Institution-Wide Language Programmes, Higher Education and Blended Learning:

Students' Experience of a Virtual Learning Environment among Beginners and Post-Beginners of French

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DECLARATION

I certify that this work has not been accepted in substance for any degree, and is not concurrently being submitted for any degree other than the Doctorate in Education (EdD) being studied at the University of Greenwich. I also declare that this work is the result of my own investigations except where otherwise identified by references and that I have not plagiarised the work of others.

Student ……. (signature) Date ……

Supervisor …….. (signature) Date …….

Supervisor …… (signature) Date ……

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ABSTRACT

In a context of precariousness of Modern Foreign Languages and promotion of e-learning at national level, often referred to as "technology-enhanced learning", the targeted institution, a "new" university in the United Kingdom, offers an Institution-Wide Language Programme where language classes are presented as a blended learning package of face-to-face classes coupled with the use of the Blackboard Virtual Learning Environment (VLE).

Operating within a hermeneutical phenomenological approach and constructionist epistemological principles, this thesis seeks to investigate the students' experience of a VLE among beginners and post-beginners of French and in particular whether their level (beginners or post-beginners), status (undergraduates, post-graduates or external students) or the lecturers in charge of the various groups for the face-to-face component of the module, have any significance on their experience.

At a time when the students' feedback and the quality of their learning experience are considered with care by institutions of Higher Education, this thesis contributes to an enhanced knowledge of the students' experience in connection with a VLE, obtained through a mixed-method approach based on the completion of 96 questionnaires and six follow-up interviews, in association with socio-constructivist principles.

This research differentiates itself by being conducted specifically about students' experience of the institutional VLE in a context of blended learning, with students based primarily on site, and study of languages. Although they may be considered as digitally literate, students' response regarding their own experiences indicates that digital skills do not appear as readily transferable to formal learning contexts. Therefore, lecturers need to guide students in a structured and progressive manner in order to maximise their engagement with the VLE. In addition, it contributes further to knowledge by highlighting implications for pedagogical practices.

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CHAPTER 1: INTRODUCTION

My thesis investigates students' experience of the Blackboard Virtual Learning Environment, called "Weblearn" at the targeted institution of Higher Education, in the context of blended learning and language study as part of an Institution-Wide Language Programme (IWLP). In particular, it seeks to answer the following research questions:

- How do beginners and post-beginners of French use Weblearn and why?
- What is their attitude towards Weblearn and why?
- Do their level (beginners or post-beginners), status (undergraduates, post-graduates or externals), or the lecturers in charge of the various groups for the face-to-face component of the module, have any significance on their experience?

This introduction is composed of the following sections:

1.1 Background information

Plowright (2011:8) shows the importance of the context of research in connection with research questions and indicates five key aspects: professional, organisational, policy, national and theoretical. More concretely, my research is conducted in a context of precariousness of Modern Foreign Languages in the United Kingdom, with decreasing numbers of students on specialist language degree courses, closures of language departments, and promotion of technology-enhanced learning at national level. More information is available in chapter 2 dedicated to the literature review.

The targeted institution, a "new" university in the United Kingdom, aims to promote the quality of the students' experience, their use of technologies and a greater access to resources, as indicated in its strategic plan and policies on e-learning, blended learning and teaching and learning (Targeted institution 2010a, 2010b, 2010c, March 2011). The targeted department operates an IWLP (Institution-Wide Language Programme), which offers credit-bearing modules in various Modern Foreign Languages to undergraduates and post-graduates of all participants, as well as external students including members of the public who register for one module only and staff from the university. All the

modules available in the programme last twelve weeks, include three hours of lectures per week and the use of Weblearn. They are presented in blended learning format only, with the support of Weblearn, the institutional VLE. The number of taught hours per semester remained the same after the introduction of Weblearn for all languages and levels. Students on the programme are all primarily based on site, as opposed to distance learning students. French beginners and post-beginners study a programme of lectures, supplemented with additional self-study based on Weblearn, which takes them to a level similar to the General Certificate of Secondary Education, after two semesters of study. The programme aims to develop all the language skills, listening, speaking, reading and writing, and includes a range of functional topics such as directions, hotel bookings or shopping, combined with key grammatical points.

As part of the institution's blended learning approach, Weblearn is used in and out of class both by lecturers and students. Materials are organised in folders (Figure 1) and include "module handbook and weekly programme", "what we do in class", "to do after class", "examinations" (Figure 2), "grammar", "pronunciation", "materials to download", "for fun" and "language centre". Communication tools such as the email function, online announcements and blogs are also exploited with various degrees of intensity by lecturers who can be considered as having diversified professional backgrounds and practices in the field of e-learning.

Typical activities in class may include the presentation of new vocabulary or grammar by the lecturer using materials previously uploaded on Weblearn, the use of video clips to introduce a new topic or the consultation of course documentation such as the module booklet, the weekly syllabus or details of assessment. Students can access whenever they want all the folders and materials placed on Weblearn. They are asked to access the dedicated homework folder (Figure 3) to complete a range of web-based activities designed to reinforce language skills such as listening, reading or writing, revise language points covered in class or prepare activities for the next lecture. Screenshots with sample materials are available in Figures 1 (module home page), 2 (examinations folder) and 3 (homework folder) on the CD in ANNEXE 1.

All groups are taught in classrooms with multimedia facilities so all the lecturers have access to Weblearn in lesson time. All the lecturers on French for beginners and post-

beginners have designer access rights to Weblearn, which allows them to use, add to and modify the module contents. During lectures, Weblearn is operated by lecturers but the IWLP managers and self-access Language Centre Coordinator recommend that students get taken to the self-access centre for web-based activities early in the semester as part of their induction and regularly after that. Thanks to this provision, all students have regular access to computers, both in lesson time if lecturers book the self-access centre and in their own time so they do not lose out if they do not have their own equipment.

Both modules targeted for this research, beginners and post-beginners, follow the same approach in terms of use of Weblearn, layout and contents.

1.2 Rationale for the thesis, focus and expected contribution to knowledge

The National Student Survey for 2010 indicates that, at national level, 79% of participants are satisfied with the learning resources presented to them and that 82% of them express positive views towards their programme of study. Although these figures may be important at national level, in a context where the quality of the students' learning experience features prominently on the educational agenda, there is a need to know more about students' own experiences within the institution, directly in relation to their programme of study, and for modules the students have registered for.

Students of the IWLP at the targeted institution fill in an end-of-module questionnaire, which concentrates on course contents, assessment and feedback from lecturers, as well as facilities. This questionnaire includes very few questions on Weblearn, although it has been used in the targeted department since 2008. During the academic year 2009/2010, over 88 % of beginners and 71% of post-beginners of French expressed positive views towards Weblearn, and considered it as useful. At the time of the data collection for my thesis, there was little information specifically on students' experience of Weblearn, in their own voice, as part of their language modules, apart from the end-of-module questionnaires, and findings from a pilot conducted among beginners and post-beginners of Japanese for assessment purposes as one of the EdD assignments.

My thesis is practitioner-originated, as its rationale stems from my various professional activities at the targeted institution: as a senior lecturer in French and module convenor

for beginners and post-beginners and, therefore, as a user of Weblearn, as the Language Centre Coordinator in charge of a range of student support activities such as workshops; as an e-learning designer and a project manager.

There is only limited data on students' engagement with Weblearn while student feedback, support and quality of the learning experience are high on the agenda in the targeted department. There is an identified need for a greater knowledge of the students' experience of Weblearn linked to a valuable opportunity for reflective practice concerning various aspects of Weblearn, such as the blended learning approach and the lecturer's role and pedagogy in connection with Weblearn. Ellis (2012:26) describes practitioner research as follows:

> Practitioner research is research conducted by practitioners (usually teachers) in their own classrooms either acting independently or in collaboration with others […] The research topics are not derived from theory but from teachers' desire to experiment with some innovation in their classroom, to seek a solution to some problem they have identified with their teaching or their students, or simply to develop a fuller understanding of some aspect of life in their classrooms.

LANQUA (the Language Network for Quality Assurance), coordinated by the Subject Centre for Languages, Linguistics and Area Studies hosted by the University of Southampton, has developed a toolkit as part of a three-year project (October 2007-September 2010) funded by the Commission of the European Communities Lifelong Learning Erasmus Network Programme. The project, which involves 60 partners across 29 countries across Europe, focuses on the enhancement of the quality of the student experience and reflects on practitioner-led approaches. The toolkit consists of the following tools: the Quality Model, the Frame of Reference, examples from practice and guidance notes. The Frame of Reference for Quality in Languages in Higher Education (2010) highlights the importance of autonomous language learning, up-to-date methodologies, evaluation of programmes and reflective practice.

The Quality Model (2010:3) is available here:

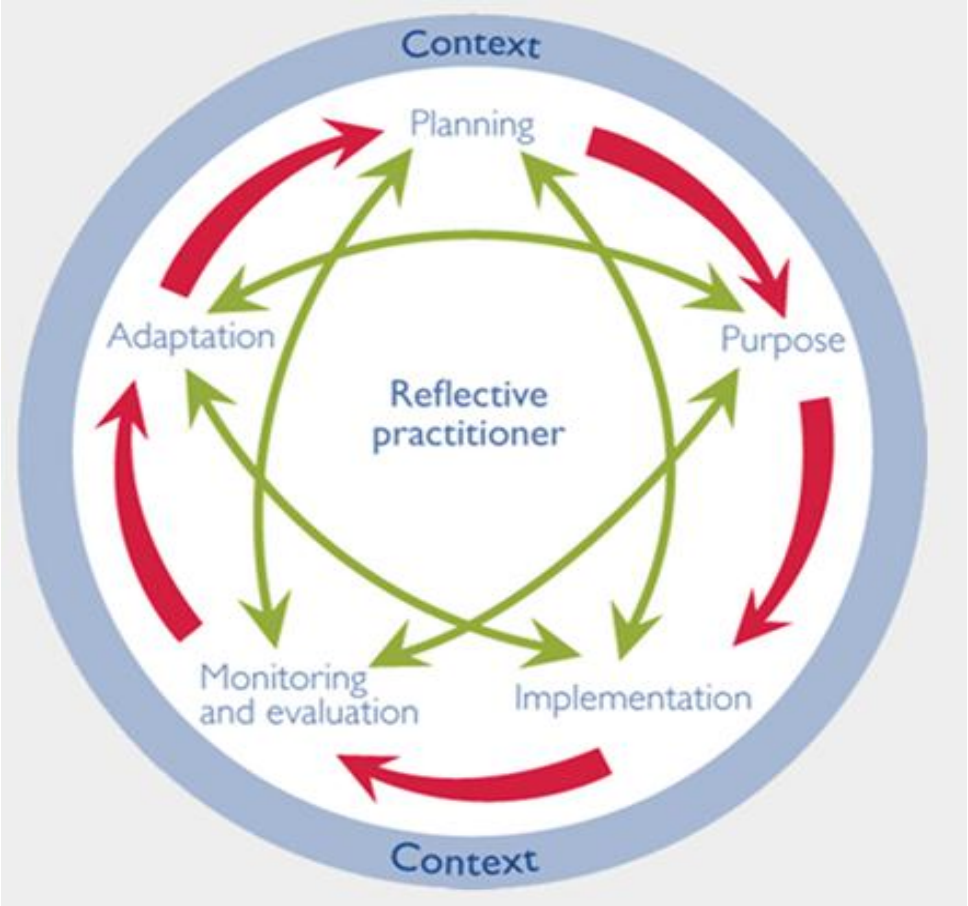

Figure 4: The LANQUA Quality Model (2010)

The LANQUA Quality Model (2010:2) has been created to "guide practice and reflection on practice in order to enhance the quality of the learning experience for those engaged in the learning and teaching of languages". The notion of reflective practice is placed at the centre of the model, and monitoring and evaluation of programmes are seen as having key roles, both within the model and my research. These notions are particularly relevant here, as my thesis involves gathering valuable data on the students' experience of the institutional VLE as part of their language module.

I carried out documentary searches on VLEs and Higher Education Institutions in the United Kingdom in the early stages of my thesis (academic year 2009/2010) in order to check on how my thesis would fit in relation to previous research. I obtained

approximately 150 results such as books, reports and articles published in the previous five years, concerning pedagogic practices, technical issues and e-learning design, equal opportunities and accessibility, as well as institutional issues not specific to languages or blended learning. Searches regarding VLEs and blended learning gave a total of over 800 results, also for the previous five years, in areas such as: management, pedagogy, e-learning design and accessibility, evaluation and retention in areas other than languages. Searches related to blended learning in connection with languages brought up 15 results concerning mainly blogs, bilingualism, teacher initial training and professional development and secondary education. There were approximately 20 results regarding VLEs and languages, focusing on pedagogy, secondary education and research methodologies. Finally, the Joint Information Services Committee (JISC) was an essential source of information, as its web-based filter listed just over 1400 entries in a wide variety of topics. Only 37 of them concerned the learners' experience and none of them was a close match with my thesis, which may indicate that the area of students' engagement specifically with VLEs in Modern Foreign Languages for blended learning (for students who are primarily on site) was under-researched. This confirms the place to be taken by my thesis and, in due course, the interest of the findings in terms of contribution to knowledge.

My thesis presents itself as a piece of applied research, which draws on professional practices at the targeted institution, focusing on the students' voice and taking into account the various perspectives of the current educational and research discourse. It is non-experimental and concerns students' actual experience of Weblearn, from their own perspective, in connection with the self-study element of their French module, as all the participants have used the institutional Virtual Learning Environment for at least one semester at the time of the data collection. Therefore, I selected hermeneutical phenomenology as a theoretical perspective, which Smith et al (2009:11) consider as follows:

> Phenomenology is a philosophical approach to the study of experience. There are many different emphases and interests among phenomenologists, but they all have tended to share a particular interest in thinking about what the experience of being human is like, in all of its various aspects, but especially in terms of the things which matter to us, and which constitute our lived world.

My approach combines post-positivism with interpretive structures of experience, how we understand and engage in our human world (Creswell 2007:57 ; Creswell 2009:15 ; Crotty 2003:83 ; Creswell & Plano-Clark 2011:409), using questionnaires (ANNEXE 2) and follow-up interviews (ANNEXE 3), in association with socio-constructivist principles and, more precisely, a Vygotskian perspective.

My thesis fits with current educational priorities such as the quality of the student experience, feedback and policies concerning e-learning and languages implemented at national level. It may contribute to knowledge in the following manner:

- by filling in a gap in previous research, as detailed in the literature review
- by its theoretical setup, as explained in the methodology
- by responding to a lack of data concerning students' engagement with the institutional Virtual Learning Environment, despite the adoption of blended learning and e-learning policies within the targeted institution
- by providing opportunities for evaluation and reflective practice for the researcher and other professionals
- by contributing to the creation of theory and new knowledge of educational good practice both within the targeted institution and to wider external audiences, in a context of action research
- by presenting opportunities for expansion of this research to other languages, levels and participants offering similar programme
- by investigating issues related to pedagogy, learning and teaching and learner support
- by enhancing the process of dissemination I have already engaged through presentations at conferences and publications outside both the targeted institution and the University of Greenwich
- by contributing to research about student experience in a learning context designed to develop the participants' language skills in a globalised society where the ability to use Modern Foreign Languages is seen as increasingly important (DFE 2002:5)

1.3 Organisation of my thesis

My thesis is composed of the following chapters:

Chapter 1 places this research in context. Then, it explains its rationale, focus and expected contribution to knowledge. Finally, the chapter presents the organisation of my thesis and its various chapters.

Chapter 2 is dedicated to the literature review and contains the following sections: Context of my thesis, using Virtual Learning Environments, the notion of students' learning experience, blended learning and e-learning, learning in the digital age, theory, challenges, shifting paradigms and other considerations.

Chapter 3 focuses on the methodology and gives details of the research design, theoretical considerations, pilot study and implications for the main investigation, description of the sample for the main investigation, data collection and ethical issues.

Chapter 4 links findings relevant to the various research questions on students' experience of Weblearn to key issues identified in my literature review.

Chapter 5 provides a general conclusion to my thesis, including its contribution to knowledge.

CHAPTER 2: LITERATURE REVIEW

In this literature review, I cover the following themes: context of my thesis, Virtual Learning Environments, the students' learning experience, concepts such as learning, blended learning and e-learning, learning in the digital age, shifting paradigms and theoretical issues.

I consider it useful to remind readers of the research questions, as they are connected to the various themes covered in this review: "How do beginners and post-beginners of French use Weblearn and why?", "What is their attitude towards Weblearn and why?" and "Do their level, status or lecturer have any significance on their experience?" Research questions and themes covered in the literature review interrelate in the following manner.

First of all, my thesis seeks to find how participants experience Weblearn, in terms of attitude and behaviour. I believe that students do not learn in isolation but that their experience is influenced by the context in which it takes place. Gaining background information on the wider context of this research and defining the notion of learning experience is necessary in order to understand more fully this phenomenon.

Second, my research concerns specifically Weblearn, the Virtual Learning Environment used at the targeted institution. Therefore, I feel it is essential to clarify what we mean here by "Virtual Learning Environment", as this term covers various realities, and this tool is also referred to by different names depending on the geographical location of the research.

Third, we are looking at a set-up which exists as part of a formal learning context, more precisely a package composed of face-to-face lessons, supplemented by additional materials and activities on Weblearn. This means that the notions of learning, blended learning and e-learning are central to the students' learning experience and to my thesis. This is why they are taken into consideration in my review.

I chose to gather background information and to define key concepts before analysing my data in order to enhance the clarity of my research process. However, I preferred to investigate issues such as learning in the digital age, theories, challenges and shifting

paradigms, as well as shifting paradigms, after carrying out the bulk of the data analysis. This is because I opted for a hermeneutical phenomenological approach and I wanted to see first what data and issues, which concern both learners and teachers and their contribution to the learning experience, would emerge from the data collection exercise. I used this second phase of the literature review to clarify issues highlighted as part of the participants' response, taking into account other studies and the educational discourse.

Documentary searches about previous research show that the research conducted for my thesis is necessary and timely. Indeed, they indicate that students' experience of Virtual Learning Environments specifically for blended learning, for students who are primarily on site, as part of their study of Modern Foreign Languages is an under-researched area. Previous research appears to concern issues at institutional level (for example, the use of VLEs across institutions), as opposed to students' level, tools other than VLEs, specific tools based on VLEs such as discussion boards, technical or design issues, or was conducted in relation to subjects other than Modern Foreign Languages.

This chapter is composed of the following sections:

2.1 Context of my thesis

I believe that my research cannot be isolated from its context, both regarding the situation of Modern Foreign Languages in the United Kingdom and the role of learning technologies. In this section, I intend to provide background information, using mainly reports from various organisations at national level, as well as policies and plans in place at the targeted institution of Higher Education. I consider that the main factors to highlight here are the importance but precarious situation of languages and the

increasing role of technologies. I will begin with background information on the situation of languages, before proceeding to the role of technologies.

Although it was published 10 years before my thesis, I find the contents of the report from the Department for Education (DFE) (2002) still relevant to the context of my research, in an increasingly globalised society. It highlights the importance of languages in the contemporary society, stating that "in the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen." (2002:5)

As a language professional and practitioner myself, I am concerned about the precariousness of languages reported in key reports such as Kelly (2008), CILT (2009) and Worton for HEFCE (2009). This is despite national initiatives such as "Routes into Languages", a programme of collaboration between universities and schools designed to encourage the study of languages in Higher Education, initially funded by the Higher Education Funding Council for England from 2006/2007 to 2009/2010, with a planned extension to July 2012. As these reports are frequently referred to in the current educational discourse, I dedicate the next few paragraphs to them.

A New Landscape for Languages (2003) presents how the language landscape might look in the United Kingdom in 2007, with an update published 5 years later (Canning 2008). The precarious situation of languages is here again confirmed, as Kelly (2008:4) explains that "languages remain vulnerable, despite being strategically important for the future of the country. But there are signs that government initiatives and the efforts of language educators are beginning to have an effect, at least in slowing the decline."

There appears to be a consensus on the situation of languages as expressed by the National Centre for Languages (CILT), the Higher Education Funding Council for England (HEFCE) and the Worton report (2009). One example of this is the CILT analysis (2009) of Higher Education Statistics Agency (HESA) data, based on annual enrolment figures, which reveals a decline of 4% overall on first degree language students in Higher Education between 2002-2003 and 2007-2008 (CILT 2009:2). French remains the most popular language, which accounts for 37% of first-degree students in languages (CILT 2009:4). Finally, I believe that the contents of the Worton report (2009) are particularly serious for the status and the future of languages, in

particular their perceived lack of recognition, as Worton (2009:3) highlights "a strong sense that the importance and the value of languages are not properly understood and recognised either by government or by potential students."

As a language professional myself, the contents of the Worton report (2009) and the following declaration of the British Academy (2011:2) constitute a significant cause for concern, especially in an increasingly globalised market, as from 2012 "funding will be largely driven by student preferences […]. Given that language degrees are already vulnerable, the British Academy is concerned about the consequences of reduced student demand for language learning."

In a context of uncertainty, budgetary constraints and efforts to enhance the quality of the students' learning experience and meet the needs of widening participation, a development in the field of language teaching and learning concerns the promotion of "technology-enhanced learning" and the increasing normalisation of a whole range of tools, both in and out of the classroom. One example of this is the HEFCE's ten-year strategy for e-learning launched in 2005 and revised in 2009, with the objective of supporting Higher Education Institutions towards normalised and embedded e-learning (HEFCE 2005) with highlights such as: "the wider context for the role of technology in transforming Higher Education also includes the implications of the increasingly widespread use of new and emerging technologies in all aspects of life, work and study by current and future generations of students." (Plenderleith & Adamson 2009:16)

As part of my documentary searches for this literature review, I found many relevant studies which I believe indicate the level of attention that learning technologies attract at all levels in Higher Education circles. I refer more precisely to the following studies owing to their scope and the expertise of their authors: Conole et al (2006), Sharpe et al (2006), Sharpe et al (2009), Mayes (2009), LLIDA project funded by the Joint Information Systems Committee (2009), Browne et al (2010), NUS (2010), Attwell and Hughes (2010), Online Learning Task Force (2011) and Garrison (2011).

An important issue here is the apparent debate between researchers regarding the power of learning technologies and the evolution they are conducive to, while maintaining realistic expectations. This is a position I adhere to as, while I favour the use of

technologies in educational settings, I also advise a cautious selection and implementation of these tools. Conole et al (2006:6), as part of the JISC e-pedagogy programme, provide an account of students' experiences, reaching the view that:

> Students are demonstrating new skills in terms of harnessing the potential of technologies for their learning [...] Students are becoming sophisticated at finding and managing hybrid forms of information from a multitude of traditional, existing and emerging sources.

Mayes (2009:46) believes that "Higher Education can be transformed in a beneficial way for learning through significant changes in the way individuals, both teachers and learners, understand their roles" and Garrison (2011:65) indicates that Higher Education is redefined by pedagogical advances and new technologies.

On the other hand, some other researchers adopt a more cautious approach to the adoption of technology-mediated learning. In their review, Sharpe et al (2006) consider that evaluations of VLE usage often rely on data which comes easily to hand but does not allow researchers to assess the impact of blended learning on the student experience within the institution (2006:39). Mason & Rennie (2008:2) warn that "ignoring social and technological trends is not the way forward for educators any more than is chasing after every new movement because it is new." Pachler & Daly (2011) reinforce these concerns by mentioning inflated promises of effectiveness of technologies and the disruption to established pedagogical practices.

In order to gain a better understanding of how learners experience learning with technologies and to make recommendations for learner support, Sharpe et al (2009) highlight students' access to a great deal of technology and their reported self-confidence in using it. They also believe that a small proportion of students appears to lack familiarity with technology and therefore needs support from institutions and lecturers to maximise the quality of their learning experience (2009). Laurillard (2012:42) discusses formal and informal learning environments where "each constitutes a coherent blending of goals, activities, people, opportunities, and outcomes. Students learn different things in different ways in the two contexts, and may not be able to build a bridge between the two."

Numerous references to literature such as the disseminations of the LLIDA (Learning Literacies for a Digital Age) project (2008-2009) highlight not only implications for learning and teaching but also the necessity to support both lecturers and learners.

Commissioned by HEFCE on students' perspectives on technology, including their perception and training needs, the report produced by the National Union of Students (NUS) concerns technologies in general both Further Education and Higher Education in the United Kingdom. The association of web-based data collection tools and activities with an enhanced face-to-face component as data collection tools appears as particularly relevant in the context of a thesis where socio-constructivist principles are highlighted, as it shows the importance of the human and social nature of learning in a study based precisely on learners' perspectives: "The defence of the traditional alongside an advocacy of the new was a common issue raised by participants, the human element of the educational experience again being prized." (2010:35)

Browne et al (2010) report on the results of a national survey conducted in 2010 by the Universities and Colleges Information Systems Association (UCISA) with financial support from JISC, focusing on institutional engagement with technologies in support of teaching and learning activities. Doubts may be raised regarding how these non-centrally supported tools are used, by whom and for what purpose in a context where previous studies such as the *LLIDA project* (JISC 2008-2009) and the *Student Perspectives on Technology. Demand, Perception and Training Needs (National Union of Students 2010)* mention the need to guide students in their acquisition of digital literacies in formal learning contexts.

In their literature review, Attwell & Hughes (2010) focus on the use of technologies on Initial Teacher Training programmes in Further Education in England. The increasing normalisation of technologies is seen as a driver to implement them in learning contexts where students expect them.

> One of the factors driving the exploration and development of new pedagogies and the use of technology for learning is a concern that education may be becoming increasingly out of step with the way that people use technology today for socialising, working and learning. (2010:7)

Another key point of their review concerns the notion of digital literacy and, in particular, the importance of not making assumptions regarding students' degree of competence in this area. Indeed, in my research, I personally consider the notion of digital literacy as the learners' awareness of electronic tools, their ability to use them both from a technical point of view and for appropriate purposes. In this context, this applies to the use of the institutional Virtual Learning Environment for the purpose of learning French as part of a blended learning module.

Attwell and Hughes (2010:15) stress that "much of the research into pedagogy for using technology for learning advocates a move towards constructivist approaches." They go on to explain that "in an appropriate scaffolding process, there will be specific identifiable features that are in place to allow facilitation of assisting the learner in internalising the knowledge until mastery occurs." (2010:22)

The work of OLTF results in a report (2011) which highlights opportunities for Higher Education Institutions in the United Kingdom (2011:3), in a context of constraints on public funding and market-driven forces in Higher Education. I personally find that the most relevant aspects of this report concern the increasing participative nature of learning environments and the need for students to develop their digital literacy skills (2011:10; 2011:17), as these are issues present both in the current educational discourse and the findings of my thesis.

The targeted institution's strategic plan (2010/2013) clearly places the quality of students' learning experience at the top of the agenda (2010a:7), seeking to use all technologies to enhance education and research (2010a:15). Blended learning, in a context where students are based primarily on site, is seen as a way to meet these objectives, with a learning provision tailored to students' needs, with more flexibility and increased pedagogical innovations. These objectives are confirmed in its Learning and Teaching Strategy Framework (2010b) and E-Learning Strategy (2010c), where e-learning is presented as contributing positively to the students' learning experience, by engaging and supporting them, and providing them with an increasing range of opportunities.

Weblearn, the institution's VLE, occupies a central position (Targeted Institution 2010c:2) as

> This approach is underpinned by a focus on making pedagogical use of VLEs to support and enhance learning, assessment and teaching, and providing digital learning opportunities in a variety of settings: blended learning, distributed learning and mobile learning. Finally, in a period of uncertainty in Higher Education and for the targeted Institution, with budgetary constraints, I find that Sharpe et al (2010:5) reinforce the justification for this thesis:
>
> Surely the success or otherwise of such institutional investment should be measured in how it is experienced by its users. It is important that the sector has such research available on which to base decisions, especially as we move into a period of constrained finances.

2.2 Using Virtual Learning Environments

Institutions of Higher Education in the United Kingdom currently operate in a context of diversification and evolution of the learning provision presented to students which includes, among others, off-site, distance and blended learning courses. I believe that e-learning, sometimes also called technology-enhanced learning, technology-enabled learning or technology-mediated learning, features increasingly in learning programmes. It can be defined as:

> any form of teaching, training or tutoring designed to meet the needs of identified learners of any age and ability by scheduled or continual provision via the internet or mobile telephones, using electronic multimedia resources, computers and computer-assisted devices. (Woollard 2011:2)

In a context of diversification of the learning provision presented to students, together with an increasing use of a diversified range of technologies, Jung & Latchem (2011:6) consider that "we need to change our notion of teaching and learning environments as time and space bound classroom places to flexible, networked and extended virtual spaces", an opinion which I share, together with the necessity to define clearly the notion of Virtual Learning Environments. This is because Virtual Learning Environments are increasingly seen as vital for this evolution and, indeed, all the modules taught on the Institution-Wide Language Programme at the targeted institution made use of a VLE. I take the view that a clear definition of Virtual Learning Environments is essential in the context of my thesis, which concentrates on students'

experience of the Blackboard VLE, at a time when Weller (2007:2) notes that "as with most new terms, there is little agreement as to which term one should use for an online learning environment, and still less agreement as to what one actually is and where its boundaries with other systems lie."

I find the notion of VLE quite vague, especially regarding what it should be called and what it actually includes. Mason & Rennie (2006) provide us with useful information in this area, indicating that the following terms, "Virtual Learning Environments" (VLE) and "Managed Learning Environments" (MLE) are used in the United Kingdom, while "Course Management Systems" (CMS) and "Learning Management Systems" (LMS) are used in the United States. For Mason & Rennie (2006), a VLE presents course content and enables online communication, assessment and tracking of users, while a MLE includes institutional systems such as registration and finances. It is important to note that the term "Virtual Learning Environment" itself includes on some occasions tools related to Virtual Worlds with, for example, Second Life and 3D learning environments (Annetta et al 2010; Salmon 2011).

Apart from appellations given to Virtual Learning Environments and a greater specification of what they include, several issues appear relevant to the context of my research and potential developments for the future: institutional control, modularisation and personalisation, as these are likely to have an impact on the students' engagement. For example, Mayes & Freitas (2007:21) indicate that:

> At one end of this dimension we have institutional virtual learning environments, with the emphasis on standardisation [...] At the other end is an environment that empowers learners to take responsibility for their own learning to the point where they make their own design decisions.

Various authors such as Cook et al (2007) and Weller (2007) highlight the modularisation and personalisation of e-learning environments. Cook et al (2007) explain that, according to current thinking, Virtual Learning Environments of the future will be composed of a variety of modules, supplied by multiple providers, which will enable teachers to widen the range of their pedagogical choices. Weller discusses the concept of Personal Learning Environment (PLE), which he says "embodies a very learner-centric view of how technologies should be configured, and thus it is closely allied with a constructivist-type approach to learning" (2007:114). He explains that

"there are two flavours of personalisation. The first is personalisation of content and information, and the second is personalisation of tools and services. The second of these has led to the concept of a personal learning environment (PLE)." (2007:111) However, I feel the need to express some doubts regarding the feasibility and even desirability of the modularisation and personalisation of Virtual Learning Environments in a context where digital literacy is an issue.

It appears that Weller's views (2007) regarding the constructivist-type approach to learning reflect those expressed in other publications which put forward constructivism as a key theory in the field of e-learning and, in particular, socio-constructivist approaches detailed later in this chapter.

In my thesis, the term "Virtual Learning Environment" concerns specifically Blackboard Vista, known as "Weblearn" at the targeted institution.

2.3 The notion of students' learning experience

I take the view that the notion of student expectations and the quality of their learning experience in Higher Education now occupy a central place on the educational agenda. The use of learning technologies is promoted to enhance the students' learning experience, with the ever-increasing use of the term "technology-enhanced learning". This is reflected in a range of publications such as the final report of the JISC-funded Learners' Experience Project (Conole et al 2006), survey of student expectations by JISC (2007), the National Student Survey (2010) and finally the Strategic Plan for 2010-2013, Learning and Teaching Strategy, E-learning Strategy (2010a, 2010b, 2010c), as well as Quick Guide to Blended Learning (2011) at the targeted institution. A significant issue here consists in finding the right balance between the need for institutions to keep up with society and the place of technologies, while exercising caution about the benefits and problems of technologies. I am in agreement with the points made by and Selwyn et al (2006:19). Garrison & Vaughan (2008:7) insist on the necessity for institutions of Higher Education to keep up with the requirements of today's society and to innovate in a context of ever-increasing normalisation of technologies, in order to boost the quality of the students' learning experience and to meet their expectations. Selwyn et al (2006:19) advise caution, indicating that

technology may remove some barriers to learning but create some new ones at the same time, adding that "for all the perceived benefits of ICT there are a set of corresponding caveats, drawbacks and unresolved problems which tend to be ignored or summarily dismissed by some in the educational technology community."

In a context where the student experience occupies a central place on the educational agenda, and current trends point towards personalisation and individualisation, I have identified several classifications of categories of learners at varying stages of digital literacy and engagement: Prensky, with the digital natives and digital immigrants (2001) and homo sapiens digital (2011); Veen (2004), with the definition of Homo Zappiens ; Oblinger & Oblinger (2005:1) who focus on Net Generation Learners, those born in the 80s, who are reported as preferring interactive activities rather than autonomous and individual study; Green & Hannon (2007:11) with digital pioneers, creative producers, everyday communicators and information gatherers and White (2008) with digital residents and digital visitors; Maltby & Mackie (2009) with model students, high use and high performance; traditionalists, low use and high performance; geeks, high use and poor performance and the disengaged, low performance and low use of the Virtual Learning Environment. I tend to believe that Prensky's categorisation is more frequently referred to, although I would personally treat with caution publications which, while being recent at the time of my thesis, only refer to Prensky (2001) and appear to lack awareness of his update regarding the homo sapiens digital (2011) and of the other categorisations listed above.

Holmes & Gardner (2006:149) comment on the notion of personalisation and individualisation, in a context of quality of students' learning experience, increased expectations and dominant socio-constructivist approaches in education:

> Individualisation is actually a central element of its communal approach, that is, the individual learner is supported in a learning community [...] E-learning is likely to increase the expectations of learners to new levels of individualisation, ready access to knowledge and inclusive social contexts.

I do not envisage the notions of personalisation and individualisation as contradictory to the socio-constructivist principles which currently appear to dominate the educational discourse in the field of e-learning. On the contrary, these categorisations of learners are

of interest to this thesis in connection with issues such as learning in the digital age, the notion of scaffolding and pedagogical implications such as the need for student support and the lecturers' role. This leads us to two models of learning frequently referred to in the educational circles: the five-stage framework (Salmon 2002 & 2011) and the developmental model of effective e-learning (Sharpe & Beetham 2010).

In a context of diversified student population and experiences, the five-stage framework (Salmon 2002 & 2011) and the developmental model of effective e-learning (Sharpe & Beetham 2010), which can be consulted on the next pages, prove particularly relevant to my thesis, especially regarding the various stages of learning and the necessity to support students in order to maximise the quality of their learning experience.

