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OF SCIENCES AND LITERATURE

**Factors influencing ESL online learning during the
Covid-19 pandemic: A case study of adult students
enrolled in masters' degree at the University of
Paris.**

by

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Abstract

This is a case study of postgraduate students and their online English learning experiences during the COVID-19 pandemic between 2020 and 2021. These students are enrolled in a master's degree with the University of Paris who are following a compulsory ESL (English as a second language) module which is part of the main field of studies at the University of Paris. The objective of the study was to highlight and understand the factors influencing online English learning which also yields results on students' coping strategies, experience and point of views about an online English lesson as all University classes flip to online learning because of the sanitary protocol imposed due to a high rate of contamination of the Coronavirus disease in France. The research findings showed several factors that influenced their learning experience, the methods used by students to cope with comprehension and oral exercises, as well as their personal suggestions. According to the participants, the factors that influenced their online learning were the structure and planning of the sessions, the teacher's support and help as a facilitator, the individual level of English of each student, the choice of resources and multimedia tools proposed by the teacher or the institution and students' preferences such as pace of learning, mode of delivery and personal objectives. While for some students, these factors had a positive influence on their learning experience, others felt left out or disengaged in the sessions and therefore these factors impacted their learning experience negatively. The results of this case study can be a ground for research work on a larger population which in turn can help instructional designers and teachers develop more successful contents and classes in an online environment.

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1. Chapter 1: Introduction

This study aims to investigate the factors affecting distance learning of English during the pandemic of Covid-19 among a group of students at the University of Paris. In order to comprehend the situation in France, it is also important to present the coping strategies and understand the situation in France. The information gathered in the below sub-chapters illustrate the situation in France, while creating a contextual approach to the overall aim of the study.

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1.1. English language learning in France

According to the French Ministry of Education, language learning is considered important for building a society as well as for personal growth. It helps open doors to the world, whether for education or career prospects. This is an important factor in job opportunities for young francophones because learning English broadens their career choices internationally. This is the reason for which language learning has become a priority for the government of France. (Éducation.gouv.fr, 2021)

The main objectives of learning English for French people are to be able to evolve in an English-speaking community, to be able to face everyday life situations, and help students integrate both university and professional life. (Éducation.gouv.fr, 2021)

The University of Paris is dedicated to the teaching of languages. The university offers general English as part of their offered programmes which includes courses for beginners' level up to an advanced one, based on the European standards for language learning.

The aim is to improve comprehension, writing and speaking skills in English in a structured pedagogy that consists of carefully designed programs and activities that can lead to rapid progress.

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1.2. New methods and means applied to cope globally

As universities closed to minimise face-to-face contacts, and most of the universities were conducting degree programmes through online delivery, assessments and remote online delivery became novel experiences for many universities. These new practices presented many challenges, particularly in safeguarding academic integrity. (Gamage, Silva and Gunawardhana, 2020)

Online interactive teaching was proposed using products that are part of a G suite for education, such as Gmail, Classroom, Calendar, Forms, Jamboard, Drawings, Drive, Hangouts meets and free software Open broadcast studio.

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1.3. Covid-19 outbreak and the Sanitary Protocol

In 2019, the World Health Organisation had declared Covid-19 as a pandemic that had posed a contemporary threat to humanity. This pandemic had successfully forced global shutdown of several activities, including educational activities, and this has resulted in the migration of universities from face-to-face sessions to online learning. (Babatunde Adedoyin and Soykan, 2020)

As the COVID-19 pandemic escalated in countries around the world, most governments also took the precaution of closing schools in an attempt to contain the spread of the virus. In France, tertiary institutions have closed their doors and most of their conferences have been rapidly converted into online courses as a solution to reduce the contamination or spread of the virus.

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1.4. Methods and means applied here in France

In an emergency context linked to the Covid-19 health crisis, the teachers of the French National Education System had mobilised and invested to continue to carry out their missions and make their institution function. These connected and remote modalities have allowed the immediate transition of traditional classes to distance learning, virtual courses, and pedagogical support for students.

Our hyperconnected society made this unexpected tipping point possible: teleworking was then done by most teachers. A true «large-scale experiment» (Moulin, 2020) is how Moulin described this overall transition. This unprecedented temporality of confinement in the spring of 2020 plunged the teaching profession in the digital world. Entangled in this situation, they had to face, within their intimate sphere which was normally their personal home in times of confinement, with the technical means at their disposal, the injunction to ensure pedagogical continuity. In the prism of a particularly critical situation, the teachers developed “arts of doing” (Certeau, 1980) and arts of doing with adjustments, following a trial-and-error path. As Goyet (2020) points out: “This teaching was, thus, an exceptional laboratory giving free rein to inventiveness, determination, tinkering and experimentation.

Lecturers hosted synchronous sessions as part of the various ways to ensure the continuation of education. At the department of social sciences in the University of Paris and for the masters’ degree, students were mostly offered synchronous lectures whereby the lecturers maintained a virtual contact with their students. This transition made it possible to ensure the application of the health protocol, to secure the students in terms of risk of contamination while ensuring the smooth operation of the various programs. He helped avoid a break in seminars and conferences that would have had an impact on the education of many students. Teachers facilitated webinars to resolve sudden changes as much as possible.

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1.5. Goal of the study

The COVID-19 pandemic has had a variety of educational impacts. As universities and schools closed, students had to adapt rapidly to distance learning. The rapid, unexpected and “forced” transition from classroom to distance learning has created several challenges and constraints, but also opportunities that need to be addressed.

This study aimed to understand the different methods and tools used by teachers in favour of the learning experience of the students studying English as part of their master’s programme. While attempting to highlight students’ perspectives, several factors influencing their learning experiences were found. The students stated that the class setup, the lesson plan, the help of the teacher, the choice of resources and materials as well as their own preferences contributed to creating both a positive and negative learning experience.



2. Chapter 2: The gap in research on ESL Online learning among tertiary students during the Pandemic of Covid-19

The evolution of technology has brought e-learning into education and this change has occurred worldwide. (Yunus & Al., 2021) The service sector has introduced e-learning as a standard. (Kopp and Al., 2019; Leszczyn'ski and Al., 2018) This has made digital learning a “topical issue”. The forceful transition has brought up questions, problems, and ground for scientific research.

Research has been conducted to help improve e-learning and it has been found that e-learning is influenced by facilitators and blockers. Regmi and Jones (2020) conducted research to show which factors could help students in their learning experience. These factors consisted of enablers and blockers. They highlighted that among the enablers, interactive sessions, the practice of applied knowledge, self-confidence, ease of access to materials and personal interest in the subject being taught all helped enhance the students' performance and learning. The research was strictly based on E-Learning environments and learning modalities. Therefore, their studies can neither be generalised nor applied to students who face different contexts such as online asynchronous classes¹ or blended learning².

In 2020, as the coronavirus hit the world, social distancing had an impact on education. Universities closed and all students were forced to continue their studies from their homes. (Mulenga and Al, 2020)

The COVID-19 situation has somehow helped speed up the implementation of the digital transformation of education. Most Universities are ensuring the continuation of “remote learning” via live Zoom classes. (Gallagher and Palmer, 2020) Similarly, in France, Thomas Pope, from LeParisien, wrote an article titled, “En France, on a découvert les cours à distance avec le Covid»³ which states that the community of University teachers and students have been able to experiment online lectures because of the Covid-19 pandemic.

¹ Asynchronous classes are those which does not occur in the same place or at the same time. It uses resources that facilitate information sharing outside the constraints of time and place among a network of people.

² Blending learning involves traditional-place based classroom methods with online interaction between the student and his/her teacher with some elements of student control of time, pace, and place.

³ Translated: In France, we have experimented online learning with the Covid

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As higher education institutions extend their teaching methods to online courses, many institutions have had an interest in the effectiveness of teaching and learning online courses. Understanding student performance and satisfaction in a virtual learning environment became an important topic for many researchers.

In other countries such as Pakistan, factors influencing online learning during this pandemic have been documented. The objective of the study was to highlight the issues students were facing and the factors that influenced their online learning experience. The quantitative study was conducted with 1200 students answering questionnaires. (Mustafa, 2021) Further east in Vietnam, another researcher also identified factors impacting online learning while the Covid-19 virus puts a halt to the normal ongoing of classes on University Campuses. The results were based on a survey of two hundred students. His aim was to identify the factors that influence online learning with the objective of finding solutions for continuing online learning after the pandemic. (Linh, 2021)

Among the various courses provided in universities, English as a Second Language (ESL) was also taught online. In Saudi Arabia, a quantitative study was carried out on 60 students studying English. They were asked to fill in a questionnaire on how they used social media as a means for communication and collaboration with expectations to promote English learning. (Sharma, 2019) Another study in Malaysia tried to identify the factors that affect postgraduate students' intentions towards the use of online learning. They were enrolled in a TESL (Teaching English as a second language) course. The study was carried out through a survey which yielded quantitative results. However, the students were not studying the language but were rather enrolled in a master's program which trained them professionally to teach English. These two studies are among the few ones that have included English learning in an online environment as subject of research. However, each had different methodologies and objectives.

Given the limited number of qualitative research on ESL online learning during the pandemic within universities, this study is useful since it will offer qualitative results compared to the existing studies that have mostly been carried out quantitatively. The pandemic situation also provides an opportunity to further investigate the factors affecting online learning of English. The aim is to identify factors that influence students' ESL learning in an online environment during the pandemic, raise awareness regarding the positive and negative factors

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that can influence English learning in an online environment and be an insight for improving online language courses in general when it is delivered synchronously through an online platform and hosted by the concerned lecturer.

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3. Chapter 3: Review of the literature and definitions

Given that the study investigates English learning, the factors that impact this process and how learners live through it in a distance learning environment, it is crucial to understand the basic theories behind all those terminologies and concepts being used in the discussions and findings. This chapter covers the theoretical part to gear the reader towards a better understanding of the overall study and the findings that could be used or not for further improvement in the educational sector.

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3.1. English learning in France

English is taught as a foreign language in all schools from Primary level to Tertiary level. The methods used to teach foreign languages in France were chosen to suit the French school system. (Aggeler.W,1958)

The University of Paris offers English courses as part of the Education programmes in the faculty of social sciences and the course is compulsory for the validation of a bachelor's degree or master's degree. The aim is to update and consolidate learning outcomes and competencies in oral and comprehension skills.

English teachers in France have the freedom to build and implement their own content and materials if they follow the European guidelines in assessment and teaching of English as a foreign language. These guidelines are detailed by the Common European Framework of Reference for Languages (CEFR).

CEFR is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. These levels help teachers and learners build their learning experience such that their performances can be evaluated, and their progress measured. (English and tests, 2022)

English as a foreign language is offered through face-to face and online methods across France.



3.2. Distance learning and Online Learning

Online learning is described as “educational material presented on a computer” by Carliner (1999). It is also described by other authors as “access to learning experiences via the use of any technology.” They also refer to “online learning as a more recent version of distance learning which improves access to educational opportunities for learners.” (Benson, 2002; Carliner, 2004; Conrad, 2002)

Distance learning is often described as “the effort of providing access to learning for those who are geographically distant” (Moore, 1990). The instructional delivery includes an instructor who is physically located in a different place from the learner[...] (Dede,1996). Given Benson (2002) insists that online learning is a new version of distance learning, Moore’s definition, and Figure 1 below, which represents the components that makes up the definition of distance learning (Simonson et al., 2009), matches accurately the context of the study whereby the students are learning from their homes (geographically distant).

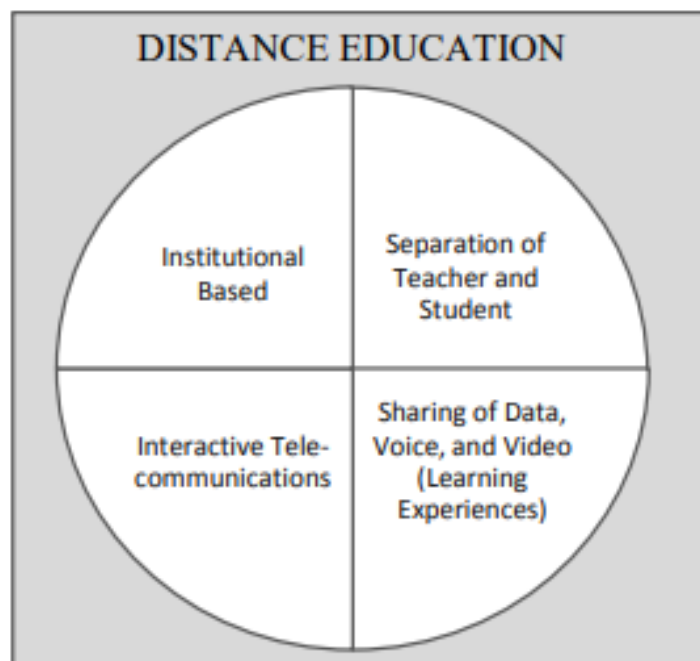


Figure 1 Components of the definition of distance learning

To be even more accurate on the type of learning addressed, we can further describe the learning method as “Blended learning.” It can be defined as learning that occurs when a student studies partly at a supervised brick and mortar location away from home and at least partly through online delivery with some element of student control over time, place, path, and/or

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pace. (Akkoyunlu, B. Soylu, 2006). The terms “blended learning,” “hybrid learning” and “mixed learning” are used -interchangeably in the literature sources and represent the combination of physical and virtual environments where learners and instructors can interact with each other by using digital tools⁴.

In blended learning, classes are often delivered using synchronous or asynchronous methods. As per the Oxford dictionary (2021), the term “Synchronous” is used to describe two or more events happening at the same time whereas “Asynchronous” means two or more events not happening at the same time. Therefore, in synchronous distance education, “teachers and students are involved in the learning session at the same time”. In both cases, a numerous set of tools are accessible for learning to take place.

These tools include Moodle, Google Drive, and other web-based media. (Aljawarneh, 2020). Blended learning includes different learning models, and our main focus is the Face-to-Face Driver as defined by Staker (2011). He defines this delivery mode as a place where teachers deliver most of their curricula face to face with their students while the latter are usually working remotely from the establishment, in this case the University campus.

The teacher is free to use any of those web-based media based on the pedagogical freedom⁵ that every teacher has in the Republic of France. However, it is imperative to understand what an educational resource can mean. As per Eric Bruillard, a professor at the University of Paris, it is a diverse collection of educational products. These products can include schoolbooks, multimedia tools, academic documents, and many others. (Bruillard and Loffreda,2020)

⁴ Staker, H.; Chan, E.; Clayton, M.; Hernandez, A.; Horn, M.B.; Mackey, K. The Rise of K–12 Blended Learning: Profiles of Emerging Models. 2011. Available online: <https://files.eric.ed.gov/fulltext/ED535181.pdf> (accessed 22 on May 2021).

⁵ Article L912-1-1 : Création Loi n°2005-380 du 23 avril 2005 - art. 48 () JORF 24 avril 2005. La liberté pédagogique de l'enseignant s'exerce dans le respect des programmes et des instructions du ministre chargé de l'éducation nationale et dans le cadre du projet d'école ou d'établissement avec le conseil et sous le contrôle des membres des corps d'inspection.

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3.3. Online learning during the Pandemic in France

In 2019, a highly contagious virus spread around the world. It was named COVID-19 whereby ‘CO’ stands for corona, ‘VI’ for virus, and ‘D’ for disease. Sometimes referred to as the Coronavirus disease, this disease could be transmitted from “an infected person’s mouth or nose in small liquid particles when they cough, sneeze, speak, sing or breathe.” (World Health Organisation,2020)

Last year in France, the government had to close all Universities once again due to the spread of contamination in the country. As per the government’s updated article dated the 22nd of January 2021, tertiary institutions had to do a complete transition of their lectures to online learning while maintaining their doors open for administration purposes. (“FAQ Covid-19 – Reconfinement”, 2021) This is how the lectures at the University of Paris transitioned to online teaching using both synchronous and asynchronous delivery methods.

