

MOBILE TECHNOLOGIES FOR LANGUAGE LEARNING: A CASE STUDY OF

BEGINNING LEARNERS OF FRENCH

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Over the past 25 years, research on the effectiveness of new technologies in teaching has been constantly evolving as teachers try to keep up with educational trends. With the current evolution of technology, it is important to find out how students feel about the use of technologies in both the classroom setting and the non-traditional learning environment. The objective of this project is to determine which applications the students of French 1010 (first semester of college-level French) at the University of North Texas use for language learning to supplement and reinforce the concepts learned in class. Two questions guided this project: (1) what are the new technologies that students in French 1010 use? and (2) if UNT were to implement hybrid classes, would students be interested in taking them? In order to answer these questions, a survey was distributed to 184 students of French 1010 at UNT during the fall 2019 semester. From these surveys, 100 were selected for analysis in the present study, and three students were interviewed as a way to collect additional data. The results of the survey showed that Duolingo was the most used application for language learning purposes, while the interviews showed that the students would be open to the possibility of taking hybrid classes. From these results arise questions related to ways in which mobile applications can be effectively incorporated in language classrooms.

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## CHAPITRE 1

### INTRODUCTION

#### 1.1 Les technologies de l'information et de la communication pour l'enseignement (TICE)

Les TICE peuvent être globalement définies comme l'enseignement assisté par ordinateur. De manière plus spécifique, s'agissant de l'enseignement des langues, l'acronyme CALL (Computer-Assisted Language Learning), peut être défini comme étant « any process in which a learner uses a computer and, as a result, improves his or her language » (Beatty, 2010, p.7). En d'autres mots, ces technologies impliquent l'usage d'un ordinateur pour approfondir les connaissances des étudiants dans tous les domaines, et dans notre cas précis dans l'apprentissage des langues. Toutefois, avec l'avènement de nouveaux outils technologiques basés sur l'informatique, les TICE élargissent leur champ et vont au-delà des ordinateurs pour s'inviter dans le monde des téléphones portables, des tablettes et des applications mobiles. Ainsi, l'on passe donc de TICE à NTICE, c'est-à-dire aux Nouvelles Technologies de l'Information et de la Communication pour l'Enseignement.

Comme leur nom l'indique, les NTICE prennent en compte les outils innovants et se mettent au service d'une nouvelle génération d'étudiants. Il est, ainsi, apparu d'être utile d'examiner la rencontre entre les deux composantes ci-dessus afin de connaître l'utilisation que les débutants en Français de l'University of North Texas à Denton font des NTICE. Avant d'y parvenir, il est important de définir le concept d'apprentissage par voie mobile. D'après Kukulska-Hulme, « There is no agreed definition of 'mobile learning,' partly because the field is experiencing rapid evolution, and partly because of the ambiguity of 'mobile' – does it relate to mobile technologies, or the more general notion of learner mobility? In fact, both aspects are currently important; in



addition, the nobility of content is often highlighted » (2009, p. 158). Il faudrait donc prendre en compte ces différentes définitions lors d'une analyse de la possibilité d'apprentissage de langues par voie mobile.

## 1.2 Le projet

Ce projet de recherche est un approfondissement d'une étude menée dans le cadre d'un mémoire pour le Honors Program à l'University of North Texas.<sup>1</sup> Le projet, qui a eu une population de 144 étudiants de Français, visait à découvrir d'une part les raisons qui empêchaient l'usage des différents outils technologiques dans les salles de classe, et d'autre part la manière dont lesdits outils pourraient être utilisés. Les résultats obtenus ont montré que l'une des principales raisons empêchant les enseignants de langue étrangère d'utiliser les nouvelles technologies est un manque de compétence en la matière née d'une absence de formation. De plus, le coût élevé de certaines technologies est un autre facteur limitant, d'autant que d'après 29.7% (n=30) des étudiants du projet, le prix est l'un des facteurs qui les décident à utiliser ou non une application.

Se basant sur le sondage utilisé pour l'étude précédente, la présente étude<sup>2</sup> vise donc à déterminer la relation que les étudiants de French 1010 à l'University of North Texas ont avec les nouvelles technologies pour déterminer s'ils seraient prêts à s'orienter vers des classes dans lesquelles la technologie aurait plus de place dans le curriculum. Pour ce faire, deux questions principales ont guidé le projet : Quelles sont les nouvelles technologies que les étudiants de FREN

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<sup>1</sup> <https://journals.library.unt.edu/index.php/undergrad/article/view/78>

<sup>2</sup> University of North Texas Institutional Review Board Project Number IRB-18-17

1010 utilisent ? Si UNT implémentait des classes hybrides, est-ce que les étudiants seraient plutôt en faveur ou contre ? Pour répondre à ces questions, le sondage, ainsi que les interviews, ont été axés sur les applications d'apprentissage de langues étrangères que les étudiants connaîtraient.

## CHAPITRE 2

### ÉTUDES PRÉALABLES

Ce chapitre fait une revue de quelques études faites sur les TICE, ceci dans l'enseignement des langues. Pour ce faire, le chapitre analyse d'une part des articles qui ne contiennent pas de sondage, et d'autre part, des articles qui en contiennent. Le chapitre recense également quelques études qui sont liées au projet de recherche, sans toutefois avoir de lien direct avec celui-ci.

#### 2.1 Quelques données sur les nouvelles technologies

D'après le Pew Research Center, la majorité des Américains se retrouvent connectés aujourd'hui par voie digitale, ceci à travers des « smartphones and other mobile devices » (Pew Research Center, 2019). De ce fait, 81% des Américains seraient en possession d'un smartphone (Pew Research Center, 2019). Ce taux est en augmentation de 35% par rapport à celui obtenu dans un précédent sondage du centre de recherche, effectué en 2011 (Pew Research Center, 2019).

Cette hausse du nombre de personnes possédant un smartphone contribuerait également à une croissance du taux d'usage des applications qui y sont attachées. En effet, d'après un sondage effectué en 2011 sur 1948 personnes, le nombre d'adultes utilisant des applications et ayant suivi quelques études universitaires serait de 45% contre 32% en 2010 (Purcell, 2011). En une année, le nombre de personnes utilisant des applications aurait donc augmenté de plus de 10%. De plus, Purcell note que de toutes les applications téléchargées, les plus utilisées étaient celles qui « provide regular updates about everyday info such as news, weather, sport, or stocks », soit un taux de 74%. Celles-ci sont ensuite suivies des applications utilisées pour communiquer avec des proches et des amis, soit un taux de 67%. Enfin, le dernier

groupe d'applications utilisées était celui qui permettait d'apprendre de nouvelles choses intéressantes, soit un taux de 64% (Purcell, 2011).

Il convient, toutefois, de mentionner que les résultats obtenus semblent indiquer que l'usage d'applications varie selon la tranche d'âge, les plus jeunes en étant plus consommateurs que leurs aînés. Les résultats indiquent donc que 79% des 18-29 ans utilisent des applications qu'ils téléchargent dans leurs téléphones, contre 67% chez les 30-49 ans et 50% chez ceux de 50 ans et plus. (Purcell et al., 2010).

D'une manière générale, les adultes se servent de leurs appareils pour des raisons variées. D'après Smith, aux fonctions basiques du téléphone, appels et messages, s'ajoutent désormais de nouvelles utilisations. Ainsi, un sondage de 2015 a révélé que 62% des personnes interrogées ont utilisé leur téléphone pour des raisons de santé, et 30% les ont utilisés pour prendre des classes en ligne ou pour d'autres raisons ayant trait à l'éducation (Smith, 2015).

## 2.2 Sans sondage

Cette partie est une synthèse de quelques articles étudiant la relation entre les TICE et l'enseignement des langues étrangères.

### 2.2.1 Desmet (2006)

La technologie est présente dans tous les secteurs de la vie, et en particulier celui de l'éducation. De ce fait, Desmet a identifié sept tendances notées dans le domaine de la technologie et de l'éducation. D'après l'une de ces tendances, la technologie semble transformer l'éducation et la pousser d'un modèle passif à un modèle actif. En d'autres mots, la technologie

permettrait à l'apprenant de devenir un point focal de la pédagogie, où il participerait activement à sa propre éducation, rendant celle-ci interactive.

### 2.2.2 Wang et Vasquez (2012)

En 2012, Wang et Vasquez ont écrit un article présentant la recherche faite sur l'apport du web 2.0 dans l'enseignement. D'après eux, les définitions du terme web 2.0 sont nombreuses et variées. Parmi elles, il ya celle de Tu, Blocher et Ntoruru qui définissent comme le web 2.0 comme « web technology that aims to enhance creativity, information sharing and collaboration among users » (cité à la page 412). De ce fait, le web 2.0 permettrait de partager des informations avec des collaborateurs et encouragerait ainsi le travail en commun.

Wang et Vasquez ont découvert que les deux outils du web 2.0 qui ont fait l'objet de plus de recherches sont les blogs et les wikis. Ils ont également recensé quelques avantages et inconvénients que des chercheurs ont trouvé sur l'utilisation du web 2.0 dans l'enseignement des langues.

D'un côté, certains chercheurs ont trouvé qu'en utilisant le web 2.0 comme outil d'enseignement, « students felt frustrated by their inability to distinguish between standard and non-standard forms of the target language, which could ultimately affect their language use in other situations » (2012, p. 423). Cette incapacité à différencier les différentes formes et registres de la langue cible pourrait donc réduire les effets positifs du web 2.0 dans l'enseignement.

De l'autre côté, certains chercheurs pensent que « the most frequently reported benefit associated with web 2.0 technologies is the favorable language learning environments they help to foster » (2012, p. 412). Ces outils aident ainsi les étudiants à gagner en confiance, mais leur donne également la possibilité d'améliorer leur écriture (2012, pp. 422-423). De plus, un autre

avantage du web 2.0 est qu'il permettrait d'augmenter le niveau d'interaction et de collaboration qui existe entre les étudiants, dans la langue qu'ils apprennent.

### 2.2.3 Hubbard (2013)

Hubbard (2013) pense qu'avant d'intégrer les technologies dans les curriculums scolaires, il est nécessaire de former les étudiants et les enseignants dans leur utilisation, ce qui est appelé « learner training ». Il définit ce concept comme « a process aimed at the construction of a knowledge and skill base that enables language learners to use technology more efficiently and effectively in support of language learning objectives than they would in the absence of such training » (p. 164). D'après lui, la majorité des chercheurs pense que le fait que les apprenants savent utiliser les technologies en général signifie qu'ils sauront également les utiliser pour apprendre les langues. Pourtant, ce n'est pas toujours le cas.

Pour Hubbard, Barrette (2001) est l'une des premières à avoir contesté cette notion. Hubbard qui partage ce point de vue pense que « additional training is necessary to bring all students to the level of readiness needed for effective use of technology in language learning tasks and activities » (2013, p. 166). Pour illustrer ceci, il a choisi comme exemple le cas de son projet effectué en 2006 avec Kolaitis, Mahoney et Ponam et Hubbard. Cette étude a duré trois années dans le programme d'anglais comme deuxième langue d'un collège communautaire<sup>3</sup> au New Jersey. Le but du projet était de « to take the principle-based learner training approach (...) and expand it on a program-wide basis » (2013, p. 167). Un des résultats du projet a été la transformation, « in weekly lab sessions », du rôle de l'enseignant qui est passé de « supporting

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<sup>3</sup> Correspond au *community college*. Différent du college utilisé en France.

and explaining course content » à « helping students develop effective CALL strategies » (2013, p. 167). Ces résultats, ainsi que ceux d'autres chercheurs, ont poussé Hubbard à la conclusion selon laquelle le plus important n'est pas le type de technologie utilisé ni la manière dont les enseignants l'utilisent, mais plutôt comment les apprenants appréhendent cette technologie (2013, p. 175).

#### 2.2.4 Ollivier (2014)

En 2014, Ollivier a écrit un article sur les approches interactionnelles en utilisant le web 2.0. Dans cet article, il a fait une compilation de plusieurs études effectuées sur les apports et les limites du web 2.0. Il a tenu à préciser que s'il existe de nombreuses études dans ce domaine, le web 2.0 est peu utilisé dans les classes de langue. Ainsi, l'auteur cite Guichon (2012) d'après qui les enseignants utilisent majoritairement l'internet comme source de « documents authentiques susceptibles d'enrichir un cours et (...) comme outil de recherche d'information pour les apprenants ». Ollivier pense que les enseignants gagneraient à utiliser le web 2.0 dans leurs classes pour plusieurs raisons.

L'un des avantages trouvés serait la possibilité d'une augmentation des interactions virtuelles. Ainsi, Ollivier cite Mangenot qui déclare que l'Internet permet de « mettre en relation des apprenants entre eux, qu'ils soient ou non de langue maternelle française ». Les apprenants peuvent donc interagir avec d'autres étudiants qui se trouvent hors de la salle de classe et parfois à des milliers de kilomètres.

Toutefois, une des limites relevées par de nombreux auteurs est qu'en utilisant le web 2.0, la communication est « ... marquée par la forte dissymétrie de la relation verticale unissant enseignant et apprenants (Capucho, 2000 ; Dabène, 1990), ce qui conduit à voir la parole

fortement monopolisée par l'enseignant ». En d'autres termes, lorsqu'une classe de langue doit interagir virtuellement avec une autre, l'enseignant tient le rôle de guide et médiateur. À cause de cela, il est difficile pour les étudiants de vraiment collaborer entre eux parce qu'ils doivent toujours passer par le biais de l'enseignant. Ils se retrouvent donc en train de communiquer plus avec l'enseignant que les autres étudiants.

