

# TILA Research Results on Telecollaboration<sup>1</sup>

## APPENDIX WITH QUESTIONNAIRES AND INTERVIEW GUIDELINES

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The appendix includes the following questionnaires and interview guidelines

- Learner background questionnaire
- User experience questionnaire for learners
- Anxiety questionnaire
- Teacher questionnaire
- Questionnaire on teacher roles
- Guiding questions for interviews with learners and teachers

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# Student Background TILA ENG

## \*1. Course

## \*2. Institution

## \*3. Date (DD/MM/YY)

## \*4. Language

 English German Catalan French Spanish

## \*5. Level (CEFR)

## \*6. Your name (First name and Surname)

## \*7. Age

 10 11 12 13 14 15 16 17 18 19 20 Over 20

## \*8. I am

 Female Male

You and language

## \*9. Did you learn any foreign language prior to secondary school

 Yes No

## \*10. Do you like learning languages?

 Yes No

# Student Background TILA ENG

## \*11. Which languages do you learn at school?

	Yes	No
English	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>
German	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>

Other: do please specify here any other languages you learn (at school)

## \*12. What activities do you like best in class?

	1 (not at all)	2	3	4	5 (very much)
listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning about other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## \*13. Do you learn languages outside class?

	Yes	No
English	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>
German	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>

Other (please specify)

## \*14. If yes, what activities do you mostly undertake in the foreign language?

	1 (never)	2	3	4	5 (always)
listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Student Background TILA ENG

## 15. Do you get good results?

	1 (very bad)	2	3	4	5 (very good)
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
German	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

## \*16. Have you ever been in a country where the languages you learn are spoken?

	Yes	No
English	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>
German	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>

Other (please specify)

## \*17. Do you like meeting and speaking to people from other cultures?

- 1 (not at all)
- 2
- 3
- 4
- 5 (very much)

## \*18. How were your experiences with people from other cultures?

- 1 (very bad)
- 2
- 3
- 4
- 5 (very good)

## \*19. Did you feel that language was a barrier to get to know people from other cultures?

- 1 (completely disagree)
- 2
- 3
- 4
- 5 (completely agree)

# Student Background TILA ENG

## 20. If it was, what did you do to overcome communicative problems?

Technology at your school

## \*21. Do you make use of the following digital tools for the different courses you follow at school?

	1 (never)	2	3	4	5 (always)
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snapchat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skype	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whatsapp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Touch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wikis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google +	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google hangout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edmodo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mahara	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moodle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

## \*22. Do you use educational apps at school?

- 1 (never)
- 2
- 3
- 4
- 5 (always)

## 23. If you use educational apps do please specify which ones you use for which course

# Student Background TILA ENG

## \*24. Do you use mobile devices in your courses at school?

	1 (never)	2	3	4	5 (always)
smartphone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tablet / Ipad /	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ipod	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

## \*25. Do you think that digital applications should be used more at your school?

- 1 (completely disagree)
- 2
- 3
- 4
- 5 (completely agree)

## \*26. Do you think that the use of digital tools may contribute to learn languages better and more?

- 1 (completely disagree)
- 2
- 3
- 4
- 5 (completely agree)

You and technology

## \*27. Have you got internet connection at home?

- Yes
- No

## \*28. Have you got a computer at home?

- Yes
- No

## \*29. Have you got a smartphone?

- Yes
- No

## \*30. Have you got a tablet/Ipad/Ipod?

- Yes
- No

# Student Background TILA ENG

## \*31. Do you use the following tools to communicate with your friends or family?

	1 (never)	2	3	4	5 (always)
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snapchat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skype	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whatsapp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Touch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google +	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google hangout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

# User experience TILA English

## \*1. Name (First name and Surname)

## \*2. Nationality

## \*3. Age

- 10    11    12    13    14    15    16    17    18    19    20
- Over 20

## \*4. I am

- Male
- Female

## \*5. School

## \*6. Teacher

## \*7. Class

## \*8. Interaction type

- Tandem
- Lingua Franca

## \*9. Target language

- English                       German                       Catalan
- French                       Spanish

## \*10. Session date (DD/MM/YY)



# User experience TILA English

Please specify to what extent you disagree or agree with each of the statements below: Tick ONE of the boxes to the right.

Please decide spontaneously; don't think too long about your decision. It is your personal opinion that counts. There is no wrong or right answer!

