their pupils and are seeking after tools which would enable them to fight against this phenomenon.

Learning). The current trend is for learners to “bring their own technology into the classroom as part of the learning activity” (Cambridge International Examinations, 2015). The acronym is BYOD (Bring Your Own Device) or BYOT (Bring Your Own Technology).

On the one hand, pupils and students of today are named “digital natives” because they “represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age”. [In other words, they are] ‘native speakers’ of the digital language of computers, video games and the Internet” (Prenski, 2001: 1). On the other hand, adults who did not grow in the digital age but have learnt and adopted technology are called “digital migrants”. However these statements are not always welcome. For Lanclos (2016), these terms show that “a particular generation of people (...) are fundamentally unknowable and incomprehensible”. She therefore resorts to a more empowering metaphor, *visitor* and *resident*, which gives people the freedom to choose the category they belong to (cf. 2.2.5. *Disadvantages*).

2.2. Teaching with technology

2.2.1. The TPACK framework for integrating technology use

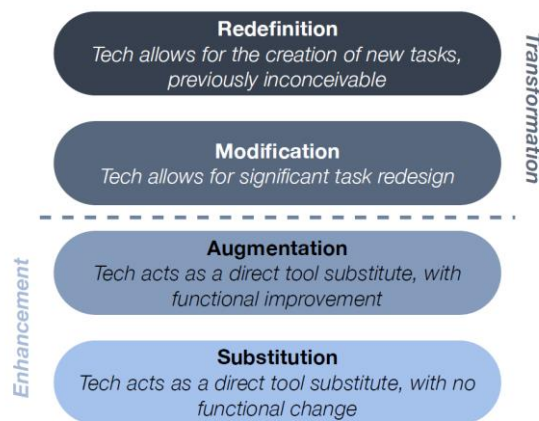


Dudeney, Hockly & Pegrum, 2013: 44

The TPACK (Technological Pedagogical Content Knowledge) framework, developed by Mishra and Koehler, shows that technology must be part of the teachers’ skills. Teachers have pedagogical and content knowledge they must enhance by adding technological skills: “technological expertise is an additional dimension which complements rather than replacing

or superseding their existing knowledge and skills base” (Dudeney, Hockly & Pegrum, 2013: 44). The use of technology should be taught in pre-service teacher training and then used in-service professional development course. Teachers need to be more at ease in the digital world and therefore become digital migrants. Especially because digital natives “grew up with technology, younger learners have different ways of thinking and processing from their older counterparts” (Harmer, 2015: 197).

2.2.2. The SAMR model for evaluating technology use



Dudeney, Hockly & Pegrum, 2013: 47

This model complements the TPACK framework. When using technology, teachers may *enhance* or *transform* their lessons. Romrell, Kidder & Wood (2014: 4) describe the four stages:

- **Substitution:** the technology provides a substitute for other learning activities without functional change.
- **Augmentation:** the technology provides a substitute for other learning activities but with functional improvements.
- **Modification:** the technology allows the learning activity to be redesigned.
- **Redefinition:** the technology allows for the creation of tasks that could not have been done without the use of the technology.

This model points out the importance of an effective selection: using, at the right time, the appropriate technological tool which will add value to teachers’ course development. As Lewis (2009: 86) makes it clear: “technology will only have a positive impact on differentiation if the tools available are used selectively”.

2.2.3. Some technological devices used at school

Teaching with technology depends on school's equipment and facilities. Harmer (2015: 192-196) divides technological devices into two categories: the ones working without the Internet, and the others requiring an Internet connexion.

a) Without internet

- Boards

They are the basic tool in a classroom. Blackboard can be written on with chalks whereas whiteboards and flipcharts require marker pens.

- Interactive whiteboards (IWBs)

Also called smartboard, their features allow teachers to interact in a visual and written way. Teachers and learners use both their fingers and interactive pens to write on the projection of texts, picture, video and audio recordings. They can also be connected to the Internet, which expands their functionalities even more.

- Projection

Used in combination with a computer or any mobile device, it projects any digital documents onto a white wall, board or screen.

- Audio devices

These are materials such as broadcasts from computers, MP3 players and CD players.

- Mobile devices

The term *mobile devices* encompasses mobile phones and tablet computers which can be provided by school or brought by students themselves (cf. BYOD). They serve different purposes – such as listening, watching, doing exercises, communicating or playing games – and can be used alone or in groups.

b) With an Internet connectivity

- Video communication

Video communication takes place via platforms like skype and FaceTime. These are live speech and visual interactions between students or between a student and his/her teacher. Using the same medium makes student and teacher even in a way that differs from the hierarchical position in class. Video communication also represents the ideal platform for inviting a ‘remote visitor’ in class.

- Apps and websites

There are many apps and websites, designed for languages courses or not. Some can be used in class, others are made for individual objectives. The majority is free but some are charged. Numerous apps and websites are exclusively designed for a specific communicative competence (they address vocabulary or grammar or a particular skill) whereas others are created for general learning and deal with all language components.

- Virtual worlds

Virtual worlds are simulated realities wherein gamers use characters which can move, speak and interact with each other everywhere (gamers can choose the background). These characters, called ‘avatars’, allow players to take another identity. In a classroom environment this real-time immersive learning may help students to express themselves and to be more confident thanks to the distance between what they are and what they want to be.

- Gaming

At first, it was not designed for language learning purposes. A lot of people are worried about gaming because young people spend hours in front of their screen, cutting themselves off social life. However, some educators claim that gaming is beneficial for learning: “it is goal-oriented and people learn as they progress through a game’s different stages (...) it includes aspects of repetition, but demands flashes of creativity (...) and develops cumulative knowledge” (Harmer, 2015: 196).

- Data analytics and adaptive learning

Data analytics is a process borrowed from the marketing world. In a teaching environment, it allows tracking and measuring students' progress, time, repetition, hesitations, errors, correction and visited websites using to enhance their work (for example, students who are writing an essay can visit dictionary online, corpora, synonyms websites, etc.). Afterwards, teachers can analyse those data and then tailor the next task to meet their students' difficulties (adaptive learning).

2.2.4. Advantages

As just shown by the presentation of several tools and devices (cf. 2.2.3. *Some technological devices used at school*), technology offers a myriad of learning possibilities and, as outlined in the next section (cf. 4. *Technology in grammar learning*), also benefits the learning process and acquisition. Yet, it also can be beneficial for other reasons.

First of all, technology “fosters dialogic and emancipatory practice” (Cambridge International Examinations, 2015). It makes students active and involved in conversation (dialogic) and ‘emancipates’ them to “go beyond the learning prescribed by the teacher/syllabus as they draw on knowledge gained outside formal education to construct understanding” (ibid.).

Using technology can create links and collaboration (connecting learning) between students, classes or even schools which are geographically dispersed (cf. platforms for inviting ‘remote visitors’). This new way of learning can also be exciting and entertaining for learners, those digital natives who can “bring their outside world into the classroom” (Dudeney & Hockly, 2008: 7) – as they can bring their own device (BYOD). Moreover, those devices are very mobile and can be carried outside classroom wherever students can walk (at school, home, street, etc.).

Furthermore, teaching with the help of technology offers authentic materials and gives access to ready-made courses and lessons which address the five skills (listening, reading, writing, spoken interaction and spoken production).

2.2.5. Disadvantages

But teaching with the help of technology also has drawbacks. A first disadvantage would come from the duality between so called digital natives (people born in the digital age) and digital immigrants (those born before the massive use of digital tools). As Prenski (2001: 2) claims, “digital immigrant instructors, who speak an outdated language are struggling to teach a population that speaks an entirely new language”. Such teachers would not be familiar with new technological tools and therefore would lack abilities to properly use them in their teaching. However, Lanclos (2016) contends that “people who engage with technology are not motivated by their age category”. And Hockly (2011: 322) confirms: “there is no real evidence that the so-called ‘natives’ have a significantly different learning style from earlier generations”.

Some teachers are obviously *technophobes* (vs. *technogeeks*) but this is mostly due to a lack of confidence and training that results “in an inability to see the benefit of using technologies in classroom” (Dudeney & Hockly, 2008: 9). Moreover, some technophobes argue that “technology depersonalizes learning” (Hockly, 2016: 127) as it “can discourage an inquiry-based, problem-solving approach to learning materials” (ibid.: 128). Technology could be seen as a fad since it has been revealed that some “test scores decline over time as the effects of novelty wear off” (ibid.). Others claim that cell phones do not help to learn as they distract rather than teach and should therefore be kept out of classrooms.

Moving beyond this duality, learning or teaching with the help of technology takes time for teachers and pupils. First, teachers have to learn how to use such devices in a classroom environment. Once they get accustomed to them, they have to introduce them to their pupils. Pupils need to be trained in order to successfully complete the task by dealing with all the different digital literacies and combining them.

Schools’ technological facilities also play a role as they can differ from one school to another and thereby do not supply teacher with the same access to technology.

Nevertheless, the major concern is about online privacy and safety. Online insecurity can range from benign spam and viruses to unscrupulous people that steal your information and identity (Lewis, 2009). Teachers have a twofold mission (Dudeney, Hockly & Pegrum, 2013): preventive work (safety and privacy guidelines) and support when such dangers arise.

2.2.6. Technological devices used in the practical part

For the experimentation three technological tools will be used: the projection of a **PowerPoint** presentation, a more playful approach with the **Kahoot!** App and the use of **websites**. Those tools will be more precisely defined in the practical part (cf. 2.2.2. *Technology-enhanced method* and 2.3.2. *Technology-enhanced method*). There are, of course, other applications which are essentially created for grammatical purposes. However, such tools were not really adapted to the grammatical point addressed in the practical part. In fact, applications such as *LearnEnglish Grammar*, *Practice English Grammar*, *English Grammar* or *English Grammar in Use* offer an entire curriculum which allows pupils to learn English on a regular basis. Either it is complex to work on one specific point or it does not provide the exact materials that meet teachers' needs.

2.3. Technology and motivation

Harmer refines Williams and Burden's definition of motivation as "a state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal" (Harmer, 2015: 89). Basically, this is "the state of wanting to do something enough to put out the effort necessary to achieve it" (Arnold, as cited in Arnold and Murphy, 2013: 36).

Motivation depends on learners' attitude towards learning. And many young people today do not understand the purpose of learning another language or do not appreciate the way languages are taught. Therefore, they do not want to put out any effort to learn. In this context, the importance of giving sense or using new teaching methods to provoke students' positive motivation seems critical. The technology-enhanced method, as a key component of the task-based approach, could help fight pupils' lack of motivation. Ellis (as cited in Abu Naba'h, 2012: 72) in fact claimed that "traditional language teaching in classroom can be monotonous, boring, and even frustrating, and students can lose interest and motivation in learning". This is due to the fact that traditional teaching methods in second language acquisition "mostly refer to the learned knowledge about the language, the conscious effort we put into the learning process by memorizing rules of the language such as syntax and grammar that usually occurs in a stressful environment" (Diallo, 2014: 19). Technology, as "a powerful tool that you can use to differentiate your classroom instruction and address individual learner needs" (Lewis, 2009: 86), could therefore motivate pupils.

And Dörnyei (1998: 117) goes further by highlighting the link between motivation and achievement: “motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning”.

3. Grammar

Contrary to technology that can be seen as a key motivator for students’ learning, grammar is usually not considered as an exciting aspect of language acquisition. Yet it remains one major component as a good English proficiency comes from good knowledge of grammar.

3.1. Definition

The Longman Dictionary of Contemporary English (2015) defines *grammar* as “the rules by which words change their forms and are combined into sentences, or the study or use of these rules”. “The grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentences” (Harmer, 1987: 1).

As seen previously, EFL teaching methods have evolved over time. The way to deal with grammar has also changed. First, the study of grammar focused on morphology and syntax – a descriptive and explicit approach. From explicit to implicit, the field of grammar teaching has been extended – with the appearance of the communicative approach – to take the role of the situation of use into consideration. The register is indeed defined by contextual factors which influence the grammatical choices of the speaker. Larsen-Freeman proposed a three-dimension framework which combines these features of grammar description:

Form (grammatical morphemes and syntactic patterns), *Meaning* (the semantic information carried by words, morphemes and phrases), and *Use* (information regarding when and why a particular form is used in a given situation (Keck & Kim, 2014: 49).

Grammar teaching should focus on these dimensions in order to make students “use grammar both accurately and appropriately in a variety of real-world contexts” (ibid).

As Hinkel & Fotos (2002) indicated, grammar teaching has evolved from *grammar-focused* to *task-focused instructions*. In the era of the task-based approach, instructions in classroom play therefore a major role to complete the communication task as “grammar has a

mediating role, rather than serving as an end in itself” (ibid.: 137). “Grammar forms are introduced through carefully designed activities but are not usually instructed formally” (ibid.: 135).

This is an implicit approach which may prove to be problematic in EFL situations because learners need some explicit grammar teaching at some point. This is the reason why Crystal (2016: 30) stresses the importance of an explicit *and* descriptive grammar: “the bridge between grammatical theory and practice requires two spans: description (D) and explanation (E)”. He named this two-way approach “DEED” to summarise the back and forth between description and explanation.

As mentioned above (cf. 1.6. *The task-based approach*), “[learners’] attention is focused on mobilizing their grammatical knowledge in order to express meaning” (Nunan, 2014: 5). Teachers have therefore to meticulously select the communication task in order to induce the use of the grammatical forms they want their students to work on. The task must be representative of situations learners could encounter in their daily life. Learners, meanwhile, need to mobilise some specific grammatical and lexical forms to successfully carry out this task. As Crystal (2016: 29) points out, “the more we know about grammar, the more we’ll be able to carry out these tasks well”.

3.2. The grammatical point addressed in the practical part

The practical part will deal with a specific grammatical point: future tenses. As this area is quite large, we will focus on some core uses of future tenses. The first part of the experimentation will aim to briefly review the use of *will*, *be going to* and the present continuous and afterwards deepen knowledge by focusing on the future continuous, the future perfect and future time clauses. The use of these forms depends on the moment of speaking and the meaning expressed by the speaker. Each tense has its own purpose (Eastwood, 2016; Murphy, 2004).

The present continuous is used to express a future arrangement that has already been decided. The form *will* is a neutral way to express future facts or an instant decision at the moment of speaking. It is also used for agreements, orders, offers and invitations. The use of *be going to* shows an intention – something that has been decided – or a prediction based on what the speaker sees in the present situation.

The use of the future continuous (*will be doing*) means that the speaker will be in the middle of an action while the use of the future perfect (*will have done*) shows that something will be over in the future.

Future time clauses are dependent clauses – joined to a main clause – with a future meaning and introduced by linking words such as *after*, *as soon as*, *before*, *by the time*, *until*, *when* and *while*. For example, the meaning in the sentence “*when the movie ends, I'm going to bed*” is future but a present tense is used in the *when*-part of the sentence.

4. Technology in grammar learning (studies review)

If students do not express the same interest in technology and grammar, one can wonder what would come out of the combination of technology and grammar in a teaching environment. This section will be devoted to highlighting the results of some interesting studies on the use of technology in EFL grammar learning.

In the early 1980s, CALL (Computer Assisted Language Learning) applications emerged. Some researchers conducted studies to measure the impact of CALL in grammar learning. Nutta (1998: 49) argued that “computer-based instruction can be an effective method of teaching L2 grammar”. She assessed a computer-based group and a teacher-directed group of students on their ability to creatively use grammatical structures. She observed “meaningful differences in the computer-based and teacher-directed groups’ achievement scores on the open-ended tests [and pointed out that] the potential of the computer laboratory (...) goes beyond providing simple practice and reinforcement of grammar points taught in the classroom (ibid.: 57-58). Heidari & Mehrdad (2015: 84) conducted a similar study and came to the same conclusion: “multimedia software had a positive effect on learners’ grammar learning, (...) and using technology can lead to students’ satisfaction [and] enhance activity engagement”.

In another study, Abu Naba’h (2012: 82) also noticed “significant differences in the achievement (...) of the experimental group who studied the passive voice via computer [compared to the achievement of] the control group who studied the same grammatical item using the traditional method”. According to him, several reasons can explain the effectiveness of software programmes. First, computers allow students to work at their own pace, get feedback more easily and learn by doing. Then, the novelty of the experience and the visual representation of the material are motivating as “the use of the computer screen which is

accompanied by animation, video pictures, colors, music and sounds attracts students' attention and empowers faculties of retention to them (ibid.)”.

When comparing different studies carried out to assess the impact of computers on grammar learning, most findings are consistent as they highlight the beneficial effects of the CALL method. Abu Naba'h (1998) also cited other conclusive research:

Abu- Seileek (2004), Nagata (1996), and Pattern and Cadienno (1993) say that the processing group performed significantly better than the traditional group [;] Al-Qumoul (2005), Bataineh et al (2011), Christopher (1995) emphasize that the computerized method is more beneficial for students than the traditional method.

However, he referred to one study conducted in 1995 by McEnery, Baker & Wilson which concluded that both methods had had similar results. Heidari & Mehrdad (2015: 84) also found a study of Roohani, Nejad Ansari, and Bagheri in 2012 revealing that there “is no significant difference between CALL-based and non-CALL based methods of grammar instruction”.

Today, with the boom of new technological tools, the term *CALL* is not adequate anymore. In this context, the term *TELL* (Technology Enhanced Language Learning) seems more appropriate as it “derived from the term CALL, this is an approach to language teaching and learning which uses a range of technology and electronic media”. (Dudeney & Hockly, 2008: 186). The MALL approach, which refers to mobile-aided language learning, is included in the TELL approach. As Azizan and Gunasegaran (2013: 8) argue,

[This approach] is unique in that it allows the language learners to benefit the learning process in ubiquitous and more personalised manner. This approach can also enrich, enliven, or add variety to the conventional method of grammar learning as it is digitally designed, flexible and mobile - i.e., anytime and anywhere.

The mobile-based approach has already been successful as proved in several studies. “In general, mobile phone-assisted learning is perceived positively by students as an effective method for improving reading and grammar ability” (Wang & Smith, 2013: 129). However, these researchers draw attention to the fact that “for learning to take place, the material must engage the learner, without being too demanding [and the] content is destined to be short and segmented. Internet security should be carefully considered [as well as] student's right to privacy” (ibid.).

A project carried out in University Sains Malaysia about the use of SMS in learning grammar also revealed that even though students noticed some limitations of this approach, they were “highly motivated and [had] positive attitudes towards the use of SMS in learning grammar” (Shuib, Abdualloh, Ismail & Zahari, 2012: 142).

Furthermore, motivation and learning have also been improved by the use of other devices, as highlighted by several researchers. Saeedi & Biri (2016: 18) conducted a study and underlined the role of animated sitcom:

The results pointed to the effectiveness of using the (...) animated sitcom in teaching conditional sentences. Moreover, students showed a positive attitude to the animated sitcom as well as its use in teaching conditional sentences. The findings of this study have implications for L2 learners, encouraging them to change their view of grammar and looking at it from a more communicative perspective.

Ilin, Kutlu & Kutluay (2013) drew the same conclusion regarding the use of videos. Using videos in grammar teaching motivates and engages students but can also “lead to more permanent learning” (ibid.: 279). And they extended the technological impact beyond classroom’s borders as they claimed that it “can prepare students for the kinds of international cross-cultural interactions which are increasingly required for success in academic, vocational, or personal lives” (ibid.).

A study led by researchers of the Institute for Effective Education (IEE) at the University of York also proved that “technology-enhanced teaching and learning (...) [has] become increasingly effective in supporting pupils’ achievement in grammar” (Sheard as cited in University of York, 2012). The experimentation focused on the use of Question for Learning (QfL), a technological tool allowing self-paced learning. While pupils were answering progressively more complex questions, teachers could intervene in real-time to help struggling pupils and give immediate feedback. This was beneficial for both teachers and pupils. First, it helped teachers to identify difficult grammatical areas that needed more attention. Second, it had a positive impact on results as “pupils in classes who used QfL showed significant gains in grammar compared with pupils in the control group” (ibid.). And it was also motivating for them as one pupil expresses: “it helps with giving you a boost, with things that you just can’t quite understand. They give you chances to get your answer right. It is the best grammar gadget ever” (University of York, 2012).