Ollivier propose alors de créer plus de tâches qui permettraient aux apprenants de « s'adresser à des personnes différentes sans que la relation enseignant > apprenant ne vienne perturber l'interaction sociale qui unit les partenaires premiers de la communication ». Il est donc important de créer des « tâches ancrées dans la vie réelle ». En d'autres termes, il faut emmener les étudiants à utiliser des « sites participatifs ou de s'engager dans des échanges avec des internautes sur des sites dédiés à des thématiques spécifiques ». Il a donné l'exemple du site *quandjetaispetit.com* où les étudiants pourraient travailler sur les temps passés tout en ayant des interactions avec leur camarade de classe. L'idéal serait donc d'avoir des « tâches ancrées dans la vie réelle réalisées sur le web 2.0 tandis que l'espace et le temps de la classe » offriraient « un soutien nécessaire à cette réalisation ».

#### 2.2.5 Burston (2014)

En 2014, Burston a publié un article sur les défis pédagogiques que peuvent poser les Mobile Assisted Language Learning (MALL). D'après lui, bien que les MALL aient existé depuis une vingtaine d'années, il est difficile de leur trouver une définition universelle. L'une des définitions qu'il a trouvées est celle de Palalas (2011, p.76-77) qui dit que « MALL can be defined as a language learning enabled by the mobility of the learner and...portability of handheld services »



(cité à la page 325). Cette définition est aussi celle que l'auteur a utilisée tout au long de son article.

Burston fait la revue de nombreux projets de recherche qui ont montré que les MALL sont pour la plupart focalisés sur une approche qui est centrée sur l'enseignant au lieu de promouvoir et encourager la communication entre les apprenants (2014, p.344, 346). Ceci, est en partie dû, d'après lui à « the lack of the infrastructure, technical and human, require to support two-way interaction between learners and instructions in a mobile environment» (Petersen & Divitini, 2005 – cité à la page 347).

Toutefois, certaines études ont essayé de résoudre le problème. Il cite, par exemple, le prototype HELLO (Liu et al, 2007, 2010) où les apprenants d'anglais, repartis en groupe, devaient faire une chasse aux trésors en utilisant des cartes disponibles sur leurs Personal Digital Assistants (PDAs). Ils devaient ensuite participer à des dialogues virtuels et « collaborative story creation » qui étaient enregistrés sur leur téléphone portable (2014, p. 350).

Pour faciliter l'accès aux MALL, Burston suggère qu'un plus grand budget leur soit alloué pour permettre à tous les étudiants d'y avoir accès. Il souhaite également que les applications soient compatibles avec tous les systèmes d'exploitation majeurs (2014, p. 351).

## 2.3 Avec sondage

Dans cette partie, nous allons faire une synthèse de certains articles, contenant des sondages, qui analysent la relation entre les TICE et l'enseignement des langues étrangères.

### 2.3.1 Chang (2007)

En 2007, Chang a écrit un article sur l'apport des nouvelles technologies sur l'éducation

d'apprenants de chinois. Elle a effectué une étude en 2001 qui a eu une population de 17 étudiants d'une section de conversation chinoise. Dans cette étude, les étudiants ont été divisé en deux groupes. Le premier était un groupe contrôle qui était initialement constitué de huit étudiants d'une section du cours, et le deuxième était un groupe expérimental, également composé de huit étudiants. Le groupe contrôle utilisait un manuel de chinois différent du groupe expérimental, qui lui a utilisé une application créée pour apprendre le chinois, « Tell it like it is ».

Le projet a duré un semestre, soit 14 semaines. À la fin du semestre, Chang a trouvé que les étudiants du groupe de traitement ont démontré une meilleure maîtrise de la langue chinoise que ceux du groupe contrôle (2007, p. 341). Les participants ont également affirmé qu'utiliser l'application les a aidés à améliorer leur niveau de langue. Ils ont aussi émis le souhait d'utiliser plus d'applications de ce genre dans le futur (2007, p. 344).

Toutefois, d'après Chang, il est important que les prochaines études effectuées se focalisent sur comment utiliser les TICE pour permettre aux étudiants d'avoir une meilleure expérience en classe.

### 2.3.2 Winke et Goertler (2008)

Winke et Goertler, dans leur article, *Did We Forget Someone ?* ont effectué un sondage sur un échantillon de 911 étudiants de deuxième année de français, d'allemand et d'espagnol de Michigan State University. Le but de ce sondage était d'évaluer le niveau de préparation de ces étudiants pour un programme de langue qui serait hybride (2008, p. 482). Le sondage a également permis d'évaluer le « computer literacy » des étudiants. Winke et Goertler ont défini ce dernier comme « computer skills and the ability to use computers and other technology to

improve learning, productivity and performance» (US department of education 1996, cité par Barrette 2001, P.6).

Dans leur projet de recherche, Winke et Goertler ont trouvé que la plupart des étudiants possédaient un ordinateur chez eux (2008, p. 488). De plus, en leur posant la question de savoir quels « particular tools would be useful for language learning », Winke et Goertler ont trouvé que « between 8% and 13% believed that » les ipods, les chat rooms et les jeux vidéo «would be useful for foreign language learning » (2008, p. 491).

De même, 22% des étudiants ont indiqué qu'ils seraient intéressés par des cours hybrides de langue alors que 39 % ont indiqués le contraire, et 35% ont dit qu'ils pourraient être intéressés. Un des étudiants a, ainsi, trouvé que « (...) the most important for technology is to hear native speakers because we tend to get used to the sound of our professor's voice accent» (2008, p. 492). Un autre étudiant, par contre, ne souhaitait pas avoir un cours de langage hybride parce que « technology and independent study are no substitute for face to face speaking. This is why attendance is currently so important. Language teaching is simply not something that needs technology to be effective» (2008, p. 493).

Winke et Goertler ont également trouvé que malgré le fait que la plupart des étudiants utilisaient des technologies dans leur vie de tous les jours, ils n'arrivaient pas à les utiliser dans le cadre d'apprentissage de langues étrangères. Ainsi, elles ont suggéré que les enseignants et les étudiants suivent une formation sur les nouvelles technologies et sur la manière de les utiliser dans le cadre de leurs classes. Elles ont également souhaité que les administrateurs essaient de savoir quelles technologies les étudiants utilisent pour réaliser le meilleur type de formation (2008, p. 497).

### 2.3.3 Blattner et Lomicka (2012)

En 2012, Blattner et Lomicka ont écrit un article détaillant les résultats obtenus lors d'un projet qu'elles ont mené. Le but du projet était de déterminer l'attitude des apprenants de langue étrangère face au site de réseau social Facebook. Le projet a eu pour participants 24 étudiants de niveau intermédiaire de français, âgés de dix-huit à vingt-un ans dans une université du sud-est aux États-Unis. La classe a été en partenariat avec une autre classe de langue étrangère en France.

Les résultats du questionnaire ont montré que les étudiants « reacted positively to the use of FB in their intermediate French class ». De plus, ils ont aimé le fait qu'ils pouvaient utiliser le site pour améliorer leur niveau de langue non seulement avec leurs camarades de classe, mais également avec les autres étudiants de France. Ils ont ainsi trouvé que « FB can become a pedagogical tool in the context of foreign language classes », et ils ont également remarqué que « they can exploit this resource outside of the classroom ». Toutefois, Blattner et Lomicka tiennent à préciser que la réaction positive peut-être due au fait que les étudiants étaient contents d'utiliser une nouvelle technologie en classe.

### 2.3.4 Kétyi (2013)

Kétyi a mené en 2013 un projet qui a eu une population de 70 étudiants d'allemand comme deuxième langue dans une école de business à Budapest. De mars en mai 2013, les étudiants ont utilisé le site *Busuu*, site conçu pour aider à apprendre des langues étrangères. Ainsi, chaque semaine, les étudiants devaient terminer une leçon sur le site (p. 130). À la fin du projet, Kétyi a recueilli les opinions des étudiants à travers trois questionnaires parmi lesquels un

questionnaire sur les smartphones et un questionnaire sur l'enseignement des langues assisté<sup>4</sup> par mobile (ELAM).

Les résultats du questionnaire sur les smartphones ont montré que 15% des étudiants utilisaient leur téléphone pour surfer sur internet et que 18% avaient des applications installées sur leurs téléphones (2013, p. 132). D'après les résultats du questionnaire sur les ELAM, 79% des étudiants ont trouvé que *Busuu* était un bon ou très bon site. La majorité des étudiants a également trouvé qu'utiliser *Busuu* a amélioré leur niveau de vocabulaire. De plus, ils ont indiqué que *Busuu* était facile à utiliser et que les clips audios fournis sur le site ont aidé à améliorer leur prononciation (2013, p. 132). Les participants ont également aimé le fait qu'ils pouvaient communiquer en temps réel avec d'autres utilisateurs, et que les exercices d'écriture étaient corrigés rapidement. Toutefois, malgré tous ces avantages, ils préfèrent toujours suivre au moins un cours de langue face à un professeur

À cause du prix élevé de la version premium de *Busuu*, Kétyi a suggéré que dans les prochaines études, plusieurs institutions collaborent pour obtenir plus de fonds pour les projets ELAM (2013, p. 133).

### 2.3.5 Abraham, Bostelmann et Williams (2014)

Abraham, Bostelmann et Williams ont effectué deux sondages sur des étudiants de langues étrangères. Le but des sondages était de comprendre comment certaines des technologies actuelles étaient utilisées par les étudiants. Ceci, afin de pouvoir donner aux

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<sup>4</sup> Correspond aux Mobile Assisted Language Learning (MALL)

administrateurs les données nécessaires pour incorporer les nouvelles technologies dans les curriculums (2014, p. 29).

Le premier sondage a été effectué en 2013 et a eu pour échantillon 800 étudiants de premier cycle en français, allemand, italien, japonais. Toutefois, les données des étudiants d'italien et d'allemand n'ont pas été utilisées vu qu'il n'y avait pas de livre en ligne pour ces deux programmes.

Le but de ce sondage était de déterminer le nombre d'étudiants qui utilisaient un ordinateur pour faire leurs devoirs en ligne. Les chercheurs ont trouvé que 92.8% des étudiants utilisaient leur ordinateur pour compléter 100% de leurs devoirs en ligne (2014, p. 41). Toutefois, les chercheurs ont tenu à préciser qu'un taux aussi élevé pouvait simplement indiquer qu'il n'existait pas de version mobile du livre.

Le deuxième sondage a eu pour échantillon 608 étudiants âgés de 18 à 23 ans. La première partie a été conduite en été 2013 et la deuxième partie a été conduite au printemps de la même année. Le sondage avait pour but d'étudier le niveau de « digital skill » des étudiants. Les résultats du sondage ont montré que « students are almost evenly split for and against the use of social media in foreign language » (2014, p. 55), soit un taux de 56% pour et 43 % contre. Les auteurs ont pensé que c'était un pourcentage intéressant parce que quelques années plus tôt, Winke et Goertler avaient administré un sondage similaire où seulement 4% des participants ont trouvé que les applications des médias sociaux étaient utiles pour apprendre une nouvelle langue (2014, p.55). Dès lors, Williams et al. ont suggéré que les administrateurs déterminent lesquelles des nouvelles technologies peuvent être utilisées pour accompagner leur curriculum,

au lieu de décider premièrement quelles nouvelles technologies utiliser et ensuite les insérer dans le curriculum.

### 2.3.6 Sydorenko, Hsieh, Ahn et Arnold (2017)

En 2017, Sydorenko, Hsieh, Ahn et Arnold ont publié un article dans lequel ils ont entrepris de démontrer ce que certains étudiants de langues étrangères pensent des TICE. À cet effet, ils ont réalisé un sondage sur 2.061 étudiants de langues étrangères dans une grande université du Midwest des États-Unis. Il s'agissait donc de déterminer les attitudes des étudiants de langues envers les TICE et, « whether the students' degree of exposure to technology and the target language they were learning were associated with their belief structure » (p. 210).

Ainsi, ils ont trouvé que les attitudes des étudiants envers les TICE dépendaient du nombre et de la façon dont ces technologies étaient utilisées dans les salles de classes. Sydorenko et al. ont également indiqué que ces attitudes dépendaient de trois facteurs: l'efficacité de la technologie et le degré de motivation, le niveau de satisfaction avec la technologie utilisée en classe et les atouts de cette technologie. De ce fait, d'après les recherches effectuées, plus les technologies étaient utilisées dans une classe, plus les étudiants étaient favorables à l'utilisation des TICE. Toutefois, Sydorenko et al. ont trouvé quelques exceptions. En effet, dans les classes d'allemand, classes avec le deuxième niveau de technologie utilisé le plus élevé, les étudiants n'étaient pas favorables aux technologies. Ceci laisse à penser qu'il existerait d'autres facteurs empêchant les étudiants d'apprécier l'apport des TICE dans leurs salles de classes, même si ces technologies étaient utilisées régulièrement (2017, p. 212).

Malgré cela, Sydorenko et al. ont suggéré que les étudiants soient encouragés à utiliser des technologies en dehors des salles de classe (2017, p. 212). Toutefois, ils ont tenu à préciser

l'importance de considérer que « in terms of the effect of TL studied, factors such as the differences in how language teaching is carried out in this context, the experience of technology use in class, the nature of the FL curriculum, and teachers' beliefs toward CALL may also influence students' perceptions of CALL » (2017, p. 212). En d'autres termes, l'opinion des enseignants face aux CALL ainsi que la façon dont ces technologies sont intégrées dans le curriculum influencerait l'opinion que les étudiants ont des nouvelles technologies.

