III. INTRODUCTION OF A COMPUTER ASSISTED LANGUAGE LEARNING TUTORIAL RELATED TO THE TEACHING OF QUESTION TAGS AT THE LYCEES:

INTRODUCTION TO PART III:

In the previous chapter on research methodologies, we have run through the different difficulties encountered as far as the teaching of question tags at the *lycées* is concerned. Accordingly, in this third part, we will attempt to solve these problems by introducing a computer assisted language learning tutorial to the teaching of question tags. Thus, this third part will be devoted to generalities about the question tag C.A.L.L. tutorial, the reports on experimentantions we will carry out, followed by some suggestions we will submit.

3.1 GENERALITIES ABOUT THE QUESTION TAG C.A.L.L. TUTORIAL:

3.1.1 The Question Tag C.A.L.L. Tutorial elaboration:

For the teaching of question tags at the *lycées*, we have conceived a specific CALL program. More precisely, the program in question is a tutorial, the purpose of which is to present the language content together with exercises and feedback. A tutorial development stands for the processes required to produce working programs from an initial idea. These processes include the flowchart setting up, the programming and the debugging.

3.1.1.1 The flowchart setting up:

Before programming the tutorial, we established a flowchart to map out the sequence of steps in the task the computer has to perform.

The following flowchart will provide further detail about the structure of the Question Tag Tutorial:
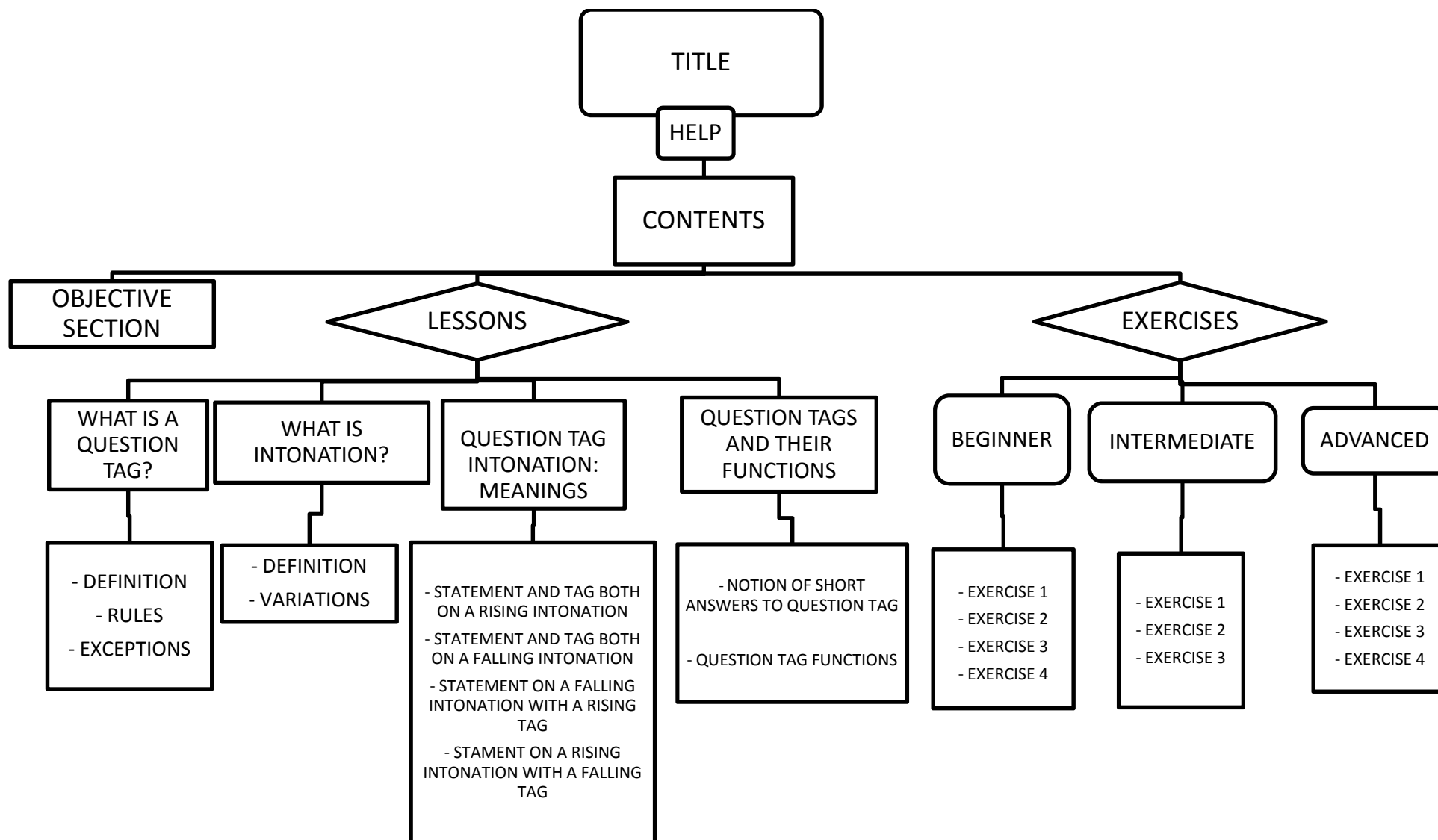
DIAGRAM 1: FLOWCHART OF THE QUESTION TAG TUTORIAL, RAJAONARISOA (2013)