The Internet, and more precisely virtual worlds, has also proven to be efficient in the study conducted by Kruk about the second conditional. Those technological devices indeed “enhance learner motivation, promote autonomy and social presence in a 3D environment [which] can be beneficial for students who have problems with grammar and those who are not motivated to learn it” (Kruk, 2014: 63). Kruk (2014) also indicated that the use of technology had a long-term impact as it benefited students immediately after the experimentation but also a few weeks later. However, he remains cautious about the real impact of the method because “the beneficial outcomes of the study might also have been the result of the innovation effect or the fact that the students may have had increased motivation and attention to task simply because they were experiencing something different” (ibid.: 63).

Even Facebook is becoming a pedagogical asset in EFL grammar learning. As Sumakul (2014: 73) pointed out, when Facebook is used for students’ extra assignments, it can “promote active learning for the students [because they feel involved and free to express and share their] life stories, feelings, and thoughts”. Students also assessed the effectiveness of a Facebook group as they stated in the questionnaire that they “could learn better and had more fun in their learning with these online activities” (ibid.: 74).

The review of these TELL-based studies seems to highlight the same findings, namely the beneficial effect of technology on EFL grammar learning. No counterexample has been found but this review does not claim to be comprehensive.

Finally, it is interesting to note that the above-mentioned findings come from all around the world. They have demonstrated the positive impact of technology on EFL grammar learning and students’ motivation but have also indicated that the effect of novelty could play a role – as students were experiencing something new and different. In the practical part, a similar experimentation will be carried out and the outcomes analysed to establish whether the combination of technology and grammar is also significant in a Belgian secondary class.

3. Methodology

1. Participants

The practical part will be carried out at the Collège Notre-Dame de la Paix in Erpent. The experiment will take place in a fourth-grade class composed of twenty pupils who attend English lessons four hours a week. English is the first foreign language they have learned at school. Despite a common curriculum, the English proficiency level of these pupils is not homogeneous – as can be expected. Some of the pupils achieve very good marks whereas others are still struggling to get pass marks.

2. Research procedure

In an attempt to measure the impact of a teaching method on students' learning and motivation, the experiment will be divided into five major stages. The first, fourth and fifth stages are identical for all the pupils whereas the second and third stages will be conducted differently in two groups of pupils.

Stages	Timing	Hour	Activities
1	18 th April 2018	10.25	Pre-test and pre-questionnaire
2	19 th April 2018	10.25	Grammar session
3	20 th April 2018	13.50	Exercises
4	20 th April 2018	14.40	Immediate post-test
5	3 rd May 2018	10.25	Delayed post-test and post-questionnaire

2.1. Stage 1: pre-test and pre-questionnaire

2.1.1. Pre-test (cf. *Appendix 1*)

During the first session, pupils will have to take a pre-test on future tenses. This test is divided into four exercises. The first exercise focuses on the use of the present simple and the present progressive in future sentences. Pupils have to choose the correct answer between those

two tenses. In the second exercise, pupils have to conjugate the verbs into brackets – using *will* or *be going to* – to complete sentences. The third exercise focuses on the future perfect and the future progressive. The first part of this exercise is similar to the first exercise (pupils have to choose the correct answer between two options) whereas in the second part, they have to choose the correct verb from the box and conjugate it to complete the sentences. The last exercise is about future time clauses. Pupils will be asked to translate a French sentence into English. Those four sections cover the core uses of future tenses that will be taught in the grammar part (stage 2).

This test will allow me to assess pupils' background/previous knowledge of future tenses. Although pupils have already learned some uses at school (*will*, *be going to*, present simple and progressive), some others are unknown (future perfect and progressive and future time clauses). Based on the results, the pupils will be divided into two groups of similar level. During stage 2, each group will be taught the same grammatical point but according to two different approaches: a **traditional** or paper and pen approach for the control group and a **technology-enhanced** approach for the experimental group.

2.1.2. Pre-questionnaire (cf. *Appendix 2*)

This questionnaire is adapted from Callari's MA dissertation (2017) and will give an overview of pupils' technology use while they are learning English. First, it will tell us who can bring a smartphone/tablet (cf. BYOD) in class and if they have access to the Internet at school. Then, it will reveal how familiar they are with technology, how willing they are – or not – to use it for learning purposes and how they consider the use of technology in English class. Finally, we will also discover if pupils would like to take part in the technology-enhanced lesson.

The results of this pre-questionnaire will be compared to those of the post questionnaire (submitted to pupils in stage 5) in order to check whether their attitude towards technology has changed – or not – once they have tried it.

2.2. Stage 2: grammar

The grammar teaching part will be done in two different ways. As mentioned above, the class will be divided into two groups of similar level. The control group, made up of ten

pupils, will be given the grammatical point using a more traditional method. The experimental group, also composed of ten pupils, will use technological devices.

As seen in the theoretical framework (cf. 3.1. *Definition*), more traditional methods sometimes include descriptive and explicit teaching and do not always address the situation of use nor pupils' thinking process to find the correct answer. On the contrary, technology-enhanced approaches would tend to be more implicit and concerned about the thinking process. Nevertheless, this observation cannot be seen as a binary opposition as more traditional methods can sometimes be implicit while technology-enhanced methods can also focus on description rather than the communicative situation. This experimentation will be based on two specific methods – subjectively chosen.

2.2.1. Traditional method

The traditional method used in this study is intended to be descriptive and explicit. It aims to focus on *form* rather than *use* and *meaning* and not to insist on the context or pupils' thinking process. The topic will be introduced by a non-authentic short text (cf. *Appendix 3*) comprising all the future tenses that will be covered in class. First, pupils will have to recognise as many future tenses as they can. Then, they will have to find the six uses of future tenses (present simple, present continuous, *be going to*, *will*, future continuous and future perfect). Once the six future tenses have been highlighted, the teacher will start with explicit grammar teaching. This opening exercise does not aim to make pupils induce what the lesson will be about but describes from the beginning what pupils have to focus on.

The grammar session is divided into five sections that cover the six core uses and future time clauses. Pupils will be given a three-page handout (cf. *Appendix 4*) where each tense is described (its conjugation, the ideas it expresses and contexts in which it is used) and illustrated. The teacher will formally present the document and explicitly instruct the pupils. Pupils will have to listen and withhold information in order to put this new grammatical knowledge into practice (during stage 3).

2.2.2. Technology-enhanced method

The technology-enhanced method chosen for this part of the experimentation tends to be more implicit and focus on *meaning* and *use* rather than *form*. As seen in the theoretical framework (cf. 3.1. *Definition*), teaching with the help of technology is typical of the task-

based approach which tends to be more implicit and take the context of *use* – “when and why a particular form is used in a given situation” (Keck & Kim, 2014: 49) – into consideration. Therefore, the communicative task will be meticulously selected in order to induce the use of the grammatical forms (here, future tenses) pupils have to work on. However, as Crystal (2016) has pointed out, implicitness could be problematic for EFL learners who need description and explanation at some point (cf. DEED). In order to meet those requirements, the topic will be introduced in an implicit way and then explicitly described.

- A PowerPoint presentation

The first part of the grammar teaching session will be done with the help of a PowerPoint presentation. This could be defined as

A slideshow presentation program that's part of the Microsoft office suite of tools. PowerPoint makes it easy to create, collaborate, and present your ideas in dynamic, visually compelling ways. [...] PowerPoint delivers the easy-to-use features you need to create great-looking presentations [and] maximize the visual impact (Microsoft, 2018).

According to the SAMR model (Romrell, Kidder & Wood, 2014), this technological device will enhance the lesson as it *augments* the activity. It indeed provides functional improvements for several reasons. First, it allows the teacher to work at his own pace without giving pupils access to the entire subject all at once – as it would be the case when pupils follow a textbook. The subject appears little by little while the teacher is showing slides. For example, when the teacher asks a question on slide one, pupils cannot find the answer below in their handouts but have to think about the answer until it is revealed on slide two.

Second, a slideshow presentation is more visual than traditional worksheets or handwriting on a board. What is projected on the wall should be well-structured and rather attractively presented, and also typically clearly visible/readable by all students in class (in contrast with printed handouts which can sometimes be less reader-friendly and are often printed in shades of grey).

In concrete terms, the first part of the grammar teaching will be organised as follows (cf. *Appendix 5*): first, pupils will have to interact with their classmates. They will have to talk about (1) their arrangements for this evening; (2) their intentions for the rest of the year; (3)

their predictions for the planet for 2020; (4) their activity tomorrow in the middle of the afternoon; (5) their New Year resolutions (what you will have done and achieved by the end of the year). Those statements are representative of daily life situations as pupils are likely to answer such questions in informal conversations. The aim of this activity is for pupils to focus on the intention of conveying a *meaning* rather than manipulating the *form*.

Afterwards, each statement will be analysed in detail to emphasize the grammatical form used to express the idea. For each sentence, pupils will be asked to guess the appropriate tense. For example, when they want to talk about their intentions for the rest of the year, they must use the form *be going to* because they have planned to do it in the future.

Once the tense has been discovered, they will be presented with the different verb forms (in a question, in a negative sentence, etc.). For example, the negative form of *will* is *will not* but usually those forms are contracted to *'ll* and *won't*.

Finally, the different uses of each tense will be highlighted. For example, the present progressive is used in two situations: for planned actions and arrangements. Each use will be explained and exemplified. The last grammatical point will be about future time clauses.

WILL Will = 'll Will not = won't	▪ Prédire un événement futur <i>It will rain tomorrow</i> ▪ Décision spontanée <i>I'll pay for the tickets by credit card</i> ▪ Volonté <i>I'll do the washing-up</i> ▪ Ordre <i>You will do exactly as I say</i> ▪ Invitation <i>Will you come to the dance with me?</i> <i>Will you marry me?</i> + Offre / Suggestion / Conseil <i>Shall I open the window?</i> <i>Shall we go the cinema?</i> <i>What shall I tell the boss about this money?</i>
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One example slide

The whole process will be completed in an interactive way: the teacher and the pupils can ask questions and share their opinions. For pupils to keep track of the slideshow presentation, they will be given a copy of the PowerPoint (as a summary handout).

- Kahoot!

The second part of the grammar teaching session aims to review the first part in an entertaining way. To do so, pupils will use an application called *Kahoot!* on their smartphones. As underlined on the website, this app has many advantages for both teachers and learners.

Make learning awesome! *Kahoot!* brings fun into learning, for any subject, for all ages. Create, play and share learning games with your students for free! [Use Kahoot! to] re-energize a room, reward good behavior or just have a little fun. (Kahoot, 2018).

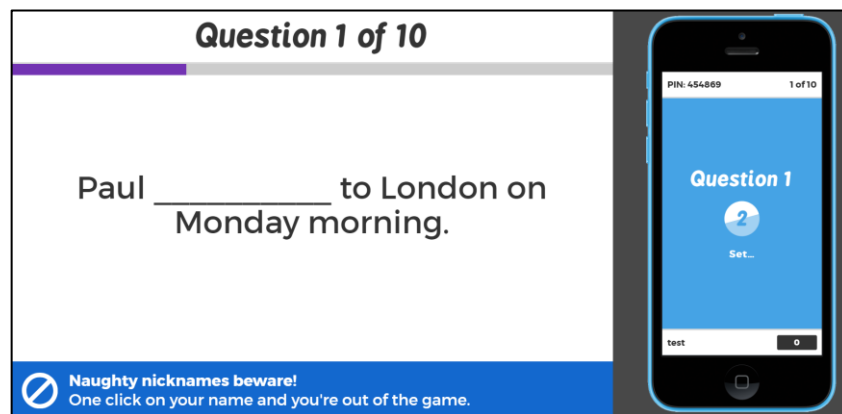
Learners can collect medals and compete with their classmates. They also get instant feedback. Teachers can assess learning progress in real time and identify pupils' difficulties that will require more explanations and/or practice.

There are six good reasons (see Kahoot!, 2018) to use *Kahoot!* in class. It is flexible (learning games for all ages, any topic, anywhere); simple (no account or login is required to join the game, only an Internet access); diverse (used for different purposes); engaging ("it fosters social learning, unlocks learners' potential and deepens pedagogical impact"); global (180+ countries); and free.

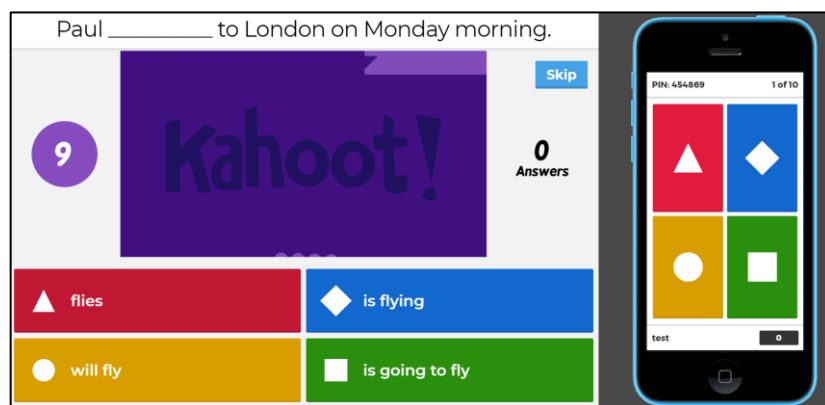
According to the SAMR model (Romrell, Kidder & Wood, 2014), this technological device will enhance the lesson as it *augments* the activity. It indeed provides functional improvements for several reasons. First, *Kahoot!* is more visual and auditive than traditional exercises. Each potential answer is colourful, which allows pupils to immediately know if their answer was the correct one. In addition, the quiz is accompanied by music. For example, when the seconds are elapsing, one can hear the sound of a countdown. Second, it is more interactive as pupils compete and can discuss their answers and compare their ranking. Third, such a device allows the teacher to support pupils in real time. As soon as the results appear, the teacher can assess whether or not the question was difficult. An immediate identification of difficulties may lead to immediate feedback and/or review of the grammatical point.

In concrete terms, at the end of the PowerPoint presentation, pupils will have to download the application, answer a few questions and type the code game to access the quiz. This quiz (cf. *Appendix 6*) will be about the grammatical rules they will have just seen. From a computer, the teacher will project the quiz on the screen. The game works as follows: first, the question will be shown for a couple of seconds (picture 1). Second, possible answers will

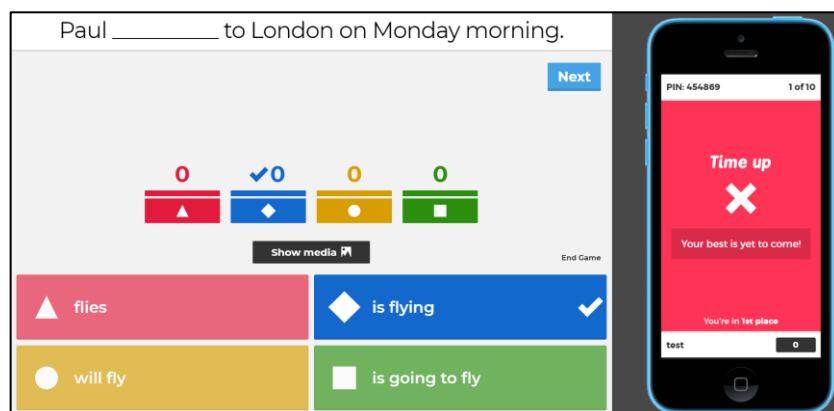
be revealed and pupils will have to make a choice between two or more options (picture 2). While they are thinking, the time will elapse. The faster they answer, the higher marks they get. Therefore they will have to focus and make decisions rather quickly. Third, once the time has elapsed, pupils will discover the correct answer (picture 3) and finally discover on the scoreboard who will have been the fastest and got the highest marks. The following pictures show what pupils can see: on the left, what is projected on the screen; on the right, what they can see on their smartphones.



Picture 1



Picture 2



Picture 3

This activity aims to assess pupils' knowledge, identify potential difficulties and therefore review or re-explain some points. At the end of this grammatical session, pupils will be supposed to have understood the theoretical part on future tenses. In the following step, they will put this into practice.

2.3. Stage 3: exercises

2.3.1. Traditional method (cf. *Appendix 7*)

The structure of the exercises session is also divided into five main sections. The first section is about the present simple and the present progressive. Pupils have to choose the correct verb in a box and conjugate it to complete the sentences. The second section makes a distinction between *will* and *be going to*. Pupils have to complete the sentences by conjugating the verb into brackets, using the correct form. Those two sections end with a summary exercise where pupils have to choose the correct answer – present simple or progressive – and circle it. The third exercise is about the use of the future progressive. Pupils have to conjugate the verb into brackets. The fourth exercise asks them to change the sentence in order to include a future perfect. Those two sections end with a summary exercise where pupils have to tick the correct answer – future perfect or progressive. The fifth exercise helps pupils to practice future time clauses by correctly conjugating the verb into brackets. The practical session ends with a summary exercise where all the future forms are mixed up and pupils have to conjugate the verb into brackets in the correct tense.

This exercise session is of the drill training type. It makes pupils work on the same aspect of the language to help them integrate it.

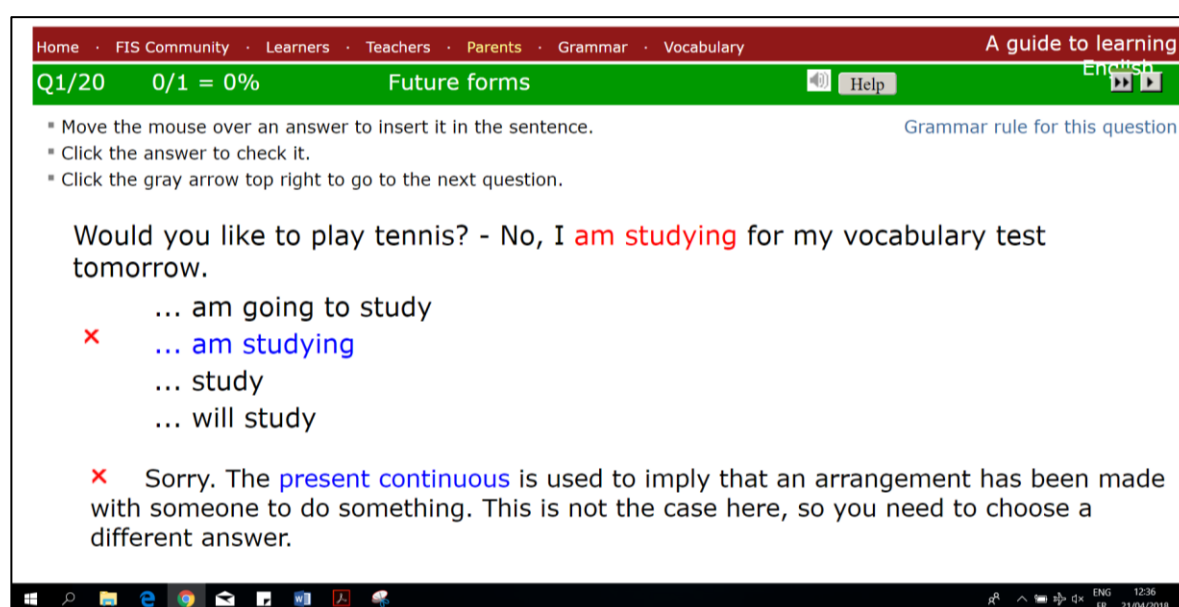
2.3.2. Technology-enhanced method

Pupils will take a second quiz on *Kahoot!* (cf. *Appendix 8*) – which eases the transition between grammar theory and exercises. This quiz is a combination of all the future forms seen in the grammar part. Pupils will have to complete sentences by choosing the correct answer between two or more options.