### 2.3.7 Shinya (2019)

Shinya a écrit un article sur l'apport des TICE sur des étudiants d'anglais comme langue étrangère au Japon. Ainsi, il a effectué un sondage avec 130 étudiants d'université.

Au début du cours, les étudiants ont pris le Test of English for International Communication (TOEIC) et le TOEIC test tracker à la fin du cours. Ce dernier est la version d'essai pour s'entraîner à l'examen de TOEIC. Shinya a reparti les étudiants en trois groupes afin d'étudier les différentes « varieties of learners' attitudes » (2019, p. 231). Le premier groupe comprenait 71 étudiants, le deuxième 32 et le troisième 17. Les résultats trouvés ont montré que 98% des étudiants ont pu terminer 45 leçons du cours en ligne (2019, p. 232). Les étudiants du troisième groupe ont obtenu les meilleurs résultats sur le test de placement et l'examen du TOEIC Tracker. Ozawa note que ces étudiants étaient, pourtant, ceux avec le niveau de confiance en leurs compétences le moins élevé, « they were able to develop english abilities effectively » (2019, p. 233).

Les étudiants du deuxième groupe ont obtenu le deuxième score le plus élevé du test de placement ainsi que de l'examen du TOEIC Tracker. Les étudiants du premier groupe, qui



pourtant ont passé le plus de temps en ligne, soient 2000 minutes ont obtenu les scores les plus bas de tous les groupes (2019, p.232).

Shinya a trouvé, face à ces résultats, que le fait que les étudiants aient des attitudes positives face aux nouvelles technologies ne veut pas forcément dire qu'ils pourront améliorer leur niveau d'anglais (233). Il a également remarqué qu'il était important que les professeurs pensent à toutes les différences individuelles qui caractérisent les apprenants (2019, p.233). Ceci dit, il a déclaré que son étude s'est heurtée à trois grands obstacles : La validité des échelles utilisées n'a pas été examinée, il existe peut-être un meilleur outil de mesure des compétences linguistiques que le TOEIC et le TOEIC tracker, et enfin le fait que le cours ait été personnalisé au lieu d'être uniforme n'a pas arrangé les choses (2019, p.233).

#### 2.4 D'autres articles

Il y a des articles supplémentaires sur les TICE et l'enseignement des langues qui, toutefois, n'ont pas de liens directs avec la présente étude mais qui sont conseillés aux lecteurs : Château, Bailly et Ciekanski, 2015 ; Bruderman et Pelissier, 2016 ; McKim, 2016 ; Qotb, 2016 et Hubbard et Colpaert, 2019.

## CHAPITRE 3

### MÉTHODE

Deux instruments ont été utilisés pour réaliser cette étude. Le premier instrument est un sondage qui a été distribué aux participants, et le deuxième est un ensemble de questions qui ont été posées lors des différentes interviews.<sup>5</sup>

#### 3.1 Les participants

Le projet a eu une population de 184 étudiants de Français niveau 1(French 1010) à l'University of North Texas. Seuls les cent premiers sondages ont été retenus pour avoir un aperçu des attitudes et des perspectives des étudiants afin de préparer quelques questions pour les interviews. Les données ont été collectées pendant l'automne 2019. Les données de certains participants n'ont pas été incluses dans l'analyse finale pour plusieurs raisons. Certains participants, par exemple, étaient âgés de dix-sept ans lorsque les sondages ont été distribués. D'autres participants n'avaient pas rempli le sondage dans son entièreté.

#### 3.2 Le sondage

Un sondage sur les nouvelles technologies (Appendice A) a été distribué dans toutes les sections de French 1010 pendant l'automne 2019. Il était constitué de six parties. Dans la première partie, A, les étudiants devaient indiquer leur âge, leur année d'université ainsi que leurs langues maternelles. La question A5 leur demandait également d'indiquer laquelle des réponses listées décrivait le mieux leurs attitudes face aux technologies.

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<sup>5</sup> Institutional Review Board application IRB-18-17

Dans la deuxième partie, B, les étudiants devaient indiquer s'ils utilisent les différents types de technologies listés. La section B1 leur demandait d'indiquer s'ils utilisaient les modes de technologie cités : Desktop computer, laptop, cell phone, tablet, television et video camera. Les étudiants devaient indiquer s'ils utilisaient ces technologies, quelquefois, rarement ou s'ils ne les utilisaient jamais.

Dans la section suivante, B2, les étudiants ont reçu la liste de sites internet suivante : Public Websites, Facebook, Facebook Messenger, Instagram, Twitter et Snapchat. Les étudiants devaient donc indiquer s'ils utilisaient ces sites dans leur vie personnelle, leur classe de langue, leurs autres classes, s'ils ne les utilisaient pas beaucoup et s'ils pensaient que les sites seraient utiles pour apprendre des langues. Dans le cas de cette étude, l'analyse s'est uniquement centrée sur les réponses de la première colonne, qui ont ainsi déterminé si oui ou non l'étudiant(e) utilise les applications listées dans sa vie personnelle.

Dans la partie C, les étudiants devaient indiquer de quelle manière ils utilisaient les applications citées. Ainsi, dans C1, les étudiants ont reçu une liste de quinze applications d'apprentissage de langues : Babbel, Busuu, Drops, Duolingo, Fluenz, LinGo Play, LiveMocha, Living Languages, Mango Languages, Mondly : Learn 33 Languages, Pimsleur, Rocket Languages, Rosetta Stone, Spanish SOLO : Learn Spanish, Transparent Language et Yabla. Pour chaque application, les étudiants devaient indiquer s'ils utilisaient la version gratuite, la version payante ou s'ils n'utilisaient pas du tout l'application.

Dans la section C2, les étudiants ont reçu une liste de six applications : (How To) Pronounce, HelloTalk, HiNative, Lingual.ly, Tandem-Language Learning et Triplingo. Pour chaque

application, les étudiants ont dû indiquer s'ils utilisaient la version gratuite, la version payante ou s'ils n'utilisaient pas du tout l'application.

La dernière catégorie, C3, demandait aux étudiants s'ils utilisaient des cartes mémoire<sup>6</sup> pour apprendre les langues étrangères. Ici encore, les étudiants avaient une liste de dix applications : AccellaStudy Essentials, Ankiapp, Chineasy Cards, French Genius, Google Translate, Leaf, Memrise, MosaLingua, Quizlet, TinyCards. Pour chacune d'entre elles, les étudiants devaient indiquer s'ils utilisaient la version gratuite, la version payante ou s'ils ne l'utilisaient pas du tout.

### 3.3 L'interview

Dans le but d'aller au-delà du projet initial, trois étudiants ont également été interviewés. Les interviews ont duré une trentaine de minutes et ont été conduites en personne. La collecte de données par cette voie a ainsi permis d'avoir une meilleure idée des applications que les étudiants connaissent déjà ainsi que de celles dont ils s'étaient servis dans les classes antérieures. D'après Roulston, d'ailleurs, « (...) analyzing interview data includes the phases of (1) data reduction; (2) data reorganization; and (3) data representation. » (2014, p. 301). Ce processus a donc permis, non seulement de se familiariser avec les interviews, mais également d'apprendre à poser des questions pertinentes pendant une interview.

Deux séries de questions ont été posées aux trois participants lors des interviews. Le premier ensemble de questions a été posé au premier participant (Appendice B). Il contenait quatorze questions sur les nouvelles technologies et les applications. La deuxième série

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<sup>6</sup> Correspond aux flashcards

composée de quinze questions principales et deux complémentaires (Appendice C) a été posée aux participants 2 et 3.

## CHAPITRE 4

### RÉSULTATS

#### 4.1 Le sondage (N=100)

Le tableau 4.1 montre l'âge des participants dont les sondages ont été retenus pour la présente étude. Toutefois, il est important de préciser que la moyenne des âges est quelque peu faussée du fait que deux des participants ont respectivement 38 ans et 40 ans.

**Tableau 4.1: Section A1 du Sondage**

Age	Nombre de participants
18	28
19	34
20	12
21	10
22	8
23	3
24	2
25	1
38	1
40	1

Comme le tableau (4.1) l'indique, la plupart des étudiants avaient 19 ans, soit un taux de 34%. La deuxième tranche d'âge la plus élevée était celle des 18 ans, soit un taux de 28 %.

Le tableau 4.2 représente les différentes années dans lesquelles les étudiants étaient inscrits à l'université lorsqu'ils ont rempli le sondage.

**Tableau 4.2: Section A2 du Sondage**

Année	Nombre de participants
Première année	52
Deuxième année	27
Troisième année	16
Quatrième année	5

Il apparait que la plupart des étudiants étaient en première année d'université, soit un taux de 52% contre 5 étudiants en quatrième année, soit un taux de 5%.

Le tableau 4.3 représente les langues maternelles des participants. Les langues X désignent toutes les langues maternelles étrangères à part l'espagnol.

**Tableau 4.3: Section A3 du Sondage**

Langue maternelle	Nombre de participants
Anglais	93
Espagnol	3
Une autre langue ou l'anglais et une autre langue	4

La langue maternelle la plus courante est l'anglais soit un taux de 93% des participants. Les autres langues maternelles citées à part l'espagnol étaient l'urdu, le yoruba, le sonun, le français, le portugais et le coréen.

Le tableau 4.4 représente le rapport individuel que les participants ont vis-à-vis de la technologie. Les étudiants ne devaient choisir qu'une seule des croyances parmi celles qui leur avaient été proposées.

**Tableau 4.4: Section A5 du Sondage**

Rapport individuel vis-à-vis de la technologie	Fréquence
I really like technology and use it as often as possible	39
I really like technology and use it mainly when it can increase efficiency	36
I really like technology and use it mainly when it can be used as entertainment	19
I don't really like technology, but I have to use it sometimes	6
I don't really like technology, and I would prefer to be "unplugged" from the world.	0

Tous les étudiants ont dit utiliser la technologie, puisqu'aucun d'entre eux n'a choisi la dernière option qui disait qu'ils n'utilisaient pas de technologie du tout. Cependant, on observe que c'est l'option « ...use it as often as possible » qui emporte la faveur des participants (39%).

Elle est suivie de près par l'option « ...when it can increase efficiency », soit un taux de 36%.

Le tableau 4.5 représente les différents types de technologie que les étudiants utilisent. Ces derniers devaient indiquer la fréquence avec laquelle ils utilisaient ces technologies.

**Tableau 4.5: Section B1 du Sondage**

	<b>Everyday</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Desktop computer	9	23	47	21
Laptop	80	16	4	0
Cell Phone	98	1	1	0
Tablet	10	12	35	43
Television	26	45	23	6
Video Camera	5	28	46	21

Le type de technologie le plus utilisé tous les jours est donc le téléphone portable, soit un taux de 98% des participants. Le type de technologie le moins utilisé quotidiennement est les caméras vidéo.

Le type de technologie que les étudiants utilisent le plus de temps en temps est la télévision, avec un taux de 45% contre le téléphone portable avec un taux de 1%.

Le type de technologie rarement utilisé par les étudiants est la caméra vidéo. Enfin, le type de technologie que les étudiants n'utilisent jamais est la tablette avec un taux de 43%. Il est important de noter qu'un des participants n'a coché aucune case pour l'outil « télévision ».

Le tableau 4.6 représente les outils technologiques que les étudiants utilisent dans leurs vies personnelles, leurs classes de langue et leurs autres classes. L'analyse des données s'est principalement focalisée sur les applications utilisées par les étudiants dans leurs vies personnelles, pour avoir une idée précise de celles qu'ils connaissent et utilisent déjà.



**Tableau 4.6: Section B2 du Sondage**

	Vie personnelle	
	Oui	Non
Public Websites	87	13
Facebook	47	53
Facebook Messenger	40	60
Instagram	82	18
Twitter	74	26
Snapchat	84	61
Reddit	39	61
Text Messaging	97	3
DVDs	46	54
YouTube	92	8
Streaming TV/Movie services (Netflix, Hulu, etc)	90	10
Podcasts	64	36
Computer/video games	65	35

L'outil technologique le plus utilisé dans la vie personnelle est YouTube avec un taux de 92%. L'outil le moins utilisé est Reddit avec un taux de 39%.

Les outils technologiques que les étudiants n'utilisaient pas du tout dans leur vie personnelle étaient Snapchat et Reddit, tous les deux avec un taux de 61%.

**Tableau 4.7: Section C1 du Sondage**

Catégorie	Nombre de participants
Duolingo	51
Duolingo + 1 autre appli	10
Duolingo + au moins 2 autres applis	10

Le tableau 4.7 représente les applications que les étudiants utilisent pour l'apprentissage des langues. Duolingo étant de loin l'application la plus utilisée (n=71), toutes les applications ont été réparties en trois catégories principales : Duolingo, Duolingo + une autre application et Duolingo + au moins deux autres applications. Il est important de préciser que Duolingo peut être

utilisé soit en version payante ou en version gratuite. Toutefois, à cause du faible nombre de participants ayant utilisé la version payante (n=5), les deux versions ont été considérées comme n'étant qu'une seule.

En tout, dans le sondage, 51 participants sur 71 (4 de ces résultats ont été exclus) ont donc révélé n'utiliser que Duolingo contre 20 qui l'utilisent avec d'autres applications. L'un des participants a déclaré utiliser d'autres applications, et pas Duolingo.