3.1.1.2 The Question Tag Tutorial programming:

Once the contents of the Question Tag Tutorial have been drafted, time has now come to feed them into the computer. Indeed, the act of feeding into a computer a set of instructions, which tells the computer what to do, how to do it and when to do it, is called: "programming". To program the Question Tag Tutorial, we have resorted to Flash Macromedia 8 which is an authoring tool. Flash Macromedia 8, which uses Actionscript and HTML programming languages, is targeted at users who want to create contents such as basic drawings, web pages and interactivity.

3.1.1.3 The Question Tag Tutorial debugging:

As soon as the tutorial has been programmed, it has to be tested on a computer in order to determine potential errors, also called "bugs".[84] In fact, in case there is an error related to the instructions given to the program, the latter will not work correctly. As a result, the instructions must be changed so as to get rid of these bugs; hence the term "debugging[85]" the program. Therefore, we have corrected a certain number of errors which are almost related to buttons that do not work properly. When the debugging process is over, the newly designed tutorial is ready for use.

3.1.2 How does the Question Tag Tutorial work?

This section specifies some information about the tutorial's abilities, functions and methods. This leads us to outline the Question Tag Tutorial features and the main directives related to it.

3.1.2.1 The Question Tag Tutorial features:

The Question Tag Tutorial includes:

- A home page which contains the title, the "Help" and the "Click here to start" buttons;
- A content page which shows the three contents of the tutorial that are the objective section, the lessons and the exercises.

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[84] Bugs are mistakes in programs.
[85] Debugging is used to denote the process of finding and removing « bugs » or errors in a new computer program.

The help section gives some instructions about how to use the Question tag tutorial. As for the objective section, it shows the main objective of using the tutorial. The lessons comprise four main parts that are related to question tags and intonation; whereas the exercises include three different levels according to their degree of difficulty.

Apart from lessons and exercises, the tutorial contains feedbacks, corrections and most of all some recordings of the sentences, done by a native speaker, to provide the learner with a piece of listening for pronunciation practice. Besides, while doing the exercises, the learner can always refer to the lessons in case of hesitation or doubt. In addition, models are always available with the instructions to inform the learner about the way to answer the questions. For these reasons, the question tag tutorial can promote individualised learning since it is at the same time user-friendly and reliable. In other words, normally any learner will be able run the program with or without his/her teacher's help and presence.

3.1.2.2 **The main directives related to the Question Tag Tutorial:**

This section provides a brief glimpse into details that need to be considered before using the tutorial. First, the user must make sure that the Question Tag Tutorial has been copied and then installed in the computer. Once installed, this program directly operates as an application. As such, it is not necessary to have the Flash Macromedia program[86] or any other program in the computer to be able to use the Question Tag Tutorial. Then, the user can explore its contents by typing at the keyboard or by pointing and clicking the mouse or by reading or by listening to and repeating what is being said by the computer.

3.1.3 **How to use the Question Tag Tutorial?**

To help or more specifically to guide the user, an instruction manual has been conceived together with the tutorial. It is a kind of "booklet" giving information that describes the function, use and operation of the Question Tag program (See Appendix 17). As such, the manual will be of great help to show the users, teachers or learners, how to operate the tutorial. In other words, it gives the Question Tag Tutorial user very precise information about how and when to do something. In the meantime,

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[86] As a reminder, Flash Macromedia 8 was used for the Question Tag Tutorial programming

we have inserted a "Help Section" in the Question Tag Tutorial, the contents of which are the same as that of the instruction manual.

For the sake of the users, it is more practical to print a copy of the booklet in order to let them access instructions easily. Accordingly, the user must read these instructions carefully before using the tutorial and must keep them for future reference. Indeed, the program may not work properly if the user does not follow them.

3.1.4   Interfaces of the Question Tag Tutorial (Appendix 18):

An interface is another term used to refer to the appearance of the computer screen. In other words, the different interfaces of the Question Tag Tutorial can be glossed as the sequence of things that are displayed on the computer screen once the program has been run and each time the user presses on a button. Appendix 18 is devoted to this section.

3.2   EXPERIMENTATIONS:

This research work which is based on the introduction of a new teaching aid and therefore this adoption of a new approach requires experimentations.