Pupils will also practice on the Internet using two websites. According to the SAMR model (Romrell, Kidder & Wood, 2014), this technological device will enhance the lesson as it *augments* the activity. The main functional change is immediate feedback as pupils can

receive instant correction and explanation if they are wrong. In addition, other advantages can be found when doing exercises online. First, this allows students to work at their own pace. Second, they learn by doing. Third, it enables them to start exercises again and again (and even mix it up sometimes). *Learning by doing* is also a kind of the drill training type but it *augments* the pen-paper drill training as it provides instant feedback and the opportunity to redo exercises.

The first exercise will be done on the website of Frankfurt International School (n.d.). It is made of twenty multiple-choice questions on the use of the present simple, the present progressive, *will* and *be going to*. Pupils will have to select the correct answer. If they are wrong, some explanations will be provided to help them understand their mistake and thus, they will be prompted to change their answer.



The second website is on *englisch-hilfen.de* (n.d.). Pupils will have to complete sentences by conjugating the verb into brackets using the appropriate future forms. Once they have completed the whole questionnaire, pupils will have to check their answers. If they have made mistakes they will be able to get some explanations by clicking on “clue”.

Your results

You answered **4** tasks out of **10** correctly. That is **40%**.

- 1 Lisa has sold her car. She **is going to buy** a bike.
- 2 The museum **opens** at 10 am daily.
- 3 How old **is he going to be** in 2050? **CLUE**
Correct is: How old **will Harry be** in 2050?

Your results

You answered **4** tasks out of **10** correctly. That is **40%**.

- 1 Lisa has sold her car. She **is going to buy** a bike.
- 2 The museum **opens** at 10 am daily.
- 3 How old **is he going to be** in 2050? **CLUE**
Correct is: How old **will Harry be** in 2050?

will-future → This action happens without the speaker's intention.

Those two exercises are different. The first distinction is about the covered subject. The first exercise deals with four future uses while the second exercise addresses the whole subject (present simple, present progressive, *will*, *be going to*, future progressive, future perfect and future time clauses). The second difference is about the design: the first exercise is more receptive as it is based on multiple-choice questions while the second one requires a more productive participation of pupils. The third distinction is about feedback. The first exercise provides feedback after each question while the second exercise provides feedback at the end – pupils will have to answer the whole test before getting feedback. For both exercises, pupils will be able to start again if they are not satisfied with their results or want to improve them.

2.4. Stage 4: immediate post-test (cf. Appendix 9)

At the end of the exercises session, pupils will have to take an immediate post-test on future tenses. This test is in all respects similar to the pre-test as it addresses exactly the same content – except that sentences have been modified. Like the pre-test, the immediate post-test is divided into four sections that encompass the core uses of future tenses covered during the experimentation.

The first exercise focuses on the use of the present simple and the present progressive in future sentences. Pupils have to choose the correct answer between those two tenses. In the second exercise, pupils have to conjugate the verb into brackets – using *will* or *be going to* – to complete the sentence. The third exercise focuses on the future perfect and the future progressive. The first part of this exercise is similar to the first exercise (pupils have to choose the correct answer between two options) while in the second part, they have to choose the correct verb from the box and conjugate it to complete the sentences. The last exercise is about future time clauses. Pupils will be asked to translate a French sentence into English.

This test will allow me to assess pupils' immediate acquisition of future tenses. Based on that, I will be able to compare two outcomes. The first comparison will focus on the global evolution of the class results between the pre-test and the immediate post-test. Will pupils have better marks after the experimentation? The second comparison will intend to highlight a potential impact of the method used: will the experimental group achieve a higher score than the control group immediately after being taught?

2.5. Stage 5: delayed post-test and post-questionnaire

2.5.1. Delayed post-test

Two weeks after the experimentation, pupils will have to take a delayed post-test – which will be exactly identical to the pre-test (cf. *Appendix 1*). They will not be aware of this test. This delayed post-test will allow me to assess pupils' long-term retention of future tenses. Based on the results and similarly to the analysis of the immediate post-test, I will be able to compare two outcomes. The first comparison will aim to point out class results' evolution from the pre-test to the delayed post-test. Will pupils have better or weaker marks two weeks after the experimentation than after pre-test and immediate post-test? The second comparison will intend to highlight a potential impact of the method used: will the experimental group achieve a higher score (and thus demonstrate higher long-term retention) than the control group two weeks after the experimentation?

2.5.2. Post-questionnaire (cf. *Appendix 10*)

This questionnaire is adapted from Callari's work (2017) and will aim to survey pupils' motivation and perception of technology. On the one hand, it will highlight whether they have appreciated learning English with the help of technology and especially whether they feel it has helped to improve their learning. Their answers will be compared to those of the pre-questionnaire (stage 1) in order to underline a possible shift in attitude towards technology once pupils have tried it. On the other hand, by comparing what they will have experienced and the results they will have achieved, one may be able to draw a line between motivation and improvement.

4. Results and discussion

1. Results

1.1. Stage 1: pre-test and pre-questionnaire

1.1.1. Pre-test

The test was divided into five exercises. The first three exercises were about choosing the correct answer between two options and were marked out of three. The fourth exercise asked pupils to complete sentences by conjugating the verb using the correct future form. It was also marked out of three. And the last exercise was out of two. Pupils were asked to translate a French sentence into English using two specific forms of future. The total amounts to fourteen.

Chart 1 below gives an overview of the class results by exercise. The first exercise was about the use of the present simple and the present progressive (in blue); the second was about the use of *will* or *be going to* (in orange); the third and fourth were about the future perfect and the future progressive (in grey and yellow); the last was about future time clauses (in green). The red bar represents the average of all these exercises.

One can notice that the class average was 52.1% (in red). The exercise where pupils succeeded the most is the third exercise (80%), followed by the first exercise (67%) and the last one (57%). For the exercise about the use of *will* or *be going to*, pupils obtained 45%. It seems that the productive exercise where they had to choose a verb and correctly conjugate it to the future perfect or progressive was the most difficult as the average is 13%.

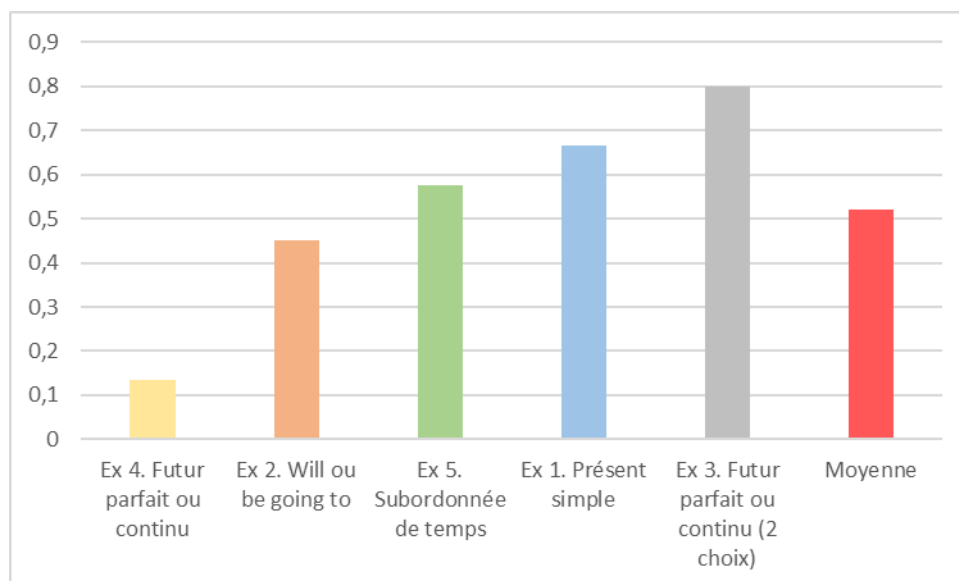


Chart 1: pre-test class results

Chart 2 illustrates pupils' individual results by exercise. The majority of the pupils obtained between six and eight out of fourteen. One pupil heavily failed (4/14), another scored higher than the average (11/14) and three succeeded with 9/14. One can notice that thirteen pupils completely failed the fourth exercise (in yellow).

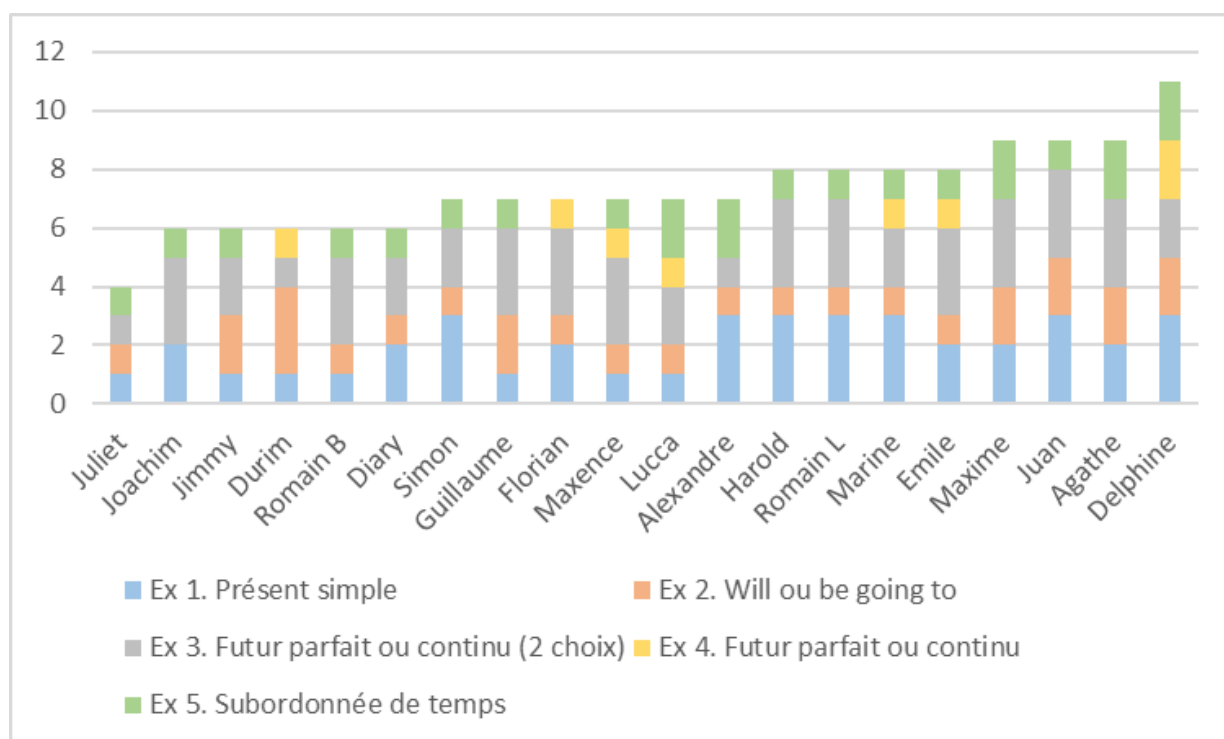


Chart 2: pre-test individual results

1.1.2. Pre-questionnaire

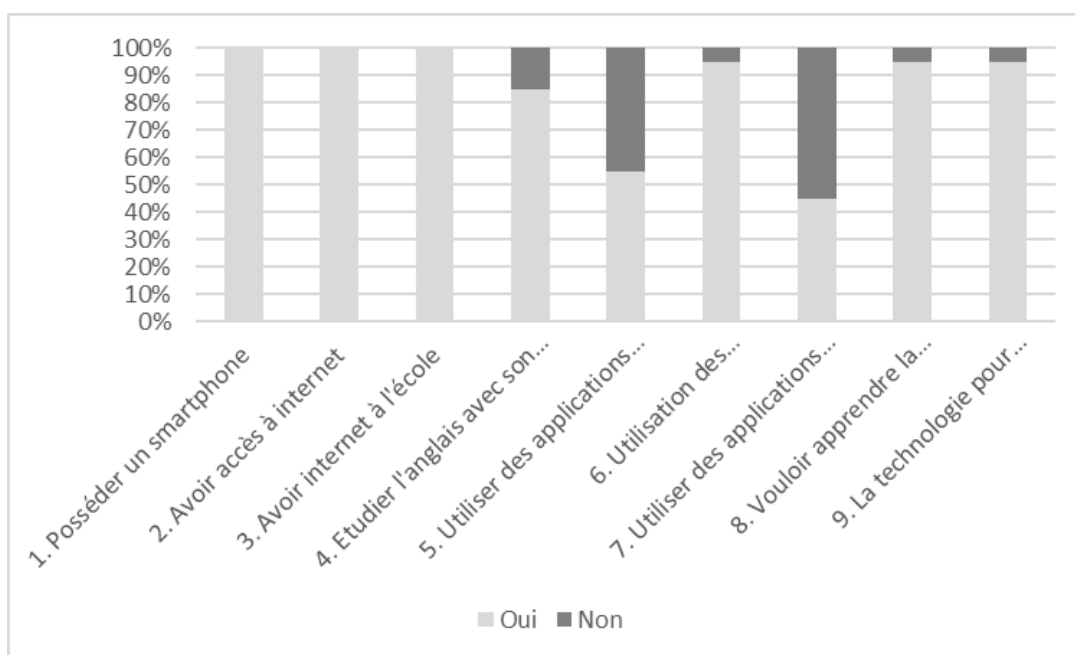


Chart 3: pre-questionnaire

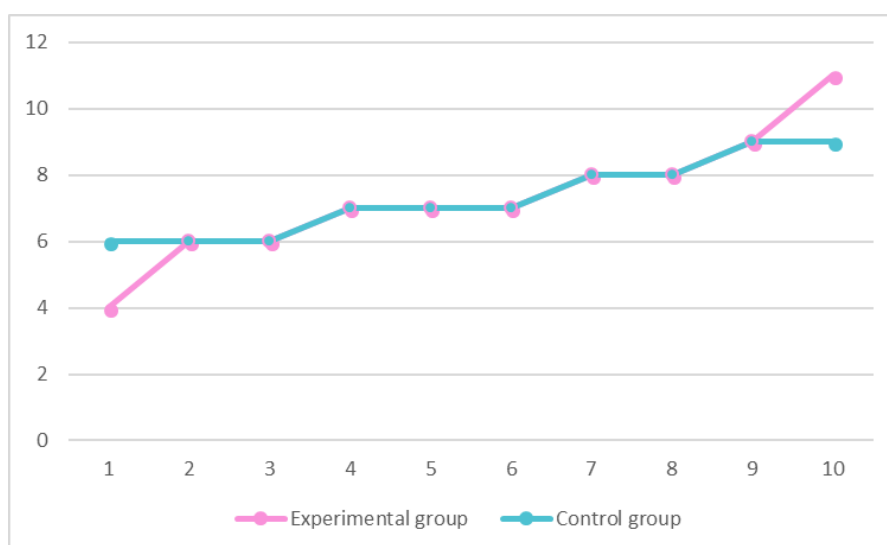
The results highlighted that all the pupils owned a smartphone and had access to the Internet at school. One can notice that they were already familiar with the use of technology while learning English as twelve out of twenty used it sometimes, three out of twenty used it often and two out of twenty used it regularly. A slight majority of the pupils (eleven out of twenty) used some apps to improve their English. The same apps were regularly mentioned: Reverso, Quizlet, Duolingo and Google Translate but also other technology such as films and video games. The use of technology in their English class is not new as nineteen pupils out of twenty assert that their English teacher makes use of her computer and a projector every day. If eleven pupils out of twenty claimed to use technology to improve English, they are only nine out of twenty to use it for learning other languages.

As far as their wish to learn English grammar using technology is concerned, all the pupils – except one – wanted to take part in the technology-enhanced lesson. They considered that using technology could improve their grammatical learning. One pupil stated that technology could be useful but should not replace paper and therefore did not want to use it in class.

The last question was about the advantages of using technology in class. Pupils share the view that technology is simpler, easier and faster to use. Bearing in mind that they like

using technology, it would be – according to them: “plus facile d’apprendre sur un support qu’on aime [et de retenir] plus facilement car on utilise des jeux, c’est plus ludique. (...) C’est un autre support non conventionnel (...) différent de d’habitude [et] plus captivant qu’un tableau⁶”. Some pupils noticed the practical side of technology: “ça prend pas de place”⁷. Some other already highlighted the advantage of getting immediate feedback as “on a des correctifs pour se corriger”⁸.

At the end of the first stage, the class was divided into two equal groups based on the results. Each group had obtained 52,1% but the experimental group included the highest (11/14) and lowest (4/14) scores and “average” pupils (from 6/14 to 9/14) whereas the control group only consisted of “average” pupils. This division was made to balance pupils’ level. Graph 1 and chart 4 illustrate pupils’ and results’ distribution. On graph 1, one can notice that results from both groups are almost similar except the lowest and the highest. Chart 4 reveals a concentration of results between six and eight in both groups. However, the scope is wider for the experimental group as the pink box is more extended (from four to eleven) than the blue one.



Graph 1: pre-test results’ distribution by pupil between the control group and the experimental group

⁶ [Own translation] “easier to learn using a medium that we like [and remember] more easily because we use games, this is more playful. (...) This is an unconventional medium (...) different from what we usually used [and] more captivating than a blackboard”.

⁷ [Own translation] “it doesn’t take much space”.

⁸ [Own translation] “we have some correctives helping us”.

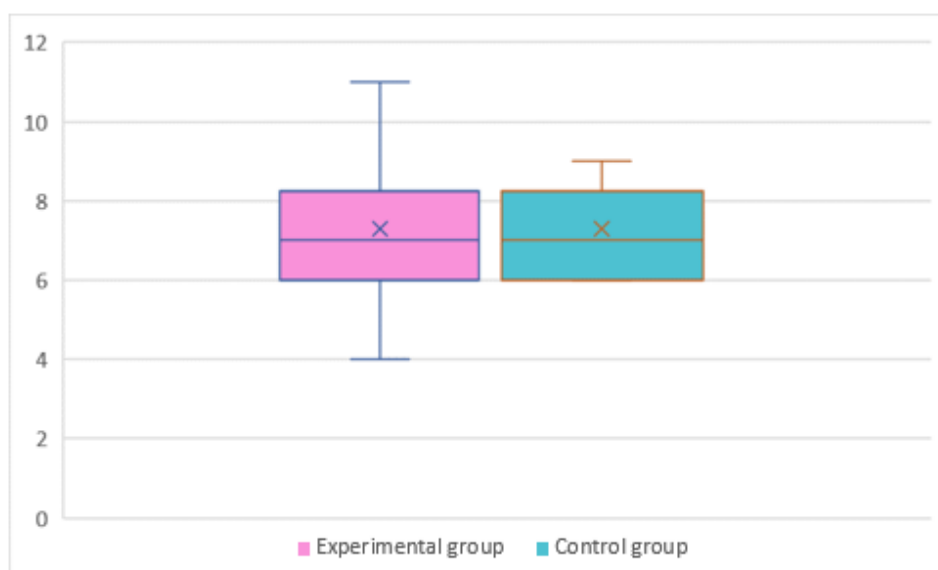


Chart 4: pre-test results' distribution between groups

Nevertheless, on the day of the grammar lesson, one pupil from the experimental group was missing. This pupil had obtained six out of fourteen. By recalculating the score on nine tests, the average consequently amounted to 53,2% for this group.

1.2. Stages 2 and 3: grammar and exercises

Using *Kahoot!* for the grammatical part allowed me to highlight pupils' understanding of the grammar. Pupils were asked sixteen questions covering the different future forms. They scored 54.5% to the quiz – hardly higher than the pre-test results. During the following exercise, the score slightly decreased to 53.3%.