## \*11. (A) Technological quality

Do you agree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It was easy to START the tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy to USE the tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SOUND was good (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VIDEO was good (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

## \*12. (B) Preferences and likes

Do you agree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I like to communicate and interact in this tool environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to meet students from other countries in this tool environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to learn in this tool environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

## User experience TILA English

### \*13. Which telecollaboration tool(s) did you use?

BigBlueButton

Forum

Skype

Wiki

OpenSim

Other (please specify)

## \*14. Do you agree with the following statements?

Strongly disagree

Disagree

Neither agree nor  
disagree

Agree

Strongly agree

I like to be visible in a  
video

I like to see the others in a  
video

Comments

## \*15. Do you agree with the following statements?

Strongly disagree

Disagree

Neither agree nor  
disagree

Agree

Strongly agree

I like to be an avatar

I like to speak with an  
avatar

Comments

# User experience TILA English

## \*16. (C) How did you feel in the interaction?

Do you agree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I felt comfortable in the interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt I was in the same place with the others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt satisfied with the way I communicated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt the tool environment affected in my communication positively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt part of a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoyed communicating with students from another country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could have done better with more time to think	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could have done better in my native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found it motivating to communicate with students from another country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt nervous when speaking in the target language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

## \*17. (D) What was IMPORTANT for you in this interaction?

Do you agree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It was important for me to be understood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important for me to understand the other student(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important for me to speak/write correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important for me to express what I wanted to say	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important for me to speak fluently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important for me to learn about the other students' life and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was important for me to get to know students from another country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

# User experience TILA English

## \*18. (E) How do you characterize your performance?

### Do you agree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I was able to make myself understood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to understand what the other student(s) said	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to speak correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to express what I wanted to say	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to speak fluently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to learn something about the other students' life and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

## \*19. (F) Overall assessment

### Do you agree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I enjoyed the online task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the online task interesting for interaction with peers of other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the online task useful for my language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online task helped me discover new things about the other culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would suggest to a friend to take part in this kind of online collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to use online tasks with students from other countries more often	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

# Anxiety Questionnaire

## \*1. Name

## \*2. Age

- 10    11    12    13    14    15    16    17    18    19    20
- Above 20

## \*3. I am

- Male
- Female

## \*4. Name of your school

## \*5. Please indicate the number of the session that you have just completed.

- Before the session
- Session 1
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6
- Session 7
- Session 8
- After the project is finished

## \*6. Language(s) that I practised during the session

- English
- French
- German
- Spanish
- Catalan



Please specify to what extent you agree or disagree with the following statements. Choose one of the options.

Try to decide spontaneously; do not overthink your answers. Your personal opinion is what matters, there is no right or wrong answer!

**\*7. What telecollaboration environment have you used in the session?**

BigBlueButton (voice)

OpenSim (voice)

Written chat

Skype (voice)

Forum

With webcam

Wiki

Other (please specify)

**\*8. I learn a lot by communicating in the foreign language with native speakers.**

- 1 I strongly disagree
- 2
- 3
- 4
- 5 I strongly agree

**\*9. I like to communicate in the foreign language with native speakers.**

- 1 I strongly disagree
- 2
- 3
- 4
- 5 I strongly agree

**\*10. When I communicate in my foreign language with students from other countries, I learn more than when I communicate with native speakers.**

- 1 I strongly disagree
- 2
- 3
- 4
- 5 I strongly agree

**\*11. I think that my foreign language competence is good enough to communicate with native speakers.**

- 1 I strongly disagree
- 2
- 3
- 4
- 5 I strongly agree

**\*12. I can express myself correctly in the foreign language.**

- 1 I strongly disagree
- 2
- 3
- 4
- 5 I strongly agree

**\*13. I understand (almost) everything that my partner says in the language that I'm learning.**

- 1 I strongly disagree
- 2
- 3
- 4
- 5 I strongly agree

**\*14. I get nervous when I communicate in the foreign language.**

- 1 I strongly disagree
- 2
- 3
- 4
- 5 I strongly agree

**\*15. I worry a lot if I make mistakes when I communicate in the foreign language.**

- 1 I strongly disagree
- 2
- 3
- 4
- 5 I strongly agree

**\*16. I feel more at ease communicating in the foreign language with someone who is also learning it, than with a native speaker.**

- 1 I strongly disagree
- 2
- 3
- 4
- 5 I strongly agree

**\*17. I get nervous when I don't understand every word that my exchange partner says.**

- 1 I strongly disagree
- 2
- 3
- 4
- 5 I strongly agree

**\*18. I am afraid that my exchange partner will laugh at me when I communicate in the foreign language.**

- 1 I strongly disagree
- 2
- 3
- 4
- 5 I strongly agree

Please answer the following two questions, if you have used the webcam during the sessions.