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3.4. English as a second language (ESL)

The University of Paris includes 48hours of compulsory English learning in the master’s program. The aim is to develop academic writing and speaking skills in a second language other than the official French language. (« Master 2 SDE — Parcours Recherche en éducation et formation (REF) | Faculté des Sciences Humaines et Sociales », 2021)

As per the Cambridge dictionary⁶, a second language is “a language that a person can speak that is not the first language they learned naturally as a child.” Since this study considers the learning experience of students in France, English language is therefore their second language. It comes right after French which is their native language and first language.

Being exposed to the definition of English as a second language (ESL), the origins of online/distance learning and its characteristics facilitates the understanding of this study which focuses on the factors that influences online ESL classes. On top of those, it becomes even more helpful to categorise these factors for discussion and analysis.

⁶ In: Cambridge Dictionary. 2021. Second Language. [online] © Cambridge University Press 2021.

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3.5. Categories of factors that can affect online learning.

Factors that influence learning can be categorised according to the nature of their occurrences. As per Bolliger & Wasilik (2009), these factors can be student-related, instructor-related, and institution-related.

2.5.1 Student related factors

The learning experience of students can be affected by personally induced factors. These factors can include a lack of proficiency in the subject being taught. Some students might be unilingual when joining the class or have basic skills in the language being taught. Rapid pace is also impactful on the performance of the student whereby he/she is not able to adapt. Student related factors can also involve psychological factors such as interest in the subject being learnt and attitude in class which plays an important role in the mental organisation and general behaviour of the student. (Kpolovie et al.,2014)

2.5.2 Instructor-related factors

According to Bolliger and Wasilik (2009), the teacher can influence a student's learning experience through various factors. These might include his ability to lead and inspire his students accordingly and his attitude towards his students while delivering his class. The teacher's attitude can further be extrapolated into components such as his reactions towards his students and his dispositions at work. (Abudu & Gbadamosi,2014). This means that his behaviour towards his students and how he conducts or manages the class and class activities influences learning.

2.5.3 Institution-related factors

Learning environments provided to students can also influence their learning experience. This includes classrooms and associated conditions under which Teaching occurs such as Moodle⁷ or videoconferencing software like ZOOM. Learning environments can also include educational technologies which act as tools for students. (Phillips,2007) These may include shared drives such as Google Drive or Google Doc where teacher and students can share, edit documents simultaneously as a group. In language classes, translators are also considered as educational tools.

⁷ Moodle is a learning management system - "TFD Encyclopaedia - Moodle"

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3.6. The Present Study

This case study focuses on factors that influence synchronous distance/online learning of English as a second language from students' perspectives. The findings of the analysis expect to answer the following questions:

- What are the factors that impact University students' ESL learning experience?
 - In what ways do these factors impact their learning experience?
 - How can these findings contribute to improving online delivery of ESL courses?



4. Chapter 4: Methodology

4.1. Research Design

The approach chosen is qualitative research because it has a component of discovery attached to the study. We can identify qualitative research when a “social phenomenon” is studied from a participant’s point of view. Furthermore, Creswell (2003) states that “qualitative research can also be described as an effective model occurring in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences” (Creswell, 2003).

On a similar basis, this study is centred on the real learning experiences of master students in their English course while trying to dig into the factors that influence these experiences and in which ways it happens.

There are different research methods such as exploratory research or explanatory research methods. Exploratory research helps gather knowledge when a phenomenon which is not known to a great extent or when a problem is not clearly defined. (Saunders et al., 2007) They can include research methods such as case studies, grounded theory, or ethnography. (Leedy & Ormrod 2001)

Based on these theories on research methodologies, this case study on students in Masters’ students is an exploration that can help gather more insight into the learning experience of these students in an online learning environment. Furthermore, Leedy and Ormrod (2001) underlined that a case study is meant to be carried out with the intention to learn “more about a little known or poorly understood situation”. The research topic was influenced by the current timing of events given the situation of the pandemic is recent and the fact that Universities have been somehow forced to experiment online learning. Since the subject matter is not sufficiently developed by researchers yet, the research work and methods hold enough relevance to be carried out.

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4.2. The institution's ESL course description and deployment

The Master's degree programme at the University of Paris offers an ESL course which lasts for two semesters. It consists of 24 hours of English compulsory lessons that are delivered each semester. The students normally follow twelve sessions of two hours each which are delivered at the University campus. However, due to the Covid-19 pandemic, all sessions were conducted online during both semesters and the lessons were accommodated for that.

The teacher delivered the lectures using the Zoom platform without imposing the use of their camera. However, the students were expected to use their microphones to speak when prompted or during group work. He usually shared his screen and created a shared document that he will then annotate during the two hours. The intention was to share the written notes to all the students afterwards. The latter also had access to the document such that when requested, they could add their comments and work on it too.

The lesson plan was built around three main pedagogical strategies which includes Comprehension, Writing and Speaking. The teacher introduced them to academic English articles and videos which they had to study in a given time and further discuss the different topics. The discussion was driven by the teacher's questions.

The batch of students was often divided into small groups irrespective of their level of English so that they can work on the articles and prepare together before addressing the whole class. The preparation time often lasted for not more than 30mins.

For the final assessment, the students were asked to write a mini article based on their final year research paper. The teacher's marking system is not known to the students. However, there seems to be a grading based on the individual levels of each student rather than on the whole group of students. This means that a student with a basic level was marked based on his abilities rather than based on the whole group's performance. This avoids a comparison to the work of an advanced student. It means that a student who scores eighteen in a basic level will not be equivalent to a student who scores an eighteen in advanced level.

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4.3. Participants

The study is a case study of a group of 6 Master 2 students from the University of Paris enrolled in the compulsory ESL (English as a second language) course. The participants are from different professional backgrounds with only one being unemployed. They are aged between 23 years old and 44 years old. Given that for the second year of master's degree at the University of Paris, all students with the same specialisation are grouped together, the group of students was heterogeneous in terms of their level of English. Their level ranged from intermediate to advanced. There was no clarity on the meaning of these levels since they were not clearly defined and quite vague.

To recognise the different participants in the analysis and to respect their right to confidentiality, the participants have been named using an alphanumeric code which consists of their initials and their age number. The table 1 below shows each participant, their professional background, and a short description of their English level from their own perspectives.

Code Name	Profession	English level (Students' perspective)
ARN23	Full-time Student	Intermediate
BTS24	Full-time Student	Basic
DNA33	Ex Adult Trainer in Aviation	Advanced
FHA44	Teacher for kids (Arab Language)	Basic
LAD23	Seller in retail brand shop	Intermediate
INS24	School leader (School Support officer)	Basic

Figure 2 Table representing the list of Students.

The participants were reached randomly and selected based on their availability and their willingness to participate in the study. They agreed to the consent form and confirmed to have shared what they could during the interviews.

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4.4. Semi-Structured Interviews

The students were interviewed through a semi-structured interview model which was based on the questions presented in the table below.

Theme	First level questioning	Second level questioning
General Information	What is your age? Which institution are you enrolled in? What is your profession if any?	
General Class contexts	What is your opinion about the lectures? How was your learning experience? Is there any sort of grading that defines your performance?	Is there any positive or negative feedback that you can share? Can you give examples?
Resources	What is your opinion about the resources put forward by the teacher?	Have they been up to your expectations regarding your learning experience? Why?
Individual Performance	How do you feel when you are attending your English class sessions? What factors contribute to this feeling?	Can you give examples? Can you elaborate on the specific situations if any?
Recommendations	What could be improved or kept as it is to make your learning experience successful?	What worked best or not for you?
Others	Can you share your best learning experience that you have had in your distance learning English class?	

Figure 3 Table of Semi-directed Interview Questions

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The table above shows a column of general questions that yielded responses from the interviewees. The questions in the column labelled “secondary level questioning” helped consolidate and redirect the speaker’s responses towards the main objective of the conversation without influencing his/her choice of responses wherever possible.



4.5. Collection of data

The interviews were recorded and transcribed before being analysed. All the transcriptions were kept for further references, but the recordings were deleted to respect the confidentiality of each participant. On the confidentiality part of the protocol, the participants were sent a consent form prior to the interview so they can get familiar with the text, and they agreed verbally on the consent form (see appendix) during the interview.

Moreover, once the transcriptions were completed, the different elements of response were collected and themed according to a colour coding strategy to facilitate the analysis of the results. (See sample of coding table in appendix)

In quantitative studies, the occurrences of the findings can be defined through statistical methods. The relative frequency of factors that can have a negative and positive influence on ESL online learning can be calculated to show that this study can be prolonged and holds reliability if carried out on a larger sample of participants.

Relative frequency is the ratio that represents the number of times a phenomenon occurs within a set of data against the total amount of data. It is calculated by dividing the number of occurrences by the total number of subjects.

In this study, the number of students is too small to be included in statistical calculations. However, the same can be applied to any larger sample. The digits represent the number of students who mentioned at least once these factors and not how many times it was mentioned. Below is an example of how the relative frequency can be calculated:

$$\text{Total number of students} = 6$$

$$\text{Number of students mentioning negative factor 1} = 3$$

$$\text{Relative frequency} = 3 \div 6 = 0.5$$

This number can provide insight into the proportion represented through the number of students interviewed. Unfortunately, this study remains a purely qualitative one and therefore the relative frequency holds no value unless the sample was significantly reliable. The future use of this calculation is explained in Chapter 8.

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4.6. Validity and Reliability of the Research

Given the sample of participants is a small portion of students within a larger population of tertiary students, the findings cannot be generalised but can only provide an insight into the subject. It can help highlight the factors which affect these students when they are learning English online. However, we cannot say that these are the only factors and that they will apply to a larger population of students.

Furthermore, we cannot ensure that the same results will be repeated with another group of students and therefore, it is important to underline that this study's purpose is to identify factors that can influence online ESL learning and provide a contribution where possible upon which further extended studies can be carried out. It remains a dissertation that helps carry out research work over a short period of time and with a small sample of students which is not representative of the wider population.

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4.7. Risks and Limitations

There have been limitations and risks in this study based on time and timing. The study could have been enriched with a bigger sample of students. However, given the inability to allocate more time to research work, the number of participants could not be increased without a risk of going beyond the deadlines.

The build of the semi-structured questionnaire for the interviews has been a tactful task given that initially, the questions it contained were leading the participants to a tendency of just agreeing or disagreeing. It started with a too detailed set of questions for the interviews and, it is through several prior tests that I was able to gather more coherent ones. Therefore, the questions were reworked with more neutral words and the participants were encouraged to talk more freely with rare prompts such that their responses remained as much as possible without biases.

The sample chosen for this research work is based on “opportunity” given they have once been my classmates in other classes and seminars. Therefore, the interviewees might have been more at ease to open-up on their experiences. This might be due to two reasons. It can be because I was not part of their English course or because they know me as their classmate, and this makes them feel more at ease.

It is also important to highlight that given I, the researcher, happens to be in a friendly relationship with the participants, this relationship can be a bias for the study. It is with great ease that the participants were able to open up freely and talk about their experiences. Had I been a classmate and had to study ESL online together with my participants, the interviews might have taken another turn as well. Therefore, it is crucial to understand that this study cannot be without bias. It is also important to build a risk management plan when building semi-structured interview methods in order to avoid any unfortunate impacts such as sicknesses which now includes immediate confinement due to an imminent COVID-19 contamination, unavailability of participants or technical issues related to technology and virtual access to platforms for online interviews.

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4.8. Conclusion of the methodology

We can sum up that this case study has been carried out with a specific qualitative approach and an exploratory method on a set of students enrolled in a master's degree programme at the University of Paris. The methods of data collection involved semi-structured interviews which were transcribed and analysed allowing thus, explore the students ESL learning experiences during the covid-19 pandemic.

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5. Chapter 5: Analysis of the students' point of views on their ESL learning experience.

The research helped gather various factors that influence how each student experienced their online learning sessions and how they went through the two hours of English lessons they had every week. The findings revealed four main factors influencing the students' ESL distance learning experience namely environmental factors, the teacher's personality, and attitude, learning and mental factors. These factors can be further grouped as institution-related factors, Instructor-related factors, and student-related factors.

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5.1. Institution-related factors

The findings showed that the students were impacted by three main factors which can be considered as related to the institution, which is in this case, the University of Paris. These factors are:

- group work as a method and deployment for class activities,
- the choice, use and sharing of resources and materials,
- and the fact that English was a compulsory module in their respective programmes.

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5.1.1. Learning English online through group work

In this study, the classes were held in one major group made up of students who have been initially evaluated at different levels. While some students were evaluated as B2 advanced level, others were assessed to be at a B2 intermediate level. This created a heterogenous group within which, the students were further divided randomly into subgroups. The group setup presented both advantages and disadvantages in terms of their learning experience.

A participant mentioned that despite having a low level of performance in the subject; which means that he had to struggle more in acquiring comprehension, oral and written skills; the other students who were quite advanced never made him feel judged when he was unable to find words or express himself orally. He said: “Je ne me sentais pas juger”⁸ On the contrary, the team members helped him in achieving the objectives of the lesson through their moral support and openness. The group work also seemed to enhance interaction between the members as per ARN23 whereby because of the absence of any sort of negative judgement, there was an interactive learning atmosphere powered by mutual help and support rather than mocking.

However, some participants also expressed that the group work, had a negative influence on their learning experience. Participants mentioned that a few students who were more at ease in speaking English or were even fluent in the language failed to adapt to the pace of the group session and therefore easily fell behind. This was also noted for those students who had the most trouble with the foreign language. They considered themselves having a “too bad English” to be able to follow and be up to pace. In such cases, the work is unintentionally done by those who have a higher level of English.

There is a “let go” attitude by those students who are either too fluent or not fluent at all and the teacher’s assigned tasks are easily taken over by the others. BTS24 divulged how he used to let the others do the job rather than try to participate because he would take too much time to bring only a little contribution. He said that he preferred to hide behind his screens and therefore adopt a passive attitude in class. He only reacted when prompted directly by the teacher in which case he had no other choice but to respond.

⁸ Translated: I never felt as if I was being judged

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While group work was a highlighted factor influencing English learning, resources and materials used by the teacher and students was also another factor mentioned by most of the students.

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5.1.2. The impact of resources and materials on the online ESL learning experience

During the online sessions, the teacher’s main practice was to provide academic articles and podcasts for the students to read and understand in a given amount of time. After the reading activity or listening activity, the students had to answer multiple questions on the same subject. The results of the discussions were then captured on an online document. In this case, the teacher used Google docs, which is then shared with the students after each session. The documents were shared via the University of Paris’s Moodle⁹ along with any other resources studied in each session.

Below are snapshots of the documents used during the English classes:

Mindfulness in Education

I Mindfulness

1°) Do you know what mindfulness is ?

.....

.....

2°) What key terms would you associate with mindfulness ?

Mindfulness

II Jon Kabat-Zinn

1°) Who's Jon Kabat-Zinn ? Look up some information about him online

Figure 4 Sample listening activity : Comprehension questionnaire

⁹ Moodle is a Learning Platform or course management system (CMS)

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University-affiliated schools as sites for research learning in pre-service teacher education

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This article proposes that the 'teaching/practice schools' formally affiliated to initial teacher education programmes at universities, can be utilised more optimally as research sites by student teachers. The argument is put forward with reference to the role that such schools have played historically in teacher education in the United States (US), and more recently, in the successful Finnish teacher education system, in which research is highly valued as a requisite part of a teaching qualification. The authors propose that the single component of these schools, which has historically distinguished them from schools for work integrated learning (WIL), is that they are also research spaces and have retained some of the 'lab' character of earlier schools, such as the one established by John Dewey. In such schools, the authors argue, students learn to be reflective practitioners by positioning themselves as researchers, who reflect on practice in a research-rich environment. In a pilot study, the authors found that university and school personnel hold different views about research in the schools. The article recommends that careful consideration be given to the research function in these public schools as part of teacher training.