1.3. Stage 4: immediate post-test

1.3.1. Class overview

Chart 5 below shows an overview of the class' results by exercise. The immediate post-test was in all respects similar to the pre-test. One can notice that the class average was 53% (in red). The exercise where pupils succeeded the most is the first exercise (73%), followed by the third exercise (65%) and the second one (59%). For the exercise about future time clauses, pupils obtained 54%. It seems that the productive exercise where they had to choose a verb and correctly conjugate it to the future perfect or progressive was the most difficult as the average is 14%.

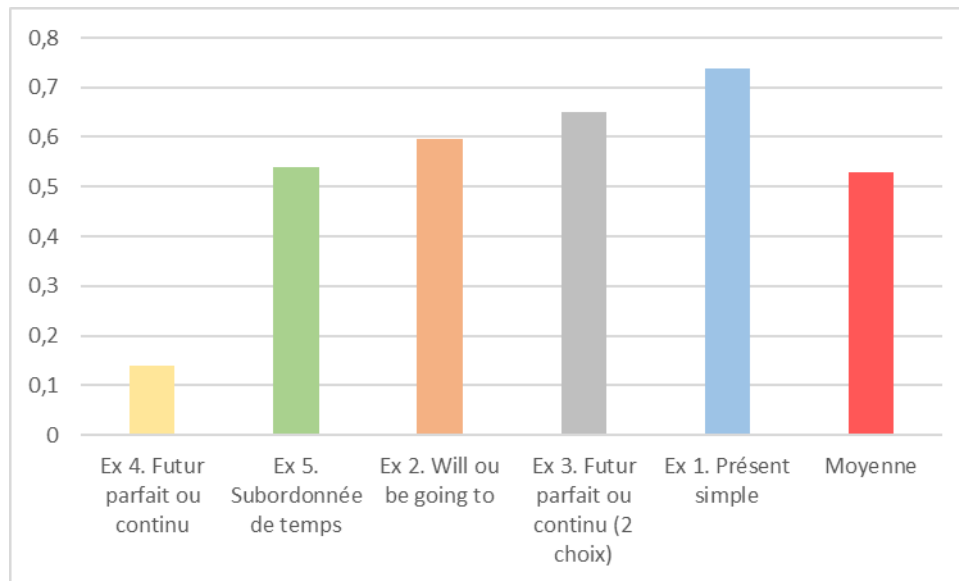


Chart 5: immediate post-test class results

Chart 6 summarises pupils' individual results by exercise. Results ranged from two to eleven out of fourteen. The extremes were wider as the best mark was eleven and the lowest two. Five pupils failed and obtained marks between four and six whereas five others succeeded with nine or ten. Eight out of fourteen was reached by five pupils.

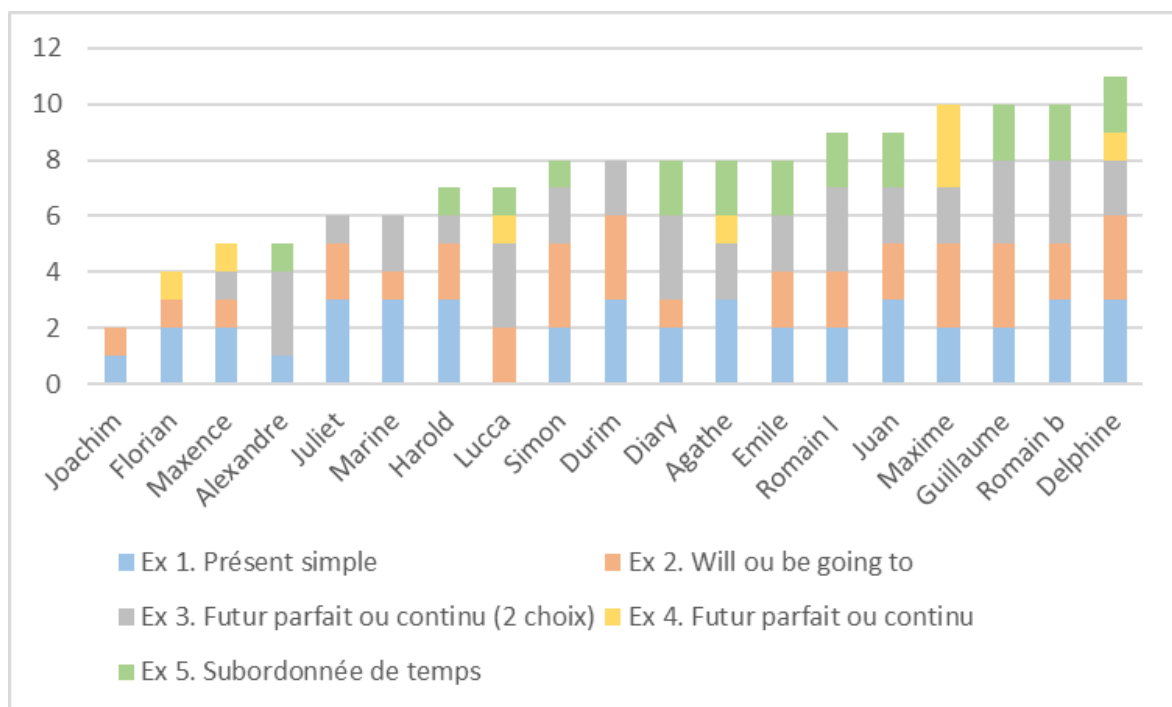


Chart 6: immediate post-test individual results

1.3.2. Experimental group overview

Chart 7 shows experimental group's immediate post-test results. The first two exercises were passed with 74%. Pupils obtained 52% to the third exercise and 44% to the last one. The most difficult was still the fourth exercise for which pupils reached the low average of 18%. At the end, pupils barely passed the immediate post-test with 53.2%.

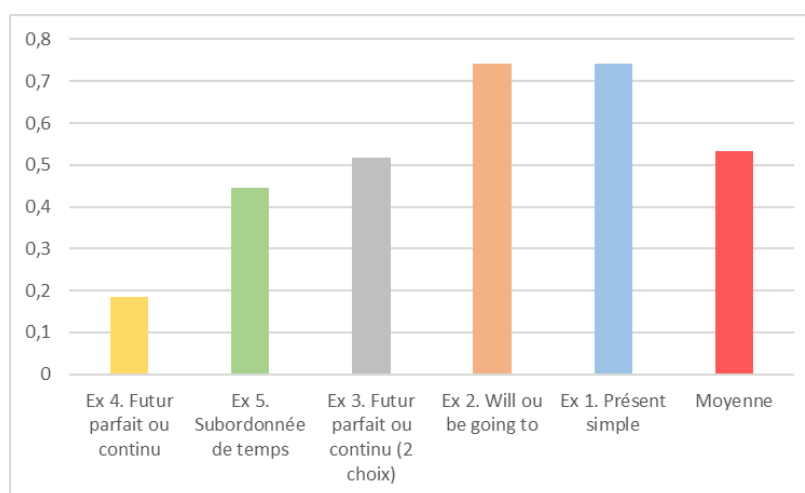


Chart 7: immediate post-test experimental group results

Chart 8 outlines pupils' individual outcomes. One can observe that results are quite scattered. Two pupils heavily failed. Joachim obtained two out of fourteen because he only answered two questions correctly and Florian gave only four correct answers. Yellow – for the productive exercise on the future perfect and progressive – is underrepresented as only three pupils got marks for this exercise. The exercise on future time clauses seems rather difficult too as only three pupils succeeded and two others got half of the points.

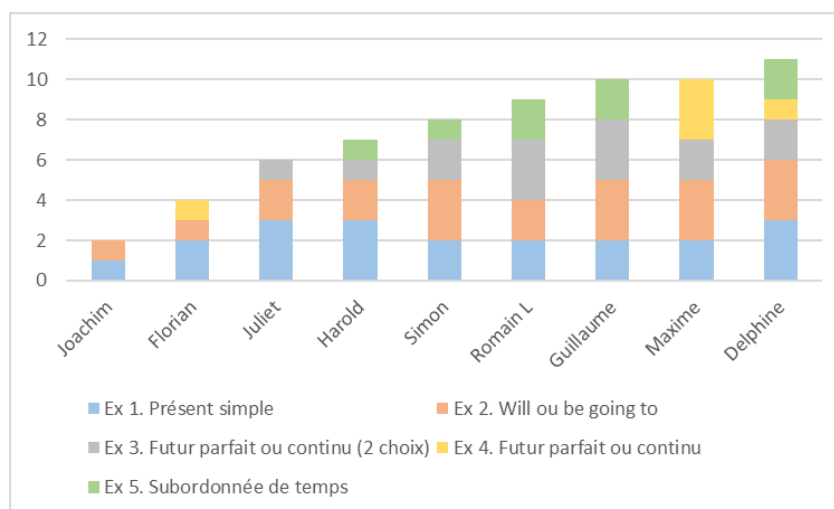


Chart 8: immediate post-test individual results (experimental group)

1.3.3. Control group overview

As shown on chart 9, the control group scored the average of 52.8%. The third exercise seemed to be the easiest for the control group who got 76%, closely followed by the first exercise (73%). Pupils passed the last exercise with 60%. The second exercise was difficult as pupils obtained 46%. The fourth one was even more complex as they only got 10%.

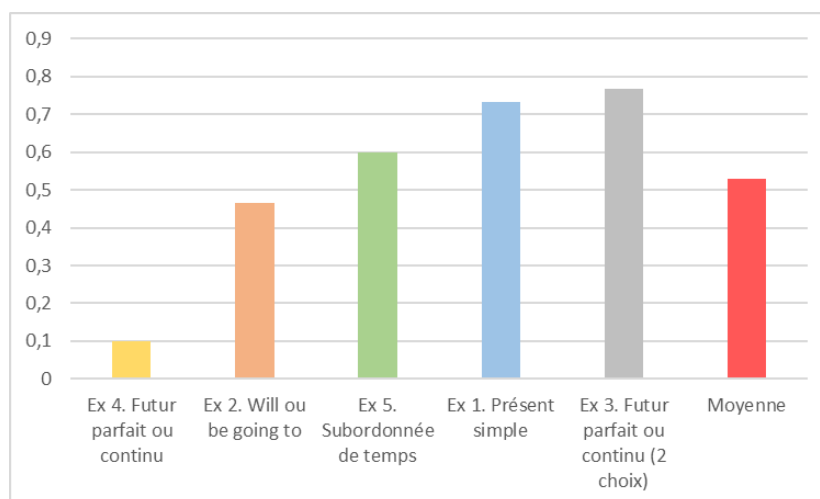


Chart 9: immediate post-test control group results

On chart 10, one can see pupils' individual outcomes. The lowest mark was five, the highest ten. There is only one exercise (the third one) to which all the pupils correctly answered at least one question (in grey). Yellow is underrepresented as only three pupils got marks for this exercise. They all scored one out of two.

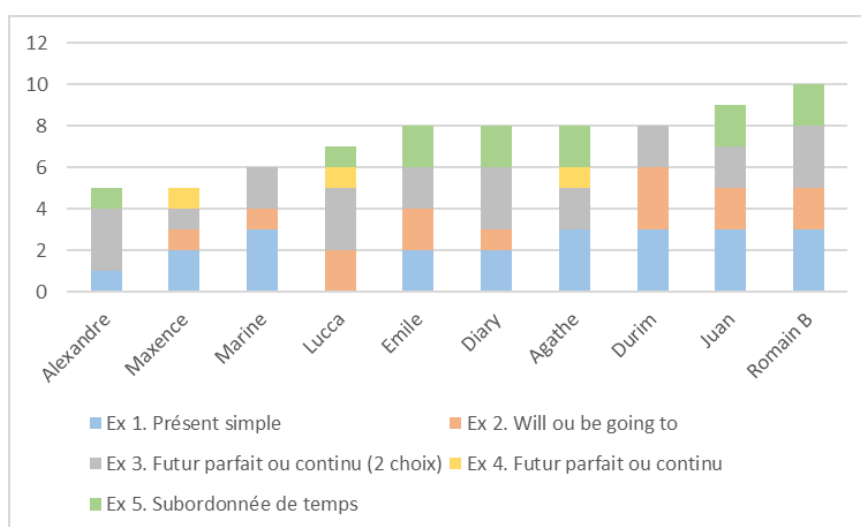


Chart 10: immediate post-test individual results (control group)

1.4. Stage 5: delayed post-test and post-questionnaire

1.4.1. Delayed post-test

▪ Class overview

As shown on chart 11, pupils reached 57.5% to the delayed post-test. They succeeded in four exercises and failed one exercise. They obtained the best marks for the exercise on future time clauses (74%). They got 72% to the second exercise on *will* or *be going to* and 67% to the exercise on the present simple or progressive. Concerning the exercise on the future perfect or progressive, they achieved 58%. The productive exercise on the same tenses continued to be a challenge as they got 23%.

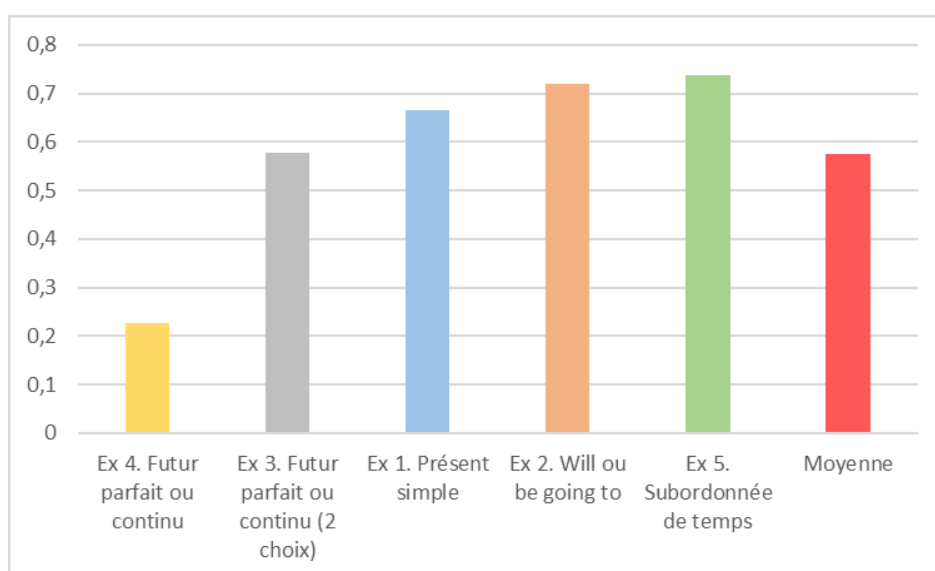


Chart 11: delayed post-test class results

Chart 12 illustrates pupils' individual results per exercise. One can observe that the best mark was thirteen whereas the lowest mark was two out of fourteen. Some pupils completely failed some exercises. One pupil failed the second exercise (*will* or *be going to*); two others failed the last exercise on future time clauses; three pupils did not get marks for the first exercise (present simple or progressive); and four failed the exercise on the future perfect or progressive (in grey). Furthermore, almost half of the class (eight pupils) scored zero to the productive exercise on the future perfect or progressive (in yellow).

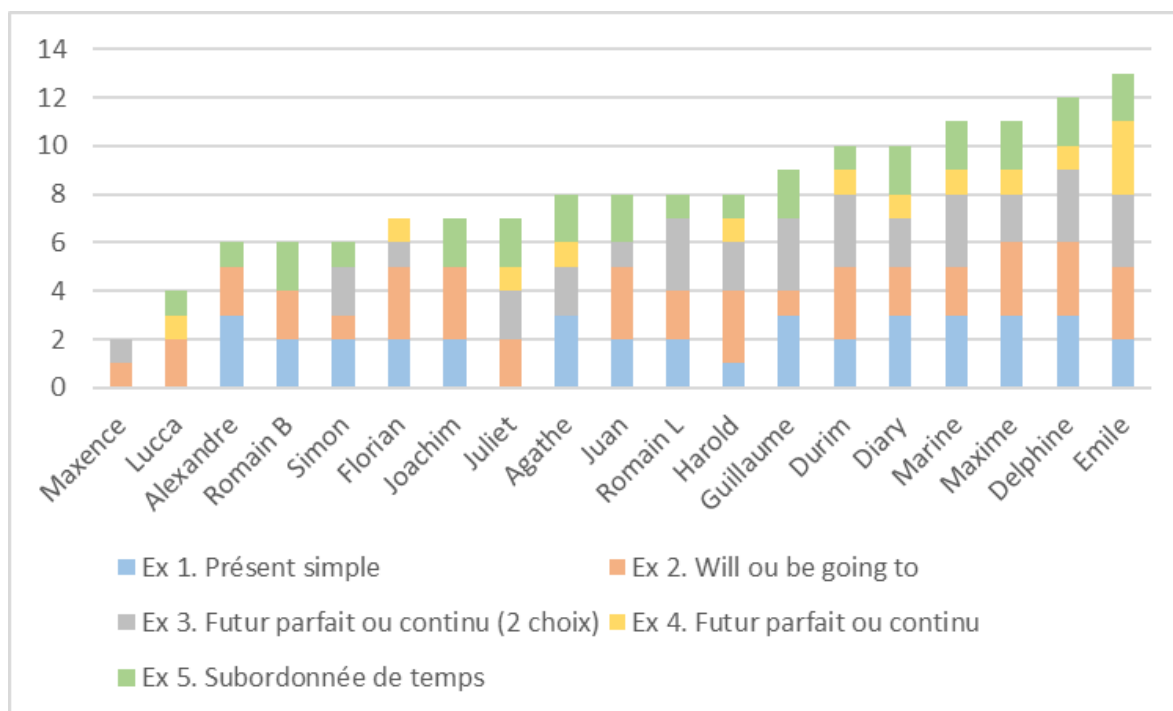


Chart 12: delayed post-test individual results

▪ Experimental group overview

Chart 13 reveals experimental group's results to the delayed post-test. The average of the group was 59.5%. In line with the class results, the experimental group succeeded in four exercises and failed one exercise. They got 78% to the second exercise; 72% to the exercise on future time clauses; 67% to the first and third exercises; and 18.5% to the fourth exercise.

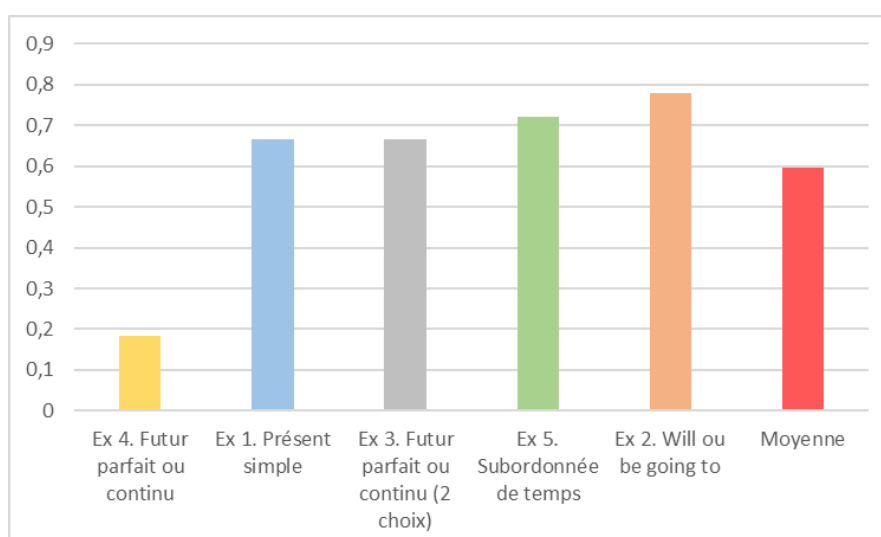


Chart 13: delayed post-test experimental group results

As far as individual results are concerned (chart 14), one can notice that marks ranged from six to twelve. This shows that only one pupil failed the test while the rest of the group succeeded. As for the general level of the class, the fourth exercise was not successful at all. Four pupils completely failed it (0/3) whereas the other five got only one point out of three.