**19. I feel more at ease communicating in the foreign language when my exchange partner cannot see me through the webcam.**

- 1. I strongly disagree
- 2.
- 3.
- 4.
- 5. I strongly agree

**20. I feel more at ease communicating in the foreign language when I don't see myself on the webcam.**

- 1. I strongly disagree
- 2.
- 3.
- 4.
- 5. I strongly agree

**\*21. What is your mother tongue?**

## TILA LANGUAGE TEACHERS

This questionnaire is aimed at getting to know you better and your teaching environment. The questionnaire will take about 15-20 minutes to complete and is part of TILA' research proposal. In order to make fewer mistakes in collecting data, we ask you to give your name and we assure you of full confidentiality of the results. Thank you.

### SECTION 1: ABOUT YOURSELF

**First Name :**

**Family name :**

1. Where you work: Country \_\_\_\_\_ Town/City \_\_\_\_\_

2. Are you ? male  , female

3. Years of experience as a language teacher (Choose ONE)

0-4 <input type="checkbox"/>	5-9 <input type="checkbox"/>	10-14 <input type="checkbox"/>	15-19 <input type="checkbox"/>	20-24 <input type="checkbox"/>	25+ <input type="checkbox"/>
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4. Highest relevant qualification to Language Teaching (Choose ONE)

Certificate <input type="checkbox"/>	Diploma <input type="checkbox"/>	Postgraduate Certificate <input type="checkbox"/>	Bachelor's <input type="checkbox"/>	Master's <input type="checkbox"/>	Doctorate <input type="checkbox"/>	Other <input type="checkbox"/>
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5. Language (s) you teach (Tick one or more)

Catalan <input type="checkbox"/>	English <input type="checkbox"/>	French <input type="checkbox"/>	German <input type="checkbox"/>	Spanish <input type="checkbox"/>
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6. Type of institution you teach in most often (Choose ONE)

Private <input type="checkbox"/>	State <input type="checkbox"/>	Other <input type="checkbox"/>
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7. The age of the learners you teach most often (Choose ONE)

11 or younger <input type="checkbox"/>	12-15 <input type="checkbox"/>	16-18 <input type="checkbox"/>	19+ <input type="checkbox"/>
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8. Have you ever worked in a foreign country ?  Yes  No

If, yes, for how long ?

Less than a year	A year	One to 2 years	3 to 5 years	More than 5 years
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### Section 2: About technology (Section in April Questionnaire/ could be used again?)

9. Please indicate on the scale below how often you use computer/Internet technologies in your classes? 1=never; 5=everyday

1       2       3       4       5

10. If you do not use computers/Internet technologies in your classes, please state why. Please tick as many statements as apply to you.

Statements	Yes	No	Not relevant
Classrooms are not equipped with PCs for the teacher.			
There are not enough computers for the students.			
There are not enough computer suites			
Computer suites need to be booked in advance.			
The school's Internet connection is not very good			
I don't like using technology in my lessons.			
I don't like the students going on the Internet in class time.			
I don't feel confident enough to use technology in my lessons.			
Other (please specify)			

11. What computer/Internet technologies do you use in class?

Tools	Every day	1 to 5 times a week	1 to 5 times a month	1 to 5 times a year	Never
Blogs					
Wikis					
YouTube					
Facebook or other social networking sites					
Chat applications					
Twitter					
Mobile phones					
Skype					
Virtual Worlds					
Do you use online bilingual dictionaries ?					
Do you use online monolingual dictionaries ?					
Do you use online translators or translating aids ?					
When writing, do you use the spell checker ?					
Other (please specify)					

12. Is there a technician who can assist you?

**Section 3: About your school (Section in April Questionnaire , maybe we could close these questions)**

13. Are there any specific regulations regarding the use of the Internet in the classroom that your school must abide by?

