ERASMUS+ INVITED Questionnaire for In-service Teachers

Reports

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Intro

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 (**mateja.dagarin@pef.uni-lj.si**) - for Slovenian respondents and for countries not directly stated

Katarzyna Brzosko-Barratt (**k.brzosko-barratt@uw.edu.pl**) - for Polish respondents

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Yvette Coyle (**ycoyle@um.es**) - for Spanish respondents

Ingeborg Birnie (**ingeborg.birnie@strath.ac.uk**) - for UK respondents Your feedback is also welcome.

Thank you for your participation.

Q1 - 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 (e.g., through an eTwinning project).

BLOCK (1) (Understanding of Virtual Exchange)

Q2 - Do you agree with the following statements?

Virtual exchange...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
... develops cultural awareness.	◌	◌	◌	◌	◌
... includes international online collaborative learning.	◌	◌	◌	◌	◌
... can be implemented in different ways.	◌	◌	◌	◌	◌

... focuses (more) on productive language skills.	○	○	○	○	○
... focuses (more) on receptive language skills.	○	○	○	○	○
... can be carried out with only two partners.	○	○	○	○	○
... must involve spoken communication with people from other countries.	○	○	○	○	○
... is difficult to do with pre-school children.	○	○	○	○	○
... is difficult to do with primary school children.	○	○	○	○	○

BLOCK (1) (Understanding of Virtual Exchange)

Q3 - Do you agree with the following statements?

Virtual exchange...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
... is too time consuming to do with pre-school learners.	○	○	○	○	○
... is too time consuming to do with primary school learners.	○	○	○	○	○
... is only possible to do in groups with the same language level.	○	○	○	○	○
... requires students to have high levels of language proficiency.	○	○	○	○	○
... requires students to have some initial ICT skills.	○	○	○	○	○
... promotes student autonomy when	○	○	○	○	○

it comes to communicating.					
... can be implemented within regular lessons.	○	○	○	○	○
... must include pre-planned and structured tasks for learners.	○	○	○	○	○
... provides opportunities for authentic communication.	○	○	○	○	○

BLOCK (1) (Understanding of Virtual Exchange)

Q4 - What's the added value (if any) of virtual exchange in comparison to on-site teaching?

_____

BLOCK (2) (Experiences with VE)

Q26_2 - Have you been involved in any virtual exchange projects?

- ○ Yes
- ○ No

IF (3) Q26_2 = [2]

Q5 - Why have you never been involved in virtual exchange projects?

Multiple answers are possible

- ☐ I had never heard of virtual exchange projects.
- ☐ I don't know whether a network to develop partnerships with other schools exists.
- ☐ I have not received any pedagogical training in the use of virtual exchange.
- ☐ I have not received any technical training in virtual exchange.
- ☐ My place of work lacks equipment and/or has poor internet connection.
- ☐ Our institution does not have partnerships with other schools.
- ☐ Our institution does not support involvement in international projects.
- ☐ There is no place for additional projects if I want to follow the curriculum.
- ☐ Other:

IF (3) Q26_2 = [2]

Q6 - What do you consider would be most challenging in conducting virtual exchange projects?

_____

IF (4) Q26_2 = [1]

Q7 - How many virtual exchange projects have you been involved in?

Please answer in number form _____

IF (4) Q26_2 = [1]
Q8 - Can you please describe some of them?
_____

IF (4) Q26_2 = [1]
Q9 - How did you come in contact with your partner(s)?
Multiple answers are possible
- ☐ Collaborated with them in other projects in the past.
- ☐ Found them online.
- ☐ Found them in a webinar/online seminar.
- ☐ Found them on the eTwinning platform.
- ☐ Issued a call for partners.
- ☐ Responded to a call for partners.
- ☐ Based on our institution's recommendation.
- ☐ Other:

