THE INTEGRATION OF THE INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING/LEARNING OF ENGLISH AS A FOREIGN LANGUAGE WITHIN THE CLASSE PUPITRE CONTEXT: A CAPITAL GAIN?

Note de recherche présentée en vue de l’obtention du Master 1 mention Sciences du Langage spécialité Didactique des Langues et des Cultures parcours Anglais Langue Vivante Étrangère par Jean-François BROUTTIER

Septembre 2006 Sous la direction de Madame Annick RIVENS MOMPEAN
Acknowledgements

I would like to express my sincere thanks and gratitude to Madame Annick Rivens Mompean for her support and her extreme patience during the process of writing this essay.
I am very grateful to Marie-Pascale Hamez for her compassion throughout the building of this work.
My special thanks to Kimberly Bess for her precious reading and corrections.
I would also like to express my gratitude to the forms I observed in Collège Rimbaud, Collège Jean-Jaurès and Collège Molière and their respective teachers: Monsieur Gérard Lefèvre, Mademoiselle Natacha Artero and Madame Renée Maufroid who made their best to facilitate my observation in their classrooms and offered me a very good insight in the French educational system as well as motivating ways of teaching.
I would also like to thank my family and friends who always encouraged me, especially my parents and Ms Laura Hocquez.
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INTRODUCTION

French people do not have the reputation of being good speakers, readers or even listeners of foreign languages although a foreign language is compulsory in every secondary school from the 6ème form¹ (11-12 year old pupils in their first year of secondary education). In addition, more and more nursery and primary schools are organizing second language courses, a trend that is being generalized to the whole country. French pupils are among the privileged pupils in the world who benefit from early language learning and yet the reputation remains. Does the French educational system fail to teach foreign languages? Or could the reputation be untrue? A recent article published in La Lettre de l’Education² revealed the results of a survey led by the Direction de l’évaluation et de la prospective (the main statistics board for the French Department for Education): “Only half the pupils reach the expected level in modern foreign languages³.” The article reveals that for 6000 3ème pupils, i.e. students in the last form of collège, only 51.5% had a satisfactory level of oral comprehension in English. As for written comprehension, only 54% of the pupils reached the expected goal, i.e. level B1 as described in the Common European Framework of Reference for Languages. This study demonstrates that at the end of collège only half the pupils manage to attain the level stated in the official instructions⁴ for second language learning; it also demonstrates that the earlier the pupils start to learn a foreign language, the more they improve their skills in the language.

In order to improve the learning/teaching of all subjects, local education authorities have brought Information and Communication Technologies (ICT) to the forefront. Some Recteurs⁵ have chosen to introduce the interactive whiteboard, while others are betting on the cartable électronique (one laptop for each pupil). The Recteur of the

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¹ French equivalent of British Year 7 form
² One of Le Monde’s publications for education.
⁴ See the Bulletin officiel du Ministère de l’Education Nationale, hors-série n° 7, 3 octobre 2002, p. 4
⁵ French equivalent of British Executive Directors of Education
Académie de Lille\(^6\) chose to develop a unique plan for Lille: the ‘Pupitre du XXIème siècle’ project. Contrary to the interactive whiteboard, this plan was not designed specifically for teachers, but for both teachers and pupils.

The plan consists of setting up new classrooms. Each ‘Classe pupitre’ would be equipped with one PC per pupil, all connected to the same network under the teacher’s control through his/her enhanced PC. This plan is designed to allow any teacher to make the best of ICT in the classroom, without having to be concerned with technical maintenance.

However, contrary to the British educational system where the use of ICT was introduced nationally more than five years ago, the French Department of Education has not yet decided on a major national plan, as each of the three cited above are still under experiment.

Since official French instructions for the teaching/learning of foreign languages must be applied nationwide, one wonders how the ‘classe pupitre’ plan is integrated within the institution while also following national education policies, all the more so since the ‘classe pupitre’ differs greatly from the traditional way pupils are taught a foreign language as it offers the possibility to integrate multimedia documents and a large variety of authentic and primary materials taken from the Internet, as well as allowing the teacher to set up differentiation.

The French Department of Education seems interested in pursuing the use of new technologies in the classroom, but they seem to turn a blind eye to certain consequences of these improvements. As Gérard Collet, a science teacher, wrote in an article published in Le Monde de l’Éducation\(^7\) in October, 2001:

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\text{Mise en demeure d’améliorer son efficacité sans augmenter ses coûts, l’éducation nationale prétend trouver dans les technologies de l’information et de la communication pour l’enseignement (TICE) un outil permettant de renouveler les pratiques pédagogiques.}\]

The author argues that the Education Nationale in France does not want to recognize that the ICT plans are designed to reduce the costs in human resources. Gérard Collet, who is himself involved in an ICT action plan, wonders whether the decision makers in the Education Nationale can both promote the importance of the ICT in the classroom and ignore the fact that it implies the creation of new specialists jobs, with a certain cost.

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\(^6\) Local Education Authority of the Nord – Pas-de-Calais region

\(^7\) Le Monde de l’Éducation is one of the leading educational periodicals in France.

He also notes that it is difficult to find professional ICT technicians but easy to find passionate self-taught teachers who accept high amounts of work in exchange for more freedom in the classroom and a certain kind of fame among their colleagues. Working on their own, the teachers are personally responsible for an important part of their training, they do their own research, they constantly renew their hardware and software and also make decisions that only the institution should make, according to Gérard Collet who adds that the way the ICT are being introduced and led in France allows for a certain kind of creativity and challenge, as well as a huge heterogeneity and an important loss in money. Indeed, he explains that:

Les responsables intermédiaires (inspections, chargés de mission et coordonnateurs divers...), qui ne disposent pas nécessairement des connaissances spécifiques au domaine, se trouvent devant une alternative cruelle : ne pas avancer, position très difficile à tenir en TICE, ou faire l'impasse sur le déficit de compétences. Les choix par défaut conduisent alors souvent à faire engager par les collectivités (commune, département, région...) des investissements matériels lourds et visibles, malgré la déficience des structures humaines.\footnote{Gérard Collet, 2001. op. cit.}

It is then up to the schools to make the most of this equipment and avoid being accused of wasting the public’s money. Most of the time, the boards of governors in secondary schools have to make decisions on how to spend the budget to develop the use of ICT inside the school to the detriment of other school subjects credits.

The Education Nationale ethics want the system to avoid the industrialization of education. Great pains have been taken to use only school resources and teachers' efforts so that the decision makers at the Department of Education do not have to resort to any kind of privatization. However, as it has always been clear that the decision makers at the French Department of Education have always wanted the French educational system to be one of the best in the world, Gérard Collet is right to wonder whether it will be able to integrate Information and Communication Technologies while carrying on this way, underestimating the needs in specific human resources, "car le défi n'est pas seulement de nature intellectuelle, mais également de nature budgétaire, donc politique\footnote{Ibid}."

The pupils’ motivation to learn English as a foreign language in a classe pupitre and the teachers’ motivation to teach in such a plan of action can vary from complete boycott to complete adhesion. How can such differences occur in the use of the classe pupitre and the motivation it entails? On what does the integration of this action plan depend?
The learning/teaching of the oral aspect of the English language remains poor in French collèges and this is mainly due to the number of pupils per form, which does not allow the language teacher to lead oral activities in small groups properly. Indeed, due to pressure from teachers and parents, the Education Nationale finally agreed that the language forms should be split into halves, but the official announcement has not yet been applied in most schools. Could ICT enhance the place of oral production and reception of the learned/taught language through the classe pupitre action plan? If so, how? Could a multimedia learning/teaching context allow teachers to better mark pupils regarding their oral production and reception? Which factors can lead to a better place for oral language in the foreign language classroom?

The Common European Framework of Reference for Languages has been introduced in the official instructions in France and should be integrated soon. As stated in this important document of reference:

> In order to carry out the tasks and activities required to deal with the communicative situations in which they are involved, users and learners draw upon a number of competences developed in the course of their previous experience. In return, participation in communicative events (including, of course, those events specifically designed to promote language learning) results in the further development of the learner’s competences, for both immediate and long-term use. All human competences contribute in one way or another to the language user’s ability to communicate and may be regarded as aspects of communicative competence.¹¹

This definition raises a few questions: Does the ICT allow the learner to develop more competences in a foreign language than those he would develop in a traditional classroom? Which skills are favoured in an ICT classroom and thanks to which factors? Which elements of the classe pupitre action plan are crucial to enhancing the teaching/learning of English as a foreign language in the French educational system? Has the plan reached its goals so far and what does it offer that the interactive whiteboard and the ‘cartable électronique’ do not?

Part I Theoretical considerations

1 Some definitions

1.1 From Computer Assisted Learning to ICT for Education

It would be untrue to think that computer assisted learning (CAL) is quite recent. The first studies on how the computer could change education were mainly based upon the behaviorists’ theories for which Skinner and Crowder were the most famous representatives. Reading Maguy Pothier (2003: 43), the main principles of this theory were the following: knowledge cut into minimal units, avoiding errors made by the learners guiding their reflections, adaptation of the pedagogical path according to the learners’ answers. All these principles were then put into action quite easily thanks to the development of the computer and the man-machine dialogue it would imply.

The notion of Information and Communication Technologies (ICT) came later (apparently in the 1990s). It is now the most generic term employed to describe what were once called the “New Technologies” or the “New Information and Communication Technologies “ (NTIC). Indeed, it is hard to understand that what was new in the 1990s could still be new in the 21st century regarding computer-based technologies.

In France, the order of the letters of the translated acronym – TIC – allows researchers and any person working for the Education Nationale to add a final E for Education. The TICE – Technologies de l’Information et de la Communication pour l’Education – are therefore the ICT applied for any educational context.

Within the evolution of Information and Communication Technologies, one can notice the creation of a new word, related to a new kind of medium: “multimedia”. In his book entitled Le multimédia (1998), Thierry Lancien refers to the Groupe audiovisuel et multimédia de l’édition (GAME) to define what can be understood by multimedia:

Le GAME propose d’appeler multimédia une œuvre qui comporte “sur un même support un ou plusieurs éléments suivants : texte, son, images fixes, images animées, programmes informatiques” et dont “la structure et l’accès sont régis par un logiciel permettant l’interactivité”.12

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Lancien adds in the glossary of his work that the “presentation [of the media] should be interactive to allow various methods of browsing”. Thierry Lancien considers that the multimedia has four main attributes: hypertext, “multicanalité”, “multiréférentialité” and interactivity.

Hypertext, as defined on Wikipedia,

...is a user interface paradigm for displaying documents which branch or perform on request. The most frequently discussed form of hypertext document contains automated cross-references to other documents called hyperlinks. Selecting a hyperlink causes the computer to load and display the linked document.

Multicanalité, as defined by Lancien (1998: 24), describes the fact that several forms of communication can exist in the same medium. Lancien adds that

Ce qui est [...] spécifique au multimédia, c’est que ces supports ne vont apparaître et s’agencer qu’à travers le système informatique qui permet de les consulter. Du même coup, ils ne prennent de sens que selon les choix que fait la personne qui les consulte.

The concept of multiréférentialité, as described by Geneviève Jacquinot (1997), “is another essential attribute of multimedia. It is closely linked to hypertext and multicanalité, which allow a diversification and multiplication of sources of information for a given theme.”

Finally, interactivity establishes a link between the three other notions. Interactivity is often mixed with interaction. Regarding interaction, Claire Belisle (1998) reminds her readers that, on a social background, it is a characteristic of human relations that allows a person to react and adapt according to his/her interlocutor’s reactions.

Interactivity clearly relates to technology. According to Claire Belisle (1998), interactivity implies the notion of a machine that would be “capable de réponses différenciées, en réaction à une intervention humaine.”

