Questionnaire pre-school/primary teachers

Dear pre-school and primary teachers,

We are conducting a study as part of the ERASMUS+ project INVITED, which focuses on integrating virtual exchange projects into language teacher education. Our partnership includes Pädagogische Hochschule Freiburg and the Universities of Murcia, Strathclyde, Ljubljana, and Warsaw.

We are interested in understanding in-service teachers' attitudes, experiences, perceived competence, problems, and needs related to virtual exchange. To gather this information, we have created a questionnaire. The goal is to use the data to develop a teacher education module and professional development course.

Your participation in this study is entirely voluntary. The gathered information will be used exclusively for the project and will remain strictly anonymous. No personal data will be collected. You have the right to withdraw from the research at any point without providing justification.

The questionnaire should take approximately 15 minutes to complete. By clicking "Next page," you acknowledge and give your consent to participate.

We appreciate your willingness to contribute to this study. If you have any questions or would like more information about the project, feel free to contact us at (Mateja.Dagarin@pef.uni-lj.si). Your feedback is also welcome.

Thank you for your participation.

1.   **Age: _____**

2.   **Gender:**
      a) Male
      b) Female
      c) Diverse
      d) Prefer not to say

3.   **What country do you work in?**
      a) Germany
      b) Spain
      c) United Kingdom
      d) Slovenia
      e) Poland
      f) Other: (*add your answer*) _____

4.   **Number of years working as a pre-school/primary teacher: _____**

5.   **Which qualifications have you got?** (*you can select more than just one answer*)
      a) Primary Education teacher with English (generalist)
      b) Primary Education teacher (generalist)
      c) English teacher specialist
      d) Pre-school teacher with English

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e) Pre-school teacher

f) Other: (*add your answer*) _____

6.   Do you work as:
   a) A primary school teacher
   b) A pre-school teacher

7.   Which grades do you teach? (*you can select more than just one answer*)
   a) Pre-school age 1-3
   b) Pre-school age 4-6
   c) Grade 1
   d) Grade 2
   e) Grade 3
   f) Grade 4
   g) Grade 5
   h) Grade 6

Understanding of virtual exchange

Virtual exchange (VE) in language education is the process of communicating in a shared foreign language and collaboratively learning with peers from different countries through the use of technology (adapted from Dooly & Vinagre 2021: 393). An example of virtual exchange is when *students in Spain meet online with students in Slovenia and communicate in English to talk about their favourite food.*

8.   Do you agree with the following statements (1 meaning *strongly disagree*, 2 is *disagree*, 3 stands for *neither agree nor disagree*, 4 as *agree* and 5 for *strongly agree*)?

Virtual exchange…

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. … develops cultural awareness.					
2. … includes international online collaborative learning.					
3. … can be implemented in different ways.					
4. … focuses (more) on productive language skills.					
5. … focuses (more) on receptive language skills.					
6. … can be carried out with only two partners.					
7. … must involve spoken communication with people from other countries.					
8. … is difficult to do with pre-school children.					
9. … is difficult to do with primary school children.					
10. … is too time consuming to do with pre-school learners.					
11. … is too time consuming to do with primary school learners.					
12. … is only possible to do in groups with the same language level.					
13. … requires students to have high levels of language proficiency.					
14. … requires students to have some initial ICT skills.					
15. … promotes student autonomy when it comes to communicating.					
16. … can be implemented into regular lessons.					

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17. … must include pre-planned and structured tasks for learners.					
18. … provides opportunities for authentic communication.					

9.   What's the added value (if any) of VE in comparison to on-site teaching?

_____

10.   Have you been involved in any virtual exchange projects?
   a)   Yes
   b)   No

If they choose NO, they get these two questions:

Why have you never been involved in VE projects? (*you can select more than just one answer*)

   a)   I had never heard of VE projects.
   b)   I don't know whether a network to develop partnerships with other schools exists.
   c)   I have not received any pedagogical training in the use of VE.
   d)   I have not received any technical training in VE.
   e)   My place of work lacks equipment and/or has poor internet connection.
   f)   Our institution does not have partnerships with other schools.
   g)   Our institution does not support involvement in international projects.
   h)   There is no place for additional projects if I want to follow the curriculum.
   g)   Other: (*add your answer*) _____

What do you consider would be most challenging in conducting virtual exchange projects?

_____

Your experiences with virtual exchange (based on filter question no. 10 – if yes; questions 11–22 and 24–27 are therefore conditioned)

11.   How many virtual exchange projects have you been involved in?

_____

_____

12.   Can you briefly describe some of them?

_____

_____

13.   How did you come in contact with your partner(s)? (*you can select more than just one answer*)
   a)   Collaborated with them in other projects in the past
   b)   Found them online
   c)   Found them in a webinar/online seminar
   d)   Found them on the eTwinning platform
   e)   Issued a call for partners
   f)   Responded to a call for partners

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g) Based on our institution's recommendation

h) Other: (*add your answer*) _____

14. What was the participants' age group in your last project(s) (*you can select more than just one answer in case of simultaneous projects*)**?**

a) Pre-school age 1-3

b) Pre-school age 4-6

c) Grade 1

d) Grade 2

e) Grade 3

f) Grade 4

g) Grade 5

h) Grade 6

15. How did you decide on the content?

a) Based on the curriculum and/or syllabus

b) Recommended by project partner(s)

c) Came across it in a webinar/workshop

d) Heard about it in previous VE projects

e) Based it on projects that were published on eTwinning

f) Introduced to the idea by my students

g) Came up with it on my own

h) Other: (*add your answer*) _____

16. How often did students meet online per project? (*specify the number of times per month*)

_____

17. When students met online, they… (*you can select more than just one answer*)

a) … presented their work to each other.