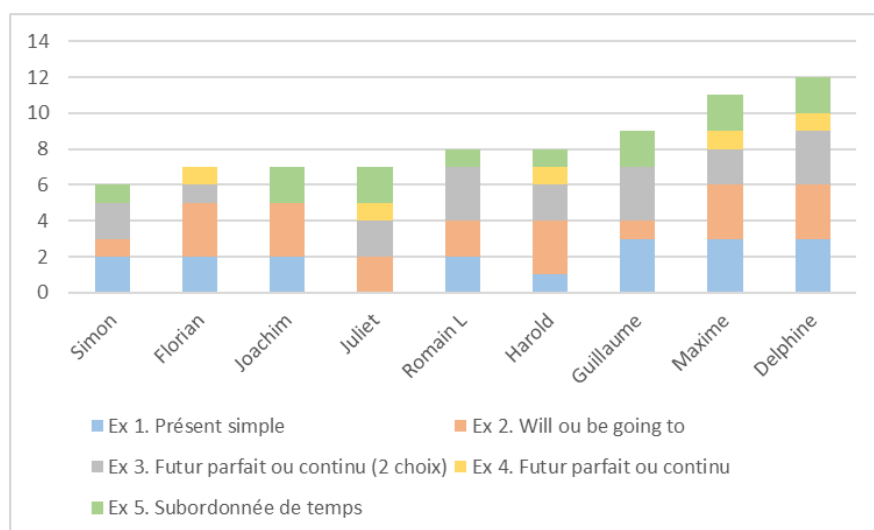


Chart 14: delayed post-test individual results (experimental group)

▪ Control group overview

Chart 15 shows delayed post-test results of the control group. The group reached the average of 55.7%. The exercise where pupils succeeded the most is the fifth exercise (75%), followed by the first and second exercises (67%). For the third exercise about the use of the present perfect or progressive, pupils obtained just half (50%). It seems that the productive exercise (exercise four) was still the most difficult as the average is 27%.

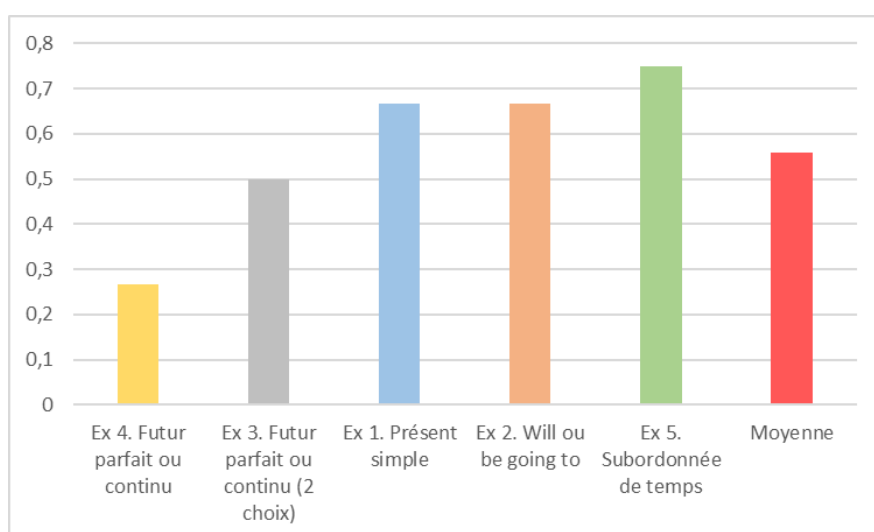


Chart 15: delayed post-test control group results

Chart 16 displays pupils' delayed post-test individual results. One can observe that one pupil heavily failed (2/14) and one nearly got the perfect score (13/14). Exercise three was difficult for half of the class as three pupils got zero out of three and two others got one out of three. This is also the case for the fourth exercise for which nine pupils failed: four pupils scored zero and five pupils obtained one out of three. It is worth mentioning that the best pupil of this delayed post-test achieved three out of three for this exercise.

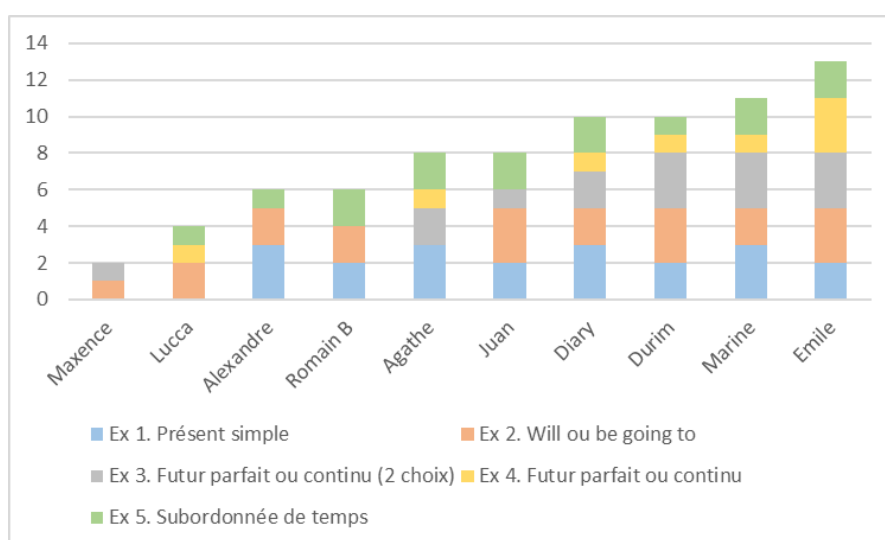


Chart 16: delayed post-test individual results (control group)

1.4.2. Post-questionnaire

Chart 17 summarises pupils' answer to the post-questionnaire. They all appreciated learning English with the help of technology (question 1) and kept a positive perception of such use (question 2). Nevertheless, they did not decide on or against the real impact of this method on their acquisition: for the most part, they were not able to affirm that they had learned faster (question 4) nor that their retention had been better by using technology (question 3). If pupils did not express a strong opinion as to the influence of the visual aspect of the PowerPoint presentation on their learning (question 11), half of them recognised that it had helped them to be more attentive (question 12). Furthermore, pupils stated that such a method had brought an added value (question 8) and they wanted to continue using it (question 7) because this was more practical (question 5) and interesting (question 6) than a paper-pen method – they all agreed on that (question 9). They added that the immediate feedback provided by online exercises was a real advantage but being able to start those exercises again did not really help. Finally, this questionnaire revealed that almost half of the class was distracted by their social networks notifications while performing exercises online.

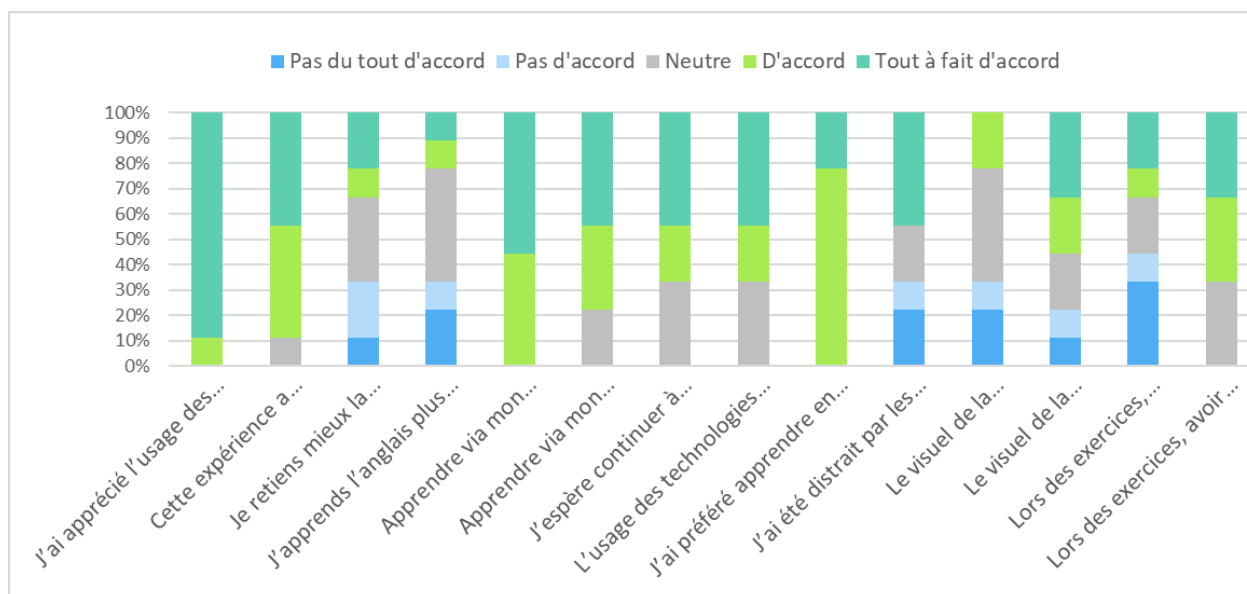


Chart 17: post-questionnaire answers

2. Discussion

This section aims to answer the research questions mentioned in the introduction: *given the fact that technology entertains young Belgian people in their daily life, would they be more actively engaged when learning grammar with the help of technology? To what extent the use of technology in EFL grammar lessons would impact students' learning and motivation. Is there any significant difference between a more traditional method and a technology-enhanced method?*

The analysis of the outcomes will be organised as follows: first, the evolution of class results from the pre-test to the delayed post-test will be traced. Second, a comparison between the results of the control group and the experimental groups will be drawn. Finally, pupils' attitude – before and after the experimentation – towards technology in a teaching environment will be outlined. A “summary box of key ideas” will be presented at different stages of the discussion to underline some important or surprising findings.

2.1. Tests results

Pupils reached 52.1% to the pre-test. At first, this does not seem odd as we knew that some subjects had already been covered: the use of the present simple and progressive (67%), as well as the difference between *will* and *be going to* (45%). Surprisingly, the highest marks

(80%) were obtained to the multiple choices exercise on the future perfect and progressive. Those two future forms had never been covered by their English teacher. Therefore, one can wonder how they could reach such results, considering that they completely failed the fourth exercise (13%) – focusing on the same forms but required a productive participation. Pupils confessed that they randomly – and consequently luckily – answered the questions of the third exercise.

Summary of key ideas: pre-test

- Class average = 52.1%
- Surprising results (lucky pupils)
- Results from 4 to 11
- Exercise four completely failed

After covering grammar in class, one can expect some improvement in results. At first, we can report a slight improvement from the pre-test to the *Kahoot!* quizzes (from 53.3% to 54.5%). Notwithstanding, no clear general enhancement was observed between the pre-test (52.1%) and the immediate post-test (53%) – see chart 18 below. An increase can nonetheless be noted in the first (from 67% to 73%), second (from 45% to 59%) and fourth (from 13% to 14%) exercises. One can also notice a slight decrease in the fifth exercise (from 57% to 54%) and a more significant one in the third exercise (from 80% to 65%).

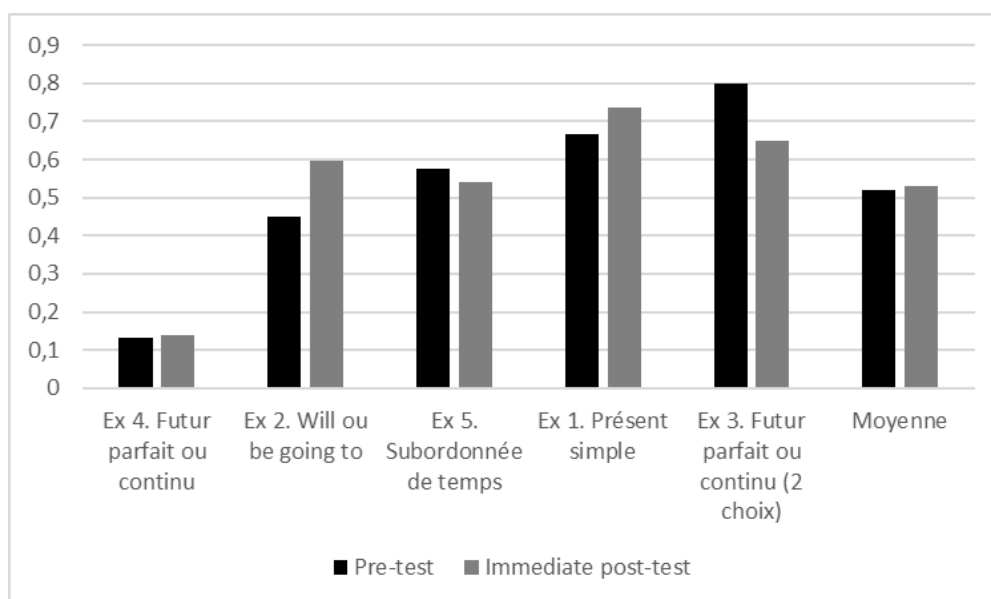
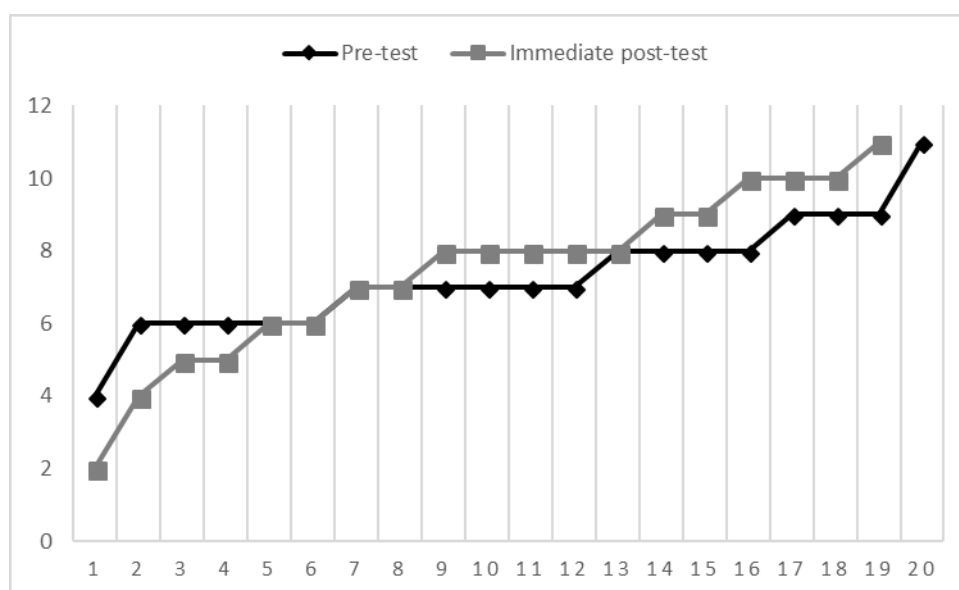


Chart 18: comparison between pre-test and immediate post-test results

One could expect improvement in the threshold and top results: the values of the worst and best results of the immediate post-test should be higher than the ones of the pre-test. Yet, what is striking between those two tests is the scope of results (see graph 2). The results of the pre-test ranged from four to eleven with a majority of pupils between six and eight. The range of the second test results was wider as the weakest pupil obtained two and the best pupil got eleven. Four others failed with four or five out of fourteen. This could reveal pupils' non-involvement in the experimentation.



Graph 2: results' distribution by pupil between the pre-test and the immediate post-test

Summary of key ideas: comparison between pre- and immediate post-test

- No significant improvement between the pre-test (52.1%) and the immediate post-test (53%) after covering grammar
- Wider scope of results (from 2 to 11)
- Exercise four still completely failed

As far as the delayed post-test is concerned, it was exactly identical to the pre-test and pupils were not aware of it. They did not have time to review the topic. One could therefore wonder what their long-term retention of the covered subject would be.

Findings revealed by the delayed post-test are quite different from the other two tests. One can notice an improvement in the class average. As displayed on chart 19, pupils' results increased from 52.1% to 53% and finally reached the average of 57.5%. From the pre-test to the immediate post-test, they progressed by 1.69%; from the pre-test to the delayed post-test,

they score increased by 9.4%; and from the immediate post-test to the delayed post-test, the results augmentation was 7.8%.

This evolution is quite surprising – pupils obtained better marks two weeks after the experimentation than immediately after the experimentation. One could expect that their long-term retention of future tenses would be vaguer than their immediate acquisition because pupils usually forget what they have learned as time goes by. This experimentation tends to show the opposite. Nevertheless, as pointed out below (cf. 5. *Limitations*), the immediate post-test timeslot (last hour on Friday) may not have been conducive to pupils' concentration as they did not have time to collect their thoughts.

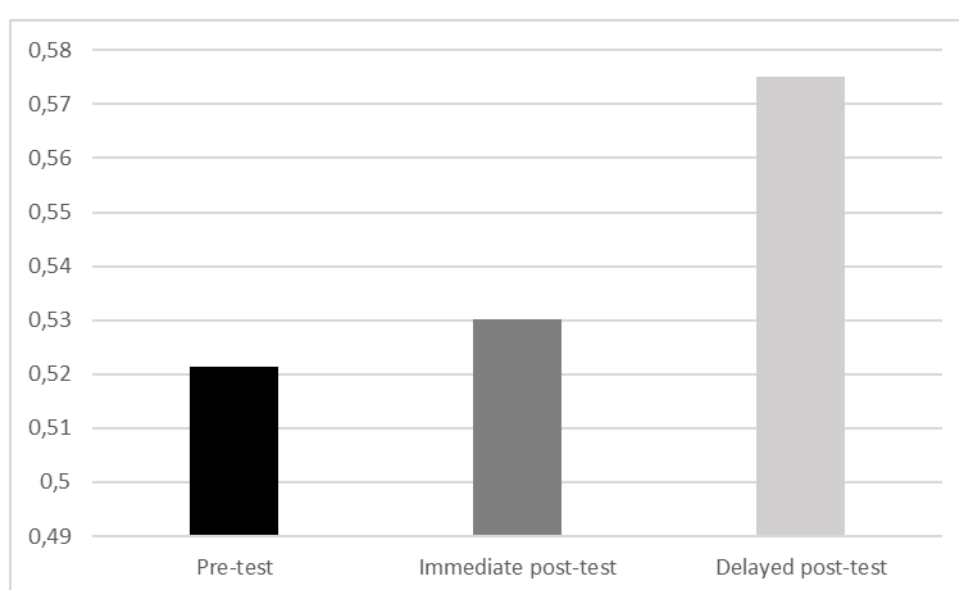


Chart 19: evolution of tests results

Chart 20 summarises exercises results' evolution. One can observe that there is no clear-cut pattern between those exercises. The results obtained to the third exercise on the future perfect and progressive decreased whereas for the multiple-choice exercise on the same subject, results increased. This fourth exercise had always been the most difficult for pupils as scores were incredibly low (13% and 14% to the first two tests). Even though delayed post-test results remained low (23%), it is worth noticing an increase of 40%. Pupils also seemed to have a good retention of the exercise on future time clauses, as they had improved from 55% and 54% to 74%.