Le tableau 4.8 représente les cartes mémoire que les étudiants utilisent pour apprendre. Il a été fait une distinction entre les versions payantes et gratuites.

**Tableau 4.8: Section C3 du Sondage**

	Version gratuite	Version payante	Pas du tout
AccellaStudy Essentials	1		99
Ankiapp	1		99
Chineasy Cards	1		99
French Genius	5		95
Google Translate	56	1	43
Leaf	2		98
Memrise	9		91
MosaLingua	2		98
Quizlet	84	1	15
TinyCards	8		92

L'application de cartes de mémoire la plus utilisée est Quizlet avec un taux de 84%. Les applications de cartes mémoires les moins utilisées sont AccellaStudy Essentials, Ankiapp et Chineasy Cards avec respectivement un taux de 1% chacune. De plus, deux étudiants uniquement ont révélé utiliser une version payante, respectivement celles de Google Translate et Quizlet.

#### 4.2 Les interviews

Trois interviews ont été conduites. Dans les interviews, tous les étudiants ont dit utiliser

également Duolingo. Toutefois, le Participant 1, qui étudie le chinois et le français comme langues étrangères utilise également Plucko et Word Reference. Pour le chinois, le participant utilise Plucko, « ... which allows me to handwrite the character and it searches it by doing that ». Pour apprendre le français, Word Reference permet donc au participant, « to look up words and everything. So that's been pretty helpful ». Le participant 1 a également mentionné utiliser Forvo « to learn how some words are pronounced ».

Le participant 2, qui étudie le Français depuis le lycée, a dit utiliser YouTube « to look at French videos », en plus de Duolingo. Il a connu Duolingo grâce à son professeur de français au lycée qui « said you should do it, to make sure that you actually know what's going on ». Le participant a donc téléchargé Duolingo à cette époque et continue de s'en servir pour apprendre le Français.

Comme le précédent, le participant 3 apprend le Français depuis le lycée, y a connu Duolingo grâce à son enseignant de cette langue et s'en sert à l'université. Le participant, qui suit un major en journalisme, affirme être à l'aise avec la technologie puisque « ...being a broadcast major, most of the stuff is done online ». Il a aussi déclaré préférer travailler sur un ordinateur que sur une tablette.

Tous les trois participants semblent être intéressés par la possibilité de s'inscrire à un cours de français hybride, qui intégrerait des applications d'apprentissage de langue dans le curriculum. Ceci serait dû au fait qu'ils ont déjà de l'expérience dans l'usage d'une application mobile pour apprendre des nouvelles langues et qu'ils s'en servent d'ailleurs hors de la salle de classe de Français.

## CHAPITRE 5

### CONCLUSION

#### 5.1 Discussion

Les résultats des sondages montrent que la plupart des étudiants utilisent au moins un type de technologie dans la vie de tous les jours. Il est important de rappeler que les deux questions de recherches qui ont guidé ce projet sont : Quelles sont les nouvelles technologies que les étudiants de FREN 1010 utilisent ? Si UNT implémentait des classes hybrides, est-ce que les étudiants seraient plutôt en faveur ou contre ?

Les résultats indiquent que la majorité des étudiants utilisent la technologie autant que possible. Si UNT venait à implémenter des classes hybrides, les étudiants seraient déjà en principe familiers avec les technologies utilisées. Dans une certaine mesure donc, ils seraient capables d'utiliser le type de technologie requis pour les classes hybrides.

Le type de technologie que les participants utilisent le plus est le téléphone portable, soit un taux de 98% des participants. Ce résultat n'est pas étonnant lorsqu'on se rend compte de la place importante que les téléphones portables occupent dans la vie de tous les jours. D'après Silver (2019) d'ailleurs, 94% des adultes possédaient un téléphone en 2019. Étant donné que bon nombre d'étudiants auraient besoin de téléphones portables pour utiliser les applications dans un cours hybride de français à UNT, on peut donc assumer qu'il n'y aurait donc pas de frais supplémentaires à encourir pour acheter des téléphones portables.

L'outil technologique le plus utilisé dans la vie personnelle est YouTube avec un taux de 92%. Ce qui n'est pas étonnant vu que d'après une étude menée par le Pew Research Center 73% des adultes ont dit utiliser YouTube (Van Kessel, 2019). De plus, Kessel ajoute que YouTube serait

utilisé pour rester informé sur l'actualité, mais également pour le divertissement : films, musique, jeux vidéo etc. L'outil le moins utilisé est Reddit avec un taux de 39%. Ceci est peut-être dû au fait que Reddit est principalement un site basé sur la discussion et l'interaction entre les différents utilisateurs. En 2019, seulement 11% de la population américaine utilisait Reddit, mais 22% de ses utilisateurs étaient des jeunes adultes âgés de 18 à 29 ans (Who uses, 2019). Ce qui fait partie de notre public cible.

Les résultats de la section C2 indiquent que Duolingo est l'application que les étudiants utilisent et connaissent le plus. Duolingo est une application d'apprentissage des langues qui a été créée en 2012. Elle compte de nos jours environ 300 millions d'utilisateurs à travers le monde et offre 31 cours sur des langues étrangères pour les apprenants dont la première langue est l'anglais. L'application contient également quatre cours en version beta.

La popularité de Duolingo amène à se poser la question de savoir si Duolingo serait une des applications à considérer lors de l'intégration des applications dans le curriculum. Un des participants a d'ailleurs déclaré avoir aidé à mettre au point la version beta indonésienne, « so they started doing beta testing for Indonesian a couple of years ago and that's my first language, so I was helping beta test that whole situation ». Ceci a donc été l'un de ses premiers contacts avec l'application et montre les différentes façons dont les étudiants peuvent utiliser Duolingo.

La particularité de Duolingo est que les étudiants peuvent synchroniser leur travail sur leurs ordinateurs ou sur leurs téléphones portables. De plus, Duolingo offre la possibilité pour les enseignants de l'utiliser dans leurs cours, à travers l'option « for schools ». En d'autres termes, cette option donne la possibilité aux enseignants de « track all their students in one place through our brand new dashboard » (Duolingo). En 2012, d'ailleurs Vesselinov et Grego ont publié un

rapport sur l'effectivité de Duolingo dans l'apprentissage de nouvelles langues. Duolingo offre également un forum où les enseignants peuvent poser les questions ou problèmes qu'ils ont.

De plus, d'après les interviews menées, les étudiants décident de garder une application en fonction du feedback qu'ils reçoivent sur ladite application. Cela semble être l'un des points forts de Duolingo, vu qu'un des participants interviewés a trouvé que « it's really easy and it explains stuff to you and then everything is like compartmentalized, so then you have like here are your verbs, and here's this and here's things and objects and whatever ». De plus, un autre des participants a dit « Yes, I tried some stuff in high school, but like Duolingo was the best one because it did more of the basics, and then in class, it was easier to build off of them because you have the basics of the language ». Les étudiants semblent donc être intéressés par la possibilité de pouvoir utiliser des applications dans la salle de classe de français. L'un des participants interviewés a d'ailleurs mentionné avoir utilisé Twitter pour un projet un cours de français pris au lycée « It was pretty interesting. Like I really enjoyed it ».

## 5.2 Quelques conclusions

Les technologies font désormais parties intégrantes de notre vie, et on les retrouve dans tous les domaines de notre activité : personnelle, professionnelle et académique.

Au niveau académique, de nouvelles technologies, à l'instar des applications, sont créées continuellement pour servir d'accessoire complémentaire à l'apprentissage de nouvelles langues ou de nouveaux sujets. Cette étude a donc entrepris de déterminer non seulement les types de technologies que les étudiants de FREN 1010 à UNT connaissent, mais également celles qu'ils utilisent. Le projet s'est déroulé pendant l'automne 2019. Cent participants ont rempli le sondage

et trois d'entre eux ont été interviewés pour recevoir des réponses plus concrètes aux questions posées.

Les deux questions de recherche de ce projet ont été : Quelles sont les nouvelles technologies que les étudiants de FREN 1010 utilisent ? Si UNT implémentait des classes hybrides, est-ce que les étudiants seraient plutôt en faveur ou contre ?

L'analyse des résultats des sondages et des interviews montrent que l'attitude des étudiants face à la technologie est positive vu que la grande majorité dit se servir au moins d'un type de technologie tous les jours. La plupart d'entre eux utilisent également ou ont utilisé une application d'apprentissage dans au moins un de leurs cours à l'université. Quizlet et Google Translate semblent ainsi être utilisés pour créer des fiches mémoires et pour traduire des textes tandis que Duolingo apparaît comme l'une des applications les plus utilisées pour apprendre une nouvelle langue (n=70).

À la question de savoir s'ils seraient intéressés de suivre des classes hybrides de français, les trois étudiants interviewés ont tous répondu favorablement. Ceci est peut-être dû au fait que certains étudiants ont eu à utiliser des applications dans les classes de langues précédemment prises. Toutefois, la taille de l'échantillon des réponses obtenues n'étant pas grande (n=3), il faudrait peut-être envisager dans le futur d'augmenter le nombre des interviewés pour obtenir des résultats plus significatifs.

Si les étudiants ont une attitude favorable à la mise en place d'un curriculum hybride, certaines inquiétudes peuvent être notées. Comme les résultats l'ont indiqué, la plupart des étudiants sont inquiets par rapport au prix des applications. Presque tous utilisent d'ailleurs des versions gratuites(n=98). Ces inquiétudes rejoignent les conclusions de l'étude menée par Kétyi

(2013) qui avait utilisé le site d'apprentissage de langues *Busuu* et qui regrettait le coût élevé de la version premium. D'après lui, ce prix prohibitif ne rendait pas le projet durable à long terme. Pour donc offrir une meilleure expérience d'apprentissage aux étudiants, il serait nécessaire d'effectuer une analyse de coût.

Une autre inquiétude qui a surgi est la qualité de l'expérience que les étudiants ont en naviguant avec les applications. Les apprenants interviewés ont dit que l'une des raisons qui les poussent à garder une application est la facilité avec laquelle ils peuvent l'utiliser. De plus, pour qu'une application soit utile à la fois à l'enseignant et aux étudiants, il faudrait qu'elle ait une fonction qui permettrait aux premiers de suivre les progrès des seconds. Il y a donc beaucoup de critères qui rentrent dans le choix d'une application comme outil complémentaire d'apprentissage.

De nombreuses études (Chang, 2007 ; Winke et Goertler, 2008) insistent, ainsi, sur l'importance de déterminer le type d'applications à utiliser en fonction du curriculum. Il faudrait également pouvoir aider les professeurs à déterminer la meilleure façon d'utiliser ces ressources. De plus, le manque d'articles en français sur l'apport des applications dans l'enseignement de cette langue réduit les ressources disponibles pour les professeurs.

Il faudrait, également, garder à l'esprit que la technologie ne devrait rester qu'un assistant pédagogique, surtout dans l'enseignement de la langue, le professeur restant le principal guide de l'apprenant. En ce qui concerne le présent travail axé sur l'usage de la technologie dans l'enseignement du français, Duolingo semble réunir tous les critères énumérés ci-dessus et le Département de Français de l'University of North Texas gagnerait à l'adopter dans son cursus, ne serait-ce que dans une phase expérimentale.



### 5.3 Contraintes et idées pour l'avenir

L'une des contraintes rencontrées dans ce projet a été le faible nombre d'interviews conduites. Ceci semble dû au caractère volontaire de cet exercice. Les étudiants n'étant pas obligés de le faire, très peu ont accepté de s'arrêter un instant pour répondre à nos questions. De plus, le fait que le sondage ait été proposé sur papier et pas en ligne a limité le nombre de niveaux où il a pu être distribué. Seules les sections de French 1010 ont pu être touchées. Mais cette option nous a semblé la meilleure pour avoir le plus grand nombre de retours possibles. Ce choix est également paru pertinent du fait que les classes de débutants sont celles qui ont le plus besoin d'outils pour apprendre une langue nouvelle, tout commencement étant difficile.

S'agissant de la place de la technologie dans le curriculum, il faudra qu'une réflexion puisse être menée pour la définir de manière à ce qu'étudiants et enseignants y trouvent un allié mais pas un obstacle. Le prolongement du présent projet serait donc une étude sur la même thématique mais cette fois-ci axée sur les professeurs. La question centrale serait de savoir s'ils sont favorables à l'introduction des applications d'apprentissage des langues dans leurs cours et de quelle manière. Ceci, après les avoir bien sûr interrogés sur les logiciels de cette nature qu'ils connaissent et/ou utilisent.

Le département de World Languages, Literatures and Cultures, ayant réuni ces deux volets de la question pourrait donc décider en toute connaissance des choses.

APPENDICE A

NEW TECHNOLOGIES AND LANGUAGE LEARNING SURVEY

Thank you for agreeing to take this anonymous survey, which will help us to understand how to prepare students for using new technologies in foreign language learning contexts. We will share the results with your instructor before the end of the semester.

**Section A: Background**

A1) Age: \_\_\_\_\_ years \_\_\_\_\_ months

A2) Student standing (circle one): Freshman Sophomore Junior Senior

A3) First language (circle one): English Spanish Other: \_\_\_\_\_

[If you grew up in a household with more than one language, please write both languages in the space after Other.]

A4) Please list all foreign language courses you are taking this semester:

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A5) Generally speaking, which of the following statements below best describes you as a user of technology?