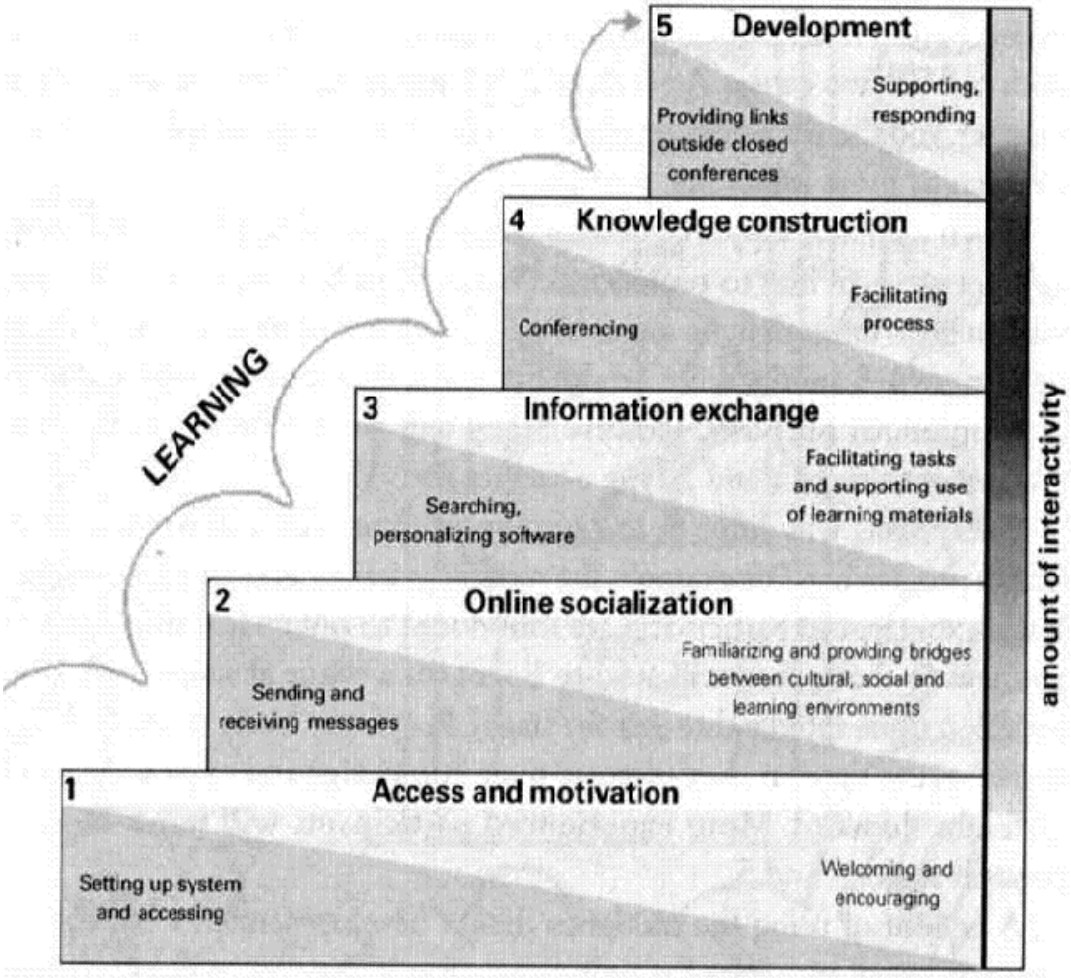

Figure 5: Model of Teaching and Learning Online (Salmon 2011)

In order to produce the updated Model of Teaching and Learning (Salmon 2011) presented in Figure 5, Salmon (2011:33) revisits and updates the Five-Stage Framework (Salmon 2002), taking into account the latest research and developments of Web 2.0 technologies and virtual learning, indicating that "the Five-Stage Framework can be used not only to give insight into what happens with online discussion groups, but also to scaffold individual development." She explains the importance of the human element in online learning and the necessity to support learners as "participants learn about working online along with learning about the topic, and with and through other people." (Salmon 2011:30)

The Model of Teaching and Learning Online (Salmon 2011) shows the development in 5 progressive steps of learners' competences in online learning in communication, from beginners to efficient e-learners, as follows: access and motivation, online socialisation, information exchange, knowledge construction and finally, development. It gives details of students' actions at each stage of the development, from "setting up system and accessing" to "providing links outside closed conferences" and identifies appropriate teacher interventions at each stage of the students' online development, with actions ranging from "welcoming and encouraging" to "supporting and responding".

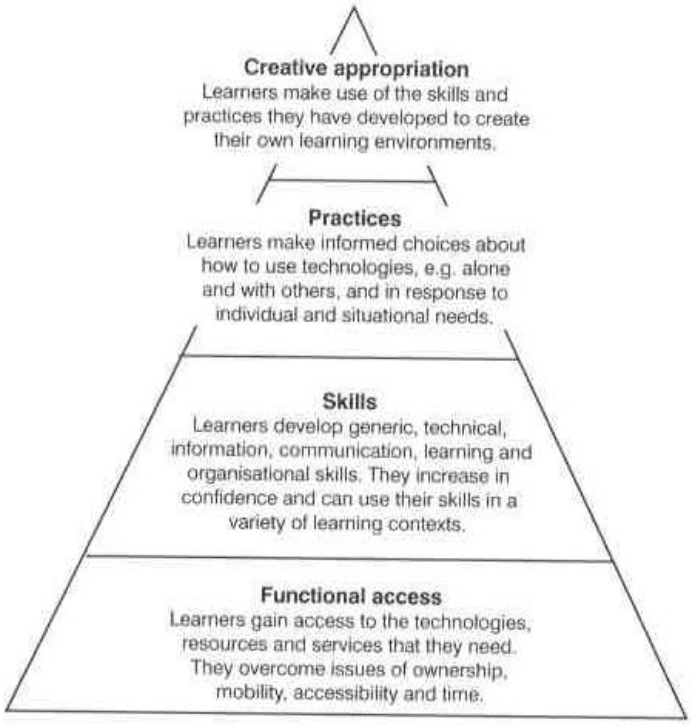

Figure 6: Developmental Model of Effective E-learning (Sharpe & Beetham 2010)

Sharpe & Beetham's Developmental Model of Effective E-learning (Sharpe & Beetham 2010), presented in Figure 6, is composed of four successive stages of development from the most basic level, the "functional access", which is the access to facilities, infrastructures, information and people. Access to institutional technology is considered here as important in terms of equal opportunities and promotion of efficient e-learners. Then, in a second phase, students acquire and develop a range of technical and learning skills. In a third phase, students develop the ability to select particular technologies to meet their needs and make competent decisions in their choice of technologies and approaches. Finally, students' motivations and learning habits are at the centre of the experience, they take control and make their own choices to develop their own learning environments.

Although this model is not specific to Virtual Learning Environments or blended learning, I consider it as very relevant to this thesis owing to its presentation as a developmental model and the issues raised, such as students' digital literacies applied to learning contexts and the need to support them pedagogically in a well-structured and progressive manner:

> The model can be used to inform curriculum interventions that aim to make learners more capable of acting with purpose and effect in technology rich environments. We know from our research that staff tend to overestimate learners' technical abilities and underestimate the time required to cover basic proficiency when introducing new applications. (Sharpe & Beetham 2010:93)

Finally, Sharpe et al (2010:5) recognise the value of conducting research on the student learning experience which, according to them, allows to extrapolate future trends and patterns of use, and raise implications for future policies and practices. This contributes to the rationale for my thesis, in particular in a context of institutional e-learning and blended learning strategies.

2.4 The concepts of learning, blended learning and e-learning

Learning is linked intrinsically to life and happens both consciously and unconsciously, in formal and informal settings. It varies according to the individuals, their intended outcome, is influenced by factors both internal and external to the learners and also evolves and takes various forms.

In the context of my thesis, I define learning as a process concerning students and their interaction with Weblearn, in a semi-formal setting, as students complete activities as a follow-up to their language class, but in their own time, away from the physical presence of lecturers, and draw on a variety of interrelated skills such as self-study skills, Modern Foreign Language learning skills and use of technologies. Students need pre-acquired basic computer skills, such as keyboard and navigating skills or doing web searches, and language learning skills, such as the ability to acquire new vocabulary or grammar concepts, but the learning experience is also designed for them to enhance these skills. I also describe the learning experience as partly non-location dependent, as students complete Weblearn activities in their own time, from any computer connected to the internet, but all of them need to be currently registered for French modules for

beginners and post-beginners at the targeted institution for the learning experience to take place.

I feel there is a necessity here to clarify the notion of shifting paradigms in the particular context of blended learning, as I refer to it on various occasions in my thesis. By shifting paradigms, I mean the move from a formal learning context, more often than not location-based and relying on the teacher as a central source of knowledge, towards a more collaborative and autonomous approach which favours a diversified provision on offer through the medium of technology-enhanced learning. Blended learning occupies a significant position in the current educational agenda, which is marked by budgetary constraints, the quality of the students' learning experience, the diversification of the student population and an increasing variety and flexibility of educational programmes on offer (New Media Consortium (NMC) 2012:4).

In an educational context where the concept of innovation features prominently, I consider there is a debate regarding learning theories as theories adapted to e-learning versus new e-theories, which I define as learning theories generated specifically in the context of e-learning and concerning e-learning issues only.

Several authors (Littlejohn & Pegler 2007; Mason & Rennie 2006; Motteram & Sharma 2009) give their definition of blended learning. Littlejohn & Pegler's (2007:1) report that blended learning involves a range of combinations of resources and activities, taking into account socio-constructivist principles, which I feel currently occupy an important position in the educational discourse. Mason & Rennie (2006:12) provide us with their own definition of blended learning, giving examples of possible combinations:

> The original and still most common meaning refers to the combination of online and face to face teaching. However, other combinations of technologies, locations or pedagogical approaches are increasingly being identified as examples of blended learning.

I am aware that various definitions of blended learning, and diversified practices, seem to be cohabiting but blended learning is more and more frequently associated with e-learning. Indeed, Motteram & Sharma (2009:89) explain that "blended learning" can have several different meanings, according to people, cultures, learning contexts,

including local uses. I tend to prefer the notion of "evolution" to that of "transformation", as there is a necessity to consider the need for progression in a context where the normalisation of technologies still remains to be reached. Garrison (2011:3), for example, highlights the impact of e-learning on education and pedagogical practices, as follows:

> E-learning in the form of blended learning integrates the best features of online and face-to-face education. Blended learning, however, is not benign. It will inherently precipitate a fundamental rethinking and questioning of current approaches to teaching and learning."

Garrison & Vaughan (2008) stress the interest of blended learning from a transformational perspective, highlighting the need to create more engaging experiences for students. Garrison (2011:78) goes on to say that "blended learning is about actively involving all participants in the educational enterprise. It means moving away from using scarce face-to-face time for information transmission", recognising the importance of the integration of face-to-face and e-learning activities (2011:75).

In addition to the definitions of blended learning (Mason & Rennie 2006; Littlejohn & Pegler 2007; Motteram & Sharma 2009), which appear as ill-defined (Yuan 2007:416), issues of interest concern connections between blended learning and socio-constructivist principles (Littlejohn & Pegler 2007), the value of student engagement (Garrison & Vaughan 2008) and the necessity to review pedagogical practices (Garrison 2011). It is important for readers to know that students at the targeted institution do not get to choose between modules presented in face-to-face format only or in blended formula, as the IWLP has adopted the blended learning approach at institutional level, and follows the university policies (Targeted Institution 2010a, 2010b, 2010c). This means that students did not make a conscious decision to engage with such practices and, in many cases, teaching staff did not either.

2.5 Learning in the digital age

In this section, I deal with the following issues: learning in the digital age, the concepts of independent learning and learners' autonomy and social and motivational aspects of learning.

I selected the headings owing to the context of my thesis, predominant theories and views expressed in scholarly literature and findings of the data analysis. Although I was asked about them at conferences and other events in connection with my thesis, I specifically decided to exclude the learning styles from my research. This is because I adopted a hermeneutical phenomenological perspective, focusing on the student voice. As a consequence, I would like to limit as much as possible pre-existing frameworks. In addition, learning styles have faced some significant criticism in various studies (Coffield et al 2004 ; Hargreaves et al 2005), highlighting issues such as the importance of the context in the students' learning experience and the changing nature of characteristics of learning (Goodyear & Ellis, 2010). Many researchers shift away from learning styles, building their own models, such as the five-stage framework (Salmon 2002 & 2011) and the developmental model of effective e-learning (Sharpe & Beetham 2010). Nevertheless, I feel it is important to make a distinction between theories, models and very specific constructs such as learning styles.

2.5.1 Place and normalisation of technologies

I believe that technologies occupy an ever-increasing part of our lives, in both informal and formal contexts such as education. According to the NMC (2012:4), "people expect to be able to work, learn and study whenever and wherever they want to" and "the abundance of resources and relationships made easily accessible via the internet is increasingly challenging us to revisit our roles as educators." Gillespie (2012:131) considers a triangle between students, lecturers and institutions, seeking to "discover what the past can teach us about how students, teachers and institutions react to change both technical and pedagogical […] and what key principles apply in the adoption of new strategies of teaching and learning." Although, unlike Hampel & Stickler (2005), Sharpe & Beetham (2010) and Salmon (2002&2011), Gillespie has not actually drawn a representation of his model, I find his vision of a triangle between lecturers, students

and institutions a very interesting concept in the current educational context. Indeed, students now occupy a central place on the educational agenda and there are frequent news which concern universities at institutional level, such as reorganisations, mergers and similar plans. Gillespie's triangle, which he discussed at the EUROCALL conference (2012), includes an angle or an ingredient which I consider as essential to a successful learning experience for the students: the lecturer, who transmits not only subject knowledge, but also gives guidance on how to learn subjects, together with a human element both in and out of the classroom. On this issue, I take the view that omitting the lecturer from the triangle would produce a straight line (institution-students) which unfortunately can potentially take the form of a vertical line with a top-down approach.

Selwyn (2011:23) declares that technology is part of society and that educational institutions are expected to keep up with technological developments:

> Many people would argue that education faces an ongoing societal obligation to keep up to date with the economic and societal changes associated with technology. In particular, digital technologies are now seen as an integral part of maintaining education's relevance to the fast-changing economic world.

Ellis & Goodyear explain that students' habits have changed, here again, in a context of increased normalisation of technologies in our lives, and recognise implications for learning and teaching. They also warn that "there is little evidence to suggest that students understand, or are demanding access to, some of the more varied and powerful ways of learning that IT can open up" (2010: 40). Indeed, Technologies in education attract a great deal of attention at national and institutional levels, leading to initiatives, policies and reports of various types. This is confirmed by Warschauer & Matuchniak (2010:179), "there is broad consensus among educators, communication scholars, sociologists and economists that the development and diffusion of Information and Communication Technologies (ICT) are having a profound effect on modern life."

Several researchers (Herrington et al 2010; Woollard 2011) highlight the changes and challenges ahead of us, a position which I personally tend to share. For Herrington et al (2010:foreword), there is a challenge ahead for learners as, in this age of digital learning, they are not only expected to apply their previously acquired skills and

knowledge to new contexts, master a greater range of concepts and also apply them more widely. Woollard (2011:82), for example, declares that:

> The VLE is having a dramatic impact on the learners' experiences, the strategies adopted by teachers and the development of the underlying pedagogy […]. The nature of knowledge in the technology-enabled learning environment is changing. As a consequence, the way in which learners both perceive and acquire knowledge is also changing.

With an ever-increasing normalisation (Bax 2003, 2006a, 2006b; Chambers & Bax 2006) of technologies in our lives, and in a context where the quality of the students' experience is placed high on the agenda in educational circles, various researchers stress the significance of changes in habits and expectations among students (Littlejohn & Pegler 2007:2). Technologies are increasingly part of the learning experiences and teaching practices, although they achieve diversified levels of acceptance and success, as described by Bax (2006b):

> Normalisation is inevitable in the long run for all of us but, in the shorter term, as we move towards that day, I think it is useful to see it as a local and patchy process. This means that CALL (Computer-Assisted Language Learning) may become normalised for one teacher in one class while not for the next, depending on that teacher and those learners as well as such things as computer access.

For Bax (2006a), the overall aim is to reach the normalisation of technologies in formal learning situations but this still remains to be achieved in language pedagogy. He advocates milestones and shorter-term goals, corresponding to local contexts and learners, with the objective to integrate technologies to the daily routine of the classroom (2006b), a position which I follow as part of my own professional practice. He revisits the notion of normalisation, justifying the need to update it as follows: a lack of detailed theoretical grounding in his previous research, a lack of elaboration regarding the ways in which normalisation and sociocultural theory are aligned and finally, the assumption that, in his previous research, normalisation was beneficial (2011).

Bax (2011:5), as well as several other authors, refers to Vygotsky and the social dimension of learning (Lamy & Hampel 2007, Pritchard & Woollard 2010, Woollard 2011, Herrington et al 2010, Harasim 2012, Laurillard 2012 and Coleman et al 2012). Pachler & Daly (2011) also recognise that technologies are increasingly normalised in

our daily lives and in Higher Education and that, therefore, we need to engage with these changes in order to meet students' needs and expectations. Indeed, this comment appears to highlight the necessity to engage in the careful use of technologies, while evaluating and getting a greater awareness of students' experience in this area. Barbosa & Maldonado (2011:176) state that "the fast evolution of information and communication technologies has leveraged and multiplied the possibilities of learning". They add that active learning environments contribute to knowledge construction, explaining that "collaborative issues can be explored under two different but complementary perspectives: collaborative development and collaborative learning" (2011:176). In collaborative development, the idea is to provide means for developers from different domains to work together, sharing information and data about their project. In the second perspective, the goal is to design personalised content and foster collaborative and cooperative activities among a diversified public of learners.

Tammelin et al agree that students from the "net generation" do not necessarily possess the required e-learning skills in a context of shifting paradigms from a teacher to a learner-centred approach. They believe that "e-learners need guidance in making them aware of what skills they need and how their roles as e-learners may differ from their traditional classroom roles" (2008:77).

Walker et al (2010:213), in agreement with Ellis & Goodyear (2010) and Tammelin et al (2008) express concerns regarding learners' ability to transfer e-learning skills to formal learning situations, indicating that "they do not only need targeted support in their personal development but also exposure to new learning and teaching approaches that foreground digital scholarship and information strategies."

The transferability of digital skills is not only related to notions of digital literacy or ability to use digital technologies themselves, but also to the application of digital skills to learning situations and here again, learners' skills and the role to be played by lecturers are highlighted. More details are given in the sections related to shifting paradigms and socio-constructivist practices. Some students reportedly do not engage with technology-enhanced learning as much as they can and fail to maximise their learning opportunities. One may wonder if this is due to a lack of knowledge of technologies, an inability to use them for learning purposes, a limited digital literacy of

some teaching staff or other resistance within the institutions and departments. In any case, various researchers report on the necessity for changing practices in learning and teaching and the adaptation to the digital age, stressing the interest of blended learning. For example, Littlejohn and Pegler (2007:3) stress that "tutors have to think about new contexts of learning in addition to the different factors involved in blending and how these items interrelate. Students must be prepared to assume new roles and responsibilities within these new forms of learning."

Holmes & Gardner (2006:153) summarise the significance of changing practices, including blended learning, as follows:

> E-learning will progressively challenge the appropriateness and adequacy of traditional forms of learning environments (fixed times, places, curricula, contents, pedagogies and so on ...) Blending itself will therefore increasingly favour the more versatile aspects of e-learning.

One of these effects may be a digital divide which, in the context of this research, does not focus on the socio-economic aspect of the divide, as all the students have access to computers at the university, but is connected more closely with the notion of digital literacies.

Prensky (2011:18) recognises that the division between "digital natives" and "digital immigrants", for which he is frequently quoted, may conduct to a permanent categorisation of learners and moves towards the notion of digital wisdom, which the evolution is caused in humans by the use of technology. He moves towards the definition of Homo Sapiens Digital for whom technology is part of life, who has acquired the ability to access the benefits of technology and uses it to facilitate its decision making. I am more in favour of Prensky's update (2011) than his original categorisation of learners, while being aware of the criticism he still faces. Indeed, Jones (2011:38) refers to his research, criticising that *"*while Prensky has softened the edges of the immigrant-native divide, he retains a deterministic argument that relies on a technology driven imperative for educational change*."* Bennett & Maton (2011:178) also consider that the notion of digital natives and digital immigrants lacks evidence, is deterministic and neglects the context of learning.

I have also become aware of the disagreement expressed by several researchers regarding the foundations of the current discourse on digital literacy and pedagogical implications. This in itself shows the interest of looking closer at the application of digital literacy in formal learning contexts, a notion which I feel is at the heart of this research. Among these researchers, Bennett et al (2008:777) consider the debate on digital learners as based on the following claims "(1) that a distinct generation of "digital natives" exists and that (2) that education must fundamentally change to meet the needs of these digital natives. These in turn are based on fundamental assumptions with weak empirical and theoretical foundations." Selwyn (2009:371) expresses concerns regarding the limitations of current studies. Claims for instance over the innate skills and abilities of young people are grounded rarely if at all in rigorous objective empirical studies conducted with representative samples. At best, the "evidence base" for much of the digital native literature is rooted in informal observation and anecdote.

Several researchers, in addition to Prensky (2001 & 2011), draw categories of learners in connection with their use of technologies: Veen (2004), Oblinger & Oblinger (2005), Green & Hannon (2007), White (2008), as well as Maltby & Mackie (2009) . Such categorisations are useful for their insight into the different degrees of digital literacies, leading towards the interest for notions such as scaffolding of learning (Salmon 2002 & 2011; Bruner 2006; Sharpe & Beetham 2010). In this context of learning in the digital age and diversity of learners, Bennett & Maton (2011:172) make an important point which contributes to the rationale for this study:

> There exists a range of access, use and skills, and it is this diversity that may pose far more significant challenges to educational institutions and systems than a proclaimed wave of homogenous "digital natives". It is evident that we need to develop a much better understanding of young people's technology use and experiences if we are to effectively respond to their needs.

Two particular issues deserve mentioning here, that of confidence and that of emotional experience, which both have connections with the social nature of learning and socio-constructivist principles. Lankshear & Knobel (2008:9) explain that:

> the educational grounds for acknowledging the nature and diversity of digital literacies, and for considering where and how they might enter into educational learning have partly to do with the extent to which we

> can build bridges between learners' existing interests in these practices and more formal scholarly purposes,

a position reinforced by Jones & Issroff (2007:2002) who discuss the notion of barriers to learning, such as anxieties and negative experiences which undoubtedly have an impact on the quality of the students' learning experience, in a context of social nature of learning and promotion of technologies.

Key points of this section are related to the transformational nature of technologies (Bax 2003, 2006a, 2006b; Chambers & Bax 2006; Littlejohn & Pegler 2007; Warschauer & Matuchniak 2010; Pachler & Daly 2011). The notion of transferability of digital skills to formal learning situations is also of interest to this research (Haythornwhite 2007; Tammelin et al 2008; Ellis & Goodyear 2010; Walker et al 2010).

Doubts have also been expressed regarding the transferability of skills towards formal learning situations and the necessity to guide learners appears as a key ingredient in order to maximise the e-learning experience.

2.5.2 The concepts of independent learning and learners' autonomy

This section is dedicated to notions of independent or autonomous learning, as data collected for this research concerns the independent study element of French modules for beginners and post-beginners presented in blended learning formula at the targeted institution. Students enrolled for these modules are encouraged to be autonomous learners and to take responsibility for their own learning as part of their French module, in a context of promotion of collaborative learning and socio-constructivist principles. On this issue, I have realised that older publications tend to refer to independent learning while more recent ones usually use the term "autonomous". As an example, this was the case at the last EUROCALL conference (September 2012).

In an educational context promoting learning autonomy as a way to enhance the student learning experience, Garrison (2011) recognises that online learning can potentially be an isolating experience, stressing the importance of the lecturers' role in establishing a social presence. This is a view which I share and, more precisely, I would like to define the notion of social presence as the interaction between lecturers and learners and between learners themselves through the online environment, fostered by means of

communication between users (both lecturers and learners), the engagement with appropriate tasks in a communicative and socio-constructivist approach, as well as the provision of guidance by lecturers.

Little (2001:31), who defines independent language learning as activities carried out away from teachers, either as part of a course or for self-study, highlights "the obvious fact that large numbers of students do not possess independent learning skills has made it necessary to devise means of stimulating their growth. In particular, learner counselling has emerged as a distinctive form of pedagogical intervention."

Levy (2006:2) presents the role to be played by lecturers in the use of learning technologies, selecting resources, tools and approaches according to learners' needs and study context:

> In striving for a balanced approach in the context of CALL (Computer-Assisted Language Learning), one needs to know how best to marshal technological resources and then how best to combine them with face-to-face teacher-student and student-student interaction in the classroom.

His views are of interest in that they concern interactions in the classroom, the social dimension of learning, as well as implications for pedagogy and more particularly the role of lecturers. I do not consider these views as contradictory, but as complementary, in a context where the normalisation of technologies both in and out of the classroom is actively sought within the targeted institution of higher education. These notions are significant in a learning situation where socio-constructivist principles and the social nature of learning are perceived as ways to enhance the students' experience.

I consider the notions of learner counselling as pedagogical intervention (Little 2001), the role of lecturers in selecting tools and approaches (Levy 2006), as well as in establishing social presence (Garrison 2011), as very important in my thesis which also looks at pedagogical implications in connection with students' experience of the institutional VLE.

2.5.3 Social nature and motivational aspects of learning

I have found a consensus among researchers regarding the context of use, in particular the social dimension of learning as a motivational factor, and therefore I have added references to what I consider as important publications in this area. Levy & Kennedy (2005:77) point out that a greater normalisation of technologies does not automatically lead to effectiveness for educational purposes but that a lot depends on the pedagogical, social and cultural context of its use. Various researchers stress the motivational value of the social aspects of learning. For Holmes & Gardner (2007:77), "there is much evidence to support the view that information and communications technologies bring significant added value to education and learning when coupled with such approaches."

Pachler & Daly (2011:29) stress the importance of learners' self-regulation and how it connects with motivational factors, here again, a position of interest in a context where Little (2001) reports on students' lack of independent learning skills and the necessity to adapt pedagogical practices by techniques such as learner advising and transmission of e-learning and language learning strategies by teaching staff.

In addition to the social nature of learning and the level of students' independent learning skills, Ticheler & Sachdev (2011:170) explain that "students who are active participants of their own learning in terms of what, when and how they learn are more likely to stay motivated."

2.6 Theory, challenges, shifting paradigms and other considerations

As part of the LLIDA project, Beetham et al (2009:10/14) produce a useful table which covers a wide variety of theorists and concepts such as: literacies as social practices, technologies and technical literacies, media literacies, meta-literacies, new pedagogies, new learners, informal techno-social practices and challenges to institutions. Many of these issues have some relevance to the thesis. However, owing to the size of this research and the necessity to focus, this section deals with the following issues only: the notion of theories, challenges and shifting paradigms, as well as socio-constructivist approaches and related considerations.

2.6.1 Learning theories or theories of e-learning

I consider as very important to define key terms and I found Haythornthwaite & Andrews (2011:28)'s definition of learning theory very useful, as it discusses the changes we bring to situations which, in my view, are connected to learning contexts and pedagogical interventions:

> Learning theory provides an understanding of what it means to learn, and how learning can be seen by others to have taken place. It articulates the psychological process of learning based on an internal change in what we bring to a situation and how that transforms our understanding to a new state.

In my thesis, the issue is between mainstream learning theories applied to e-learning and dedicated theories of e-learning, with these leading to pedagogy applied to e-learning or e-pedagogy. For Pachler & Daly (2011: 18), theories of e-learning belong to the domain of learning theories, as they deal with contexts of learning, modes of communication and social and individual resources. Hoadley (2007:140) displays similar views:

> E-learning theories overlap with many other categories of theory. For instance, a theory of the psychology of how people learn generally, a theory explaining how interfaces change individuals' behaviours in online course spaces, or a theory of information structuring for retrieval by computers might all be properly called e-learning theories because they relate to or have application in the domain of e-learning. However, it is important to note how these theories link to different disciplines outside e-learning.

Mayes & Freitas (2007:13) indicate that that there are no special models of e-learning, just models of learning adapted to technology. They consider that, to have real models of e-learning, there would need to be a significant contribution to the technology-enhanced side of the experience. Elliott (2009) asks whether e-learning requires a new pedagogy and highlighted issues such as learning theories, the changing nature of learners, as well as new learning communities and spaces. Finally, Oliver (2006:133) recognises that "the promise of technology to revolutionise teaching has a long-established history that seems to have failed to materialise."

Having reflected on the views expressed by these researchers, I tend to consider e-learning theories as an extension of mainstream learning theories, as I believe that key principles of mainstream learning theories also apply to e-learning theories adapted to a technologically-orientated context.

2.6.2 Challenges and shifting paradigms

Technologies have an increasing impact on our daily lives and this is also likely to be the case in formal teaching situations. Laurillard (2012:2) explains that "the arrival of digital technology over the past three decades, increasingly impacting on work, leisure, and learning, has been a shock to the educational system that it has yet to absorb." Indeed, Conole et al (2007:77) consider the emergence of new roles in teaching and learning, coupled with changes in existing practices. Maltby & Mackie (2009:50) envisage a shift towards collaboration and interaction, for a greater efficiency of use of technologies.

Garrison (2011:4) stresses the importance of reviewing and renewing our pedagogical practices in order to benefit fully from technologies and e-learning. He confirms that e-learning requires new pedagogical practices, which has the potential to change the nature of the interaction between learners and teachers (2011). Selwyn (2011:26) agrees with the issue of changing roles for teachers and learners, when he states that "a key advantage of technology-based education is seen to be its positioning of the learner at the centre of the learning process." Mayes & Freitas (2007:23) also recognise the changing nature of learner-centred approaches but do not focus on the nature of the changing role of the teacher, concluding that theory and practice must be integrated into a meaningful manner.

Ticheler (2009:132) puts forward the value of teacher intervention, suggesting "taking direct action to foster a greater normalisation of the VLE among teaching staff and students, both in and out of lessons" and "taking the view that teaching staff need to guide and motivate students to make regular use of the Weblearn provision presented to them."

Mason & Rennie (2008:29) seem to agree with the views expressed previously, explaining that teachers should foster interaction by their careful organisation of the

learning space, coupled with student support, both as individuals and as a class. These views are shared by Cochrane & Bateman (2010:18), who also add the necessity to integrate technology into the course, under the guidance of teachers. Tammelin et al (2008:77) believe that "the tutor should be able to take on many roles, including the roles of an advisor and a supporter of the learners' study goals, a motivator and coach, a "personal trainer", a producer of content when needed, and very importantly, a creator of a positive and supportive atmosphere."

Ticheler & Sachdev (2011:170) point towards the motivational function of socio-constructivist practices, stressing the importance of using e-learning as part of regular learning and teaching activities. Researchers report the need to update pedagogical practices and to review the respective roles of learners and teachers. Jones & Issroff (2007:196), who see a shift towards a more equal and peer-like position of teachers, Mason & Rennie (2008), as well as Ticheler & Sachdev (2011), appear to provide useful answers in this area, in line with dominant socio-constructivist principles and findings of this research which reveal students' desire to be guided and supported by lecturers as part of their blended e-learning experience on Weblearn.

2.6.3 The social dimension of learning

Various researchers mention the necessity to change our learning and teaching environments (Jung & Latchem 2011) and to innovate in a context of ever-increasing normalisation of technologies, with a view to provide engaging learning experiences (Garrison & Vaughan 2008). Conole & Alevizou (2010) report on the changing of learning and teaching, as well as strategies to promote the use of technology. I find their account on the contribution of technology to constructivism particularly relevant to my thesis, in terms of social dimension of learning and students' greater control over their learning experience (2010).

The social dimension of learning seems to be prominent in the current educational discourse. Mason & Rennie (2006:31) explain that we need a structure to learn, that new knowledge is based on previous knowledge, and comment that "learning is a social activity: our learning is intimately associated with our connection with other human beings, our teacher, our peers, our family, as well as casual acquaintances."

Williams & Burden express views similar to those of Mason & Rennie and show the importance of the context or environment where the learning experience takes place, indicating that they have identified "4 key sets of factors which influence the learning process-teachers, learners, tasks and contexts." (1997:43)

Harasim (2012:67) explains Vygotsky's concept of ZDP (Zone of Proximal Development), declaring that "learning takes place when learners solve problems beyond their actual developmental level – but within their level of potential development- under adult guidance or in collaboration with more capable peers."

The following Figure, Figure 7, presents the notion of ZPD.

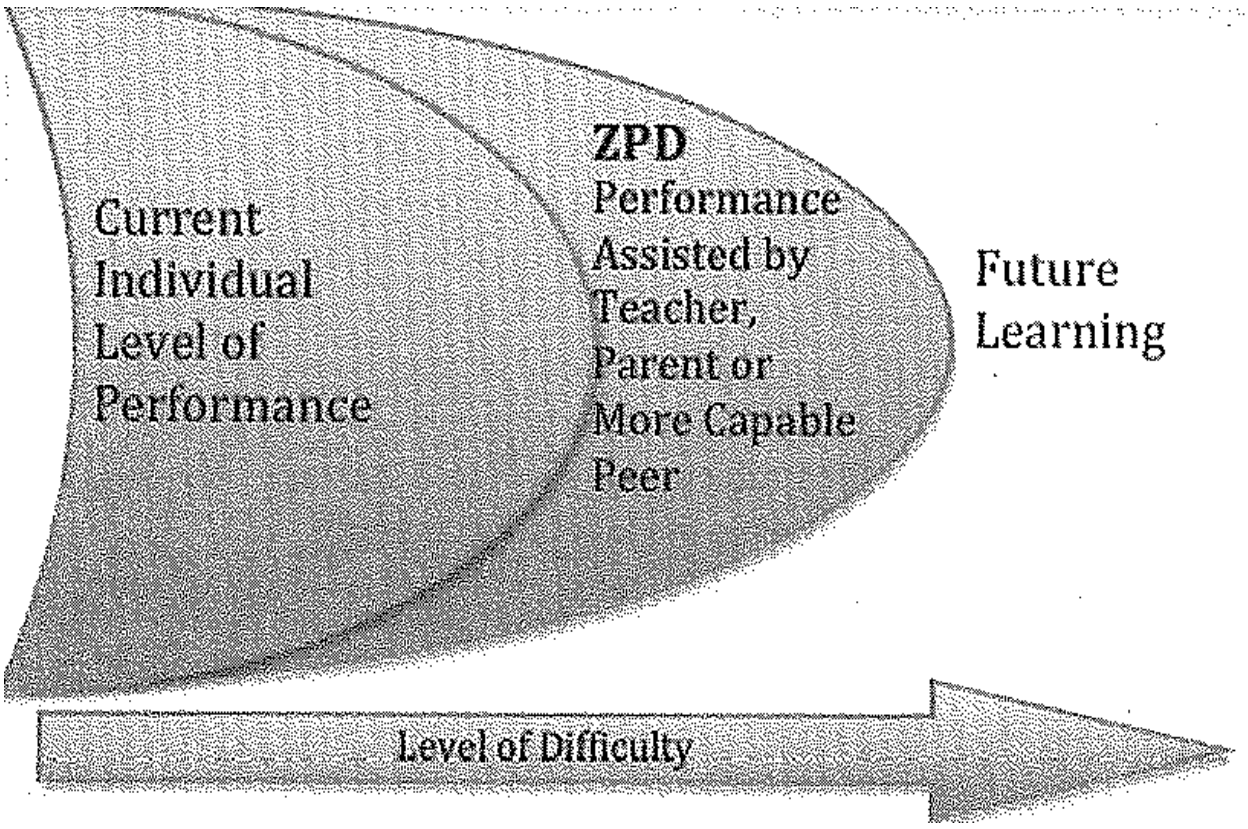

Figure 7: Vygotsky's Zone of Proximal Development (In Harasim 2012:67)

Apart from Harasim (2012), several other authors have adopted Vygotskian perspectives and referred to the social dimension of learning (Herrington et al, 2010; Bax, 2011; Woollard, 2011; Laurillard, 2012 and Coleman et al, 2012).

Harasim (2012:72), as part of her explanation of Vygotsky's Zone of Proximal Development, defines the notion of scaffolding as follows:

> Scaffolding refers to specialised teaching strategies or tools designed to support learning when students are first introduced to a new subject. Scaffolding gives students a context, motivation and foundation from which to understand the new information. In order for learning to progress, scaffolds should be gradually removed as the learner progresses, so that students will eventually be able to demonstrate comprehension independently […] scaffolding is not instruction but a form of collaboration between the teacher and the learner as part of the process of learning.