Keywords: activity systems; Dewey; experimental schools; Finland; lab schools; practice schools; practitioner research; reflective practice; teacher education; teaching schools

Introduction: Research Skills for Reflective Practice

In a search of the best ways in which to learn the practice of teaching, some teacher education systems, such as those in the US, Finland and Canada, and of late also in the United Kingdom (UK) and Norway, have opted for close collaboration with a specific type of school, known variously as an "experimental school", a "lab school", a "professional development school", a "practice school", a university "training school" or a "teaching school". Such schools have, historically, served as sites of practice learning for education students, and also as research sites, where experimental classroom work has been documented, and where different aspects of school life and of child development have been studied at close quarters (Bonar, 1992; Harms & De Pencier, 1996; Mayhew & Edwards, 2007; Wilcox-Herzog & McClaren, 2012). In a recent strategic policy framework document for the South African teacher education sector, the South African department of higher education and training (DHET) and the department of basic education (DBE) together introduced the notion of such schools into the public education system of the country. The framework document refers to these schools as *teaching schools* (Department of Basic Education & Department of Higher Education, 2011). Page 1 of 8

Figure 5 Sample reading activity: scholar article

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Vocabulaire résumé article scientifique

REFERRING TO THE JOURNALIST

the journalist, the columnist... [NB] : the author n'est pas correct pour un article de journal, mais il est tout à fait correct pour un article scientifique.

REFERRING TO THE ARTICLE

This article was published in... /This article was published in a recent issue of ... /This article is taken from... In this article published on / In this article published on the eve of or the day after ...,

Cet article a été publié dans ... /Cet article a été publié dans un numéro récent de ... /Cet article est extrait de ... Dans cet article publié sur /Dans cet article publié la veille ou le lendemain de ...

REFERRING TO IDEAS IN THE TEXT

Evitez d'employer des verbes trop communs comme : say / tell / think

Préférez : to explain, to argue, to maintain, to put forward, to underline, to consider, to state, to question, to justify, to vindicate, to back the idea that, to believe, to account for sth, to pinpoint. to highlight. to convey the idea. to make one's point. to shed light on. to emphasize.

Figure 6 Sample group work: Vocabulary hunt group work and Google doc one

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<p style="text-align: center;">SEQUENCING IDEAS</p> <p>first, second, third, finally/lastly premier, deuxième, troisième, enfin/dernier</p> <p style="text-align: center;">ADDING INFORMATION</p> <p>in addition / in addition to that, furthermore, moreover, besides en plus / en plus de cela, de plus, de plus, de plus</p> <p style="text-align: center;">GIVING A REASON</p> <p>due to (+N) / due to the fact that owing to (+N) / owing to the fact that because / because of (+N) since / as en raison de (+N) / en raison du fait que en raison de (+N) / en raison du fait que parce que / en raison de (+N) depuis / comme</p> <p style="text-align: center;">GIVING EXAMPLES</p> <p>for example, for instance, namely (to introduce more detailed information about something already mentioned) par exemple, à savoir (pour introduire des informations plus détaillées sur un point déjà mentionné)</p>

Figure 7 Sample group work: Vocabulary hunt group work and Google doc two

The students were also required to write articles as part of their final work and because they had to conduct their own research projects, this specific activity was very useful for them. They were asked to write abstracts and below is an example of the work of one student:

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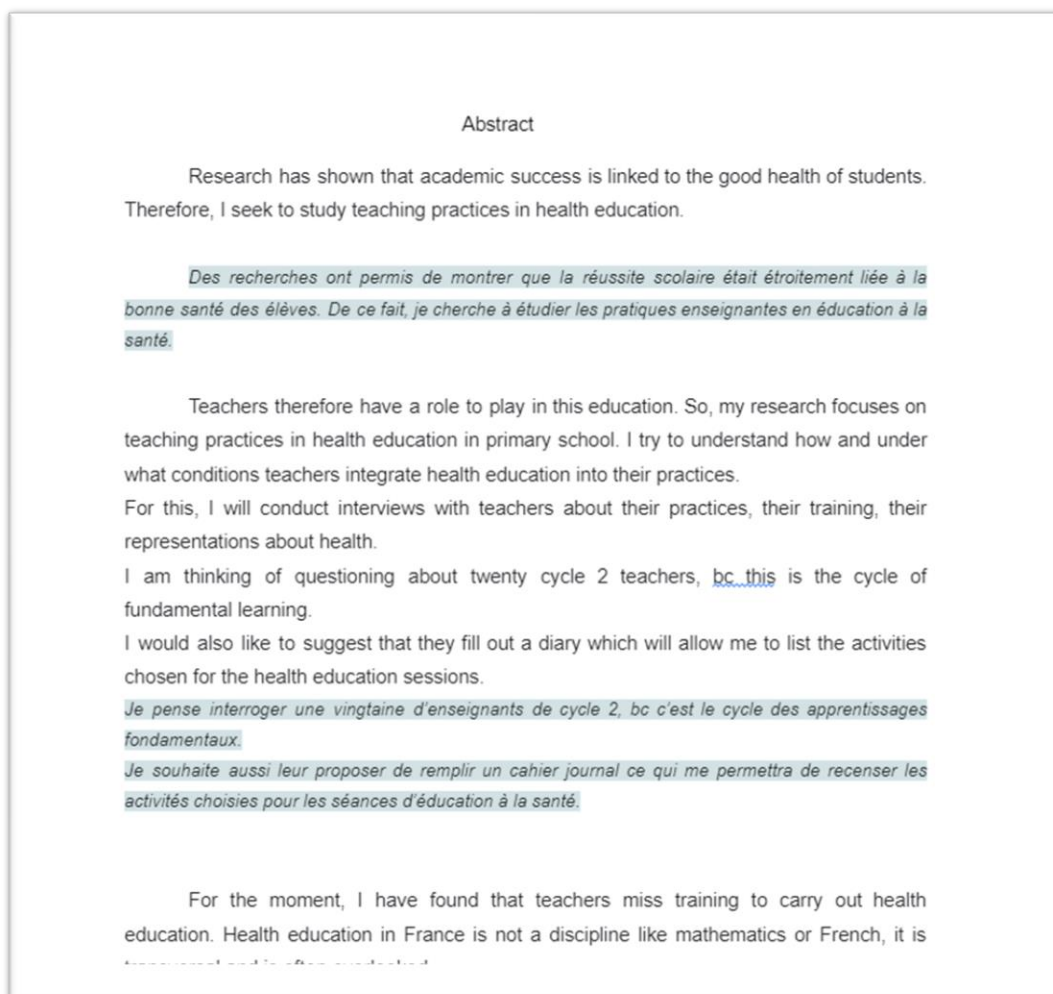


Figure 8 Sample writing activity: abstract of an article

The students were able to discover and build new vocabulary registers while working on their overall comprehension, listening, writing and oral skills.

The number of articles they had to read, and study enriched their bibliography for their personal research work. The work assigned to them was “coherent” and matched with the context of their Master 2 degree which required them to write a final year dissertation. INS24 added that for once, they were not doing something different from their research topic and research work. The compatibility and coherence of the English classes expanded their reading sources from a French-only library to an English one too. However, INS24 added that if those resources were interesting and engaging for her, they did not help her become more bilingual than she already was.

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5.1.3. English as a compulsory module

It is important to underline the compulsory aspect of this online class. Given that all students had to go through the number of allocated hours and complete their full English class to pass their first year, they had no other choice but to provide full attendance and complete any given assignments as well as maintain a good participation in class.

One of the participants, BTS24, stated that he had no intention to learn rather than earn good grades and complete his degree. Therefore, his attitude in class was explained for which means that he did the strict minimum when asked. INS23 also confirmed that her main motivation was to earn good grades, and therefore she would put in the minimum effort required.

While for some the subject being learnt is not in their personal interest and they did not show any motivation either in doing so, others were swept away in this wave of demotivation by the mode of delivery which was online learning. Indeed, INS24 highlighted that she had no intention of making any effort because she could not possibly concentrate in an online or distance learning class compared to when she is physically present in front of the teacher and the whiteboard. Her attention was very quickly diverted to other screens, and she used to find herself doing other things or even not listening to the teacher at all.

She mentioned that she would not even put on her camera because the students were free to choose whether to put on their cameras or not. In her case, she confirmed that it was her personal choice that favoured a typical physical class over a distance learning platform. She used the example of the difference between a virtual document/whiteboard and the teacher writing on the board right in front of her. The second option have always appealed to her more and made her more engaged in her learning compared to anything virtual whereby she struggles to maintain a strong commitment and progress in her overall learning experience whether it is English as a foreign language, or any other subjects taught at the University of Paris during the pandemic.

The students were influenced in a both positive and a negative manner by the group works assigned, the resources and materials put forward by the teacher and the compulsory nature of the subject being learnt. They even expressed their personal views and opinion on the role of the teacher as an impactful element.

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5.2. Instructor-related factors

The factors that have been categorised as instructor-related includes the role of the teacher his support to students and his attitude in class. These findings are based on the data gathered from the interviews and represent the student's point of view on the impact of such factors on their learning experience given that the sessions were solely virtual.

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5.2.1 Virtual Support and help from the teacher.

Another important factor that was mentioned by the students during the interviews is the support and help of the teacher. He helped whenever students could not find words and encouraged participation. He also evaluated the students based on their individual levels of English rather than considered the whole group performance. A student initially assessed at an intermediate level could score 17/20 for a test and an advanced level could also score the same marks which according to some of the participants was fair enough. The teacher had his own methods and marking schemes which were not transparent enough to be clearly described in this study.

Moreover, as stated by ARN23, the teacher always orally encouraged the students to participate through motivating words ensuring that the students do not feel low or criticised. He would redirect the students if they did an activity or exercise wrongly and reward through compliments those who succeeded in completing the instructions he gave.

His presence was felt even during the despatched work whereby he would drop in and check on his students working in groups. He stimulates participation through questioning when the class is too silent or when there is no interaction happening. Most of the participants highlighted the positive impact of his support on their learning experience.

Given that most participants experienced the supportive techniques and behaviours of the teacher, it might require further research to confirm the reliability of this finding. Despite most of the students stating that it was fair for them to be evaluated based on their individual competences, the students who were assessed on an advanced level disagreed because it seemed to impact their overall grades if they scored less. DN33 who was evaluated as an advanced student, scored sixteen in her final work, and declared that it is unfair for her given it brought down her overall average grade for the year when compared to an intermediate student who scored seventeen. She said that she put in the right effort and was able to follow the session much better than any others.

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5.3. Student-related factors

During the interviews conducted, the students also mentioned few factors which were specific to one or two students. These included the set learning pace of the sessions, the lack of proficiency in the targeted language, personal interest, and individual objectives of each student.

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5.3.1. Learning Pace

The online learning mode is a practical means for those students who struggle with improvisation during oral performances given the pace at which some of their classmates respond or the uniform pace adopted by the teacher. BTS24 explained how he had a “perfect setup” at home which he could not afford if he had to be in a classroom on campus. At home, he had two screens and his laptop. He would put a Translator (French to English) on one screen, the Visio conference window on the laptop and another translator (English to French) on the second screen. Whenever, he was asked a question by the teacher, he would use the translators to understand and express himself in quicker way than if he had no such tools. Despite being able to “hold his face¹⁰” as he described it, he was not sure whether this practice enhanced his learning or helped him progress in English.

¹⁰ An expression to say: Not sounding stupid in front of the teacher.

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5.3.2. Lack of proficiency in English as a second language

The findings showed how some students experienced difficulties during their learning phase due to the lack of knowledge and expertise in the subject. ARN 23 and LAD 23 explained how the last time they remembered doing some English, seemed as far as when they were in High school and that until then they had had no practice. This, according to them, was a weakness compared to those among them who said they were bilingual. BTS24 and INS24 also confirmed that their English level being very poor, academic writing became almost impossible for them. INS24 said that this writing activity was unrealistic. According to her, they were being forced to write an academic article which required advanced writing skills.

In order to obtain the necessary grades to pass the year, they could not afford to abstain from the use of online translators and grammar checkers. ARN23 even admitted giving out her homework to a friend to do because she could not risk having bad marks.

The lack of understanding in the language lead to adaptive measures taken by some of the students to increase their chances of succeeding their studies.

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5.3.3. Mental factors: Personal interest and objectives

Along with all the factors mentioned in this chapter, the students' own personal objectives and interest also had the tendency to influence their learning experience. INS24 expressed that she had not been fully engaging in the class because the online delivery mode did not suit her at all. She was unable to focus "being behind a screen." She found it almost impossible to remain concentrated without the teacher's physical presence and being in front of a physical whiteboard. She added that if more time for preparation was given prior to the lecture, it could have helped. However, she said that given she is not sure she had learnt anything during the semester in terms of English, she did not consider herself expert enough to make assumptions or judgements. She also confirmed that it was her personal preference to study the traditional way and be physically present in the class.

BTS24 was clear on his point saying he was attending the lectures for the sake of his master's degree and took no pleasure in learning such English lessons if not for the grades. He said that whenever he travelled to England, it did not mean he could not manage in English, but that academic writing was not in his plans and his objective of passing the year was the only factor that kept him engaged in the class.

DN34, FHA44, LAD23 and ARN23 all seemed to have had an enjoyable learning experience. However, DN34 mentioned she would have preferred interactive activities such as debates or role plays. She stated that oral activities would have helped her perfect her English and would have been more fun because she would have never expected in any near or far future to write an article in English.

After completing the 24hours of English lessons, the feeling of non-achievement reigns among some of the students evaluated at an intermediate level. INS24 said that she would have been able to assess her progress if she had come out more fluent in the language or be able to speak English during travels. However, she does not feel like she had learnt much.

To sum up, the factors could be categorised such that the sources were either the institution, the teacher, and the student. This asks for an analysis in order to further extrapolate their occurrences and possibilities.



6. Chapter 6: Discussions on findings

The results have shown that students' learning experience is impacted whether by the COVID-19 pandemic or the rapid transition to an online delivery mode. Despite the dual face of the impact of this consequent change in learning and teaching methods, the initial questions on the research topic and problem were typically answered. We have seen how students at the University of Paris were taken aback and had to continue their studies online both in synchronous and asynchronous ways.

English was being learnt online and the teacher used multimedia tools to facilitate the learning process to his best ability and capacity. As Regmi and Jones (2020) stated, there are, indeed, enablers and blockers when learning is done online. While his studies were mostly based on eLearning as a mode of delivery, this study has been able to highlight a few similar factors in distance learning such as access to resources and materials, interactive session, or even personal interest while simultaneously highlighting other factors that can influence ESL distance learning when synchronous sessions are delivered to tertiary students.

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6.1 Institution-related/ Instructor- related factors

Given that Phillips (2007) describes tools and conditions for learning as institution-related factors, we can consider that resources and materials to be under this category.

Resources and materials are normally issued by the University of Paris or the teachers working for the institution. Many of the lecturers, share research works written by the internal lecturers or issued from the laboratories of the University of Paris.

According to Ratompomalala and Bruillard (2019), resources can be extracted from sites that he considers secure and reliable. In this case, the teacher concerned in this study had been sharing articles mostly published by UK universities and written by academic experts. There were no further details of the sources of these resources used in the English lessons unless a deeper study is conducted to analyse the materials shared.

He would sometimes share videos taken from YouTube which were mostly in the form of podcasts as well. His choice was reliable and trustful to him and according to the students. Whether he had tested those resources in his previous lessons remains unknown. It is also not known whether the institution provided him with the materials in the first place and given there is “pedagogical freedom” in France whereby all teachers are free to use their own resources and materials as long as they follow the educational reform, we cannot confirm the initial source of these materials.

While the resources put forward were highlighted in this case study, it is also important to underline their coherence and usefulness. Lewis (2014) mentioned that an adequate design and structuring of the contents included in online learning programs helped learners considerably especially through the objectives and curriculum set.

In the context of this study, the students had the tendency to accept the fact that the resources helped their learning process even though sometimes the level of comprehension required was quite high. The complexity of reading a scholarly article in a foreign language was challenging and because they had no other choice but to comply, their learning experience took a new turn and they acquired knowledge in return. They were given access to English academic reading materials which seemed to be more diverse than those written in French.

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INS24 shared how she was not able to find articles on the local university portal. It was difficult for her to find French written resources that was coherent to her field of research. However, the number of available academic articles written in English was huge. She added that if her level of English had been better, she could have gathered a lot of knowledge by reading those English articles. It would have helped her in her final year dissertation.

At the University of Paris, English is also a compulsory module, and a few participants mentioned that they had no choice but to be present during the lectures and it impacted on how they experienced their online learning classes. Some of them, seemed online, but were doing other tasks on the side. Their status being “online” was the only evidence that they were there. However, while the other students were busy working on articles, podcasts or videos, some students admitted that it was a gateway to do other things such as browse the internet, check mails, or even respond to chats. BTS24 clearly admitted this behaviour in class without hiding that he was mentally absent during the majority of the sessions.