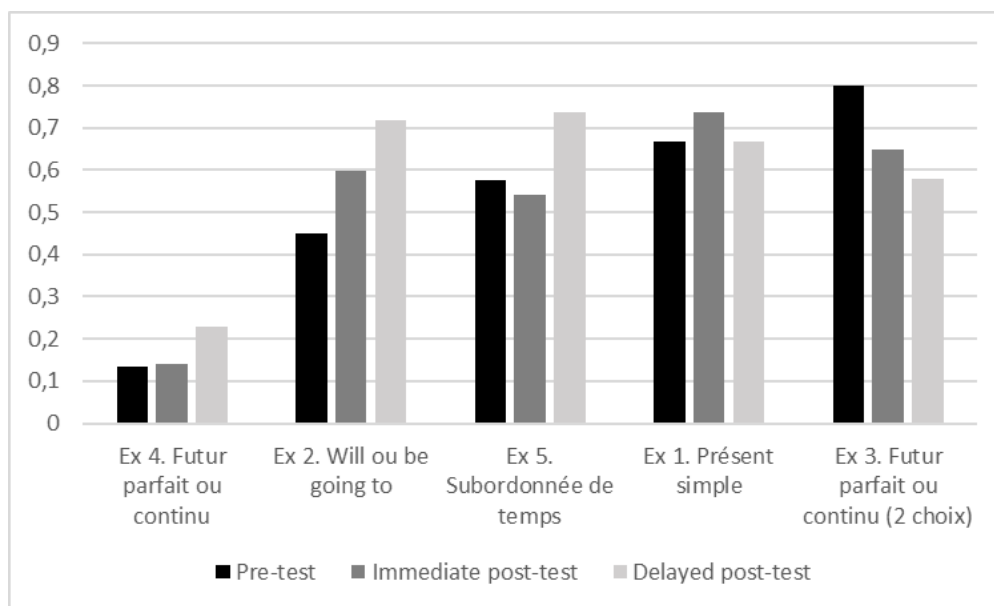
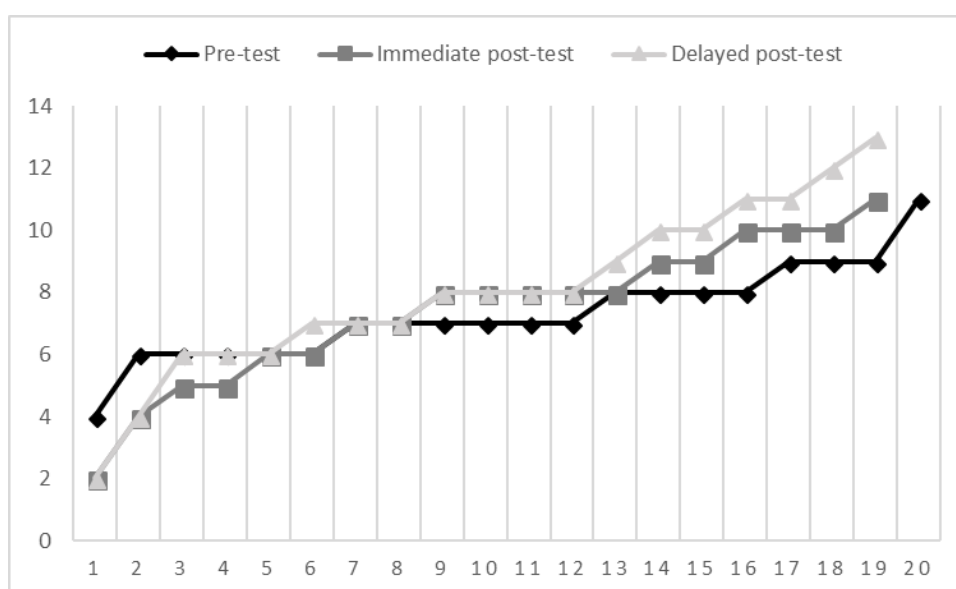


Chart 20: exercises results' evolution

Graph 3 and chart 21 reveal that the scope of results grew even wider. Graph 3 summarises results' distribution by pupil while chart 21 shows the concentration of results for the class. One can notice that the extreme values of the pre-test ranged from four to eleven. These values extended in the immediate post-test (from two to eleven) and became even wider in the delayed post-test (from two to thirteen). On chart 21, one can notice that the concentration of results was also different. The results of "average" pupils increased – the boxes extend upward. "Average" pupils obtained between six and eight to the pre-test, then between six and nine to the immediate post-test and finally between six and ten to the delayed post-test.



Graph 3: results' distribution by pupil between pre-test, immediate post-test and delayed post-test

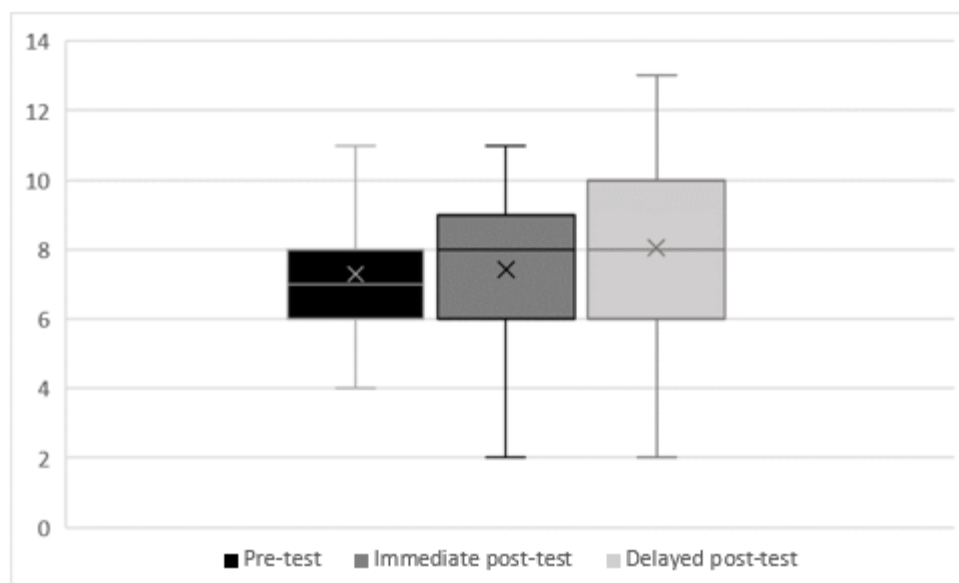


Chart 21: tests results' distribution

In conclusion, one can notice that the evolution between tests results is not consistent as pupils barely progressed between the pre-test and the immediate post-test considering that they had just covered grammar. As revealed by the *T-Test Calculator for 2 Dependent Means*, the evolution between the first two tests is not significant. The value of t is 0.223607 and the value of p is 0.825581. The result is not significant at $p \leq 0.05$. Yet pupils made a significant improvement between the immediate and delayed post-tests (+ 7.8%). The *T-Test Calculator for 2 Dependent Means* indicates that the value of t is 4.024922 and the one of p is 0.000794. The result is therefore significant at $p \leq 0.05$. This shows that pupils had a better long-term retention than an immediate acquisition.

Summary of key ideas: comparison between the three tests

- Significant improvement between the immediate post-test (53%) and the delayed post-test (57.5%)
 - ⇒ Better long-term retention than immediate acquisition
- Scope of results even wider (from 2 to 13)
- Exercise four still completely failed

2.2. Results comparison between the control group and the experimental group

Chart 22 reveals the results yielded by both groups to the immediate post-test. The average indicates that both groups similarly passed. The experimental group scored 53.2% and the control group 52.8%. For the first exercise, both groups' results were closely similar: the experimental group achieved 74% and the control group 73%. Nevertheless, it is noteworthy that a significant difference exists in the remaining four exercises.

The fourth exercise – which had always been the most challenging – turned out to be easier for the experimental group who reached 18% while the control group obtained 10%. Those results are incredibly low since pupils had just seen the grammatical point. Considering that the pre-test score was 13%, this immediate post-test findings are quite surprising as the control group obtained lower marks. Once again, this reveals that pupils were not attentive and involved in the grammar session. The experimental group also performed better the second exercise (*will* and *be going to*). They got 74% and the control group got 46%.

On the contrary, the control group reached higher marks in two exercises. They achieved 76% to the third exercise (52% for the experimental group) and 60% to the last exercise (44% for the experimental group).

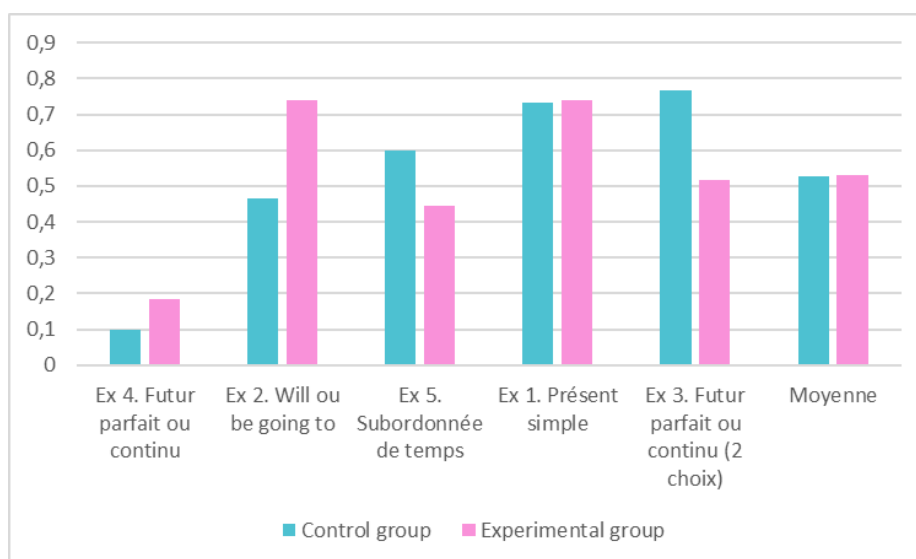
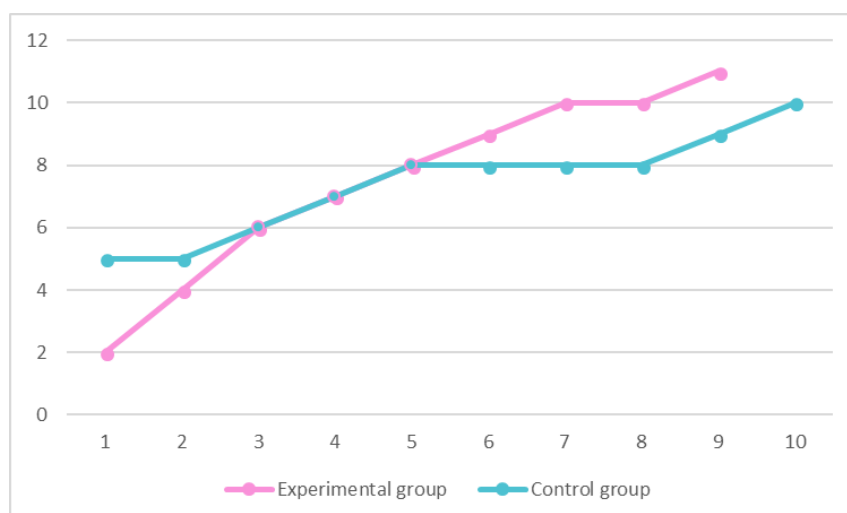


Chart 22: comparison between immediate post-test groups' results

In summary, the final average is closely similar but the distribution between exercises is not consistent as only the results of the first exercise were the same. The biggest difference was found in the fourth exercise for which the experimental group scored almost twice as much

as the control group – although the score was incredibly low for both groups. The experimental group also surpassed the control group concerning the exercise on *will* and *be going to*. In contrast, exercises three and five seemed to be easier for the control group.

Another important observation reveals that the gap between the control group's marks and the experimental group's widened. As highlighted above (cf. *Graph 2*), the scope of the pre-test results ranged from four to eleven whereas those of the immediate post-test spread from two to eleven. One can notice that this widening was caused by the experimental group because it included the weakest and the best pupils (see graph 4 and chart 23). The scope of results of the experimental group ranged from two to eleven with a majority of pupils ("average" pupils) between five and ten. The results of the control group were more consistent as they ranged from five to ten with a majority of pupils between six and eight.



Graph 4: immediate post-test results' distribution by pupil between groups

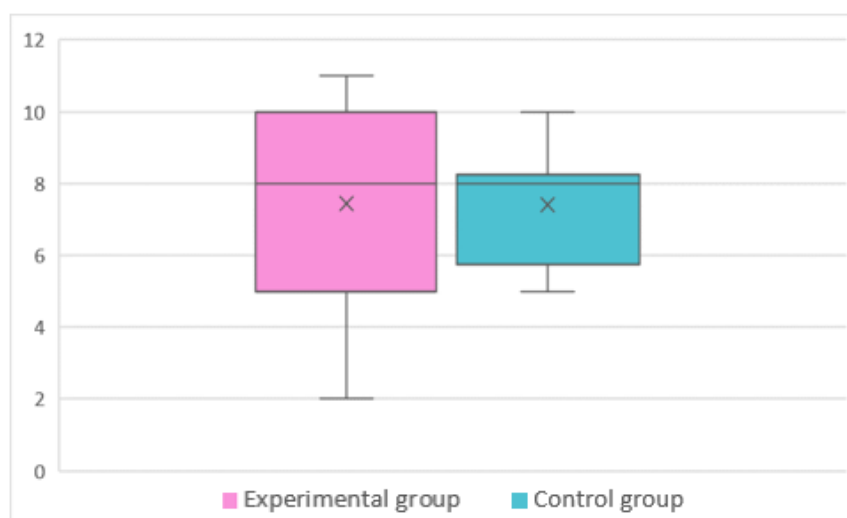


Chart 23: immediate post-test results' distribution between groups

At this point, we can assert that there is no significant difference when comparing both groups' final results. As revealed by the *T-Test Calculator for 2 Independent Means*, the *t*-value is 0.04057 and the *p*-value is .968108. The result is not significant at $p < .05$. In fact, if we round the results to the nearest digit, both groups obtained 53%.

Summary of key ideas: comparison between groups (immediate post-test)

- No significant difference between groups
⇒ No impact of the method used
- Scope of the experimental group's results wider (from 2 to 11) than the control group (from 5 to 10)
- Exercise four: the experimental group scored better

In order to highlight a possible impact of the method used on pupils' marks, we first need to agree on the basis of comparison. Either we consider the same initial average (52.1%) for both groups or we take the missing pupil into consideration and consequently review the initial average of the experimental group. The decision has a minimal impact on findings. As shown on chart 24, if we consider the same initial average for both group (52.1%), the experimental group improved their results by 1.1 percent (53.2%) and the control group by 0.7 percent (52.8%).

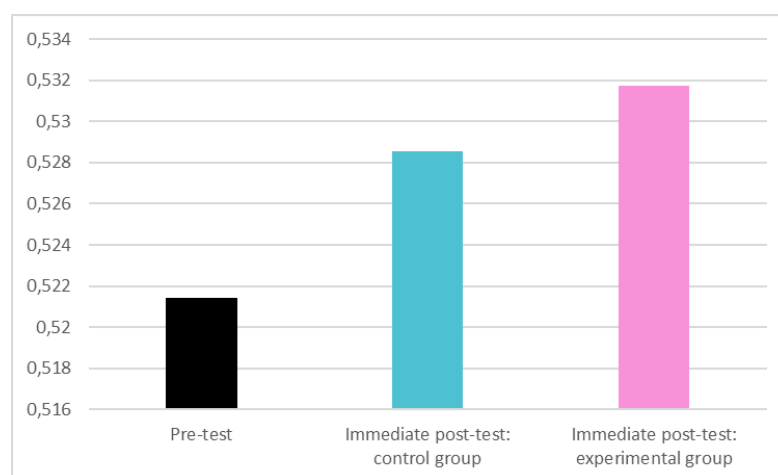


Chart 24: immediate post-test average based on the same pre-test

If we revise the original average by deleting the missing pupils' marks, the means for the experimental group switches from 52.1% to 53.2% (see chart 25). We consequently observe that this group achieved identical results to the pre-test (considering the missing pupil) and to the immediate post-test.

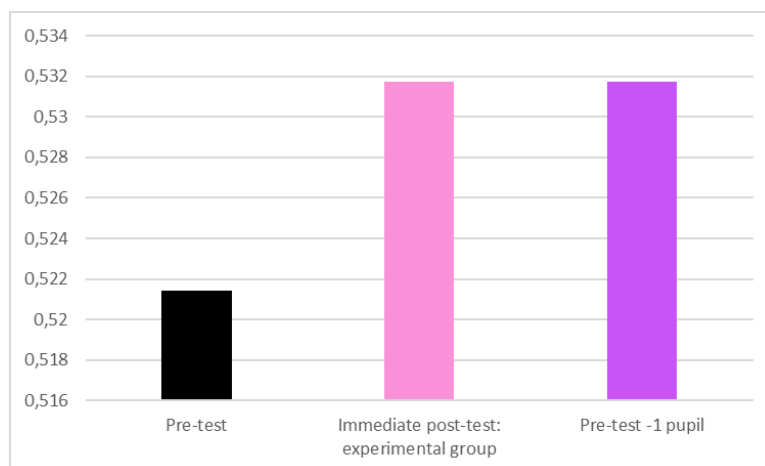


Chart 25: immediate post-test average compared with two different pre-test results

Chart 26 summarises the above-mentioned findings. One can notice that if we consider a common pre-test, the experimental group's improvement (2.11%) was roughly better than the other group (1.34%). Notwithstanding, if we revise the pre-test average of the experimental group (by deleting the missing pupil's mark), one can conclude that the control group performed better (1.34%) than the experimental group (0%).

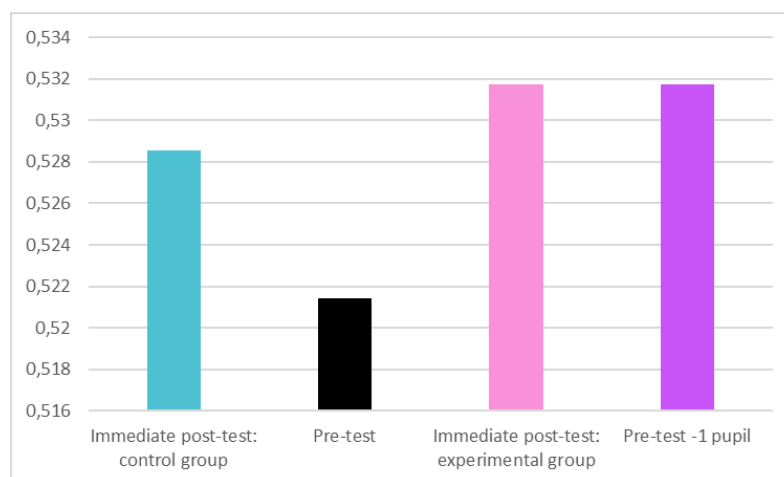


Chart 26: groups immediate post-test results compared with two different pre-tests

On this basis it may be inferred that there is no real significant difference so far between a more traditional method and a technology-enhanced method. The use of technology in EFL grammar lessons did not truly impact students' immediate learning.

As far as the delayed post-test is concerned, findings are quite different. As revealed on chart 27, the final average differs from one group to another. The experimental group reached the average of 59.5% whereas the control group achieved 55.7%. This difference can be explained by exercises results distribution. Pupils from both groups achieved similar results to

the first exercise. Nonetheless, one can notice that the experimental group surpassed the control group in two exercises: they obtained 77.8% to the second exercise and 66.7% to the third one while the control group respectively got 66.7% and 50%. The opposite can be noticed concerning the fourth and fifth exercises: the control group performed better than the experimental group. A slight difference can be observed in exercise five – the control group scored 75% and the experimental group 72%. An important distinction can be outlined in the fourth exercise – which had always been the most challenging for both groups. It turned out to be easier for the control group which reached 26.7% while the experimental group obtained 18.5%.

These last two exercises required more productive knowledge than the first three as pupils had to choose the correct verb and conjugate it in the correct future form or translate a complete sentence from French into English whereas in the first three exercises, they simply had to choose the correct answer between two options. One can notice that, two weeks after the class session, the control group seemed to pass more easily such exercises whereas the experimental group performed receptive exercises better. Nonetheless, this observation was not borne out by the immediate post-test as results were not similar: the experimental group surpassed the control group in the fourth exercise and the opposite was observed in the second exercise.