- I really like technology and use it as often as possible
- I really like technology and use it mainly when it can increase efficiency
- I really like technology and use it mainly when it can be used as entertainment
- I don't really like technology, but I have to use it sometimes
- I don't really like technology, and I would prefer to be "unplugged" from the world

A6) In your opinion, what is the greatest technological invention or development that has occurred during the past decade?

A7) How old were you when you got your first cell phone?

**Section B: Accessibility to Technology Tools**

B1) Please mark if you use this tool Every Day, Sometimes, Rarely, or Never.

	Every Day	Sometimes	Rarely	Never
Desktop Computer				
Laptop				
Cell Phone				
Tablet				
Television				
Video camera				

B2) Please mark if you use the tool in your Personal Life, in your Language Classes, in your Non-Language Classes, you don't use this tool, or you think this tool would be useful in your language classes. Check all applicable boxes for each type of technology.

	Personal Life	Language Classes	Non-Language Classes	Not at all	Would be useful for language learning
Public websites					
Facebook					
Facebook messenger					
Instagram					
Twitter					
Snapchat					
Reddit					
Text messaging					
DVDs					
YouTube					
Streaming TV/Movie services (Netflix, Hulu, etc.)					
Podcasts					
Computer/Video Games					

### **Section C: Apps**

Please indicate the extent to which you use the apps below.

#### **C1) Language Course Apps**

	Free Version	Subscription Version	Not at all
Babbel			
Busuu			
Drops			
Duolingo			
Fluenz			
LinGo Play			
LiveMocha			
Living Languages			
Mango Languages			
Mondly: Learn 33 Languages			
Pimsleur			
Rocket Languages			
Rosetta Stone			
Spanish SOLO: Learn Spanish			
Transparent Language			
Yabla			

**C2) Q&A, Chat and Social**

	Free Version	Subscription Version	Not at all
(How To) Pronounce			
HelloTalk			
HiNative			
Lingua.ly			
Tandem- Language Learning			
Triplingo			

**C3) Flashcards**

	Free Version	Subscription Version	Not at all
AccellaStudy Essentials			
Ankiapp			
Chineasy Cards			
French Genius			
Google Translate			
Leaf			
Memrise			
MosaLingua			
Quizlet			
Tinycards			

**Section D: Follow-Up Questions**

D1) What are one or two determining factors that make you decide if you want to use a language learning app or not?

D2) If you would be willing to participate in a 30-minute interview, please leave your name, phone number and email address below.

APPENDICE B

QUESTIONNAIRE POUR L'INTERVIEW 1

1. How would you characterize your attitudes toward technology in general?
2. Which types of technology do you like the most?
3. Which types of technology do you like the least?
4. How do you currently use technology to learn a foreign language?
5. Which technologies do you use in everyday life that you do not use for school (in general)?
6. Which technologies do you use in everyday life that you do not use for language learning?
7. What is your favorite app for school-related purposes?
8. What is your favorite app for language learning-related purposes?
9. Which apps have you heard of yet never tried?
10. Which apps have you tried but not liked at all?
11. Why haven't you used the apps you have heard of but never used?
12. What determining factors decide if you keep the app or not?
13. What feature did you find lacking in an app? Which app?
14. What experience did you find lacking in the app? Which app?

APPENDICE C

QUESTIONNAIRE POUR LES INTERVIEWS 2 ET 3



## Mobile-Assisted Language Learning

### Interview Questions

Note: This is a list of question for a semi-structured interview, which means that depending on how each participant answers specific questions in different ways, some follow-up questions will be used that do not appear on this list.

1. How would you characterize your attitudes toward technology in general?
2. Which types of computers or devices do you have?
3. Which types of computers or devices do you use most often?
4. Which apps and/or websites do you use in everyday life, but not for school?
5. Which apps and/or websites do you use for school (not foreign language courses)?
6. Which apps and/or websites do you use for learning a foreign language?
7. Which apps do you like the most?
8. Which apps do you like the least?
9. Which apps have you heard of yet never tried?
10. Which apps have you tried but not liked at all?
11. Why haven't you used the apps you have heard of but never used?
12. What determining factors decide if you keep the app or not?
13. What feature did you find lacking in an app? Which app?
14. What experience did you find lacking in the app? Which app?
15. Have you heard of the term *technology saturation*?
  - Follow-up question 1: Do you feel that technology saturation applies to you and your life?
  - Follow-up question 2: Do you feel that adding some additional technology components or projects to foreign language classes would be over-saturation, or would it be acceptable?

APPENDICE D

INTERVIEW 1 TRANSCRIPTION

**Investigator**<sup>7</sup>: How would you characterize your attitudes toward technology in general?

**Participant**: Pretty helpful, pretty useful. Resourceful as a student. Hmm who is a language learner.

**I**: Which types of technology do you like the most?

**P**: In general? Not even related to language?

**I**: Yes, in general

**P**: In general? Ok. I like being able to connect with others. I like there to be access to like schoolwork, so not having to go the library to research everything, their published articles are online, in the library's catalog that you can like look through so it helps a ton with school and uh and then as a typical millennial I like watching TV and stuff so like Netflix and Hulu, and things like that. So, it's been really helpful and having a phone, getting in contact with everybody, so I like that kind of thing.

**I**: So, when you like say you like to connect with other people, you mean like social media?

**P**: Social media, being able to just text somebody and things like that

**I**: Which types of technology do you like the least?

**P**: Let me think. I guess outdated technology since we were kind of talking about that earlier. It's just a little frustrating if you've kind of moved forward with the trends and then there's people are still using all the technology if you know you're having to teach yourself for sure. Technologies, that's the thing that's coming to mind right now.

**I**: So, how do you currently use technology to learn a foreign language?

**P**: I always have a dictionary, an online dictionary. For Chinese, I use Plucko which allows me to handwrite the character and it searches it by doing that. That feature is only available on Android. For French, I didn't realize that Word Reference actually had Portuguese, but I've been using Word Reference to look up words and everything. So that's been pretty helpful. Anything else, I've had to use it for classes to do, to record myself speaking, take videos of myself speaking as well. Also again if you want to mention social media, or if I could mention social media, been able to hear the language used in music, whether it be seeing someone write the language, but you know the way you write just isn't necessarily the way you read, so it's going to be abbreviated and what not. It's more of a colloquial type of words and what not, yeah text.

**I**: Which technologies do you use in everyday life that you do not use for school (in general) or do you use all of them for classes?

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<sup>7</sup> Investigateur = Author

**P:** A TV, I guess. A TV, what else?

**I:** Which technologies do you use in everyday life that you do not use for language learning? So, you use it for everything but language learning

**P:** I use my phone, I use my computer, I use, I can watch a show on Netflix and I'm learning French, so I can watch a show on Netflix in French and be like oh that makes sense. Actually, I'm not sure. I'm like a car?

**I:** Basically, you're feel that every technology that you use in everyday life you also use it for language learning?

**P:** Basically yeah, if it's accessible to me, then I might as well use it

**I:** What is your favorite app for school-related purposes?

**P:** Oh, can I look at my phone? I should know this. I guess Quizlet. Quizlet is really helpful. And the apps that I have mentioned earlier like Word Reference and Plucko are really helpful for most of my schoolwork.

**I:** And those are the same that you use just for language learning too?

**P:** That as well, yes. Quizlet, I have used in other classes as well, but definitely it helps with languages.

**I:** Which apps have you heard of yet never tried?

**P:** For language? Or just in general?

**I:** I think it's in general

**P:** That I've never used before?

**I:** Have you used Duolingo?

**P:** I have used it Duolingo. I think there's an app called Mango or something like that. I just found out about it. I've never tried it out though.

**I:** Is it for like language?

**P:** I think so. What else have I not used before? Nothing else is coming to mind. Not because I'm super current but yeah that's the only one I can think of.

**I:** Which apps have you tried but not liked at all?

**P:** At all? Let me think. I can't name specific ones but with Chinese, it's a little hard to find dictionary apps because there's always some feature that isn't, that they don't offer. I don't go

for, like an audio clip. I'm not saying the word that, so sometimes I've downloaded Chinese dictionaries in my phone and feel a lack of sufficient information for me. They don't have enough information for me to complete it or something like that.

I: Why haven't you used the apps you have heard of? You said Mango?

P: I didn't use it because I didn't know about it.

I: What determining factors decide if you keep the app or not?

P: I guess functionality. Also, if I'm able to use it and it encompasses, has everything, all the features that I needed.

I: What feature did you find lacking in an app?

P: Audio clips, how to say a certain word... And I would prefer if there's some type of recordings and I would prefer to be from a native speaker, somebody who's been there, yeah... These are always one of the things I like to pay attention to. Say with French, I had the hardest time figuring out how the number five, and I will go to see the people downstairs and they would say "cinq", and then also for the tutor and she would say "cinq"<sup>8</sup>, and I'm like I don't know which one it is and then close it. I want to be able to make the difference, and then I found out that it's really a regional thing or something like that. But the point is that I've been able to have a variety and it's been important.

I: Do you have like a specific app in mind?

P: think I have it in my backpack if you wanted to know which ones in specific that you have. It's forvo.com. I think it's just people upload them saying how to say the words for the generally new speakers and they can't even say 'Hey I'm from this place in France or hey I'm from this place in China' or whatever.

**Director**<sup>9</sup>: Feature vs Experience. Right! In other words, even if it has features that you like, sometimes your experience with the app, you just think ugh I don't like the feel of the app, my experience isn't good, even though it has features that I want. Or do you just put up with the experience because it has the feature?

P: I might, no I'll do that sometimes. Actually, so I said that I really enjoy Word Reference, but one thing, but I guess it's part of the feature, but one thing that I dislike is that first there's so many options for so many dictionaries, and having to navigate between which ones... That's kind of complicated to get to, but also when things are it'll give you the word in a simplest form... It's going to come up as something different, therefore languages have a conjugator type of dictionary, but sometimes it doesn't. And then if I want to know what something is

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<sup>8</sup> L'étudiant a prononcé "cinq" de deux manières différentes.

<sup>9</sup> Director = Directeur du mémoire

plural, it won't give me it. And that sometimes has different spellings or that will always have different spellings. More or less yeah. So, between French and Portuguese that I'm learning, yes. To me, word reference has a lot of information and it gives me a lot of examples and I can't look at clips and everything like that, so yeah I guess I put up with the way the app is functioning and yeah... for my classes as the features that I want and it's efficient and it works with I need for my classes.

**D:** And I think we're trying to let them tell us if the experience, I don't know what to call it, but if the experience of the app is so good that even though it doesn't have a feature that you want you would still use it.

**P:** Ah I see.

**I:** Even if it's a little clunky and I have to hit too many arrows back and navigate that I don't care because it has the features

**P:** For me, it's more feature based. Based on how it looks. Esthetics are really, I guess, it kind of makes easy to navigate or it might appeal to you, and you're like ok this seems like a legit app. You know.

**D:** We could have guessed that from what she said, but it's easy for her to tell her that confirm. So that's a good follow up question. I see now that it's a little bit indirect. I realize now that you're taking Chinese or are still taking Chinese?

**P:** Portuguese, my family is from Brazil. So, I grew up with hearing it, but because of my childhood and what not. My parents were both working when I was younger, so I wasn't exposed to the language as much, so they are just some things that need to be tweaked. I would look at Word Reference for like words that are plural, and I don't know how to spell it and things like that.

**D:** So, your experience for what you used is like different from classrooms, for Chinese and...

**P:** Exactly! Yes, I might now how the word is said, but I've never seen the word written so how I'm having to kind of figure that one out yeah. It's very different. Chinese, you know, I've been learning it since middle school, and then I started...

**D:** Oh, that's great

**P:** Yeah and I'm the Chinese tutor over here, so I'm always telling the students that come to me to download Plucko because it's very. It does have exactly what you need, you know? And then with Word Reference, I've just been using French and I have a lot of questions all the time. You can ask [name of professor]

**D:** So, I realize that it's a question that we can maybe use at the end to make sure. Because there are going to be students that have studied more than one language. Yeah 'cause I think

you know more about apps than other students that would need to go looking for Japanese or Arabic or Russian.

**P:** Absolutely!

**D:** Yeah so, I guess the other question that we don't really have in here is Canvas app.

**P:** Like for school? Yes.

**D:** Do professors want you to use the canvas app? Do they put stuff on Canvas?

**P:** Yes!

**D:** Ok

**I:** Do you have like the actual app?

**P:** I have the actual app, yes. Hum if I see an announcement or if I'm looking at the discussion board or reading through that, I might do that

**D:** You have it on your phone?

**P:** Yes

**D:** Ok.

**P:** Yeah if I don't have my laptop near me, I'll go with my phone yeah

**D:** And in French, you have a platform. Is it called platform?

**I:** MindTap?

**D:** Yeah. Do you use MindTap and is there an app?

**I:** Yeah, I think it's just the website. I don't think they have an app.

**I:** Ok. I forgot.

**P:** I've actually never thought about that. Just because, you're not...whenever we do our homework or our assignment, you go through the link that's on Canvas to access it. You're not really creating your own.

**D:** Oh ok, you don't have to log in?

**P:** No

**P:** Maybe there's a way to...

**D:** I don't even know if there's an app. I just

**I:** I don't think so, but I know that some people can have the e-book on their phones.

**I:** We'll look at that next week, ok?

**P:** I know that Cengage, but it's rated 2.1. There's a MindTap mobile handbook which is rated 4. So, they are here. I just don't know if they are great to use.