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1.2 Student-related factors

While Kpolovie and Al. (2014) explained that Student-related factors can include personal interest and attitude, the findings have shown that the learning pace and understanding level of each student also had an impact on their learning experience. BTS24 explained his inability to respond quickly in an accurate and fluent manner when prompted by the teacher within a physical environment which is when he was physically in a classroom with the teacher in front of him. Being in a distance synchronous ESL class helped him manage this stress and work with online translators to feel less ridiculous. He used the resources, tools, and equipment wisely to react in due time when questioned by the teacher, an attitude that proved to be impossible when he was attending class on the University campus. He personally preferred working remotely rather than being in the classroom.

Arn23, Lad23, FHA44 all confirmed that being able to respond in an intuitive manner to the teacher when questioned was always a difficult task. However, in the online setup, it was easier to open a translator and get virtual help. These translators were readily available freely such as DEEPL, Google translate or Reverso. Sometimes, the students were even able to translate the whole homework during the class work and be ready for the questions in advance. This facility helped boost their confidence and there were less staggering when they had to answer questions or respond during the session.

The participants mostly agreed that their main goal was to get good grades without which they would not have been able to complete their master's degree. However, some of them preferred online learning more than physical classes and others insisted that ESL sessions, when hosted in a physical classroom, could be more dynamic and have a better positive influence on their learning experience. These personal preferences in the mode of delivery were easily flown over by the ability of the teacher to maintain a serene atmosphere and keep his students constantly active and engaged whether they were on campus or connected to a virtual platform.

As Slavin (1999) mentions in his paper entitled *Comprehensive approaches to cooperative learning. Theory into practice*, a growing swell of research work seemed to support the use of group work as one of the best ways to learn. The teacher's strategy seemed to work well with certain participants who quoted that working with other people helped enhance their learning experience by creating motivation and reducing the feeling of being on their own. T

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There was no feeling of rejection nor loneliness and it helped maintain an engagement throughout the session. There was a sense of duty that bound some of them such that they were compulsively contributing to the sessions which would not have happened if they were not in groups. Even though the group work also gave one student motive to hide and not work, the remaining participants seemed to have positively accepted the group work techniques applied by the teacher.

Taking into consideration Vygotsky's work which states that students working in groups tend to perform at *higher intellectual levels* and that it is even more enhanced when the group members have different levels of knowledge and experience (Vygotsky,1962), the findings showed a matching response. The heterogenous aspect of the group in terms of level of English was cited by all the participants. They also mentioned how students who were more fluent in English helped the less fluent ones, creating an enjoyable learning atmosphere.

Since students also tend to retain information for a longer time when working in groups as well as develop critical thinking skills (Gokhale,1995), this phenomenon was mentioned by some of the students. The participants mentioned that they enjoyed doing certain activities and entertaining enriching discussions. They recognised the help they had from the other classmates and remembered the details of the sharing between one another. However, ensuring whether they really remembered their lessons or had acquired some sort of knowledge, became a non-feasible task without evaluation reports and advanced research that could provide better understanding of the relationship between their performance and the group work.

As Bolliger and Wasilik (2009) says, a teacher's influence on the learning experience of students is not neglectable. His support and helpful attitude seemed to have provided reassurance as stated by some students and through this attitude, he was able to reduce certain negative emotions such as "a feeling of being judged by the others." The students felt free to express themselves without any prejudice or worry about what the other students will think or if they will be mocked. These statements seemed to come from their past learning experiences in either middle school or high school where English was also taught as a foreign language.

The findings have not shown any instructor-related factors that negatively influenced their learning experience except for DN34 who did not seem very happy with the grading system that the teacher used to grade their assignments. The students did not have detailed

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information on that grading system or on the marking scheme being used by the teacher. However, DN34 also mentioned that he was always attentive to the students' needs and difficulties. While it was fair for the students with difficulties to be assessed based on their initial level of English, it was not a shared opinion for those who seemed fluent.

In this case, the strategy of the teacher seemed to include the use of same resources, materials and notes for all students and just change the grading system and evaluation criteria to suit the levels of students ranging from B2 intermediate to B2 advanced. The difference in fluency does not portray a huge gap but through the mentions of a few students, the initial assessments did not reflect their true potentials. Other students who joined the course with a delay, did not apparently have any initial evaluation of their competencies at all. Therefore, the gap in levels of English in the class was not reliable enough to further critically analysed the evaluation methods or marking schemes used by the teacher.

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1.3 Graphical representations of factors influencing ESL online learning.

The graphs below represent a visual distribution of the occurrence of the factors influencing ESL online learning among the six participants. These graphs cannot be generalised and only serves as a quick visual aid to see the similarities and differences between each participants' mentioned factors.

1.3.1 Factors affecting ESL online learning negatively.

The findings showed that student-related factors negatively influenced some of the students' learning experiences. The chart below illustrates these occurrences.

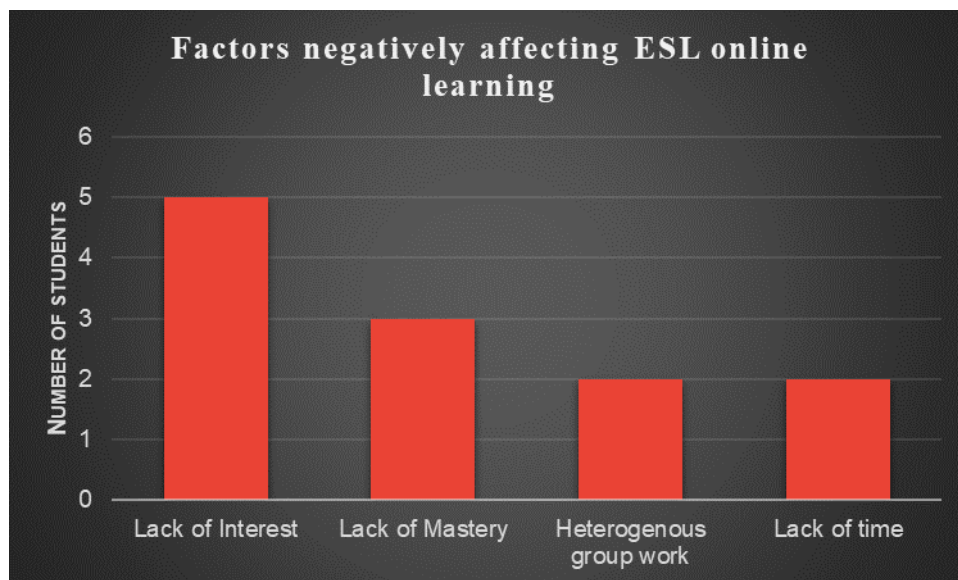


Figure 9 Visual display of negative factors influencing ESL online learning.

It illustrates the occurrence of certain factors among the six participants such as

- ✓ lack of time to be able to follow the pace of the lessons. (Lack of time)
- ✓ the use of group work whereby the group members' individual level of English is different (Heterogenous Group work)
- ✓ Lack of Mastery in the subject being learnt. (Lack of Mastery)
- ✓ Lack of Interest in the subject being learnt. (Lack of Interest)

The students showed that these factors had the tendency to reduce their engagement in learning English and influence their overall learning experience negatively.

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1.3.2 Factors affecting ESL online learning positively.

The students also showed that some factors affected their overall ESL online learning experience positively.

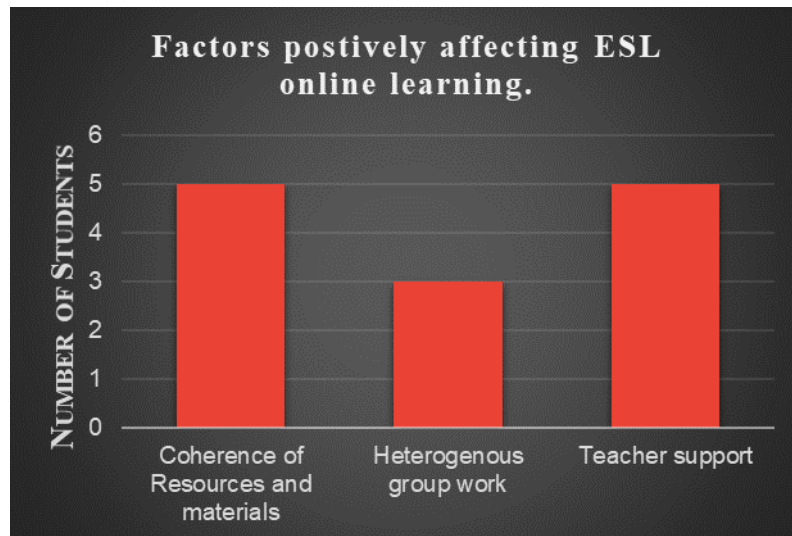


Figure 10 Visual display of positive factors influencing ESL online learning

These factors are:

- ✓ The teacher's support and help during the sessions. (Teacher support)
- ✓ The coherence of the resources and materials shared by the teacher. (Coherence of resources and materials)
- ✓ The mixed levels within the groups during group work which helped certain students. (Heterogeneous group work)

The charts above illustrate the findings but once again these data cannot be generalised based on the case study and only serves as visual illustrations of the findings.

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1.4 Conclusion of Analysis

The students mentioned how teacher support was helpful in certain circumstances and not useful in other situations. Their learning experience was very often influenced by their own different levels of English. While being in a group of students, with different levels of expertise in the language being learnt can be useful to those who have difficulties in oral, writing or listening skills, for those with an advanced level and who are fluent in the language, it had a negative impact on the student's online learning experience.

Most of the students enjoyed the coherence of the resources and materials shared in the ESL classes. The freedom to choose academic articles that was directly related to their respective research topic made the sessions highly contextual and timesaving because they would have had to spare separate time for reading articles for their final year dissertation. In this case, they not only could use the English classes for reading but also enlarged their boundaries and dive in the English world of academic articles.

However, factors such as lack of interest in learning academic English also negatively influenced a few students' learning experiences. Given their objectives were mostly centered on passing the module as part of the requirements for completing their degree, they had the tendency to do the strict minimum in terms of effort.

Finally, the pace at which the sessions were carried out within the two hours of lectures negatively impacted some of the students such that there was, sometimes, a complete disengagement from the student or minimum effort in performances. The sessions were either too rapidly paced or individual activities, during the class, went too fast for some students; causing them to lose grip and let others do the job on their behalf, especially those who were not at ease with English language skills.

In a nutshell, these findings have highlighted numerous factors such as the student's competency in English, mental factors such as interest in the subject and personal objectives of each student, environmental factors such as the conditions and characteristics of the lesson plan, the modalities instilled by the institution, or the resources used by the institution and finally, the teacher's personality and attitude.



7. Chapter 7: Conclusion

The study explores the learning experience of students and showed the factors that influenced their ESL online learning in both positive and negative ways. This study was initially made possible due to the Covid-19 pandemic and its associated sanitary protocol. While many researchers conducted academic studies on Education in different countries such as Vietnam, Pakistan, and France, rare were those research projects that involved English as a second language.

Most of them were based on the general factors impacting the change from traditional classes to online classes in university programs but not on specific courses such as language learning or even ESL. If some studies seemed quite similar in terms of context, it was also very often with a quantitative approach rather than a qualitative approach.

The interviewees' responses showed that various factors influenced their online learning experience namely: the planning and structure of the sessions, the choice of resources and how they are used in the class, the pace of the sessions and the individual preferences of each student.

The student's main objective was proven to be impactful on their engagement level. Given that English module was compulsory, the students showed commitment against severe consequences such as failing their overall year or not completing their Masters' degree successfully. They expressed having no choice but to comply to the rules set by the University which in this case meant following the English classes with maximum participation and completion of any assigned work.

There is positive feedback on the use of innovative pedagogical designs and integration of contextual content to promote the knowledge given. These innovative designs include multimedia tools that enhances access and allows the students to avoid feeling, to some extent, the secluded feeling that are often generated by an online class.

As said by Regmi& Jones (2020), we must put students at the focal point of learning and consider both the pedagogical design and the students' expectations. The presence of these influencing factors shows that online learning can be enhanced and most specifically the learning of languages through online platforms. Those factors can be shared with teachers and institutions such that the student's online learning experience is improved, and their English skills enhanced. In this sharing process, awareness is triggered making teachers and institutions

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reflect constructively on their methods, contents, and tools to provide the best learning experience for any of their students. This can help maintain engagement, motivation, and success. However, this study is a mere milestone for further research and can only create ground for suggestions, approximations, and further research work.



8. Chapter 8: Recommendations

This study is without doubts coming out with some loopholes. If the study is to be deepened, an observation can be added as part of the methodology. The researcher can use an observational technique used by anthropologists known as Field survey¹¹ which is a rather qualitative data collection method for which the researcher must go on the field and conduct his research in the regular setting of the subject being studied, in this case, a classroom. This can help yield richer findings or even validate the responses of the participants.

Moreover, the number of participants can also have a consequent impact on the results. In a more extensive study, there is better opportunity to interview more students over a larger timeframe and schedule. The same study can further be extended to other University programs, in other institutions and on a larger scale, globally. A larger population will allow for more accurate and statistical representations. The calculations of relative frequencies can then be used as explained in Chapter 4.5 to show the distribution of these factors.

This sample of participants was taken from the department of social sciences and more precisely these students were enrolled at the University of Paris. However, the sample can include participants from other departments such as political science, medical sciences, or other programs within the departments of the University who are also enrolled in ESL online classes. It will require time and access but if the English course is compulsory for all students in the Masters' degree, this population becomes eligible to be included in the research work since it can represent a sample of a larger population of students. The sample can be extended to other Universities or tertiary institutions in France but also around the world where English is being taught as a foreign language.

With such recommendations in place, the research work can further be exploited and applied on a larger scale with the objective of yielding valid, reliable, and accurate results that can help improve ESL online learning in the tertiary sector.

¹¹ Étude sur le terrain — Wikipédia. (2021). Retrieved 28 May 2021, from https://fr.wikipedia.org/wiki/%C3%89tude_sur_le_terrain



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10. Appendix

10.1 Interview Consent Form



Interview Consent Form

Research project title: Factors influencing ESL online learning during the Covid-19 pandemic: A case study of adult students enrolled in an English course at the University of Paris.

Research investigator: Perumane PAREEMANEN

The interview will take between 15 and 30mins. We do not anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research undertaken from institutions in France require that interviewees explicitly agree to being interviewed and how the information contained in their interview will be used.

This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read this information **sheet** and then sign this form to certify that you approve the following?

- the interview will be recorded, and a transcript will be produced
- the transcript of the interview will be analysed by myself as research investigator

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- access to the interview transcript will be limited to myself and academic colleagues and researchers with whom I might collaborate as part of the research process
- any summary interview content, or direct quotations from the interview, which are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed
- The actual recording will be destroyed once the final work is submitted to the University.

- any variation of the conditions above will only occur with your further explicit approval.

Quotation Agreement

I also understand that my words may be quoted directly.

All or part of the content of your interview may be used.

- In academic papers, policy papers or news articles
- On our website and in other media that we may produce such as spoken presentations
- On other feedback events
- In an archive of the project as noted above

By saying “YES” you agree that.

1. You are voluntarily taking part in this project. You understand that you do not have to take part, and you can stop the interview at any time.
2. The transcribed interview or extracts from it may be used as described above.
3. You have read the Information sheet.
4. You do not expect to receive any benefit or payment for your participation.
5. You can request a copy of the transcript of my interview and may make edits you feel necessary to ensure the effectiveness of any agreement made about confidentiality.

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6. You understand that you are free to contact the researcher with any questions you may have in the future.