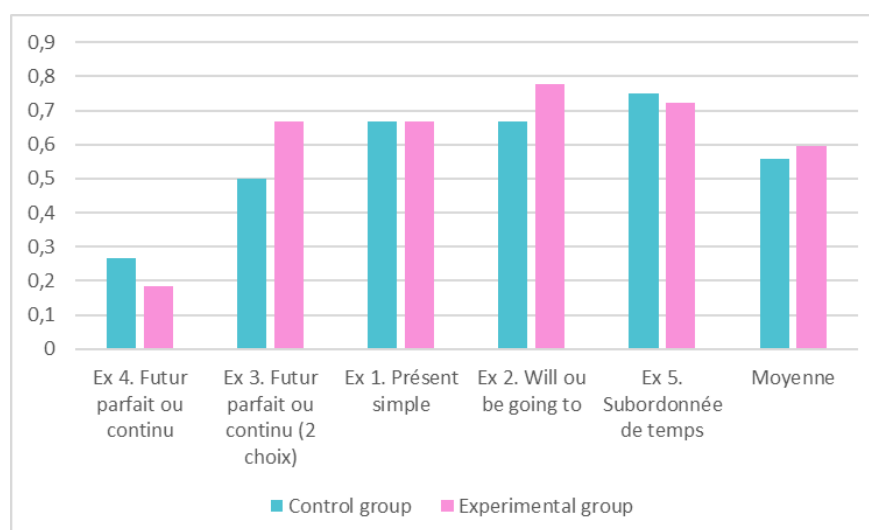
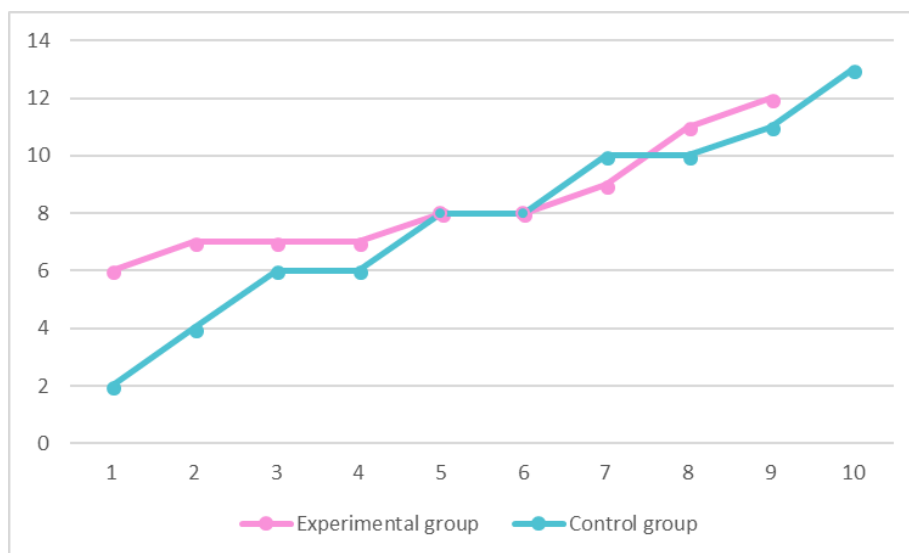


Chart 27: comparison between delayed post-test groups' results

Concerning the minimum and maximum values between the control group's marks and the experimental group', the gap still widened compared to the pre-test and immediate post-test. One can notice (see graph 5 and chart 28) that this widening was caused by the control

group who included the weakest and the strongest pupils. The scope of results of this group ranged from two to thirteen whereas the lowest mark of the experimental group was six and the highest was twelve. Compared to the pre-test (graph 1) and immediate post-test (graph 4), results distribution of the delayed post-test was completely reversed. The experimental group always included the extreme values (from four to eleven in the pre-test and from two to eleven in the immediate post-test). In this final test, the results of the experimental group were more consistent as it mostly encompassed average and good pupils (from six to twelve) whereas the control group consisted of weak (from two to six) and good (from eight to thirteen) pupils. In addition, as shown on chart 28, the “average” pupils of the experimental group (pink box) scored higher (between seven and ten) than the ones of the other group (between five and ten).



Graph 5: delayed post-test results' distribution by pupil between groups

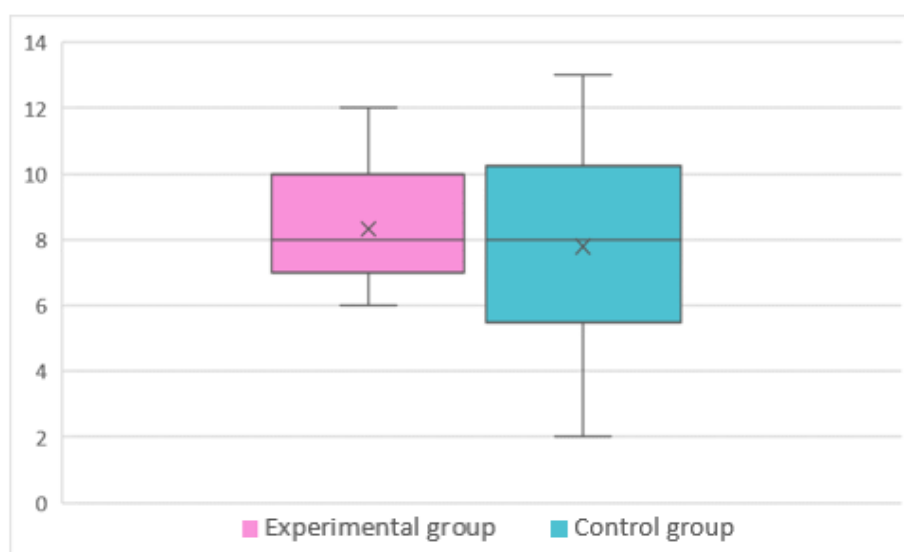


Chart 28: delayed post-test results' distribution between groups

According to the *T-Test Calculator for 2 Independent Means*, there is no significant difference when comparing both groups' final results. The *t*-value is 0.41406 and the *p*-value is .684007. The result is not significant at $p < .05$. Although no statistical significance has been revealed by this test, one can still highlight that the experimental group performed the delayed post-test better than the control group.

Summary of key ideas: comparison between groups (delayed post-test)

- Difference between groups but not statistically significant
⇒ Possible impact of the method used
- Scope of the control group's results wider (from 2 to 13) than the control group (from 6 to 12)
- Exercise four: the control group scored better

In conclusion, this experimentation led to different findings depending on the stage. The immediate post-test highlighted that the use of technology in EFL grammar lessons did not truly impact students' immediate learning as similar results were achieved by the control group (52.8%) and the experimental group (53.2%). On the contrary, the delayed post-test showed a difference between a more traditional method and a technology-enhanced method – the latter would have an impact on a long-term basis. Indeed, pupils from the experimental group demonstrated that they had a better retention of the covered subject two weeks after the experimentation (59.5%) than immediately after the grammar sessions (53.2%). As far as the pupils of the control group are concerned, they also made small progress between the immediate post-test (52.8%) and the delayed post-test (55.7%). However, the comparison between both groups' results indicates that the experimental group (59.5%) performed better than the control group (55.7%) two weeks after the experimentation.

Based on the findings of this study, it must therefore be recognised that the method used in grammar teaching does not impact pupils' immediate acquisition but could impact long-term acquisition. This impact was not statistically significant but the experimental group still surpassed the control group by almost four percent.

Nevertheless, it is noteworthy that the scope of tests results is very limited and **no clear-cut improvement can really be outlined**. Outcomes ranged from 52.1% (pre-test) to 59.5% (delayed post-test) which could be surprising as one can expect a real improvement after covering the grammatical subject. Based on this observation, one could call into question the

reliability and admissibility of the immediate post-test given the fact that results remained incredibly low compared to the pre-test. It seems that the grammar teaching would not have impacted pupils' learning as their level of immediate acquisition was almost similar to their background knowledge. Yet, this discovery could be explained by other factors such as pupils' disinterest in grammar and non-involvement in class. The immediate post-test timeslot as well as the fact that none of the tests could impact their report could also explain such results. Those attempts to explain are developed in the next section (cf. 5. *Limitations*).

In addition, one could expect that pupils' results would be lower two weeks after the experimentation than immediately after learning the grammatical point. Surprisingly, this is not the case as both groups seem to have a **better long-term retention** than an immediate acquisition of grammar. However, the final average remains low considering that from background knowledge (52.1%) to long-term acquisition (59.5% for the experimental group and 55.7% for the control group), results have improved by only a few percent.

Another striking observation is the **gap widening** between extreme values. One could certainly expect an increase in top results since pupils covered the grammatical point. Such improvement can be noted as the best mark was finally achieved by one pupil in the delayed post-test (13/14). Other pupils performed well as one of them obtained twelve, two pupils got eleven and two others reached the good average of ten out of fourteen. On the contrary, one could not expect that the weakest pupils still performed so badly and obtained two or four out of fourteen. Those findings either reveal that pupils had genuine difficulties or that they were not attentive nor involved in the grammar session.

2.3. Pupils' attitude (questionnaires)

As just mentioned, the use of technology seems to impact pupils' long-term retention but not their immediate learning. Nevertheless, one can wonder if it influences pupils' engagement and motivation, hence their results.

All the pupils of the experimental group wanted to take part in the technology-enhanced lesson. They considered that using technology could improve their grammatical learning but after the experimentation they cannot affirm if technology really helped improve their learning. However, they keep thinking (before and after the experimentation) that a technology-enhanced method offers an added value compared to a more traditional method. Learning with

the help of technology is more interesting and attractive. It also provides instant feedback which eases grammar acquisition.

At the end, pupils' attitude towards technology seems to be positive and reinforced with the experimentation. They hope to continue using it in class even though they are not sure as for the real impact that the use of technological device has on their improvement. Technology is more appreciated by pupils because it is playful and attractive but not because it could influence their learning.

At the end, one can argue that pupils enjoyed being taught with the help of technology, they felt more motivated as it was more fascinating but they do not feel that it had an impact on their results. Nevertheless, a real improvement can be observed in the delayed post-test compared to the control group. This tends to demonstrate that pupils – who are motivated by a technology-enhanced method –perform grammatical tasks better than other pupils. This evidence seems therefore to indicate that **a line between motivation and improvement can be drawn and consequently between technology, motivation and improvement.**

5. Limitations

Before starting the experimentation, I had already noticed some limitations that I needed to take into consideration. First of all, the number of **participants** was rather low as the class was composed of only twenty pupils. In addition, they are 4th grade pupils. At that age, they are not interested in grammar at all. Thus, the **subject** was quite challenging but I had hoped that they would be involved and attentive. Finally, I noticed that it would be interesting to reverse groups and teach another grammatical point in order to avoid any selection bias.

Immediately after the first post-test, other limitations emerged and may therefore explain one surprising outcome: one could not observe **any clear distinction between the experimental group and the control group**.

First of all, the class had been divided into two groups of equal level based on the pre-test results. However, the day of the grammar lesson was a bit **confused**. On the one hand, one pupil from the experimental group was missing which changed groups' average. The missing pupil was known for being a good student even though he got only 42% to the pre-test. On the other hand, some other pupils have forgotten their smartphone. Therefore, we had to switch pupils from one group to another to be sure that all the pupils from the experimental group had a smartphone – which took time.

Time was indeed another limitation as the time devoted was not sufficient to fully carry out the experimentation. First, I did not expect that making groups would be so tricky. Second time constraints were mostly due to a technical problem on the first day. In fact, once the groups were established, the projector did not work. We wasted time trying to operate the device and then looking for another classroom. In the end, the experimental group wasted at least thirty minutes – which affected the rest of the experimentation.

Because of this, I needed to hurry in order to cover the scheduled programme. Therefore, I did not have enough time to complete all the activities I had planned. I had to skip the exercise on the website of Frankfurt International School and I did not give as much time as I intended for the exercise on the website *englisch-hilfen.de*. In the end, the experimental group **practiced less** than the control group.

Furthermore, the traditional part was given by their English class teacher – Ms. Mathieu – while I was giving the technological-enhanced part. Ms Mathieu has been an English teacher for 15 years. She is therefore **more used to teaching grammar** than a soon graduated student.

Moreover, the different tests were organised in the same way as the **structure** of the grammar and exercises of the traditional part, therefore pupils had been drilled to do such exercises. In the technological part, grammar and exercises were differently organised.

Afterwards, the two groups were divided on the basis of their pre-test results. Yet, those results were maybe not representative of the **class level** in general. The experimental group was composed of more disturbing pupils while the control group gathered more attentive pupils.

Another surprising outcome needs to be stressed: there was **no significant improvement between the pre- and the post-test results**. This could seem odd as one can expect an impact of the grammar teaching session – whatever the method used.

It is worth noticing that the immediate post-test was taken on Friday, last hour of the day – and of the week. This **timeslot** was not conducive at all for pupil to concentrate and take a test as they only wished to finish school and enjoy their weekend.

In addition, taking a test **right after the exercises session** was maybe not the most appropriate time for pupil to collect their thoughts. They did not have time to digest information and assimilate new knowledge.

Finally, pupils knew that the tests results did not impact their report. Even though they said to me that they had tried to do their best. Unconsciously, they did **not have the pressure to deliver results**. Therefore, some of them were not fully committed, which may skew the results. As one can notice, some pupils of the experimental group completely failed the immediate post-test. One can take the example of one pupil who scored 6/14 in the pre-test and only 2/14 in the immediate post-test. A similar – and even more surprising – observation can be highlighted concerning the delayed post-test as one pupil's results became increasingly lower. He scored seven to the pre-test, then five to the immediate post-test and finally achieved the extremely low average of two out of fourteen to the delayed post-test.

Those troubling outcomes have revealed the non-implication of some pupils – which may bias the conclusion. Therefore, the findings of this study have enabled me to conclude on this specific experimentation but not to draw **any general conclusion** about the impact of technology on pupils' learning and motivation.

All these observations urge me to investigate further by carrying out this experimentation again taking all of these remarks into consideration. I do not regard this experimentation as a failure, especially since a small difference between groups has been revealed by the delayed post-test. On the contrary, as pupils do, one *learns by doing*. By doing this experimentation, I have learned that other criteria needed to be taken into consideration – not only pre-test results.

6. Conclusion

The present study aimed to investigate the impact of teaching methods on grammar learning in EFL. The idea to research such topic came from the fact that we are living in an interconnected world where learning English seems essential. For young people, learning English starts at school and depends on their teachers but also on the teaching method used. As most of the pupils are connected all the time, they quickly feel bored when using traditional teaching methods such as the pen-paper approach. Moreover, pupils do not often consider grammar as an exciting part in their language acquisition.

Based on these observations, we wondered what could happen if technology and grammar were nicely intertwined. What impact would the use of a modern and interactive method of teaching grammar have on pupils? Given the fact that technology entertains young Belgian people in their daily life, would they be more actively engaged when learning grammar with the help of technology? Which technological device would be the most appropriate to teach grammar? The aim of this paper was therefore to discover to what extent the use of technology in EFL grammar lessons would impact students' learning and motivation. Is there any significant difference between a more traditional method and a technology-enhanced method?

In an attempt to answer those questions, the first part of this work was devoted to the theoretical background which focused on the evolution of EFL teaching methods and defined concepts such as grammar, motivation and technology. Afterwards, the review of some significant studies – conducted in the field of technology-enhanced approach – mostly revealed a positive impact of such method on pupils' achievement and motivation.

The second part of this study outlined the methodology used to carry out the experimentation. First, pupils took a pre-test to assess their background knowledge on future tenses. Based on the results, the class was divided into two groups of equal level: the control group and the experimental group. During the grammar and exercises sessions, the control group was taught with a traditional method (paper-pen approach) while the experimental group used technology. Considering that pupils worked on a specific grammatical point and not on a regular basis, grammatical apps were not suitable for this experimentation. Hence, a PowerPoint presentation, *Kahoot!* App and some websites were considered as most

appropriate. Just after these sessions, pupils took an immediate post-test to assess their immediate acquisition on future tenses. Finally, two weeks after the experimentation, pupils took a delayed post-test to measure their long-term retention on future tenses. At the same time as the class sessions, pupils had to answer two questionnaires revealing their attitude and motivation towards technology in a teaching environment. The pre-questionnaire was given on the first day of the experimentation and the post-questionnaire two weeks after.

This experimentation revealed some surprising findings that allow me to answer my research questions. As shown in the practical part, the immediate post-test indicated a similar performance between the control group and the experimental group. The former scored 52.8% while the later reached 53.2% – which highlights a non-significant impact of the method used (traditional vs. technology-enhanced) on pupils' immediate acquisition. As far as the delayed post-test is concerned, conclusion is quite similar as no statistically significant difference was noticed between groups. However, test results showed that the experimental group (59.5%) performed better than the control group (55.7%). Even though this difference is slight, it casts doubt on a potential impact of the method used – the technology-enhanced approach could have a positive impact on pupils' long-term retention.

It must therefore be recognised that the method used in grammar teaching does not influence pupils' immediate acquisition as the traditional method seems to have the same effect as the technology-enhanced method. However, it seems that technology – vs. traditional method – could have a greater impact on long-term acquisition even though this is not statistically confirmed.

As far as pupils' attitude towards technology is concerned, the questionnaires pointed out that pupils had enjoyed being taught with technology and felt more actively engaged but they did not believe that it could have an impact on their results. Nevertheless, pupils from the experimental group better performed the delayed post-test. This tends to demonstrate that pupils – who are motivated by a technology-enhanced method – perform grammatical tasks better than other pupils on a long-term basis.

The above-mentioned findings seem to indicate that a line between motivation and achievement can be drawn and consequently between a technology-enhanced method, motivation and achievement.

Moreover, it is worth mentioning that the conclusion of this study is only valid for this specific experimentation but not for drawing general conclusions about the impact of technology on EFL pupils' learning and motivation. In fact, numerous limitations appeared. First, the number of participants was rather low. Second, the time devoted to the experimentation turned out to be insufficient (waste of time the first day and technical problems). Therefore, the experimental group practiced less than the control group. Third, the pre-test results as the basis for creating groups were not representative of the class level in general – which could slightly skew the basis of comparison. Fourth, pupils did not have the pressure to deliver results as they knew that the tests did not impact their report. Some of them were indeed not fully committed, which affected the general level of the class. Pupils' marks remained extremely low through the experimentation. At first, the class average was 52.1%. Then, after covering grammar in class, pupils achieved 53% and finally 57.5% two weeks after. Finally, the timeslot of the immediate post-test was not conducive for pupil to concentrate and collect their thoughts as it took place on Friday, last hour of the week, and just after the exercises session.

Based on these observations, this study should be further investigated taking all of these remarks into consideration. It could also be interesting to reverse groups and repeat the experimentation, teaching a different grammatical point.

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8. Appendices

➤ APPENDIX 1: PRE-TEST

Nom :
Prénom :

Les temps du futur

A. PRÉSENT SIMPLE OU CONTINU ? Entoure la bonne réponse.

- 1) Tomorrow the sun *rises* / *is rising* at 6.44.
- 2) After the reconstruction the supermarket *opens* / *is opening* on Monday again.
- 3) I can't help you. I *see* / *am seeing* the doctor this afternoon.

B. WILL OU BE GOING TO? Complète les phrases en mettant le verbe au futur.

1. When we get home, we _____ (have) dinner.
2. I know they _____ (feel) very happy if they win the match.
3. "What are your plans for this evening?" I _____ (meet) my friends and then go to a birthday party.