3.2.1   General objectives:

First, the experimentations aim at testing the efficiency and the reliability of the Question Tag Tutorial. To be more specific, in this section we will try to implement the Question Tag Tutorial in class in order to see how efficient it is and whether it works properly or not. By doing experimentations, we could also discover whether the use of the Question Tag Tutorial is feasible in *lycées* or not. In the same sort of way, we will be able to identify the main problems related to the use of the tutorial so as to propose some solutions to *lycées* teachers. One purpose of performing experimentations is therefore to try to improve the implementation of the Question Tag Tutorial, and then to bring innovation to the teaching of English in general.

3.2.2   Context of the experimentations:

As the Question Tag Tutorial is a Computer-Assisted Language Learning program, our experimentations will be feasible providing there are computers at hands.

For this reason, we borrowed the I.T. ROOM of E.P.E.P.S.A.A.[87], a private school situated at Ivato, as the place where to carry out our experimentations. Indeed, this I.T. ROOM contains four computers that could be used by both teachers and students of the school. We are acquainted with the owners of E.P.E.P.S.A.A., so they kindly agreed to lend us the four computers that we needed, the room and some students who would be the subjects of the experimentations. The tutorial had been installed beforehand on these computers.

It is worth mentioning that as the present experimentations concern the implementation of a CALL tutorial, which is the purveyor of knowledge, the teacher only works as a facilitator or a monitor. Let us remember that the aim of using such technological aid is to create an atmosphere for the learner's independence.

In all, three experimentations have been conducted one after the other. Correspondingly, specific lesson plans have been conceived to describe the sequence of events taking place during the class sessions. Each lesson plan will be followed by comments. The lesson plan of the second experimentation will be written according to the results of the first one, and in the same way the third one following the results of the first and second experimentations.

Twelve students took part in the first and second experimentations; therefore, there were three students on each computer. Yet, for technical reasons, we decided to reduce the participants' number for the last experimentation. Consequently, only eight students took part in the third experimentation. Thus, during this session, there were two students per computer.

3.2.3 <u>Lesson plans and comments on the experimentations:</u>

This subdivision will explore and describe the various steps followed by the teacher when applying the Question Tag Tutorial in class, more precisely in the I.T. Room, according to the given detailed lesson plans. Then, observations and comments will ensue.

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[87] I.T. stands for Information Technology, and E.P.E.P.S.A.A means *Etablissement Privé d'Enseignement Primaire et Secondaire d'Antanetibe Antehiroka.*

3.2.3.1 Experimentation 1:

■ *Experimented lesson plan / Experimentation 1 :*

Date: September 10th, 2014

Duration: 1h45'

Place: I.T. ROOM / EPEPSAA

Class: *Terminale* A

Number of students: 12

Unit 1: Opinions and Arguments

Objectives: The students will be able to form question tags and to use them
properly

Specific objectives: The students will be able to ask for agreement or
confirmation, to ask a real question by means of question tags.

T: the teacher   St: a student   Ss: the students   BB: blackboard   QT: question tag

Timing	Steps	Contents	Observations / Ss' reactions
5 mn	Warming-up and Ice - breaking	T greets Ss. T: Have a seat. Three students for each computer, please.	
		T: Have you ever used a computer before?	All the students give a positive answer.
		T: Have you ever learnt English by using a computer? T: Tell us more about that.	Some hesitation. Some Ss say yes. Ss who said yes are asked to talk about the occasion when they learnt English through a computer. They answered that they did it on-line or used "Harraps"(software).

		T: Have you ever heard of a tutorial?	No reaction.
		T: Do you know what a tutorial is?	No reaction still.
		T: A tutorial is a program in the computer. We can use it to learn something. Today, we are going to learn "Question tags" on a tutorial.	
		T: What is a question tag? T: Do you want to know more about QT? T: I'd like you to double click on the "QUESTION TAG TUTORIAL" icon to run the program.	A student replies "*n'est-ce pas*?". Chorus reply : Yes.
40mn	Presentation	T: Click the indicated button to start. Then, let's choose the lesson content first. Now, I give you some time to read the lessons. In case there is something you don't understand, you can ask.	T monitors and checks whether the Ss are actually reading the lessons.
		Checking questions: 1)What is a QT? 2)What can be the forms of the statements? 3)What is a tag? 4)What are the rules of forming QT? 5)How many exceptions are there? What are they? 6)What can you say about QT intonations? 7)When do we use QT?	For each question, the Ss are asked to read what is written in the tutorial to check the answers.
		T: Have you got a question? T: Do you understand everything?	Ss: No Ss: Yes

		T: Let's move on to the exercise section then.	
60mn	Practice	T: Don't rush. Follow every step: begin with the beginner level. You can move on to Intermediate only after finishing Beginner. At last, do Advanced. You can always ask me if you get stuck.	The Ss could not finish the 3 levels of exercises in time. Questions asked by the Ss: -What do rising and falling mean?