Please sign below:



10.2 Sample of Colour Coding Table

Teacher support	Resource and materials	Preparation time	Individual student preferences	Group work	Disturbances
<p>Moi je n'ai pas ressenti qu'il y a même des collègues qui sont complètement bilingues. Il y'en a qui vont juste être là pour aider et pour expliquer un petit peu. J'ai plus ressenti de la bienveillance. C'est loin du jugement donc ça aide dans l'apprentissage.</p>	<p>En fait il y avait beaucoup d'informations que le prof écrit sur le diaporama du coup... en vrai même si on ne comprenait pas ce qu'il disait on pourrait complètement comprendre le document grâce aux écritures.</p>	<p>Et j'ai besoin un petit peu de temps de réflexion.</p>	<p>M'angoisse en fait parce que je sais qu'on va me mettre en situation ou je ne suis pas à l'aise. J'étais en présentiel quand j'allais en anglais, je n'étais pas rassuré. Mais le fait d'être à distance, je n'ai pas ma caméra et je me dis même que moi si jamais vraiment je panique et je n'arrive pas à répondre, je peux toujours dire que c'est un problème de micro en fait...</p>	<p>Ce n'est même pas hétérogène on dirait parce que c'est vraiment mélangé.</p>	<p>Des fois, Je n'ai même pas le temps de réfléchir que la réponse elle est déjà donnée. En fait tout le monde va donner la réponse avant que même moi je puisse réfléchir</p>

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<p>Après ce qu'on pourrait garder en Visio ce sont les 3 ou 4 groupes que l'enseignant avait fait. On a vraiment joué le jeu entre les étudiants. On avait un exercice qui était de traduire un bout d'un texte en se mettant d'accord et en fait, bah on a vraiment joué le jeu et je ne me suis pas sentie jugée ou quoi. Même si un des camarades de mon groupe était bilingue</p>	<p>Alors que là le fait d'être à distance en fait j'ai le texte, je prépare le texte en avance et tout ce que je veux dire. Je peux même préparer les réponses à des possibles questions qu'on va me poser ou c'est à dire en fait que je lis et je tente de m'entraîner du coup ça c'est vraiment</p>	<p>Il avait déposé sur Moodle des vidéos et on devait donc sur le Moodle pour regarder la vidéo, répondre à des questions . Ensuite il y avait je me souviens il disait : « je vous laisse 30 minutes. Vous allez regarder la vidéo, répondre aux questions</p>	<p>En présentiel parce que ça m'angoisse. Par exemple je dois passer un oral en anglais en présentiel devant des gens que je ne connais pas, ça c'est la pire expérience et la meilleure expérience je pense que c'est quant à distance et que j'ai pu préparer en avance mes notes ça me rassure.</p>	<p>Ce n'est même pas hétérogène on dirait parce que c'est vraiment mélangé.</p>	<p>Oui, en fait en Visio tout va très vite.</p>
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<p>et jouait un peu le rôle du prince disant bah...nous on a juste vraiment essayer de réfléchir. Au fait cette interaction entre nous je trouve ça top.</p>		<p>» c'était plus ça sinon c'étaient des textes. Oui ce sont surtout des articles.</p>			
<p>L'enseignant il va tout faire pour me valoriser ou autre donc ce n'est vraiment pas l'enseignant</p>	<p>Alors ça pouvait être un article à rédiger un compte-rendu, des articles par rapport à notre recherche et écrire en anglais.</p>		<p>Moi très clairement le fait de faire ce cours en Visio, ça me fait un sentiment vraiment positif pour moi parce que comme je l'ai dit ça me permet de me cacher. Ça me permet de faire le strict minimum, c'est-à-dire si l'enseignant me questionne,</p>	<p>Un groupe où il y a des grandes différences dans l'apprentissage.</p>	<p>J'ai un collègue qui est tout le temps au top niveau, il va répondre tout de suite tandis que moi je suis encore en train de relire le titre.</p>

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			effectivement je vais répondre mais s'il ne s'intéresse pas, je ne réponds pas.		
Je sais que l'enseignant va m'interroger après effectivement , je vais beaucoup plus travailler même pas pour moi mais parce que voilà, il me demande directement.	, il y a des documents sur le Moodle, des partages de vidéos et c'est Vraiment pas mal. C'est vrai que on pouvait par exemple utiliser Siri.		Il y a moins de pression.	sometimes work in small groups and after that all of us had to talk. Then we would have other sessions that were done in groups like the group has to present or it was individual where it would be like 3 or 4 in one group.	On ne sentait pas vraiment qu'il y avait de grands écarts dans la classe. Il y en avait certains qui étaient anglophon es du coup moi à côté qui ne parlait pas anglais en vrai je le vivais très bien
Qu'on a évolué cette année et s'il a	Un article à rendre, ne serait-ce que		Ça installe une bonne ambiance	Also, the fact that we are all mixed up is	

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<p>vu notre niveau on va dire à la fin du semestre il voit peut-être la différence et il évalue parce que pour lui c'était important.</p>	<p>travailler sur un vocabulaire qui va nous servir à nous après bon c'est intéressant</p>		<p>même au sein de la classe.</p>	<p>also not a good solution.</p>	
	<p>Il n'aurait pas fallu me faire faire un article de départ si je voulais vraiment apprendre quelque chose</p>			<p>Other than that, the class was there to do, and I had to do it.</p>	

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<p>Puis on nous motive à participer et quand il voit que voilà on n'est plus trop connecté ou qu'on ne participe pas trop, c'est lui qui vient vers nous pour nous pousser à répondre. Il essayait vraiment de faire en sorte qu'on reste concentré parce que ce n'est pas évident quand on est virtuel.</p>	<p>Je pense que le l'interactivité qui est proposé via le partage de documents, le partage des vidéos, je pense que ça aide beaucoup pour l'apprentissage.</p>			<p>Il est arrivé aussi de créer des petits groupes dans la classe par exemple il a transféré chacun d'entre nous dans un groupe de 2 ou 3 et on devait échanger sur un texte et lui il venait dans chaque groupe pour voir si c'est bien le travail, pour poser des questions, ou vérifier qu'on parlait bien anglais cetera.</p>	
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	<p>He was basically sharing articles with us and then from these articles, he would ask questions like; where is this article coming from and what does this word mean?</p>			<p>Je l'ai bien vécu parce qu'à la fin on était en groupe pour travailler ensemble. Enfin voilà il n'y a pas l'esprit de compétition parce que justement il y avait des niveaux différents. Ducoup ça se passait bien.</p>	
	<p>lot of reading and writing more than talking.</p>			<p>On n'est pas beaucoup dans la classe mais du coup comme on participait tous vraiment tous ensemble, je n'avais pas ce stress.</p>	
	<p>to speak about</p>				

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	academic writing to people in the streets in the UK				
	same teacher for 2 years now, so it is basically the same thing.				
	have worked on interesting activities such as pretend to be in a seminar and try to teach someone he class, make a video and make as if you are presenting something or create a tiktok video.				
	Donc on devait produire un article ce				

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	<p>semestre ; un mini article sur le thème de notre recherche, de notre mémoire.</p>				
	<p>Il nous disait « prenez pas de notes de toute façon moi je le mettrai à la fin de la classe ». Il disait « je vais mettre sur Moodle. Après c'était, on va dire à 95 pour 100 du temps, comme ça.</p>				
	<p>On se voit quand même ou participe de la même manière et en plus on a un outil qui nous aide pour</p>				

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	<p>participer et en plus ça permet d'évoluer peut-être plus vite en anglais aussi. Le fait d'avoir le traducteur pour chercher ça me permettait de faire une phrase quoi oui c'est ça. Je n'ai pas vraiment des sentiments négatives, je dirais.</p>				
	<p>Le fait d'avoir travaillé sur des articles moi j'ai trouvé ça aussi très intéressant parce que comme on est en master recherche, le</p>				

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	<p>fait de travailler sur des articles bah c'était connecté au sujet. En plus c'étaient des articles en lien avec l'éducation. Donc c'était vraiment connecter avec notre sujet de cette année.</p>				
	<p>C'était vraiment bien aussi par rapport au fait qu'on puisse avoir Google trad (Google Translate). Je me dis que même en présentiel si on a un ordinateur pour nous</p>				

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	aider ce serai bien				
Il était très bienveillant et tout comme d'habitude le prof mais voilà	<p>Il nous donnait des articles à lire puis on devait se mettre en groupe pour comprendre le document. Il avait aussi un doc qu'il partageait. C'est lui qui écrivait et ensuite il mettait ça sur Moodle à la fin du cours. ...articles en anglais et il y a tellement plus d'ouvrages en anglais qu'en français sur mon sujet de recherche.</p>	<p>S'il nous avait mis les documents une semaine avant comme le fait les autres profs, ça aurait été beaucoup mieux pour moi.</p>	<p>Personnellement, les cours à distance, ça me réussit pas du tout. Je n'arrive pas à me concentrer comme dans une vraie classe</p>		



10.3 Transcriptions

10.3.1 ARN_23yrs_Étudiante

Age: 23yrs old

Profession: Student

Interviewer reads the consent form and Interviewee approves.

Interviewer : Est-ce que tu peux partager comment ça se passait dans tes cours d'anglais en Visio ? Est ce que vous aviez le camera, c'était que de l'audio...ect ?

Interviewée : oui parfait toute l'année ça s'est passé en Visio et on a eu à lire des rapports et des travaux à faire. On a dû expliquer notre recherche donc voilà au fait. Ensuite pouvoir répondre à des questions et le 2e rendu qu'on avait à faire, c'était la rédaction d'un article en anglais, donc environ 45 pages en anglais. Voilà c'était sur notre recherche de mémoire de cette année. Le prof nous envoie parfois des articles, des choses à lire et puis il fait un partage d'écran pendant les 2h et on essaie de réfléchir plus ensemble pour trouver une réponse. Il y avait des questions sur l'article pour les textes. Nous devons répondre un petit peu chacun à notre tour. Voilà... après c'était un petit peu comme tous les cours je pense qu'on a eu. Certains mettaient la caméra donc c'est à vous de décider. Moi en anglais par contre j'ai quand même présenté à chaque fois qu'on me pose une question, j'active mon micro pour répondre...euh certains de mes camarades de la promotion eux mettaient leur caméra ça dépendait...

Interviewer : est-ce qu'il y a eu une sorte d'évaluation de mise à niveau à un moment ou un autre ?

Interviewée : Au tout début oui, mais ensuite cette année non, pas du tout.

Interviewer : Est-ce que tu peux m'en dire plus sur les ressources utilisées ?

Interviewée : alors il faut que je me souviene... dans le master 2 cette année je crois qu'on a eu une fois une vidéo à regarder pour essayer de comprendre ...euh faire une compréhension avec un diaporama... en fait il y avait beaucoup d'informations que le prof écrit sur le diaporama du coup... en vrai même si on ne comprenait pas ce qu'il disait on pourrait complètement comprendre le document grâce aux écritures. Après c'était je

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crois que des articles qu'on devait lire dans mes souvenirs...mais en général c'étaient des textes.

Interviewer : Tu en penses quoi de ces ressources utilisées ?

Interviewée : Déjà l'apprentissage de l'anglais, je trouve ça un peu lourd et très compliqué euh parce que j'avais du mal en anglais. Je pense qu'en présentiel le choix des ressources c'est important parce que Bein quand on écoute quelque chose avec tout le monde on n'a pas le choix. On ne peut pas essayer de comprendre autre chose est-ce pareil à l'écrit. C'est à dire que là si on nous donne un article à lire c'est en présentiel bah on peut juste le lire et il est vraiment difficile de comprendre, la dernière l'ordinateur on peut juste prendre le texte et le traduire ...voilà moi je ne vais pas mentir je mets la plupart du texte à traduire et il me le dit et voilà donc je pense que oui c'est important mais surtout en présentiel puisqu'en Visio, tout est plus facile avec le traducteur...L'interviewée rit...

Interviewer : Tu m'en dire plus sur ta performance orale ?

Interviewée : justement je crois que j'apprenais par cœur même à mon bac d'anglais juste appris par cœur tout ce que je voulais dire. J'ai eu une bonne note je comprenais ce que je disais mais par contre ce n'est pas quelque chose que j'aurais pu faire en improvisant cette année... avec par exemple l'année dernière en présentiel c'était compliqué parce que les questions et tout j'avais du mal à répondre alors que là le fait d'être à distance en fait j'ai le texte, je prépare le texte en avance et tout ce que je veux dire. Je peux même préparer les réponses à des possibles questions qu'on va me poser ou c'est à dire en fait que je lis et je tente de m'entraîner du coup ça c'est vraiment pratique. Je préfère parce que ça me rassure mais au niveau de l'apprentissage c'est sûr qu'on n'apprend pas beaucoup donc voilà.

Interviewer : Est ce qu'il y a des sentiments négatifs ou positifs ?

Interviewée : dans la promo je n'ai jamais senti mal à l'aise parce que je les connaissais tous même si j'ai un niveau on va dire plus faible que l'ensemble de la promo. J'ai l'impression qu'il y a une bienveillance qui règne et que voilà que je fais du progrès. C'est qu'il n'y a pas de jugement à ce niveau-là en tout cas. Moi je n'ai pas ressenti qu'il y a même des collègues qui sont complètement bilingues. Il y'en a qui vont juste être là pour



aider et pour expliquer un petit peu. J'ai plus ressenti de la bienveillance. C'est loin du jugement donc ça aide dans l'apprentissage. Je pense que c'est fondamental parce que je pense que ce n'est pas forcément que pour soi mais la communication c'est l'image qu'on va redonner aux autres que ce soit en France ou même aux autres. Donc je pense que s'il y a une bienveillance qui dégage de la part des autres acteurs de la classe, ça aide vraiment. Je me dis je me sens beaucoup plus en confiance...euh depuis le premier semestre dès que je vais dans un cours d'anglais c'est quelque chose qui m'angoisse en fait parce que je sais qu'on va me mettre en situation ou je ne suis pas à l'aise. J'étais en présentiel quand j'allais en anglais, je n'étais pas rassuré. Mais le fait d'être à distance, je n'ai pas ma caméra et je me dis même que moi si jamais vraiment je panique et je n'arrive pas à répondre, je peux toujours dire que c'est un problème de micro en fait... L'interviewée rit...il y a ouais il y a des choses rassurant mais qui n'est pas forcément bien pour l'apprentissage. Je pense que quelqu'un qui veut vraiment progresser en anglais euh le Visio c'est pas du tout la même chose que le présentiel.

Interviewer : D'accord, il y a peut-être des choses que tu aimerais changer ?

Interviewée : Après c'est mon avis... la manière dont est enseignée les langues. Dans une langue en général, au collège/lycée je crois qu'il y a un gros problème. Je n'ai jamais eu un prof qui a réussi à me faire vraiment aimer l'anglais. Donc je pense qu'il y a aussi un problème de ma part et de la part de l'enseignement. Après ce qu'on pourrait garder en Visio ce sont les 3 ou 4 groupes que l'enseignant avait fait. On a vraiment joué le jeu entre les étudiants. On avait un exercice qui était de traduire un bout d'un texte en se mettant d'accord et en fait, bah on a vraiment joué le jeu et je ne me suis pas sentie jugée ou quoi. Même si un des camarades de mon groupe était bilingue et jouait un peu le rôle du prince disant bah...nous on a juste vraiment essayer de réfléchir. Au fait cette interaction entre nous je trouve ça top. Des fois dans d'autres cours c'est un peu plus le prof qui parle et qui va interroger parfois des élèves alors que quand il fait des réunions il va vraiment y avoir une interaction entre nous et ça je considère important.

Interviewer : D'accord, est-ce que du coup toi t'aurais une meilleure ou la pire des expériences à partager dans ce cours ?

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Interviewée : ...la meilleure ce serait justement en distanciel. En présentiel parce que ça m'angoisse. Par exemple je dois passer un oral en anglais en présentiel devant des gens que je ne connais pas, ça c'est la pire expérience et la meilleure expérience je pense que c'est quant à distance et que j'ai pu préparer en avance mes notes ça me rassure. Même si je sais que ce n'est pas une bonne manière pour moi de progresser c'est à dire que je ne pense pas avoir progressé en vérité ou très peu durant ces 2 années de master en anglais mais par contre j'ai su trouver des moyens pour valider avec des bonnes notes.

Interviewer : est-ce qu'il y a d'autres choses que tu aimerais partager?

Interviewée : je pense qu'on a fait le tour après voilà je n'ai pas des solutions pour améliorer mon anglais mais le distanciel me rassure vraiment. C'est tout, je pense.

Interviewer thanks the Interviewee and ends the recording.