IF (4) Q26_2 = [1]
Q10 - What was the participants' age group in your last project(s)?
You can select more than just one answer in case of simultaneous projects.
- ☐ Pre-school age 1-3
- ☐ Pre-school age 4-6
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6

IF (4) Q26_2 = [1]
Q11 - How did you decide on the content?
- ○ Based on curriculum and/or syllabus.
- ○ Recommended by project partner(s).
- ○ Came across it in a webinar/workshop.
- ○ Heard about it in previous virtual exchange projects.
- ○ Based it on projects that were published on eTwinning.
- ○ Introduced to the idea by my students.
- ○ Came up with it on my own.
- ○ Other:

IF (4) Q26_2 = [1]

Q12 - How often did students meet online per project?

Please answer in number form _____

IF (4) Q26_2 = [1]

Q13 - When students met online, they...

Multiple answers are possible

- ☐ ... presented their work to each other.
- ☐ ... shared their experience (talked to each other).
- ☐ ... completed defined and described tasks the teachers prepared in advance.
- ☐ ... created something together.
- ☐ ... planned future activities.
- ☐ Other:

IF (4) Q26_2 = [1]

Q14 - What kind of asynchronous activities (i.e., not working virtually at the same time) did the students do?

Multiple answers are possible

- ☐ Sent each other texts and/or videos.
- ☐ Wrote letters to each other.
- ☐ Worked on joints products together (e.g., developing a joint poster through an online collaboration tool).
- ☐ Other:

IF (4) Q26_2 = [1]

Q15 - Which areas did students develop during virtual exchange 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".

	1 (not a lot)	2 (a little)	3 (something)	4 (quite a lot)	5 (a lot)
Communication skills	◌	◌	◌	◌	◌
Grammar skills	◌	◌	◌	◌	◌
Vocabulary skills	◌	◌	◌	◌	◌
Literacy skills	◌	◌	◌	◌	◌
Intercultural awareness	◌	◌	◌	◌	◌
Technological skills	◌	◌	◌	◌	◌

IF (4) Q26_2 = [1]

Q16 - If you think they gained any other skills, please write them down.

_____

IF (4) Q26_2 = [1]
Q17 - What activities were least effective in virtual exchange with your students? Please explain why.
_____

IF (4) Q26_2 = [1]
Q18 - What activities were most effective in virtual exchange with your students? Please explain why.
_____

IF (4) Q26_2 = [1]
Q19 - Which topics did you cover in virtual exchange with your students?
_____

IF (4) Q26_2 = [1]
Q20 - How often do you think students should meet online?
_____

IF (4) Q26_2 = [1]
Q21 - How did you organise students when you did virtual exchange activities?

	Always	Frequently	Occassionally	Rarely	Never
Pair-work	◌	◌	◌	◌	◌
Whole-class	◌	◌	◌	◌	◌
Same-ability groups	◌	◌	◌	◌	◌
Mixed-ability groups	◌	◌	◌	◌	◌
Individual work	◌	◌	◌	◌	◌

IF (4) Q26_2 = [1]
Q22 - When you did VIRTUAL EXCHANGE with students, how often did you use the following resources?

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

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)	○	○	○	○	○

IF (4) Q26_2 = [1]

Q23 - If you used any other resources, can you specify which ones you used?

_____

IF (4) Q26_2 = [1]

Q24 - How did you prepare the students for an online meeting?

Multiple answers are possible

- ☐ We worked on the language structures and vocabulary.
- ☐ We prepared the script for dialogues.
- ☐ We prepared materials and discussed them.
- ☐ Other:

IF (6) Q26_2 = [1]

Q25 - How frequently did you encounter problems with...