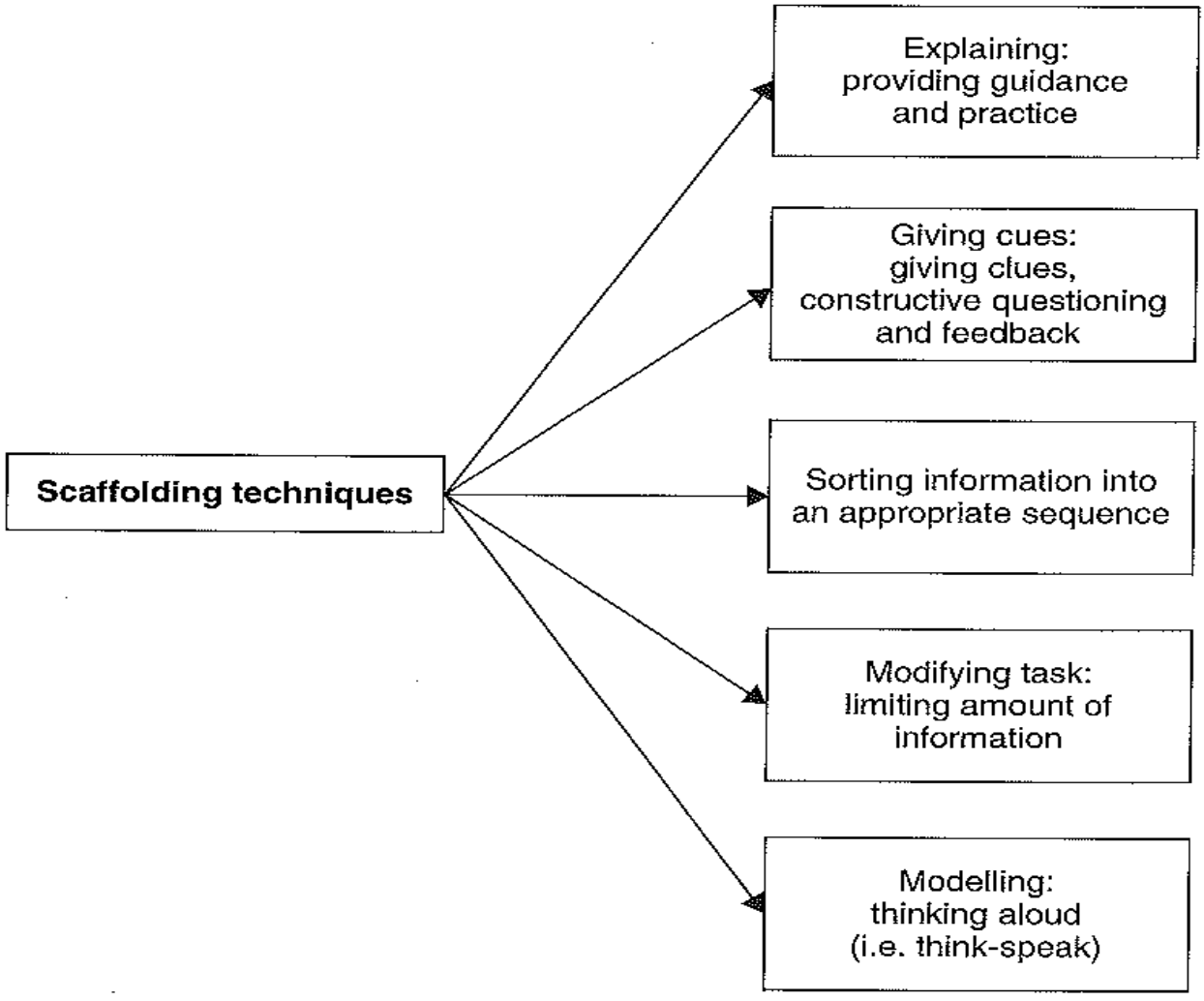

Figure 8: Scaffolding Techniques (In Pritchard & Woollard 2010:42)

Coleman et al (2012:164) stress the importance of the learning environment, taking into account principles of scaffolding:

> The learning environment provides the starting point for the language learner to make choices; engage with materials, tutors, and fellow learners; and create a learning event. "Scaffolding", a term based on further developments of Vygotskian thoughts, can be provided by various means; through the teacher, through the structure of the materials, and through support from peers.

Mason & Rennie (2006) believe in the need for scaffolding in order to support students' adaptation to web-based learning, and gave examples such as training courses and inductions to allow students to familiarise themselves with the e-learning environments and approaches. The social dimension of learning, the necessity for student support and the notion of scaffolding are recommended by Salmon (2002 & 2011).

Laurillard's conversational framework constitutes another essential framework of reference, especially about the interaction between learners and teachers, a process which goes back and forth between learners and teachers, and is guided by teachers as "it is the teacher who takes responsibility for "eliciting from the student a new way of experiencing a concept, which is constituted in the person-world relationship." (Laurillard 2002:77)

Socio-constructivist approaches, the notion of scaffolding, which are related to Vygotsky's ZDP and models presented by Salmon (2002&2011), Laurillard (2002&2012), Sharpe & Beetham (2010) and Hampel & Stickler (2005) are references I felt more closely associated to as part of my thesis.

This review begins with setting a context for the research, highlighting the difficult situation of languages in Higher Education in the United Kingdom in a context of promotion of learning technologies at national and institutional levels and enhancement of the students' learning experience. It goes on to define key points of the research such as Virtual Learning Environments, the notion of student experience, blended learning and e-learning. It then deals with issues concerning learning in the digital age, theories of e-learning, shifting paradigms in learning and teaching and socio-constructivist approaches.

To complete this review, I would like to give the following short summary as it contains points which are essential in order to gain a greater insight into students' response.

- Technologies have become part of our daily lives so students expect them in formal learning contexts. The education sector needs to meet student expectations (Attwell & Hughes 2010; Garrison & Vaughan 2008; OLTF 2011).
- Technologies have transformed the way we learn and teach, which implies a need to adapt, both for learners and teachers (Bax 2003, 2006a, 2006b; Chambers & Bax 2006; Littlejohn & Pegler 2007; Mayes 2009; Warschauer & Matuchniak 2010; Pachler & Daly 2011)
- Learning is a social activity: Socio-constructivist principles are a recurring feature of current research in the field of e-learning (Sharpe et al 2006; Mason & Rennie 2006; Weller 2007; NUS 2010; Selwyn 2011). Teachers have a key role to play in establishing a social presence in learning (Laurillard 2002; Garrison 2011).
- Most students have acquired a range of digital literacy skills (Conole et al 2006). This does not mean that everyone has reached an appropriate level of digital literacy (Sharpe et al 2009). Several researchers advised caution regarding the transferability of digital literacy skills to formal learning contexts (Haythornthwaite 2007; Tammelin et al 2008; Ellis & Goodyear 2010; Walker et al 2010).
- New knowledge is based on previous knowledge (Mason & 2006) and students need to be empowered (Mayes & Freitas 2007; LLIDA 2008/2009) and guided in a carefully structured manner: scaffolding is essential to the development of efficient e-learners (Salmon 2002 & 2011; Holmes & Gardner 2006; Tammelin et al 2008; Sharpe et al 2010). Finally, providing guidance is not sufficient: the learning context and the timing of the guidance are also key ingredients (Wise & O'Neill 2009).

Chapter 3: Methodology

This chapter is dedicated to the methodological considerations of my thesis and contains the following sections:

3.1 Research design
3.2 Theoretical considerations
3.3 Pilot study and implications for the main investigation
3.4 Description of the sample for the main investigation
3.5 Data collection
3.6 Ethical issues

3.1 Research design

My thesis adheres to the procedures in place at Greenwich University regarding research ethics. More precisely, I have submitted form RDA1PD to the University Research Ethics Committee (UREC) at Greenwich University and received their clearance at their meeting held on 6th January 2010**.**

My thesis presents itself as a piece of applied research, which focuses on the notion of students' experience of Weblearn, highlighting connections with the current research and educational discourse. It relates to the notion of informed and reflective practice and may help to improve the e-learning provision presented to students through Weblearn, to contribute to the staff development programme at the targeted institution and to enhance the process of dissemination already engaged through presentations at conferences and publications (http://ticheler.blogspot.com).

Students are at the centre of my research, which links with disciplines such as blended learning and e-learning, combining an interpretive paradigm and a qualitative treatment of data with a post-positivist paradigm and a quantitative element. As indicated in previous chapters, my thesis is based on hermeneutical phenomenology, as the approach focuses on interpretive structures of experience, how we understand and engage in our human world (Crotty 2003:83 ; Creswell 2007:57 ; Creswell 2009:15 ; Creswell & Plano-Clark 2011:409).

It concentrates on students' perspectives and their accounts of their experiences regarding Weblearn in connection with the self-study element of their French module, investigating any potentially meaningful links between students' response and their level (beginners or post-beginners), their status (such as undergraduates, post-graduates or externals) and lecturers in charge of various groups.

Descriptors such as students' gender, age, ethnicity and previous levels of digital literacy (prior to the use of Weblearn) are not included in my research questions. This is due to various factors, such as the requirements of the EdD professional doctorate, and especially the limit placed on the number of words, as well as the timescale and funding available to complete the programme. Moreover, I am concerned by a possible loss of focus if I attempt to deal with too many issues.

The students' age and gender are only asked in the questionnaire as a way to get to know the participants of my research, as it is conducted from a hermeneutical phenomenological approach, which means that it focuses on the students' voice and places them at the centre of the experience.

Participants are not asked about their ethnicity as part of my thesis. Conducted at my place of employment and involving various practitioners as lecturers in charge of the face-to-face component of the targeted modules, the notion of ethnicity in connection with Weblearn never seems to appear as part of discussions and activities in class, feedback on Weblearn or activities taking place on Weblearn in the university's self-access Language Centre.

The notion of previous level of digital literacy (prior to the use of Weblearn) is not investigated either in my thesis. This is because my research is conducted among participants enrolled on a university-level programme, which may rightly or wrongly indicate they possess the basic digital literacy skills necessary to adapt to the use of Weblearn. Participants benefit from a range of inductions as part of their enrolment at the University and this includes an introduction to Weblearn. The targeted department also discusses Weblearn early in the semester and organises demonstrations. Students' lack of computer skills has so far not appeared as part of discussions between practitioners.

Not investigating the participants' ethnicity nor their previous level of digital literacy (prior to the use of Weblearn) may be considered as limitations to my thesis and I will refer to these issues again in Chapter 5 (Conclusion) in a dedicated section.

The data collection tools used for this research are student questionnaires with a combination of closed and open questions (ANNEXE 2), supplemented by follow-up interviews (ANNEXE 3). These correspond to a mixed-method approach to research.

Models of learning considered as relevant for my research include in particular the five-stage framework (Salmon 2002 & 2011) and the developmental model of effective e-learning (Sharpe & Beetham 2010), as both these models focus on e-learning, processes of development and progression towards the stage of efficient e-learners.

The theoretical perspective of my research and the selected data collection tools may present built-in opportunities to expand the project to additional languages and levels taught on the IWLP at the targeted institution and, with appropriate amendments, to other programmes which deliver languages through a blended learning approach and the use of a VLE.

3.2 Theoretical considerations

Crotty (2003:3) considers four elements of research:

- the **epistemology**, which he defines as "a way of understanding and explaining how we know what we know" and "the theory of knowledge embedded in the theoretical perspective and thereby in the methodology"
- the **theoretical perspective**, described as "the philosophical stance informing the methodology"
- the **methodology**, seen as "the strategy, action plan, process or design lying behind the choice of particular methods" and finally
- the **methods**, or data collection tools, which are "the techniques or procedures used to gather and analyse data".

My thesis includes the four elements of research presented by Crotty (2003:8&9) and is based, first of all, on constructionist epistemological principles, which indicate that:

> there is no objective truth waiting for us to discover it. Truth, or meaning, comes into existence in and out of our engagement with the realities in our world [...] in this understanding of the knowledge, it is clear that different people may construct meaning in different ways, even in relation to the same phenomenon.

The theoretical perspective of my thesis combines interpretivism and post-positivism; the methodology focuses on hermeneutical phenomenology, which leads to the use of questionnaires and follow-up interviews composed of open questions as methods of data collection.

3.2.1 Theoretical perspectives and phenomenology

My research combines the interpretive paradigm, to which a qualitative treatment of data is associated, and the post-positivist paradigm, linked to a quantitative analysis of data.

The interpretive side of my research concerns more specifically data related to students' attitude towards their experience of Weblearn, in particular open questions in the questionnaire as well as questions included in the follow-up interviews. For Creswell (2007: 39), "in the entire qualitative research process, the researchers keep a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or write from the literature."

Regarding this paradigm, Phillips et al (2012:74) explain the goal of this type of research, indicating that:

> The goal of interpretivist research is to understand events and discover how people construct meaning. It allows the researcher to talk directly to learners and ask them about their behaviour and what they think of a situation, event or context. The interpretivist paradigm acknowledges that reality is subjective and that there may be multiple realities."

My approach for the interpretive side of this corresponds to qualitative research as mentioned by Creswell (2007:38) regarding "multiple sources of data: Qualitative researchers typically gather multiple forms of data, such as interviews, observations and documents rather than rely on a single data source."

I also believe that this mixed-method approach allows me to consider the student data more in depth. Indeed, the qualitative treatment of data concerns the participants' response to open questions in the questionnaire and interview data: individual students are free to make any comments they wish and so each student has his/her own voice. The quantitative treatment of data concerns the response to closed questions from the questionnaire. In this case, if participants choose to answer (and all the participants answered all the closed questions), they need to select their answer among the options presented to them. This gives us a whole body of data concerning the participants' cohort as a whole. I take the view that the qualitative treatment of data enables individual students to have a voice, while the quantitative treatment of data provides a collective voice of the targeted students.

A post-positivist element is also included in my research and for which research instruments lead to a quantitative treatment of data. For Creswell (2009:17), post-positivist approach lends itself to a quantitative treatment of data, as "it employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data."

I find Trochim's (2006) distinction between positivism and post-posititivism relevant to my thesis, as he believes that "positivism is a position that holds that the goal of knowledge is simply to describe the phenomena that we experience […] the purpose of science is simply to stick to what we can observe and measure. Knowledge beyond that, a positivist would hold, is impossible." Trochim (2006) goes on to explain that in post-positivism, all observations are subject to our perceptions of the world, are theory-ladden and therefore may be imperfect. In this view, theories are revisable and it is difficult to know with certainty what reality is. His views reflect those of Crotty (2003:8&9) based on constructionist epistemological principles:

> There is no objective truth waiting for us to discover it. Truth, or meaning, comes into existence in and out of our engagement with the realities in our world [...] in this understanding of the knowledge, it is clear that different people may construct meaning in different ways, even in relation to the same phenomenon.

Regarding approaches to research, Creswell (2007) lists five different streams: narrative research, phenomenology, grounded theory, ethnography and case study, with a particular focus on qualitative research. I consider phenomenology as the most appropriate approach to my thesis, as "phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon. Phenomenologists focus on describing what all participants have in common as they experience a phenomenon." (2007:57).

Phenomenology studies conscious experience as experienced from the subjective or first person point of view. The structure of these forms of experience typically involves what Husserl (1931) called "intentionality", that is the directedness of experience towards things in the world, the property of consciousness, that it is a consciousness of or about something. For Crotty (2003:83), phenomenology is orientated towards "collecting and analysing data in ways that do not prejudice their subjective character. It puts in place a number of procedures to prevent it or at least minimise the imposition of the researcher's presuppositions and constructions on the data."

My thesis is based more specifically on hermeneutical phenomenology, as the approach includes interpretive structures of experience, how we understand and engage in our human world. It focuses on students' direct report of their experiences in the context of the self-study element of their French module. Laverty (2003:15) explains the distinction between phenomenological research and hermeneutical phenomenological research here:

> Phenomenological research is descriptive and focuses on the structure of experience, the organising principles that give form and meaning to the life world. Hermeneutical phenomenological research is interpretive and concentrated on [...] meanings of experience and their developmental and cumulative effects on individual and social levels.

3.2.2 A mixed method approach to research and data collection tools

Several researchers (Creswell 2003; Bergman 2008; Bryman 2008) have comment on the development of mixed-method research and indeed, this is the approach for my thesis, as opposed to restricting myself to either a quantitative only or quantitative only approach.

Creswell believes that "with the development and perceived legitimacy of both quantitative and qualitative research in the social and human sciences, mixed-method research, employing the data collection associated with both forms of data, is expanding." (2003:208). He stresses that "mixed methods research has come of age. To include only quantitative or qualitative methods falls short of the major approaches being used today in the social and human sciences." (2003:4) His views are shared by Bergman (2008:1):

> Mixed methods research, i.e. the combination of at least one qualitative and at least one quantitative component in a single research project or program, has experienced a tremendous increase in popularity in the social, behavioural, and related sciences in recent years.

Bryman (2008:88) reinforces the popularity of this approach by declaring that "mixing methods has become a popular way of thinking about how to approach research questions in a variety of fields. Indeed, it has almost become a distinctive approach in its own right."

For my thesis, I decided to gather a mix of student-generated data and I administered the following data collection tools:

- questionnaires (ANNEXE 2), specifically about the Weblearn space related to the students' French module, with a combination of open and closed questions lending themselves to a qualitative and quantitative treatment of data. With closed questions, it was possible to gather some data on students' behaviour and attitude. Open questions supplemented this response and provided extra information on the reasons for the participants' attitude and behaviour. All the participants answered all the closed questions but there was a slightly lower rate of response for open questions.

- follow-up interviews (ANNEXE 3) composed of open questions among student volunteers who had filled in the questionnaire. These semi-structured interviews were designed to investigate further students' response to the questionnaires and identify reasons behind students' reported attitudes and behaviours. Answers to open questions in the questionnaire and interviews constituted an essential source of data to make sense of the statistical data obtained from answers to closed questions in the student

questionnaire. The semi-structured nature of these interviews was especially useful in order to obtain data on student views, as explained by Ellis (2008:203):

> In general, interviewing research in educational technology is often best served, in my experience, by more open, flexible interviewing methods that allow the person being interviewed to take part in the decision making about where the interview goes and what topics are discussed.

I scrutinised but did not include end-of-module questionnaires as part of the main research, as they produced very little data relevant to this research and did not go beyond the descriptive stage. They indicated that 88% of beginners (based on 51 completed questionnaires) and 71% of post-beginners (based on 32 completed questionnaires), felt positive towards Weblearn. However, there was a real need for much more detailed data on students' attitudes and behaviour in relation to Weblearn. I initially intended to include student learning diaries with open entries, a blog about Weblearn, as well as an online survey designed by Surveymonkey only for post-beginners who had previously attended the beginners' module. The objective was to give students complete freedom on which comments to make and how to formulate them, with a view to counteract the prescriptive nature of the questionnaire and, to some extent, of the interviews, and, once again, to find out reasons for students' attitudes and behaviours.

Learning diaries had an extremely limited success, as students displayed very little engagement with them, and the amount of useful data collected was extremely reduced. The blog and the survey on Surveymonkey were completely ignored by students. This happened although they were widely advertised and fully explained to potential participants, and appropriate rewards, such as £10 for completion of a diary, were offered to the most active contributor to the blog and to one of the participants to the online survey, as a compensation for their time and effort. Data collection tools which involved a greater social dimension and interaction between participants and myself such as self-completion questionnaires, which were administered in class and follow-up interviews, were more successful and made it possible to collect a greater wealth of data.

Another possible source of data was the tracking function available on the VLE. However, I decided not to include it in this data collection exercise. This is because

various lecturers on the targeted modules expressed some doubts on its reliability as, on some occasions, students completed activities based on Weblearn in front of them in the self-access Language Centre and these did not appear in the tracking function. In addition, data from the tracking function is of a descriptive nature only, concerning students' behaviour, and it is not possible to use it to gather attitudinal data.

3.3 Pilot study and implications for the main investigation

Before data collection took place for my thesis, I launched a pilot at the targeted institution as part of an assignment for the EdD professional doctorate in education. This section deals with the following: focus and participants of the pilot, methodological tools, findings, ethical issues and implications for my thesis.

My pilot concerned a dataset of 31 beginners and 13 post-beginners of Japanese, the whole cohort of students over a semester, minus absentees and a reduced number of students who opted out. It focused on students' engagement with Weblearn, including the "online packs" produced by the targeted institution. I selected Japanese because modules followed the same blended learning format as French, as explained in section 1.1, as well as for convenience reasons and personal interest. Students of French were not included, as difficulties such as a lower engagement from participants may arise when students are targeted on more than one occasion for similar studies.

My pilot followed a hermeneutical phenomenological approach and a mixed method approach to research which worked well and therefore I adopted them for my thesis.

Regarding data collection tools, my pilot relied on questionnaires only, as there were no volunteers to participate in follow-up interviews. Other data collection tools such as learning diaries, blogs and surveys on Weblearn were not used, owing to time constraints and the requirements of the EdD assignment for which this pilot was originally conducted. I did not carry out any statistical analysis among students of Japanese, owing to my limited knowledge in this area at the time of the EdD assignment.

Results of the pilot indicated that students were satisfied with Weblearn and recognised that the materials had contributed positively to their progress. They expressed a keen

interest in Weblearn but recognised they could have used it more and, in particular, communication and collaborative learning tools were neglected. They commented on their preference for a greater integration between taught contents and materials available on Weblearn and were in favour of a greater degree of involvement from their lecturer.

Ethical issues were similar to those concerning beginners and post-beginners of French and were clarified with stakeholders at the onset of the research: potential benefits and risks to participants, permission to conduct the research, access to participants, informed consent and data-related issues, such as anonymity, storage, processing and dissemination.

Regarding implications for my thesis, using only a questionnaire to collect data for the pilot and the absence of statistical analysis may be considered as limitations but this pilot was still considered as useful, as it allowed me to narrow down the focus of my thesis, review the questionnaire and take action to obtain a greater quantity and quality of data in my thesis.

First of all, I limited my thesis to students' engagement with Weblearn, as materials produced by the institution, such as "e-packs" and "online packs" were only taken in consideration as part of questions related to contents.

Second, my pilot made it possible to review the questionnaire, the main data collection tool, and to refine the choice of questions, the manner in which they were phrased, as well as the list of options for answers, in the case of closed questions. For example, the questionnaire used for the pilot gathered mainly descriptive data and was not sufficient to reach the level of analysis required for a doctoral thesis. Therefore, in the questionnaire administered to beginners and post-beginners of French, I linked closed questions to open questions to reach a greater level of analysis, to identify reasons behind students' reported attitudes and behaviours and generally to boost the response rate to open questions. One such example concerned question 8: "Q.8 How user-friendly do you find the layout of the Weblearn home page for your French module?" (grade 1 to 5, 1 being the highest) was followed by "Please make any relevant comments here". As both question items were related, they came as item 8 and this also had the benefit of making the questionnaire look shorter.

More information was also needed regarding students' status (whether they were undergraduates or post-graduates, and from which faculty, or members of the public taking the module as external students) with more options for answers in the final version of the questionnaire.

The number of options for answers was also limited such as in question 14 about the submission of written tasks. Questions asking students to rank answers in order of importance were avoided as, in the pilot, participants either ignored them or answered them incorrectly (for example by ticking answers instead of classifying the various options in order of preference).

I obtained information on students' perceptions and experience by combining answers to various questions, not one only, as a way to obtain more valuable data and limit simplistic answers.

Third, I took into consideration the lack of volunteers for follow-up interviews and made attempts to increase students' response, by means of a closer interaction with the targeted participants. Indeed, in my thesis, data collection tools which necessitated a greater interaction between the participants and myself, such as questionnaires administered in class, were effective and made it possible to collect a wealth of valuable data. Plowright mentions this issue, which he calls "level of mediation" and defines it as follows: "The level of mediation concerns how close in time and space the researcher is to the event being studied." (Plowright 2011:53). However, taking such action still did not work as well as expected in my thesis as tools such as learning diaries, blogs and online surveys through the VLE still failed to attract much interest from the students, despite the offer of rewards.

Fourth, I reviewed the choice of tools and software for the data analysis and I selected SPSS, instead of the Microsoft Excel spreadsheet to ensure a greater level of analysis of closed questions. I analysed manually data obtained from open questions in the pilot and this worked well. Therefore, I kept the same procedure for the main investigation.

I used my pilot for triangulation of methods and samples but it is nevertheless not considered part of the main data collection exercise and all the findings of my thesis concern students of French only.

3.4 Description of the sample for the main investigation

For my thesis, I targeted a "new" university in the United Kingdom which operates an Institution-Wide Language Programme offering credit-bearing modules to undergraduates and post-graduates of all faculties, as well as "external students" who register for one language module only. My research focuses on French beginners and post-beginners, owing to the relevance to my professional duties as a module convenor on these courses, the ease of access to participants and the size of the sample.

As indicated earlier in this chapter, my thesis has a hermeneutical phenomenological perspective and this clearly has an impact on my selection of sampling techniques. The objective is to obtain data from participants who have lived the experience, in their own words and agree to participate. I believe that Laverty (2003:18) gives a clear explanation on this issue:

> The aim in subject selection in phenomenological and hermeneutic phenomenological research is to select participants who have lived experience that is the focus of the study, who are willing to talk about their experience, and who are diverse enough from one another to enhance possibilities of rich and unique stories of the particular experience.

In order to maximise the participants' voice and to limit as much as possible imposing my own perspective, I distributed questionnaires to the whole cohort of French beginners (99 students) and post-beginners (58 students), using registers of students who enrolled for the modules in spring semester 2009/2010. Beginners returned 48 questionnaires, with a response rate approaching 50%, based on the number of students who enrolled for the module. Post-beginners returned the same number of questionnaires, with a response rate of just over 80%. I targeted all the groups which were running for beginners and post-beginners at the time of the data collection. The perceived loss of participants was mainly due to students who enrolled but never attended, withdrew from classes, were absent when I distributed the questionnaire or, in minority, chose not to participate. My objective was to reach as many participants as possible in a straightforward manner and I finally obtained 96 questionnaires. All the participants answered all the closed questions but open questions attracted a lower rate of response. I distributed questionnaires in the same week to beginners and post-

beginners for practical reasons, instead of administering questionnaires to beginners in semester 1 and then attempting to follow them in semester 2 as part of a longitudinal study. Indeed, this would be very impractical, owing to the proportions of part-time students, students who cannot take a language module every semester or interrupt their studies. Targeting beginners and post-beginners in the same semester made it possible to speed up the data collection phase of the study but this also meant that data was obtained from different participants. Following beginners as they progress to post-beginners may enhance the quality of the data collection, by enabling the researcher to identify trends among the participants as they pursue their studies. In addition, post-beginners' classes include a mix of students who have completed the previous module and students who joined them at post-beginners' level.

With minor modifications to the data collection tools such as Weblearn questionnaire and follow-up interviews, it may be possible to expand the study to other languages and levels offered at the targeted institution, as all the modules follow the same blended learning formula of taught classes and use of Weblearn.

3.5 Data collection

All students enrolled at the university and taking modules on the targeted IWLP fill in a questionnaire after each semester. In a preliminary analysis of these questionnaires conducted during the academic year 2009/2010, 51 beginners and 32 post-beginners returned their questionnaire, with a response rate of just over 50% for both groups. The vast majority of students who returned this questionnaire, over 88 % of beginners and 71% of post-beginners, expressed positive views towards Weblearn, and considered it as useful. These questionnaires contained a very limited number of questions on Weblearn.

Therefore, I consider questionnaires about Weblearn and interviews as the data collection tools for this research, as they make it possible to collect much more data for the purpose of this research: questionnaires in order to collect the bulk of the data (ANNEXE 2), followed by interviews (ANNEXE 3) to gather more data on the reasons behind participants' reported attitudes and behaviours and to expand on answers given in the open questions of the questionnaire.

Plowright (2011:55) makes useful comments on the degree of structure of the data collection, in particular regarding the use of open questions and the degree of control over information by participants and researchers:

> As a result of the data collection employing open questions and, therefore, without the expectation of predetermined responses, participants will have a greater choice about how to respond and what to say or write. Thus participants will have a higher level of control over the direction of the research and what information will be disclosed to the researcher.

In the context of a research conducted from a hermeneutical phenomenological approach, Plowright (2011:55) indicates that "when asking questions has a low degree of structure, the researcher will have a relatively low level of control over what information is collected […] However, the researcher will have more choice over how that data are managed and analysed, due to the lack of structure of the data collected."

Regarding sampling methods used for this thesis, I did not pre-select students and I targeted all the beginners and post-beginners of French enrolled in the semester in which the data collection took place. They had potentially an equal chance of being included in the sample, by being present when data collection took place and by agreeing to participate. However, I recognise an element of self-selection by the target population as students who do not engage with Weblearn may be less likely to participate in a study about it.

3.5.1 Questionnaires

My research focuses on students' voice and their accounts of their behaviour and attitude towards Weblearn. In this perspective, a questionnaire composed of closed and open questions appears as a very appropriate tool, as it is fairly straightforward to administer and makes it possible to collect collective data through the closed questions and individual data through the open questions.

In addition to a cover page dedicated to ethical and practical considerations, my questionnaires are composed of three main sections:

- descriptors, with closed questions related to the students' level (beginners or post-beginners); status (internal or external student etc.)

- a mix of closed and open questions related to students' attitude towards Weblearn in connection with their French module., with questions such as "How do you rate your experience of using Weblearn for self-study in connection with your French module?", with a grade from 1 to 5, "Why?" ; "How confident do you feel in your ability to use Weblearn?", with a grade from 1 to 5, "Why?" ; "What do you like most / least about Weblearn?" etc.

- a mix of closed and open questions related to students' behaviour on Weblearn, here again in connection with their French module, with questions such as "How often do you look at online announcements?" ; "Did you complete any of the collaborative learning activities?" etc.

Closed questions about descriptors include tick boxes for the answers and those about attitudes and behaviours are mostly graded 1 to 5, and in some cases, 1 to 3 on the Lickert scale (For example, question 3 "How confident do you feel in your ability to use Weblearn" asks students to grade their confidence on a scale from 1 to 5 from "very confident" to "not confident at all". Question 13 "Did you complete any of the collaborative learning activities (like blogs) presented on Weblearn?" gives three choices of answers graded from 1 "all of them" to 3 "none of them".) I took great care to design questions which could be answered easily by participants and made it possible to reach the degree of analysis required for this research, without entering into too much detail. I included closed questions as a way to obtain hard data of a quantifiable nature, draw a picture of students' experience of Weblearn at the time of the data collection, with a view to carry out a statistical analysis of the answers with the SPSS software, and explore any significance between students' status, level or lecturer and the data collected. However, asking specific questions with a range of options to answer in a study on students' feedback and own reported accounts can potentially introduce some bias in the answers, as they impose some kind of pre-existing frame on the range of answers. Another constraint of the questionnaire design concerns the selection of possible options to answer, as notions of frequency, such as "often" or "rarely" may be interpreted differently by the participants, while phrases such as "once a week", "twice a month" involve having to remember particular and past patterns of behaviour and do not reflect potential variations in usage over the semester of study.

Open questions, although not perfect as they also have the potential to introduce bias by the simple fact of being asked, are included in an attempt to counter-balance the risk of bias inherent to closed questions. They are mostly designed as follow-up to the closed questions, in order to fit better with a hermeneutical phenomenological approach, to boost the response rate and to facilitate the data analysis.

The questionnaire benefits from being organised in such a way that data on a particular issue such as students' degree of satisfaction is obtained from replies to several questions, in order to avoid simplistic and misleading answers from participants. This proves especially useful in connection with questions related to students' degree of confidence, or their desire to be guided by the lecturer. Indeed, for example, students' response indicates a high level of reported self-confidence in their ability to use Weblearn, while their response to closed question 7 indicates limited interest in getting tips from the lecturer. However, data from open questions and interviews indicate they are favourable to the lecturer's guidance and involvement in connection with Weblearn.

The list of items for this questionnaire is composed according to previous research presented in chapter 2 (literature review), my experience in this area, based on informal comments made by students in class and at support workshops, and a need to obtain data on students' attitude and behaviour, for which a combination of closed and open questions is particularly useful in order to elicit answers. A full questionnaire can be viewed in ANNEXE 2.

I carried out the data analysis using the SPSS statistical software, testing the significance of connections between answers to closed questions and criteria such as the students' status, level, as well as lecturer. I analysed open questions manually and categorised answers retrospectively in order to identify themes, which was only possible owing to the quantity of data available.

3.5.2 Follow-up interviews

The next step of my research was to conduct follow-up interviews (ANNEXE 3) both with beginners and post-beginners. I invited participants to leave their contact details on the questionnaire, indicating that I needed volunteers for interviews, informing them of a £10 compensation for their time and effort. I truly considered interviews as a follow-

up to questionnaires, as only participants who had returned the questionnaire and declared their interest in follow-up interviews were contacted again. Although offering a reward had the potential to cause distortion to the research, I still thought it was a suitable way to find volunteers, owing to the real necessity for such data collection and also because this activity was going to take place in students' own time. Indeed, ethical guidelines for educational research from the British Educational Research Association (BERA) (2011:7) state that:

> Researchers' use of incentives to encourage participation must be commensurate with good sense [...] they must also acknowledge that the use of incentives in the design and reporting of the research may be problematic, for example where their use has the potential to create a bias in sampling or in participants' responses.

Twelve students volunteered but finally only six interviews took place, spread equally between beginners and post-beginners. The loss was due to a high proportion of non-response from students, loss of contact and genuine change in circumstances such as moving out of the area or health problems. More information regarding the interviewees is given in chapter 4 (Findings and discussion), in the section entitled "snapshot of the participants".

These interviews served two purposes: they were used as a tool for triangulation of methods and they were particularly useful to gather extra information, especially open comments from students, and answers regarding the reasons behind their attitudes and behaviours initially reported in the questionnaire. This was particularly important as open questions in the questionnaire attracted a lower response than the closed questions, whether they concerned the participants' attitudes or behaviours, and irrespective of where these open questions appeared in the questionnaire. This made it possible to take the research to a more analytical level.

Although I chose some questions on the basis of my experience in the area of research, informal feedback and comments from students made about Weblearn in lesson time and at workshops, most of them were specifically designed to obtain data which had not been provided by participants when they filled in the questionnaire, to clarify any comments they may have made, or to expand further on them. Examples of questions included "Please indicate the reasons for giving these ratings to the layout and contents

of Weblearn. What should we do about it?"; "In your view, how can your French tutor support you in your use of Weblearn?"; "Would you like more guidance from your French tutor on how to use Weblearn? Why?" A full list of questions for the interviews can be consulted in ANNEXE 3. Students taking part in follow-up interviews answered all the questions presented to them.

I recorded and transcribed the interviews. Then, I checked audio files and transcripts for accuracy before proceeding to the categorisation of answers. I analysed the data manually by reviewing the materials and categorising answers retrospectively in order to identify themes, in the same manner as for the open questions present in the questionnaires. Both for interviews and open questions from the questionnaire, I coded individual answers in such a way that it was possible to track them back to the original source of data, and related descriptors, while maintaining the participants' anonymity. I merged and treated as a single source qualitative data from the questionnaires and from the interviews as they both represented the student voice and highlighted the same themes.

Volunteers participated in interviews, instead of focus groups, for several reasons, such as the difficulty for everyone to be available at the same time, the potential for data distortion, owing to the participants' influence on one another and finally for ethical reasons, to maintain confidentiality and anonymity between participants and those who chose not to participate.

3.6 Ethical issues

As indicated in section 3.1 of this chapter, I have followed the procedures in place at Greenwich University regarding research ethics. More precisely, I have submitted form **RDA1PD** and the University Research Ethics Committee (UREC) gave their clearance on 6th January 2010**.** This section also takes into consideration the following three documents: the Data Protection Act (DPA) (1998), the Revised Ethical Guidelines for Educational Research from the British Education Research Association (BERA) (2011) and the JISC Code of Practice for the Further and Higher Education Sectors on the Data Protection Act 1998 (2008).