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10.3.2 BTS_24yrs_ex student in EPS

Age: 24yrs old

Profession: Ex-EPS Student, M2 student (Change of studies)

Interviewer reads the consent form and Interviewee approves.

Interviewer : Pour commencer, est ce que tu pourras partager quelques informations tel que ton âge, à quelle institution tu es rattaché? Si, tu travailles en même temps ?

Interviewée : Donc j'ai 24 ans. J'ai fait trois années de licence STAPS. Ensuite j'ai fait une première année d'un master mais voilà j'étais tout le temps dans les métiers de l'enseignement de l'éducation et de la formation. J'ai passé le concours pour être enseignant d'EPS mais pas trop on va dire cela ne m'a pas convenu initialement et en fait, j'étais vraiment plus parti pour faire de la recherche. Donc ensuite, je suis allé dans un master en sciences de l'éducation master recherche. À l'Université de Paris.

Interviewer : D'accord parfait. J'aimerais savoir un petit peu comment vos cours d'anglais et le déroulement de la classe se faisaient ?

Interviewée : Alors déjà avant quand j'étais en licence l'anglais, on en a fait très peu d'anglais. C'est alors surtout parce que j'étais dans une filière STAPS. C'est un petit peu dommage, je trouve parce que j'en ai eu beaucoup plus à faire après à l'Université de Paris et du coup j'avais un retard qui est monstrueux parce que pour moi l'anglais ça date du lycée et ensuite j'en ai fait en cours mais c'était vraiment que pour valider.

J'étais distant même quand je n'étais pas en master. C'était parce qu'il n'y avait pas de cours. Il n'y avait pas d'apport sur des notions d'anglais. C'était vraiment un devoir, que le prof te demande et qu'il fallait rendre à la fin de la semaine et c'est un petit peu. Dommage. Après c'est vrai que cette année à l'université de Paris, il y a eu un petit peu plus d'accord. C'est un peu le cours d'anglais pour moi.

Après j'ai aucun apport déjà en vocabulaire qu'il me semble quand même important Je ne peux rien dire, la tournure de phrase, la conjugaison. C'est vrai qu'on l'a fait cette année à l'université de Paris mais avant ça jamais.

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Interviewer : Ces cours que tu as eu cette année, ça se passait comment? Est-ce que tu peux me donner des détails sur le déroulement des cours ?

Interviewer : On a commencé donc comment dire en présentiel ensuite directement passer en Visio. On a eu des cours théoriques et des devoirs. Alors ça pouvait être un article à rédiger un compte-rendu, des articles par rapport à notre recherche et écrire en anglais.

Même si c'est compliqué pour moi, j'ai réussi à m'en sortir. Après c'est vrai que c'est que des cours en Visio et ça m'arrange personnellement.

Facile dans le sens que je ne peux pas te mentir, je parle très peu. Je me cache en présentiel. C'est vrai que moi paradoxalement, en tout cas le cours d'anglais, ça m'arrange bien que ce soit par Visio parce que voilà je peux me cacher. On va dire je fais le minimum.

Interviewer : Est-ce qu'il y a une mise à niveau par exemple à un moment ou une autre dans le cours?

Interviewée : non, il n'y a pas eu d'évaluation vraiment. Je me suis retrouvé dans la promo où c'était donc avec des gens qui parle très bien anglais. Je pense même que je suis le seul qui parle moins bien et on va dire que je me sens un peu dans le bas du panier et c'est vrai que parfois je me dis qu'est-ce que je fais là.

Il y avait des bilingues clairement, parfois on s'adapte par exemple si on avait à lire un texte, les personnes qui ont la facilité d'être bilingues choisissent le plus dur et inversement.

Interviewer : Et donc du coup, il y avait des documents partagés parmi les ressources ? Est ce qu'il y avait des vidéos, audio aussi ou pas ?

Interviewée : alors, il y a des documents sur le Moodle, des partages de vidéos et c'est Vraiment pas mal. C'est vrai que on pouvait par exemple utiliser Siri.

Ça permet de vraiment interagir en direct, ça c'est vrai que c'est intéressant pour l'enseignant et à la fois pour nous, je pense que c'est qui a eu beaucoup de partage.

Interviewer : on va revenir un petit peu à ce sentiment que tu ressens par rapport au le fait que ce soit en Visio que ça t'arrange. Tu peux m'en dire plus ?

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Interviewée : Moi très clairement le fait de faire ce cours en Visio, ça me fait un sentiment vraiment positif pour moi parce que comme je l'ai dit ça me permet de me cacher. Ça me permet de faire le strict minimum, c'est-à-dire si l'enseignant me questionne, effectivement je vais répondre mais s'il ne s'intéresse pas, je ne réponds pas.

C'est vrai que c'est une épreuve d'aller en anglais parce que je pense quand on a les dents en cours d'anglais.

Interviewer : Pourquoi une épreuve ?

Interviewée : parce que voilà, c'est du direct un petit peu et bizarrement le fait d'être loin On se sent moins visé on va dire et puis on peut en faire un petit peu moins et moi en tout cas, ça m'arrange personnellement de ne pas voir le jugement des autres.

Interviewer : Est ça vient du prof ou de tout ?

Interviewée : En fait, ça ne vient même pas de l'enseignant ni des autres parce que je ne me sens pas bien. Au contraire, je ne sais pas vraiment et je ne me sens pas du tout juger non plus. J'ai même un enseignant qui est très bienveillant quand on prend la parole même si au fond de moi, je ne suis pas au niveau du tout. Je ressens que l'enseignant il va tout faire pour me valoriser ou autre donc ce n'est vraiment pas l'enseignant qui me met dans cet état. C'est moi-même. Voilà, c'est difficile d'accepter simplement de pas être au même niveau que les autres et peut-être que c'est aussi amplifié du fait que je pense que c'est plus compliqué que ça bascule un petit peu brusquement, ce n'est même pas hétérogène on dirait parce que c'est vraiment mélangé.

Interviewer : Tu m'as parlé d'un groupe très bon et après le reste qui traîne derrière et est-ce qu'il y a eu des situations où la cour a été aménagée? autre de ce que ce que tu m'as dit?

Interviewée : En fait, il y a eu des petits groupes quand on était en cours, par contre ce n'étaient pas des groupes de niveau en tout cas, je pense. Peut-être que je ne m'en suis pas rendu compte que c'étaient des groupes de niveau..., c'est vraiment que mon niveau est tellement mauvais que je ne m'en suis pas vraiment rendu compte. Malgré ces groupes de niveau la plupart du temps, on était tous ensemble. 90 % du temps, on était tous ensemble.

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Interviewer : d'accord et ça si tu penses que c'est un avantage pour toi étant pas à l'aise dans cette langue étrangère par rapport à ton apprentissage ?

Interviewée : Je suis conscient que pour l'apprentissage, ce n'est pas du tout une bonne façon de faire. , c'est certain parce que moi je fais mon effort certainement, peut-être, je pense qu'effectivement sur l'apprentissage Ce n'est pas forcément bon de le faire par Visio et d'être dans un groupe où il y a des grandes différences dans l'apprentissage.

Entre ceux qui sont mauvais et ceux qui sont très bons, il y en a forcément un des deux en cours d'anglais parce que finalement c'est du haut niveau dans mon cours.

Interviewer : Est-ce que tu pourras me donner un exemple de cours et comment tu t'y es pris?

Interviewée : Peut-être un truc c'est vrai que moi j'ai besoin de mon ordinateur même quand c'est en français pour faire quelque chose et j'ai besoin un petit peu de temps de réflexion. Très souvent en Visio tout va très vite. Donc, parfois on a besoin d'un petit peu de temps encore plus en anglais pour que je réfléchis. Des fois, Je n'ai même pas le temps de réfléchir que la réponse elle est déjà donné. En fait tout le monde va donner la réponse avant que même moi je puisse réfléchir Si on m'interroge directement, j'ai le temps de réfléchir ensuite donner ma réponse.

Interviewer : Est-ce que tu veux dire qu'il demande une réponse en cœur? Le premier qui sait il répond c'est ça que tu veux dire.

Interviewée : Oui, en fait en Visio tout va très vite.

Interviewer : et c'est quoi ta réaction coup?

Interviewée : J'ai un collègue qui est tout le temps au top niveau, il va répondre tout de suite tandis que moi je suis encore en train de relire le titre. Je ne suis pas énervé contre la personne ou pas parce que comme je t'ai dit de toute manière, je suis le premier à me cacher et à ne pas prendre la parole donc en fait je ne suis pas révolté de ça.

Interviewer : par rapport à ton apprentissage, comment tu réagis? Est-ce que tu laisses tomber ? est-ce que tu dis Bein je vais quand même essayer ?

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Interviewée : C'est vrai que peut-être que j'en fais un petit peu moins c'est vrai que j'ai sûrement tendance à un petit peu me reposer sur les épaules des autres. Je sais que l'enseignant va m'interroger après effectivement, je vais beaucoup plus travailler même pas pour moi mais parce que voilà, il me demande directement. Ah bah il n'a rien fait, il n'a rien à dire aux autres donc là effectivement, je vais essayer de vraiment travailler. Par contre, c'est vrai que si je sais qu'on ne va pas spécifiquement me demander la réponse à moi. Je vais me dire bon dans cette classe tout le monde et de toute manière meilleure que moi donc il y a bien quelqu'un qui va forcément répondre à ma place. Je fais un petit peu de mon côté mais c'est vrai que voilà, il y a moins de pression.

Bon en anglais dans la promo on ne va pas se mentir. Si je voulais je pourrais avoir une place de paroles mais qu'on a tout le temps des gens qui parlent tout le temps et toi, tu es à la ramasse et c'est surtout ça qui n'est pas bien.

Interviewer : Est-ce que tu peux m'en dire plus sur ton apprentissage? Si tu as abouti à quelque chose ?

Interviewée : Au fait, il n'y a aucun but, aucun objectif d'apprentissage quand je fais mon travail de l'Université Paris du coup. Ouais uniquement là pour le travail après si ça peut m'apporter quelque chose tant mieux et sûrement que ça le fait parce que ne serait-ce que nous on avait donc Un article à rendre, ne serait-ce que travailler sur un vocabulaire qui va nous servir à nous après bon c'est intéressant mais en fait mon niveau est tellement faible, il aurait pas fallu me faire faire un article de départ si je voulais vraiment apprendre quelque chose, je me serais dit bah on va peut-être commencer par faire un petit peu de travail et je vais apprendre quelque chose. Mais là en fait, tu es tellement à la ramasse que je sais que je ne vais rien apprendre surtout dans les classes Visio. En tout cas pas pour avoir une bonne note du coup-là, on regarde pour sortir avec quelque chose à la fin déjà quelque chose qu'on pourra garder. Je pense que le l'interactivité qui est proposé via le partage de documents, le partage des vidéos, je pense que ça aide beaucoup pour l'apprentissage. Après quelque chose qu'il faut à mon avis forcément changer c'est sûrement la constitution des groupes.

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Interviewer : Est-ce que tu aurais un meilleur ou pire souvenir de ton expérience?

Interviewée : Quelque chose de bien après peut-être c'est sûrement personnel mais non... mais j'aime bien par exemple l'exposé à l'oral. Moi ça m'arrange alors là peut-être aussi parce que du coup j'ai le temps de me préparer. Je sais que je vais apprendre un peu mon texte. Je sais ce que je vais dire, je contrôle. Par contre, **quand l'enseignant pose des questions, tu dois réagir en direct et en fait.** C'est l'enfer ! tu ne trouves pas les mots. Je n'ai pas le vocabulaire et c'est vrai que j'ai ma façon de faire. En fait j'ai toujours mes deux écrans et je peux écrire, travailler et j'ai toujours à côté de moi mon traducteur avant de rentrer en cours d'anglais. J'ouvre une fenêtre en anglais - français et une fenêtre français - anglais et comme ça à la fin de cet oral, quand on pose une question, je traduis vite fait. Donc ça va mais quand il s'agit de répondre du tac au tac. C'est dur. J'écris ma petite idée en français pendant qu'on pose la question et ensuite, j'ai plus qu'à aller lire un petit peu en anglais ce qui a été traduit. **Après, en fait ça va tellement trop vite donc je sais que je ne trouverais pas les mots quoi qu'il arrive. Il faut juste que j'ai assez de temps pour répondre.**

Interviewer : Qu'est-ce que tu en penses de cette mise en place, toi, personnellement?

Interviewée : Ah oui, c'est certain que ça m'aide et moi ça m'arrange parce qu'encore une fois je suis caché derrière l'écran. Je vais sur le traducteur noter son petit truc et donner ma réponse. Effectivement, c'est plus simple après d'un point de vue de l'apprentissage de l'anglais, ce n'est pas comme ça que je vais apprendre, **il faudrait qu'on me laisse du temps pour essayer de faire mes phrases, que l'enseignant viennent et qui me dit bah là tu as peut-être ça qui n'est pas bon ou ça qui est bon.**

Interviewer : est-ce que tu as d'autres choses à partager?

Interviewée : En tout cas, ça m'a rappelé que je ne suis quand même pas bon en anglais mais après je sais quand j'étais à Londres j'ai pu me débrouiller sans pour autant me planter complètement. J'arrive à dire quelques mots mais je ne suis pas prêt à écrire des articles, c'est sûr.

Researcher thanks the interviewer and ends the recording.

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10.3.3 DNA_33yrs_exTrainer

Age: 33yrs old

Profession: Ex Trainer with Etihad Airways, Currently Housewife/Student

Interviewer reads the consent form and Interviewee approves.

Interviewer: I would like to gather information on your online English lessons, more specifically on the 24-hours of online English training you just completed. so would you mind giving us some details, explaining how the sessions were held, what kind of setting was there?

Interviewee: The professor was on zoom with all of us. He was basically sharing articles with us and then from these articles, he would ask questions like; where is this article coming from and what does this word mean? and we would have to sometimes work in small groups and after that all of us had to talk. Then we would have other sessions that were done in groups like the group has to present or it was individual where it would be like 3 or 4 in one group.

Interviewer: Has there been a level assessment that I was assigned to you in the beginning or at the end to assess your progress? Or any other sort of assessment like that?

Interviewee: I do not think there was. I just joined the course like all the others and there was no test. I did one back when I was in M1, that is it.

Interviewer: Ok, so I would like to know a bit more on the resources used during those sessions and what is your feedback on them?

Interviewee: There could have been things that would be more fun especially when you are online so having an article to read in 10-minutes to 5-minutes basically is not quite fun.

Interviewer: Right, so how do you feel about attending the class as a whole?

Interviewee: Because I think it is as you said because I am comfortable in English, but it was not exciting. He just left us. we have to ask if you want something.

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Interviewer: Can you give me some examples of what causes this type of feeling?

Interviewee: Yeah, I feel there was a lot of reading and writing more than talking. Because you are not going to speak about academic writing to people in the streets in the UK. Also, the fact that we have the same teacher for 2 years now, so it's basically the same thing.

Interviewer: what could be improved or kept as it is to make your learning experience successful? Can you share an example?

Interviewee: I give you an example. maybe I could situate you mostly. I get the idea of the piece of Article. But I am never going to write an article in English or maybe much later. We could have worked on interesting activities such as pretend to be in a seminar and try to teach someone he class, make a video and make as if you are presenting something or create a tiktok video. This would have been exciting. The teacher is awesome. I do not say the contrary, but it is just that I was really bored in the class.

Interviewer: Is there anything else you would like to share in regard to your learning experience?

Interviewee: You know I speak English almost every day and I will not say the class was not good. I did learn a few grammatical things from the teacher. However, I feel that it was quite out of purpose for me. It was quite disengaging to write articles when I know I will not use it. Also, the fact that we are all mixed up is also not a good solution. I end up not talking much unless no one knows what to say. So, it is the same thing all the time. Other than that, the class was there to do, and I had to do it. But I really think it could have been more interesting.

Interviewer: Ok, thank you so much for your responses.

Interviewer ends the recording.

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10.3.4 FHA_44YRS_ Enseignante

Age: 44yrs old

Profession: Arab Teacher in her local community

Interviewer reads the consent form and Interviewee approves.

Interviewer : Est-ce que tu pourrais me parler un peu du déroulement de ton cours d'anglais en Visio ?