**D:** Ok, so basically you use the Canvas app in addition to whatever else you want to use.

**P:** Yes

**D:** Ok. The one question that I think is helping us diving it a little bit is do you feel like you already use the tablet and whatever too much, and you don't want to use more in the language class? Or you're willing too...

**P:** Like I wouldn't because I have the resources eant to take a language class? That kind of thing?

**D:** Like if your language class teacher is going to do an Instagram project. Do you already have an Instagram?

**P:** I have an Instagram. I wouldn't mind doing this

**D:** But yeah one of the questions we thought about is if students use Instagram in the real world, would they also want to use it for a class project? If we created some kind of locked...

**P:** Or private?

**D:** Yeah private. Like just for the class project or something

**P:** I guess I wouldn't really be against it. I guess it's just introducing students to a different use of something that's like, you know, you showing what you ate this morning.

**D:** That's one of the things that we don't know and we're trying to figure out if students want this or not want this

**P:** Right. It's fairly new. Social media and what not

**D:** In other words, we're trying to find some way of making it more interesting. But if we try Instagram and students think, Instagram is my personal life and I don't want to use it in class too because I'm already using my phone too much.

**P:** I see.

**D:** I don't know. We're just wondering about this.



**P:** That's a good question. Do I want to use my...? So, I think there's a practicality to using technology in general and since a lot of us, my generation, have grown up either ... I grew up using technology. It might not have been a phone, but I learned how to use a computer pretty young. There's a certain practicality, almost an efficiency, to basic functions or basic use of a computer or your phone since we're using phones now. I am using my phone more or my laptop more to do homework, anything like that.

**D:** Ok. Are there other questions that you think...? Just one more. You mentioned that for some classes you do a recording or a video recording? Do you remember one type of assignments that you have done as that?

**P:** So, for Chinese, we have had to do it multiple times. I remember doing it in high school and it would just be, you know, like say five sentences about yourself or your family and things like that.

**D:** So, it's like an audio essay?

**P:** Basically, yes. So, and I've had to do it even here with ..., but it's usually not five sentences like fifteen to twenty. Same thing there's usually a prompt and sometimes she'll say a sentence structure that we have learned this past week. She'll like explain those things that you're supposed to say. And then for French, I've had to do the...

**I:** Recordings?

**P:** Yes, recordings

**D:** Oh, they also do that in 1010?

**I and P:** Yes

**D:** Ok, is that similar to 2040? Where there's a few sentences

**I and P:** Yes.

**P:** Yeah, I like that [name of TA], I think that's his name, does the recording and everything. It's very clear, yes, it's helpful. Those are the times that I've used a recording for classes.

**D:** And for Quizlet, do you think it's a lot of classes, different classes, you use that in?

**P:** I've used it in all my classes. I've recently got an email from Quizlet, saying that I've studied over 1,000 sets and I was in a shock.

**D:** So, if I remember correctly, I know that as a student I in the other language classes like Arabic, I go to the flashcards that my instructor made, but I think I could've created my own, right?

**P:** Right!

**D:** Do you

**P:** I appreciate the instructor creating sets for people who don't have time to create them. However, I think that an aspect of learning a language is learning how to type it. With Chinese, Chinese is Pinyin, which is like using our alphabet to describe the pronunciation. So, you're having to sound things out, and by sounding, you're bettering your pronunciation, recognizing what and which letters make this sound. It's a way to familiarize yourself with just a little bit more and getting good at typing it as well. It's very easy to make a mistake when typing Chinese. You know... They are quite a few. You have to be able to recognize the characters, type it correctly in order to... Chinese. And Pucko, not Plucko, excuse me, Quizlet does a good job at choose whenever you create your own set. One set you can use as ... Like if I choose Chinese simplified, it immediately changes the font and if I go on the other side, there's a translation for Chinese Pinyin, which the Pinyin is the... of pronunciation using our alphabet, and that would give me the tone which looks like accent marks, basically, that you put on top of the vowels. So that's really practical because not a lot of people know how to put the tones on top of the vowels and

**D:** The marks?

**P:** Absolutely, absolutely and it's ... I enjoy making my own flashcards, yeah, but I can see how for other students, it might just be better to use what's there online.

**D:** I see. It's a question of doing vs memorizing

**P:** Yeah absolutely. So, I prefer just like looking at the words, trying to figure out how to break it down and everything. That's pretty important in Chinese. For French, I try to figure out how it looks like Portuguese but then I'm like this looks more like English than Portuguese. Weird!  
Yeah

**D:** Ok we'll turn off

APPENDICE E  
INTERVIEW 2 TRANSCRIPTION

**Director**<sup>10</sup>: How would you characterize your attitudes toward technology in general?

**Participant**: I'm usually on it all the time, so it's probably really good.

**D**: Oh, ok and then the follow up is what type of technology do you like the most?

**P**: Probably my phone because it just has everything right there.

**D**: Ok, so you like that the most. What would be your second most favorite type of technology?

**P**: The only other thing I use is my laptop. So that would be....

**D**: Oh ok

**P**: Yeah.

**D**: Ok so which types of technology do you like the least?

**P**: I don't like desktop.

**D**: Oh, ok is it because of you can't move there around? Or they're too big? Or...

**P**: Yeah, they're too big and sometimes they just don't want to work.

**D**: Yeah there's that. Right. How do you currently use technology to learn a foreign language?

**P**: I use for the class and then I also do different YouTube videos with the language. And Duolingo

**D**: Oh ok, so do you find the YouTube videos easily?

**P**: Ugh normally I just type in like French speaking videos and just click on the first one that I see.

**D**: Oh, so there's lot of them?

**P**: Yeah.

**D**: Ok so you have the choice with more than one?

**P**: Yes

**D**: Hmm and did you say Duolingo?

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<sup>10</sup> Director = Directeur de mémoire

**P:** Yes! It's the one with the little bird. I think it's a bird.

**D:** Ok there's another one I'm thinking of, but with this one, do you need a subscription?

**P:** No, there's a free version.

**D:** Oh, ok so do you remember what are the things that, have you tried everything and settled on a couple of different things that you use?

**P:** Yes, I tried some stuff in high school, but like Duolingo was the best one because it did more of the basics, and then in class, it was easier to build off of them because you have the basics of the language.

**D:** So, they do a lot of vocabulary?

**P:** Yeah, they do a lot of vocabulary and sentence structure and properly and stuff like that.

**D:** So, they do sentences too?

**P:** Yeah

**D:** Ok because I haven't seen that one yet. I mean I have seen them, but I've clicked on so many

**P:** Yeah

**D:** So, do you have a book that has MindTap? Is that the website?

**P:** Yes. I think it's Cengage, it's like the website and then MindTap has like a homework book thing.

**D:** Do you also have a printed book?

**P:** Yes, I have a printed book.

**D:** Do you use that one or do you use the online book more?

**P:** I use the printed because that's what we used in high school and it was easier to go back and forth instead of the online book

**D:** I see. So, there's a printed book. Does that mean you also have access to the online?

**P:** I think you can get either or when you get the printed, or you get both. I don't remember exactly

**D:** And so, the workbook...

**P:** is just online, yeah

**D:** So, they have a website, but probably not an app? If I remember correctly?

**P:** I don't think there's an app

**D:** No one has mentioned that so far. But does your teacher use Canvas?

**P:** Yes

**D:** Oh ok. Canvas has an app?

**P:** Yes

**D:** I think it's slightly different for students

**P:** Yes, we do see something different apparently than teachers do

**D:** Can you submit an assignment on your phone?

**P:** It depends. Sometimes my phone will let me open MindTap. Sometimes it doesn't. It just depends on the Wi-Fi or like where I am

**D:** Right

**P:** But most of the time I have to be on my laptop to open MindTap

**D:** So, you use the publisher's textbook website and Canvas

**P:** Yes

**D:** And Duolingo

**P:** Yes

**D:** And YouTube

**P:** Yes

**D:** Right. So, let's see, which technologies do you use in everyday life that you don't use for school?

**P:** None of them

**D:** Like even apps

**P:** Oh

**D:** It says technology, but I think we probably need to say like including apps

**P:** Yeah because apps I only use like Facebook and stuff to get news from family and stuff like that

**D:** So, there are definitely things you don't use

**P:** For school, yes. But like technology wise, I use my phone and laptop for class

**D:** Ok. So, let's see, which technologies do you use in everyday life that you don't use for school? Hmm that's kind of the same thing. It was just, we ask kind of the same questions to make sure that somebody answers those

**P:** Yeah

**D:** So, what is your favorite app for school related purposes? For any class. Do you use apps in other classes?

**P:** Not normally. I usually only use it in French

**D:** Ah ok

**P:** I usually have like a study reminder app that reminds me to actually do my homework?

**D:** oh really? Ok

**P:** Yeah, but other than that I only use the one for French

**D:** Ok so that's educational, but it's not very specific. Ok, what is your favorite app for language learning? Well, you've already told me it's Duolingo. It's an app. Do they also have a website, you think?

**P:** I don't remember. I just know that I've downloaded it on my phone

**D:** I see. Do you remember if someone recommended it or?

**P:** Our teacher actually told us to do it. My high school teacher said you should do it, to make sure that you actually know what's going on.

**D:** Ok o... or whenever that as

**P:** Yes

**D:** Ok let's see. Which apps have you heard of, yet never tried?

**P:** I know that there's one for that, but I don't remember the name of it

**D:** It's for a language?

**P:** Yes, it's one of the other ones besides the big ones. I just know

**D:** Ok, I guess you've heard of some other language apps but you like Duolingo enough now to stay with it, and you don't feel like

**P:** I already know how to use it, so it's easier

**D:** Which apps have you tried but not liked at all?

**P:** I don't think I've really tried another one

**D:** Oh ok, so the ones that you've tried, you've realized that

**P:** Yeah, they just work, so I've stayed with it

**D:** Ok. The next question is what determining factors decide if you keep the app or not?

**P:** Normally if it continues to work or like if you get something wrong, it tells you how to fix it or like makes you go over it a bunch of times until like you get it

**D:** Alright. I see. So, in other words, it will tell you: You've missed these ones, try again?

**P:** Yeah because like with the Duolingo, they have like a quiz that you do. And then you do it and if you get it wrong, they make you study those specific ones again

**D:** So, it somehow builds into a lesson and then

**P:** Yeah so there' like levels that you do, and it starts with like learning the basics and then you just go down and then you do the quizzes. And if you do good, then you go to the next one

**D:** I see.

**P:** Yeah

**D:** Right, ok. So, are they just numbered or is it like themes?

**P:** The first one is just normal like "I need", and then after that you do like either people or food and then you just follow that

**D:** Ah. I see. So, grammar stuff, but some vocabulary too

**P:** Yeah

**D:** Ok. That's, basically the idea is that it gets harder?

**P:** Yeah



**D:** Ok, so in general we try to ask questions about the language, but not even about the languages, the features that it has vs what kind of experience you have as a user of the app. Do you know what I mean? It's like if it's really easy enough to navigate and you use it in general and it doesn't break down or ... as important or more or less than the features that it has.

**P:** I guess, it's just as important because that stops. And you're just like ok well, what am I doing now? You just supposed to keep doing it.

**D:** So, the apps, well Duolingo. You studied French before?

**P:** Yes

**D:** And at UNT?

**P:** Yes

**D:** And then I guess, is there a difference...has the app developed after time?

**P:** Yes, like they added more.... Like it gets harder quicker than the first time I did it. When I downloaded the app they didn't have the test that you take to see where you are, but when I did it again, and it's like here take this quiz to see where you are and then it would start you from things you should know

**D:** Oh, it's almost like a test

**P:** Yes

**D:** I see. Oh

**P:** Yeah do all the basically over again

**D:** Another question, that's kind of the big picture is to figure out if students, if we created some project for 1010 or 1020 or even 2040 or 2050, and it was just like an Instagram with the, locked but private Instagram, just for the class, I think you could set it up as

**P:** Yeah

**D:** The language learning, we kind of want to know if students are kind of sick of, well not sick of it, saturated or like they use it so much that they don't want to use it

**P:** Probably because usually if I'm scrolling through Instagram, I don't look at anything, I just like scroll past it, until I see like a family member... So other than that, I just scroll past it and I just go to the next thing

**D:** it's about...

**P:** Yeah

**D:** That's our problem. We know that many people use all of those things, should we try to integrate them somehow... or

**P:** It'll be good for like the 1010 and 1020. After that, I think it would be harder because you just get busy with all the other classes.

**D:** Another basic question that we have is how easy or difficult it would be for students to create an account. We know that we have too many accounts. There's an account for everything. We chose somehow, but we realized that it has so many features that we could use as projects. Would it be really annoying to have one more account?

**P:** No, because normally I use the same password, so I don't forget it. It would just be like the space on the phone because a lot of people use the space quickly. That's one of the issues I have with... Because with all the pictures and all the... with Canvas, takes out a big amount because it has all of your syllabuses and add something to it

**D:** .... memory

**P:** Yeah

**D:** Ok I see.

**P:** Yeah because just with that, because I use Google Drive for my essay. So, all of that is on my phone. Because I have it on my phone to work with when I don't have my laptop so it's like do, we have the space for it or not?

**D:** Right. The other issue we have is do students mind using a Website for some project if there's not an app for that.

**P:** No, I'll rather use a website than an app

**D:** Oh really?

**P:** Yeah 'cause I can just save that and

**D:** That's true too. I guess you would have to create an account on the website

**P:** Or even if it was just the website only and you could log in Canvas, if it was just the website only

**D:** Right. I think that someone explained to me that even with, what is it, if something is inside Canvas, so once you're in Canvas, you don't even have to log in to the online workbook?