It focuses on ethical aspects of my research and is composed of the following:

3.6.1. potential benefits and risks to participants

3.6.2. getting permission to conduct the research and gaining access to students

3.6.3. informed consent of stakeholders

3.6.4. anonymity, storage, processing and dissemination of data

3.6.5. other issues

3.6.1 Potential benefits and risks to participants

Chapter 1 indicates that, apart from the research conducted for my thesis, there is very little information from students on their experience of Weblearn. Data collected for my thesis presents the opportunity to rectify the situation, in agreement with guidelines from the DPA (1998) and JISC Code of Practice (2008) which indicates that data should be obtained and processed for specific purposes.

Benefits for the students, which also have the potential to extend to various stakeholders such as the teaching team, include the opportunity to provide formal feedback on how students use Weblearn and what they think of it, the opportunity to improve the provision offered to the students, and the opportunity to contribute to staff development activities. Finally, turning down the reward on offer, various students commented on the enjoyable nature of the experience and considered their participation as a useful opportunity for reflective learning.

The main risk is identified as a potential negative bias towards non-participants, while participants could potentially be favoured in terms of assessment and provision of support. However, the targeted institution has quality monitoring procedures in place at all times, such as strict marking schemes and criteria, as well as internal double marking sessions and review by external examiners. This ensures that students are all treated fairly, whether they choose to participate or not. In addition, issues are resolved by adhering fully to guidelines issued by the BERA (2011) and the DPA (1998), by formally asking relevant managers for access to the participants, and by providing them with full information regarding the purpose and practicalities of the research, including information on and copies of all data collection tools, and by ensuring that participants

receive a full briefing on the nature of the research and on the voluntary and anonymous nature of their participation.

3.6.2 Permission to conduct the research and access the students

I have sought permission to conduct my research from the manager of the IWLP at the targeted institution, giving a full briefing in person on the purpose and practicalities of the research and showing data collection tools. I contacted all the lecturers who taught the targeted modules and gave them a full briefing, showing the data collection tools in advance. Practical aspects regarding the distribution of the questionnaire, were discussed in order to minimise the inconvenience to staff and students, as the intention was to administer the questionnaire in person in class. The two data collection tools, questionnaires and follow-up interview schedules, were approved by supervisors, managers and lecturers, before being administered to students, who could opt out or leave out any questions they did not like, as recommended by the Data Protection Act (1998).

3.6.3 Informed consent

All stakeholders, such as the programme director, language lecturers and students, were fully briefed in advance regarding my research. I informed them of its purpose and practicalities, and we clarified issues related to ethics, including the issues of voluntary participation, anonymity, storage, treatment and dissemination of data. All stakeholders were informed that the purpose of the data collection was not limited to usage within the institution but would be used for my thesis, as well as for presentations at conferences and publications. The information was given at the briefing and also in writing when necessary, for example on the cover page of the questionnaire. All relevant managers and language lecturers granted access to their groups. Students were informed of their right not to participate, to withdraw at any moment and to ignore any question they did not wish to answer (BERA 2011).

Owing to the nature of the targeted institution, a university in the United Kingdom, all potential participants had the necessary intellectual ability, level of English and mental health capacity to understand the nature of the research presented to them and make

their own decisions regarding their participation, having made a fully informed choice (BERA 2011).

All stakeholders were fully aware at all stages regarding the data collection for the research: The IWLP had been informed of all steps to be taken as part of the data collection, and this applied to language lecturers as well. Students were briefed regarding the questionnaires and interviews were conducted on a voluntary basis, once again after receiving appropriate information.

This originally applied as well to other data collection tools such as blogs, learning diaries and online surveys, which were advertised and proposed on a voluntary basis, although these were unsuccessful and finally not used to collect data. In the case of interviews, I contacted all the volunteers again to make an appointment and, at that stage, I provided them with a list of questions and asked whether they had any objection to being recorded before they decided whether to attend.

3.6.4 Anonymity, storage, processing and dissemination of data

Participation to this research was completely voluntary and I did not keep records of names of those who engaged in my research and those who preferred to opt out, except for information volunteered by students themselves having made their own decision and given their informed consent.

I coded the data in such a way that it was not possible to identify individuals or teaching groups. Only the level was given, beginners or post-beginners, as well as a questionnaire number for data entry purposes. All data presented in my thesis was anonymous and individuals could not be identified, as recommended by BERA (2011:7):

> The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research. Researchers must recognise the participants' entitlement to privacy and must accord them their right to confidentiality and anonymity, unless they [...] specifically and wittingly waive that right.

I stored all data concerning the research securely off-site, either as hard copies (such as for the end-of-module questionnaires and the questionnaires used for my thesis), or in electronic format (mp3 files and transcripts of interviews, SPSS files) on storage

devices separate from the laptop used for my research. I did not leave any records at the targeted institution and only anonymous data was given in my thesis (DPA 1998).

3.6.5 Other issues

I discussed the main ethical issues earlier in this section. Other considerations such as personal security and use of resources only have a limited impact and therefore are only discussed shortly here.

First of all, I sought permission at all stages before any action was taken, and had the use of resources at the targeted institution clarified in advance.

Time implications are limited, both for the briefing of the IWLP manager and language lecturers. The only data collection taking place in lesson time was in connection with the questionnaire. Any other data collection was conducted out of lessons, by prior arrangements with the students, who were informed in advance of the expected length of the activity.

Regarding personal security, all interactions either took place in the classroom for the questionnaire or in the self-access Language Centre for interviews. All other communications took place by email or online through Weblearn. Any contact details such as email addresses or mobile numbers were released voluntarily by students interested in taking part in interviews, once they had filled in the questionnaire (BERA 2011).

Once the research project was approved by the Research Ethics Committee (REC) at Greenwich University (06/01/2010) and relevant staff and students at the targeted institution, no new ethical issues or risks emerged and therefore it was not necessary to contact the REC nor managers at the IWLP.

I informed participants that they would get access at the minimum to preliminary findings of the study in due course. As a consequence, I displayed in the institution's self-access Language Centre the academic poster presented at the EUROCALL conference in Bordeaux in September 2010. Announcements were made through lecturers and Weblearn to encourage participants to view the poster. As BERA "considers it good practice for researchers to debrief participants at the conclusion of the

research and provide them with copies of any reports or other publications arising from their participation" (2011:8), I gave participants access to preliminary findings of the thesis, although it would be unrealistic to guarantee access to all related publications.

CHAPTER 4: FINDINGS AND DISCUSSION

This chapter is dedicated to findings and discussion of the findings and is composed of the following main sections:

4.1 Background information

4.2 Presentations of the findings

4.3 Discussion of the findings

4.1 Background information

More information about the background of my thesis is available in chapters 1 (introduction), 2 (literature review) and 3 (methodology).

In addition to the background information given in this section, this chapter is organised along two main themes: the presentation of the findings (section 4.2) in what I would call "raw" form (which refers to the presentation of the data to the readers) and their subsequent discussion (section 4.3).

My thesis follows a hermeneutical phenomenological approach and therefore I believe it is appropriate to give a snapshot (section 4.2.1) of the participants who took part in the data collection by returning the questionnaire and, for six of them, by agreeing to attend a follow-up interview. These findings are then presented along two main themes: participants' behaviour in connection with Weblearn (section 4.2.2) and second, their attitude towards it (section 4.2.3).

Data given in this chapter stems from the questionnaire and the follow-up interviews. Data is normally analysed from three main perspectives: the participants' module, category and tutor in charge of the face-to-face component of their module, as this corresponds to the research questions listed in chapter 1 (introduction). Comments from participants are organised by theme and module (beginners and post-beginners, as this corresponds to the two levels taught in the sample).

I subjected closed questions from the questionnaire to a statistical treatment. In order to achieve this, I used SPSS as it is one of the packages most commonly used for this

exercise and indeed was the package recommended on the EdD programme and for which doctoral students were trained. In addition, I read many articles in key academic journals where authors used SPSS for their analysis.

In addition to cross-tabulations and the inclusion of pie charts, I wanted to test whether the differences were significant between beginners and post-beginners, the various categories of students or the tutors in charge of the face-to-face component of the courses. My SPSS files contained categorical data (nominal and ordinal) and therefore I was advised to administer chi-square tests, and keep the T-test for numerical data. I would also like to point out that in section 4.2 of this chapter, I choose to provide detailed figures of the chi-square tests in connection with the time spent by the participants on Weblearn only. For the other questionnaire items, I only indicate in the text whether results of the tests are significant or not in order not to over-burden readers with repetitive sets or data. Readers may decide to refer to figures in the annexe section of my thesis, as relevant annexes are signposted throughout this chapter.

I categorised data from open questions from the questionnaire and from the follow-up interviews retrospectively in order to identify themes. I subsequently merged themes from the open questions and from the interviews as the same issues emerged. I then used this data to further inform findings from the closed questions and to reach a more advanced analytical stage.

I take the view that data provided by participants as part of my research should be understood in context. For example, a lack of listening materials or role plays reported by students may be a real lack of resources, or a lack of awareness of the existing provision. Students may select a particular resource because they appreciate the format such as pdf or web link, or the topic. They may also use some materials they are not satisfied with as they need to master the contents in order to pass the module.

In addition, participants respond on the basis of their “real” experience of Weblearn over at least one semester as part of their French module, as opposed to a package with a variety of materials and functions presented to them for the purpose of the research. At the time of the data collection, not all the Weblearn tools were made available to students by tutors, owing to a developing degree of use of Weblearn by lecturers.

4.2 Presentation of findings

4.2.1 Snapshots of the participants

The questionnaire contains questions concerning descriptors (1.1 to 1.4): students' level, beginners or post-beginners; their status, such as undergraduates, post-graduates, faculty etc.; their age and gender.

Beginners and post-beginners are present in the research in equal numbers: 48 beginners and 48 post-beginners returned the questionnaire. Overall, undergraduates from the Faculty of Humanities, Arts, Languages and Education account for slightly over than a third of the participants, while undergraduates from other faculties (such as business, law, science or International Relations) represent just over 50% of these participants (Figure 9). This means that students enrolled for French beginners and post-beginners come from a wide range of educational, language learning and technology-mediated learning backgrounds. Post-graduates and external students (members of the public who register for language classes only) are represented in smaller numbers in this research. There are slightly more women (55.21%) than men (44.79%) (Figure 10) and, in terms of age, the most represented group is 25 to 29 (38%) (Figure 11).

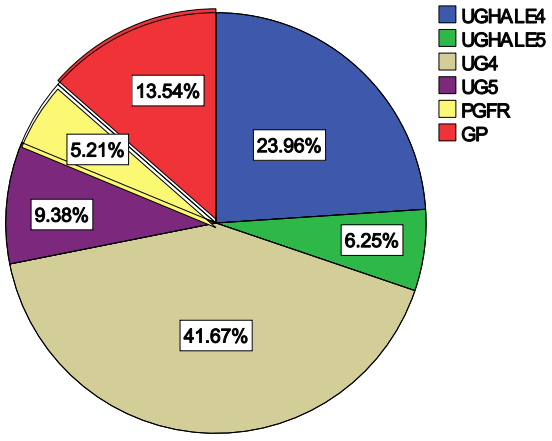

Figure 9: Participants' status

UGHALE4: undergraduate from the Humanities faculty taking French as part of his/her degree
UGHALE5: undergraduate from the Humanities faculty taking French as an extra module
UG4: undergraduate from faculties other than Humanities taking French as part of his/her degree
UG5: undergraduate from faculties other than Humanities taking French as an extra module
PGFR: post-graduate student from teacher-training courses, interpreting or translating
GP: member of the public (or staff) enrolled for French only

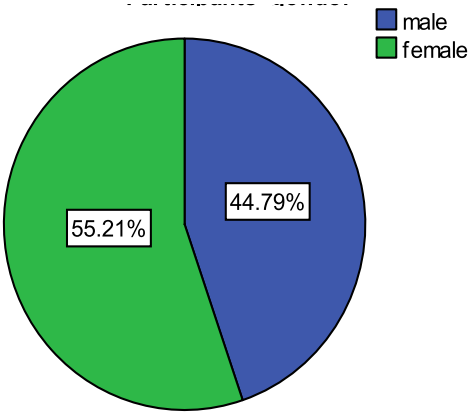

Figure 10: Participants' gender

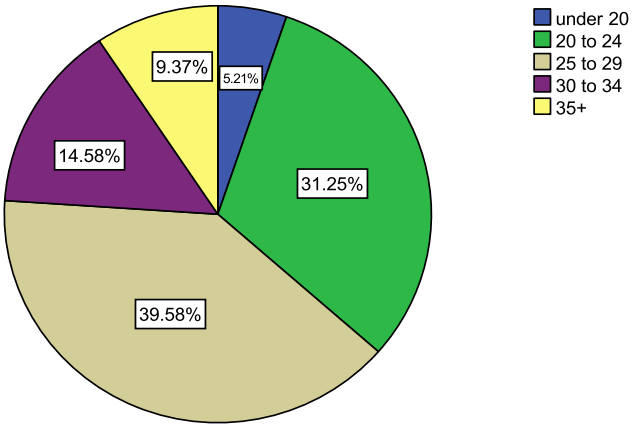

Figure 11: Participants' age

The information provided in this section gives a snapshot of the participants who participated in my study. In addition, I feel it is important to supplement this with background information specific to the participants who were interviewed. I conducted six interviews, with beginners and post-beginners represented in equal proportions.

Among these beginners, there were two males and one female. One of them was aged between 25 and 29 and the other two, between 30 and 34. There was one undergraduate from the Business School taking French as part of a degree, one undergraduate studying French as part of a degree in International Relations and one science undergraduate who had enrolled for French in addition to a degree and for whom French did not count.

Each of these beginners was taught by a different lecturer and two of them were quite satisfied with their overall experience, while the third described it as "just ok".

Among post-beginners who were interviewed, there were also two males and one female. One was aged between 20 and 24, one between 30 and 34 and the last one was over 35. One participant was taking French as part of a degree in journalism and the other two participants were "external students" (members of the public who enroll for a French module only at the targeted institution). All the post-beginners who were interviewed were my own students.

4.2.2 Participants' use of Weblearn

This section focuses on participants' use of Weblearn, as well as the reasons behind their behaviour, while data concerning specifically their attitude is treated later in this chapter. I find it important to consider the notions of attitude and behaviour individually, taking into account key aspects of the Weblearn experience. These key points are identified partly owing to the informal feedback given by users in class or during support activities and my experience as a practitioner.

4.2.2.1 Time spent on Weblearn

In question 11 of the questionnaire, students are asked "In total, how long do you normally spend per week on Weblearn for self-study in connection with French?" Statistical data is available in ANNEXE 4.

Lecturers on the language programme generally advise students to spend an average of three hours per week on Weblearn, in addition to the scheduled classes. The following pie chart gives an overall picture of students' time spent on Weblearn, highlighting the apparent limited amount of time spent on the VLE. Overall, nearly 60% spend two hours or less per week on Weblearn. This perceived limited use of Weblearn is visible whether data is considered from the perspective of the module (beginners or post-beginners), status (undergraduates, postgraduates etc.) or tutor in charge of the face-to-face component. At the same time, a vast majority of students, nearly 80% indicate they are either very satisfied or quite satisfied with their experience of the provision.

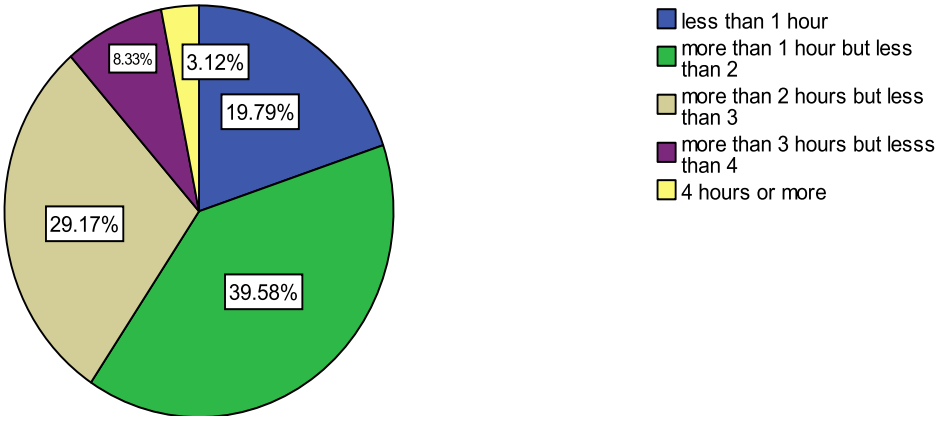

Figure 12: Time spent on Weblearn for self-study per week

Data available in ANNEXE 4 indicates that both beginners and post-beginners appear to spend an amount of time inferior to lecturers' expectations, while there is a high level of reported satisfaction.

Across all the categories of students such as undergraduates, post-graduates and external students, very few students overall spend longer than three hours per week on Weblearn so it is felt more appropriate to look at categories which only engage with Weblearn in limited manner, in particular those who spend less than one hour per week on Weblearn for self-study. This concerns especially post-graduates from language-related programmes such as interpreting and translating who do not pay to enroll on the French module, as well as external students (members of the public who register at the targeted institution their language module only). When data is considered in connection with the tutors, there appears to be a cause for concern among those taught by "tutor 5" as over a third of them spend less than one hour per week on Weblearn. One has to consider, however, that data may have been affected by lower frequencies in some categories.

The chi-square test concerning the time beginners and post-beginners spend on Weblearn has an X2 value of 0.43, with a degree of freedom of 1 and a probability of 0.835. The chi-square test concerning the time spent on Weblearn by the various categories of students (such as undergraduates and post-graduates etc.) has an X2 value of 2.69, with a degree of freedom of 3 and a probability of 0.443. The chi-square test concerning the time spent by participants on Weblearn in connection with the tutor in charge of the face-to-face component of their module has an X2 value of 4.15, with a

degree of freedom of 5 and a probability of 0.528. As shown in ANNEXE 4, statistical tests did not show any significant difference between the time spent on Weblearn and the participants' module, status or tutor.

Students made twenty-seven comments concerning the benefits of lecturers' engagement with Weblearn, in particular regarding the guidance they give. Sample comments include:

> It was our tutor...he used it quite intensively, especially in the first few weeks, to get students to... show them where everything is and to encourage students to use certain activities. (beginner)
>
> I prefer more guidance in terms of what to do for each week that we come into the class. So at the end of the lesson if we have the tutor say now for next week prepare this and this precisely on Weblearn...I think this would really help. (beginner)
>
> Weblearn isn't something that we have been told much about. (post-beginner)
>
> Definitely more reference to it. The only reference that the tutor has done is around e-packs...hence I use more e-packs than Weblearn in general...so perhaps if this guy would go more online to see how he can support us....probably there would be more learning. (post-beginner)

Twelve comments made in questionnaires and in interviews concern students' preference for printed materials, which may be genuine alternative preferences or may be caused by a lack of familiarity with and a limited normalisation of Weblearn. Representative comments can be read here:

> I prefer books to computers and the internet. I am not confident at all. (beginner)
>
> The book and class notes....I found them more useful than anything else... (beginner)
>
> In general, I prefer to work with a book....I think it is sometimes easier with the book to go five pages forward and go back and have a look again and see it is actually written on paper. (beginner)
>
> You can take books on the tube and study but you cannot use the internet everywhere. (post-beginner)
>
> I think the first source for me is still the book but then Weblearn has more than the book....it links with authentic materials, with good things. (post-beginner)

Only five comments, three from beginners and two from post-beginners, concern some technical difficulties, related in particular to the quality of internet connections, pop-ups and the time required to download materials.

Four comments concern time constraints and other commitments. One of them, made by a post-beginner during a follow-up interview, explains that:

> I don't think there would be anything that would make me stay longer because...you know...your life is busy and honestly you cannot...even if you make it fantastic, with graphics, whatever, you know, you are not going to spend more time there....honestly, I don't think...

In one comment made by a beginner, the face-to-face component and Weblearn are seen as two separate entities, displaying a preference for using paper-based resources in class and reserving Weblearn for self-study:

> I somehow believe that Weblearn is for self-study and it is good that in class we concentrate on the contents of the book and not on Weblearn.

4.2.2.2 Use of communication and collaborative learning tools

This section concerns the consultation on online announcements and the use of blogs available on Weblearn. In question 12, students are asked "How often do you look at the announcements on Weblearn in your own time?" and data is available in ANNEXE 5. Question 13 concerns the use of blogs on Weblearn ("Did you complete any of the collaborative learning activities (like blogs) presented on Weblearn?) and data is available in ANNEXE 6.

Announcements are messages placed on Weblearn by teaching staff or administrators. They can also appear as pop-ups and concern a variety of issues such as class cancellations, relocations, information about examinations or homework, as well as student support activities such as extra conversation classes and workshops offered by the self-access Language Centre. This means that, if students do not consult the announcements, they miss out on a range of language learning activities.

Blogs concern the exchange of study tips and language support materials, together with homework activities such as introducing themselves to the others by posting on the blog or other peer-generated materials to share. Students who do not engage in those

activities miss out on aspects of social presence on the VLE, a range of tips and sources of help, as well as various relevant materials. The various blogs are created using Weblearn tools, as opposed to links to external websites.

The following pie chart gives an overall picture of the participants' consultation of announcements in their own time.

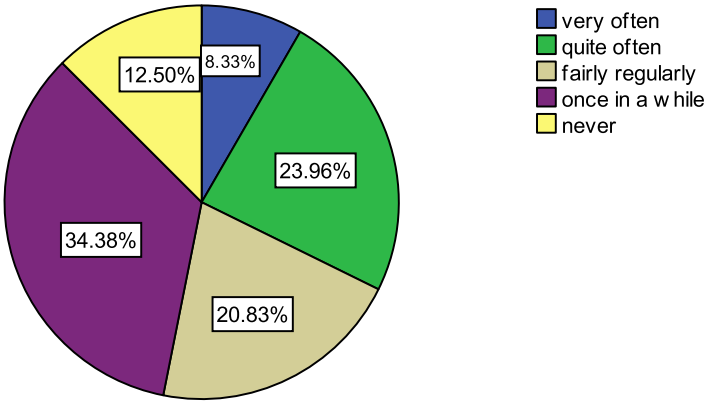

Figure 13: Consultation of online announcements in participants' own time

Students make a limited use of online announcements, at a time when consulting them at least a couple of times per week is considered appropriate within the targeted department. This limited consultation of online announcements is a cause for concern, as this means students miss out on important information. Nearly 40% of beginners and 60% of post-beginners never look at the announcements or only do so "once in a while". Another cause for concern is the lack of engagement shown by external students, as nearly 70% of them never check the announcements or only do so "once in a while". These students are deemed to have a lesser knowledge of the institution, its facilities, and of activities which may be beneficial to them, such as revision sessions, workshops or extra conversation classes. This is likely to impact negatively on their learning experience. Differences regarding students' consultation of the announcements are also visible when data is considered in relation with the tutor in charge of the face-to-face component of the module. For example, just over 70% of those taught by "tutor 5" never look at the announcements or only do so "once in a while", while the proportion is only 25% for those taught by "tutor 4". More data about the students' consultation of the announcements is available in ANNEXE 5.

Statistical tests did not show any significant difference between students' consultation of announcements and their module, status or tutors. However, participants made relevant comments regarding their engagement with the announcements, especially regarding the interest they may present, their contents, their convenience and their frequency.

> Announcements....I see them because they always popup...more than two announcements a week might be...the announcement feature itself should be reserved for important things...I like the way you have been using it this semester. (beginner)
>
> Announcements are quite helpful...they just come up on your page before anything else. (post-beginner)

Participants prefer announcements to be limited in number, kept short and reserved for important communications:

> Announcements....I think a couple of times a week would be fine...unless there is something urgent. (beginner)
>
> Announcements....may be once a week....I pay more attention to them if they are not too long. (beginner)
>
> It has to be things which are quite important because if we are starting to put too many things that are not important I might think "ok let's just close everything. (post-beginner)

Regarding blogs available on Weblearn, 75% of participants do not engage with them at all and just over 20% declare completing some of the activities included in them. Only a small minority of students (5%) takes part in all the tasks presented on blogs.

The lack of engagement from students with collaborative learning activities offered on Weblearn affects both beginners and post-beginners. Data considered across the categories of students indicates that all of them are affected and undergraduates from faculties other than Humanities, Arts, Languages and Education (HALE) taking French as an extra module, as well as post-graduates who register for free show an even lower level of engagement. Differences are also visible according to the tutor in charge of the face-to-face component of the module, as students who do not engage at all range from just over 50% for those taught by "tutor 2" to over 90% with "tutor 5".

Statistical tests suggest that there may be a significant difference between beginners and post-beginners regarding their engagement with activities placed on blogs, but not according to their category or tutor. Twelve comments concern alternative learning preferences and a reported lack of interest. For example, during the interview, a beginner commented on his lack of interest in blogs and the risk of overload:

> To be honest with you, I do not have any interest in using blogs as part of my French module. If we understand by blog something where the students contribute to in addition to their normal class and the homework they have to do, then I think it could lead to an overload of work. (beginner)

A post-beginner, familiar with blogs, commented on the difference between the use of technologies in our daily life, and its introduction into an educational context, wanting to maintain a separation between both spheres of his life:

> I haven't used any blog. I mean I do have my own blog. This is why I don't use the Weblearn one. To get information to understand other things, I would probably speak to my classmates and ask questions. (post-beginner)

Finally, students appreciate the use of communication tools for a real purpose, their integration with the module and the input of lecturers, with comments as follows:

> It would be interesting to read about what was covered in class and things which are recommended to us by the tutor....I think I would definitely use blogs. It is a nice touch. It is a nice addition. (beginner)
>
> Blogs...definitely if it was mandatory...if I am assessed of course I will contribute. (beginner)
>
> Blogs...yes, if I was given an incentive, if I had questions and I know there was probably a channel where I could ask questions and get an answer, then yes I would use it. (post-beginner)
>
> If it is from you (the lecturer), what we have done in class, what we will be doing...it is more creative...that is what I think. (post-beginner)

Another interesting finding is the lack of awareness or familiarity with some tools or an unrealistic level of expectations reported by students, in a context where Weblearn is at the early stages of normalisation. This is highlighted by beginners, saying that:

> I was not aware of the email function through Weblearn. (beginner)

> When I see the module, I do not always know how to get to my email and sometimes I get confused. I still don't understand how my general mailbox which I log into separately from Weblearn is linked to that other email for each module...I am not really sure about it...I think this part is confusing... (beginner)
>
> What you can improve...I would say the contact with the students...the email function in Weblearn...I believe...it is not as efficient as actual emails...I check my actual email on Weblearn every couple of days but my personal account every day so... (beginner)

Comments from post-beginners include:

> I did not know about the email function on Weblearn. (post-beginner)
>
> May be I could email a teacher and ask when there is a problem because you are there 24/7 by email. (post-beginner)

Overall, participants only engage with communication tools in a limited manner. Using students' response to open questions in the questionnaires and as part of follow-up interviews, twenty-seven comments emerge concerning a lack of familiarity with the communication tools based on Weblearn such as announcements, blogs and emails based on the VLE.

4.2.2.3 Use of the dedicated homework folder

French beginners and post-beginners are expected to complete a set of self-study activities as "homework" in preparation for their next class. There is a homework folder on the Weblearn homepage, with a variety of activities such as:

- **e-packs** (interactive web-based activities produced by the targeted institution). Exercises include listening tasks, reading, vocabulary, grammar and games, with answers, learning tips and links to websites. E-packs were produced before the introduction of Weblearn, and were used by lecturers for blended learning as part of a departmental policy, and have since been transferred to the Virtual Learning Environment, to be used in combination with a whole range of other materials. Weblearn does not include a weblink to the main package but students have access to individual exercises through a list of links placed in the homework folder. This is done in order to foster a greater integration between taught contents and materials made available to students through Weblearn.

- a selection of **exercises produced by BBC Languages** (reference materials, video clips, as well as speaking, reading and writing). Only links to individual tasks relevant to the contents of the previous lesson are uploaded on Weblearn, as opposed to a weblink to the whole BBC package. Materials can be viewed on http://www.bbc.co.uk/languages/french

Finally, students are expected to complete **one written task per week** as a follow-up to the class and to submit it to the teacher at the next session. These tasks may include letters or dialogues to prepare for the next session, and usually involve the use of links to authentic websites listed in the homework folder, such as Tourism Information Centres, train services or chains of restaurants.

Homework activities are organised as a series of links and word files or pdfs in a folder divided in weeks, as opposed to using more advanced functions of the VLE such as online quizzes or online assessment, owing to staffing and time issues, as well as a lower level of familiarity with these functions among staff and possibly among students in the early days of the introduction of Weblearn.

This section concerns students' engagement with the contents of the homework folder: e-packs, links to BBC materials and suggested written activities. Students are asked about their completion of homework activities (e-packs, BBC exercises and written tasks in question 15: "In the homework activities, which activities do you complete more often?" Statistical data is available as follows: completion of e-packs (ANNEXE 7), BBC exercises (ANNEXE 8) and written task (ANNEXE 9).

The following pie chart shows students' use of the e-packs for homework.

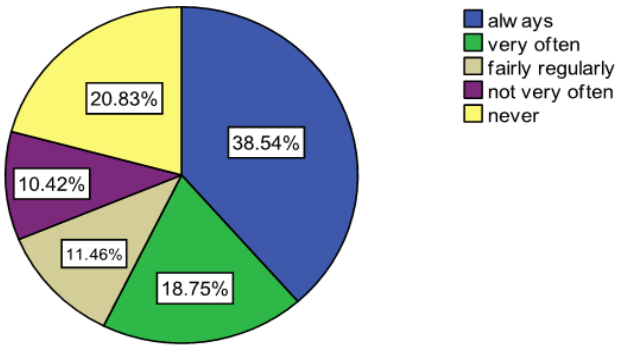

Figure 14: Use of the "e-packs" for homework

The Weblearn provision, including the homework folder and links to the e-packs, follows the same format, in terms of layout and contents, for beginners and post-beginners. 75% of beginners and just over 60% of post-beginners declare they "always" to "fairly regularly" complete their e-packs. It is important to note that at the time of the data collection, beginners had potentially used the e-packs for one semester while post-beginners had done so for a whole academic year.

Postgraduates on language-related programmes such as initial teacher training, translating and interpreting, display a greater level of engagement with the materials. The proportion of students who declare they "always" do their e-packs is highest among external students. Among undergraduates, whether they belong to HALE or to other faculties, the level of engagement with the e-packs appears higher for those whose French module forms part of their main programme of study. This may suggest that external factors such as they need to pass the module, and therefore to master the taught contents, affect students' engagement with the e-packs.

Differences also appear between students' level of engagement with the e-packs and their tutor. For example, over 70% of students taught by "tutors 4" and "5" always or very often complete their e-packs while for "tutor 2", the percentage is closer to 50. This question does not take into account what else students may do on Weblearn or which other materials they may use out of the homework folder. Data should be understood here in context, as the e-packs were used before the introduction of Weblearn. Weblearn includes a link to the e-packs but these materials can still be accessed from outside the VLE.

Statistical tests did not show any significant difference between the participants' use of the e-packs and their module, status or tutors. However, data from open questions and interviews give useful pointers regarding the e-packs on Weblearn. Indeed, they report on their user-friendliness, relevance and fun nature, as well as their integration with taught contents and the guidance provided by lecturers. A total of 15 comments highlight the participants' interest for the integration of materials and taught contents:

> I like that there are many exercises connected with the topics we do. (beginner)

> This year you have improved it because you put for every lesson a list of what to do. (post-beginner)

Fifteen comments concern the participants' lack of awareness of the tools and materials provided on Weblearn:

> Weblearn was not at all part of the routine in class. What I remember is the links towards the e-packs, only the link to the e-packs. (beginner)
>
> Weblearn is not something that we have been told much about. (post-beginner)
>
> The only reference that the tutor has given is around the e-packs...hence I use more e-packs than Weblearn in general....so perhaps if this guy would go more online to see how he can support us....probably there would be more learning. (post-beginner)
>
> the homework folder … I think I may have opened it....probably towards the beginning...I probably saw and did some of it...but I forgot what was on... (beginner)

When asked about their overall experience of Weblearn in question 2 ("How would you rate your experience of using Weblearn for self-study in connection with French?"), beginners report on the ease of use of the homework provision, including the e-packs:

> I can easily access and identify the links I have to follow. I like the folder called homework....it clearly indicates that it is something you should do. (beginner)
>
> Everything is clearly explained. Good combination of e-packs, BBC links and other exercises. (beginner)

Five comments concern the fun and motivational nature of the e-packs:

> What I like best ...games
> Feels more like playing than studying
> Ease of use and fun activities
> Study is fun with such entertainment

The following pie chart gives an overall picture of participants' completion of BBC activities for homework.

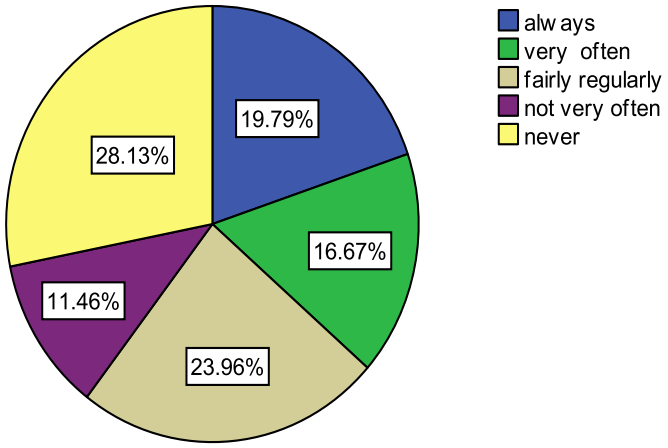

Figure 15: Completion of BBC activities for homework

Nearly 40% of participants declare they always or very often use the BBC activities set for homework, without any noticeable differences between beginners and post-beginners. Undergraduates taking French as an additional module, whether they belong to the faculty of HALE or others, display a greater engagement with these activities than other groups: Approximately 50% always or very often complete them. There is a cause for concern regarding the participants' completion of the BBC task set for homework in connection with the lecturers in charge of classes. For example, just above 7% of those taught by "tutor 5" always or very often work on these tasks, compared with nearly 60% of those taught by "tutor 6".

Although statistical tests showed no significant difference between the participants' use of the BBC activities and their module, status or tutors, data from open questions and interviews still gives a useful insight into the BBC activities set for homework, which mainly contain listening and speaking tasks, accompanied by a range of practice and support materials. Indeed, twelve comments concern the presence of audio materials, as many students find it difficult to master the French pronunciation. Remarks from beginners include:

> French …. Pronunciation is always an issue …. That is the biggest constraint.

> The tutor put interesting links and there are also videos from the BBC….I found them useful in getting a feel for the language as it is spoken by natives.
>
> The homework folder was good. I did all the listening tasks.

Post-beginners add that:

> the programme and contents was very good….I haven't got a problem at all.
>
> You can manage your own learning and access a wide range of resources including listening activities.
>
> I am able to navigate the facility and find information easily.

These 12 comments do not necessarily mean that more materials should be added, as all participants are at the early stages of learning French and, in some cases, may lack awareness of the materials available or may not know how to exploit them. Moreover, the tutors' views and experience of technology-mediated learning may also potentially affect the students' choices.

The homework folder also includes a list of written tasks which students should submit to lecturers at the next session. The following pie chart shows a very limited degree of engagement from the participants with these tasks.

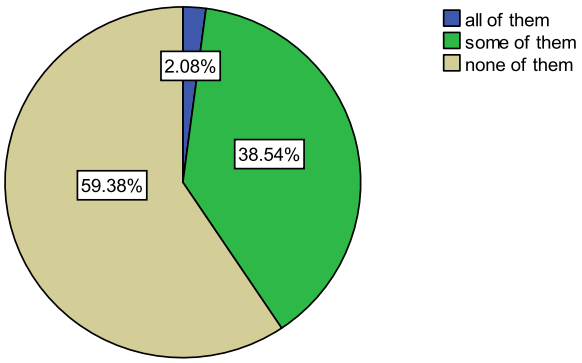

Figure 16: Submission of written tasks set for homework

Beginners display a lower level of engagement than post-beginners, as nearly 65% of them declare they do not complete any of the written tasks set for homework. This is a cause for concern at a time when participants need to acquire the basics of a subject, together with a set of study skills. However, this data should be considered in context,

bearing in mind that students may want to work independently and selected their own activities out of Weblearn, which is not recorded as part of the data collection exercise.