■ *Comments:*

The first experimentation which involved 12 *Terminale* students was realised on September 10th, 2014 in the I.T Room of EPEPSAA. During the session which lasted an hour and forty five minutes, question tags were taught to the students. The medium of teaching was English, but from time to time some French was heard since EPEPSAA is a French-speaking establishment. The main purposes of the lesson were to teach the students how to ask for agreement or confirmation and to make real questions by means of question tags. The didactic materials used were four computers and the Question Tag Tutorial installed on them beforehand of course. As there were twelve students in all, the computers were distributed at a rate of one for three students.

At first sight, the students seemed rather motivated and eager to use the tutorial. The fact of using a computer for learning English was a really new experience for them. For this reason, they could not be left by themselves as from time to time they solicited our help. Obviously, our role of a teacher was limited to that of a monitor, for the computer, more precisely the question tag tutorial, was the purveyor of knowledge. Yet, we noticed that some students were sometimes curious, and for example when they were asked to read the lesson section, they were tempted to immediately look at the exercise section. As such, fortunately we moved around the room to monitor the students and thus, had the opportunity to check whether they actually did what they were asked to do.

In the course of this session, while monitoring the students, we often incited them to resort to the lesson section whenever they had doubts. Indeed, as some

groups were composed of intelligent students, they could finish more exercises than those of other groups that included less gifted ones. Thus, it could be drawn that during the practice stage, the students could work on their own depending on their levels. Furthermore, the correct answers of the exercises are included in the tutorial so that users can always check when necessary.

This first experimentation also helped us to realize that the students were not acquainted with some technical terms related to I.C.T. or computers. For instance, when we said: "Have a look at the different buttons at the bottom of your screen", some students did not know what to do and hesitated for a while before performing their teacher's instruction. In the same way, not all the students could understand words like: "screen", "keyboard", "icon" or expressions like: "to run the program". All of this leads us to conclude that before applying the tutorial, the students should be initiated to computer literacy.

All things considered, this first classroom experimentation was rather successful. Still, there are some points that need to be considered and improved. For example, we could notice that the program was not well-exploited. As a matter of course, the students were not encouraged to practise pronunciation by listening to and repeating the recorded phrases in the tutorial. In addition, the lesson was presented in a way that the students have already done question tags before. This is true for *Terminale* students who are supposed to have dealt with them in lower classes, so the present lesson plan needs adjustment for students in lower classes. Besides, it is then undeniable that a session which lasts one hour and forty five minutes is not enough to explore the entire program.

3.2.3.2 **Experimentation 2:**

The second experimentation requires a two-day session. Lesson plan 1 will describe the first day session whereas Lesson Plan 2 will describe the second one. Comments will come after these two lesson plans.

■ *Experimented lesson plan 1 / Experimentation 2 :*

Date: September 17th, 2014

Duration: 45 minutes

Place: PREMIERE L CLASSROOM / EPEPSAA

Class: *PREMIERE* L

Number of students: 12

Unit 1: Socializing

Objective: The students will be able to use a computer program properly

Specific objectives: The students will be able to understand computer terms and
follow instructions related to the use of a computer program.

T: the teacher   St: a student   Ss: the students   BB: blackboard   C: computer

Timing	Steps	Contents	Observations / Ss' reactions
1O mn	Warming-up and Ice - breaking	T greets Ss. T: Have a seat.	
		T: Have you got a computer at home?	All the students give a positive answer.
		T: What can we do with it?	Ss: Play games / connect on the internet / Type a text.
		T: Yes, we can do lots of things with it. We can also watch films or listen to music on it. And most of all, we can learn English or any other school subjects with it. T: What do you know about computers? What are they composed of?	Ss: A mouse, a keyboard, a modem.
		T: Yes, today we are going to learn a few things about computers.	
35 mn	Presentation	T: Let's have a look at this document which shows the different parts of a computer.	Sharing the handout containing the picture of a C.

HANDOUT:

Figure 1 : A computer and its different parts

T: Each personal computer contains all of these things.	
T: What is the French word for....?	Expected answers:
1) System Unit or Central Processing Unit also called C.P.U.	*1) Unité Centrale*
2) Monitor	*2) Moniteur*
3) Screen	*3) Ecran*
4) Speaker	*4) Speaker ou Haut parleur*
5) Keyboard	*5) Clavier*
6) Mouse	*6) Souris*
7) Microphone	*7) Micro*

		Questions:	Expected answers:
		1) What can you do with the keyboard? 2) What can you do with the mouse?	1) To type words / to validate something (Enter) 2) To point to something (Cursor) / To validate something (Click or double-click on the left button of the mouse)

■ *Experimented lesson plan 2 / Experimentation 2 :*

Date: September 19th, 2014

Duration: 2 hours

Place: I.T. ROOM / EPEPSAA

Class: PREMIERE L

Number of students: 12

Unit 1: Socializing

Objectives: The students will be able to form question tags and to use them
properly

Specific objectives: The students will be able to start a conversation, to ask for
agreement or confirmation, to ask a real question by means of
question tags.