The use of ICT and multimedia and its four attributes defined by Thierry Lancien (1998) in the classroom would definitely change the pedagogical relation between the teacher, the pupils, knowledge and the resources available. Therefore, would it be appropriate to simply use the ICT in the classroom or should the ICT be integrated within the educational system?

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13 Thierry Lancien, ibid. p. 117
14 Wikipedia < http://www.wikipedia.com> >hypertext
15 Thierry Lancien, ibid. p. 24
1.2 Use versus integration

Christiane Bourguignon (1994:17-18) clearly defines the difference between using ICT and integrating them within an educational context:

– ‘Using’ means resorting to computers, either in ‘an autonomous way’ – that-is-to-say in a room which is not a classroom but a library, a club, a resource centre, etc. – or ‘in the classroom’, so as to offer pupils in need, coming from any form, some kind of support and refresher courses.

This learning context doubtlessly has some positive effects. However, Bourguignon adds that it also presents many disadvantages, in particular:

...celui de construire une image quelque peu marginale de l’ordinateur, dont l’usage se trouve ainsi associé à des situations d’échec ou qui prétend remplacer le professeur pour un bénéfice douteux : ‘On fait la même chose que sur papier mais au rythme de l’élève’. On peut simplement regretter que ce type de démarche ne soit pas toujours soutenu par une réflexion pédagogique structurée. Il y a dès lors décontextualisation de l’outil et des savoirs construits.

Using the ICT, either in an autonomous way or in a classroom, does not apparently allow you to make the best of those technologies. Could the ICT be more useful while being integrated and not simply used?

– The notion of ‘integration’ takes into account any kind of insertion of the technological tool during one or more than one lesson, within a ‘global pedagogical sequence’, whose goals had been clearly defined. “Pour chaque phase, les modalités de réalisation sont explicitées en termes de prérequis, d’objectifs, de déroulement de la tâche, d’évaluation, afin que l’ensemble constitue un dispositif didactique cohérent.” Then, we can wonder why the ICT should be integrated rather than simply used and, above all, how they could be integrated.

1.3 “Classe pupitre” action plan

In the area of Lille’s Local Education Authority, an action plan has been set up to develop ICT in schools. As defined on an official brochure published by the CANTE (see appendix), the main objectives of the “Pupitres du XXIème siècle” also known as the “Classe pupitre” action plan are the following:

18 Christiane Bourguignon, 1994, p. 17
19 Ibid, p. 17-18
20 Cellule Académique des Nouvelles Technologies Educatives The CANTE is a special unit of Lille Local Education Authority, dedicated at the integration of the ICT in primary and secondary schools. Its team of experts, decision makers and technicians aims at testing new products, developing local action plans like the “Pupitres du XXIème siècle” and helping schools to solve any technical problem thanks to a hotline.
Développer une pédagogie novatrice intégrant l’utilisation pertinente par les élèves et leurs enseignants de l’outil informatique. Elle concerne toutes les disciplines et en particulier les apprentissages fondamentaux.\(^{21}\)

Reading the main objectives of the *Classe pupitre* action plan, it is clear that the Académie de Lille took a position in support of the integration of ICT in the educational system. In this same brochure (CANTE, 1998), it is specified that the pupils can access their computer at anytime according to the pedagogical needs. Furthermore, the learners are clearly positioned at the centre of the action plan and of the new pedagogy it should create. While using the *classe pupitre*, the teacher can use the tool to guide the pupils’ work.

The brochure stipulates that one room of the establishment should be dedicated to ICT to become a *classe pupitre*, containing as many computers as the number of pupils, all connected together via the Internet and a common network, as well as a computer dedicated to the teacher.

The action plan refers to a pedagogical team who would accept to teach with the tool with at least one form. It is clearly said that the *classe pupitre* action plan “continue d’instituer la classe en tant qu’unité pertinente et lieu privilégié de l’enseignement et confirme le maître dans ses rôles de pilotage des apprentissages.”\(^{22}\)

Finally, the *classe pupitre* should take advantage of the presence of a resource teacher (*Enseignant Ressource TICE*) and of a technical assistant in every secondary school where a *classe pupitre* is set up.

The definitions of the concepts and notions cited above will help us to better understand the stakes of the introduction of ICT within an educational system. The evolution of this introduction should then be seen with the detachment needed for such a complex tool. Indeed, one can argue that the evolution of ICT goes faster than its introduction in a national educational system.


\(^{22}\) ibid.
2 The introduction of the ICT in the French educational system: from national policies to classroom settings and practices

The French Education Nationale can appear to be a very closed educational system. Indeed, it is quite difficult to get in touch with teachers and be aware of what is being done regarding the integration of the Information and Communication Technologies in an establishment unless you consult every step of the hierarchy. What is more, when you are allowed to enter different classrooms in different schools, it is clear that there are numerous differences in the way the schools use the ICT.

One possible explanation for those differences would be that, apart from the Brevet informatique et Internet (B2i) plan, there is no real official instruction, which suggests that the ICT needs to be integrated nationwide, that-is-to-say that if a national system is not established, there is no way to normalize these differences.

2.1 National position on the “information society”

The only official instruction about the ICT one can easily find remains some official speeches pronounced by different Prime Ministers and several Ministers for Education since 1997.

The major speech “Préparer l’entrée de la France dans la société de l’information” was read in Hourtin in August 1997 by Prime Minister Lionel Jospin. In this speech, the Prime Minister declares that the first entity to enter this era of ICT is the school:

Première priorité : la bataille de l’intelligence commence à l’école. Le développement en milieu scolaire de l’utilisation des technologies de l’information répond à un double objectif :
- donner la maîtrise des nouveaux outils de communication, qui seront indispensables aux futurs citoyens ;
- exploiter les richesses du multimédia comme outil pédagogique.

L’ordinateur ne peut en aucune manière se substituer à l’enseignant. Mais il peut en devenir l’auxiliaire précieux. Je suis convaincu que les technologies de l’information constituent un vecteur d’apprentissage du savoir et d’accès à la culture. Si ce savoir nouveau n’est pas donné à l’école, le fossé se creusera entre les jeunes dont les parents peuvent acheter un ordinateur et ceux qui n’ont pas cette chance.23

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This speech clearly states the objectives of the national policy regarding the ICT. First of all, teachers were given the mission to teach pupils to understand these ‘new’ technologies in order to integrate themselves into the Information and Communication society they would have to live in. Secondly, teachers were invited to consider the ICT as a sharp and powerful tool that would allow the pupils to communicate in many different ways.

In 1999, Prime Minister Jospin declared in Hourtin once again that: “*A travers l’école, en particulier, l’Etat peut prévenir ‘l’illectronisme’, avant qu’il ne devienne un nouvel avatar de l’illetrisme*.”

Following the first speech in Hourtin, the government decided to set up a new programme, called the *Programme d’Action Gouvernemental pour la Société de l’Information* (PAGSI) that aimed at developing the ICT in the educational system. It did so by giving more credits to rural areas as well as to the *Zones d’Éducation Prioritaire* (ZEP), creating Internet portals such as Educnet, the official ICT resources portal for Education in France, as well as some work groups and newsletters, such as e-teach for teachers to exchange information about their use of ICT, thus creating the function of “*personne ressource*” for some designated teachers. These teachers would then become the person in charge of the introduction of the ICT inside their school and serve as the link between teachers using the ICT, decision makers at the LEA level and the board of inspectors. The PAGSI also aimed at developing the Eduscasource project, which would become a framework of reference for pedagogical multimedia resources. In 2000, the Minister for Education Jack Lang and the Secretary for Research Roger-Léon Schwartzenberg launched the S3IT (*Schéma stratégique des systèmes d’information et des télécommunications*). This scheme defined a national policy regarding the ICT. It aimed at favouring the use of ICT in schools and developing action plans in the local education authorities, which would be accompanied by a wide offer of services to support the schools. The scheme also introduced the idea of internal networks in schools as well as the desire to bring an Internet connection to any PC in every school. The ‘*personnes ressources*’ would then be in charge of the pedagogical coordination in each school. Each local education authority had to start organizing the technical and pedagogical assistance (e-mail services, subject newsletters, web hosting, etc.). It was also the starting point of the virtual office for teachers and pupils.

In June 2000, the B2i (*Brevet informatique et internet*) was launched and should have been fully delivered to most pupils in 2003.

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24 *Ibid*, p. 15
National guidelines regarding ICT were unveiled at the end of the 20th century by the highest political decision makers but no real application was proposed. Each of the 22 local education authorities had to develop its own policies and programme to introduce ICT in schools. Each *recteur* had the responsibility to lead to policy and create or reinforce an ICT-based unit of experts to put in place what the Prime Minister had decided.

### 2.2 Genesis of a local action plan

Regarding Lille’s local education authority, very few official texts have been archived. We only know that it was the Recteur Fortier who decided to launch a new action plan in the Académie in 1997. The CANTE (Cellule Académique des Nouvelles Technologies pour l’Education) has been in charge of the development of this action plan ever since. The *Pupitres du XXIe siècle* project, which was set up so as to offer every pupil the opportunity to have access to a personal computer at school, has remained an academic action plan since then. It has been introduced in only one other local education authority (Grenoble) but not at the same level as in Lille. There are currently no official instructions regulating the different experiments led in France.

Many actors have drawn the *classe pupitre* plan. Among them, we can find the technicians on one hand and the teachers on the other hand.

Stephen Bax (2000) puts forward the fact that

> ...technology, and ‘technical solutions’ in general can undoubtedly play some part in educational change,[He] suggest[s] that in order for them to succeed, however, at least two conditions need to be met, which relate to attitude and action:

a. **Attitude:** those involved in the change (the ‘stakeholders’) must appreciate the value of technical solutions in general and technologies in particular, but also the limitations. Stakeholders must appreciate the fact that technology can offer at best a partial solution. They therefore need to target technology properly.

b. **Action:** teachers (and others) must attend carefully to all aspects of the change process, including social and interpersonal areas, to ensure that the human elements in the change process are being dealt with as well as the technical.28

The “*Pupitres du XXIe siècle*” project was designed and improved at the Cellule Académique des Nouvelles Technologies in Lille from 1997, in order to fulfil its mission, which, at the time, was to introduce the Information and Communication Technologies inside the classroom. This action plan was created for both primary and secondary education. The engineering team was composed of ICT technicians and engineers, Regional Academic Inspectors in various subjects, Academic Inspectors for primary

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27 op. cit.  
28 Stephen Bax, 2000, p. 209
education, and the main firms that answered the public invitation to donate, such as IBM for the computers and Kwartz Technologies for the local servers and intranet development. In 1997, a few teachers chosen because of their knowledge in ICT (as most of them had already created their own website) were asked to be the first ones to experiment the newly set up action plan. These teachers were to become the *personnes resources* in their school regarding the introduction of the ICT through the *classe pupitre*.

As for the funding of the *Pupitres du XXIème siècle*, the Local Education Authority had to plan the creation of new classrooms or the refurbishment of former ones that would have to be dedicated to the experiment. Three local entities were asked to finance the action plan: the town councils for primary schools, the Conseil Général du Nord for the *collèges*, and the Conseil Régional Nord-Pas-de-Calais for the *lycées*, as they are the owners of the buildings and furniture of each type of school.

In July 2005, during an interview with M. Luc Vaissières - one of the main decision makers at the CANTE - I learned that the first experiments were held in 5 *collèges* in 1998-1999, one of which was the Collège Arthur Rimbaud in Villeneuve d’Ascq. At that time, no specifications for classroom settings were really established. The CANTE gave indications to buy the computers and set up an internal network, but it was the job of the teachers who took part in the experiment to find the resources themselves and to find money for the CD-ROMs or other paying applications.