Differences are also visible when we look at the various categories of students as well as the groups taught by the various tutors. Once again, statistical tests concerning the completion of written tasks set for homework showed no significant difference in relation to the participants'module, status and tutor. Issues raised in previous sections may also be relevant here, such as the lack of time, alternative learning preferences, lack of awareness of the provision and guidance provided by lecturers. Representative comments include:

> The homework folder...I think I may have opened it...probably towards the beginning...I probably saw and did some of it...but I forgot what was on... (beginner)
>
> There is more than I am able to do. (post-beginner)
>
> Weblearn contributed a lot to my progress. It has a lot of things inside so you can practice a lot on Weblearn rather than just writing...so it is more practical than just writing. (post-beginner)

Twenty-seven comments concern the lecturers' engagement with Weblearn and the guidance they provide:

> I would say… tie it more closely with the lectures … you know…may be for homework…say…do this and do that for next week. (beginner)
>
> I would like more guidance as to what to study and when. (beginner)
>
> May be the teacher at the end of each class could explain how to use Weblearn and where to find the materials. (beginner)
>
> May be somebody to help out with any questions who will get back to me quickly. (beginner)
>
> Especially for homework, it is really useful if the teacher gives tips. (post-beginner)

Students report their interest in being guided by lecturers, in a context where, in addition to the use of the VLE and principles of blended learning, the study of French may be new or fairly new to them.

Both beginners and post-beginners indicate their satisfaction with the quantity and range of materials on offer. All the materials can potentially impact on one another, which

means, for example, that students may work less on some materials simply because there are other resources available, and not necessarily because they are not satisfied with some materials in particular. Indeed, when asked how satisfied they are with the contents of Weblearn (question 9), participants comment as follows:

> There are many materials available for free (beginner)
>
> A lot of information and tasks (beginner)
>
> I do like the variety of exercises and I do enjoy doing all sorts of things because I think they are all important like listening and reading and writing so I am satisfied that there is such variety so the further we go the more complicated things get...so the more I enjoy this challenge of doing these exercises (beginner)
>
> It has everything (post-beginner)
>
> I like the fact that there is a lot of information and exercises in order to improve my French (post-beginner)

Interesting issues are raised in this section such as time constraints, the lack of awareness of some aspects of the Weblearn provision, the integration between taught contents and Weblearn, the role to be played by lecturers for students support and the normalisation of Weblearn.

4.2.3 Students' attitude towards Weblearn

This section concerns participants' attitude towards Weblearn, as well as the reasons behind it: homework activities such as e-packs and BBC links, participants' confidence in their ability to use Weblearn, their interest in getting tips on using Weblearn for self-study as part of their French module, study skills such as note-taking in connection with the self-study element of Weblearn and perception of Weblearn as part of the routine in class.

Key elements of this section (such as the participants'' satisfaction with the layout, contents and provision for homework) were selected owing to the informal feedback given by students during lessons or language support activities, as well as my experience as a practitioner.

4.2.3.1 Participants' overall experience of Weblearn for self-study

This section concerns the participants' overall attitude towards Weblearn, including its layout and contents. Although the notion of satisfaction can be considered as vague and dependent on the individuals, it still provides a useful account of the users' views.

Question 2 asks: "How would you rate your experience of using Weblearn for self-study in connection with French?" Statistical data is available in ANNEXE 10.

Question 8 asks: "How friendly do you find the layout of the Weblearn home page for your French module?" Statistical data is available in ANNEXE 11.

Question 9 asks: "How satisfied are you with the contents of the folders on the French home page?" Statistical data is available in ANNEXE 12.

The following chart reveals a high level of satisfaction overall, as over 75% of participants are "very satisfied" or "quite satisfied" with Weblearn. Both beginners and post-beginners respond positively to Weblearn.

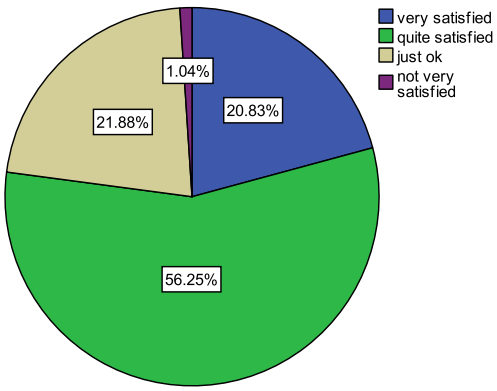

Figure 17: Overall experience of Weblearn for self-study

Among undergraduates, the proportion of students who declare they are "very satisfied" with their overall experience of Weblearn is higher among those who take French as an extra module, in addition to their main programme of study. Students from HALE appear to be slightly more positive towards Weblearn than students from other faculties. Post-graduates taking French for free, as well as external students seem less engaged with the provision. Differences are also visible in relation to their tutors: 46% of participants taught by "tutor 6" are "very satisfied" but none are with "tutor 4".

Statistical tests only showed a significant difference between the participants' experience of Weblearn and their tutor. Data obtained through open questions in the questionnaire and during the follow-up interviews provides useful additional information on students' overall experience. Students describe Weblearn as easy to use, convenient and useful, and report only very limited number of technical issues. Using Weblearn for other modules contributes positively to their experience and there is no indication of any difficulty caused by a potentially different organisation or use of Weblearn in other programmes of study.

Eighteen comments from beginners indicate that they see Weblearn as useful and convenient. Remarks include:

> easy to use and a constant method of revision
>
> I can practise and revise anything which is relevant to my course
>
> everything is in one place
>
> 24/7 access anywhere…the information is always there
>
> Good exercises and access to materials used in class
>
> I would say that it helps me a lot … I accessed it two or three times a week and every time I revised for French, I used Weblearn and the book….so it helped me quite a lot

Twenty-five comments from post-beginners reinforce the beginners' positive views of Weblearn as useful and convenient. Sample comments include:

> easy to use and accessible where I want
>
> It is user-friendly: I use it when I am tired
>
> Independence of use
>
> I can access from work….I can revise without having books with me and it is more relaxing and less boring that reading a book.
>
> easy, useful and plenty of information
>
> I am very satisfied. It makes learning very interesting, colourful and fun… what I need in order not to sleep in front of it.
>
> Weblearn contributed to my progress. It has a lot of things inside so you can practise a lot on Weblearn instead of just writing.

> I think the first source for me is still the book but then Weblearn has got more than the book. It links with some things which are real, some good things like video clips from the BBC.
>
> It is very useful…you know … the boss is not in the office…and there is half an hour free…you just go on Weblearn…while you cannot always have the book with you and take it out…and sometimes the book is boring…and the computer is always a bit more interactive.

Nine comments are made by participants (five from beginners and four from post-beginners) specifically about their previous experience of Weblearn. Participants consider that their previous experience of Weblearn contributes positively to their learning experience in French. Comments from beginners include:

> I use Weblearn anyway for my other modules.
>
> I feel very confident as my IT skills are quite good.
>
> I am in my final year at uni so I know Weblearn perfectly.
>
> I am in my third year…I have used it for a while.
>
> I have used it for over a year.

Comments from post-beginners indicate similar views regarding the students' previous experience of Weblearn. Representative comments can be read as follows:

> I have used it for a long time
>
> I have been using Weblearn for four years
>
> I am in my final year and I have been using it constantly during the past three years
>
> This is my second semester and I know more about Weblearn

In addition, in response to "What do you like most about Weblearn in connection with French?" (open question 4), five comments from beginners concern the fun nature of the materials:

> What I like best …games
>
> Some activities are very entertaining and useful
>
> Feels more like playing than studying

What I like most? The ease of use and the fun activities

Study is fun with such entertainment!

Five comments only concern technical difficulties (such as logins, popups or problems with Java), three from beginners and two from post-beginners.

4.2.3.2 Satisfaction with the layout of Weblearn

Participants are then asked in question 8 to rate their satisfaction with the layout of Weblearn, as shown in the following pie chart.

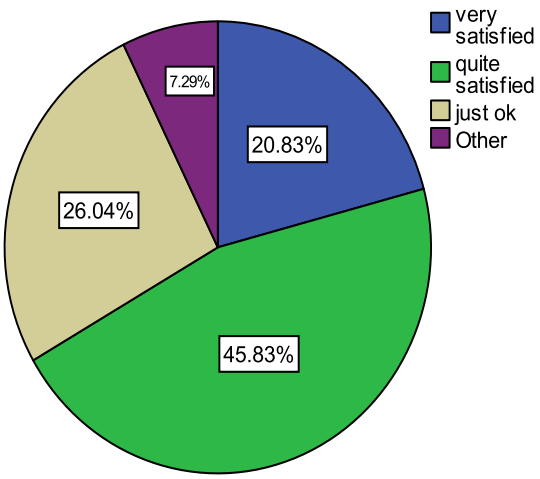

Figure 18: Satisfaction with the layout of Weblearn

Overall, nearly 70% of participants are "very satisfied" or "quite satisfied" with the layout of Weblearn.

Beginners and post-beginners appear to share similar views regarding the layout of Weblearn, to which they respond positively. Among undergraduates, the proportion of respondents who are "very satisfied" with the layout of Weblearn is higher among students from HALE than among undergraduates from other faculties. When data is considered across faculties, undergraduates who take French as an extra module have a greater proportion of "very satisfied" participants than those who take it as part of their main programme of study.

Differences in students' satisfaction with the layout of Weblearn are also visible when the data is considered in connection with the various tutors.

Statistical tests showed no significant difference in relation to the participants' module, status and tutors. Data obtained through open questions in the questionnaire and during the interviews provide useful information regarding the participants' satisfaction with the layout of Weblearn.

Twenty-four comments from beginners concern a perceived difficulty to navigate, owing to the quantity of materials and the number of layers and sub-layers of folders. Some of the comments can be read here:

> It is just ok…quite cluttered in terms of design and contents
>
> Sometimes, there is a bit too much on it...may be … I don't know…
>
> The thing I would like to say is that…what I did not like was again the layout but besides that…I cannot think of anything else
>
> Sometimes it is a bit confusing because there is so much material that it takes a long time to find the links I want to use
>
> it is quite scattered owing to the quantity of information
>
> Too much going on and every teacher adds different stuff

Eight comments from beginners are positive towards layout of Weblearn and some of them are included here:

> I can easily access and identify the links I need to follow
>
> I like the folder called "homework"… it clearly indicates that it is something you should do
>
> I find that there are most of the things I want
>
> It is easy to use
>
> I don't think the layout is extremely important: the contents are what I am looking for

Nineteen comments from post-beginners suggest a need to streamline Weblearn, regarding the quantity and organisation of materials. The proliferation of materials and the use of too many layers and sub-folders are seen negatively. Comments include:

> It needs more clarity. There is too much. It is not clearly directed or labeled
>
> Sometimes, I get lost in navigation. But, overall, good resources

> How it is organised, it needs some tutor explanation
>
> Mostly, it is well thought out but 10% of the time, it is fiddly and counter-intuitive

Nine comments from post-beginners are positive towards the organisation of materials and their presentation. Selected remarks are included here:

> It is easy to navigate and divided into appropriate sections
>
> The use of icons makes it easy to identify materials and folders
>
> Each folder is clearly labeled
>
> It is easy to understand and to know what can be found and from where

Only three negative comments concern the use of colours, graphics and icons. One external student declares:

> I must say that it should look a bit more professional with fewer "fun" icons. Am I getting too old?

Students are also asked about their attitude towards the contents of Weblearn. Their response should be considered in relation to previous sections of this chapter concerning the overall experience of Weblearn and the layout. Data presented in this section concerns the general contents of Weblearn, as well as the homework folder. I asked participants specifically about the homework folder as it is something that they are meant to complete after each class, whereas the other materials on Weblearn are used in class or for self-study left to the appreciation of the individual students.

4.2.3.3 Satisfaction with the contents of Weblearn

The following pie chart shows the participants' level of satisfaction with the general contents of Weblearn.

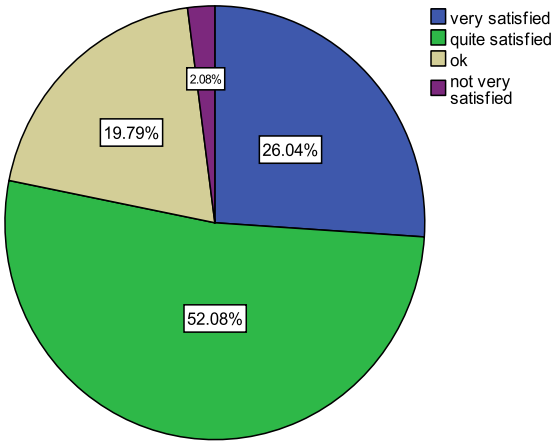

Figure 19: Satisfaction with contents of Weblearn

Nearly 80% of participants are "very satisfied" to "quite satisfied" with the contents of Weblearn. Most other students still consider the contents as acceptable and the proportion of participants who are "not very satisfied" is limited to around 2%. Beginners and post-beginners display similar levels of satisfaction.

Undergraduates from HALE have a higher proportion of "very satisfied" users (83%) than students from other faculties (just under 50%). Across faculties, undergraduates who take French as an extra module (72%) display a greater satisfaction with the contents than those who take French as part of their main programme of study (40%), based on the proportions of "very satisfied" users. All the postgraduates from language-related courses taking French for free, in addition to their main programme of study, declare they are "quite satisfied" with the contents.

Differences are also noticeable when data is considered in relation to the lecturers in charge of the various groups. For example, "tutor 5" is the only lecturer whose students (over 14%) declare being "not very satisfied". Other lecturers are not affected.

Once again, statistical tests showed no significant difference in relation to the participants' module, status and tutor. However, participants made useful comments in

the open questions and during the interviews. Thirteen comments from beginners are positive towards the quantity, variety and relevance of materials. Some of their comments are available here:

> I like that there are many exercises connected with topics
>
> It has a variety of resources
>
> Lots of different activities

Nine comments from beginners show their satisfaction on listening, speaking and grammar materials. The availability of listening and speaking materials is especially popular, with comments such as:

> French pronunciation is always an issue…that is the biggest constraint
>
> The tutor put some interesting links and the BBC videos. I found them very useful in getting a feel for the language as it is spoken by natives…. I found that very good and very interesting.

Listening and speaking are often perceived as difficult in French by beginners and post-beginners. Although many resources concerning the pronunciation, listening and speaking are available on Weblearn at the time of the data collection, five comments from beginners indicate that the students want to have more of them. Such comments may be caused by real difficulties experienced by beginners in this area or by their lack of awareness of the current materials themselves or how to best exploit them. Comments include:

> I want to have more audio files…the reason is that I am not sure how to pronounce things and in the very beginning French is a very difficult language and you find something very daunting so you feel you may need a bit more audio support.
>
> I do like the variety of exercises and I do enjoy doing all sorts of things because I think they are all very important like listening, reading and writing so I am satisfied that there is such variety….so the further we go the more complicated things get…so the more I enjoy the challenge of doing these exercises […] I would like more mp3 tracks because listening is difficult for me.

Seven comments indicate that beginners find the contents of Weblearn particularly useful. Another seven comments show that beginners are especially keen on the web-based nature of Weblearn and the quality of the links, which includes materials

produced by the BBC such as video clips, audio files, reference sheets and a variety of exercises:

> The whole idea of having an online repository for everything is a great idea.

Two comments from beginners indicate they are especially satisfied to benefit from all these materials for free. One beginner says staff should ensure that all weblinks work. Another one would like to see more materials to work on. And finally for beginners, one student is aware of the homework folder on Weblearn but would like more support in this area.

Eleven comments from post-beginners express a positive attitude on the quantity and variety of materials available. Some remarks are of particular interest:

> Weblearn is quite appropriate. Every folder is different and their title is perfect, I think.
>
> There was the option to buy a cd with the book, which was expensive. I went online and did a lot of listening exercises. It was useful.
>
> It is useful because you have the same thing at home as in the lessons.

Eight comments from post-beginners show that they like Weblearn because it is self-contained, web-based and contains useful links. Five comments from post-beginners are negative as students want more listening, grammar and reading materials to practise with, one who would like downloadable materials and one who does not enjoy the poems and songs available to them.

In addition, participants also comment on the risk of confusion caused by the quantity of materials and the inability to complete all the tasks owing to lack of time. These comments should nevertheless be counter-balanced with the previous ones where students are satisfied with the quantity and range of materials.

Both beginners and post-beginners view Weblearn favourably and recognise its usefulness, as replied to closed questions in the self-completion questionnaires. Answers to open questions reveal a difference between the two groups. Beginners are interested in audio materials, listening and speaking practice in various formats. Post-

beginners, while still interested in listening and speaking resources, express their preference for a more streamlined provision of Weblearn.

4.2.3.4 Attitude towards the homework folder

This section concerns the participants' satisfaction with the contents of the homework folder. Participants are asked about their satisfaction with the homework folder in question 10 of the questionnaire: "In the homework folder, how satisfied are you with the e-packs, BBC links and written activities?" Statistical data regarding the participants' satisfaction with the homework folder is available as follows: e-packs (ANNEXE 13) and BBC links (ANNEXE 14). Participants display a lesser degree of engagement with the suggested written tasks and therefore it is considered more important to focus on the e-packs and BBC links. An important notion, especially in the context of self-study, concerns study skills such as note-taking as part of the students' use of Weblearn (question 16: "Do you take notes when you work on Weblearn for French?"). Statistical data concerning Question 16 is available in ANNEXE 15.

The following pie chart gives an overall picture of the participants' satisfaction with the epack activities for homework.

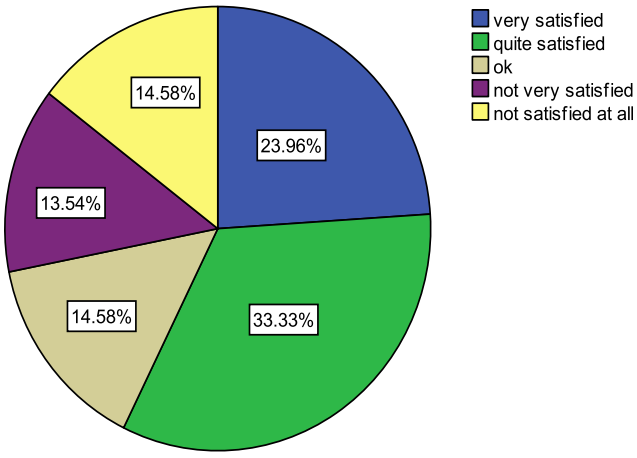

Figure 20: Satisfaction with e-packs for homework

Post-beginners display a lower level of satisfaction than beginners: nearly 21% declared they are "not satisfied at all".

Among undergraduates, the proportion of "very satisfied" students is similar whether students belong to the faculty of HALE or to other faculties (approximately 38%). Across faculties, students who take French as part of their main programme of study display a greater proportion of "very satisfied" students (just under 50%) than those who take French as an extra module (around 27%). Discrepancies are also noticed between students depending on the lecturer in charge of the face-to-face component of the module as, for example, the proportion of students who are "not satisfied at all" varies from 0 with "tutor 3" to around 29% with "tutor 6".

Statistical tests showed no significant difference between the participants' satisfaction with the e-packs set for homework and their module, status and tutors. However, participants made useful comments on this issue in the open questions and as part of the interviews.

Five comments from beginners concern the visual aspect of the e-packs and their degree of awareness with these exercises:

> Personally, I don't get much of the e-packs visually
>
> I like revising things on the e-packs
>
> Too many pictures and icons…the graphics are a bit ugly but it is not a serious matter
>
> I don't like the colours
>
> I can't remember the list of suggested written activities...the link to the e-packs, only the link to the e-packs…

Five comments from post-beginners also concern on the visual aspect of the e-packs and the integration of Weblearn materials with taught contents:

> I must say it should look a bit more professional with fewer funny icons
>
> The only reference that the tutor has done is around the e-packs…hence I use more the e-packs than Weblearn in general
>
> Last year, there was a discrepancy between what we did in class and the e-packs. But this year, you have improved it because you put a list for every lesson of what to do…so that improved it of course
>
> not tightly structured around the course
>
> It should follow more closely the topics we cover in the classroom

The homework folder, which all the students are meant to complete, also contains links to materials produced by the BBC. The following pie chart gives an overall picture of the participants' satisfaction with the BBC activities links.

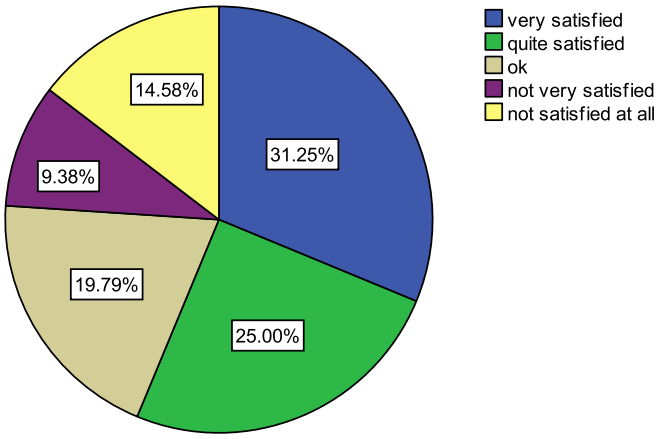

Figure 21: Satisfaction with BBC activities for homework

Less than 60% of participants overall are "very satisfied" or "quite satisfied". This happens while previous sections report on students' interest in the contents of materials on Weblearn, online materials, listening, grammar. Differences between beginners and post-beginners are not very visible.

Undergraduates from HALE have a lower proportion of "very satisfied" students (just over 59%) than undergraduates from other faculties (nearly 70%). Across faculties, there is a lower proportion of "very satisfied" students among those who take French as part of their degree than among those who take it as an extra module (over 77%).

Differences are visible in students' response according to the lecturer in charge of their face-to-face component. For example, nearly 40% of those taught by "tutor 1" are "not satisfied" or "not satisfied at all", while with "tutor 6" the percentage is just over 7%.

Once again, statistical tests concerning the participants' satisfaction with the BBC materials showed no significant difference in relation to their module, status and tutors. Few students comment specifically about the BBC links in the questionnaires but previous sections point out towards an overall appreciation of the web-based nature of Weblearn, especially the listening and speaking materials which are also included in the BBC links. Issues are considered as potentially inter-related and figures and comments

should be read in relation to previous sections on the use of and satisfaction with Weblearn.

Seven comments from beginners indicate that what they like best is the BBC materials, with comments including:

> The tutor put a few interesting links and the BBC videos…I found them very useful in getting a feel for the language as it is spoken by natives
>
> I mean if you really wanted to do everything properly that is asked there, it is going to take you many hours a week

Finally, the following pie chart gives an overall picture of the participants' satisfaction with the written tasks set for homework.

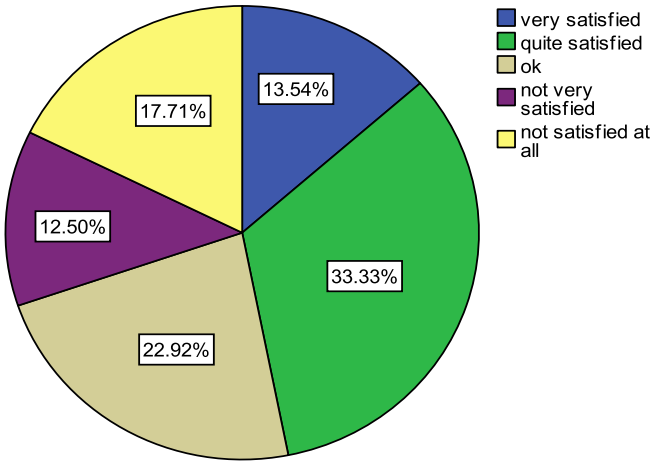

Figure 22: Satisfaction with written tasks set for homework

Nearly 36% of participants declare they are "not very satisfied" or "not satisfied at all". 40% of postgraduates from language-related programmes or on initial teacher training say they are "not satisfied at all".

The following comments obtained from the questionnaires and as part of the interviews seem particularly informative:

> I would say I prefer more guidance in terms of what to do for each week that we come into class. So, at the end of the lesson, if we have the tutor say now for next week prepare this and this precisely on Weblearn… I think it would really help.

> Weblearn contributed a lot to my progress. It has a lot of things inside so you can practise a lot on Weblearn rather than just writing
>
> I mostly prefer to study on books
>
> I prefer to use books and lecture notes

Participants display a lesser degree of satisfaction with the homework folder than with the general layout (with nearly 67% of students who are "very satisfied" or "quite satisfied", and contents (with around 78% of "very satisfied" or "quite satisfied" students).

Information given about students' appreciation of the activities set for homework, e-packs, BBC links and written tasks should be read taking into account the context in which materials are used and the research is conducted, in relation to the various sections about the use of and satisfaction with the materials, the integration of materials, the guidance expected from lecturers, issues concerning the lack of awareness of materials, reported difficulties in areas such as listening and speaking, as well design issues including the proliferation of materials.

4.2.3.6 Issues regarding study skills and confidence

It is standard practice among lecturers on the programme to advise students to take notes (ANNEXE 15) of new words and phrases, grammatical points and other relevant items when they completed activities based on Weblearn for the self-study component of their French module. Indeed, taking notes is considered as a key skill in this context.

The following pie chart indicates that less than a third of participants always or usually follow this advice.

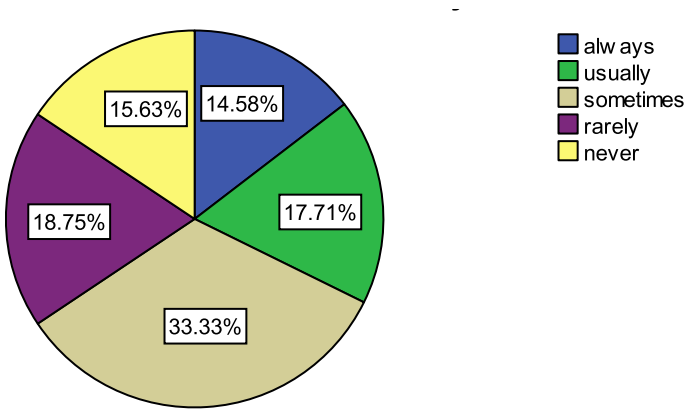

Figure 23: Frequency of note-taking as part of Weblearn for homework

There are only minor differences between beginners and post-beginners regarding the frequency of their note-taking as part of their self-study on Weblearn. When data is considered from the perspective of the various categories of students, undergraduates from HALE who "always" or "usually" take notes count for just above 30%, while just above 70% from other faculties do. Undergraduates from HALE who take French in addition to their main programme of study may be a cause for concern as nearly 70% of them declare they "rarely" or "never" take notes, which can have a negative impact on their learning experience and their progress. There appears to be a greater spread of practices regarding note-taking when data is looked at according to the tutors in charge of the face-to-face component of the module.

Statistical tests concerning the participants' frequency of note-taking as part of the homework set on Weblearn showed no significant difference in relation to their module, category or tutor. Participants did not comment specifically on this issue. Student practices regarding note-taking are especially relevant in a context of scaffolding and progressive development towards the stage of efficient e-learners (Salmon 2002 & 2011; Tammelin et al 2008 and Sharpe & Beetham 2010).

In question 3 students are asked: "How confident do you feel in your ability to use Weblearn?". Statistical data is available in ANNEXE 16.

In question 7, students are asked to read the following statement and indicate their views by means of a tick on a Lickert scale: “I would like to get some tips on how to use Weblearn for self-study.” Statistical data is available in ANNEXE 17.

The following pie chart shows students’ overall level of reported confidence in their ability to use Weblearn. It is important to stress that these answers are provided as part of the questionnaires and are anonymous, unless they volunteer to participate in follow-up interviews and therefore leave their contact details. Nearly 90% of participants report they are “very confident” or “quite confident” in their ability to use Weblearn.

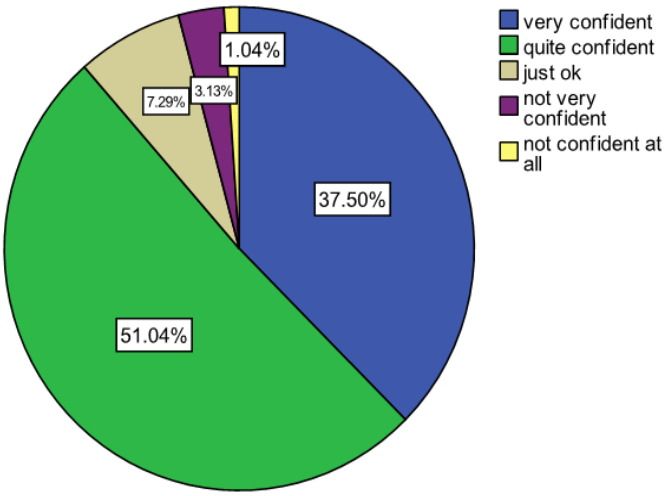

Figure 24: Confidence in ability to use Weblearn

Both beginners and post-beginners appear to display similar levels of confidence in their ability to use Weblearn, although around 8% of beginners declare they are “not very confident” or “not confident at all”. This may be caused by the fact that beginners have just started learning a new language where technology-mediated learning is likely to occupy an important place, while post-beginners have already gained more experience of French and they are also more familiar with Weblearn if they also attended the beginners’ module at the targeted institution.

Differences are visible in relation to students’ status. For example, 60% of post-graduates from language-related programmes declare they are very confident in their ability to use Weblearn. This may be due to various reasons such more advanced study skills, a greater experience of academic demands, a previous use of Weblearn especially

if they completed their undergraduate studies at the targeted institution, as well as a greater experience of and ability in language learning, as all these post-graduates come from programmes designed to train them as language teachers, translators and interpreters. External students report a very high level of confidence indeed, as over 90% say they are "very confident" or "quite confident". This nevertheless happens in a context where data appears to show a more reduced engagement with Weblearn from this category. Indeed, students' perception of their confidence is a relative issue and can be affected by many external factors. It is of interest to see that undergraduates from HALE display a slightly lower level of confidence than those from other faculties, as displayed in ANNEXE 16, and that those who take French in addition to their main programme of study feel less confident than those whose French module counts for their degree.

Some differences appear in students' reported level of confidence when data is considered in connection with the tutors in charge of the face-to-face component of their French modules but there is no cause for concern, owing to the overall high level of reported confidence.

Statistical tests concerning the participants' confidence in their ability to use Weblearn showed no significant difference in relation to their module, status and tutors. Data obtained through open questions in the questionnaire and as part of interviews provides useful additional information on the issue of confidence.

Eight comments concern specifically their previous experience of Weblearn on other programmes of study, highlighting its positive impact on their learning experience as part of their French module. Representative comments can be read here:

> I am in my final year and I have been using it constantly during the past three years so I feel very confident

> I am quite satisfied. It should not be an option but a must, a real part of the course

Seven comments concern the benefits of integrating the Weblearn provision to the taught contents.

> Weblearn contributes to my progress because I would go on it and use it rather than the book because it is closer to the programme

> You can apply and use what you have done in class
>
> The materials on Weblearn relate to what you have done in class
>
> I think it was good when it was done in class and when we were doing exercises together…so I think it was really useful

Finally, six comments from beginners concern the support provided by their tutor. Some of their remarks can be read here:

> I think there is enough support from the tutor and Weblearn has been pointed out to the students all the time. There is good support…now I think it is more up to the students to use it
>
> I was satisfied with the guidance
>
> Using Weblearn in lesson time…yes, it helped. If you don't understand, you can just tell the teacher…
>
> When I first started it was like "oh my god, what is it?" But then, slowly slowly…I spoke to you about it…and then, when I gradually started using it, it was quite easy for me to use….at first I did not understand anything but then slowly, gradually, you learn…
>
> It was our tutor…he used it quite intensively, especially in the first few weeks…to show them where everything is and to encourage students to use the activities
>
> Weblearn is not something that we have been told much about…The only reference that the tutor has given is towards the e-packs…hence I use the e-packs more than Weblearn in general…so perhaps if this guy would go more online…to see how he can support us...probably there would be more learning

Participants are also asked whether they are interested in getting tips (ANNEXE 17) from lecturers on how to use Weblearn, as shown on the following pie chart:

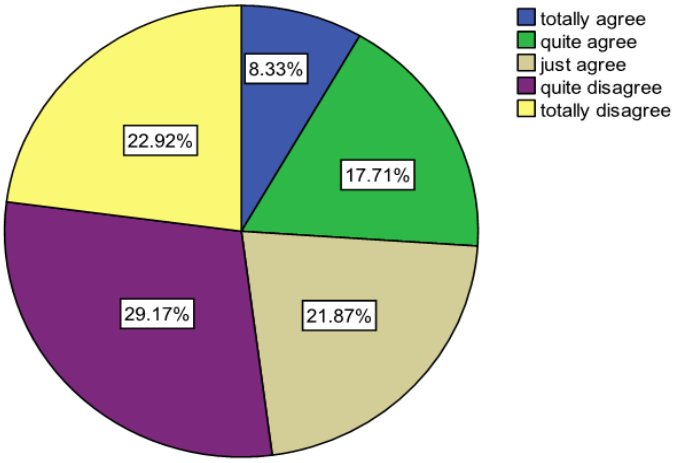

Figure 25: Interest in getting tips on how to use Weblearn

Nearly 53% of participants indicate they "quite disagreed" or they "totally disagreed" when asked if they want tips on how to use Weblearn. Only a small minority (just over 8%) admitted they "totally agreed" with the statement. More information is available in ANNEXE 17.

Beginners and post-beginners display a similar attitude to each other in their interest in getting tips from their tutor on how to use Weblearn, with a spread of views across the five points of the Lickert scale from "totally agree" to "totally disagree".

When data is considered from the perspective of the various categories of participants such as undergraduates, post-graduates, external students, post-graduates and external students display little interest in getting tips from the lecturers. Indeed 60% of post-graduates "quite disagree" or "totally disagree" with the following statement: "I would like to get tips in how to use Weblearn" and approximately 68% of externals share these views. A third of undergraduates taking French in addition to their main programme of study also disagree with this statement, whether they belong to the faculty of HALE or to other faculties. Across faculties, undergraduates who take French as part of their main programme of study display an even lower level of engagement with tips which may be given by tutors, as figures approximate 50% among students who "quite disagree" and "totally disagree" with the statement given above.

Differences emerged in relation to the various teaching groups. For example, 75% of students taught by “tutor 4” “quite disagree” or “totally disagree” with the statement provided, while the Figure is just under 17% for those taught by “tutor 3”.

Statistical tests concerning the participants’ interest in getting tips on how to use Weblearn showed a significant difference only in relation to their module.

4.3 Discussion of findings

4.3.1 Significance of results

In this chapter, answers to closed questions from the Weblearn questionnaire were normally looked at from the perspectives of the module (beginners or post-beginners), categories of students (such as undergraduates or post-graduates) or tutor in charge of face-to-face classes.

An important issue in my research is that results of most of the chi-square tests are considered as non-statistically significant. One notable exception is the significance of the results (p=0.018) between the participants’experience of Weblearn and their French tutor.

Another example concerns students’ confidence in their ability to use Weblearn and their satisfaction with the written tasks for homework (p=0.028). Research on the transferability of digital literacy skills is of particular relevance here (Haythornwaite 2007; Tammelin et al 2008; Ellis & Goodyear 2010; Walker et al 2010).