T: the teacher   St: a student   Ss: the students   BB: blackboard   QT: question tag

Timing	Steps	Contents	Observations / Ss' reactions
10 mn	Warming-up and Ice - breaking	T greets Ss. T: Have a seat. Three students on each computer, please.	

		T: Have you ever used a computer before?	All the students give a positive answer.
		T: Have you ever learnt English using a computer?	Ss: Yes.
		T: Where is the mouse/ keyboard/ monitor/ screen/ C.P.U./ speaker/ microphone? (asking the Ss to point to each part of the computer)	This is the practice and review on the last lesson about computer literacy.
		T: Have you ever heard of a tutorial?	No reaction.
		T: Do you know what a tutorial is?	No reaction still.
		T: A tutorial is a program in the computer. We can use it to learn something. Today, we are going to learn "Question tags" on a tutorial.	
		T: What is a question tag? T: Do you want to know more about QT? T: I'd like you to double click on the "QUESTION TAG TUTORIAL" icon to run the program.	St replies « We can use it to start a conversation ». Chorus reply : Yes.
40mn	Presentation	T: Click the indicated button to start. Then, let's choose the lesson content first.	
		Reading comprehension questions: 1)What is a QT? 2)What can be the forms of the statements? 3)What is a tag? 4)What are the rules of forming QT? 5)How many exceptions are there? What	For each question, the Ss are asked to read what is written in the tutorial to find the answers. These are guide questions. The Ss could answer them successfully.

		are they? 6)What can you say about QT intonations? 7)When do we use QT?	
		T: Have you got a question? T: Do you understand everything? T: Let's move on to the exercise section then.	Ss: No. Ss: Yes.
70mn	Practice	T: Don't rush. Follow every step: begin with the beginner level. You can move on to Intermediate only after finishing Beginner. At last, do Advanced. You can always ask me if you get stuck.	While the Ss are doing the exercises, the T moves around the room to monitor them. The Ss could not finish the 3 levels of exercises in time. Questions asked by the Ss: -Can we look at the corrections in case we cannot find the correct answers?

■ *Comments:*

  This second experimentation which involved 12 *Première* students required two class sessions. Accordingly, two different lesson plans[88] have been designed. For these two sessions, English and some French were used in class.

  The first step of this second experimentation was carried out on September 17th, 2014 in the *Première* L classroom of EPEPSAA. During the session which only lasted forty five minutes, a short lesson related to "computer" was delivered to the students. The main objectives of the lesson were to make the students aware of some computer terms so that they will be able to follow instructions related to the use of a computer program. The didactic material used was a document which contained an annotated picture of a computer with its different parts. The students did not have much difficulty answering the questions. Indeed, they knew most of

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[88] Lesson Plan 1 and Lesson Plan 2

the terms being taught to them. As a follow-up activity we had planned to take the students to the I.T. Room to let them discover realia, but time constraint did not allow this.

The second step of the second experimentation was held two days after the first step, which is on September 19th, 2014. That time the *Première* L students were taken to the I.T. Room of E.P.E.P.S.A.A. During that two-hour session, question tags were taught to the students. At the end of the class, the students would be able to start a conversation, to ask for agreement or confirmation, to ask a real question by means of question tags. As with the first experimentation, the didactic materials used were four computers and the Question Tag Tutorial installed in them beforehand of course. As there were twelve students in all, the computers were distributed at a rate of one for three students.

Turning to the lesson presentation, we resorted to the Question Tag Tutorial as an audio-visual aid. Indeed, the way we conducted the lesson was as follows: each time we first gave the students a guide question related to question tags, and then we asked them to find the answer in the tutorial. This way, the tutorial served as material for reading comprehension exercise in the lesson presentation stage. As a result, the students were, to a certain extent, constrained to read the lesson content to be able to answer the guide questions. Once all these questions have been answered, they moved to the exercise section.

After the lesson presentation, the students were invited to work out the exercise section. Correspondingly, the role of the teacher then became that of a tutor. At a time, the students were asked to listen to and repeat the recordings of the tutorial. This was the case when they did the exercise related to intonation for instance. As with the first experimentation, although the duration of this second experimentation was extended to two hours or even more, all the exercises of the Question Tag Tutorial could not be finished before the bell rang.