**P:** Yeah, I have my online math, like my math assignment, I go into blocker whatever, click on it, and click on the textbook and go straight to the textbook with no assignments and then I can just go from there. So yeah you could just put a link on Canvas and go from there

**D:** Ok

**P:** Once you log in for the first time, you'll stay logged in

**D:** Ok, so as far as ... go, what is different topics they have in the textbook? Is there one topic in particular that you think someone should go and make some kind of project that we would do based on one topic

**P:** Normally, I just think about all the conjugation because there's so many different ones. I want to be able to keep them straight without because ER, some of them are different. I'm trying to figure out like this one goes with this one and this one goes with this one

**D:** That's why you do a lot of Duolingo

**P:** Yeah to try to conjugation

**D:** Is there anything else you would...? Would you say one thing to the department chair? Like how much more technology should we integrate or is it ok like it is?

**P:** Well, normally in class, I don't use my technology. I only use it outside of class. Normally I just write down everything in class because it's easier. But like outside of class, it would be better if there was just help or easier to find it

**D:** mean

**P:** 'Cause sometimes the that they have available, I have classes or I'm not available. So, if there was online where here's a list of reflexives or here's a list of stuff that you can study, it would be easier.

**D:** Right! 'Because it would save you time if

**P:** And I can do it anywhere

**D:** somebody when through the chapters and was like they're working on these things, here are stuff that they can find if they just click on the list

**P:** Or if you're having trouble with the books, and it'll say here's a list of websites so that you can work on this

**D:** So, you find your own videos

**P:** Yeah

**D:** But it'll probably be easier if someone had a list already that they could share

**P:** Yeah

**D:** Ok sounds good. Thank you very much

**P:** You're welcome.

APPENDICE F

INTERVIEW 3 TRANSCRIPTION

**Director:** The microphone is on. 'Cause we have a list so we can ask everyone the same questions

**Participant<sup>11</sup>:** Ok

**D:** Because the student who is working with me. Normally she's right there, and she's doing it for her thesis 'cause she teaches a class and her supervisor is the coordinator who makes the ultimate decision.

**P:** Gotcha

**D:** So, we're trying to work for the program, so that the coordinator can just listen to what she recommends

**P:** It makes sense

**D:** Yeah and somebody else makes the decision. And so of course we realized that with the paper survey, it doesn't tell us that much

**P:** Yeah

**D:** But actually, letting people talk about it, we find out about more

**P:** Gotcha

**D:** Right. How would you characterize your attitudes toward technology in general?

**P:** That kind of stuff is pretty much on the computer at this point, other than like the occasional handed out in class, but being like a broadcast major, most of my stuff is done online. A lot of editing and stuff like that, so I'm pretty ok with technology.

**D:** Ok, when you say broadcast, does that mean the radio or the television? Or?

**P:** A little bit of all of it. It kind of depends on, like I'm like into TC and do TV stuff for sports

**D:** Right

**P:** Yeah

**D:** So, that profession is kind of online

**P:** Big online presence, and media presence

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<sup>11</sup> Director = Directeur de mémoire

**D:** Let's see. So, you use it a lot, and then your attitude about liking it or not liking it or being somewhere in the middle. Is it the same for all technologies? Or is it different?

**P:** It's different depending on like various things. Like I like computers. I would prefer like desktops over laptops, but that's just because I grew up with desktops. I didn't get a laptop until this year, so I'm like with having a bigger set up instead of a small thing like that, but like I like the smartphones instead of a tablet because it's just the same things for the most part, but then it's spread out because the tablet might as well be a laptop, and that point it's just that awkwardness. So like laptops and tablets, I don't really care for. But like desktops and smart phones and things like that, I'm a big fan of.

**D:** Ok. Also, we've talked a little bit about which type of technologies do you use the most. So, you're on the smartphone or like

**P:** Desktop

**D:** I guess depending on what you want to do

**P:** yeah 'cause if I'm going to be working with something or any type of programming, then I'm going to want a desktop. That way I can have everything set up in front of me. Because if I'm using an app or whatever, like a website, I can do that, and it works better on my phone 'cause most of those are optimized. Yeah

**D:** Nowadays

**P:** Yeah it used to, but now not so much. Like now yeah

**D:** Which types of technologies, and that's in general, do you like the least?

**P:** Tablets. I don't like tablets because they are just, like the stuff that's optimized for phones it not usually optimized on tablets, but like websites and stuff on the tablet also aren't optimized for tablets. You have it, but it's not really the best of both. It's just kind of there. It's awkward

**D:** Ok I don't have one, so I don't know

**P:** Well, because my mom...So my dad back home we have a dual monitor desktop for his stuff and for my, like all the stuff that I do. ...family. And then my mom has an iPad. At times where like either my dad is using the computer and I don't want to bother him because he's on the phone on a call or something, so I'm not like allowed in the room. I have to do whatever on my mom's tablet and it's like it just sucks. There's not enough room. I can't open whatever

**D:** Right! You can't do what you want to do.

**P:** Right! I either see that I can access it or the website is just big enough because it's not the desktop version, but it's not really the tablet version either

**D:** Oh really?

**P:** Yeah, that's why I don't like the tablet of any sort. It's frustrating.

**D:** You think it's because you don't know if that's going to work for sure?

**P:** Yeah. It's mostly like, it just doesn't, nothing is really made for it.

**D:** It's not...

**P:** Yeah! That's pretty much it

**D:** Sometimes, you just have a feeling about it from having tried it.

**P:** Yeah because it's not, like it's not tactical, to where there's like a keyboard and that's like, 'cause especially on like an iPad, they have the full keyboard and you can't really type on it like you should, and just like use your thumb like you would on a phone. It's just awkward

**D:** Right!

**P:** Yeah

**D:** Ok, you have a clear answer for that one, which is good, right? You have to know... How do you currently use technology to learn a foreign language?

**P:** So, I mostly use my computer for it. Like Duolingo and stuff like that and just website that help. On my phone I also use Duolingo, but...

**D:** I'm not sure if they have a website and an app? Or both?

**P:** They do! They have a website and an app. They have a website for like desktop and stuff, and then they have an app for phones.

**D:** So, you use both of them?

**P:** Yeah

**D:** Ok that's an app that someone recommended, or you have?

**P:** So they started doing beta testing for Indonesian a couple of years ago and that's my first language, so I was helping beta test that whole situation and they also had French, which my high school French teacher recommended but I never got into it, so I started using it for French.

**D:** Recently?

**P:** Yeah like over the summer before I started the school year.



**D:** Oh, so you already knew to use it, so you figured that...

**P:** Yeah 'cause they have a bunch of different languages. So, then it was like well, since I'm already using it for this and then it's going to be a daily thing for me, so I can just do daily French on this. So, it works.

**D:** Right

**P:** Right.

**D:** So, it's too and then you don't have to learn

**P:** Right, you don't have to figure out new and stuff like that and then it's super easy friendly so

**D:** Is that one available... They have different levels of...

**P:** Yeah, it's levels

**D:** Yeah, I think I was going for that. There's a free subscription or is like advertisements, maybe?

**P:** I think that there's like, well it's free with advertisement, but I think you can pay 99 cents or whatever to get the ads removed, and then it's like a full version.

**D:** I see

**P:** But it's like, it's free. Like online, it's a free...

**D:** It seems to be popular with the language club.

**P:** Yeah 'cause it's really easy and it explains stuff to you and then everything is like compartmentalized, so then you have like here are your verbs, and here's this and here's things and objects and whatever

**D:** ...levels, so that you can start out at the beginning level, if you want to

**P:** So, you can either, the way it works, is there is like here's the basic and then it branches off from like have you doing these little placements tests. And then it gives you like different categories and stuff like that. But then there's also like after this chunk of categories, you can test out. So then if you're thinking of everything that's in that category, then you can test out and you can jump a level.

**P:** Right. 'Cause since I took French in high school, I took the placement test and I didn't really do great, but I was able to like test out of like half of the first set of subjects.

**D:** Oh ok.

**P:** So, it like said, ok you have a gold star and then this, this, this and this and then you need to do those two before you can advance to the next level

**D:** And then, basic level

**P:** Right, because there's object one and 2, 3 and 4

**D:** I see

**P:** And so on, and so forth, for like all the different things.

**D:** And within, if you're like at a basic level, so you can choose like different, like food

**P:** Yeah, yeah, so there's like the food and there's...

**D:** Family or something

**P:** Yeah family and friends and then objects and then things to or clothing and stuff like that.

**D:** Oh ok

**P:** Yeah, pick the what is the word for t-shirt and then it would have the picture of a t-shirt with a word, like it's pretty simple to like to see it and then process it

**D:** Oh, ok so it uses like some images and things

**P:** Yeah so then as you progress forward and start taking away the pictures, or like it would have you writing full sentences, and then it's like mostly in French or not like different things.

**D:** Oh ok. And then do you find a similar, just out of curiosity, did you find a similar Indonesian exercises and French exercises?

**P:** Yeah yeah. It's the same thing, It would give you images and then like the word associated with the image, which is the word you're looking for. Progressively it adds more Indonesian and then yeah

**D:** So, the primary activity is like some and some vocabulary?

**P:** Yeah, it's a lot of exercises for some vocabulary. Like a grammar section itself in levels

**D:** Oh ok

**P:** Yeah, that way it doesn't really confuse like the grammar and then the vocabulary and then you get lost.

**D:** ok so that would also have its own little quiz?

**P:** Right! It would have its own little thing and its little quiz if you want to test out

**D:** Oh ok

**P:** Yeah

**D:** Let's see. Which technology do you use in everyday life that you do not use for school? For anything in school?

**P:** Like

**D:** Either apps or machines or...

**P:** That helps with foreign languages?

**D:** Whether you use in your everyday life

**P:** So, like social media and things like that?

**D:** So, you bring a laptop to class for example?

**P:** Yeah

**D:** Oh ok. Some students do, and some students don't

**P:** Right. No, I bring my laptop with me just about everywhere

**D:** So, it's not something that the laptop

**P:** Just of, like a one class type of thing

**D:** Yeah

**P:** That's like my whole college career.

**D:** Ok, so you use that everywhere?

**P:** Yeah

**D:** I see. And then are they, so a lot of people use the social media apps, but you probably haven't used social media apps for a language class?

**P:** In High school, we did like a Twitter Quiz where we like had to follow certain people on Twitter and then like analyze stuff like that.

**D:** So, you used it

**P:** So, I have. It was a couple of years ago, but I've used it before

**D:** How did that project go?

**P:** It was a really interesting project because like it was supposed to be, it was either, like an athlete or something that was French, a French speaking native, so then us going through and seeing how many of their tweets was in French or something like that. It was pretty interesting. Like I really enjoyed it.

**D:** So, I don't know which sports I noticed it depends on the athlete too. A lot of them post in English

**P:** Yeah!

**D:** big...

**P:** So, mine was Russell Martin. He used to play for a time, but he's with the Dodgers now and he posts 50/50 and there's others, like my friend did a boxer, and he's like known for speaking French and he does all of his French conference in French, for no other reason than the fact he speaks French. And his tweets, he'll do the tweet and then it'll be in French and like underneath it'll like slice it off or whatever and then he'll like explain in English. So, some of them do that. Others just tweet in English and then there's the occasional tweet in English, so it just depends on the

**I:** So, if it's still the same, I know that on Twitter, you can go to their website. But you can follow someone on the web, maybe even on the app to, I'm not sure. But definitely if you have their Twitter URL, you can follow them without having to create an account or login or

**P:** Yeah you can look up Twitter without having an account.

**I:** 'Cause I think that's different from some site

**P:** Yeah. Most places like Instagram, on the web as well, you can look up the account

**I:** Oh, ok I wasn't sure about that one.

**P:** You can look up the account, but you can't interact with them. I think Twitter does that as well, you can look it but you can't. So

**I:** Right. Ok so you have used one type of social media in a language class.

**P:** Yes

**I:** Is that something that you think could, I know it could easily be done, but do you think students would say ok this is interesting? If it was like a little project?

**P:** I think so. I think it would be because like celebrities and athletes and stuff like that, we already hold them on such a high pedestal that if there isn't like the language too, then that would probably be like...

**I:** And you would, so everyone was able to choose which...?

**P:** Yes, because I'm a big baseball person, so the fact that I could pick Russell was something that was really a big deal for me. So, being able to pick was a lot better than be given like oh here's some random French basketball. Player, and I'm like I don't care about basketball, so that's kind of awkward. Project because, 'cause sometimes you can tweet at the celebrity and the odds of them seeing that you tweeted at them is slimmer, But I tweeted him something in French and he responded to it because it was like wow I never get stuff in French, and when they played in Housotn, I got to talk to him and I had like a whole conversation with him in French, which was like the coolest thing I had ever done, like that project for me was such a big deal, like I really enjoyed it.

**D:** It's a real connection.

**P:** Right!

**D:** It seems like you choose wisely

**P:** Right

**D:** Instead of just choosing like some random

**P:** Yeah it was pretty cool for me that year.

**D:** So, there's potential there for something like that.

**P:** Right! And especially because most of them are super responsive to "Hey, I'm doing something for a project! Would you be willing to "and then whatever? They're pretty cool about stuff like that. So...