M. Vaissières revealed that the problems that occurred at that time regarding the setting up and the use of the classroom (the use and not the integration) were due to the autonomy of the headmasters who were the last ones in the chain of the various decision makers. Their autonomy in managing their school is so important that they could modify the specifications or indications given by the designers of the action plan. These modifications could then lead to major errors, which could be seen as anti-pedagogical. A striking example is the furniture bought in Collège Rimbaud (see appendix) which does not allow pupils to work properly on their PCs since the screen is under a glass which also serves as the writing table. Furthermore, there is no proper space for the mouse, which has to be positioned on the glass as well. The keyboard is not adapted to the size of young pupils. Finally, the pit props in the middle of the room prevent the teacher from seeing every pupil and the pupils from seeing the whiteboard. This last error is due to the decision of the architect who rehabilitated the school and created the *classe pupitre*: indeed, nobody thought about the position of the wires and once the building was released, the pit props
were the only solution for the headmaster to set up the classe pupitre in this room, specifically built on piles above the brand new main entrance of the collège.

Another point is the lack of formation in ICT for the teachers. In France, teachers are not asked to be skilled in ICT to obtain a post. The only certification in ICT for teachers is currently being developed. It is called C2i for Certificat informatique et internet and will become compulsory for each future teacher beginning in 2007-2008.

Nowadays, 337 collèges\(^{29}\) are equipped with a classe pupitre in the Nord-Pas-de-Calais region. The experiment led between 1999 and 2002 was successful despite the drawbacks met by both teachers and pupils. Indeed, every collège of the region was expected to be equipped by 2002. Several short-term funding projects have been found since then to create newly dedicated rooms. The European Union, through the FEDER\(^{30}\), also took part in the programme. Almost every secondary school is now equipped with a classe pupitre but one can wonder if every classe pupitre is integrated or even simply used in each collège.

### 2.3 New classroom settings and new ways to teach

As we saw above, the integration of the classe pupitre plan within the French educational system was only possible locally within the Lille Local Education Authority, because it is a local experiment in competition with the Interactive whiteboard in the Académie de Bordeaux and the cartable électronique in Languedoc-Roussillon. The first classes pupitres were launched in 1998 but it was only five years later that the vade-mecum pour la classe pupitre (Belloque, 2002), that-is-to-say the official pedagogical orientations for the Pupitre du XXIème siècle plan, was defined and published in an internal periodical – Le Bulletin Départemental de l’Inspection Académique du Nord.

The vade-mecum clearly defines what is expected of the teacher. According to this official paper approved by the board of inspectors in January 2002, the classe pupitre aims at:

- developing the diverse components of the reading activity;
- multiplying the situations of written production
- allowing genuine situations of oral communication
- mastering elements of semiotics
- facilitating an efficient automation of instrumental knowledge and know-hows
- developing some capacities to produce a critical analysis

\(^{29}\) See [http://www.ac-lille.fr/academie/tice/pupitre](http://www.ac-lille.fr/academie/tice/pupitre) for details about implementations and the funding of the action plan. The main technical specifications as well as the contact details of the team of decision makers can also be found on this page.

\(^{30}\) Fonds européen de développement régional
- transforming the pedagogical relation
- giving a meaning to learning
- maintaining the role of pooling one’s resources in the structuring of the learning
- increasing the value of the pupil and his/her learning within a more attractive school
- making the pupils aware of their responsibilities regarding his learning

As described by Paul Emile Martin, one of the leading decision makers at the CANTE unit in charge of the ‘Pupitre du XXIème siècle’ plan in 2000, the 21st century classroom in the Académie de Lille was to be equipped with 25 postes-élèves, which are light PC terminals with a screen, a keyboard and a mouse, linked to the classroom’s server via a broadband network and through a 32100 Mb ports switch. This server is linked to the school’s central server, which is itself linked to the Internet via the Local Education Authority’s server. The interface was to be designed as simply as possible “car les professeurs n’auront pas forcément un profil informaticien.”

In his article entitled “Pupitre du 21ème siècle pour la classe du 21ème siècle”, Paul-Emile Martin clearly states the particularities of the action plan:

“The particularities of this interface for the whole classroom are:
- a way to impose or display the teacher’s screen to every pupils’ screen. The teacher is now able to write or draw on a virtual white board;
- a way to impose or display the screen of one pupil to everybody’s screen. Any pupil is now able to present his/her work on the board without moving from his seat.

The particularities of this interface for one pupil are:
- a way for the teacher to view the screen of one pupil on his own screen and then check what the learner is doing while sat at his desk.
- the teacher is able to display a text message to one pupil through his computer.
- finally, the teacher is able to take control of a pupil’s computer so that he can correct the pupil’s work directly from his desk.

Each ‘classe pupitre’ is equipped with the following input and output devices:
- a laser black and white printer;
- an inkjet colour printer;
- a mass memory for 100 Mo disks;
- a CD-ROM reader;
- a scanner;
- a VGA-video converter
- a set of audiovisual equipment: webcam, widescreen TV, VCR.

Once the official guidelines were given through the Vade mecum pour la classe pupitre, were the teachers ready to experience new innovative ways of teaching?

32 learner’s PCs
34 Ibid. p.125-127.
Indications were given, yet the only formation the teachers received in each newly-equipped school was a two day programme to know how to use the machines and the network. Were there any precise programmes of research on the way the pupils would supposedly change the ways they learn and on the new methods of teaching?

3 Statements on current research on “classe pupitre” action plan

Few studies have been done on the classe pupitre plan at the present time. Indeed, researchers might not have had enough time to consider the global plan with detachment since the classes pupitres were officially launched in 2002 after a period of tests between 1998 and 2001.

However, a few articles have been published in different periodicals:
- Paul Émile Martin, one of the leading decision-makers of the action plan wrote an article in EPI (Enseignement Public et Informatique) in 2000, entitled “Pupitre du 21ème siècle pour la classe du 21ème siècle”\(^ {35}\).
- The French periodical Médialog, jointly edited by the Local Education Authority and the SCEREN-CRDP of Créteil, published an article entitled “La salle de classe du 3ème millénaire ?”\(^ {36}\) in which the two authors, Christian Maillot and Michel Narcy, discuss the Pupitre du 21ème siècle action plan and compare it to the interactive whiteboard and the Station mobile multimédia developed by three teachers in Ile-de-France.
- The Bulletin Départemental de l’Inspection Académique du Nord published an article which has to be considered as official standards for the classe pupitre action plan. It is entitled “Le vade-mecum pour la classe pupitre”\(^ {37}\). This article is a pedagogical guide for both the classes pupitres that existed already and for the ones yet to be developed. The Education Nationale Inspectors validated this document in 2002.

Furthermore, two professional theses were written by primary school teachers in their second year of formation (PE2) at the IUFM Nord-Pas-de-Calais (School of Education for the Nord-Pas-de-Calais region):

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\(^{35}\) Paul Emile Martin, op. cit.


\(^{37}\) Philippe Belloque, op. cit.
- The first professional thesis, whose theme is the *classe pupitre* action plan and is entitled “*La classe pupitre : aide ou mirage pédagogique?*”\(^{38}\), was written by David Debeire in 2003.

- The second one is entitled “*Intégrer les TIC dans ses activités de classe sur le modèle de la classe pupitre*”\(^{39}\) and was written in 2004 by Thierry Bouteman.

As for the research in education, one can only find a report published online by the IUFM Nord-Pas-de-Calais. Written in 2003 by several secondary school teachers who were asked to experiment a *classe pupitre* for two school years, this report is part of the “*recherche-innovation*” programme led by the IUFM and which aims at experimenting what could be considered as innovation in schools. This report is entitled “*Rapport de recherche-innovation 2001-2003 : enseigner en classe pupitre*”\(^{40}\).

In January 2003, a symposium was organised by the CERFI - IUFM Midi-Pyrénées in Foix on the theme of Innovation. Two researchers in Information and Communication in Education and two secondary school teachers gave a talk about what had been done in the Nord-Pas-de-Calais region in 25 years. The *classe pupitre* action plan was evoked under the angle of cooperative work. The communication was entitled “*Du nanoréseau à la classe pupitre, 25 années d'innovation dans le Nord-Pas de Calais.*”\(^{41}\)

Finally, one can find an interview between two teachers for the *Café pédagogique*, a website created and developed by primary and secondary school teachers. Jean-Michel Cavrois, a teacher who started taking part in the *classe pupitre* action plan in 1999, answered François Jarraud’s questions in 2002. The article, which is mainly the transcription of an oral interview, is entitled “*Classe pupitre, quel effet sur les pratiques?*”\(^{42}\).

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\(^{41}\) Julien Deceuninck, Michel Laisne, A. Portugal et Y. Szymczak. 2003. “*Du nanoréseau à la classe pupitre : 25 années d'innovation dans le Nord / Pas-de-Calais*” in *Journées de l'innovation* (Foix, janvier 2003) [actes sur cédérom] [abstracts available online: www.lille.iufm.fr/spip/IMG/pdf/Bilan_CReFE.pdf ]

Understanding how the French educational system works, following the history of an educational action plan from its origins to its implementation, and reading articles, an interview, and research papers on the feedback of the plan, have been useful to elaborate our own research in several schools and try to find out if such a plan, along with the introduction of ICT in the French educational system, can benefit the learning of modern foreign languages, specifically English as a foreign language. It gave directions to the way we should observe the pupils and teachers who accepted our presence among them. The questioning and methodology that follows could not have emerged without knowing the foundations of the project.
Part II Questioning and methodology

1 The “classe pupitre” action plan: a capital gain for second language learning?

Krashen (1981) made a distinction between acquisition and learning, stating that adults have two ways of developing competence in a second language. The first way is language acquisition, a process similar, if not identical, to the way children develop ability in a first language. Language acquisition is a subconscious process since language acquirers are not usually aware of the fact that they are acquiring language, but are aware only of the fact that they are using the language for communication. The result of language acquisition is also subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a ‘feel’ for correctness. Grammatical sentences ‘sound’ right, or ‘feel’ right, and errors feel wrong, even if we do not consciously know what rule was violated. Other ways of describing acquisition include implicit learning, informal learning, and natural learning.

The second way to develop competence in a second language is by language learning. Krashen uses this term to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. Other synonyms of learning could be “formal knowledge of a language”, or explicit learning.

Some second language theorists have assumed that children acquire, while adults can only learn. Krashen’s acquisition-learning hypothesis claims, however, that adults also acquire. This does not mean that adults will always be able to achieve native-like levels in a second language. It does mean that adults can access the same natural ‘language acquisition device’ that children use.

If only half the pupils reach the level expected by the official instructions at the end of the 3ème form, as observed by the survey cited above in our introduction, we can expect that some of the pupils of the other half have very little knowledge in the chosen foreign language. It is common to hear from bad learners that, “anyway you can’t really learn a language in class because you don’t have enough time to speak and you don’t have the opportunity to listen to a lot of English.”

Having said that, we can wonder why some pupils are able to get good marks and a good knowledge of English in the same form and thus the same conditions of learning.

43 A sixième pupil, interview led at the Collège Jean Jaurès, Lomme.
Krashen argues that adults can acquire a language like children do. This is probably true when those adults spend some time in the country of the target language or when they have access to a large input in this language.

In France, pupils in 6ème forms begin what is called secondary education. They are in between childhood and adulthood and are still acquiring their mother tongue and, in what we can designate as traditional learning environment, they mostly learn the chosen foreign language as they only get 3 to 4 hours of lessons per week with the same teacher and are not really able or motivated to access resources in English if they are not guided to do so.