b) … shared their experience (they talked to each other).

c) … completed defined and described tasks the teachers prepared in advance.

d) … created something together.

e) … planned future activities.

i) … Other: (*add your answer*) _____

18. What kind of <u>asynchronous activities</u> (*i.e., not working virtually at the same time*) **did the students do?**

a) Sent each other texts and /or videos.

b) Wrote letters to each other.

c) Worked on joint products together (e.g., developing a joint poster through an online collaborative tool).

d) Other: (*add your answer*) _____

19. Which areas did students develop during the VE projects (*grade on a scale from 1 to 5, 1 being "not a lot", 2 meaning "a little", 3 standing for "something", 4 as "quite a lot" and 5 for "a lot"*)**?**

Communication skills	1	2	3	4	5
Grammar skills	1	2	3	4	5

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Vocabulary skills	1	2	3	4	5
Literacy skills	1	2	3	4	5
Intercultural awareness	1	2	3	4	5
Technological skills	1	2	3	4	5

If you think they gained any other skills, please write them down: _____

20.   What activities were least effective in VE with your students? Please explain why.

_____

21.   What activities were most effective in VE with your students? Please explain why.

_____

22.   Which topics did you cover in VE with your students?

_____

23.   How often do you think students should meet online?

_____

24.   How did you <u>organise students</u> when you did virtual exchange activities?

	Always	**Frequently**	**Occasionally**	**Rarely**	**Never**
Pair-work					
Whole-class					
Same-ability groups					
Mixed-ability groups					
Individual work					

25.   When you did <u>VIRTUAL EXCHANGE</u> with students, how often did you use the following <u>resources</u>?

	Always	**Frequently**	**Occasionally**	**Rarely**	**Never**
Web pages					
Video communication platforms (e.g., ZOOM, MS Teams, Skype)					
Online correspondence (e.g., texting, email, e-forums, google docs)					

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Videos					
Powerpoints, Canva, Presentation templates					
Blogs, posts, padlets					
Educational games or apps (e.g., Kahoot, Minecraft, Storyboard, Storyjumper)					
Virtual worlds/space					
(e)Worksheets					
(e)Books					
virtual classroom					
Arts and craft materials (e.g., coloured paper, markers, paints)					
Postcards and letters					
Realia (i.e., real objects)					

26. **If you used any other resources, can you specify which ones you used and for what purpose?**
_____

27. **How did you prepare the students for an online meeting?** (*you can select more than just one answer*)
   a) We worked on the language structures and vocabulary.
   b) We prepared the script for dialogues.
   c) We prepared materials and discussed them.
   d) Other: _____

Competences with virtual exchange

28. **How competent do you feel in organising and carrying out VE projects? Rate yourself on a scale from 1 to 10, 1 being *not competent at all*, 10 standing for *extremely competent.* Circle your answer.**

Assess yourself even if you have never been involved in VE projects, try to estimate your ability.

Finding partners

   1   2   3   4   5   6   7   8   9   10

Communicating with partners

   1   2   3   4   5   6   7   8   9   10

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Finding content

1	2	3	4	5	6	7	8	9	10

Designing tasks that develop students' linguistic competence

1	2	3	4	5	6	7	8	9	10

Designing tasks that develop students' sociocritical competence

1	2	3	4	5	6	7	8	9	10

Designing tasks that develop students' digital competence

1	2	3	4	5	6	7	8	9	10

Designing tasks that develop students' intercultural competence

1	2	3	4	5	6	7	8	9	10

Working with students

1	2	3	4	5	6	7	8	9	10

Setting up the classroom for online meetings (e.g., setting up ZOOM sessions)

1	2	3	4	5	6	7	8	9	10

Preparing students for online meetings

1	2	3	4	5	6	7	8	9	10

Problems with virtual exchange

29. **How frequently did you encounter problems with …**

	Always	Frequently	Occasionally	Rarely	Never
Communication barriers					
Insufficient technological facilities (e.g., poor internet connection, old hardware, not enough computers)					
Insufficient technological support					

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Insufficient knowledge of VE tools (e.g., video-communication, chatrooms, interactive walls)					
Insufficient knowledge about pedagogical integration of digital apps and tools in language education					
Cultural misunderstandings					
Time-zone differences					
Time management issues					
Lack of student engagement					
Managing large groups					
Workload of VE projects					
Lack of parents' support					
Lack of leadership support					

30. **If you encountered any other problems, can you specify which ones?**

_____

_____

Needs regarding virtual exchange

31. **Have you taken any course on the development of virtual exchange activities as part of your training?**
    a) Yes
    b) No

    (based on filter question 31; question 32 is therefore conditioned)
32. **What kind of a training was it?** (*you can select more than just one answer*)
    a) Pre-service training
    b) In-service training
    c) An online workshop
    d) A face-to-face workshop or training course
    e) A presentation of good practice

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f)   Other: (*add your answer*) _____

33.   What would you like to learn more about VE? Rank the following areas from most (1) to least (10).
__ Creating a VE programme
__ Getting partners
__ Managing online meetings with the students
__ Organizing VE online meetings
__ Finding topics for VE projects
__ Improving ICT competences for VE projects
__ Finding appropriate tools for VE
__ Finding resources for VE
__ Designing meaningful tasks for VE
__ Integrating VE projects within the curriculum

34.   If your target area was not covered in question 33, please write the area here.

_____

_____

35.   Do you plan on carrying out VE projects with your students in the future? Please explain your answer.

_____

_____

If you would like to share examples of good practice regarding virtual exchange programmes (either at your school or programmes you were involved in as a student), we will be very grateful for your response – please, send an email to...

_____

_____

_____

_____

Thank you very much for answering the questionnaire!

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