C. FUTUR PARFAIT OU FUTUR CONTINU ?

1. Choisis la bonne réponse.

- 1) At this time next week, we fun at the beach.
☐ will be having
☐ will be had
- 2) I can come to the meeting on 8th May, I back from my holiday by then.
☐ will be coming
☐ will have come
- 3) you to Dave by Monday?
☐ Will / have spoken
☐ Will / be speaking

2. Pour compléter chaque phrase, choisis un verbe et conjugue-le.

watch	live	wait
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- a. This time next year, Bill in Miami.
- b. By six o'clock tonight, we both DVDs.
- c. Will you still for me in three months?

D. LE FUTUR DANS LES SUBORDONNÉES DE TEMPS. Traduis la phrase en anglais.

- Je lui téléphonerai quand il arrivera.
-

➤ APPENDIX 2: PRE-QUESTIONNAIRE

Nom :
Prénom :

Langue et usage des technologies

- 1) Possèdes-tu un smartphone et/ou une tablette ?
- 2) Avec ton smartphone/tablette, as-tu accès à Internet ?
- 3) As-tu accès à Internet à l'école ? Wifi ou 4G ou aucun ?
- 4) Lorsque tu étudies l'anglais, utilises-tu ton smartphone/tablette ?
Jamais – parfois – souvent – tout le temps
- 5) Utilises-tu des applications pour améliorer ton anglais ?
Oui – non
Si oui, lesquelles ?
- 6) Lorsque vous êtes en cours d'anglais, est-ce que votre professeur utilise des technologies en classe ?
Oui – non
Si oui, lesquelles ?
Apprécies-tu cet usage ?
- 7) Utilises-tu des technologies pour apprendre d'autres langues ?
Oui – non
Si oui, lesquelles ?
À quelle fréquence ?
- 8) Aimerais-tu apprendre la grammaire anglais en utilisant ton smartphone/tablette et/ou un ordinateur ?
- 9) Penses-tu que la technologie permette de mieux apprendre la grammaire anglaise ?
- 10) Quels sont, selon toi, les avantages d'apprendre l'anglais à l'aide de la technologie ?

.....
.....

➤ APPENDIX 3: TRADITIONAL METHOD – INTRODUCTION TO FUTURE TENSES

FUTURE TENSES

- What is the text about?
- Which tenses can you recognize?

Hi Laura

I'm just writing to tell you that I'm going away tomorrow on a school trip to Wales. I'm very excited about it! We leave at 7.30 a.m. and we come back on Wednesday at 10.30 p.m. We're going to be camping at a big outdoor activity centre, in big tents. I'm sharing a tent with Ella, Mel, Samira, Lucy and Amy, and they all love to talk! We'll be talking every night until four or five, I'm sure! I don't think anyone will get much sleep! At the activity centre there are lots of things you can do and I'm going to try surfing. I think it will be lots of fun! By the time I next see you, I'll have learned how to surf, I hope, so we can go surfing together next summer!

Love,
Beth

- Find examples of tenses used for the future in the text and match them with the names and functions below.

- ✓ Present simple for a future event that is scheduled as part of a timetable
- ✓ Present continuous + a future time reference for an arrangement or a definite plan
- ✓ *Going to* for a future intention
- ✓ *Will* + infinitive for a prediction based on the writer's opinion
- ✓ Future continuous for an action in progress at a future point in time
- ✓ Future perfect for something that will be finished by a future point in time

➤ APPENDIX 4: TRADITIONAL METHOD – PUPILS' HANDOUT

GRAMMAIRE: LE FUTUR

1. PRÉSENT SIMPLE ET PRÉSENT CONTINU

Le présent simple est utilisé pour exprimer des faits futurs qui représentent quelque chose de fixe comme un emploi du temps, un calendrier, un agenda.

- *The plane arrives at 18.00 tomorrow.*
- *She has a yoga class tomorrow morning.*
- *Next Thursday at 14.00 there is an English exam.*

Le présent continu s'utilise pour décrire des actions planifiées et arrangées entre des personnes.

- *I'm meeting Jim at the airport = On en a déjà discuté avec Jim.*
- *I am leaving tomorrow. = J'ai déjà acheté mon billet.*

2. WILL ET BE GOING TO

On utilise **WILL** pour :

- Prédire un événement futur
It will rain tomorrow.
- Exprimer une décision spontanée
I'll pay for the tickets by credit card.
- Exprimer la volonté
I'll do the washing-up.
- Faire une offre ou une suggestion
Shall I open the window? Shall we go to the cinema tonight?
- Donner des ordres
You will do exactly as I say.
- Transmettre une invitation
Will you come to the dance with me? Will you marry me?
- Demander conseils
What shall I tell the boss about this money?

En anglais moderne, on préfère utiliser *will* que *shall*. *Shall* s'utilise principalement avec *I* et *we* pour faire une offre ou une suggestion, ou pour demander un conseil.

4. LE FUTUR PARFAIT : WILL HAVE DONE

Le futur parfait se forme avec **will have + le participe passé du verbe principal**. Il se réfère à une action achevée dans l'avenir.

Affirmatif	Négatif	Interrogatif	Interrogatif Négatif
I will have arrived	I won't have arrived	Will I have arrived?	Won't I have arrived?
You will have arrived	You won't have arrived	Will you have arrived?	Won't you have arrived?
He will have arrived	He won't have arrived	Will he have arrived?	Won't he have arrived?
We will have arrived	We won't have arrived	Will we have arrived?	Won't we have arrived?
They will have arrived	They won't have arrived	Will they have arrived?	Won't they have arrived?

- *I will have been here for six months on June 23rd.*
- *By the time you read this I will have left.*
- *Will you have eaten when I pick you up?*

5. LE FUTUR DANS LES SUBORDONNÉES DE TEMPS

Bien qu'il s'agisse d'un événement futur, l'anglais utilise souvent le présent ou le présent parfait immédiatement après *when, as soon as, after, before, until, till*.

- *When she leaves, you will have more time*
- *When she has left, you will have more time.*

Quand on utilise le présent parfait, une chose doit être réalisée avant l'autre = les 2 choses ne peuvent se produire ensemble.

- *When I have seen Betty, we'll have our tea.*
= Je verrai Betty et ensuite nous prendrons notre thé.



Lorsque **when** est utilisé dans une phrase interrogative (quand, à quelle date, à quel moment?), le verbe au futur en français, sera également au futur en anglais.

Quand viendras-tu? When will you come?

Affirmative	Negative	Interrogative	Interrogative Negative
I will see (I'll)	I won't see	Will I see?	Won't I see?
*I shall see		*Shall I see?	
You will see (You'll)	You won't see	Will you see?	Won't you see?
He will see (He'll)	He won't see	Will he see?	Won't he see?
We will see (We'll)	We won't see	Will we see?	Won't we see?
*We shall see		*Shall we see?	
They will see (They'll)	They won't see	Will they see?	Won't they see?

On utilise **BE GOING TO** pour :

- Désigner nos projets et intentions
Ex: Is Freddy going to buy a new car soon?
Are John and Pam going to visit Milan when they are in Italy?
- Faire des prédictions fondées sur une situation présente.
Ex: He's going to be a brilliant politician.
I'm going to have a hard time falling asleep.

3. LE FUTUR PROGRESSIF : WILL BE DOING

Le futur progressif se forme avec **will be + participe présent**. Le futur progressif se réfère à une action ou un événement inachevé qui sera en cours à un moment ultérieur à l'instant présent.

- *This time next week I will be sun-bathing in Bali.*
- *By Christmas I will be skiing like a pro.*
- *Just think, next Monday you will be working in your new job.*

Affirmatif	Négatif	Interrogatif	Interrogatif Négatif
I will be staying.	I won't be staying.	Will I be staying?	Won't I be staying?
You will be staying.	You won't be staying.	Will you be staying?	Won't you be staying?
He/she/it will be staying.	He/she/it won't be staying.	Will he/she/it be staying?	Won't he/she/it be staying?
We will be staying.	We won't be staying.	Will we be staying?	Won't we be staying?
They will be staying.	They won't be staying.	Will they be staying?	Won't they be staying?

➤ APPENDIX 5: TECHNOLOGY-ENHANCED METHOD – POWERPOINT PRESENTATION

LET'S TALK ABOUT ...	1	★	
LET'S TALK ABOUT ... - Your arrangements for this evening - Your intentions for the rest of the year - Your prediction for the planet for 2020 - Your activity tomorrow in the middle of the afternoon - Your New Year resolutions: what you will have done and achieved by the end of the year	2	★	
LET'S TALK ABOUT ... Your arrangements for this evening WHAT TENSE?	3	★	
LET'S TALK ABOUT ... - Actions planifiées I am leaving tomorrow = Je dois aller demain. - Arrangements avec d'autres personnes I'm meeting Jim at the airport = On se a déjà dit et Jim. LE PRÉSENT CONTINU Be + -ing ARRANGÉ	4	★	
LET'S TALK ABOUT ... Emploi du temps, calendrier, agenda The plane arrives at 18.00 tomorrow. She has a yoga class tomorrow evening. Next Thursday at 14.00 there is an English exam. LE PRÉSENT SIMPLE FIXE	5	★	
LET'S TALK ABOUT ... - Your arrangements for this evening - Your intentions for the rest of the year WHAT TENSE?	6	★	
LET'S TALK ABOUT ... - Projects Is Freddy going to buy a new car soon? - Intentions Are John and Pam going to visit Milan when they are in Italy? - Prédictions fondées sur une situation présente He's going to be a brilliant politician. I'm going to have a hard time finding a house BE GOING TO DÉCIDÉ + PRÉDIT	7	★	
LET'S TALK ABOUT ... - Your arrangements for this evening - Your intentions for the rest of the year - Your predictions for the planet for 2020 WHAT TENSE?	8	★	
LET'S TALK ABOUT ... WILL Will + 's Will have + verb's - Prédire un événement futur It will rain tomorrow - Décision spontanée I'll pay for the ticket by credit card - Volonté I'll do the washing-up - Offre You will do exactly as I say - Invitation Will you come to the dance with me? - Offre / Suggestion / Conseil Should we go the other way? - Will you marry me? - Who should I tell the boss about the money?	9	★	

➤ **APPENDIX 6: TECHNOLOGY-ENHANCED METHOD – KAHOOT! GRAMMAR QUIZ**

Q1: Quel(s) temps utiliser lorsqu'on prédit quelque chose ?	 10 sec
Q2: Je ne peux jamais utiliser <i>will</i> après <i>when</i> ?	 10 sec
Q3: Quel(s) temps utiliser pour parler de ce que je serai en train de faire dans le futur ?	 10 sec
Q4: Quel(s) temps utiliser après <i>before</i> ?	 10 sec
Q5: A: We don't have any bread. B: I know. I _____ get some from the shop.	 10 sec
Q6: A: We don't have any bread. B: Really? I _____ get some from the shop then.	 10 sec
Q7: On utilise le présent continu pour	 10 sec
Q8: On utilise le présent continu pour	 10 sec
Q9: On utilise <i>be going to</i> pour	 10 sec
Q10: Look at this cloud, it <i>be</i> going to rain!	 10 sec
Q11: <i>Will</i> s'utilise pour parler de	 10 sec
Q12: <i>I</i> utilise <i>will</i> pour	 10 sec
Q13: On utilise le présent simple pour	 10 sec
Q14: Do you think you _____ at the same company in ten years' time?	 10 sec
Q15: I _____ (1) a book over the next six months. By December, I _____ (2) it.	 20 sec
Q16: You'll talk to Julia as soon as she (arrive) _____	 10 sec

➤ APPENDIX 7: TRADITIONAL METHOD – PUPILS' HANDOUT

EXERCICES	
1. PRÉSENT SIMPLE ET PRÉSENT CONTINU ➤ Pour compléter chaque phrase, choisis un verbe et conjugue-le correctement. visit – start – go – see – meet – leave – begin – have 1. The exhibition _____ on January 6th. 2. We _____ to Cuba for Christmas. 3. I _____ dinner with Bill tomorrow evening. 4. My Italian penpal _____ us this summer. 5. What time _____ (the film / begin) this evening? 6. I _____ the dentist this afternoon. 7. Mel _____ mark at the station later. 8. The train to London _____ at midday.	2. WILL ET BE GOING TO ➤ Complète les phrases en utilisant la forme correcte de « will » ou « be going to ». 1. A: We don't have any bread. B: I know. I _____ get some from the shop. 2. A: We don't have any bread. B: Really? I _____ get some from the shop then. 3. A: Why do you need to borrow my suitcase? B: I _____ visit my mother in Scotland next month. 4. A: I'm really cold. B: I _____ turn the heating on. 5. A: Are you going to John's party tonight? B: Yes. Are you going too? I _____ give you a lift. 6. (The phone rings) I _____ get it!
EXERCICE DE SYNTHÈSE	
➤ Entoure la bonne réponse. 1) Louise can't come. She <u>is taking</u> / <u>will take</u> the car to the garage at 5 p.m. 2) What time does your train leave / <u>will</u> your train leave tomorrow? 3) 'I'm very thirsty.' '<u>I'll get</u> / <u>I get</u> you something to drink. Coke or tea?' 4) This bus <u>is stopping</u> / <u>stops</u> at every village, so it's very slow! 5) I think it <u>rains</u> / <u>will rain</u> later today. 6) 'Have you chosen a new car yet?' 'Yes, we are going to buy / we will buy a Ford Focus.' 7) 'Why have you put the TV on?' 'I'm going to watch / I will watch the news.' 8) <u>Shall</u> / <u>Will</u> I carry that for you?	

3. LE FUTUR PROGRESSIF : WILL BE DOING ➤ Conjugue les verbes entre parenthèses au futur progressif. a. At midnight we (sleep) <u>will be sleeping</u>. b. They (dance) _____ all night. c. He (not / play) _____ all afternoon. d. I (not / work) _____ all day. e. (eat / you) _____ at six? f. (drive / she) _____ to London?	4. LE FUTUR PARFAIT : WILL HAVE DONE ➤ Modifie les phrases suivantes en tenant compte des informations entre parenthèses. 1) The children will eat all the cake. (before their mother comes) <i>The children will have eaten all the cake before their mother comes.</i> 2) The fire will destroy the whole building. (before the firemen arrive) 3) The patient will die. (before they reach the hospital) 4) He will leave. (before you reach his place) 5) We will pay back all our debts. (before we leave this city)
EXERCICE DE SYNTHÈSE	
1. Do you think you at the same company in ten years' time? ☐ will be working ☐ will have worked ☐ won't be working 2. Henry us tonight; he's not feeling well. ☐ will be joining ☐ won't be joining ☐ will have joined 3. Hopefully I off my student loans by the time I'm 40! ☐ will have paid ☐ won't have paid ☐ will be paying 4. I a book over the next six months. By December, I it. ☐ won't have written ☐ will be writing ☐ will have written ☐ won't be publishing ☐ will be publishing ☐ won't be publishing	

5. the car tonight, or can I borrow it?

☐ will you have used
☐ will you have used
☐ will you be using
☐ will be spending
☐ won't be spending
☐ will have spent

6. By the end of her trip around the world, she time in 60 different countries.

☐ will be spending
☐ won't be spending
☐ will have spent

5. LE FUTUR DANS LES SUBORDONNÉES DE TEMPS

- You'll talk to Julia as soon as she (arrive) packing up, you will meet all the members of the staff.
- The tourists will take photos while they (visit) the old town.
- Will you do something before it (be) too late?
- I can't do anything now! When I (phone) Sue, I'll be able to give a hand.
- I do hope you will come and see us in Dublin when you (be) in Ireland.
- When (you know) the results?
- Jill won't speak to him again until he (apologize)

EXERCICE DE SYNTHÈSE

- Paul (to fly) to London on Monday morning.
- Wait! I (to drive) you to the station.
- The English lesson (to start) at 8.45.
- Look at the clouds – it (to rain) in a few minutes.
- When they (to get) married in March, they (to be) together for six years.
- You're carrying too much. I (to open) the door for you.
- Do you think the teacher (to mark) our homework by Monday morning?
- After you (to take) a nap, you (to feel) a lot better
- I'm very sorry Dr. Jones (not be) back in the clinic until 2pm.
- When you (to get) off the train, I (to wait) for you by the ticket machine.
- (to take) your children with you to France?
- This time next week I (ski) in Switzerland!

➤ APPENDIX 8: TECHNOLOGY-ENHANCED METHOD – KAHOOT! EXERCISE QUIZ

Q1: Paul to London on Monday morning.	10 sec
Q2: Wait! I you to the station.	10 sec
Q3: The English lesson at 8.45.	10 sec
Q4: Look at the clouds – it in a few minutes.	10 sec
Q5: When they get married in March, they together for six years.	10 sec
Q6: You're carrying too much. I the door for you.	10 sec
Q7: Do you think the teacher our homework by Monday morning?	10 sec
Q8: I'm very sorry Dr. Jones back in the clinic until 2pm.	10 sec
Q9: your children with you to France?	10 sec
Q10: This time next week I in Switzerland!	10 sec

➤ **APPENDIX 9: IMMEDIATE POST-TEST**

Les temps du futur

A. PRÉSENT SIMPLE OU CONTINU ? *Entoure la bonne réponse.*

- 1) The piano concert *doesn't start / is not starting* at 8 o'clock. It is cancelled.
- 2) *Do you have / Are you having* your birthday party this week or next week? I forgot.
- 3) John *meets/is meeting* Anna at the airport later.

B. WILL OU BE GOING TO? *Complète les phrases en mettant le verbe au futur.*

1. If you revise for the exam, I'm sure you _____ (get) a good result.
2. The weather forecast is good for the next few days. It _____ (be) very sunny.
3. He is buying some butter and eggs because he _____ (make) a cake later.

C. FUTUR PARFAIT OU FUTUR CONTINU ?

1. Choisis la bonne réponse.

- 1) When you get home, call me. Ifor your call.
☐ will be waiting
☐ will have waited
- 2) The big match is in August so we all summer.
☐ will be training
☐ will have trained
- 3) The students their essays by the end of next week.
☐ Will be writing
☐ Will have written

2. Pour compléter chaque phrase, choisis un verbe et conjugue-le.

watch	go	mark
-------	----	------

- a. By midnight, they to sleep.
- b. He TV at eight o'clock. It'd be better to call him at nine.
- c. Do you think the teacher our homework by Monday morning?

D. LE FUTUR DANS LES SUBORDONNÉES DE TEMPS. *Traduis la phrase en anglais.*

- Je ferai le dîner dès que je serai rentré à la maison.
-

➤ **APPENDIX 10: POST-QUESTIONNAIRE**

Nom :
Prénom :

Ton expérience avec l'usage technologie dans l'apprentissage de la grammaire

Notez de 1 à 5, 1 étant « je ne suis pas du tout d'accord » et 5 « je suis tout à fait d'accord » selon votre ressenti durant les sessions.

		Notes
1.	J'ai apprécié l'usage des technologies pendant le cours.	
2.	Cette expérience a changé ma perception de l'usage des technologies en classe de manière positive.	
3.	Je retiens mieux la grammaire si j'utilise mon GSM/PC/tablette.	
4.	J'apprends l'anglais plus rapidement en utilisant des technologies qu'avec n'importe quel medium.	
5.	Apprendre via mon GSM/PC/tablette est pratique.	
6.	Apprendre via mon GSM/PC/tablette est intéressant.	
7.	J'espère continuer à apprendre l'anglais en utilisant mon GSM/PC/tablette.	
8.	L'usage des technologies en classe est une plus-value.	
9.	J'ai préféré apprendre en utilisant mon GSM/PC/tablette qu'avec un support papier.	
10.	J'ai été distrait par les notifications de mes réseaux sociaux en utilisant mon GSM/PC/tablette.	
11.	Le visuel de la présentation PowerPoint m'a permis de mieux retenir.	
12.	Le visuel de la présentation PowerPoint m'a permis d'être plus attentif.	
13.	Lors des exercices, pouvoir recommencer m'a aidé.	
14.	Lors des exercices, avoir une explication lorsque je faisais une erreur m'a aidé.	

Commentaires :

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