With the development of multimedia and the Internet, it has never been so easy to watch, listen, write and interact in a chosen language, especially if this language is English. Is the introduction of the multimedia, along with the classe pupitre action plan, a capital gain for the learning/teaching of English as a Foreign Language in the 6ème form? We will try to answer this question under the angle of motivation, as it is said to develop more autonomy and better marks, and we will wonder which competences are specifically developed in English in such a classroom setting.

In order to try to answer those questions, we should develop some specific tools to collect and analyse data.

2 Research tools and data collection

2.1 A specific classroom observation scheme

2.1.1 Setting

Before starting any observation in a language classroom for a research paper, we need to have in mind that several contexts exist in which one can learn/acquire a second language.

Quoting Lightbown and Spada (1999: 91-92), we can find three different settings:

- natural acquisition setting, in which the learner is exposed to the language [...] in a school situation where most of the other children are native speakers of the target language and where the instruction is directed toward native speakers rather than toward learners of the language,\(^{44}\)
- traditional instructional setting, where the language is being taught to a group of second or foreign language learners. In this case, the focus is on the language itself, rather than on information, which is carried by the language.\(^{45}\)
- communicative instructional setting, like [...] task-based instructional environments also involve learners whose goal is learning the language itself, but the style of the instruction places the emphasis on interaction, conversation, and language use, rather than on learning

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\(^{45}\) ibid. p 91
The topics which are discussed in communicative and task-based instructional environments are often topics of general interest to the learner. Lightbown and Spada (1999: 93) offer seven main characteristics which can help us to determine a setting: error correction, learning one thing at a time, ample time available for learning, high ratio of native speakers to learners, variety of language and discourse types, pressure to speak, access to modified input.

Although we know that our forms, 6ème (year 7) forms, in several secondary schools belong to the traditional instructional setting, being aware of the main characteristics of the other settings will help us to clarify what is missing in our classroom, such as the high ratio of native speakers to learners, as well as what our multimedia classroom may tend to offer that will make it different from a traditional classroom. This could include, for instance, the variety of language and discourse types — thanks to the learning software programmes and the Internet — and the time to learn (the learning time in a traditional classroom multiplied by the number of pupils in regards to the possibilities to speak).

2.1.2 Type of observation

Julié (2004: 239-241) defines two different kinds of classroom observation: quantitative observation and ethnographical observation. The first one is rather objective and consists in collected data (from observation grids established on the study’s criteria) which have to be computerized and which should end up as statistics. This kind of observation must be done on a wide scale for the statistics to be relevant. What is more, the grids are focused on a particular topic and thus cannot take into account every aspect of a lesson.

The ethnographical observation is more subjective and wider. It consists in taking notes in the classroom, updating a logbook after every session, interviewing the classroom’s actors, video or audio-recording and writing the transcripts of these recordings. The data must be collected with distance so that the estimative and subjective points of view do not interfere with the analysis.

As far as our subject of study — English as a second/foreign language teaching/learning in the context of the ‘classe pupitre’ — is concerned, it is clear that we need an ethnographical observation since we will mainly focus on how this type of

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46 ibid. p 92
multimedia classroom and the new pedagogy it implies can improve the skills of 6e (Year 7) pupils.

2.1.3 The institutional context: the observed “classes pupitres”

As Cossu (1995: 9) suggests, the observation should start as soon as you enter the school, and even before. We need to answer such questions as: In what kind of area is the school located? To which social background do the pupils belong? Has the school been rebuilt recently? Is it nice to teach in this school? What is the atmosphere like in the staff room? What about the playground?

We will have to answer numerous questions about the institutional context. Indeed, the fact that our topic is a newly launched project makes it necessary to establish a complete description of it and answer questions about its origins, development, management and even technical maintenance and financial programme.

2.1.3.1 The 6ème form: the first form in secondary education

At 11-12 years old, a 6ème form pupil has just left his primary school years behind him and enters a new establishment, the collège. Nowadays, most 6èmes pupils start learning English as a foreign language in primary school and even sometimes nursery school, but these language courses are given thanks to local initiatives and, up to 2006, the official instructions for the 6ème form did not recognize the fact that some of the pupils entering the collège may have started learning a foreign language in primary school. In English, the teachers had to start at level 0 because a few pupils had never heard a word of the foreign language before, or simply because they thought that their pupils’ former teachers were not adequate teachers of English, as was my experience during my school years.

The 6ème was therefore an ideal form to observe since learning English was to be started from level 0, which allowed me to compare the improvements made by different pupils in different schools on the same basis.

2.1.3.2 Schools

Between November 2004 and June 2006, I had the opportunity to observe three different 6ème forms, in three different collèges.

The first school I went to was Collège Arthur Rimbaud in Villeneuve d’Ascq. Located in the Ascq neighbourhood, this collège welcomes more than 800 pupils. The catchment area
consists of the Ascq neighbourhood, where a lot of upper class people reside, and in the close country towns and villages, which are quite posh. A few pupils come from the Résidence neighbourhood in Villeneuve d’Ascq, which is said to be a lower class area.

In Collège Rimbaud, the pupils’ parents have a great influence on the decisions taken by the board of governors, according to M. Jean-Marie Baelde, the headteacher whom I had the opportunity to interview. Furthermore, as it is a large school, the atmosphere in the staff room is quite cold and uncooperative. The impression I got is that most teachers want to please the parents of their pupils and every time a new action plan is about to be set up, it is under the constant pressure of the parents’ associations.

The second school I visited was Collège Jean Jaurès in Lomme, a relatively deprived suburb of Lille. I observed 6ème pupils learning English in a classe pupitre between March and June 2005. This second school was classified “ZEP” (Zone d’Education Prioritaire) and welcomed about 400 pupils.

Lastly, I had the chance to visit yet another school from March to June 2006, the Collège Molière in Villeneuve d’Ascq, located in the Sart-Babylone area, which is a socially mixed area. This last school, like Collège Jean Jaurès, welcomes about 400 pupils.

No major problem appeared in those two last schools where the work atmosphere seemed to be always good.

### 2.1.3.3 Teachers and pupils

In Collège Rimbaud, I had the opportunity to get in touch with M. Gérard Lefèvre, who welcomed me in his classroom for the entire school year. M. Lefèvre was one of the teachers who took part in the first experiments of the Pupitres du XXIème siècle in 1997-1998, since he had already worked on off-line resources before and was keen on computers and self-taught in creating resources. He is currently a part-time teacher at the IUFM Nord-Pas-de-Calais\(^47\) where he trains the newly qualified teachers of English in ICT-based pedagogy.

Unfortunately, my observation scheme of his 6ème pupils in 2004-2005 had to be shortened since the parents of his pupils put an important pressure on him. They did not want their children to learn in a classe pupitre, as they had some prejudices against computer-based teaching. Indeed, most of the compulsory four hours of English per form were taught in the salle pupitre, using the machines, which annoyed the parent association.

\(^{47}\) School of Education for the Nord-Pas-de-Calais region
Some of the pupils were asked by their parents to create a lazy atmosphere so that the teacher would stop using the *salle pupitre*, which is what happened.

In Collège Jean Jaurès, what first struck me was the ergonomics of the classroom. Indeed, the room was completely different from that of the Collège Rimbaud. At first sight, one could tell everything had been designed purposefully and the furniture was the recommended type (see appendix). “The pupils are not under the pressure of their parents in this area,” said Natacha Artero, the English teacher who welcomed me in Jean Jaurès. Ms Artero was newly qualified when she was given a *6ème pupitre* in Lomme and she had no experience in computer-based teaching. Contrary to the Collège Rimbaud, where M. Lefèvre was the only one to use the *salle pupitre*, the policy of Collège Jean Jaurès was to create two 6ème forms who had 1/3 of their lessons in almost every subject in the *classe pupitre*.

Finally, Mme Renée Maufroid, who opened the door of her classroom in the Collège Molière, is one of the “passionate self-taught teachers” Gérard Collet described in his article. Indeed, Renée Maufroid started working in a *classe pupitre* when the Collège Molière was equipped in 2002. From then on, she decided to do everything on her own, from searching for enjoyable activities on the web to the creation of an Internet portal where she gathered and classified all her discoveries and put her creations online. 6ème pupils in the Collège Molière were all really enthusiastic to work 1/3 of their English lessons in the *salle pupitre*, which was well equipped like the one in Lomme.

### 2.1.4 Organisation of the classroom: the ‘classe pupitre’ project

What makes a ‘classe pupitre’ form different from a traditional form is the use of the computer. One computer per pupil is the motto of the project. Thanks to the multimedia network that such a classroom can offer, new kinds of virtual interactions can also occur, which are very complex to describe: pedagogical chat, work in autonomy, communication with the teacher by e-mail, etc.

The characteristics which Cossu (1995:12) refers to are: the disposition of the tables, the decoration, the acoustic quality of the room and equipment, the possibility to create darkness for video projections, and the type, size and quality of the board (which, in our

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case, is not really relevant since the PC screens play the role of the board -- the teacher projects his own PC screen onto the pupils’ individual PCs thanks to a special managing software).

Regarding the lessons’ progress, the first step in our observations is to find out how the ‘classe pupitre’ works. That is to say that, this kind of classroom being entirely new, we need to observe general characteristics of this type of class before going further. Thus, we can regret that the ‘classe pupitre’ scheme is not as developed as it should be for us to make a quantitative observation in several schools. The fact is that this project has only been launched in Lille – Nord-Pas-de-Calais Local Education Authority. What is more, no real pedagogical project had been determined before the project was launched. Every teacher using a ‘classe pupitre’ in every equipped school is almost on his/her own. He/She has to develop his resources himself/herself, or his/her techniques at least if he/she uses language learning software programmes.

Finally, those teachers who bet on ICT as a new teaching tool — which they consider as extremely useful and profitable for their pupils — also need to be technical experts in ICT as they are not allowed to leave their room if a technical problem occurs and as the promised technical maintenance team doesn’t exist at all, apart from a hotline centre in the LEA and the software companies’ hotlines.

2.1.5 Data collection

This new kind of classroom type led us to use different types of devices to lead our observations. A digital camera was helpful to keep an eye on the board and on the notebooks. A digital camcorder also allowed us to follow some pupils for one hour or to record some PC screens.

The use of Camstudio software could have been useful to follow the path of some pupils in hypermedia, but this device creates files that could not be supported by the school servers.

2.2 A questionnaire

Because it was a bit difficult to know how the 6ème pupils felt in front of computers, and because they were too numerous, I had no other choice but to ask them their point of view via a questionnaire.

The questions given to the 6ème pupils using the classe pupitre in the three schools I visited were:
- Do you have a computer at home?
- Do your parents have an Internet subscription and allow you to go online?
- If yes, do you happen to use the Internet to do your homework or to communicate with one of your teachers by e-mail? (explain in your own words)
- Before Year 7, did you have the opportunity to use computers in the classroom?
  If so, where? And how?
- Do you feel at ease with a computer?
- In your opinion, what are the advantages of using a computer to learn English? Are there any disadvantages? If so, what are they?
- Have computers changed the way you’ve done your homework this year as compared to primary school? How so?
- Have computers changed the way you work in class? If so, how?
- What do you like about classe pupitre?
  - Searching the Internet using a search engine
  - Working with a programme
  - Doing a webquest
  - Other:
- What motivated you the most in classe pupitre?
- What motivated you the least in classe pupitre?
- What can you do in classe pupitre that you can’t do in an ordinary computer room?
- What did you learn to do on a computer in classe pupitre?
- What were you able to do before?
- If you could change something about classe pupitre, what would you change?
- Do you communicate with your teacher by e-mail?
- What do you like the most: the teaching in a traditional classroom or the teaching in classe pupitre? Why?
- What are the advantages and disadvantages of a traditional classroom?
- What are the advantages and disadvantages of classe pupitre?