On the whole, overall behaviour was good and most students seemed motivated during that session. Furthermore, we also tried to be sensitive to the students' difficulties and abilities. As the students are already familiar with computers, they could easily understand the instructions given to them. What is more, we tried to divide our attention among the students appropriately as we constantly moved around the room to monitor or to address our students' needs.

Nevertheless, we could notice that during that session, a few students were rather inactive, and they just observed what was going on. In other words, these students neither touched the mouse and the keyboard nor spoke while they were doing the exercises. This was presumably due to the fact that the rate of one computer for three students is too heavy.

3.2.3.3 Experimentation 3:

As with the second experimentation, this third experimentation requires a two-day session. Lesson plan 1 will describe the first day session whereas Lesson Plan 2 will describe the second one. Comments will follow these two lesson plans.

■ *Experimented lesson plan 1 / Experimentation 3:*

Date: September 29th, 2014

Duration: 1 hour

Place: *SECONDE* CLASSROOM / EPEPSAA

Class: *SECONDE*

Number of students: 28

Unit 1: Socializing

Objective: The students will be able to ask questions in English.

Specific objective: The students will be able to make yes-no questions by means
of question tags.

T: the teacher   St: a student   Ss: the students   BB: blackboard   C: computer   QT: question tag

Timing	Steps	Contents	Observations / Ss' reactions
16 mn	Warming-up and Ice - breaking	T greets Ss. T: Have a seat.	Ss greet T.
		T: What was your last lesson about?	Ss: It was about questions.
		T: So what did you learn about questions?	Some hesitations.

		T: How many types of questions are there?	Ss: 2.
		T: Yes. What are they?	St: Yes- no question and Wh- question.
		T: What is a yes-no question and how do you form it? T+BB: AUX + S + (0) + ?	St: The answer is always Yes or no. We begin with an auxiliary, after we put the subject.
		T: What is a wh- question and how to form it?	St: When the answer is not yes or no. St: Yes teacher, when it is impossible to answer the question by yes or no.
		T: So, how do you form it? T+BB: WH- + AUX + S + (0) + ?	St: We do not begin with an auxiliary but a word with Wh-, after it is the same as in the yes-no question.
		T: What are the Wh- word that you know?	Ss: who, what, when, where, why, how, whose.
		T: Very good. What about their intonation? Do you pronounce these two types of questions in the same way? T: I beg your pardon? T+BB: AUX + S + (0) + ? **(RISING ↗)** T+BB: WH- + AUX + S + (0) + ? **(FALLING ↘)**	St: No teacher. Yes-no question is with a falling intonation and .... St: No no teacher. Yes-no question is with a rising intonation and Wh- with a falling intonation.

44 mn	Presentation	T: Now, let's move on to something else. Read the sentence on the BB, and then answer my question. T+BB: You are Malagasy. T: Can you transform this sentence into a Yes-no question? T: Can you say it with the correct intonation?		
			St: Are you Malagasy? ↗ St: Are you Malagasy?	
		↗ T+BB: Are you Malagasy? T: Very good. Now, can you find another way of saying exactly the same question?	No reaction.	
		T: OK. Look at the blackboard. T+BB: You are Malagasy, **aren't you?** T: What do you notice? What have changed? T: Really? What is it then? T: So do you think it is a QT but not a Yes-no question.	St: You added "aren't you" St: Teacher, we *<u>have done</u>[89] this in *Troisième*. St: Question tag. St: Yes it's a QT Another S: No teacher, we can answer this with Yes or No. So it's a QT and a yes-no question at the same time.	

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[89] The student here should have put « did » instead of « have done ».

		T: You're right. You can answer this with Yes or No. T: Where is the QT? T: In fact, the QT is not what I have written in red, it is the whole sentence. T+BB: <u>You are Malagasy</u>, **aren't you?** Question tag T: What I have written in red is "the tag" and "You are Malagasy" is the statement.	St: It is in red teacher.
		T: Can tell me how to form the tag? What are the rules for forming them? T: I'm going to give statements, and you add tags. Imitate the example that I have just given you. T+BB: We are ready, T+BB: We are ready, **aren't we?** T+BB: It is raining heavily, T+BB: It is raining heavily, **isn't it?**	No reaction. St: I don't remember teacher. St: aren't we? St: isn't it?
		T: Very good. Now I want you to take these 3 statements one by one, and put them in the negative form. T+BB: 1) You are not Malagasy T+BB: 2) We are not ready T+BB: 3) It is not raining	St: You are not Malagasy St: We are not ready St: It is not raining.