**D:** Ok, that's great. So that's like social media in the classroom and then going back to apps, what is your favorite app for school related purpose? Just general school

**P:** The Canvas app.

**D:** Oh, do you use it quite often?

**P:** Yeah 'cause it reminds me when something is due, when a grade changes, if like my professor cancels class

**D:** So, you get the notifications because you set it up that way or do you think it happens by default?

**P:** When you like download the app the first time, it usually asks you do you want to allow notifications.

**D:** I see.

**P:** So, as long as you allow the notifications, it's a helpful app.

**D:** Ok

**P:** 'Cause apps are only as helpful as you let them be.

**D:** True

**P:** Yeah like I don't want my Twitter to buzz like every five mins, so I don't have my notifications on for Twitter

**D:** Oh yeah 'cause I guess it would depend on who you're following

**P:** Right! So 'Cause like when you follow certain people, you can like see their Tweets more, you can tell Twitter that you want, then it would notify you whenever they tweet. Well, that wasn't what I wanted but ok.

**D:** Some people also tweet more than others.

**P:** Yeah

**D:** So even if you had the notifications, and then somebody doesn't tweet a lot

**P:** And then sometimes it's like a retweet to, so when someone likes a tweet or responds back or comments a tweet, it's like you get that notification. It's like bro I don't want that notification, so I just turn them all off.

**D:** Ok so Canvas is something that you really use you would say?

**P:** Yeah that's, I think, the biggest one.

**D:** Because everyone in every department uses Canvas

**P:** Yeah uses Canvas. SO

**D:** Right! Have you ever used Blackboard before?

**P:** My high school, my freshman year of high school, I used Black board, but then switched over to something else.

**D:** Oh, ok I see

**P:** I think I used it for two years of high school and then we used a different one. So, it's

**D:** So, you had already been using some kind of online system?

**P:** Yeah, my high school district we had a one to one laptop, they would check out a laptop to every student at the beginning of the year and then the whole year

**D:** That's great!

**P:** Yeah, so I was pretty used to having a laptop though my high school career

**D:** So, you have already talked about Duolingo

**P:** Yes

**D:** For a specific

**P:** Yes

**D:** So, that's obviously your favorite app?

**P:** So, we're going to go that 'cause we put that question there because sometimes at this point people haven't mentioned apps. They have all these ones they've tried

**D:** Well yeah, the thing is that the only one that I did try. Like I tried, I looked at other ones when I was taking French but ... 'Cause I thought Duolingo was like, oh that's such a baby app. It's so easy, it doesn't make sense, so I'm not going to try anything. So, I tried other apps and then those were like either too much at once or something. The thing is that I don't remember what they were or like they weren't super user friendly. I was really frustrated with them.

**P:** What do you mean by user friendly? I'm not ever sure exactly

**D:** Right! Like everything is set up to like you know what you're looking at, and then sometimes they are websites, where it's like, depending on what they are, you're expecting something to pop up and then it takes you to like a different page. It opens it in a new tab or it's like it doesn't do what you think and then it's like well, this doesn't look right and then it's

**D:** Right!

**P:** So, before they updated it, UNT page wasn't super easy friendly because you didn't really know where anything was. It was just kind of like here's all the information on the page, but I don't know which one I'm supposed to click on 'cause when I chose classes at orientation this summer, I was like well it says enroll right here, but when I click it, it doesn't take me. How am I? And it's like well you have to do this and then this and then this and then you click on the enroll button and it's fine. It's like you're kidding me.

**D:** Ok

**P:** Now it's better because the enroll button is right here and you click on the enroll button and then you're good

**D:** I see

**P:** Yeah, they've changed it since the beginning of the semester.

**D:**

**P:** Yeah it was real nice too. I'm so happy for it 'cause I enrolled on Monday and then I went on the website and I was like oh this is so nice. I can do this

**D:** It made sense

**P:** Yeah it was like if you're able to explain it to a 5-year-old then this is probably pretty good so.

**D:** You didn't even stick with apps because it was not a good experience.

**P:** Yeah it was just frustrating. If it's something that's super frustrating, I have a tendency to like so when those didn't work the way I needed them or do what I wanted them to do, and I didn't really know who to ask for help, it just like I don't want to mess with this anymore.

**D:** But you already had Duolingo?

**P:** Right! 'Cause I was still doing Indonesian stuff so yeah

**D:** Ok so you didn't need to find the answers in order to do something

**P:** Yeah

**D:** helped, you would be able to just dismiss the other ones like I don't know, you don't work

**P:** Yeah you don't work. I have something that kind of works, so we would get to it yeah

**D:** Do you remember how many of those apps you think you looked at?

**P:** I went through in the two years of French I took in high school, I think I used three apps because Duolingo would have been the fourth.

**D:** Oh ok

**P:** Yeah before I used Duolingo

**D:** Oh ok I see. Let's see. So we talked a little bit, you've heard of some apps, and you've tried them, and so do you remember anything specific about why you didn't like one of them?



**P:** Most of them, they were really old apps, or they were. So we were learning, I don't remember what we were learning but it wasn't, the French style that they had used in the website wasn't the style of French that I was learning so it like, it would just be small differences that in the classroom wouldn't pay off for me, so I wouldn't

**D:** Oh, so you couldn't make the link between what you were supposed to be learning and what they were doing in the app

**P:** Right!

**D:** helping you

**P:** Yeah

**D:** Work for you

**P:** Yeah exactly, 'cause I would sit down with my teacher and she would be like. Well, this taught me that and you're telling me that means this and apparently they're both true, so what am I supposed to take? So yeah, that was mostly what was happening

**D:** Basically

**P:** yeah

**D:** Ok let's see

**P:** 'Cause at the time for me, French was French. Like I didn't understand that there was different French and then

**D:** Sure. Yeah so are there other apps that other students or teachers have mentioned that you never go try?

**P:** Mostly, my teachers have mentioned like Duolingo and then my teacher here, she's been explaining like she makes Quizlet for us, so sometimes we do Quizlet, but then I never remember to use Quizlet. I do my own Quizlet stuff because part of it is like for myself, and then being able to do it that way and then being able to. So, yeah Quizlet and Duolingo, that's pretty much it.

**D:** Do any other instructors use Quizlet at UNT that you've had so far?

**P:** It's just been her so far.

**D:** Language classes

**P:** Yeah 'cause it's easy to put the vocab and conjugation and things like that

**D:** Have you done that for most of the chapters, so far?

**P:** Yeah

**D:** Oh, wow ok. Let's see, we've talked a little bit about it, and you seem to talk about the, I don't know if it's navigation that you're mentioning, what determining factors decide if you keep the app or not.

**P:** Usually the navigation, yeah that would be what, yeah like that's how I would say it.

**D:** I don't know, like does it make sense or can I use it

**P:** Yeah, the whole user-friendly situation

**D:** I like the five year old thing

**P:** Right! If you can explain it to a five year old person because I do, I have done speeches in the past and everyone is like "Don't make it too long and don't make it too boring", and I'm just there like well it's going to be less and less than that, and they're like well if you can explain it to a five year old and like have them understand the concepts in about five. So, generally, if you can keep the attention of a five-year-old, you can use the website, you're pretty much ok.

**D:** So, when students in the past have talked to us about apps, there's this, it seems to be the features that are let's say navigation or user friendliness. Is, are there, or is the feature more important or is the experience more important?

**P:** Well,

**D:** I don't know if there's just one single answer.

**P:** I think the features generally are more important than the experience because if you have what I want to learn, but like you're not nearly as easy to navigate, I'll probably try to stick with you longer, because you have what I want to learn.

**P:** Right! I'll try harder to stick with you versus immediately jumping ship and trying to find something new because that one thing is like that's what I want to learn. But if the website or the app itself gives me like a positive experience, like well Duolingo does the same thing. So maybe just positive reinforcement. That's like another thing 'cause it's like you're getting feedback and recognition for the work that you're doing so it's kind of a 50/50. It just kind of depends. Like how badly do I want to learn that thing that I want to learn? Versus how much do I want this positive reinforcement?

**D:** Right! And what about, you know, the different topics we have in

**P:** Yeah

**D:** It's always like this. The thing on food, the thing on transportation, it's like one of those topics that can be the best one to choose some extra project, the topic itself it's a technology thing or support. Well, it's always the support but other than that maybe

**P:** Yeah. I've never really done like a project on friends and families and stuff like that where you could I don't know build a family tree and here's the different things about people in my family. I think my oral presentation in 1010 we're supposed to talk about a friend, and I don't think I'm excited about a project like ever

**D:** Ok

**P:** Since that like sports one. So, I think like friends and families type of

**D:** So, in other words, do you think one idea somebody had at some point was about when you create a group within an app that's you already have like Instagram?

**P:** Yeah

**D:** So, for that you created a group for the class, you could share with friends and families, and you describe them in French or whatever. Does it seem like something that wouldn't put too much of a technology burden on students?

**P:** Most students use Instagram or stuff like that or Twitter

**D:** Do you think?

**P:** Yeah

**D:** I don't really get that vibe from students. Isn't it Facebook, Instagram?

**P:** Not really Facebook. It's mostly Instagram and Twitter, and then a lot of use Snapchat. Those are pretty much the big three right now

**D:** Oh ok

**P:** Twitter goes in and out every now and then.

**D:** Oh, ok so it's Instagram and Snapchat.

**P:** Yeah that's like, at least from my understanding of most of my friends, we all have Snapchat and Instagram. Not all of us have Twitter but most of us have Twitter. That's pretty much that one, the tech savvy generation that we are a part of so...

**D:** Wow ok. The one concern we have in the department is that we don't want students to feel like we're giving them even more technology stuff.

**P:** Right!

**D:** What is the overall balance like, do you think?

**P:** Well,

**D:** I know it's a big question. It's like kind of vague

**P:** Yeah. Like 'cause I don't know because...

**D:** How often do you use during a day?

**P:** I use it every day but that's just 'cause I have to do

**D:** You bring it to a profession

**P:** Right! Where I have to spend a lot of time doing research on sport stuff and whatever, this or the other, so sometimes I think that all of them I spend the most time on Instagram, like just downtime that I have, I will like mindlessly scroll through Instagram

**D:** Oh ok

**P:** So

**D:** Right! That's definitely like a fun thing

**P:** Right! That's not necessarily because I have to, because I have to find a job, but it's more like I just want to sit down and see what's happening in the rest of the world. Other than sports. So

**D:** That was kind of a concern. We thought that maybe they don't want to use Instagram in the classroom if they already use it in their free time

**P:** Yeah, I know that for sure, I have my Twitter that's like my Twitter, but I also have a Twitter that's just for like UNT related stuff.

**D:** Really? Oh ok

**P:** Yeah, my friend and I call it a burner Twitter because I used to use it for AP litt chat in my English class in High school?

**D:** Oh really?

**P:** So, she would go on, my teacher would go on to Twitter and she would ask us questions with a certain hashtag, but we would respond. So I had a separate Twitter just for that stuff, that way that didn't get in the way of my feed, of like sport and my friends and of all those other stuff that I follow on my Twitter. So then that one is just for school related stuff and UNT related stuff. That way in case I need to do projects at while being on Twitter, and I can just put it there and not on like...

**D:** For that reason, I think ideally it might be nice for us to say ok maybe it's Instagram, maybe it's just some app or other thing. But if we had everyone teaching 1010, you would use just that one thing and then the next semester you could just keep that class

**P:** Right! There's also something that would work for something like that, that would be Discord, which is like essentially, it's just a chat type of thing where you can put everybody, like you can put up to 500 or 600 in a Discord. And

**P:** Yeah and it just cycle through, and you can send everything through Discord. And I have it for of my friends pictures with captions and then different things, everyone needed then you could set a Quizlet and this Discord thing. It could work out that way too. For everybody in the program in my high school, we had a Discord for everybody in the orchestra program. That way it was easy for everyone to and send stuff things in mass, and I just. That one is more popular with people who are more like not super super tech savvy because it's not like it's a difficult website to use. It's literally a website that's just a chat room.

**D:** Oh ok

**P:** But it's like known mostly through like gaming communities and stuff like that. I used it and that's how I stumbled on it. So, then I pitched the idea to the orchestra directors, and they were like if you can convince everybody to use it, then we'll like, we'll use it. I convinced everybody to used it and that was like a good way to communicate with everybody in the orchestra program like all year.

**D:** Ok

**P:** Because then they didn't have to worry about remembering that I need to tell every class this today. It was the president of the orchestra, she would send something out and it would go out to everybody, like instantly.

**D:** Ok. I don't really know what you mean by gamers would use it.

**P:** It's, I don't know why like they can hook it up to like their streaming websites like that

**P:** Yeah, I Was like that's stuff I don't even understand too, and I get most of it so

**D:** Ok another point in language learning is that it's becoming in the fields with gaming

**P:** Yeah

**D:** But we're not there yet

**P:** Yeah there's a lot of gamers that stream on Twitch and stuff like that. And they can like stream them playing and then have the statistics at where everybody that's a fan of them can be a part of their Discord chat. They can talk amongst themselves or they can talk with like and

he can read everything while he plays the game. So, it's like a guy can handle it. It's too much for me, too much

**P:** Yeah like I'm trying to play this game but there's also this shifting all the time, and I don't want to watch it either. Watching is chaotic

**D:** The concept is interesting

**P:** Yeah, it's a, I think because you can get so many people into this, into chat and it doesn't really take that much up, and it's like you can leave with the little leave button. That's literally just the whole website. Chat leave the conversation. That's it!

**D:** Ok very good. You have lot of knowledge about this technology stuff

**P:** I spend a lot of time doing random things, so when I get bored...

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