I also find it important to indicate that several results, although not strictly speaking significant, are getting quite close to showing statistical significance and more information is available in the annexe section. In addition, chi-square tests were calculated in order to investigate the data further and showed statistical significance between students’ experience of Weblearn and its layout (p=0.045), their experience of Weblearn and its contents (p=0.000), their confidence in their ability to use Weblearn and the desire to get learning tips from the lecturers (p=0.008), their confidence and their satisfaction with the written tasks set for homework (p=0.028), as well as how much they feel Weblearn has become part of the routine during classes and their completion of the e-packs (p=0.050).(Bax 2003, 2006a, 2006b; Chambers & Bax 2006). However, figures do not indicate the nature of the relationship and therefore qualitative

data provided by students in open questions of the Weblearn self-completion questionnaire and in follow-up interviews is useful in order to gain a greater insight into students' experience of Weblearn.

4.3.2 Comments

Technologies have become part of our daily lives so students expect them in formal learning contexts. The education sector needs to meet student expectations (Attwell & Hughes 2010; Garrison & Vaughan 2008; OLTF 2011). Technologies have transformed the way we learn and teach, which implies a need to adapt, both for learners and teachers (Bax 2003, 2006a, 2006b; Chambers & Bax 2006; Littlejohn & Pegler 2007; Mayes 2009; Warschauer & Matuchniak 2010; Pachler & Daly 2011). Indeed, data shown in the previous section indicates that although my students may generally be considered or may consider themselves as digitally literate, they often lack awareness of the various tools available to them and, in addition, may not always know what to do with them in formal learning contexts.

Data from my research shows that students welcome the guidance provided by lecturers in class, as well as the integration of Weblearn with classes. Learning is a social activity: Socio-constructivist principles are a recurring feature of current research in the field of e-learning (Sharpe et al 2006; Mason & Rennie 2006; Weller 2007; NUS 2010; Selwyn 2011). Teachers have a key role to play in establishing a social presence in learning (Laurillard 2002; Garrison 2011).

Most students have acquired a range of digital literacy skills (Conole et al 2006). This does not mean that everyone has reached an appropriate level of digital literacy (Sharpe et al 2009). Several researchers advised caution regarding the transferability of digital literacy skills to formal learning contexts (Haythornthwaite 2007; Tammelin et al 2008; Ellis & Goodyear 2010; Walker et al 2010).

New knowledge is based on previous knowledge (Mason & 2006) and students need to be empowered (Mayes & Freitas 2007; LLIDA 2008/2009) and guided in a carefully structured manner: scaffolding is essential to the development of efficient e-learners (Salmon 2002 & 2011; Holmes & Gardner 2006; Tammelin et al 2008;

Sharpe et al 2010). Finally, providing guidance is not sufficient: the learning context and the timing of the guidance are also key ingredients (Wise & O'Neill 2009).

Weblearn had been in place at the targeted university for two years at the time of the data collection, with an increasing degree of normalisation. Overall, students respond positively and declare they are confident in their ability to use it. However, findings indicate that students may make a greater and more efficient use of Weblearn, as some of them lack awareness of some functions such as communication tools and range of materials (including how to exploit them). In addition, they welcome the integration of lectures and self-study or "homework and value the guidance provided by tutors in a context of normalisation of Weblearn.

In a context where just over 60% of students consider Weblearn as being part of the routine in class (Question 6: "Read the following statement and indicate your views by ticking one box only: Weblearn is now part of the routine in my French lessons"), it may be beneficial for lecturers to work in tandem with students, show them what to do and ensure that Weblearn and taught contents are fully integrated, leading to a greater normalisation of the VLE. This may constitute a shift from their more traditional position of source of subject-specific knowledge, towards a greater involvement in the transmission of study skills regarding technology-mediated learning and language acquisition, in order to maximise the students' learning experience:

> There should be no doubt of the essential role teaching presence plays in integrating the various elements of an educational experience made ever more challenging by the responsibilities of e-learning.
> (Garrison & Anderson 2003:66)

Lecturers have a central role to play in students' use of the VLE, both in and out of class, by not only transmitting knowledge, but also by acting as facilitators. This does not mean inventing new pedagogies per se, but a shift in pedagogical and learning practices, as explained by Oliver (2006:134):

> The challenge is not to establish new pedagogies for e-learning in the simple sense of coming up with new things to do with learners. Instead, this more complicated picture requires a more conservative approach: finding out what teachers do and why, and then working out how technology can best be used to support that.

Adopting Weblearn as part of the class routine and guiding students every step of the way are likely to lead to a greater normalisation among students:

> The key is to embed e-learning in regular learning and teaching activities, to seek feedback from stakeholders at regular intervals and to ensure flexibility of the provision, in hand with careful training. (Ticheler 2008:133)

This can be done in various ways, such as briefing students on the blended nature of the module and organising a hands-on demo at the first session, focusing not only on the various functions but also on what to do as learners. Giving learning tips as part of the class, showing new materials and ensuring the integration of materials would appear as appropriate steps. In addition, it would seem important to use Weblearn as a preferred tool of communication, with specific reference to these communications in class. In short, the key is to embed e-learning in regular learning and teaching activities, in hand with careful training. In addition, Ticheler & Sachdev (2011:170) point towards socio-constructivist practices and the motivational function of the lecturers' role, as "clearly, teaching staff need to guide and motivate students to make regular use of resources and materials presented to them."

Indeed, there is a need for lecturers to integrate this perspective, in a context where digital learning design should facilitate the shift towards learner-focused activities (Laurillard, 2008). Here again, the various lecturers may have reached various degrees of normalisation of Weblearn and may have adopted diversified pedagogical practices. Students who display a lack of interest in getting tips on how to use Weblearn may be taught by a lecturer who fully integrates a whole range of learning strategies, including those related to Weblearn as part of the normal routine of classes. Others may operate in a context where the lack of awareness of learning strategies, including those applied to e-learning, is more prominent. In some cases, lecturers may potentially make a lesser use of Weblearn than expected within the context of the institution.

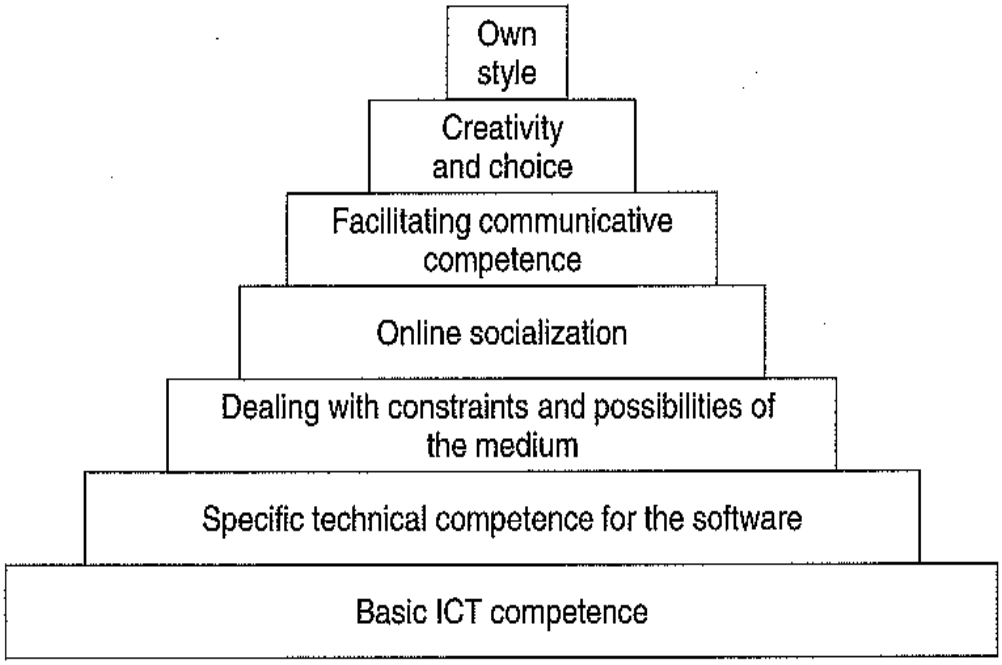

Figure 26: Skills Pyramid (Hampel & Stickler 2005:317)

Although my thesis focuses on students' own experience of Weblearn, the research can be considered as affected by the constrained environment of the institution and by the impact of tutors' views, past experiences and diversified pedagogical practices. In addition to models provided by Salmon (2002&2011) and Sharpe and Beetham (2010), the Skills Pyramid (Hampel & Stickler 2005) which concerns specifically online tutors is particularly relevant here, although the blended learning context of this thesis may be considered as different, with weekly face-to-face taught sessions and a regular presence of both staff and students on site at the targeted institution. The notions of "basic ICT competence" and the progression towards the adoption of their "own styles" by tutors mirror issues raised earlier in this paragraph, such as the tutors' previous experience, current level of competence and development of new skills, towards the adoption of "own styles", which in themselves may lead to diversified views and practices in their pedagogy.

Weblearn is viewed positively by students, with both beginners and post-beginners welcoming this provision and in particular the integration between taught contents and materials placed on the VLE. However, although students display a great deal of

confidence in their ability to use Weblearn, they also express the desire to be guided by their lecturers, in order to boost their experience on the VLE. In this context, the role of lecturers appears to shift from that of subject-specific knowledge transmitters to include the role of facilitators, not only regarding language learning, but also e-learning. Such findings promote the notion that it is important for lecturers to fully integrate socio-constructivist practices and redefine their role to adapt to ever-changing practices. One should nevertheless bear in mind that this research appears to be affected by the context in which it takes place, in particular the institutional context, the tutors' own views, past experiences and background, as well as what may be happening outside Weblearn: external factors which may affect both tutors and students, availability of materials and possibility to engage in learning activities out of Weblearn.

Students seem to have shown more engagement with activities well-known to them such as the institutional e-packs than with the collaborative activities such as blogs currently favoured both in and out of the institution. Students have also mentioned their preference to have what they consider "real activities" such as a blog where the teachers are involved for a real purpose, as part of meaningful tasks which may in some cases count towards their assessment. This also means that tutors should ensure that their activities are led by pedagogy and not just by the latest trends.

In a context of ever-increasing promotion of learner autonomy, at a time where students are driven towards collaborative learning by the educational discourse and their lecturer, I would personally advise caution on this path, if students are to be given the appropriate tools and driven towards a rewarding and efficient learning experience.

CHAPTER 5: CONCLUSION

This final chapter is composed of the following sections:

5.1 Limitations of my thesis

5.2 Contribution to knowledge

5.3 Summary of recommendations

5.4 Opportunities for further research

5.5 My experience of the EdD doctoral programme

5.1 Limitations of my thesis

I am aware that my thesis may be considered as having limitations and these include: lack of data on students who do not engage with Weblearn, research conducted at a single institution (which is also my place of employment), cross-sectional study as opposed to longitudinal study, scope of the pilot study and finally, issues concerning the data collection tools and design for the main data collection exercise.

First, I believe that students who do not engage with the institutional VLE or only do so in a limited manner are less likely to participate in research about it. It would nevertheless be an interesting area to investigate and a useful addition to my thesis. However, research can only be conducted with volunteers, making them aware of the nature and scope of the activity (BERA 2011).

Second, the data was collected from one institution only and therefore some readers may claim it would have been useful to have a wider source of data. The rationale for my thesis stems from the notion of reflective practice for the lecturers and the identification of local needs such as the necessity to know what the students think in order to tailor our teaching to their needs and to support them as efficiently as we can. While my thesis originates at local level within the context of a particular institution, it has implications for staff training, development and practice. This may be of interest to wider audiences as part of their reflection on and practice of their own professional skills. My thesis concerns students' experience of a VLE in a particular context of

blended learning and as a consequence, I take the view that it is important to ensure a consistency of samples and experiences from which to base the research.

Third, data collection took place at my place of employment and many students knew me at least by name and this could potentially lead to some distortion in the response, as well as the possibility to add my own perspective to the research owing to my internal knowledge of the institution. These concerns were nevertheless limited by the anonymous nature of the questionnaire, as students only gave me their name and contact details if they volunteered for follow-up interviews. There was no possible gain in providing desirable answers, owing to quality monitoring procedures in place at the university, such as double marking and the involvement of external examiners. I believe that my own potential for distorting the data was fairly limited owing to the careful post-categorisation and labelling of answers to interview questions and open questions from the questionnaire, as well as the statistical treatment of data obtained from closed questions. The potential for distortion may not have disappeared completely and I should acknowledge this. Indeed, my thesis follows constructionist epistemological principles, which indicate that:

> there is no objective truth waiting for us to discover it. Truth, or meaning, comes into existence in and out of our engagement with the realities in our world [...] in this understanding of the knowledge, it is clear that different people may construct meaning in different ways, even in relation to the same phenomenon (Crotty 2003:8&9).

The theoretical perspective of my thesis combines interpretivism with post-positivism, with hermeneutical phenomenology as methodology. Crotty (2003:9) writes that "constructionism [...] is the epistemology that qualitative researchers tend to evoke" and indeed features predominantly in this research. Crotty (2003:42) explains that in constructionism, knowledge is constructed through the interaction of human beings, that people may construct knowledge in different ways, and that knowledge is transmitted through the social context. This may to some extent lead to concerns regarding the objectivity of the research.

Fourth, my thesis constitutes a cross-sectional study, as opposed to a longitudinal study. This means that the beginners and post-beginners who participated in the study are different cohorts of students. I recognise the interest of following students as they

progress from beginners' to post-beginners' level, that is to obtain data on the evolution of their own individual experiences. Unfortunately, all data had to be collected in the same semester owing to the timescale of my thesis and the necessity to base the research on participants with similar experiences, since the provision on Weblearn is updated every semester and the use of communication tools is regularly developed. Moreover, it would be very impractical to attempt to follow individual beginners into the post-beginners' groups, as students are allocated to different groups every semester owing to their timetable, may not be able to study a language module every semester or they interrupt their studies or leave the university after the beginners' module, having completed their main programme of study. In addition, students may not wish to participate twice in case of longitudinal studies.

Fifth, the scope of the pilot study was limited to a questionnaire and I should have narrowed down the focus of this pilot to Weblearn only, as opposed to asking participants about Weblearn together with the online packs, a package of e-learning materials produced by the institution. Data was analysed with the Microsoft Excel spreadsheet as I was unable to do any statistical analysis owing to my lack of knowledge of SPSS. For the pilot study, I used questionnaires only and was unable to administer any interviews, focus groups, blogs or learning diaries. This reduced the quality and quantity of data available and meant that I could not gain any insight into the use of these tools for the data collection for my thesis. I have to explain the various constraints I had to operate with during the pilot study: I targeted Japanese classes and these only took place in the evening, with many students who had registered as external students. This made it more difficult to find volunteers for other activities. The pilot study was also originally conducted as part of an assignment for the EdD professional doctoral in education and I had to adhere to its timescales and assessment requirements. As indicated earlier in this section, BERA guidelines (2011) indicate that research can only take place with volunteers and, on this occasion, I was unable to interest any students.

Sixth, for the main data collection exercise, I obtained data based on questionnaires and interviews only. Other data collection tools such as diaries, blogs and surveys did not work at all, as students did not engage with them, despite the information given to

students and the reminders issued to them. I did not use either the tracking function on the institutional VLE as various members of the teaching staff had doubts about its reliability. In addition, I stayed clear of observations, owing to practical considerations and the potential for distortion (as participants may feel self-conscious or may try to display what they may see as desirable behaviours), use of video and video recording software to track the participants' actions. The technology was not available and I lacked training in this area. In addition, these tools (observations and video recording software) do not give reasons behind the users' behaviour (Fischer 2012).

Regarding interviews, although I initially had 12 volunteers, only six of them finally took part (3 beginners and 3 post-beginners). This may have reduced the body of data available and therefore the voice given to students. Once again, participation was on a voluntary basis and on a more positive note this means that the 6 participants were genuinely interested in the interviews.

Regarding the questionnaire, I now realise that it could have been shorter and more focused: for example, I asked participants about extra materials they used and whether they were interested in features such as online submissions or online calendars but ended up not using the data. I also believe that for many closed questions, I should have offered a more reduced range of options for answers as I did not really need to obtain such a detailed level of analysis. In some cases, I had few answers and as part of my statistical analysis I ended up "combining" or "rechunking" the data to make answer trends more visible. Some readers may question the rationale for "combining" the data and the choices which were made in that area.

Apart from the limited number of data collection tools, some aspects which may appear relevant to readers were not included in my research (such as gender, age, ethnicity or level of digital literacy prior to starting their French module). This was for various reasons such as the timescale available to complete my doctoral studies, the limitations placed on the size of the thesis and the number of words allowed as part of the EdD professional doctorate, the need to narrow down the focus of my research and the fact that some issues such as the participants' level of digital literacy prior to the start of the module was not highlighted as a particular issue by staff at the targeted institution.

5.2 Contribution to knowledge

The ability to use Modern Foreign Languages is seen as an increasingly important skill in today's globalised society (DFE 2002:5). Researching student experience in a learning context designed to develop the participants' language skills is therefore considered as particularly relevant.

Documentary searches about previous research indicate that students' experience of Virtual Learning Environments specifically for blended learning, for students who are primarily on site, as part of their study of Modern Foreign Languages is an under-researched area and this contributes to the rationale for this research. Previous research appears to concern issues at institutional level (for example, the use of VLEs across institutions), as opposed to students' level, tools other than VLEs, specific tools based on VLEs such as discussion boards, technical or design issues, or was conducted in relation to subjects other than Modern Foreign Languages.

While the targeted institution has adopted blended learning and e-learning policies, at the time of the data collection, there was little information available specifically on students' experience of Weblearn as part of their language modules, apart from the end-of-module questionnaires, and findings from a small survey conducted among students of Japanese for assessment purposes as one of the EdD assignments. Data collected provides a useful insight into students' experience of the VLE among beginners and post-beginners of French, at a time when knowledge and evidence in this area are limited. Findings of this research provide useful opportunities for reflective and informed practice not only for the researcher, but also for colleagues informally and as part of staff development events within the targeted institution. My thesis provides a response to the necessity to obtain student data specifically on their experience of a VLE used in the context of blended learning and language study, at a time when the quality of the student experience and their feedback are considered with care by institutions of Higher Education.

It is important to indicate that this research is originated by a practitioner and that, in a context of action research, it contributes to the creation of theory and new knowledge of educational good practice both within the targeted institution and to wider external

audiences. Indeed, Lamy & Hampel (2007:157) report on views expressed by Laurillard at a roundtable discussion during the 2006 EUROCALL conference:

> Diana Laurillard expressed the view that the best chance the CALL (Computer-Assisted Language Learning)/CMCL (Computer-Mediated Communication for Language Learning) community had of influencing the future was to ensure that it took every opportunity to clarify and know what learners need, acquiring and disseminating this knowledge. This, according to Laurillard, the CALL/CMCL community could achieve through the sheer strength of its practitioner research potential.

Ellis (2012:26) stresses the benefits of practitioner research, indicating that "there are obvious advantages in teachers sharing the results of their research, both for themselves (in terms of the feedback they will receive in a public forum) and for other teachers (who can benefit from the insights the research provides)."

It is considered important for practitioners at the targeted institution to obtain sufficient data in order to improve the provision to students, and to enhance possibilities for informed and reflective practice, which correspond to the university's learning and teaching strategy, and blended learning and e-learning policies.

It differentiates itself from previous research by focusing on the Blackboard Virtual Learning Environment, specifically from a student perspective, in a context of blended learning and language study. Initial searches on previous research indicate that most of the literature available concerns students' use of technologies but does not focus on Virtual Learning Environments. Previous research appears to be conducted from an institutional perspective as opposed to focusing on the students' voice, or it concerns subjects other than Modern Foreign Languages or particular aspects of VLEs.

Data collected provides a useful insight into students' experience of the VLE in the targeted department at a "new" university in a context of necessity for student support and enhancement of the student learning experience. Data provides useful opportunities for the dissemination of good practice in a situation of practitioner research and contribution to the staff development activities.

My thesis contributes further to knowledge by highlighting implications for pedagogical practices. Indeed, although students may be considered as digitally literate, I claim that digital skills are not readily transferable to formal learning contexts and that lecturers

need to guide students in a structured and progressive manner in order to maximise their engagement with the VLE. In addition, findings from my thesis seem to indicate that the teaching staff is important as part of this research, which is reported by students. The teachers' background, views, previous experience and digital literacy appear to have an effect on the students' experience and therefore, there are implications for the teaching staff and issues to be addressed to maximise the teaching staff's own learning experience and development towards efficient professional and pedagogical practices, from basic ICT competence to the ability to make judgements and develop their own styles, as indicated in the Skills Pyramid (Hampel & Stickler 2005). Regarding staff training, I would personally favour an approach focusing on peer-generated training and formal as well as informal dissemination of examples of good practice.

In the context of my research, I believe it is essential to consider not only the teachers' role in the use of the institutional VLE and the guidance given to students, but also the wider implications for pedagogy beyond and in addition to the context of e-learning such as the selection of tasks adapted to the students' level, learning objectives and context of study. This applies to examples of activities such as asking students to introduce themselves to their classmates on the VLE blog, at a time when they had met face-to-face in class and interacted through a range of activities. One may suggest that this task was of limited appropriateness in the learning context of the institution and this may be why students only engaged in a limited manner.

Within the targeted institution, differences may occur in contents, organisation and, in some cases, use of Weblearn, depending on the students' needs and lecturers' preferences. With minor amendments to data collection tools such as student self-completion questionnaires and interviews, it may be possible to replicate the study to other languages and levels in the targeted department. Subject to a scrutiny of the actual provision on VLEs, and a modification of the data collection tools, it may also appear possible to conduct the study in connection with other subjects and settings using VLEs with a blended learning approach.

Outside the targeted institution, my thesis leads to a significant development in the process of dissemination engaged since my registration on the EdD programme. This process includes presentations at key conferences in the United Kingdom and abroad, as

well as a range of scholarly publications in conference proceedings, journals and academic books. More information is available on my site

(http://ticheler.blogspot.com).

5.3 Summary of recommendations

Previous research has shown that, although students are generally considered as digitally literate, they may not always easily transfer their digital competence to formal learning contexts. This may apply even more in a context where the subject is new or fairly new to them, as my thesis focuses on students' own experiences of the institutional VLE among beginners and post-beginners of French. Participants may also have a limited knowledge of the module expectations, especially in the context of blended learning.

Indeed, they reveal a lack of awareness of the potential uses of the VLE, especially communication tools such as online announcements, blogs and email based on Weblearn, while web-based communication tools such as social networking sites appear as increasingly popular in their daily lives. At the targeted university, an educational context where independent learning and self-study are promoted, students welcome the integration of lectures and self-study or "homework", and are keen to be guided by lecturers as part of their e-learning and language learning experience. Some participants mention some alternative learning preferences, such as the use of printed materials, and the desire to keep the use of tools such as blogs to their own private life. These findings correspond indeed to previous research which shows that digital literacy does not necessarily transfer easily to formal learning contents. They also suggest there is a need to assess carefully students' level of digital literacy in formal learning contexts, as well as their general and language learning skills, as the transferability of skills cannot be assumed. This should be done not only at the start of the module but also more informally throughout the course. In addition, I would recommend seeking regular feedback from students regarding their learning experience and taking their preferences into account, as active participants of the learning journey in order to achieve a higher degree of engagement.

Implementing blended learning courses through the combination of classes, materials and activities based on a VLE has implications which lecturers need to respond and adapt to. Lecturers need to adopt the VLE as one of their tools, like any other course materials, and guide students in a progressive and structured manner towards an increasingly competent use of the provision.

Lecturers have a central role to play in students' use of the VLE, both in and out of class, by not only transmitting knowledge, but also by acting as facilitators. Adopting Weblearn as part of the class routine and guiding students every step of the way are likely to lead to a greater normalisation among students. This can be done in various ways, such as briefing students on the blended nature of the module and organising a hands-on demo at the first session, focusing not only on the various functions but also on what to do as learners. I find it important to use Weblearn as a preferred tool of communication, with specific reference to these communications in class. In short, the key is to embed e-learning in regular learning and teaching activities, in hand with careful scaffolded training. These practical recommendations are based on the following theoretical models: Vygotsky's Zone of Proximal Development (Figure 7), the Model of Teaching and Learning Online (Salmon 2011, Figure 5) and the Developmental Model of Effective E-learning (Sharpe & Beetham 2010, Figure 6). There is a need for lecturers to integrate this perspective, in a context where digital learning design should facilitate the shift towards learner-focused activities, taking fully into account and promoting the social dimension of learning, based on previous research and theories such as Vygotsky's socio-constructivist principles.

5.4 Opportunities for further research

I take the view that the scope of my thesis was restricted by various factors such as the requirements of the professional doctorate in education, and the necessity to complete my thesis within a reasonable time frame, owing to the difficult context of the institution. I believe that various possibilities exist for further research in connection with my thesis.

First of all, it may be possible to adopt a different methodological approach, based on Creswell's list of approaches to research: narrative research, grounded theory,

ethnography and case study, in addition to the phenomenological perspective of my thesis.

Second, it may be useful to look at my research from different angles, such as the notion of cultures-of-use (Thorne 2003).

Third, data may be revisited, taking into account notions of digital literacy prior to the start of the course, age, gender and ethnicity.

Fourth, I believe it may be worth it expanding the level of statistical analysis of the existing data through various tests available on SPSS and probably to include the use of software for qualitative data analysis such as NVIVO.

Fifth, I would also suggest further developments in terms of research design, such as the possibility of carrying out longitudinal studies, expanding the range of data collection tools such as focus groups, blogs, online surveys, analysis of the data from the tracking function available on the Virtual Learning Environment, together with an increase in the number of interviews.

Sixth, the study may be expanded to other languages and levels within the targeted institution or even other institutions offering similar packages.

Seventh, my thesis focuses on students' experience of a VLE but does not provide data on those who do not engage with the blended learning package presented to them.

Eighth, my thesis focuses on students but I believe that lecturers have a central role to play and it would be of interest to investigate how their own level of digital literacy, previous experience, training and own beliefs impact on their pedagogical practice and on the student experience.

5.5 **My experience on the programme**

As part of my plans for professional development, I chose to apply for a professional doctorate in education (EdD), as opposed to a PhD for the following reasons: the relevance of the programme to my professional activities, the opportunity to conduct applied research as a tool for informed and reflective practice, the possibility to use lectures and assignments as stepping stones towards my thesis and finally, the intended collaborative nature of the programme, where I particularly valued the support of lecturers and peers during periods of doubt and when it felt particularly difficult to meet deadlines or acquire knowledge in previously unfamiliar fields.

On many occasions, I found it very difficult to cope simultaneously with the increase of professional responsibilities at an institution undergoing a period of restructuration and transition and the added demands of the EdD programme. However, the overall experience was particularly worthwhile as, getting closer to the mid-career stage, it allowed me to widen my range of skills and expand into areas I had previously limited experience of, such as publications and disseminations at conferences. In addition, being on the programme provided a very useful opportunity to reflect not only on my professional practice but also to consider and respond to my needs and interests for further professional development, with increased employability at the centre of my interests.

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ANNEXES AND TABLES

ANNEXE 1 (on CD in hard copy of thesis)

Screenshots of Figure 1 (home page of Weblearn for French for beginners), Figure 2 ("examinations" folder for beginners) and Figure 3 (typical weekly homework folder for beginners)

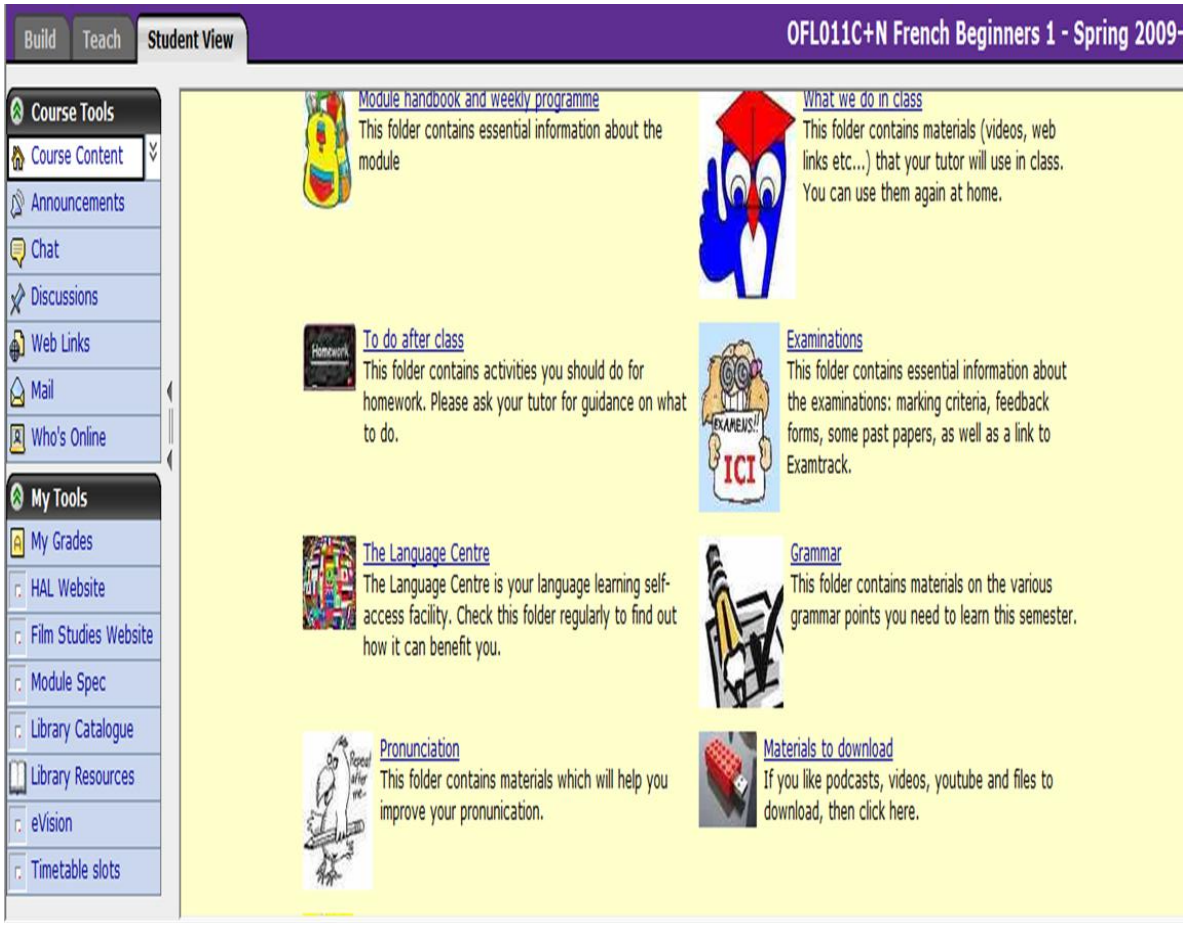

FIGURE 1

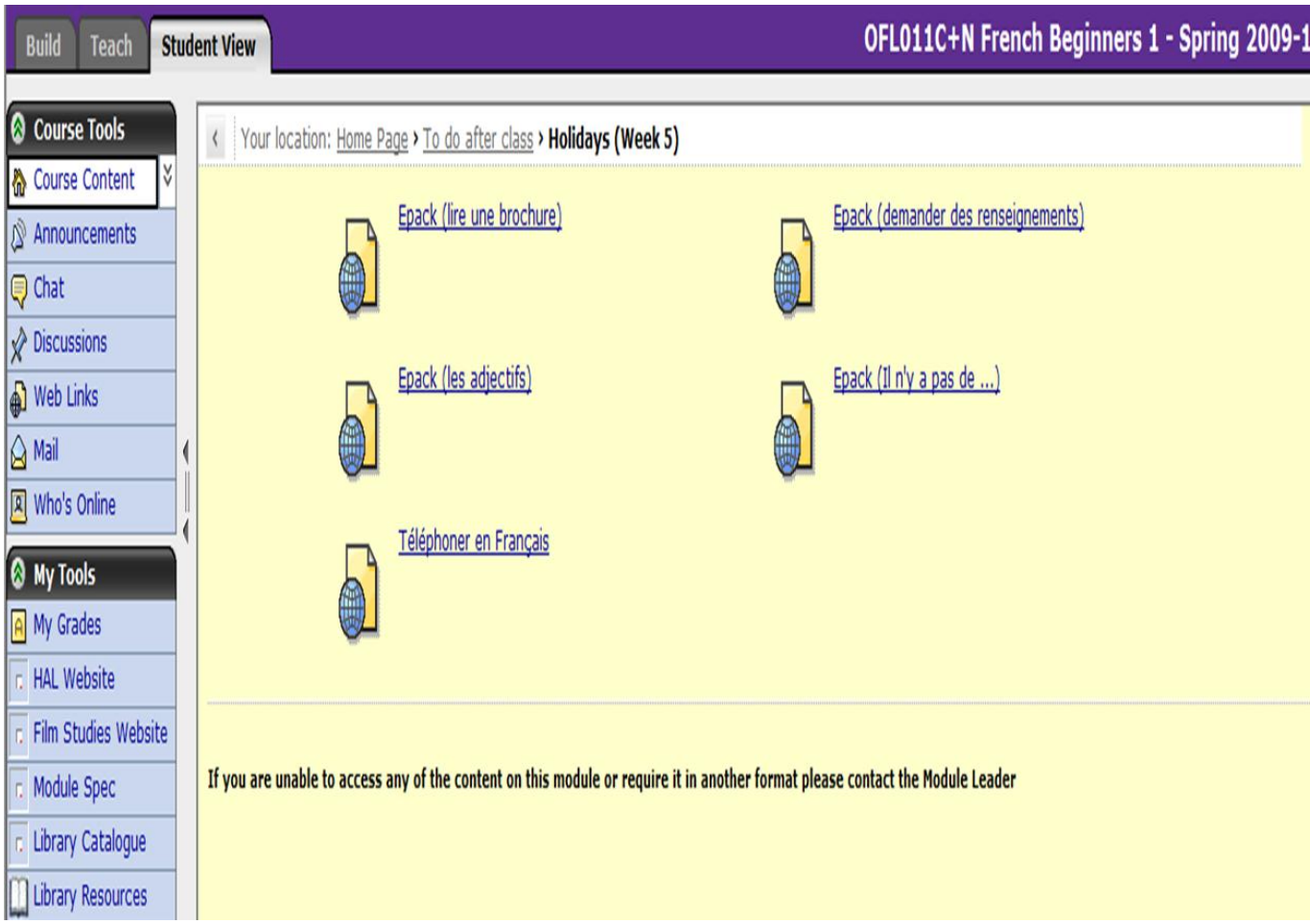
Build
Teach
Student View
OFL011C+N French Beginners 1 - Spring 2009-1
Course Tools
Course Content
Announcements
Chat
Discussions
Web Links
Mail
Who's Online
My Tools
My Grades
HAL Website
Film Studies Website
Module Spec
Library Catalogue
Library Resources
Your location: Home Page › To do after class › Holidays (Week 5)
Epack (lire une brochure)
Epack (demander des renseignements)
Epack (les adjectifs)
Epack (Il n'y a pas de ...)
Téléphoner en Français
If you are unable to access any of the content on this module or require it in another format please contact the Module Leader

FIGURE 2

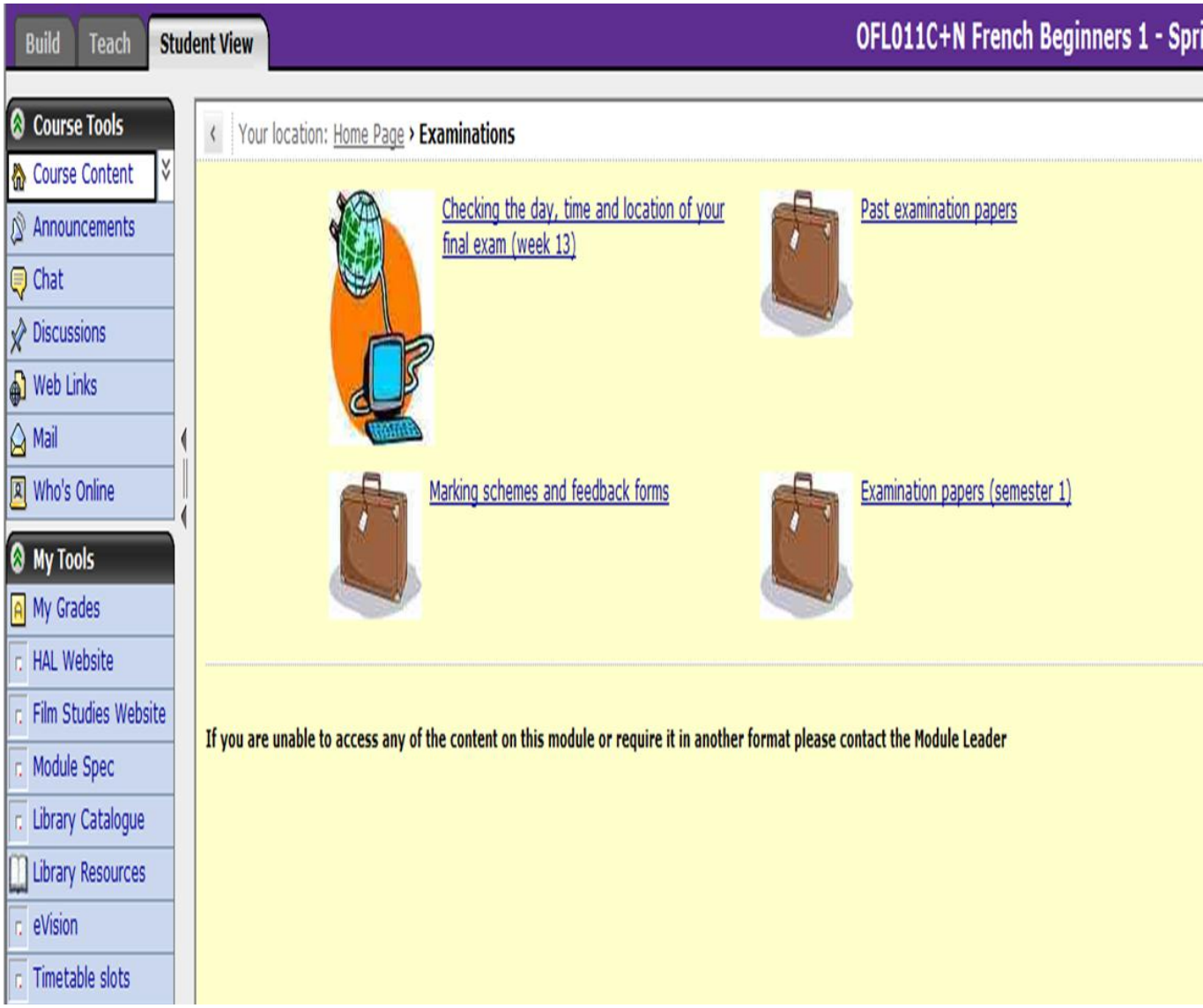
Build
Teach
Student View
OFL011C+N French Beginners 1 - Spri
Course Tools
Course Content
Announcements
Chat
Discussions
Web Links
Mail
Who's Online
My Tools
My Grades
HAL Website
Film Studies Website
Module Spec
Library Catalogue
Library Resources
eVision
Timetable slots
Your location: Home Page › Examinations
Checking the day, time and location of your final exam (week 13)
Past examination papers
Marking schemes and feedback forms
Examination papers (semester 1)
If you are unable to access any of the content on this module or require it in another format please contact the Module Leader

FIGURE 3

QUESTIONNAIRE (ANNEXE 2)

Students' experience of weblearn among French beginners and post-beginners

The objective of this questionnaire is to collect data on how you use weblearn and what you think of it in order to improve our provision to you. In addition, this project is conducted as part of my thesis for the professional doctorate in education at Greenwich University. I have gained permission from XXXXXXX to circulate this questionnaire and it has also been approved by the Research and Ethics Committee at Greenwich University.