2.3 Interviews

So as to get more precise information about the way the teachers led a lesson, I often had to interview them. We would meet once a week, outside the classroom, to discuss certain points I had missed or misunderstood.

In June 2005, I also managed to arrange a meeting between Gérard Lefèvre, Natacha Artero and myself to lead a more general tape-recorded interview. The questions were mostly the ones François Jarraud asked Jean-Michel Cavrois – another classe pupitre teacher – in 2002 for the Café pédagogique in an interview entitled “Classe pupitre, quel effet sur les pratiques ?”50. This made it easy to compare the answers of the two questionnaires. The questions were:

< URL: http://www.cafepedagogique.net/disci/pratiques/39.php >
- How did the salles pupitres work at the very beginning?
- Which consequences did the equipment have on your teaching?
- Is it easier to follow and guide each pupil now that the action plan is set up in your school?
- Do you use the Internet?
- Do you feel like you teach better?
- Is it possible to know if the pupils’ results are getting better?
- Which social background does take the most advantage of the classe pupitre?
- What do the pupils and their parents think about the action plan?
- How do your colleagues react?
- Do you think setting up new devices and tools is enough to change the way you teach?

With the data collected thanks to our research tools, it is time to analyse, comment and react and try to answer our initial questions.

Is the motivation developed in the classe pupitre the same in each school?
Which competences are learnt and acquired?
Part III Towards more motivation?

‘To motivate’ pupils is often taken as a motto for some teachers. Indeed, this verb takes into account the fact that one teacher has to encourage pupils to have positive reactions regarding their learning. However, it is quite rare to meet pupils for whom the taught subject is motivating in itself. Indeed, in a short survey of the pupils of the three forms I observed, I had the confirmation that English as a foreign language taken as a school subject is not motivating in itself. In fact, only one or two pupils out of sixty-three thought it was.

Although the teachers who welcomed me in their classrooms must have been like those two pupils and must have found English to be quite motivating when they were pupils themselves, they are now well aware of the fact that this is not the case for most of their pupils. They told me that this was the reason why they decided to switch to computer-assisted learning and to get involved in the classe pupitre action plan. In a way, switching from a traditional classroom to an ICT enhanced classroom was a result of their own desire to motivate their pupils. Indeed, it seems that motivation drives the actors of the educational process in a spiral. To try to understand the phenomena, my first question is: Which role do the different actors of the classe pupitre plan have in the educational process? I suggested the image of a spiral to describe the motivational scheme, thus the second point focuses on the pedagogical triangle: Does Houssaye’s pedagogical triangle remain the same in a classe pupitre or is it altered? My last question is about motivation itself: does the classe pupitre scheme act on motivation in the language classroom?

1 The actors of the classe pupitre plan and their roles in the educational process

1.1 The motivation of the politicians and decision makers

It is important to note that any action plan or project supported by an official institution usually gets a positive boost at the outset; politicians want people to consider their actions as positive and do not hesitate to communicate positively about any new innovative plan. Decision makers are in charge of building upon the ideas put forward by politicians and have to do their best to realise these ideals.
In 1997, Recteur Fortier had to put into action what Prime Minister Lionel Jospin desired, that schools should be the first entity to enter the era of new technologies. According to M. Luc Vaissières, whom I interviewed in July 2005, Recteur Fortier dreamt that the schools of the Nord-Pas-de-Calais region could become the first ones to enter this era. Therefore, he had to find the finances to make his dream reality; he wanted each pupil to be able to have computer access at school.

The Recteur’s enthusiasm required the people working for the CANTE unit to be self-motivating. In other words, they needed to “realise [their] potential and capabilities, and gain understanding and insight” as described in Maslow’s Hierarchy of needs. Luc Vaissières specified in his interview that the plan had been designed in only three months and he confirmed that the competition with other projects, such as the interactive whiteboard, reinforced CANTE’s will to realise what the Recteur found to be the best idea -- to integrate ICT in schools. The question remains, however, if people were motivated to create the pupitres du XXIème siècle, would the final realisation of the project be a motivating space to learn?

1.2 A motivating room?

Inside the pupitre classroom, the teacher needs to learn how to deal with space; the way the classroom is organized and designed has an affect on the teaching process. For instance, in a pupitre classroom, the room must be larger because the computers take a lot of space. As I was able to observe three 6ème forms in three different secondary schools, the first striking element was the fact that the three classes pupitres were totally different from one another. Indeed, some rooms had been designed without asking the teachers’ point of view, like in the Collège Rimbaud. In this school, there are thirteen pillars in the classe pupitre that allow some pupils to hide and prevent others from seeing the board or the teacher from their table. Most of the pupitres are fixed together in rows of 6, like in the Collège Molière or the Collège Rimbaud. It is thus very difficult for the teacher to move around easily and to assist each pupil directly. In the Collège Rimbaud, the room did not allow the teacher to pass behind eleven children whose chairs were backed against the walls.

Furthermore, the tables could not be gathered to form small groups. In addition, it was almost impossible for the teachers to give pair work because pupils were sometimes too far from one another.

Furthermore, the machines produce a lot of noise with the humming of ventilators, cathode ray tubes, etc. The noise, combined with the length of the room, forces the teacher to speak more loudly in order to be heard and understood, unless he/she possesses a microphone, as in the Collège Rimbaud.

As long as the weather is not too hot, there is no problem with working in this specific room, but when the sun becomes stronger, it is sometimes very difficult to deal with the hot temperatures combined with the heat of the machines. Indeed, no secondary school in the North of France is equipped with air conditioning.

Regarding light in the room, most classes have PC screens in front of the windows, which makes it impossible for pupils to see their screens properly due to the reflection of the light. Out of three observed classrooms, only one was equipped with blinds. In the two others, the teachers had to close the curtains or the shutters. The teachers would then spend the day with artificial light.

Finally, thanks to NetSupport School, the pedagogical relation between the teacher and the learners in a classe pupitre is different from the pedagogical triangle one can observe in a language classroom without any computers. Indeed, all of the PCs in this action plan are connected so as to form a common network, which allows the teacher to stay at his/her desk and control everything from there.

At first sight, the rooms are not as welcoming as one could expect. Therefore, one wonders, can the teacher and pupils be enthusiastic and motivated about working in such a space?

1.3 A motivating teacher?

Where do the teachers who work in classe pupitre find their motivation to carry on teaching in a salle pupitre?

When one asks “who have been your most influential teachers”52, the usual response is that given by the American psychologist Mihaly Csikszentmihalyi:

...it is the enthusiastic ones. The ones who love their subject matter and who show by their dedication and their passion that there is nothing else on earth they would rather be doing.53

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Zoltán Dörnyei adds that:

It is also important to stress that projecting enthusiasm does not mean pep talks, theatrical performance or tears in our eyes when we utter the words ‘Shakespeare’ or ‘past conditional’. Rather, as Good and Brophy (1994) argue, it means that we clearly identify our reasons for being interested in the topic and then share these with the students.\footnote{Ibid. p 33}

The three teachers I met were like the teachers described by Mihaly Csikszentmihalyi. They constantly presented English as a fantastic language to learn with many different cultures to discover and they were convinced ICT and multimedia could help the pupils learn better, in a more attractive environment, where access to the target language was far more important than in a traditional classroom instructional setting.

Some of the teachers involved in the action plan, such as Renée Maufroid, create online resources and subscribe to a survey system. This allows them to know if the web pages they create are viewed elsewhere in France or in the world as well as how much time people spend on those pages and which pages (and thus which activities) are most often visited and used (see appendices).

Some classe pupitre teachers, like Gérard Lefèvre, also have the job of “personne ressource” in their school. The “Enseignant Ressource TICE” (ER TICE, as they are often called) has four main missions inside the school: to give pedagogical support for the teachers involved in the classe pupitre, to define and follow through with the ICT integration project, to be in touch with the CANTE unit of technicians and the designated inspector, and to organise both the internal and external pedagogical networks in the school.

Above all that, the ER-TICE can be asked to train newly qualified teachers on the classe pupitre, give conferences on the integration of the plan in their school and, like Renée Maufroid, take part in academic workshops to think about new resources that could be created and/or give their opinions on new pedagogical tools or resources.

Apart from being really enthusiastic, the teachers who welcomed me in their classrooms are also motivated to go beyond the barrier of prejudice related to ICT. Renée Maufroid told me that when she started working in the salle pupitre in 2002, she thought she was lucky to be able to renew her method of teaching 8 years before retiring. Nowadays, she still thinks that the integration of online resources in her courses and the use of the classe

\footnote{Ibid. p 52}
pupitre have helped her be happy and carry on teaching with a sort of serenity until the end of her career.

Teachers who managed to integrate ICT in their courses find the classe pupitre to be relatively rewarding. Indeed, if the activities are well guided, they experience the satisfaction of having pupils work individually on their machines.

1.4 Motivating educational resources?

In a classe pupitre, knowledge in English is taught through new materials that are not yet considered common materials for learning a foreign language. In a way, this newness will prevent pupils who are not too keen on learning English from thinking “the teacher is boring” or “we always play the same role plays”.

Two major categories of resources can be used in a salle pupitre: online and off-line resources.

During the first experiments of the project, the school did not have broadband Internet access, since broadband appeared in France in late 2000. For Gérard Lefèvre, who started teaching in such a room, it was impossible to allow the pupils to perform online activities with such a slow Internet connection. At the time, the main advantage of the room was that all the pupils’ PCs were connected to the teacher’s PC.

It was therefore striking to notice that teachers like Gérard Lefèvre, who took part in the creation of the action plan from the beginning, still used a lot of off-line resources in 2005 and that teachers who got involved in the pupitre plan after 2002 were not keen on using the advanced functions of the designed system, such as the Netsupport school, to keep an eye on what the pupils were doing, to get information on what they had done or to communicate with them through the chat system, internal e-mailing or the file transfer system.

As far as writing and reading skills are concerned, a word-processor such as MS Word allows the pupils to click on hyperlinks to get word definitions or other kinds of information. The use of highlighting, underlining or bold type characters can lead the pupils to feel at ease with a text. These tools allow them to mark their points of reference and manipulate the text according to their needs. The use of special commands, such as the find option, is all the more useful as it gives pupils the opportunity to navigate in the text and find the paragraphs that could be of interest to them, thanks to the key words they find.

By using NetSupport School, the teacher can display his/her screen on the pupils’ PCs in the classroom, turning them into his/her virtual black board. This option makes the vertical
transmission of knowledge quicker, easier, and more efficient since it allows the teacher to illustrate concepts directly before the students’ eyes. For example, he/she can show the students how to manipulate a text by changing the colour or the type of the characters of the text. “The use of images or photos encourages the pupils to concentrate and to remain so.” (Nutten et alii, 2003: 13).

The creativity is endless in such a context. It allows the teachers to improve any kind of exercise. The pupils are held spellbound. We can argue that they have the best tools necessary in order to reach high learning standards. What is more, they acquire a certain kind of autonomy while doing self-assessment exercises. These kinds of exercises allow the teachers to focus on pupils in difficulty. As a result, time management of the classroom is simplified as the teachers focus their attention on the learners who need it. Autonomous learners carry on learning while others receive personal instructions. Therefore, the classe pupitre, through NetSupport School, can help the teacher set up a pedagogy based on differentiation.

Thanks to the multimedia, oral comprehension and production are enhanced. Indeed, equipment such as headphones and microphones, in association with the use of websites containing audio animations or with the use of programmes like The Rosetta Stone, which Gérard Lefèvre’s pupils often used, definitely increases the role of oral competence in the classroom. This programme is considered an immersion programme and is supposedly able to allow users to replicate the way in which they acquired their mother tongue. It is developed in the United States and is quite expensive for a school, but M. Lefèvre argues that it was the first time he encountered a programme based on immersion, which he considers to be one of the best ways to learn a foreign language.