Interviewée : On était en en Visio, la classe tous ensemble donc effectivement, on avait des caméras, les micros euh généralement enfin tout le monde n'allume pas forcément sa caméra il y en a qui pour qui c'est un dysfonctionnement et puis pour d'autres voilà chacun ses raisons...bien après le prof il partage le cours qu'il veut nous donner dans son séminaire cette année. Ce semestre, c'était accès sur les institutions scolaires d'Angleterre. Voilà donc il nous a proposé de travailler sur des articles parce que bon on est en master de recherche et donc on devait produire un article ce semestre ; un mini article sur le thème de notre recherche, de notre mémoire. On devait composer un article et donc il partageait avec nous des articles sur l'écran et puis on répondait à des questions. Les questions étaient sur cet article tel que le thème de l'article, quelle est la problématique de l'article, quelle est la méthodologie de l'article voilà et puis on voyait avec lui à l'oral. Voilà on partageait, enfin chacun donnait son avis et chacun pouvait participer. Voilà c'est très interactif. C'était plaisant.

Interviewer : est ce qu'il y a déjà eu sorte de mise à niveau ?

Interviewée : cette année j'étais étonné qu'il n'y ait pas une agrégation mais bon comme on a été évalué l'année dernière et bah moi c'était déjà là l'année dernière et donc on n'a pas eu d'évaluation. Il y en a beaucoup qui était déjà évalué l'année dernière et qui devait connaître leur niveau de chacun et après c'est vrai je sais que par rapport aux axes à sa méthode de notation il fait vraiment en fonction du niveau de chacun oui. Ouais il fait vraiment en fonction du niveau par exemple il ne va pas mettre des mauvaises notes. En gros, il voit vraiment en fonction du niveau. Maintenant, est-ce qu'on a évolué cette année ect s'il a vu notre niveau on va dire à la fin du semestre il voit peut-être la différence et il évalue parce que pour lui c'était important. Pour lui la participation est importante. Il

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avait noté la participation. **Enfin il nous ajoutait des points aussi donc ça me motive aussi. Il encourage chacun d'entre nous à participer.**

Interviewer : Est-ce que tu peux me donner plus de détails que vous avez utilisées pendant les cours ?

Interviewée : oui en fait c'était vraiment beaucoup plus à l'oral. C'était lui qui écrivait en fait. Voilà nous ont donné les réponses à l'oral et lui il écrivait sur l'écran partagé comme ça on pouvait voir et ensuite à la fin du cours il mettait sur Moodle le cours qu'il avait écrit l'ordre du jour. Mais voilà il était interactif et il ne voulait pas chacun de notre côté en train d'écrire. **Il nous disait « prenez pas de notes de toute façon moi je le mettrai à la fin de la classe ». Il disait « je vais mettre sur Moodle. Après c'était, on va dire à 95 pour 100 du temps, comme ça. Il est arrivé aussi de créer des petits groupes dans la classe par exemple il a transféré chacun d'entre nous dans un groupe de 2 ou 3 et on devait échanger sur un texte et lui il venait dans chaque groupe pour voir si c'est bien le travail, pour poser des questions, ou vérifier qu'on parlait bien anglais cetera.**

Interviewer : D'accord, est ce que tu peux me donner quelques détails concernant les ressources utilisés ?

Interviewée : oui n'a partagé plusieurs documents effectivement, **il avait déposé sur Moodle des vidéos et on devait donc sur le Moodle pour regarder la vidéo, répondre à des questions. Ensuite il y avait je me souviens il disait : « je vous laisse 30 minutes. Vous allez regarder la vidéo, répondre aux questions » c'était plus ça sinon c'étaient des textes. Oui ce sont surtout des articles.**

Interviewer : Et tu en penses quoi de cette mise en place ?

Interviewée : je trouve que c'est important s'engager dans le cours. Voilà on va pouvoir s'engager et se concentrer je pense dans ce genre de méthode. C'est important personnellement. **Je l'ai bien vécu parce qu'à la fin on était en groupe pour travailler ensemble. Enfin voilà il n'y a pas l'esprit de compétition parce que justement il y avait des niveaux différents. Ducoup ça se passait bien. Enfin, l'ambiance était bonne voilà. On ne sentait pas vraiment qu'il y avait de grands écarts dans la classe. Il y en avait certains qui étaient anglophones du coup moi à côté qui ne parlait pas anglais en vrai je le vivais très**

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bien parce que justement il n'y avait pas cet esprit de compétition parce que le prof avait instauré cette ambiance en fait. Donc du coup c'est vraiment plaisant.

Interviewer : Il n'y avait pas de différence malgré le niveau de chacun, c'est ça ?

Interviewée : c'est ça oui. On est pris en considération et puis on nous motive à participer et quand il voit que voilà on n'est plus trop connecté ou qu'on ne participe pas trop, c'est lui qui vient vers nous pour nous pousser à répondre. Il essayait vraiment de faire en sorte qu'on reste concentré parce que ce n'est pas évident quand on est virtuel.

Interviewer : est-ce qu'il y a déjà eu des déjà ressentis des sentiments négatifs par cet apprentissage ?

Interviewée : ce n'est toujours pas évident tu vois. Là c'est une langue qu'on ne connaît pas. C'est difficile de trouver ses mots à l'oral pour répondre aux questions. Donc oui on peut sentir un peu de gêne par rapport à ça. Mais voilà, c'est à dire c'est normal quoi. Je n'ai pas ressenti vraiment quelque chose de très négatif en fait avec son cours parce qu'il est vraiment très ouvert et très pédagogue alors euh...

Certains préfèrent être en présentiel mais finalement moi ça ne change pas grand-chose. On se voit quand même ou participe de la même manière et en plus on a un outil qui nous aide pour participer et en plus ça permet d'évoluer peut-être plus vite en anglais aussi. Le fait d'avoir le traducteur pour chercher ça me permettait de faire une phrase quoi oui c'est ça. Je n'ai pas vraiment de sentiments négatifs, je dirais.

Interviewer : D'accord. Est-ce qu'il y a des choses que vous aimeriez améliorer ou garder comme c'est par rapport à votre apprentissage ?

Interviewée : alors moi ce que je dirais déjà que le positif faut le garder. C'est-à-dire le fait de prendre le niveau de chacun et de faire évoluer chacun à son niveau. Il faut garder ce système de notation en fonction des niveaux parce que c'est motivant. Tout à l'heure je te disais vraiment il y a des très bons niveaux et moi je suis vraiment à un niveau inférieur. Je me disais cette année enfin je voudrais au moins un 10. Mais lui il notait bien du coup c'était motivant. Les notes sont quand même bonnes parce qu'il prend en compte quand même mon évolution par rapport à ce que j'étais on va dire au départ, mais par rapport

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aux efforts que je fais aussi pour évoluer et donc ça je pense que c'est très important de garder cette formation. Enfin c'est cette évaluation formative finalement. Donc ça c'est motivant. Ça installe une bonne ambiance même au sein de la classe. Ensuite, le fait de faire participer tout le monde, poser des questions, inviter chacun à aller chercher ect ça aussi je trouve que c'est très important. **Le fait d'avoir travaillé sur des articles moi j'ai trouvé ça aussi très intéressant parce que comme on est en master recherche, le fait de travailler sur des articles bah c'était connecté au sujet. En plus c'étaient des articles en lien avec l'éducation. Donc c'était vraiment connecter avec notre sujet de cette année. C'était vraiment bien aussi par rapport au fait qu'on puisse avoir Google trad(Google Translate). Je me dis que même en présentiel si on a un ordinateur pour nous aider ce serait bien** mais peut être que ce serait plus gênant de chercher devant lui. On va plutôt lui dire oui comment on dit telle chose. Voilà c'est plutôt lui qui nous répond et c'est beaucoup mieux que de se fier au prof. franchement je ne sais pas si ça reste mieux. je pense que les 2 façons sont bonnes disons que dans les 2 cas c'est la participation à l'oral, le fait de participer parce que qu'on a le mot sur Google où les conseils du prof et si on va le réutiliser d'accord mais c'est vraiment le fait de l'utiliser en situation qui est important

Interviewer : Est-ce qu'il y a autre chose, une expérience en particulier que tu aimerais partager ?

Interviewée : ce sont vraiment des moments de partage. C'est vraiment ça. Ce sont des moments de partage où on participe et puis on rigole ensemble avec le prof et voilà. Quelquefois j'ai eu des difficultés par exemple avec mon ordinateur et je n'arrivais pas à me connecter ou alors j'avais des imprévus par exemple mes enfants qui étaient à côté qui faisaient du bruit. Et ça m'a beaucoup dérangé cette année mais c'est le seul point négatif de mes cours à distance en générale. Voilà.

Interviewer thanks the Interviewee and ends the recording.

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10.3.5 LAD_23yrs_Salesperson

Age: 23yrs old

Profession: Salesperson/Team leader

Interviewer reads the consent form and Interviewee approves.

Interviewer: Now that you have agreed to the consent form. We will begin the interview.

So, let us start with gathering a few demographic information:

- What is your age?*
- Which institution are you enrolled in?*
- What is your profession if any?*

Interviewée : J'ai 23 ans. Du coup, je suis en 2e année de master de recherche en Science de l'éducation à Paris Descartes et je travaille que le weekend chez Naturalia.

Interviewer:

Can you explain how your classes/sessions are held online? (Focus on oral performances) (Exposés, Voice calls, Camera on/off)

Is there any sort of grading?

Interviewée : D'accord, mais du coup depuis la primaire, j'étudie l'anglais et en distanciel, ça doit être depuis l'année dernière. Je n'avais jamais fait d'anglais et du coup ça a commencé l'année dernière sauf que l'année dernière on n'avait pas tous les cours à distance. On avait juste à faire un devoir en fin d'année et sinon cette année tous les cours étaient à distance.

Interviewer: Have you ever been assigned a level (A1/A2/B1/B2) at the start or end of the sessions?

Interviewée : Oui, alors du coup l'année dernière, on avait commencé les cours en présentiel et fait plein d'exercices. Du coup, on a dû retravailler ces exercices à distance mais de notre côté vraiment tout seul et à la fin du cours le prof, il nous a envoyé des liens avec tout ce qu'on avait vu en cours. Cette année, on a eu à faire un résumé de notre

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recherche et on a vu aussi des questions en cours. Donc on avait du coup les exercices à distance, et ce semestre on a dû rédiger un article sur notre recherche.

Interviewer: Can you explain how your classes/sessions are held online? (Focus on oral performances) (Exposés, Voice calls, Camera on/off)[D'accord et donc juste pour revenir un petit peu sur les sessions à distance. Donc vous aviez des exercices à faire et comment se passait vraiment les cours est-ce que vous avez des conversations, des activités interactives ?

Interviewée : Alors oui voilà, enfin le prof il nous interrogeait tout le temps, ce n'est pas vraiment nous qui participons. Je voulais participer mais c'est lui qui avait des questions comme "LAD23(nom fictif) qu'est-ce que tu en penses" et on fait comme on peut. Je devais préparer aussi les devoirs à l'avance. On travaillait en ligne. Sinon, on avait des activités pendant le cours comme des fois, il m'a demandé de faire des activités pendant le cours et ensuite on corrigeait ensemble. Il y avait aussi des activités en groupe. Les groupes étaient répartis dans des salles sur zoom et on travaillait et comme ça il fallait qu'on parle en anglais. Il venait dans les groupes pour s'assurer qu'on parlait anglais.

Interviewer: What are the resources used in your lessons in regard to oral performance? (Vidéos, audios, podcasts)[Ok et donc parmi les ressources de la cité les documents à lire à reproduire, il y avait des vidéos des audios des podcasts aussi.]

Interviewée : Oui, alors, on a eu plein de documents. Donc on avait un tout petit peu en présentiel qu'on avait eu des documents papier et sinon à chaque fois qu'on regardait des vidéos accompagnés de l'activité donc on avait des questions sur les vidéos. Il fallait qu'on prenne des choses, des articles de recherche et aussi je crois des images.

Interviewer: How do you feel when you are attending your English class sessions which include oral activities? [Comment est-ce que tu te sens quand tu attends que tu sois dans ce qui inclut surtout l'oral.]

Interviewée: je ne suis pas à l'aise à l'oral et surtout puisque je ne suis pas très forte en anglais mais du coup, c'était intéressant. J'étais un peu stressée mais ça allait, ça allait un peu mieux que dans d'autres sessions.

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Je sais que quand je participe à l'oral, je sais que mes phrases elle ne voulait rien dire mais le **prof nous aidait tout le temps.**

Interviewer: What factors contribute to this feeling?[est-ce qu'il y a d'autres facteurs qui contribuent à rendre la session plus confortable;justement à éliminer toutes sortes de stress ou de sentiment négatif?]

Interviewee: Traduire en anglais et en fait c'est beaucoup quand on est allé se faire expliquer pourquoi tu n'es pas là et du coup je préfère travailler en petits groupes comme ça.

On n'est pas beaucoup dans la classe mais du coup comme on participait tous vraiment tous ensemble, je n'avais pas ce stress.

Interviewer: et pourquoi quand c'est tous ensemble est-ce qu'il y a une raison particulière?

Interviewee: Non, je ne sais pas. Moi, je ne parle pas beaucoup . Je me sens beaucoup plus à l'aise quand je suis en groupe et j'ai fait un peu plus d'efforts pour parler et même s'il ne comprenait pas, il demandait de répéter ou de faire une phrase. Je ne suis pas seule non plus face au prof. Mais quelquefois j'ai trop peur de parler en groupe devant la classe. Là c'étaient des petits groupes et on s'entendait bien ensemble pour travailler.

Interviewer: Donc quand il y a une session en groupe, est-ce qu' il y a eue aussi de l'appréhension et quels sont ses sentiments que vous avez qui vous mettent dans une position inconfortable. Par exemple jugement des autres réactions du prof?

Interviewee: Je ne sais pas vraiment si je pense que c'est un peu moi, j'ai pleuré comme ça mais il y en a qui sont beaucoup plus forts que moi. Et comme je ne suis vraiment pas la plus forte en anglais du coup je dis n'importe quoi.

En plus je sais que je ne suis pas fort en anglais. Je me dis qu'on est à peu près tous pareil en anglais, il y en a qui sont beaucoup plus forts que d'autres ça c'est sûr.

Même si au final d'autres non mais voilà, je pense quand j'apprenais le chinois j'étais beaucoup plus à l'aise parce que c'est étranger.

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Tandis que l'anglais en fait c'est quelque chose qu' on entend tous les jours. Il est accessible à tout le monde alors que le chinois en vrai, c' est déjà compliqué quoi.

Interviewer: What could be improved or kept as it is to make your learning experience successful in regards to Oral performance?[Ok d'accord qu'est-ce qui pourrait améliorer ou garder comme c'est pour faire que cette expérience soit un succès par rapport à votre part performance orale. Qu'est-ce qui a marché ou qu'est-ce qui n'a pas marché]

Interviewee: Alors, ce qui m'a marqué je pense que bah là du coup c'est cette année. C'était super intéressant. Les activités me parlaient beaucoup plus. Tous les travaux et les exercices composés chaque semaine, c'était vraiment en lien avec l'éducation et du coup c'est bien de retrouver un peu des choses similaires à ce qu'on fait dans notre recherche. Le fait de parler en anglais en même temps était encore mieux.

Interviewer: [si tu pouvais améliorer quelque chose...]

Interviewee: Parce que c'est un peu différent et du coup c'est vrai que ça ne m'avait pas intéressé alors cette année sur la formation enseignement m'intéresse beaucoup plus.

Interviewer: Des situations presque identiques à la vie réelle donc que tu vas pouvoir appliquer c'est ça que tu veux dire que tant que c'est comme ça, c'est beaucoup mieux?

Interviewee: Oui voilà, c'est exactement ça, le fait de travailler sur des sujets pertinents à notre sujet de mémoire.

Interviewer: Can you share your best/worst learning experience that you have had in your distance learning English class?[D'accord, donc est-ce que tu veux bien partager un de tes meilleures expériences dans les classes à distance]

Interviewée: si tu veux, je reprendrai le travail qu'on avait fait en groupe, j'avais adoré traduire du français en anglais même si mon travail n'était pas vraiment parfait bah vu que c'était un prof qui est sympa et tout j'ai bien aimé. Je pense que c'est la meilleure expérience de cette année d'avoir travaillé en groupe comme ça en petit groupe, tous ensemble. Ce n'est pas arrivé souvent on a dû le faire deux trois fois et c'est vrai que c'était sympathique.

