ERASMUS+ INVITED Questionnaire for Pre-service Teachers

Reports

Survey short title:	ERASMUS+ INVITED Quest. Pre-service Teachers
Question number:	28
Number of variables:	92
Status:	Active from: 30.01.2024 Active until: 30.04.2024
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Edited:	Tina Rozmanič, 13.05.2025

Co-funded by the European Union

INVITED is funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or Erasmus+ National Agency for Higher Education (German Academic Exchange Service). Neither the European Union nor the granting authority can be held responsible for them.

Intro

Dear future 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 pre-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

Annika Kolb (**annika.kolb@ph-freiburg.de**) - for German respondents

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).

_____

Q2 - Does your study programme have any course in which you LEARN ABOUT virtual exchange?

◌ Yes ◌ No

IF (1) Q2 = [1]

Q3 - What kind of a course is it? Please, describe it briefly.

_____

Q4 - Does your study programme have any course in which you PARTICIPATE in virtual exchange with other students?

◌ Yes ◌ No

IF (2) Q4 = [1]

Q5 - What kind of a course is it? Please, describe it briefly.

BLOCK (3) (Understanding of Virtual Exchange)
Q6 - 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 (3) (Understanding of Virtual Exchange)
Q7 - 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 (3) (Understanding of Virtual Exchange)

Q8 - What's the added value (if any) of virtual exchange in comparison to on-site teaching?

_____

BLOCK (3) (Understanding of Virtual Exchange)

Q9 - What do you consider would be most challenging in conducting virtual exchange projects?

_____

BLOCK (4) (Experiences with VE)

Q10 - Have you been involved in any virtual exchange project as a primary or secondary school student?

If you have participated in a virtual exchange project in primary as well as in secondary school, select the school whose project left a more memorable impression.

- ○ Yes, as a primary school student.
- ○ Yes, as a secondary school student.
- ○ No, I haven't been involved.

IF (5) Q10 != [3]

Q11 - How many virtual exchange projects have you been involved in? (Please answer in number form). _____

IF (5) Q10 != [3]

Q12 - Can you please describe some of them?

_____

IF (5) Q10 != [3]

Q13 - How often did you meet online per project? (Specify the number of times per month)

_____

IF (5) Q10 != [3]

Q14 - When we met online, we...

Multiple answers are possible

- ☐ ... presented our work to each other.
- ☐ ... shared our experience (talked to each other).
- ☐ ... did structured tasks the teachers prepared in advance.
- ☐ ... created something together.
- ☐ ... planned future activities.
- ☐ Other:

IF (5) Q10 != [3]

Q15 - How were you organised when you did virtual exchange activities?

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

IF (5) Q10 != [3]

Q16 - When you participated in VIRTUAL EXCHANGE as a student, 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 (5) Q10 != [3]

Q17 - If you used any other resources, can you specify which ones you used?

_____

Q18 - 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 classroo	1	2	3	4	5	6	7	8	9	10

m for online meetings (e.g., setting up ZOOM sessions)										
Preparing students for online meetings	1	2	3	4	5	6	7	8	9	10

BLOCK (6) (Needs regarding VE)

Q19 - Have you taken any course on the development of virtual exchange activities as part of your training?

- ◌ Yes
- ◌ No

IF (7) Q19 = [1]

Q20 - 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 (6) (Needs regarding VE)

Q21 - 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 (6) (Needs regarding VE)
Q22 - If your target area was not covered in the previous question, please write the area here.
_____

BLOCK (6) (Needs regarding VE)
Q23 - Do you plan on carrying out virtual exchange projects with your students in the future? Please explain your answer.
_____

BLOCK (8) (Demographic Information)
Q24 - Please provide your age in number form. _____

BLOCK (8) (Demographic Information)
Q25 - Select the gender with which you identify.
- ○ Male
- ○ Female
- ○ Diverse
- ○ Prefer not to say

BLOCK (8) (Demographic Information)
Q26 - What country do you study in?
- ○ Germany
- ○ Poland
- ○ Slovenia
- ○ Spain
- ○ United Kingdom
- ○ Other:

BLOCK (8) (Demographic Information)
Q27 - Study programme
- ○ Primary Education teacher with English (generalist)

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

BLOCK (8) (Demographic Information)

Q28 - Year of study

- ◌ 1
- ◌ 2
- ◌ 3
- ◌ 4
- ◌ 5