Thomas J. Fitzgerald wrote in The New York Times that,

The program strives to replicate the way children learn their native language; all of the instruction is in the foreign language, and nothing written or spoken is translated to English.

To emulate this childhood learning process, the program displays a series of photographs combined with audio and text. For example, at the beginning of the first lesson of German, the user is presented with four photographs along with the text and spoken words of “ein Hund.” The user must then select the photograph of ein Hund, or a dog, to advance to the next screen.

As you advance through the screens, each displaying four photographs from which to choose the correct response, the materials become more complex, building on what was previously learned. By the final screen of Lesson 1, you are asked to choose the correct photo for phrases like “ein Junge in einem Flugzeug,” or a boy in an airplane.

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A critical element in the Rosetta Stone approach is deductive reasoning. Through an intentional juxtaposition of the photographs that encourages you to discern the correct response, often through a process of elimination, you are developing deductive reasoning skills that can be transferred to real life situations, according to the company, enabling you to think and learn on your feet.56

This programme integrates the main language activities, oral comprehension and production, by providing the opportunity to record one’s own voice and thus analyse one’s intonation and check the authenticity of one’s pronunciation with the aid of a spectrum. Written comprehension and production are also developed through this programme, though they are reduced to a minimum since the Rosetta Stone focuses on oral practice.

In the Collège Rimbaud, the pupils also discovered how to use a word processing programme to edit images and integrate them into a document. It was also really surprising to discover that the 6ème pupils in the Collège Rimbaud were able to save a flash animation and catch every image of a 30-second cartoon, and copy and paste those images in order to write about what happened in each image of the sequence. The classe pupitre, as well as any other well-equipped multimedia classroom, is also very useful in improving the comprehension of recorded texts because it permits the learners to play the file as often as they want.

The Hot Potatoes programme sets the basis for self-assessment since the learner has to check his/her own percentage of success. He/she can progress at his/her own pace thanks to this multimedia software. Indeed, a pupil can go back to do an exercise again and again until he/she is satisfied with his/her results. The learner can take his/her time to try to improve his/her performance and to better understand what has to be done. This kind of autonomy does not exist in a traditional classroom. In a classe pupitre, it enables the pupils to be all ears and thus to develop their comprehension skills.

The teacher’s instructions have to be well given and well understood before the learner starts working. Teaching and learning in a classe pupitre require one to be rigorous, otherwise a pupil can easily get lost. Imagine a pupil forgets to name his working file correctly and/or to save it where it has to be saved. This pupil will then lose time at the beginning of the next lesson if he/she does not manage to find his/her file.

Natacha Artero and Renée Maufroid told me they would rather walk through the classroom and watch the pupils’ progress in the given tasks in front of their screens instead of using the classroom management programme that can be used in every salle pupitre.

They found it easier to proceed in this manner even though they were aware that
Netsupport could help them. Indeed, as I observed in those two forms, the working
atmosphere was friendlier than at the Collège Rimbaud where the pupils told me they were
a bit disappointed by the fact that the teacher was far from the pupils at the back of the
room and a bit detached from them even though he could communicate with everyone
from his PC. When interviewed, Gérard Lefèvre recognized that the learning atmosphere
was completely different from that of a traditional instructional classroom setting, but he
argued that the room itself prevented him from walking behind every pupil.

In the Collège Molière and the Collège Jean Jaurès, the main resources the teachers
used could be found online. In both classrooms, the pupils would be given instructions on
where to go and which activities to perform at the beginning of each lesson. The
instructions would always be written on the white board and copied in the notebook.
Contrary to the Collège Rimbaud, the teachers in these two other collèges would not spend
more than one hour per week in the classe pupitre. In other words, the 6ème pupils spent ¼
of their English lessons in front of the computer and its resources.

Natacha Artero would give some grammatical exercises created by Hervé Humbert and
available on his personal webpage. Most of Hervé Humbert’s exercises are created with
Hot Potatoes. Towards the end of the school year, the pupils were also assigned to do two
web quests created by the teacher.

Renée Maufroid created a personal website in order to link all the interesting activities or
websites she found online on the same portal so that her pupils could easily have access to
activities ordered according to a logical, adapted format. Mme Maufroid also created new
activities almost every week thanks to an online authoring programme called Quia, which
enables her to produce different types of games and learning activities with different kinds
of questioning: multiple choice, true-false, pop-up, multiple correct, fill-in, initial answer,
short answer, essay, matching or ordering.

Confronted with so many different types of activities, and enthusiastic, motivated
and motivating teachers, we can wonder how the observed pupils feel in front of ICT.

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<url: http://web.uvic.ca/hrd/halfbaked/>  
59 Maufroid, Renée. English on Line <http://home.nordnet.fr/~rmaufroid/>
1.5 Motivated learners?

The first steps of a 6ème pupil in his collège will be to discover a new school, new classmates, new teachers, new subjects and a new timetable. For those who enter a classe pupitre they also have to face a new device: the computer.

The introduction of the computer as a tool to learn is another difficulty the pupils are confronted with because it changes the representations they have on how to learn.

Reading the answers to the questions I asked every 6ème pupil I observed, a striking difference appears in the access to computers and to ICT in general. While 98% of the surveyed 6èmes pupils in Villeneuve d’Ascq have a computer at home and 75% can use the Internet at home, only 50% of the Collège Jean Jaurès pupils have a personal computer and 20% can use the Internet at home. This major difference is due to the fact that the neighbourhood of Collège Jean Jaurès is quite deprived while the Villeneuve d’Ascq area is rather middle-class and upper class. But even in Lomme, the 6èmes felt 100% at ease with the computers. 88% of them had already worked on a PC in primary school. There was no negative representation of the machines. Most of them (about 85%) think that the classe pupitre is a good way to learn English. The main argument in favour of the action plan is that they can simply access a computer on a regular basis, almost every week. The computer remains a factor of motivation in itself. The two other arguments which were clearly underlined by pupils are the following ones: “you do not have to write a lot with a pen while working in the salle pupitre”; and “the use of multimedia activities makes any grammar exercise funnier and more enjoyable”. These arguments are also the ones given to the question “What motivated you the most in classe pupitre?”

Most pupils were happy to work in the pupitre action plan, except in Collège Rimbaud because of the parents’ pressure and mental representations of ICT in schools. Most of them appeared to be motivated to learn English in front of a multimedia activity.

Unfortunately, it was not possible for me to realise a qualitative comparison with a ‘traditional’ classroom regarding the level in English acquired at the end of the school year since it would have been too complex to test the pupils on specific skills.

We will see later in this essay that the 6ème pupils acquired various competences in the pupitre action plan that they would not necessarily have acquired in a traditional instructional classroom setting.

Nevertheless, the fact that the pupils can work on their own, at their own rhythm for one hour in the classe pupitre clearly modifies the pedagogical relation between the teacher, the pupils, knowledge and activities.
2 The *classe pupitre*: towards a new pedagogical triangle?

2.1 The ‘traditional’ pedagogical triangle

If we take into account the pedagogical triangle Houssaye has drawn (2002:15), we can wonder whether it is still the same triangle that we can find inside a *classe pupitre*. Indeed, the ICT has brought new tools inside the classroom but we could make the hypothesis that, more than bringing in new tools, ICT could add a new actor.

Houssaye defines the pedagogical situation as a triangle composed of three elements: the knowledge – which designates the contents, the subjects, the programmes and the acquisitions –, the pupils – in other words the learners, the taught people, the people who are educated – and the teacher who can be a school teacher, an educator, a tutor, etc.

According to Houssaye, in every pedagogical triangle two elements are regarded as subjects while the last one, “must accept to enact the passive role: the role of the dead actor”.

The subject would be the one with whom you can establish a privileged relationship in a particular situation. The subject can only exist if someone recognizes him/her as a subject. The *dead actor*, as opposed to the subject, is the one who establishes a whole in the relations, the one who can no longer be recognized as a subject and who cannot be understood as a subject. Houssaye’s theory considers that:

“Toute pédagogie est articulée sur la relation privilégiée entre deux des trois éléments à l’exclusion du troisième avec qui cependant chaque élu doit maintenir les contacts. Changer de pédagogie revient à changer de relation de base, soit de processus.”

According to J. Houssaye, there are three pedagogical processes:


Marie-José Barbot (1999: 66) modulates motivation according to Houssaye’s pedagogical triangle:

- The process ‘to teach’ reckons on transmission of knowledge. In this process, only the external motivation is taken into account. Indeed, it would include either sanction

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60 Jean Houssaye. 2002. “Le triangle pédagogique, ou comment comprendre la situation pédagogique”. In Houssaye, Jean (ed.), *La pédagogie : une encyclopédie pour aujourd’hui*. Paris : ESF, p. 15
61 Ibid. p. 15
62 Ibid. p. 16
or reward, any kind of competitiveness as well as the attraction for the knowledge which is taught.

- The process ‘to train’ (former), which focuses on the relation between the teacher and the learners relates to psychology: it takes into account the needs of the learners and tends to increase their standing.
- The process ‘to learn’ focuses on the creation or the improvement of a personal plan for the future. ‘Who do I want to become?’ would then be the question each pupil has to ask him/herself.63

Indeed the knowledge that is taught in classe pupitre seems really attractive to the 6èmes pupils. One of the main rewards they can get is the score they make for most online exercises and even the oral feedback for some sophisticated multimedia activities. Most of the time, the score of the pupils appears on their screen as a percentage figure. Natacha Artero asked them to report this score on their notebooks so that they can keep it and be aware of their progress all along a trimester. The relationship the teacher has with knowledge while teaching in classe pupitre is completely different from the same relationship in a “traditional” classroom. Indeed, the teacher searches for interesting and motivating activities before the lesson and then can be referred to as a guide or a mediator in the room.

The relationship between the teachers and the learners is modified because the pupils ask the teacher, once the instructions are given, to help them obtain the best score for each exercise, asking for instance where to find the correct information online or which lesson to revise in the notebook.

On the personal plan, it seems that the pupils do their best to learn English. They are too young to ask themselves “Who do I want to become?” but through the classe pupitre, they manage to realise that “it is possible to learn English and be able to speak this language. I am convinced that if I carry on learning with multimedia, I could progress much better than in a traditional classroom” said Camille in Collège Molière.

2.2 The educational resources in a pedagogical pyramid

According to Daniel Poisson, the pedagogical triangle does not take into account the environment of the process. The environment is all the more needed when you introduce multimedia. “A new model should be drawn for the processes where you can find mediatised teaching along with human mediation”64. After having searched for a new

model himself with his students, Daniel Poisson came to the conclusion that the idea of a pedagogical pyramid would definitely become necessary with the introduction of the multimedia resources as an actor of the process. For Daniel Poisson, the pedagogical triangle as Houssaye drew it remains the training (formation) face in the pyramid and remains the basis of the educational action. A face “médiatisation” and a face mediation are added to this triangle as well as a face “autoformation”.

Daniel Poisson offers a new kind of pyramid, which does not tend to focus on medias and ICT but tends to introduce every educational resources. These resources could be “nouvelles et anciennes, humaines et matérielles accessibles et mobilisables par les acteurs, ces ressources ayant à la fois une fonction de mise à disposition des savoirs, mais aussi une fonction de socialisation et de communication” 65. Poisson’s pyramid tends to integrate again the complexity of the three main poles: teacher, learner and knowledge as shown below.