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Interviewer: D'accord, donc merci beaucoup pour ton temps et si jamais tu as des questions PAR rapport à ton entretien d'aujourd'hui n'hésite pas.

Interviewee: D'accord, merci.

Interviewer ends the recording.



10.3.6 INS_24YRS_School leader

Interviewer reads the consent form and Interviewee approves.

Interviewer: Pour commencer, est ce que tu peux partager un peu des infos sur ton âge, ton travail...?

Interviewée: Voilà, j'ai 24 ans et je suis animatrice dans les écoles élémentaires à mi-temps et dans les colonies de vacances. Je bosse que pendant le weekend ce qui me donne le temps de poursuivre mes études. Je ne bosse pas pour l'instant mais je pense reprendre cet été.

Interviewer: Est-ce que tu peux partager comment ça se passait dans tes cours d'anglais en Visio ? Est ce que vous aviez le camera, c'était que de l'audio...ect ?

Interviewée: Cette année on a eu tous nos séminaires en Visio. Mons. M nous avaient mis dans des petits groupes pour bosser. Il nous donnait des articles à lire puis on devait se mettre en groupe pour comprendre le document. Il avait aussi un doc qu'il partageait. C'est lui qui écrivait et ensuite il mettait ça sur Moodle à la fin du cours. C'était très dure pour moi. Personnellement, les cours à distance, ça me réussit pas du tout. Je n'arrive pas à me concentrer comme dans une vraie classe. Déjà je ne suis pas bilingue et l'anglais je m'y connais pas du tout. Le fait d'arriver en classe et de devoir improviser ou travailler dans les deux heures. Je n'y arrivais pas. Heureusement que certains dans le groupe étaient forts en anglais. Après c'est vrai, que j'utilisais « Google translate ». J'vais pas le choix vraiment. S'il nous avait mis les documents une semaine avant comme le fait les autres profs, ça aurait été beaucoup mieux pour moi. J'aime bien prendre le temps de préparer avant le cours mais là on recevait le doc en classe et on devait tout suite bosser dessus. Quand c'est comme ça, je stress et je ne suis pas productive. Déjà, le cours en Vision je n'aime pas trop. Je ne peux pas travailler devant l'écran. Je ne vais pas pouvoir me concentrer comme ne classe. Il écrivait sur son doc mais ce n'est pas pareil comme sur le tableau ou tu prends tes notes et tu sais que pendant ces deux heures tu vas apprendre quelque chose. Oui, donc voilà un peu. Les cours sur Zoom c'est pas du tout mon truc.

Interviewer: est-ce qu'il y a eu une sorte d'évaluation de mise à niveau à un moment ou un autre ?

Interviewée: Non, on a eu un test au début du M1 et puis c'est tout. Cette année on a juste continué dans le même groupe. Oui, c'était pour voir notre niveau. Je me rappelle plus.

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Interviewer : Est-ce que tu peux m'en dire plus sur les ressources utilisées ? Et ce que tu en penses ?

Déjà pour commencer, je n'ai pas et je n'aurai jamais le niveau nécessaire pour écrire ce qu'il nous demande d'écrire. Je ne sais pas du tout trouver le mot pour dire un truc basique, maintenant espérer que je vais écrire un article, ce n'est pas envisageable du tout. Mais, c'était un des cours où on pouvait vraiment travailler sur nos sujets de mémoires. Pour une fois, que c'était par rapport à nos mémoires. Il nous donnait des **articles en anglais et il y a tellement plus d'ouvrages en anglais qu'en français sur mon sujet de recherche**. C'était une des choses qui m'a plu quand même. Mais, je trouve quand même absurde de nous demander d'écrire des articles en anglais. A peine, j'arrive à dire « bonjour » en anglais, maintenant écrire un article, bon après peut être ça peut servir à quelqu'un.

Interviewer : Est-ce qu'il avait d'autres ressources partagées ?

Interviewée: **Je crois qu'il nous avait donné des vidéos à regarder et ensuite on devait discuter avec les autres du groupe**. Certains sont bilingues donc, c'est facile pour eux de travailler pendant les deux heures. Moi j'avais du mal. J'ai pris des notes quand même et j'essayais de revoir les documents après le cours. Bon, après j'ai fait de mon mieux mais je ne dirais pas que j'ai appris quelque chose.

Interviewer : D'accord, il y a peut-être des choses que tu aimerais changer?

L'interviewée réfléchit.

Interviewée: Déjà moi je ne suis pas pour les cours en Visio. Je n'arrive pas à rester concentré derrière un écran. Je dois absolument être devant le prof et prendre des notes à la main...être en présentiel quoi. Après je ne crois pas être la personne à dire quoi changer. **Il était très bienveillant et tout comme d'habitude le prof mais voilà**, je ne pense pas avoir appris plus de l'anglais cette année que l'année dernière. Déjà il faudrait commencer par les jours de la semaine. La dernière fois que j'ai vraiment appris de l'anglais c'était au collège. Donc, je ne suis pas la personne qui pourrait dire quoi changer.

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10.4 Interview Data Spreadsheet

10.4.1 Sample of Coding spreadsheet of interview data

Teacher support	Resource and materials	Preparation time	Individual student preferences	Group work	Disturbances	Suggestions
Moi je n'ai pas ressenti qu'il y a même des collègues qui sont complètement bilingues. Il y'en a qui vont juste être là pour aider et pour expliquer un petit peu. J'ai plus ressenti de la bienveillance. C'est loin du jugement donc ça aide dans l'apprentissage.	En fait il y avait beaucoup d'informations que le prof écrit sur le diaporama du coup... en vrai même si on ne comprenait pas ce qu'il disait on pourrait complètement comprendre le document grâce aux écritures.	Et j'ai besoin un petit peu de temps de réflexion.	M'angoisse en fait parce que je sais qu' on va me mettre en situation ou je ne suis pas à l'aise. J'étais en présentiel quand j'allais en anglais, je n'étais pas rassuré. Mais le fait d'être à distance, je n'ai pas ma caméra et je me dis même que moi si jamais vraiment je panique et je n'arrive pas à répondre, je peux toujours dire que c'est un problème de micro en fait...	Ce n'est même pas hétérogène on dirait parce que c'est vraiment mélangé.	Des fois, Je n'ai même pas le temps de réfléchir que la réponse elle est déjà donné. En fait tout le monde va donner la réponse avant que même moi je puisse réfléchir	Si on m'interroge directement, j'ai le temps de réfléchir ensuite donner ma réponse.

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Après ce qu'on pourrait garder en Visio ce sont les 3 ou 4 groupes que l'enseignant avait fait. On a vraiment joué le jeu entre les étudiants. On avait un exercice qui était de traduire un bout d'un texte en se mettant d'accord et en fait, bah on a vraiment joué le jeu et je ne me suis pas sentie jugée ou quoi. Même si un des camarades de mon groupe était bilingue et jouait un peu le rôle du prince disant bah...nous on a juste	Alors que là le fait d'être à distance en fait j'ai le texte, je prépare le texte en avance et tout ce que je veux dire. Je peux même préparer les réponses à des questions qu'on va me poser ou c'est à dire en fait que je lis et je tente de m'entraîner du coup ça c'est vraiment	Il avait déposé sur Moodle des vidéos et on devait donc sur le Moodle pour regarder la vidéo, répondre à des questions. Ensuite il y avait je me souviens il disait : « je vous laisse 30 minutes. Vous allez regarder la vidéo, répondre aux questions » c'était plus ça sinon c'étaient des textes. Oui ce sont surtout	En présentiel parce que ça m'angoisse. Par exemple je dois passer un oral en anglais en présentiel devant des gens que je ne connais pas, ça c'est la pire expérience et la meilleure expérience je pense que c'est quant à distance et que j'ai pu préparer en avance mes notes ça me rassure.	Ce n'est même pas hétérogène on dirait parce que c'est vraiment mélangé.	Oui, en fait en Visio tout va très très vite.	Après quelque chose qu'il faut à mon avis forcément changer c'est sûrement la constitution des groupes.
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<p>vraiment essayer de réfléchir. Au fait cette interaction entre nous je trouve ça top.</p>		<p>des articles.</p>				
<p>L'enseignant il va tout faire pour me valoriser ou autre donc ce n'est vraiment pas l'enseignant</p>	<p>Alors ça pouvait être un article à rédiger un compte-rendu, des articles par rapport à notre recherche et écrire en anglais.</p>		<p>Moi très clairement le fait de faire ce cours en Visio, ça me fait un sentiment vraiment positif pour moi parce que comme je l'ai dit ça me permet de me cacher. Ça me permet de faire le strict minimum, c'est-à-dire si l'enseignant me questionne, effectivement je vais</p>	<p>Un groupe où il y a des grandes différences dans l'apprentissage.</p>	<p>J'ai un collègue qui est tout le temps au top niveau, il va répondre tout de suite tandis que moi je suis encore en train de relire le titre.</p>	<p>Il faudrait qu'on me laisse du temps pour essayer de faire mes phrases, que l'enseignant viennent et qui me dit bah là tu as peut-être ça qui n'est pas bon ou ça qui est bon.</p>

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			répondre mais s'il ne s'intéresse pas, je ne réponds pas.			
Je sais que l'enseignant va m'interroger après effectivement, je vais beaucoup plus travailler même pas pour moi mais parce que voilà, il me demande directement.	, il y a des documents sur le Moodle, des partages de vidéos et c'est Vraiment pas mal. C'est vrai que on pouvait par exemple utiliser Siri.		Il y a moins de pression.	sometimes work in small groups and after that all of us had to talk. Then we'd have other sessions that were done in groups like the group has to present or it was individual where it would be like 3 or 4 in one group.	On ne sentait pas vraiment qu'il y avait de grands écarts dans la classe. Il y en avait certains qui étaient anglophones du coup moi à côté qui ne parlait pas anglais en vrai je le vivais très bien	Fait de prendre le niveau de chacun et de faire évoluer chacun à son niveau. Il faut garder ce système de notation en fonction des niveaux parce que c'est motivant.
Qu'on a évolué cette année ect s'il a vu notre niveau on va dire à la fin du semestre il	Un article à rendre, ne serait-ce que travailler sur un vocabulaire qui va nous servir à nous après		Ça installe une bonne ambiance même au sein de la classe.	Also, the fact that we are all mixed up is also not a good solution.		

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voit peut-être la différence et il évalue parce que pour lui c'était important.	bon c'est intéressant					
Qu'on a évolué cette année ect s'il a vu notre niveau on va dire à la fin du semestre il voit peut-être la différence et il évalue parce que pour lui c'était important.	Il n'aurait pas fallu me faire faire un article de départ si je voulais vraiment apprendre quelque chose			Other than that, the class was there to do, and I had to do it.		
Teacher support	Resource and materials	Preparation time	Individual student preferences	Group work	Disturbances	Suggestions

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<p>Puis on nous motive à participer et quand il voit que voilà on n'est plus trop connecté ou qu'on ne participe pas trop, c'est lui qui vient vers nous pour nous pousser à répondre. Il essayait vraiment de faire en sorte qu'on reste concentré parce que ce n'est pas évident quand on est virtuel.</p>	<p>Je pense que le l'interactivit é qui est proposé via le partage de documents, le partage des vidéos, je pense que ça aide beaucoup pour l'apprentiss age.</p>			<p>Il est arrivé aussi de créer des petits groupes dans la classe par exemple il a transféré chacun d'entre nous dans un groupe de 2 ou 3 et on devait échanger sur un texte et lui il venait dans chaque groupe pour voir si c'est bien le travail, pour poser des questions, ou vérifier qu'on parlait bien anglais cetera.</p>		
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<p>. S'il nous avait mis les documents une semaine avant comme le fait les autres profs, ça aurait été beaucoup mieux pour moi.</p>	<p>He was basically sharing articles with us and then from these articles, he would ask questions like; where is this article coming from and what does this word mean?</p>			<p>Je l'ai bien vécu parce qu' à la fin on était en groupe pour travailler ensemble. Enfin voilà il n'y a pas l'esprit de compétition parce que justement il y avait des niveaux différents. Ducoup ça se passait bien.</p>		
	<p>lot of reading and writing more than talking.</p>			<p>On n'est pas beaucoup dans la classe mais du coup comme on participait tous vraiment tous ensemble, je n'avais pas ce stress.</p>		
	<p>to speak about academic writing to people in the streets in the UK</p>					
	<p>same teacher for 2 years</p>					

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	now, so it's basically the same thing.					
	have worked on interesting activities such as pretend to be in a seminar and try to teach someone he class, make a video and make as if you are presenting something or create a tiktok video.					
	Donc on devait produire un article ce semestre ; un mini article sur le thème de notre recherche, de notre mémoire.					
	Il nous disait « prenez pas de notes de toute façon moi je le mettrai à la fin de					

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	la classe ». Il disait « je vais mettre sur Moodle. Après c'était, on va dire à 95 pour 100 du temps, comme ça.					
Teacher support	Resource and materials	Preparation time	Individual student preferences	Group work	Disturbances	Suggestions
	On se voit quand même ou participe de la même manière et en plus on a un outil qui nous aide pour participer et en plus ça permet d'évoluer peut-être plus vite en anglais aussi. Le fait d'avoir le traducteur pour chercher ça me permettait de faire une phrase quoi oui c'est ça. Je n'ai pas vraiment					

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	de sentiments négatifs, je dirais.					
	Le fait d'avoir travaillé sur des articles moi j'ai trouvé ça aussi très intéressant parce que comme on est en master recherche, le fait de travailler sur des articles bah c'était connecté au sujet. En plus c'étaient des articles en lien avec l'éducation. Donc c'était vraiment connecter avec notre sujet de cette année.					

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	<p>C'était vraiment bien aussi par rapport au fait qu'on puisse avoir Google trad(Google Translate). Je me dis que même en présentiel si on a un ordinateur pour nous aider ce serai bien</p>					
<p>Il était très bienveillant et tout comme d'habitude le prof mais voilà</p>	<p>Il écrivait sur son doc mais ce n'est pas pareil comme sur le tableau ou tu prends tes notes et tu sais que pendant ces deux heures tu vas apprendre quelque chose</p>	<p>S'il nous avait mis les documents une semaine avant comme le fait les autres profs, ça aurait été beaucoup mieux pour moi.</p>	<p>Personnellement, les cours à distance, ça me réussit pas du tout. Je n'arrive pas à me concentrer comme dans une vraie classe</p>			

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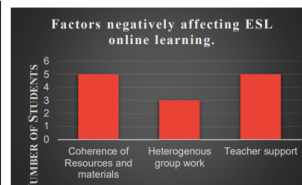
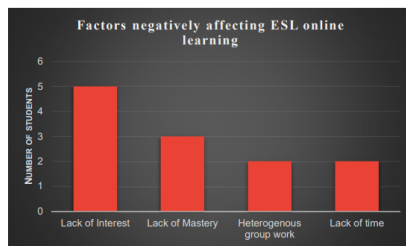
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10.4.2 Graphical representations of data and Tests for future quantitative studies

Factors	Categories of Factors	Frequency
Teacher Support	Instructor-related	3
Coherence of Resources and materials	Institution-related	6
Preparation Time	Instructor-related	2
Lack of mastery	Student-related	5
Group Work	Instructor-related	6
Lack of Interest	Student-related	3
Learning platforms	Institution-related	0

Factors influencing learning negatively	Number of students	Relative Frequency
Lack of Interest	5	0.83333333
Lack of Mastery	3	0.5
Heterogenous group work	2	0.33333333
Lack of time	2	0.33333333

Factors influencing learning positively	Number of students	Relative Frequency
Coherence of Resources and materials	5	0.83333333
Heterogenous group work	3	0.5
Teacher support	5	0.83333333



The full spreadsheet can be found at the following link:

https://docs.google.com/spreadsheets/d/1h8ba6Lzw5y_29upM4XIL8xkHHvzVhSek/edit?usp=sharing&oid=115432010105701959709&rtpof=true&sd=true