	Always	Frequently	Occassionally	Rarely	Never
Communication barriers	○	○	○	○	○
Insufficient technological	○	○	○	○	○

facilities (e.g., poor internet connection, old hardware, not enough computers)					
Insufficient technological support	○	○	○	○	○
Insufficient knowledge of VE tools (e.g., video-communication, chatrooms, interactive walls)	○	○	○	○	○
Cultural misunderstandings	○	○	○	○	○
Time-zone differences	○	○	○	○	○
Time management issues	○	○	○	○	○
Lack of student engagement	○	○	○	○	○
Managing large groups	○	○	○	○	○
Workload of virtual exchange projects	○	○	○	○	○
Lack of parents' support	○	○	○	○	○
Lack of leadership support	○	○	○	○	○

IF (6) Q26_2 = [1]

Q26 - If you encountered any other problems, can you specify which ones?

_____

BLOCK (7) (Competences with VE)

Q27 - How competent do you feel in organising and carrying out virtual exchange projects? Rate yourself on a scale from 1 to 10, 1 being not competent at all, 10 standing for extremely competent.

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

	Not competent at all									Extremely competent
	1	2	3	4	5	6	7	8	9	10
Finding partners										

Communicating with partners	1	2	3	4	5	6	7	8	9	10
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	1	2	3	4	5	6	7	8	9	10

ZOOM sessions)										
Preparing students for online meetings	1	2	3	4	5	6	7	8	9	10

BLOCK (7) (Competences with VE)

Q28 - How competent do you feel in organising and carrying out virtual exchange projects? Rate yourself on a scale from 1 to 10, 1 being not competent at all, 10 standing for extremely competent.

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

	Not competent at all									Extremely competent
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
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

BLOCK (8) (Needs regarding VE)

Q29 - Have you taken any course on the development of virtual exchange activities as part of your training?

- ○ Yes
- ○ No

IF (9) Q29 = [1]

Q30 - What kind of a training was it?

Multiple answers are possible

- ☐ Pre-service training
- ☐ In-service training
- ☐ An online workshop
- ☐ A face-to-face workshop or training course
- ☐ A presentation of good practice
- ☐ Other:

BLOCK (8) (Needs regarding VE)

Q31 - What would you like to learn more about virtual exchange? Rank the following areas from most (1) to least (10), but use a particular rank only once.

Creating a virtual exchange programme
Getting partners
Managing online meetings with the students
Organizing virtual exchange online meetings
Finding topics for virtual exchange projects
Improving ICT competences for virtual exchange projects
Finding appropriate tools for virtual exchange
Finding resources for virtual exchange
Designing meaningful tasks for virtual exchange
Integrating virtual exchange projects within the curriculum

BLOCK (8) (Needs regarding VE)
Q32 - If your target area was not covered in the previous question, please write the area here.
_____

BLOCK (8) (Needs regarding VE)
Q33 - Do you plan on carrying out virtual exchange projects with your students in the future? Please explain your answer.
_____

BLOCK (10) (Demographic Information)
Q34 - Please provide your age in number form. _____

BLOCK (10) (Demographic Information)
Q35 - Select the gender with which you identify.
- ○ Male
- ○ Female
- ○ Diverse
- ○ Prefer not to say

BLOCK (10) (Demographic Information)
Q36 - What country do you work in?
- ○ Germany
- ○ Poland

- ◌ Slovenia
- ◌ Spain
- ◌ United Kingdom
- ◌ Other:

BLOCK (10) (Demographic Information)
Q37 - Which qualifications have you got?
Multiple answers are possible

- ☐ Primary Education teacher with English (generalist)
- ☐ Primary Education teacher (generalist)
- ☐ English teacher (specialist)
- ☐ Pre-school teacher with English
- ☐ Pre-school teacher
- ☐ Other:

BLOCK (10) (Demographic Information)
Q38 - Do you work as:

- ◌ a pre-school teacher
- ◌ a primary school teacher

BLOCK (10) (Demographic Information)
Q39 - Number of years working as a pre-school/primary teacher. _____

BLOCK (10) (Demographic Information)
Q40 - Which grades do you teach?
Multiple answers are possible

- ☐ Pre-school age 1-3
- ☐ Pre-school age 4-6
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6