*Pedagogical pyramid. Daniel Poisson (2003:99)*

Three new coherent bases appear in this pyramid:
learner-object / teacher-transmitter / knowledge to be taught
learner-subject / teacher-instructor / referential of objectives
learner-agent / teacher-guide / production of knowledge

65 Ibid.
In the application of this model, there can be some tensions which have to be dealt with by negotiation like, for instance, when the teacher offers to play the role of “guide” and the learners expect the teacher to play his/her role of “transmitter” or, on the contrary, when the teacher wants to control the process and does not accept the autonomy of the learners.

Daniel Poisson recognizes that “il faudrait montrer le processus de sélection par le formateur et/ou par l’apprenant de ressources adaptées à ces triangles de bases.”

In our observed forms, most activities were launched on the “learner-agent / teacher-guide / production of knowledge” face of the pyramid since the pupils were at the centre of the pedagogical relation, the teachers guided the pupils and most of the time, the activities resulted in some production of knowledge. Further than that, in Collège Molière, the 6ème were often asked to produce a drawing with all the newly discovered words (i.e. school uniform) or to write a short essay on the studied theme (i.e. monsters) that would be published on the teacher’s website and serve to produce new activities.

3 A renewed motivation in the classroom

3.1 Memory and motivation

It is quite interesting to note that several studies have been led on the impact of motivation on memory. Fenouillet (2003: 107) argues that regarding short-term memory, motivation plays a role on attention. As the short-term memory does not last very long, it has to select the information it will shift to long-term memory. According to Fenouillet, motivation will not increase the quantity of information that will be stocked in the short-term memory or allow this information to stay longer in memory but it will only act as a filter. Motivation will select the information, which will be stocked on short term. “Les informations les plus ‘motivantes’ sont sélectionnées au détriment des autres.”

Regarding long-term memory, Fenouillet argues that motivation acts on organisation strategies: “lorsqu’une personne est motivée, elle va rechercher la stratégie la plus efficace. Cette recherche va lui permettre d’emmageriser plus de connaissances.” (2003: 107). Motivation has to be taken into account very seriously according to Fenouillet, since it is

66 Ibid.
68 Ibid. p. 107
not only a matter of “how to motivate a learner for him/her to learn” but it is mainly centred on resignation since the effect of resignation is devastating for memory, as major studies proved that depressed subjects had the greatest difficulties to concentrate and organise information.

Implication for an activity rarely leads to resignation, according to Fenouillet. On the contrary, subjects who feel mostly concerned by their ego are eager to resignate themselves if they cannot prove to themselves that they are efficient.

Indeed, the learners who begin an activity follows one of these two goals: a goal to learn or a goal to perform (motivational model of Dweck anf Legget quoted in Fenouillet, 2004: 47). The learner who adopts a goal to perform wants to show his capacities to work or prove to himself what he/she is able to do. On the contrary, the learner who chooses the learning goal seeks to develop his/her competences. Nicholls (quoted in Fenouillet, 2004: 47) would say that the implication by the ego is equivalent to the goal to perform while the implication for the activity can be found in the goal to learn.

Pupils need to maintain their self-efficiency at a certain level so that they can feel that they are able to succeed in what they undertake. Resignation theory demonstrates that if pupils manage to convince themselves that they are bad at learning and if this conviction is well embedded, then they will not succeed in an educational system.

Quoting Fenouillet, the evaluation system is the main factor, which can reinforce resignation if it is always led the same way:

Parmi les impairs qui ne peuvent que renforcer la résignation, citons le système actuel de notation. Rappelons qu’il existe différentes formes d’évaluations. Le système scolaire français privilège l’évaluation sommative qui peut avoir un impact positif sur les meilleurs élèves, mais qui a comme contrepartie de maintenir la tête sous l’eau les élèves les plus faibles. En effet, l’évaluation sommative prive systématiquement ces derniers de l’expérience active de maîtrise pourtant premier vecteur d’influence de l’auto-éfficacité.69

It is then quite obvious that some pupils would learn better if they could prove to themselves that they are self-efficient. The ICT as a tool, provided it is developed and integrated in the educational system like in for the classe pupitre action plan, can lead the learners not to compare themselves with their fellows. Indeed, the computer screens and the tasks the learners have to do absorb all their attention. What is more, the teacher has more freedom to offer differentiation and then guide each pupil individually.

3.2 Task-based learning/teaching

The Common European Framework of Reference for Languages clearly defines the notion of task:

Tasks are a feature of everyday life in the personal, public, educational or occupational domains. Task accomplishment by an individual involves the strategic activation of specific competences in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome.

Tasks can be extremely varied in nature, and may involve language activities to a greater or lesser extent, for example: creative (painting, story writing), skills based (repairing or assembling something), problem solving (jigsaw, crossword), etc...70

Teachers who integrate the classe pupitre in their teaching offer the possibility for their pupils to realise tasks, such as a webquest to prepare a trip to London and Oxford. Indeed, “communication is an integral part of tasks where participants engage in interaction, production, reception or mediation, or a combination of two or more of these”71

The classe pupitre as an action plan and a pedagogical device offers the learners the possibility to watch their own absolute progression, for instance through some kinds of formative evaluation. If the notebook keeps the scores performed for each task we can wonder why the European portfolio has not been integrated yet.

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71 Ibid
Conclusion

**Will the Information and Communication Technologies ever be really integrated in France’s secondary education: what would be the perfect classe pupitre?**

So far, the classe pupitre plan is still under experiment. It is therefore difficult to know whether it has reached its goals. The French Education Nationale Ministry delays making decisions in order to generalize the integration of ICT in education. It is difficult for project leaders to remain in this uncertain situation.

What is more, France’s decentralization is not yet complete. The idea is to give more power to the regional authorities and encourage them to decide on their own future. There is a paradox in the French educational system: the teachers, the pedagogical inspectors, as well as the official instructions that carry out the education programme and policy, should remain nationally maintained, whereas the establishments themselves and any real property they contain should be maintained regionally.

A major obstacle to the integration of ICT in the French educational system is the lack of ICT professionals in schools. Indeed, the Education Nationale has not planned to hire any professional ICT technicians in the coming years. In the past years, it is the instability of the job definitions that has led ICT to enter the schools. According to Gérard Collet, who published an article in 2001 to depict the situation in France, “l'informatique a besoin de professionnels. [...] L'éducation nationale se repose presque intégralement sur des solutions empiriques et fragiles, sur des acteurs non institutionalisés, dont la compétence est souvent jugée de manière rapide, sans critère précis.” (Collet, 2001). The French educational system – and the people in charge – try to improve the Education Nationale’s efficiency through the introduction of ICT while avoiding extra costs. Indeed, those in charge do not want to be required to create new ICT technician jobs. But can it remain the only institution in the world able to maintain networks without the help of qualified people? As soon as one enters the ICT world in the Education Nationale, one can tell that everyone involved in ICT, from those in charge to the teachers, is a self-taught person who has a passion for computer enhanced teaching.
The people who deal with technical problems in schools, like the assistants d’éducation and even the Technology teachers who find their teaching time reduced so that they can take care of the networks, have been made indispensable but still do not have any institutional status.

The lack of full-time qualified technicians turns any ICT plan into a failure or, in the least, imperfect and dysfunctional. Each actor in any major ICT plan should remain in his/her position: a teacher is not a technician, an assistant is not a decision-maker, and a technician is not a teacher. All of them should work together but should not try to do one another’s job or else the plan will be a failure (Duveau-Patureau: 2005).

This system and the way it is maintained leaves room for creativity and remains dynamic but, on the other hand, it hides huge losses in money and know-how (savoir-faire). Within such a difficult context, the intermediate executives face a bizarre dilemma: to not carry on with ICT (which would be a difficult decision to make) or to go ahead and ignore the lack of competences. As far as the Pupitres du XXIème siècle are concerned, many decisions might have been made without any real dialogue between the different actors of the plan, thus resulting in major investments from the regional authorities (computers, furniture, network and software) despite the lack of human resources to set up such investments. One could argue that as long as the investments are known and visible, the local authorities – who decide on the budget and are mainly politicized – are satisfied. Indeed, only a few classes pupitre are currently being used full-time.
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• Institut Universitaire de Formation des Maîtres de Lille – Nord-Pas-de-Calais <http://www.lille.iufm.fr> 
• Lefèvre, Gérard. Personal webpage < http://g.lefevre.free.fr/gl/ > 
• Maufroid, Renée. English on Line < http://home.nordnet.fr/~rmaufroid/ > 
• Read, Write, Think < http://www.readwritethink.org >
Glossary

Browser
Tool used to access and manipulate information on the Web (e.g.- Netscape Navigator, Internet Explorer, Mozilla Firefox).

CD-ROM
Compact Disc-Read Only Memory – a silver-coated optical disc that stores up to a gigabyte of information as an optical trace. A CD (Compact Disc) is widely used for storing music or text, whereas a CD-ROM commonly stores a range of multimedia. Previously, CDs were readable only but now also come in rewritable form. CD burners are becoming common peripherals.

Chat
exchanging information (a text dialogue) in real time; a conversation (on the Internet).

CRT
Cathode Ray Tube – previously, a widespread display name.

Digital Camera
a camera using a ROM matrix from which images are recorded to a non-energy dependent flash memory in digital form. Pictures already taken may be downloaded to a computer to be edited or printed through a standard port.

GUI
Graphical User Interface
1. A machine creating a graphical user interface for the OS.
2. A program allowing execution of data visualization.

Hyperlinks
active text image or button marked in colour on a web page, a click on which (a hyperlink activization) takes the user to another page or another part of the current page.

Hypermedia
an extension of hypertext to include other media such as sound, graphics, and video.

Hypertext
a term coined by Ted Nelson in 1965 before the Internet and the World Wide Web made it useful to refer to non-linear text containing hyperlinks that with the aid of a browser enable a reader to branch to other documents or other parts of the current page.

Interface
a system of hardware and software components responsible for transforming and converting electronic signals that carry relevant information into visual, aural and tactile patterns perceptible by human senses.

PC
Personal Computer – though the term PC is sometimes used to denote any personal computer, it often denotes a PC that uses the Intel processors. The term originates from IBM PC, produced in 1981 by the IBM Corporation as a computer to be operated by an
individual, in contrast to mainframe computers.

**Portal**
a website designed to provide integrated information in a particular field or fields. Usually contains references to other sites whose content meets requirements of the portal's visitors. Portals may be specialized focusing, for instance, on maritime archaeology, or general like certain search engines that offer a range of information services (weather, news, currency rates, and information directory).

**Search engines**
Software that allows retrieval of information from electronic databases (library catalogs, CD-ROMs, the Web) by locating user-defined characteristics of data such as word patterns, dates, or file formats.

**Server**
a computer providing services, resources, or data to a user's computer.

**World Wide Web (WWW)**
1. The worldwide array of hypertext transfer protocol (http) servers allowing access to text, graphics, sound files, and more to be mixed together and accessed through the Internet.
2. Used loosely to refer to the whole universe of resources available using Gopher, FTP, http, Telnet, USENET, WAIS, and some other tools.
APPENDICES
Objectifs :

Développer une pédagogie novatrice intégrant l’utilisation pertinente par les élèves et leurs enseignants de l’outil informatique.

Elle concerne toutes les disciplines et en particulier les apprentissages fondamentaux.

Démarche pédagogique :

- Les élèves disposent à tout instant de l’outil de façon à l’utiliser en fonction des besoins pédagogiques : c’est une « classe pupitre ».

  - A la différence du site informatique, l’ordinateur est un outil constamment à la disposition de l’élève sur son pupitre. Banalisé dans son usage, au même titre que le manuel et le cahier, on y a recours au moment pertinent et pour la durée strictement nécessaire à l’activité : l’élève ne va pas « faire de l’informatique ». L’expérimentation nous a montré qu’une utilisation de l’outil à hauteur de 30% du temps s’avère être en adéquation avec les objectifs pédagogiques souhaités.