I am aware that this questionnaire may look quite long. However, it has been piloted and, on average, it has taken approximately 10 minutes to complete.

All completed questionnaires will be kept securely and appropriate coding will be used to guarantee the anonymity of all students, lecturers and teaching groups. Section 1 will be used for data gathering purposes only, and will not serve to identify any individuals. Data may be used anonymously for presentations at conferences and publications.

By filling in this questionnaire, you recognise that:

- You have read and understood this cover page
- You had had the opportunity to ask questions and discuss the project with the researcher
- You have received satisfactory answers to all your questions
- You have received enough information to understand the purpose of this study and to decide whether to participate
- You have been given the option not to participate (without being asked why)
- You have been given the option to leave out any question which you did not wish to answer (without being asked why)
- You agree to participate in this data gathering activity

For phase 2 of my data collection, I would like to conduct some follow-up interviews with volunteers. Days/times will be agreed with participants. If you are interested in taking part, tick the box [ ] and write clearly your email address or mobile number here.

_____

1.1 Which French module are you currently enrolled on? Tick one only.

Beginners		1	Post-beginners		2

1.2 What is your status in connection with this module? Tick one only.

You are an undergraduate student from the Faculty of Humanities, Arts, Languages and Education and this module is part of your degree (one of your 4 modules)		1
You are an undergraduate student from the Faculty of Humanities, Arts, Languages and Education and you take this module as a 5th module		2
You are an undergraduate student from another faculty and this module is part of your degree (one of your 4 modules). **Specify faculty: _____**		3
You are an undergraduate student from another faculty and you take this module as a 5th module. **Specify faculty:** _____		4
You are a postgraduate student from this university, doing this module for free. **Indicate your main course programme:** _____		5
You are a member of the general public enrolled at London Met for this module only (external)		6
You are a member of staff from this university. **Indicate if you belong to academic or professional services:** _____		7

1.3 What is your gender?

Male		1	Female		2

1.4 How old were you at your last birthday? Tick one only.

Under 20	20 to 24	25 to 29	30 to 34	35+
1	2	3	4	5

2. How would you rate your experience of using weblearn for <u>self-study</u> (<u>in connection with French</u>)? Tick one only.

very satisfied	quite satisfied	just ok	not very satisfied	not satisfied at all
1	2	3	4	5

Please indicate the reason(s) for giving this grade.

_____

3. How confident do you feel in your ability to use weblearn? Tick one only

very confident	quite confident	just ok	not very confident	not confident at all
1	2	3	4	5

Please make relevant comments here.

_____

4. What do you like most about weblearn (<u>in connection with French</u>)?

_____

5. What do you like least about weblearn (<u>in connection with French</u>)?

_____

6. Read the following statement and indicate your views by ticking one box only.

"Weblearn is now part of the routine in my French lessons"

< -- Totally agree ---------- Totally disagree→

1	2	3	4	5

7. Read the following statement and indicate your views by ticking one only.

"I would like to get some tips on how to use weblearn for self-study."

< -- Totally agree ----------
-- Totally disagree→

1	2	3	4	5

Please indicate here what form of support you would like to get in this area.

_____

8. How user-friendly do you find the layout of the weblearn home page for your French module? Tick one only.

very	quite	just ok	not very	not at all
1	2	3	4	5

Please make any relevant comments here.

_____

9. How satisfied are you with the contents of the folders on the French home page? Tick one only.

very	quite	just ok	not very	not at all
1	2	3	4	5

Please make any relevant comments here.

_____

10. In the homework folder, how satisfied are you with the following? Tick one only.
(1 is the highest; and 5, the lowest)

e-packs	1	2	3	4	5	1
BBC links	1	2	3	4	5	2
suggested written activities	1	2	3	4	5	3

Please make any relevant comments here.

_____

11. In total, how long do you normally spend per week on weblearn for <u>self-study</u> (<u>in connection with French</u>)? Tick one only.

Less than 1 hour		1
At least 1 hour, but less than 2		2
At least 2 hours, but less than 3		3
At least 3 hours, but less than 4		4
4 hours or more		5

12. How often do you look at the announcements on weblearn <u>in your own time</u>? Tick one only.

Very often	Quite often	Fairly regularly	Once in a while	Never
1	2	3	4	5

13. Did you complete any of the collaborative learning activities (like blogs) presented on weblearn? Tick one only.

All of them	Some of them	None of them
1	2	3

Why / Why not?

_____

14. Did you submit any of the written activities presented in the homework folder on weblearn? Tick one only.

All of them	Some of them	None of them
1	2	3

Why / Why not ?

_____

15. In the homework folder, which activities do you complete more often? Tick one only. (1 is the highest; and 5, the lowest)

e-packs	1	2	3	4	5	1
BBC links	1	2	3	4	5	2
suggested written activities	1	2	3	4	5	3

16. Do you take notes when you work on weblearn for French ? Tick one only.

always	usually	sometimes	rarely	never
1	2	3	4	5

17. When you work on weblearn for French, do you use any extra materials? Tick all that apply.

none		1
your own lecture notes		2
coursebook set for this module		3
other coursebooks		4
dictionaries		5
grammar books and similar (verb tables etc.)		6
CDs or CDROMs		7
other _____		8

18. Are you interested in the following on weblearn? Tick all that apply.

getting information on the online calendar		1
getting information by email		2
taking part in online quizzes and surveys		3
submitting assignments online		4
using discussion boards		5
None of the above		6

Thank you very much for filling in this questionnaire.

FOLLOW-UP INTERVIEW SCHEDULE (ANNEXE 3)

Draft list of questions for student interviews (in connection with French beginners 1 and 2, based on participants' answers given in self-completion questionnaire)

- How much do you think weblearn contributes to your progress? Why?
- Why did you give this rating to weblearn for self-study?
- What would make you spend longer on weblearn?
- In your view, what is the biggest constraint you face in connection with weblearn?
- What do you think we can do to improve our provision on weblearn?
- What should we add to weblearn that is not currently there?

- To what extent do you think weblearn has become part of the routine in your French lessons? What are your views on this (beneficial? Useful? etc.)
- In your view, how can your French tutor support you in your use of weblearn?
- Would you like more guidance from your French tutor on how to use weblearn? Why?

- Are you interested in using online announcements? What type of announcements do you expect to see on weblearn? Ideal frequency? What would motivate you to read them more often?
- Same question about VLE-based email
- Are you interested in blogs (in connection with this module)? Why? What would motivate you to use them? Can your French tutor do anything about it?

-Please indicate the reasons for giving these ratings to the layout and contents of weblearn. What should we do about it?
- Homework folder: Were you aware of it? What do you think about it? In particular, were you aware of the list of suggested written activities? Did you complete any of them? Why? What can we do about it?

TIME SPENT ON WEBLEARN FOR SELF-STUDY (ANNEXE 4)

		Time spent on weblearn					
		less than 1 hour	more than 1 hour but less than 2	more than 2 hours but less than 3	more than 3 hours but less than 4	4 hours or more	Total
beginners	Count	7	22	12	5	2	48
	% within Module	14.6%	45.8%	25.0%	10.4%	4.2%	100.0%
post-beginners	Count	12	16	16	3	1	48
	% within Module	25.0%	33.3%	33.3%	6.3%	2.1%	100.0%
	Count	19	38	28	8	3	96
	% within Module	19.8%	39.6%	29.2%	8.3%	3.1%	100.0%

Chi-square contingency table analysis

data: contingency table

	A	B	
1	29	19	48
2	28	20	48
	57	39	96

expected: contingency table

	A	B
1	28.5	19.5
2	28.5	19.5

chi-square = 0.43
degrees of freedom = 1
probability = 0.835

Time spent on Weblearn / module

Data from the cross-tabulation tables was combined.

A corresponds to “less than 1 hour” and “more than 1 hour but less than 2”.
B corresponds to “more than 2 hours but less than 3”, “more than 3 hours per less than 4” and “4 hours or more”.

“1” corresponds to beginners and “2” to post-beginners.

Status * Time spent on weblearn Crosstabulation

		Time spent on weblearn					
		less than 1 hour	more than 1 hour but less than 2	more than 2 hours but less than 3	more than 3 hours but less than 4	4 hours or more	Total
UGHALE4	Count	5	11	6	0	1	23
	% within Status	21.7%	47.8%	26.1%	.0%	4.3%	100.0%
UGHALE5	Count	1	3	2	0	0	6
	% within Status	16.7%	50.0%	33.3%	.0%	.0%	100.0%
UG4	Count	4	16	13	5	2	40
	% within Status	10.0%	40.0%	32.5%	12.5%	5.0%	100.0%
UG5	Count	3	2	3	1	0	9
	% within Status	33.3%	22.2%	33.3%	11.1%	.0%	100.0%
PGFR	Count	2	1	2	0	0	5
	% within Status	40.0%	20.0%	40.0%	.0%	.0%	100.0%
GP	Count	4	5	2	2	0	13
	% within Status	30.8%	38.5%	15.4%	15.4%	.0%	100.0%
Total	Count	19	38	28	8	3	96
	% within Status	19.8%	39.6%	29.2%	8.3%	3.1%	100.0%

Time spent on Weblearn / status

Chi-square contingency table analysis
data: contingency table

	A	B	
1	20	9	29
2	25	23	48
3	3	2	5
4	9	4	13
	57	38	95

expected: contingency table

	A	B
1	17.4	11.6
2	28.8	19.2
3	3.00	2.00
4	7.80	5.20

chi-square = 2.69
degrees of freedom = 3
probability = 0.443

Data from the cross-tabulation tables was combined.

A corresponds to “less than 1 hour” and “more than 1 hour but less than 2”.
B corresponds to “more than 2 hours but less than 3”, “more than 3 hours per less than 4” and “4 hours or more”.

“1” corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

“2” corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

“3” corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

“4” corresponds to members of the public who register for a French module only

Tutor * Time spent on weblearn Crosstabulation

			Time spent on weblearn					
			less than 1 hour	more than 1 hour but less than 2	more than 2 hours but less than 3	more than 3 hours but less than 4	4 hours or more	Total
Tutor	tutor 1	Count	6	17	6	3	0	32
		% within Tutor	18.8%	53.1%	18.8%	9.4%	.0%	100.0%
	tutor 2	Count	6	6	9	0	1	22
		% within Tutor	27.3%	27.3%	40.9%	.0%	4.5%	100.0%
	tutor 3	Count	0	3	2	1	0	6
		% within Tutor	.0%	50.0%	33.3%	16.7%	.0%	100.0%
	tutor 4	Count	1	4	1	1	1	8
		% within Tutor	12.5%	50.0%	12.5%	12.5%	12.5%	100.0%
	tutor 5	Count	5	3	4	2	0	14
		% within Tutor	35.7%	21.4%	28.6%	14.3%	.0%	100.0%
	tutor 6	Count	1	5	6	1	1	14
		% within Tutor	7.1%	35.7%	42.9%	7.1%	7.1%	100.0%
Total		Count	19	38	28	8	3	96
		% within Tutor	19.8%	39.6%	29.2%	8.3%	3.1%	100.0%

Chi-square contingency table analysis

Time spent on Weblearn / Tutor

data: contingency table

	A	B	
1	23	9	32
2	12	10	22
3	3	3	6
4	5	3	8
5	8	6	14
6	6	8	14
	57	39	96

Data from the cross-tabulation tables was combined.

A corresponds to “less than 1 hour” and “more than 1 hour but less than 2”.
B corresponds to “more than 2 hours but less than 3”, “more than 3 hours per less than 4” and “4 hours or more”.

1-6 correspond to each of the tutors in charge of the groups

expected: contingency table

	A	B
1	19.0	13.0
2	13.1	8.94
3	3.56	2.44
4	4.75	3.25
5	8.31	5.69
6	8.31	5.69

chi-square = 4.15
degrees of freedom = 5
probability = 0.528

CONSULTATION OF ONLINE ANNOUNCEMENTS (ANNEXE 5)

Module * Announcements Crosstabulation

			Announcements					
			very often	quite often	fairly regularly	once in a while	never	Total
Module	beginners	Count	5	13	11	16	3	48
		% within Module	10.4%	27.1%	22.9%	33.3%	6.3%	100.0%
	post-beginners	Count	3	10	9	17	9	48
		% within Module	6.3%	20.8%	18.8%	35.4%	18.8%	100.0%
Total		Count	8	23	20	33	12	96
		% within Module	8.3%	24.0%	20.8%	34.4%	12.5%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     29     19     48
2     22     26     48

      51     45     96
```

Consultation of online announcements / Module

```
expected: contingency table

        A          B

1    25.5       22.5
2    25.5       22.5
```

Data from the cross-tabulation tables was combined.

"A" corresponds to "very often", "quite often" and "fairly regularly"
"B" corresponds to "once in a while" and "never"

"1" corresponds to "beginners"
"2" corresponds to "post-beginners"

chi-square = 2.05
degrees of freedom = 1
probability = 0.152

Status * Announcements Crosstabulation

			Announcements					
			very often	quite often	fairly regularly	once in a while	never	Total
Status	UGHALE4	Count	4	4	5	8	2	23
		% within Status	17.4%	17.4%	21.7%	34.8%	8.7%	100.0%
	UGHALE5	Count	0	0	1	4	1	6
		% within Status	.0%	.0%	16.7%	66.7%	16.7%	100.0%
	UG4	Count	3	12	8	13	4	40
		% within Status	7.5%	30.0%	20.0%	32.5%	10.0%	100.0%
	UG5	Count	0	3	3	2	1	9
		% within Status	.0%	33.3%	33.3%	22.2%	11.1%	100.0%
	PGFR	Count	1	2	1	1	0	5
		% within Status	20.0%	40.0%	20.0%	20.0%	.0%	100.0%
	GP	Count	0	2	2	5	4	13
		% within Status	.0%	15.4%	15.4%	38.5%	30.8%	100.0%
Total		Count	8	23	20	33	12	96
		% within Status	8.3%	24.0%	20.8%	34.4%	12.5%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

        A      B

1      14     15     29
2      29     20     49
3       4      1      5
4       4      9     13

       51     45     96
```

```
expected: contingency table

         A          B

1     15.4       13.6
2     26.0       23.0
3     2.66       2.34
4     6.91       6.09
```

chi-square = 5.06
degrees of freedom = 3
probability = 0.168

Consultation of announcements / status

Data from cross-tabulation tables was combined.

"A" corresponds to "very often", "quite often" and "fairly regularly" and "B" corresponds to "once in a while" and "never"

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Announcements Crosstabulation

			Announcements					Total
			very often	quite often	fairly regularly	once in a while	never	
Tutor	tutor 1	Count	1	6	8	12	5	32
		% within Tutor	3.1%	18.8%	25.0%	37.5%	15.6%	100.0%
	tutor 2	Count	3	7	1	8	3	22
		% within Tutor	13.6%	31.8%	4.5%	36.4%	13.6%	100.0%
	tutor 3	Count	0	3	2	1	0	6
		% within Tutor	.0%	50.0%	33.3%	16.7%	.0%	100.0%
	tutor 4	Count	0	5	1	2	0	8
		% within Tutor	.0%	62.5%	12.5%	25.0%	.0%	100.0%
	tutor 5	Count	1	1	2	6	4	14
		% within Tutor	7.1%	7.1%	14.3%	42.9%	28.6%	100.0%
	tutor 6	Count	3	1	6	4	0	14
		% within Tutor	21.4%	7.1%	42.9%	28.6%	.0%	100.0%
Total		Count	8	23	20	33	12	96
		% within Tutor	8.3%	24.0%	20.8%	34.4%	12.5%	100.0%

r × *c* Contingency Table: Results

Consultation of announcements /tutors

data: contingency table

	A	B	
1	15	17	32
2	11	11	22
3	5	1	6
4	6	2	8
5	4	10	14
6	10	4	14
	51	45	96

Data from cross-tabulation tables was combined.

"A" corresponds to "very often", "quite often" and "fairly regularly" and "B" corresponds to "once in a while" and "never"

1-6 correpond to each of the tutors in charge of the groups

expected: contingency table

	A	B
1	17.0	15.0
2	11.7	10.3
3	3.19	2.81
4	4.25	3.75
5	7.44	6.56
6	7.44	6.56

chi-square = 9.60
degrees of freedom = 5
probability = 0.087

COMPLETION OF COLLABORATIVE LEARNING ACTIVITIES (ANNEXE 6)

Module * Participation in blogs Crosstabulation

			Participation in blogs			
			all of them	some of them	none of them	Total
Module	beginners	Count	1	11	36	48
		% within Module	2.1%	22.9%	75.0%	100.0%
	post-beginners	Count	2	10	36	48
		% within Module	4.2%	20.8%	75.0%	100.0%
Total		Count	3	21	72	96
		% within Module	3.1%	21.9%	75.0%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     12     36     48
2     12     36     48

      24     72     96
```

Participation in blogs /module

Data of the cross-tabulation tables was combined.

"A" corresponds to "all of them" and "some of them" and "B" corresponds to "none of them".

"1" corresponds to "beginners" and "2" to "post-beginners"

```
expected: contingency table

        A          B

1    12.0       36.0
2    12.0       36.0
```

chi-square = 0.00
degrees of freedom = 1
probability = 1.000

Status * Participation in blogs Crosstabulation

			Participation in blogs			
			all of them	some of them	none of them	Total
Status	UGHALE4	Count	1	6	16	23
		% within Status	4.3%	26.1%	69.6%	100.0%
	UGHALE5	Count	0	3	3	6
		% within Status	.0%	50.0%	50.0%	100.0%
	UG4	Count	1	8	31	40
		% within Status	2.5%	20.0%	77.5%	100.0%
	UG5	Count	0	1	8	9
		% within Status	.0%	11.1%	88.9%	100.0%
	PGFR	Count	0	1	4	5
		% within Status	.0%	20.0%	80.0%	100.0%
	GP	Count	1	2	10	13
		% within Status	7.7%	15.4%	76.9%	100.0%
Total		Count	3	21	72	96
		% within Status	3.1%	21.9%	75.0%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     10     19     29
2     10     39     49
3      1      4      5
4      3     10     13

      24     72     96
```

```
expected: contingency table

        A          B

1    7.25       21.8
2    12.2       36.8
3    1.25       3.75
4    3.25       9.75
```

chi-square = 2.03
degrees of freedom = 3
probability = 0.565

Participation in blogs/ status

Data of the cross-tabulation tables was combined.

"A" corresponds to "all of them" and "some of them" and "B" corresponds to "none of them".

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Participation in blogs Crosstabulation

			Participation in blogs			
			all of them	some of them	none of them	Total
Tutor	tutor 1	Count	1	6	25	32
		% within Tutor	3.1%	18.8%	78.1%	100.0%
	tutor 2	Count	1	9	12	22
		% within Tutor	4.5%	40.9%	54.5%	100.0%
	tutor 3	Count	0	1	5	6
		% within Tutor	.0%	16.7%	83.3%	100.0%
	tutor 4	Count	0	1	7	8
		% within Tutor	.0%	12.5%	87.5%	100.0%
	tutor 5	Count	0	1	13	14
		% within Tutor	.0%	7.1%	92.9%	100.0%
	tutor 6	Count	1	3	10	14
		% within Tutor	7.1%	21.4%	71.4%	100.0%
Total		Count	3	21	72	96
		% within Tutor	3.1%	21.9%	75.0%	100.0%

r × *c* Contingency Table: Results

data: contingency table

	A	B	
1	7	25	32
2	10	12	22
3	1	5	6
4	1	7	8
5	1	13	14
6	4	10	14
	24	72	96

Participation in blogs / tutor

Data of the cross-tabulation tables was combined.

"A" corresponds to "all of them" and "some of them" and "B" corresponds to "none of them".

1-6 corresponds to the tutors in charge of the various groups

expected: contingency table

	A	B
1	8.00	24.0
2	5.50	16.5
3	1.50	4.50
4	2.00	6.00
5	3.50	10.5
6	3.50	10.5

chi-square = 8.44
degrees of freedom = 5
probability = 0.134

COMPLETION OF E-PACKS FOR HOMEWORK (ANNEXE 7)

Module * Completion of e-packs Crosstabulation

			Completion of e-packs					
			always	very often	fairly regularly	not very often	never	Total
Module	beginners	Count	19	12	5	5	7	48
		% within Module	39.6%	25.0%	10.4%	10.4%	14.6%	100.0%
	post-beginners	Count	18	6	6	5	13	48
		% within Module	37.5%	12.5%	12.5%	10.4%	27.1%	100.0%
Total		Count	37	18	11	10	20	96
		% within Module	38.5%	18.8%	11.5%	10.4%	20.8%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     36     12     48
2     30     18     48

      66     30     96
```

```
expected: contingency table

        A          B

1    33.0       15.0
2    33.0       15.0
```

chi-square = 1.75
degrees of freedom = 1
probability = 0.186

Completion of e-packs for homework / module

Data from the cross-tabulation tables was combined.

"A" corresponds to "always", "very often" and "fairly regularly".
"B" corresponds to "not very often" and "never"

"1" corresponds to "beginners"
"2" corresponds to "post-beginners"

			Completion of e-packs/status cross-tabulation					
			always	very often	fairly regularly	not very often	never	Total
Status	UGHALE4	Count	9	3	2	4	5	23
		% within Status	39.1%	13.0%	8.7%	17.4%	21.7%	100.0%
	UGHALE5	Count	1	1	1	1	2	6
		% within Status	16.7%	16.7%	16.7%	16.7%	33.3%	100.0%
	UG4	Count	13	8	7	4	8	40
		% within Status	32.5%	20.0%	17.5%	10.0%	20.0%	100.0%
	UG5	Count	3	4	0	0	2	9
		% within Status	33.3%	44.4%	.0%	.0%	22.2%	100.0%
	PGFR	Count	3	1	0	0	1	5
		% within Status	60.0%	20.0%	.0%	.0%	20.0%	100.0%
	GP	Count	8	1	1	1	2	13
		% within Status	61.5%	7.7%	7.7%	7.7%	15.4%	100.0%
Total		Count	37	18	11	10	20	96
		% within Status	38.5%	18.8%	11.5%	10.4%	20.8%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     17     12     29
2     35     14     49
3      4      1      5
4     10      3     13

      66     30     96
```

```
expected: contingency table

        A          B

1    19.9       9.06
2    33.7       15.3
3    3.44       1.56
4    8.94       4.06
```

chi-square = 2.25
degrees of freedom = 3
probability = 0.523

Completion of e-packs / status

Data of the cross-tabulation tables was combined.

"A" corresponds to "always", "very often" and "fairly regularly" and "B" corresponds to "not very often" and "never".

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Completion of e-packs Crosstabulation

			Completion of e-packs					
			always	very often	fairly regularly	not very often	never	Total
Tutor	tutor 1	Count	8	7	5	5	7	32
		% within Tutor	25.0%	21.9%	15.6%	15.6%	21.9%	100.0%
	tutor 2	Count	9	2	4	2	5	22
		% within Tutor	40.9%	9.1%	18.2%	9.1%	22.7%	100.0%
	tutor 3	Count	3	1	2	0	0	6
		% within Tutor	50.0%	16.7%	33.3%	.0%	.0%	100.0%
	tutor 4	Count	4	2	0	1	1	8
		% within Tutor	50.0%	25.0%	.0%	12.5%	12.5%	100.0%
	tutor 5	Count	8	2	0	1	3	14
		% within Tutor	57.1%	14.3%	.0%	7.1%	21.4%	100.0%
	tutor 6	Count	5	4	0	1	4	14
		% within Tutor	35.7%	28.6%	.0%	7.1%	28.6%	100.0%
Total		Count	37	18	11	10	20	96
		% within Tutor	38.5%	18.8%	11.5%	10.4%	20.8%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

        A      B

1      20     12      32
2      15      7      22
3       6      0       6
4       6      2       8
5      10      4      14
6       9      5      14

       66     30      96
```

```
expected: contingency table

         A          B

1     22.0       10.0
2     15.1       6.88
3     4.12       1.88
4     5.50       2.50
5     9.62       4.38
6     9.62       4.38
```

chi-square = 3.63
degrees of freedom = 5
probability = 0.603

Completion of e-packs for homework / tutors

Data from the cross-tabulation tables was combined.

"A" corresponds to "always", "very often" and "fairly regularly" and "B" corresponds to "not very often" and "never"

1-6 correspond to the tutors in charge of the various groups.

COMPLETION OF BBC LINKS FOR HOMEWORK (ANNEXE 8)

Module * Completion of BBC activities Crosstabulation

			Completion of BBC activities					
			always	very often	fairly regularly	not very often	never	Total
Module	beginners	Count	9	9	9	7	14	48
		% within Module	18.8%	18.8%	18.8%	14.6%	29.2%	100.0%
	post-beginners	Count	10	7	14	4	13	48
		% within Module	20.8%	14.6%	29.2%	8.3%	27.1%	100.0%
Total		Count	19	16	23	11	27	96
		% within Module	19.8%	16.7%	24.0%	11.5%	28.1%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     27     21     48
2     31     17     48

      58     38     96
```

```
expected: contingency table

        A          B

1    29.0       19.0
2    29.0       19.0
```

chi-square = 0.697
degrees of freedom = 1
probability = 0.404

Completion of BBC links for homework / module

Data from the cross-tabulation tables was combined.

"A" corresponds to "always", "very often" or "fairly regularly".
"B" corresponds to "not very often" and "never"

"1" corresponds to "beginners"

"2" corresponds to "post-beginners"

Status * Completion of BBC activities Crosstabulation			Completion of BBC activities					Total
			always	very often	fairly regularly	not very often	never	
Status	UGHALE4	Count	7	4	6	2	4	23
		% within Status	30.4%	17.4%	26.1%	8.7%	17.4%	100.0%
	UGHALE5	Count	2	1	1	0	2	6
		% within Status	33.3%	16.7%	16.7%	.0%	33.3%	100.0%
	UG4	Count	6	7	10	6	11	40
		% within Status	15.0%	17.5%	25.0%	15.0%	27.5%	100.0%
	UG5	Count	3	2	1	1	2	9
		% within Status	33.3%	22.2%	11.1%	11.1%	22.2%	100.0%
	PGFR	Count	0	1	1	0	3	5
		% within Status	.0%	20.0%	20.0%	.0%	60.0%	100.0%
	GP	Count	1	1	4	2	5	13
		% within Status	7.7%	7.7%	30.8%	15.4%	38.5%	100.0%
Total		Count	19	16	23	11	27	96
		% within Status	19.8%	16.7%	24.0%	11.5%	28.1%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     21      8     29
2     29     20     49
3      2      3      5
4      6      7     13

      58     38     96
```

```
expected: contingency table

        A          B

1    17.5       11.5
2    29.6       19.4
3    3.02       1.98
4    7.85       5.15
```

chi-square = 3.75
degrees of freedom = 3
probability = 0.289

Status / completion of BBC activities for homework

Data from the cross-tabulation tables was combined.

"A" corresponds to "always", "very often" or "fairly regularly".
"B" corresponds to "not very often" and "never"

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Completion of BBC activities Crosstabulation

			Completion of BBC activities					
			always	very often	fairly regularly	not very often	never	Total
Tutor	tutor 1	Count	6	4	5	5	12	32
		% within Tutor	18.8%	12.5%	15.6%	15.6%	37.5%	100.0%
	tutor 2	Count	4	5	6	1	6	22
		% within Tutor	18.2%	22.7%	27.3%	4.5%	27.3%	100.0%
	tutor 3	Count	1	2	2	1	0	6
		% within Tutor	16.7%	33.3%	33.3%	16.7%	.0%	100.0%
	tutor 4	Count	2	2	1	0	3	8
		% within Tutor	25.0%	25.0%	12.5%	.0%	37.5%	100.0%
	tutor 5	Count	1	0	7	1	5	14
		% within Tutor	7.1%	.0%	50.0%	7.1%	35.7%	100.0%
	tutor 6	Count	5	3	2	3	1	14
		% within Tutor	35.7%	21.4%	14.3%	21.4%	7.1%	100.0%
Total		Count	19	16	23	11	27	96
		% within Tutor	19.8%	16.7%	24.0%	11.5%	28.1%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     15     17     32
2     15      7     22
3      5      1      6
4      5      3      8
5      8      6     14
6     10      4     14

      58     38     96
```

Completion of bbc activities for homework / tutor

Data from the cross-tabulation tables was combined.

"A" corresponds to "always", "very often" or "fairly regularly".
"B" corresponds to "not very often" and "never"

1-6 corresponds to tutors in charge of the various groups

```
expected: contingency table

        A          B

1    19.3       12.7
2    13.3       8.71
3    3.62       2.38
4    4.83       3.17
5    8.46       5.54
6    8.46       5.54
```

chi-square = 5.11
degrees of freedom = 5
probability = 0.402

COMPLETION OF WRITTEN TASKS FOR HOMEWORK (ANNEXE 9)

Module * Submission of written tasks Crosstabulation

			Submission of written tasks			
			all of them	some of them	none of them	Total
Module	beginners	Count	2	15	31	48
		% within Module	4.2%	31.3%	64.6%	100.0%
	post-beginners	Count	0	22	26	48
		% within Module	.0%	45.8%	54.2%	100.0%
Total		Count	2	37	57	96
		% within Module	2.1%	38.5%	59.4%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     17     31     48
2     22     26     48

      39     57     96
```

Completion of written tasks / module

```
expected: contingency table

        A          B

1    19.5       28.5
2    19.5       28.5
```

Data from cross-tabulation tables was combined.

"A" corresponds to "all of them" and "some of them"
"B" corresponds to "none of them"

"1" corresponds to "beginners"

"2" corresponds to "post-beginners"

chi-square = 1.08
degrees of freedom = 1
probability = 0.299

Status * Submission of written tasks Crosstabulation

			Submission of written tasks			Total
			all of them	some of them	none of them	
Status	UGHALE4	Count	0	11	12	23
		% within Status	.0%	47.8%	52.2%	100.0%
	UGHALE5	Count	1	4	1	6
		% within Status	16.7%	66.7%	16.7%	100.0%
	UG4	Count	1	14	25	40
		% within Status	2.5%	35.0%	62.5%	100.0%
	UG5	Count	0	2	7	9
		% within Status	.0%	22.2%	77.8%	100.0%
	PGFR	Count	0	0	5	5
		% within Status	.0%	.0%	100.0%	100.0%
	GP	Count	0	6	7	13
		% within Status	.0%	46.2%	53.8%	100.0%
Total		Count	2	37	57	96
		% within Status	2.1%	38.5%	59.4%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     16     13     29
2     17     32     49
3      0      5      5
4      6      7     13

      39     57     96
```

```
expected: contingency table

        A          B

1    11.8       17.2
2    19.9       29.1
3    2.03       2.97
4    5.28       7.72
```

chi-square = 6.84
degrees of freedom = 3
probability = 0.077

Completion of written tasks / status

Data from the cross-tabulation tables was combined.