		T: Now, can you give the tag for each of these statements?	
		T: Are you sure it is "aren't you?". It's not correct.	St: aren't you?
		T+BB: 1) You are not Malagasy, are you?	
		T: Yes, what about the others?	St: are you?
		T+BB: 2) We are not ready, are we?	
		T+BB: 3) It is not raining, is it?	St: are we?
			St: is it?
		T: Now, can you guess the rules?	No answer
		T: Let's take the first example 1) You are Malagasy, **aren't you?**	
		-T: What is the statement?	St: You are Malagasy.
		-T: Is it affirmative or negative?	St: Affirmative.
		-T: What is the statement subject?	St: You.
		-T: What is the statement verb?	St: Are.
		-T: What is the tag?	St: aren't you?
		-T: Is it positive or negative?	St: negative.
		-T: What is the tag subject?	St: you.
		-T: What is the tag verb?	St: aren't.

T: Let's take another example

    2) <u>You are not Malagasy, **are you?**</u>

-T: What is the statement?	St: You are not Malagasy.
-T: Is it affirmative or negative?	St: Negative.
-T: What is the statement subject?	St: You.
-T: What is the statement verb?	St: Are not.
-T: What is the tag?	St: are you?
-T: Is it positive or negative?	St: positive.
-T: What is the tag subject?	St: you.
-T: What is the tag verb?	St: are.

T: Can you compare the statements and the tag?

T+BB:

	STATEMENT	TAG
Subject	you	You
Verb	are	Aren't

	STATEMENT	TAG
Subject	you	You
Verb	Are not	Are

T: Yes, very good

T+BB:

STATEMENT	TAG
Affirmative verb	Negative verb
Negative verb	Affirmative verb

St: I know the rules, teacher. The subject is always the same, but when the verb in the statement is affirmative, the verb in the tag is in the negative; and when the verb in the statement is in the negative, the verb in the tag is affirmative.

		T: To sum up, what do we have in the tag?	St: a verb, a subject, and a question mark.
		T: What are the verbs we used in the examples?	St: are and is.
		T: How do we call these verbs?	St: Auxiliary.
		T: Yes, and what are the subjects that we have used in the tags?	St: you, we, and it.
		T: How do we call these words?	St: these are subject pronouns.
		T: So, in the tag we must have an auxiliary verb and a subject pronoun.	
		T: So, if we want to add a tag to a statement, there are 4 questions we must ask: -what is the statement verb? -what is the corresponding auxiliary? -is the statement subject already a pronoun or does it need to be changed? -is the statement affirmative or negative? T: Next time, we will meet in the I.T. Room for the exercises.	This is a recap of the lesson.

■ *Experimented lesson plan 2 / Experimentation 3:*

Date: October 2nd, 2014

Duration: 2 hours

Place: I.T. ROOM / EPEPSAA

Class: *SECONDE*

Number of students: 08

Unit 1: Socializing

Objectives:

➢ The students will be able to ask questions in English.

➢ They will be able to use a computer program properly.

Specific objectives:

➢ The students will be able to make yes-no questions by means of
question tags.

➢ They will be able to understand computer terms and follow instructions
related to the use of a computer program.

T: the teacher   St: a student   Ss: the students   BB: blackboard   C: computer   QT: question tag

Timing	Steps	Contents	Observations / Ss' reactions
17 mn	Warming-up and Ice - breaking	T greets Ss. T: Have a seat. Two students for each computer, please.	Ss greet teacher.
		T: Have you ever used a computer before?	All the students give a positive answer.
		T: Have you ever learnt English using a computer?	Ss: Yes

		T: Do you know the different parts of a computer? What is this? (pointing to the mouse/ keyboard/ monitor/ screen/ C.P.U./ speaker/ microphone) T: It's not a T.V., it's the monitor T: What is "*écran*" in English? T: Don't you know? It's the screen T: What is "*unité centrale*" in English? T: It's The Central Processing Unit or C.P.U.	This is an introduction to computer literacy to check whether the Ss know the different parts of a computer. St: the mouse. St: the keyboard. St: T.V. St: *écran.* *St:Unité Centrale.*
		T: Have you ever heard of a tutorial?	No reaction.
		T: Do you know what a tutorial is?	No reaction still.
		T: A tutorial is a program in the computer. We can use it to learn something. Today, we are going to learn "Question tags" on a tutorial.	
		T: What is a question tag? T: Last time we talked about the rules of forming QT. What are they? T: yes. As you said a tag can transform your sentence into a yes-no question, so if it's not negative, let's refer to it as positive. T: Do you want to know more about QT? T: I'd like you to double click on the "QUESTION TAG TUTORIAL" icon to run the program.	St: It is a yes or no question. St: Affirmative statement negative tag and negative statement with affirmative tag Ss: Yes

34 mn	Presentation	T: Click the indicated button to start. Then, let's choose the lesson content first.	
		Reading comprehension questions: 1)What is a QT? 2)What can be the forms of the statements? 3)What is a tag? 4)What are the rules of forming QT? 5)How many exceptions are there? What are they? 6)What can you say about QT intonations? 7)When do we use QT?	For each question, the Ss are asked to read what is written in the tutorial to find the answers. These are guide questions. The Ss could answer them successfully.
		T: Have you got a question? T: Do you understand everything? T: Let's move on to the exercise section then	Ss: No. Ss: Yes.
69 mn	Practice	T: Don't rush. Follow every step: begin with the beginner level. You can move on to Intermediate only after finishing Beginner. At last, do Advanced. You can always ask me if you get stuck.	While the Ss are doing the exercises, the T moves around the room to monitor them. The practice stage is interrupted by a power failure which lasted about 25 minutes. The Ss could not finish the 3 levels of exercises in time.