  - L’élève a, par contre, la possibilité d’utiliser, en cours de travail et, éventuellement, sans consigne spécifiée du maître, les outils logiciels ou ressources documentaires dont il juge avoir besoin ou dont il pense qu’ils répondent à ses objectifs de travail.

  - Alors que le site informatique implique un déplacement de l’élève en un temps et un lieu obligatoirement programmés, donc pas forcément en phase avec la progression didactique, le pupitre s’adapte à cette dernière.

  - A terme, quel que soit le lieu de consultation, l’élève peut accéder à son environnement et à son dossier personnel et, par exemple, achever en BCD ou au CDI un travail commencé en classe.

- L’élève est placé au cœur des apprentissages. A tout moment l’outil permet à l’enseignant de guider le travail des élèves.

  - L’enseignant peut piloter la classe à partir de son poste sans perdre le contact avec le groupe ou les individus. Le logiciel NetSupportSchool permet la distribution et la récupération du travail. Le professeur peut montrer son écran ou celui d’un élève à un groupe ou une personne, il peut aussi intervenir à distance sur le travail de chacun en temps réel.

  - L’enseignant, soulagé de nombreuses tâches de gestion et d’organisation matérielle, souvent fastidieuses et répétitives, est disponible pour une présence pédagogiquement constructive auprès des élèves et pour échanger verbalement avec eux, comme cela a été fréquemment observé.
- L'utilisation du pupitre comme tableau électronique permet de diffuser simultanément sons, images, textes comme supports de travail.

- La facilité matérielle et organisationnelle avec laquelle on peut procéder aux mises en commun offre des moments de mutualisation des recherches, de verbalisation des découvertes, d'explicitation orale des démarches, de comparaison argumentée des points de vue.

**Dispositions nécessaires**

🎯 Une salle affectée à cette mission.

Le dispositif « Pupitres du XXIème siècle » est un environnement constitué, dans l’unicité d’un lieu et dans la continuité du temps scolaire, d’autant de postes que d’élèves, reliés en réseau, sous le pilotage d’un poste maître, avec toutes les facilités matérielles, ergonomiques et logicielles permettant à un (des) enseignant(s), libéré(s) au maximum des contraintes de maintenance technique, de tirer le meilleur profit pédagogique des nouvelles technologies.

Environnement institutionnalisé de recours collectif ou individuel à l’outil informatique, la configuration « pupitres » actualisée, en les démultipliant et en les systématisant, les atouts pédagogiques potentiels des technologies de l’information et de la communication dans le cadre scolaire.

🎯 Une équipe pédagogique sur une ou plusieurs divisions qui accepte de dispenser son enseignement en utilisant l’outil.

Le dispositif « Pupitres du XXIème siècle » continue d’instituer la classe en tant qu’unité pertinente et lieu privilégié de l’enseignement et confirme le maître dans ses rôles de pilotage des apprentissages.

Ce n’est donc pas dans une « révolution pédagogique » obligée qu’un tel dispositif recèle ses ressorts d’innovation : la gestion de la « Classe Pupitres » est à la portée de tout enseignant, quel que soit son profil professionnel. Choix a été fait de laisser à l’acte pédagogique toute sa primauté sans que soient engendrées d’inutiles sophistications d’outils ou de méthodes.

🎯 Un enseignant ressource.

Cf fiche ER-TICE

🎯 Un assistant technique

Cf fiche assistant technique

**Accompagnement** :

L’établissement bénéficiera de l’appui et de l’accompagnement de l’équipe Académique TICE. En particulier :

- Une formation de prise en main pour les enseignants « pupitres » d’une durée de cinq jours en discontinu dans l’établissement
- Une formation de trois jours et demi de la personne ressource.
- Des visites régulières des conseillers TICE.
- Un site Web comprenant une plate forme d’échanges et de mutualisation…

* C.A.N.T.E. 2
**Profil de l’Enseignant Ressource TICE (ER-TICE)**
*en établissement ou en circonscription dans l’académie de Lille*

**ACTIVITÉS LIÉES À LA FONCTION**

_Sous l’autorité de l’IEN ou du chef d’établissement, elles s’exercent dans le cadre de la politique définie par le Recteur d’Académie, en l’occurrence la mise en œuvre des classes pédagogiques._

1. **L’accompagnement pédagogique des enseignants** :
   
   a. Préparation des enseignants à l’utilisation d’une classe pédagogique.
   
   b. Aide aux enseignants à leur demande sur un problème pédagogique précis (usages et fonctionnalités pédagogiques des outils).  
   
   c. Animations pédagogiques dans le cadre des journées de formation :
   
   - conduites par les IEN (l’ER-TICE est membre de l’équipe de circonscription) :
   
     - conception, animation, suivi.
   
   - dans le cadre des formations d’établissement (l’ER-TICE travaille en collaboration avec le CPFE).
   
2. **Définition et suivi du projet d’intégration des TICE** :

   Aide à la conception, l’élaboration, la mise en œuvre et le suivi du projet d’intégration des TICE dans les écoles, les établissements et les circonscriptions.

3. **Liaison avec les niveaux intermédiaires et académiques** :

   Faire connaître les outils et ressources reconnus d’intérêt pédagogique, recenser les expériences au sein des établissements, diffuser et mutualiser les pratiques et productions validées, relayer l’information du terrain aux chargés de mission ou à toutes autres personnes de l’environnement professionnel susceptible de la traiter.

4. **Organisation pédagogique des réseaux (internes et externes)** :

   a. Contribution au pilotage des sites d’établissements.

   b. Contribution à la gestion de la messagerie.

**COMPETENCES REQUISÉES**

Pour développer l’ensemble des activités répertoriées, l’ER-TICE doit être capable de mobiliser :

- **Son expérience et ses compétences pédagogiques** pour lui permettre, dans différents contextes, d’exercer des fonctions liées au conseil, à l’impulsion, à l’accompagnement, à l’animation, à la formation et au suivi.

- **Ses connaissances techniques** pour identifier des dysfonctionnements dans les domaines des matériels, des réseaux et des logiciels et pour orienter vers les services de maintenance compétents.

**C.A.N.T.E.**
- **Ses aptitudes relationnelles et de communication** pour faciliter son intégration efficace au sein de diverses équipes ainsi que sa participation effective à la création et à l’animation de différents groupes de travail.

- **Son souci constant de formation et d'échange de pratiques**, conforté par les formations spécifiques dont il bénéficiera, pour lui assurer une connaissance actualisée des données d'ordre pédagogique (logiciels, ressources...), institutionnel (directives nationales, politiques académiques ou départementales) et technique.

**MODALITÉS DE FONCTION**

1. **Projet et bilan d’activités**

   L’ER-TICE exerce dans le cadre d’un projet d’activités défini par l’IEN ou le chef d’établissement.

2. **Formations spécifiques ER-TICE**

   a. Stages de formation PAF.
   b. Journées banalisées bassin / inter bassins : Un plan de formation des ER-TICE sera, chaque année, organisé sous la forme de journées banalisées.
   c. Réunions académiques ou départementales.

3. **Missions spécifiques**

   En plus de leurs prérogatives, les ER-TICE pourront être appelés à participer à des groupes de travail départementaux ou académiques dans les conditions habituelles de missions particulières.
Profil des assistants techniques informatique (Profil emplois jeunes TIC - Métiers liés aux technologies de l’information et de la communication)

ACTIVITES LIEES A LA FONCTION

Apporter l’aide nécessaire à une bonne utilisation des TICE par les élèves.

Dans la pratique des logiciels courants (traitement de texte, tableur…)
Dans la consultation de CD ROM
Dans l’utilisation de l’Internet
Dans la création de produits multimédia (pages WEB par exemple)

Administration et gestion des réseaux informatiques des établissements ou écoles :

Assurer les fonctions élémentaires de l’administration de réseau.
Gestion des périphériques
Gestion des utilisateurs

Faire une première maintenance du parc d’un établissement.

Diagnostic du dysfonctionnement
Contact pertinent et efficace avec les organismes de maintenance

Installer les logiciels.
Prise en main pour l'enseignant « pupitre »

Cette prise en main se déroule dans l’établissement. Elle concerne les utilisateurs de la classe pupitre. Son objectif est de rendre les utilisateurs autonomes vis à vis du système utilisé et de leur présenter des activités pédagogiques réalisées dans cet environnement. Sa durée sera fonction de l’équipe enseignante et sera au maximum de 5 jours.

Les personnes chargées de l’administration du système doivent participer à cette prise en main ainsi que la ou le documentaliste.

Cette prise en main nécessite des pré-requis pour être efficace.

**Pré-requis matériels :**
- Le matériel doit être correctement installé.
- Les logiciels utilisés doivent être installés.
- Les CD ROM utilisés doivent être installés.

**Pré-requis pour les enseignants :**
- Les enseignants doivent avoir la maîtrise des manipulations élémentaires dans l’environnement Windows (à vérifier lors de la formation).

**Contenu de formation :**

A l’issue de cette prise en main les enseignants au travers d’exercices pédagogiques concrets doivent avoir acquis les savoirs et savoir-faire suivants :

**Environnement de travail de l’enseignants et des élèves (J1 et J2) :**

- Savoir repérer les différents matériels leurs fonctions
- Connaître l’environnement réseau pupitre (classe, CD1…)
- Connaître le principe de reconstruction des machines

- L’enseignant joue le rôle de l’élève (TP) :

  - Savoir se connecter à l’environnement (Identifiant)
  - Connaître les lecteurs et leurs fonctions
  - Savoir accéder aux différentes ressources (CD, Internet,…)
  - Savoir sauvegarder le travail
  - Savoir gérer le dossier personnel (H:\)
  - les différents formats de fichiers (bmp, jpg …)

**Virtual drive (partage des cdrom)**

- Savoir utiliser l’interface élève (interface gestionnaire sur demande).

CANTE 04/07/05
Le pilotage de la classe :

- Savoir gérer les données en tant que responsable de groupe classe
- Connaître au moins un outil de distribution et de récupération de fichiers

L'enseignant doit être en situation (TP) :

**Logiciel de pilotage (Netschool) :**
- Lancer Netschool et savoir connecter un élève
- Obtenir les noms
- Verrouiller les claviers et souris
- Présenter et annoter l'écran du prof
- Afficher l'écran d'un élève
- Prendre le contrôle du poste élève, surveiller
- Gérer les accès Internet
- Arrêter les machines

Ressources disponibles pour les fonctions avancées

**Intranet de Kwartz**
- Utiliser l'interface utilisateur de l'Intranet KWARTZ
  - Messagerie, Intranet
- Publier une page dans le dossier HTML (TP)

**Regroupement disciplinaire : contenu défini par les IPR référents TICE (J3 et J4) :**

**Accompagnement à la production de supports de cours (J5) :**

- Savoir exploiter et alimenter l'Intranet
- Savoir créer un document multimédia intégrant texte, image, son et vidéo
- Savoir numériser à partir de sources diverses (caméra, scanner...)

**Modalités :** 30h en présentiel : 2 jours sur l'environnement de travail, 2 jours de regroupement disciplinaire 1 journée d'accompagnement à la production de supports de cours
Observation de trois classes pupitres différentes

Collège Arthur Rimbaud
Villeneuve d’Ascq
Classes de M. Gérard Lefèvre

Collège Jean-Jaurès
Lomme
Classes de Mlle Natacha Artero

Collège Molière
Villeneuve d’Ascq
Classes de Mme Renée Maufroid
Rapport d'audience du Lundi 27 mars 2006

http://home.nordnet.fr/~maufroid/pupitre

Répartition des pages vues par origine géographique

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