"A" corresponds to "all of them" and "some of them".
"B" corresponds to "none of them"

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Submission of written tasks Crosstabulation

			Submission of written tasks			
			all of them	some of them	none of them	Total
Tutor	tutor 1	Count	0	12	20	32
		% within Tutor	.0%	37.5%	62.5%	100.0%
	tutor 2	Count	1	9	12	22
		% within Tutor	4.5%	40.9%	54.5%	100.0%
	tutor 3	Count	0	3	3	6
		% within Tutor	.0%	50.0%	50.0%	100.0%
	tutor 4	Count	0	2	6	8
		% within Tutor	.0%	25.0%	75.0%	100.0%
	tutor 5	Count	0	7	7	14
		% within Tutor	.0%	50.0%	50.0%	100.0%
	tutor 6	Count	1	4	9	14
		% within Tutor	7.1%	28.6%	64.3%	100.0%
Total		Count	2	37	57	96
		% within Tutor	2.1%	38.5%	59.4%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

        A      B

1      12     20      32
2      10     12      22
3       3      3       6
4       2      6       8
5       7      7      14
6       5      9      14

       39     57      96
```

Submission of written tasks / tutor

Data from cross-tabulations has been combined.

"A" corresponds to "all of them" and "some of them"
"B" corresponds to "none of them"
1-6 correspond to the tutor in charge of the various groups

```
expected: contingency table

         A          B

1     13.0       19.0
2     8.94       13.1
3     2.44       3.56
4     3.25       4.75
5     5.69       8.31
6     5.69       8.31
```

chi-square = 2.02
degrees of freedom = 5
probability = 0.846

OVERALL EXPERIENCE OF WEBLEARN FOR SELF-STUDY (ANNEXE 10)

Module * Experience of weblearn Crosstabulation

			Experience of weblearn				
			very satisfied	quite satisfied	just ok	not very satisfied	Total
Module	beginners	Count	9	27	12	0	48
		% within Module	18.8%	56.3%	25.0%	.0%	100.0%
	post-beginners	Count	11	27	9	1	48
		% within Module	22.9%	56.3%	18.8%	2.1%	100.0%
Total		Count	20	54	21	1	96
		% within Module	20.8%	56.3%	21.9%	1.0%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     36     12     48
2     38     10     48

      74     22     96
```

Overall experience of weblearn / module

Data from cross-tabulation tables has been combined

"A" corresponds to "very satisfied" and "quite satisfied"
"B" corresponds to "just ok" and "not very satisfied"

"1" corresponds to "beginners"
"2" corresponds to "post-beginners"

```
expected: contingency table

        A          B

1    37.0       11.0
2    37.0       11.0
```

chi-square = 0.236
degrees of freedom = 1
probability = 0.627

Status * Experience of weblearn Crosstabulation

			Experience of weblearn				
			very satisfied	quite satisfied	just ok	not very satisfied	Total
Status	UGHALE4	Count	6	12	4	1	23
		% within Status	26.1%	52.2%	17.4%	4.3%	100.0%
	UGHALE5	Count	2	2	2	0	6
		% within Status	33.3%	33.3%	33.3%	.0%	100.0%
	UG4	Count	9	23	8	0	40
		% within Status	22.5%	57.5%	20.0%	.0%	100.0%
	UG5	Count	2	5	2	0	9
		% within Status	22.2%	55.6%	22.2%	.0%	100.0%
	PGFR	Count	0	4	1	0	5
		% within Status	.0%	80.0%	20.0%	.0%	100.0%
	GP	Count	1	8	4	0	13
		% within Status	7.7%	61.5%	30.8%	.0%	100.0%
Total		Count	20	54	21	1	96
		% within Status	20.8%	56.3%	21.9%	1.0%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     22      7     29
2     39     10     49
3      4      1      5
4      9      4     13

      74     22     96
```

```
expected: contingency table

        A          B

1    22.4       6.65
2    37.8       11.2
3    3.85       1.15
4    10.0       2.98
```

chi-square = 0.677
degrees of freedom = 3
probability = 0.879

Experience of weblearn / status

Data from the cross-tabulation tables was combined.

"A" corresponds to "very satisfied" and "quite satisfied".
"B" corresponds to "just ok" and "not very satisfied""

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Experience of weblearn Crosstabulation

			Experience of weblearn				
			very satisfied	quite satisfied	just ok	not very satisfied	Total
Tutor	tutor 1	Count	6	14	12	0	32
		% within Tutor	18.8%	43.8%	37.5%	.0%	100.0%
	tutor 2	Count	5	15	2	0	22
		% within Tutor	22.7%	68.2%	9.1%	.0%	100.0%
	tutor 3	Count	1	5	0	0	6
		% within Tutor	16.7%	83.3%	.0%	.0%	100.0%
	tutor 4	Count	0	7	1	0	8
		% within Tutor	.0%	87.5%	12.5%	.0%	100.0%
	tutor 5	Count	2	6	5	1	14
		% within Tutor	14.3%	42.9%	35.7%	7.1%	100.0%
	tutor 6	Count	6	7	1	0	14
		% within Tutor	42.9%	50.0%	7.1%	.0%	100.0%
Total		Count	20	54	21	1	96
		% within Tutor	20.8%	56.3%	21.9%	1.0%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

        A      B

1      20     12      32
2      20      2      22
3       6      0       6
4       7      1       8
5       8      6      14
6      13      1      14

       74     22      96
```

Experience of weblearn / tutor

Data from cross-tabulations has been combined.

"A" corresponds to "very satisfied" and "quite satisfied"
"B" corresponds to "just ok" and "not very satisfied"

1-6 correspond to the tutor in charge of the various groups

```
expected: contingency table

         A          B

1     24.7       7.33
2     17.0       5.04
3     4.62       1.38
4     6.17       1.83
5     10.8       3.21
6     10.8       3.21
```

chi-square = 13.6
degrees of freedom = 5
probability = 0.018

SATISFACTION WITH THE LAYOUT OF WEBLEARN (ANNEXE 11)

Module * Layout Crosstabulation

			Layout					
			very satisfied	quite satisfied	just ok	not very satisfied	not at all satisfied	Total
Module	beginners	Count	10	20	15	2	1	48
		% within Module	20.8%	41.7%	31.3%	4.2%	2.1%	100.0%
	post-beginners	Count	10	24	10	3	1	48
		% within Module	20.8%	50.0%	20.8%	6.3%	2.1%	100.0%
Total		Count	20	44	25	5	2	96
		% within Module	20.8%	45.8%	26.0%	5.2%	2.1%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     30     18     48
2     34     14     48

      64     32     96
```

```
expected: contingency table

        A          B

1    32.0       16.0
2    32.0       16.0
```

chi-square = 0.750
degrees of freedom = 1
probability = 0.386

Satisfaction layout / module

Data from cross-tabulation tables has been combined.

“A” corresponds to “very satisfied” and “quite satisfied”
“B” corresponds to “just ok”, “not very satisfied” and “not satisfied at all”

“1” corresponds to “beginners”
“2” corresponds to “post-beginners”

Status * Layout Crosstabulation

			Layout					
			very satisfied	quite satisfied	just ok	not very satisfied	not at all satisfied	Total
Status	UGHALE4	Count	2	14	7	0	0	23
		% within Status	8.7%	60.9%	30.4%	.0%	.0%	100.0%
	UGHALE5	Count	3	1	2	0	0	6
		% within Status	50.0%	16.7%	33.3%	.0%	.0%	100.0%
	UG4	Count	10	18	9	3	0	40
		% within Status	25.0%	45.0%	22.5%	7.5%	.0%	100.0%
	UG5	Count	1	2	5	0	1	9
		% within Status	11.1%	22.2%	55.6%	.0%	11.1%	100.0%
	PGFR	Count	0	4	1	0	0	5
		% within Status	.0%	80.0%	20.0%	.0%	.0%	100.0%
	GP	Count	4	5	1	2	1	13
		% within Status	30.8%	38.5%	7.7%	15.4%	7.7%	100.0%
Total		Count	20	44	25	5	2	96
		% within Status	20.8%	45.8%	26.0%	5.2%	2.1%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     20      9     29
2     31     17     48
3      4      1      5
4      9      4     13

      64     31     95
```

Satisfaction layout / status

```
expected: contingency table

        A          B

1    19.5       9.46
2    32.3       15.7
3    3.37       1.63
4    8.76       4.24
```

chi-square = 0.586
degrees of freedom = 3
probability = 0.900

Data from the cross-tabulation tables have been combined

"A" corresponds to "very satisfied" and "quite satisfied"
"B" corresponds to "just ok", "not very satisfied" and "not at all satisfied"

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Layout Crosstabulation

			Layout					Total
			very satisfied	quite satisfied	just ok	not very satisfied	not at all satisfied	
Tutor	tutor 1	Count	7	15	7	2	1	32
		% within Tutor	21.9%	46.9%	21.9%	6.3%	3.1%	100.0%
	tutor 2	Count	2	11	8	1	0	22
		% within Tutor	9.1%	50.0%	36.4%	4.5%	.0%	100.0%
	tutor 3	Count	0	2	4	0	0	6
		% within Tutor	.0%	33.3%	66.7%	.0%	.0%	100.0%
	tutor 4	Count	2	3	3	0	0	8
		% within Tutor	25.0%	37.5%	37.5%	.0%	.0%	100.0%
	tutor 5	Count	3	7	1	2	1	14
		% within Tutor	21.4%	50.0%	7.1%	14.3%	7.1%	100.0%
	tutor 6	Count	6	6	2	0	0	14
		% within Tutor	42.9%	42.9%	14.3%	.0%	.0%	100.0%
Total		Count	20	44	25	5	2	96
		% within Tutor	20.8%	45.8%	26.0%	5.2%	2.1%	100.0%

r × *c* Contingency Table: Results

data: contingency table

	A	B	
1	22	10	32
2	13	9	22
3	2	4	6
4	5	3	8
5	10	4	14
6	12	2	14
	64	32	96

Satisfaction layout / tutor

Data from cross-tabulation tables has been combined.

"A" corresponds to "very satisfied" and "quite satisfied"
"B" corresponds to "just ok", "not very satisfied" and "not at all satisfied"

1-6 corresponds to the tutor in charge of the various groups

expected: contingency table

	A	B
1	21.3	10.7
2	14.7	7.33
3	4.00	2.00
4	5.33	2.67
5	9.33	4.67
6	9.33	4.67

chi-square = 6.12
degrees of freedom = 5
probability = 0.295

SATISFACTION WITH THE CONTENTS OF WEBLEARN (ANNEXE 12)

Module * Contents Crosstabulation

			Contents				
			very satisfied	quite satisfied	ok	not very satisfied	Total
Module	beginners	Count	12	27	9	0	48
		% within Module	25.0%	56.3%	18.8%	.0%	100.0%
	post-beginners	Count	13	23	10	2	48
		% within Module	27.1%	47.9%	20.8%	4.2%	100.0%
Total		Count	25	50	19	2	96
		% within Module	26.0%	52.1%	19.8%	2.1%	100.0%

r × *c* Contingency Table: Results

The results of a contingency table X^2 statistical test performed at 12:18 on 16-MAY-2012

```
data: contingency table

       A      B

1     39      9     48
2     36     12     48

      75     21     96
```

Satisfaction with contents / module

Data from the cross-tabulations has been combined.

"A" corresponds to "very satisfied" and "quite satisfied"
"B" corresponds to "ok" and "not very satisfied"

"1" corresponds to "beginners"
"2" corresponds to "post-beginners"

```
expected: contingency table

        A          B

1    37.5       10.5
2    37.5       10.5
```

chi-square = 0.549
degrees of freedom = 1
probability = 0.459

Status * Contents Crosstabulation

			Contents				
			very satisfied	quite satisfied	ok	not very satisfied	Total
Status	UGHALE4	Count	3	15	5	0	23
		% within Status	13.0%	65.2%	21.7%	.0%	100.0%
	UGHALE5	Count	3	1	2	0	6
		% within Status	50.0%	16.7%	33.3%	.0%	100.0%
	UG4	Count	11	22	6	1	40
		% within Status	27.5%	55.0%	15.0%	2.5%	100.0%
	UG5	Count	2	3	4	0	9
		% within Status	22.2%	33.3%	44.4%	.0%	100.0%
	PGFR	Count	0	5	0	0	5
		% within Status	.0%	100.0%	.0%	.0%	100.0%
	GP	Count	6	4	2	1	13
		% within Status	46.2%	30.8%	15.4%	7.7%	100.0%
Total		Count	25	50	19	2	96
		% within Status	26.0%	52.1%	19.8%	2.1%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     22      7     29
2     38     11     49
3      5      0      5
4     10      3     13

      75     21     96
```

```
expected: contingency table

        A          B

1    22.7       6.34
2    38.3       10.7
3    3.91       1.09
4    10.2       2.84
```

chi-square = 1.51
degrees of freedom = 3
probability = 0.681

Satisfaction with contents / status

Data from the cross-tabulations has been combined.

"A" corresponds to "very satisfied" and "quite satisfied"
"B" corresponds to "ok" and "not very satisfied"

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Contents Crosstabulation

			Contents				
			very satisfied	quite satisfied	ok	not very satisfied	Total
Tutor	tutor 1	Count	7	18	7	0	32
		% within Tutor	21.9%	56.3%	21.9%	.0%	100.0%
	tutor 2	Count	6	13	3	0	22
		% within Tutor	27.3%	59.1%	13.6%	.0%	100.0%
	tutor 3	Count	1	3	2	0	6
		% within Tutor	16.7%	50.0%	33.3%	.0%	100.0%
	tutor 4	Count	3	4	1	0	8
		% within Tutor	37.5%	50.0%	12.5%	.0%	100.0%
	tutor 5	Count	3	4	5	2	14
		% within Tutor	21.4%	28.6%	35.7%	14.3%	100.0%
	tutor 6	Count	5	8	1	0	14
		% within Tutor	35.7%	57.1%	7.1%	.0%	100.0%
Total		Count	25	50	19	2	96
		% within Tutor	26.0%	52.1%	19.8%	2.1%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

        A      B

1      25      7      32
2      19      3      22
3       4      2       6
4       7      1       8
5       7      7      14
6      13      1      14

       75     21      96
```

Satisfaction with contents/ tutor

Data from cross-tabulations has been combined.

"A" corresponds to "very satisfied" and "quite satisfied"
"B" corresponds to "ok" and "not very satisfied"

1-6 corresponds to the tutors in charge of the various groups

```
expected: contingency table

         A          B

1     25.0       7.00
2     17.2       4.81
3     4.69       1.31
4     6.25       1.75
5     10.9       3.06
6     10.9       3.06
```

chi-square = 10.0
degrees of freedom = 5
probability = 0.075

SATISFACTION WITH E-PACKS FOR HOMEWORK (ANNEXE 13)

Module * Satisfaction with e-packs Crosstabulation

			Satisfaction with e-packs					
			very satisfied	quite satisfied	ok	not very satisfied	not satisfied at all	Total
Module	beginners	Count	13	18	6	7	4	48
		% within Module	27.1%	37.5%	12.5%	14.6%	8.3%	100.0%
	post-beginners	Count	10	14	8	6	10	48
		% within Module	20.8%	29.2%	16.7%	12.5%	20.8%	100.0%
Total		Count	23	32	14	13	14	96
		% within Module	24.0%	33.3%	14.6%	13.5%	14.6%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1      31     17     48
2      24     24     48

       55     41     96
```

Satisfaction with e-packs / module

```
expected: contingency table

        A          B

1    27.5       20.5
2    27.5       20.5
```

Data from cross-tabulation tables was combined.

"A" corresponds to "very satisfied" and "quite satisfied" and "B" corresponds to "ok", "not very satisfied" and "not satisfied at all"

"1" corresponds to "beginners"
"2" corresponds to "post-beginners"

chi-square = 2.09
degrees of freedom = 1
probability = 0.149

Status * Satisfaction with e-packs Crosstabulation

			Satisfaction with e-packs					
			very satisfied	quite satisfied	ok	not very satisfied	not satisfied at all	Total
Status	UGHALE4	Count	5	7	5	3	3	23
		% within Status	21.7%	30.4%	21.7%	13.0%	13.0%	100.0%
	UGHALE5	Count	1	1	1	2	1	6
		% within Status	16.7%	16.7%	16.7%	33.3%	16.7%	100.0%
	UG4	Count	11	12	6	6	5	40
		% within Status	27.5%	30.0%	15.0%	15.0%	12.5%	100.0%
	UG5	Count	1	5	1	1	1	9
		% within Status	11.1%	55.6%	11.1%	11.1%	11.1%	100.0%
	PGFR	Count	1	2	1	0	1	5
		% within Status	20.0%	40.0%	20.0%	.0%	20.0%	100.0%
	GP	Count	4	5	0	1	3	13
		% within Status	30.8%	38.5%	.0%	7.7%	23.1%	100.0%
Total		Count	23	32	14	13	14	96
		% within Status	24.0%	33.3%	14.6%	13.5%	14.6%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

        A      B

1      14     15     29
2      33     20     53
3       3      2      5
4       4      4      8

       54     41     95
```

```
expected: contingency table

         A          B

1     16.5       12.5
2     30.1       22.9
3     2.84       2.16
4     4.55       3.45
```

chi-square = 1.68
degrees of freedom = 3
probability = 0.642

Satisfaction with e-packs / status

Data from cross-tabulation tables was combined.

"A" corresponds to "very satisfied" and "quite satisfied" and "B" corresponds to "ok", "not very satisfied" and "not satisfied at all"

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Satisfaction with e-packs Crosstabulation

			Satisfaction with e-packs					
			very satisfied	quite satisfied	ok	not very satisfied	not satisfied at all	Total
Tutor	tutor 1	Count	6	9	5	8	4	32
		% within Tutor	18.8%	28.1%	15.6%	25.0%	12.5%	100.0%
	tutor 2	Count	5	8	4	2	3	22
		% within Tutor	22.7%	36.4%	18.2%	9.1%	13.6%	100.0%
	tutor 3	Count	1	4	1	0	0	6
		% within Tutor	16.7%	66.7%	16.7%	.0%	.0%	100.0%
	tutor 4	Count	3	2	0	2	1	8
		% within Tutor	37.5%	25.0%	.0%	25.0%	12.5%	100.0%
	tutor 5	Count	4	4	3	1	2	14
		% within Tutor	28.6%	28.6%	21.4%	7.1%	14.3%	100.0%
	tutor 6	Count	4	5	1	0	4	14
		% within Tutor	28.6%	35.7%	7.1%	.0%	28.6%	100.0%
Total		Count	23	32	14	13	14	96
		% within Tutor	24.0%	33.3%	14.6%	13.5%	14.6%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

        A      B

1      15     17      32
2      13      9      22
3       5      1       6
4       5      3       8
5       8      6      14
6       9      5      14

       55     41      96
```

```
expected: contingency table

         A          B

1     18.3       13.7
2     12.6       9.40
3     3.44       2.56
4     4.58       3.42
5     8.02       5.98
6     8.02       5.98
```

chi-square = 3.48
degrees of freedom = 5
probability = 0.626

Satisfaction with the e-packs / tutor

Data from the cross-tabulation tables was combined.

"A" corresponds to "very satisfied" and "quite satisfied"

"B" corresponds to "ok", "not very satisfied" and "not satisfied at all"

1-6 corresponds to the tutors in charge of the various groups.

SATISFACTION WITH BBC LINKS FOR HOMEWORK (ANNEXE 14)

Module * Satisfaction with BBC links Crosstabulation

			Satisfaction with BBC links					
			very satisfied	quite satisfied	ok	not very satisfied	not satisfied at all	Total
Module	beginners	Count	16	13	8	4	7	48
		% within Module	33.3%	27.1%	16.7%	8.3%	14.6%	100.0%
	post-beginners	Count	14	11	11	5	7	48
		% within Module	29.2%	22.9%	22.9%	10.4%	14.6%	100.0%
Total		Count	30	24	19	9	14	96
		% within Module	31.3%	25.0%	19.8%	9.4%	14.6%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     29     19     48
2     25     23     48

      54     42     96
```

```
expected: contingency table

        A          B

1    27.0       21.0
2    27.0       21.0
```

chi-square = 0.677
degrees of freedom = 1
probability = 0.411

Satisfaction with bbc links / module

Data from cross-tabulation tables was combined.

"A" corresponds to "very satisfied" and "quite satisfied"
"B" corresponds to "ok", "not very satisfied" and "not satisfied at all"
"1" corresponds to "beginners"
"2" corresponds to "post-beginners"

Status * Satisfaction with BBC links Crosstabulation

			Satisfaction with BBC links					
			very satisfied	quite satisfied	ok	not very satisfied	not satisfied at all	Total
Status	UGHALE4	Count	6	5	4	3	5	23
		% within Status	26.1%	21.7%	17.4%	13.0%	21.7%	100.0%
	UGHALE5	Count	2	1	2	0	1	6
		% within Status	33.3%	16.7%	33.3%	.0%	16.7%	100.0%
	UG4	Count	10	10	10	4	6	40
		% within Status	25.0%	25.0%	25.0%	10.0%	15.0%	100.0%
	UG5	Count	4	2	1	1	1	9
		% within Status	44.4%	22.2%	11.1%	11.1%	11.1%	100.0%
	PGFR	Count	3	2	0	0	0	5
		% within Status	60.0%	40.0%	.0%	.0%	.0%	100.0%
	GP	Count	5	4	2	1	1	13
		% within Status	38.5%	30.8%	15.4%	7.7%	7.7%	100.0%
Total		Count	30	24	19	9	14	96
		% within Status	31.3%	25.0%	19.8%	9.4%	14.6%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     14     15     29
2     26     23     49
3      5      0      5
4      9      4     13

      54     42     96
```

```
expected: contingency table

        A          B

1    16.3       12.7
2    27.6       21.4
3    2.81       2.19
4    7.31       5.69
```

chi-square = 5.73
degrees of freedom = 3
probability = 0.125

Satisfaction with bbc links / status

Data from cross-tabulation tables was combined.

"A" corresponds to "very satisfied" and "quite satisfied"
"B" corresponds to "ok", "not very satisfied" and "not satisfied at all"

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Satisfaction with BBC links Crosstabulation

			Satisfaction with BBC links					
			very satisfied	quite satisfied	ok	not very satisfied	not satisfied at all	Total
Tutor	tutor 1	Count	8	5	5	5	9	32
		% within Tutor	25.0%	15.6%	15.6%	15.6%	28.1%	100.0%
	tutor 2	Count	8	7	4	1	2	22
		% within Tutor	36.4%	31.8%	18.2%	4.5%	9.1%	100.0%
	tutor 3	Count	1	3	2	0	0	6
		% within Tutor	16.7%	50.0%	33.3%	.0%	.0%	100.0%
	tutor 4	Count	3	2	1	2	0	8
		% within Tutor	37.5%	25.0%	12.5%	25.0%	.0%	100.0%
	tutor 5	Count	4	2	5	1	2	14
		% within Tutor	28.6%	14.3%	35.7%	7.1%	14.3%	100.0%
	tutor 6	Count	6	5	2	0	1	14
		% within Tutor	42.9%	35.7%	14.3%	.0%	7.1%	100.0%
Total		Count	30	24	19	9	14	96
		% within Tutor	31.3%	25.0%	19.8%	9.4%	14.6%	100.0%

r × *c* Contingency Table: Results

data: contingency table

	A	B	
1	13	19	32
2	15	7	22
3	4	2	6
4	5	3	8
5	6	8	14
6	11	3	14
	54	42	96

Satisfaction with bbc links / tutor

Data from cross-tabulation tables was combined.

"A" corresponds to "very satisfied" and "quite satisfied"
"B" corresponds to "ok", "not very satisfied" and "not satisfied at all"

1-6 correspond to the tutors in charge of the various groups

expected: contingency table

	A	B
1	18.0	14.0
2	12.4	9.62
3	3.38	2.62
4	4.50	3.50
5	7.88	6.12
6	7.88	6.12

chi-square = 8.69
degrees of freedom = 5
probability = 0.122

NOTE-TAKING AS PART OF WEBLEARN WORK FOR SELF-STUDY (ANNEXE 15)

Module * Notes Crosstabulation

			Notes					
			always	usually	sometimes	rarely	never	Total
Module	beginners	Count	10	3	17	11	7	48
		% within Module	20.8%	6.3%	35.4%	22.9%	14.6%	100.0%
	post-beginners	Count	4	14	15	7	8	48
		% within Module	8.3%	29.2%	31.3%	14.6%	16.7%	100.0%
	Total	Count	14	17	32	18	15	96
		% within Module	14.6%	17.7%	33.3%	18.8%	15.6%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     13     35     48
2     18     30     48

      31     65     96
```

```
expected: contingency table

        A          B

1    15.5       32.5
2    15.5       32.5
```

chi-square = 1.19
degrees of freedom = 1
probability = 0.275

Note-taking / module

Data from cross-tabulation tables has been combined.

"A" corresponds to "always" and "usually"
"B" corresponds to "sometimes", "rarely" or "never"
"1" corresponds to "beginners" and "2" corresponds to "post-beginners"

Status * Notes Crosstabulation

			Notes					
			always	usually	sometimes	rarely	never	Total
Status	UGHALE4	Count	0	7	7	4	5	23
		% within Status	.0%	30.4%	30.4%	17.4%	21.7%	100.0%
	UGHALE5	Count	0	0	2	1	3	6
		% within Status	.0%	.0%	33.3%	16.7%	50.0%	100.0%
	UG4	Count	8	7	13	7	5	40
		% within Status	20.0%	17.5%	32.5%	17.5%	12.5%	100.0%
	UG5	Count	3	0	5	1	0	9
		% within Status	33.3%	.0%	55.6%	11.1%	.0%	100.0%
	PGFR	Count	0	0	3	1	1	5
		% within Status	.0%	.0%	60.0%	20.0%	20.0%	100.0%
	GP	Count	3	3	2	4	1	13
		% within Status	23.1%	23.1%	15.4%	30.8%	7.7%	100.0%
Total		Count	14	17	32	18	15	96
		% within Status	14.6%	17.7%	33.3%	18.8%	15.6%	100.0%

r × *c* Contingency Table: Results

Note-taking / status

data: contingency table

	A	B	
1	7	22	29
2	18	31	49
3	0	5	5
4	6	7	13
	31	65	96

expected: contingency table

	A	B
1	9.36	19.6
2	15.8	33.2
3	1.61	3.39
4	4.20	8.80

chi-square = 4.85
degrees of freedom = 3
probability = 0.183

Data from cross-tabulation tables has been combined.

"A" corresponds to "always" and "usually"
"B" corresponds to "sometimes", "rarely" and "never"

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Notes Crosstabulation

			Notes					
			always	usually	sometimes	rarely	never	Total
Tutor	tutor 1	Count	5	8	7	8	4	32
		% within Tutor	15.6%	25.0%	21.9%	25.0%	12.5%	100.0%
	tutor 2	Count	2	4	7	5	4	22
		% within Tutor	9.1%	18.2%	31.8%	22.7%	18.2%	100.0%
	tutor 3	Count	1	1	3	0	1	6
		% within Tutor	16.7%	16.7%	50.0%	.0%	16.7%	100.0%
	tutor 4	Count	1	0	4	2	1	8
		% within Tutor	12.5%	.0%	50.0%	25.0%	12.5%	100.0%
	tutor 5	Count	2	3	4	2	3	14
		% within Tutor	14.3%	21.4%	28.6%	14.3%	21.4%	100.0%
	tutor 6	Count	3	1	7	1	2	14
		% within Tutor	21.4%	7.1%	50.0%	7.1%	14.3%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

        A      B

1      13     19      32
2       6     16      22
3       2      4       6
4       1      7       8
5       5      9      14
6       4     10      14

       31     65      96
```

Note-taking / tutor

Data from cross-tabulation tables was combined.
"A" corresponds to "always" and "usually"
"B" corresponds to "sometimes", "rarely" or "never"

1-6 correspond to the tutors in the various groups

```
expected: contingency table

         A          B

1     10.3       21.7
2     7.10       14.9
3     1.94       4.06
4     2.58       5.42
5     4.52       9.48
6     4.52       9.48
```

chi-square = 2.87
degrees of freedom = 5
probability = 0.720

PARTICIPANTS' CONFIDENCE IN THEIR ABILITY TO USE WEBLEARN (ANNEXE 16)

Module * Confidence Crosstabulation

			Confidence					
			very confident	quite confident	just ok	not very confident	not confident at all	Total
	beginners	Count	19	22	3	3	1	48
		% within Module	39.6%	45.8%	6.3%	6.3%	2.1%	100.0%
	post-beginners	Count	17	27	4	0	0	48
		% within Module	35.4%	56.3%	8.3%	.0%	.0%	100.0%
Total		Count	36	49	7	3	1	96
		% within Module	37.5%	51.0%	7.3%	3.1%	1.0%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     41      7     48
2     44      4     48

      85     11     96
```

Confidence / module

```
expected: contingency table

        A          B

1    42.5       5.50
2    42.5       5.50
```

Data from cross-tabulation tables was combined.
"A" corresponds to "very confident" and "quite confident"
"B" corresponds to "just ok", "not very confident" and "not confident at all"
"1" corresponds to "beginners"
"2" corresponds to "post-beginners"

chi-square = 0.924
degrees of freedom = 1
probability = 0.336

Status * Confidence Crosstabulation

			Confidence					
			very confident	quite confident	just ok	not very confident	not confident at all	Total
Status	UGHALE4	Count	8	12	2	1	0	23
		% within Status	34.8%	52.2%	8.7%	4.3%	.0%	100.0%
	UGHALE5	Count	0	4	1	0	1	6
		% within Status	.0%	66.7%	16.7%	.0%	16.7%	100.0%
	UG4	Count	20	17	1	2	0	40
		% within Status	50.0%	42.5%	2.5%	5.0%	.0%	100.0%
	UG5	Count	2	6	1	0	0	9
		% within Status	22.2%	66.7%	11.1%	.0%	.0%	100.0%
	PGFR	Count	3	1	1	0	0	5
		% within Status	60.0%	20.0%	20.0%	.0%	.0%	100.0%
	GP	Count	3	9	1	0	0	13
		% within Status	23.1%	69.2%	7.7%	.0%	.0%	100.0%
Total		Count	36	49	7	3	1	96
		% within Status	37.5%	51.0%	7.3%	3.1%	1.0%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     24      5     29
2     45      4     49
3      4      1      5
4     12      1     13

      85     11     96
```

```
expected: contingency table

        A          B

1    25.7       3.32
2    43.4       5.61
3    4.43      0.573
4    11.5       1.49
```

chi-square = 2.02
degrees of freedom = 3
probability = 0.568

Confidence / status

Data from the cross-tabulation tables was combined.

"A" corresponds to "very confident" and "quite confident"
"B" corresponds to "just ok", "not very confident" and "not confident at all"

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Confidence Crosstabulation

			Confidence					
			very confident	quite confident	just ok	not very confident	not confident at all	Total
Tutor	tutor 1	Count	12	14	4	1	1	32
		% within Tutor	37.5%	43.8%	12.5%	3.1%	3.1%	100.0%
	tutor 2	Count	6	15	1	0	0	22
		% within Tutor	27.3%	68.2%	4.5%	.0%	.0%	100.0%
	tutor 3	Count	2	4	0	0	0	6
		% within Tutor	33.3%	66.7%	.0%	.0%	.0%	100.0%
	tutor 4	Count	3	5	0	0	0	8
		% within Tutor	37.5%	62.5%	.0%	.0%	.0%	100.0%
	tutor 5	Count	6	6	2	0	0	14
		% within Tutor	42.9%	42.9%	14.3%	.0%	.0%	100.0%
	tutor 6	Count	7	5	0	2	0	14
		% within Tutor	50.0%	35.7%	.0%	14.3%	.0%	100.0%
Total		Count	36	49	7	3	1	96
		% within Tutor	37.5%	51.0%	7.3%	3.1%	1.0%	100.0%

r × *c* Contingency Table: Results

data: contingency table

	A	B	
1	30	2	32
2	22	0	22
3	6	0	6
4	8	0	8
5	14	0	14
6	12	2	14
	92	4	96

Confidence / tutor

Data from cross-tabulation tables was combined.

"A" corresponds to "very confident", "quite confident" and "just ok".
"B" corresponds to "not very confident" and "not confident at all"

1-6 correspond to the various tutors on the modules

expected: contingency table

	A	B
1	30.7	1.33
2	21.1	0.917
3	5.75	0.250
4	7.67	0.333
5	13.4	0.583
6	13.4	0.583

chi-square = 6.11
degrees of freedom = 5
probability = 0.295

PARTICIPANTS' INTEREST IN GETTING TIPS ON HOW TO USE WEBLEARN (ANNEXE 17)

Module * Tips Crosstabulation

			Tips					
			totally agree	quite agree	just agree	quite disagree	totally disagree	Total
Module	beginners	Count	4	8	11	13	12	48
		% within Module	8.3%	16.7%	22.9%	27.1%	25.0%	100.0%
	post-beginners	Count	4	9	10	15	10	48
		% within Module	8.3%	18.8%	20.8%	31.3%	20.8%	100.0%
Total		Count	8	17	21	28	22	96
		% within Module	8.3%	17.7%	21.9%	29.2%	22.9%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     23     25     48
2     23     25     48

      46     50     96
```

```
expected: contingency table

        A          B

1    23.0       25.0
2    23.0       25.0
```

chi-square = 0.00
degrees of freedom = 1
probability = 1.000

Tips / module

Data from cross-tabulation tables was combined.

"A" corresponds to "totally agree", "quite agree" and "just agree"
"B" corresponds to "quite disagree" and "totally disagree"
"1" corresponds to "beginners"
"2" corresponds to "post-beginners"

Status * Tips Crosstabulation

			Tips					
			totally agree	quite agree	just agree	quite disagree	totally disagree	Total
Status	UGHALE4	Count	3	5	4	7	4	23
		% within Status	13.0%	21.7%	17.4%	30.4%	17.4%	100.0%
	UGHALE5	Count	1	2	1	2	0	6
		% within Status	16.7%	33.3%	16.7%	33.3%	.0%	100.0%
	UG4	Count	3	6	9	9	13	40
		% within Status	7.5%	15.0%	22.5%	22.5%	32.5%	100.0%
	UG5	Count	0	2	4	3	0	9
		% within Status	.0%	22.2%	44.4%	33.3%	.0%	100.0%
	PGFR	Count	0	0	2	2	1	5
		% within Status	.0%	.0%	40.0%	40.0%	20.0%	100.0%
	GP	Count	1	2	1	5	4	13
		% within Status	7.7%	15.4%	7.7%	38.5%	30.8%	100.0%
Total		Count	8	17	21	28	22	96
		% within Status	8.3%	17.7%	21.9%	29.2%	22.9%	100.0%

r × *c* Contingency Table: Results

```
data: contingency table

       A      B

1     16     13     29
2     24     25     49
3      2      3      5
4      4      9     13

      46     50     96
```

```
expected: contingency table

        A          B

1    13.9       15.1
2    23.5       25.5
3    2.40       2.60
4    6.23       6.77
```

chi-square = 2.29
degrees of freedom = 3
probability = 0.514

Status / tips

Data from cross-tabulation tables was combined.
"A" corresponds to "totally agree", "quite agree" and "just agree"
"B" corresponds to "quite disagree" and "totally disagree"

"1" corresponds to undergraduates from the Faculty of Humanities taking French as part of their degree or as an additional module

"2" corresponds to undergraduates from other faculties taking French as part of their degree or as an additional module

"3" corresponds to post-graduates taking French in addition to their programme and who do not pay a fee

"4" corresponds to members of the public who register for a French module only

Tutor * Tips Crosstabulation

			Tips					
			totally agree	quite agree	just agree	quite disagree	totally disagree	Total
Tutor	tutor 1	Count	3	8	3	11	7	32
		% within Tutor	9.4%	25.0%	9.4%	34.4%	21.9%	100.0%
	tutor 2	Count	2	4	3	8	5	22
		% within Tutor	9.1%	18.2%	13.6%	36.4%	22.7%	100.0%
	tutor 3	Count	1	1	3	1	0	6
		% within Tutor	16.7%	16.7%	50.0%	16.7%	.0%	100.0%
	tutor 4	Count	1	0	1	2	4	8
		% within Tutor	12.5%	.0%	12.5%	25.0%	50.0%	100.0%
	tutor 5	Count	0	4	4	3	3	14
		% within Tutor	.0%	28.6%	28.6%	21.4%	21.4%	100.0%
	tutor 6	Count	1	0	7	3	3	14
		% within Tutor	7.1%	.0%	50.0%	21.4%	21.4%	100.0%
Total		Count	8	17	21	28	22	96
		% within Tutor	8.3%	17.7%	21.9%	29.2%	22.9%	100.0%

r × *c* Contingency Table: Results

Tips / tutor

data: contingency table

	A	B	
1	14	18	32
2	9	13	22
3	5	1	6
4	2	6	8
5	8	6	14
6	8	6	14
	46	50	96

Data from cross-tabulation tables has been combined.

"A" corresponds to "totally agree", "quite agree" and "just agree"
"B" corresponds to "quite disagree" and "totally disagree"

1-6 correspond to tutors

expected: contingency table

	A	B
1	15.3	16.7
2	10.5	11.5
3	2.88	3.12
4	3.83	4.17
5	6.71	7.29
6	6.71	7.29

chi-square = 6.31
degrees of freedom = 5
probability = 0.277