■ *Comments:*

This third experimentation which involved E.P.E.P.S.A.A. *Seconde* students required two class sessions. For that reason, two different lesson plans have been designed. For these two sessions, we resorted to a "blended learning" that is the combination of face-to-face teaching with C.A.L.L. Indeed, we first introduced the lesson in class, then used the tutorial for reinforcing the lesson and for practice.

The first step of this third experimentation was conducted on Monday 29th September 2014 in the *Seconde* classroom of EPEPSAA. During this one-hour session which involved 28 students, we have introduced a lesson on question tags. The main objective of the lesson was to teach the students how to ask questions in English by means of question tags. No didactic material was used in class.

This lesson on question tags was a follow-up of the previous one on questions. Indeed, we made it clear to the students that a question tag is a yes or no question. As such, it can be answered by "yes" or "no". One student immediately recognized the new structure, stating that they had already seen it in *Troisième*. Yet, he was unable to infer the rules immediately. By the same occasion, we also explained to the students that the tag and the question tag are not the same. Nevertheless, the lesson was conducted in a way that the students could deduce the rules afterwards. In the end, recap questions on how to build a question tag were provided to them.

The second step of our third experimentation was held on Thursday 2nd October 2014. That time 8 among the 28 *Seconde* students were taken to the I.T. Room of E.P.E.P.S.A.A. During that two-hour session, computer literacy and question tags were taught to the students. The lesson aimed at teaching the students how to ask yes or no questions by means of question tags and how to use the Question Tag Tutorial. The audio-visual aid used was then E.P.E.P.S.A.A.'s four computers with the Question Tag Tutorial installed in them. As this experimentation involved but eight students, each computer was shared two students. We began that session by initiating the students to the use of computers.

With regard to the lesson presentation, it is worth mentioning that the lesson on question tags had been introduced during a previous session in class. Consequently, the following session would be devoted to practice. However, in order to check the students' understanding, we first gave the students each time a guide question related to question tags and asked them to find the answer of it in the tutorial. As a result, the students were, to a certain extent, constrained to read the lesson content to be able to answer the guide questions. Once all these questions had been answered, they were asked to move on to the exercise section.

After reading the lesson section of the Question Tag Tutorial and answering the comprehension questions, the students eventually did the exercises. Once again,

we became a tutor for our students helping them from time to time, asking them to listen to and repeat the recordings of the tutorial. One major problem that we encountered during this third experimentation was that the practice stage had been interrupted by a power failure which lasted about 25 minutes. Hence, in fact the practice stage only lasted 44 instead of 79 minutes, which were insufficient to finish the 3 levels of exercises in time.

In summary, we could notice that the students were really motivated during the two-hour session in the I.T. Room. It was obvious that the use of smaller groups during the session was appropriate. As a matter of fact, the students belonging to the same group helped each other and worked together. In addition, their participation was active and lively. For instance, while a student was prompting the answer to a question, his or her partner fed the data into the computer. Besides, not many questions were asked to us while we were monitoring the students. This tells us that the instructions and guidelines being given to the students were clear and unambiguous. Thus, it can be drawn that the Question Tag Tutorial helped to create an environment that helps students develop their independence.

To conclude, these three experimentations helped us in determining not only the reliability, but also the efficiency of the Question Tag Tutorial as far as the teaching of English to *lycée* students is concerned. Indeed, when the tutorial is used to support the teaching of English, it can offer a step-by step course to the students. In the same way, it enhances the students' motivation, their language competence, their interaction and even their proficient use of English. Besides, it has been proved that this tutorial can also boost self-teaching as the students can learn more autonomously, and thereby raise their self-esteem and confidence. Consequently, we reckon that the implementation of the new teaching material which is the Question Tag Tutorial is feasible in the *lycées*.

Notwithstanding, all along the experimentations we conducted, we encountered a few problems, more precisely a few imperfections related to the use of the tutorial. First, some students could not understand computer terms. Then, the students worked at their own paces, so the groups composed of less intelligent elements were left behind. Next, there were not enough computers for the 28 *Seconde* students in the I.T. Room of E.P.E.P.S.A.A., so only a sample of students were involved in the experimentation. Moreover, all the three sessions devoted to testing the tutorial were not