14. Do you have any technical concerns around the use of the Internet or computers in the classroom? Please elaborate.

**15. How intercultural is your school?** Circle ONE number for each statement below to give your opinion (Paris)

	Disagree Strongly	Disagree	Don't Know	Agree	Agree Strongly
Intercultural and cultural dimensions are a priority in the language curriculum	1	2	3	3	4
Your school encourages partnerships with EU or non EU schools	1	2	3	3	4
A lot of colleagues try to develop partnerships, e-twinning and exchanges in my school					
A lot of language teachers in my school are willing to get a language assistant					
It is easy to get a language assistant in my school					
We get support to innovate for intercultural exchanges from school administration					
We get support to innovate for intercultural exchanges from colleagues					
Intercultural competence is an important student outcome					

**Section 4 : About teaching (Paris)**

**16. General Teaching : Could you rank in order of importance the different curricular areas of your language courses ? 1 = least important to 5 = most important**

Areas	1	2	3	4	5
Grammar					
Vocabulary					
Spelling					
Phonetics					
Listening					
Speaking					
Reading					
Writing					
Culture					
ICC (Intercultural Competence)					

**Other:**

## 16. Teaching culture or ICC

How often do you use the following teaching activities on culture ? (Sercu, 2005 ...)

	never	Once in a while	Once a month	Once a week	Every teaching day
I tell my pupils what I heard (or read) about the foreign country or culture	1	2	3	4	5
I tell my pupils why I find something fascinating or strange about the foreign culture(s)					
I talk to my pupils about my own experiences in the foreign countries					
I talk with my pupils about stereotypes regarding particular cultures and countries or regarding the inhabitants of particular countries					
I ask my pupils about their experiences in the foreign countries					
I ask my pupils to describe an aspect of their own culture in the foreign language					
I use videos, CDs or the Internet to illustrate an aspect of the foreign cultures					
I ask my pupils to compare an aspect of their own culture with that aspect in the foreign cultures					
I decorate my classroom with posters illustrating particular aspects of the foreign culture					
I comment on the way in which the foreign culture is represented in the foreign language materials I am using in a particular class (how the media of the foreign country promotes the image of the target culture)					
I ask my pupils to independently explore an aspect of the foreign culture					
I ask my pupils to think about what it would be like to live in the foreign culture					
I touch upon an aspect of the foreign culture regarding which I feel negatively disposed					
I bring objects originating from the foreign culture to my classroom					
I invite a person originating from the foreign country to my classroom					
I ask my learners to use monolingual and bilingual dictionaries to compare meanings					
I ask my learners to use translating aids to compare translations					
I ask my learners to use spell checkers to compare their effectiveness					

**Other:**

**This completes the questionnaire. Thank you for taking the time to respond.**



## SURVEY ABOUT TEACHER ROLES IN TILA

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Dear teacher,

We would be very grateful if you could answer this very short survey about teacher roles in TILA. We have divided the roles of teachers doing telecollaboration into four, following Hootstein (2012), (see below for more information on what these roles entails).

We would like to know:

How much time (approximately) does each of these roles occupy with regard to the total time dedicated to TILA? The total should come to 100%.

Very briefly also, we would like to make any comments you think are relevant about teacher roles.

The roles are the following: (please write the percentage next to each role below)

1. The programme director or administrative emoderator \_\_\_\_%
2. The technical director or technical emoderator \_\_\_\_%
3. The instructor or academic emoderator \_\_\_\_%
4. The social director or social emoderator \_\_\_\_%

Comments: (optional but we would be grateful if you have time)

### INFORMATION ON ROLES

According to Hootstein (2012), the main role of a teacher is, from a holistic point of view, a facilitator, a person who is (at different times or simultaneously) an administrative, technical, academic and social emoderator. In more detail the four roles are:

- THE PROGRAMME DIRECTOR OR ADMINISTRATIVE EMODERATOR directs the agenda, timetable, deadlines, etc. and decides on types of tools. Among her functions she has to liaise with other teachers, partners and students to facilitate and improve students' performance and to try to avoid or solve problems. She is also in charge of keeping students up-to-date and on course with regard to deadlines. She also has to modify task objectives and/or deadlines if problems arise or persist. Determining levels is another function of this type of role and finally organizing and maintaining peer exchange structures.

- THE TECHNICAL DIRECTOR OR TECHNICAL EMODERATOR helps students to become comfortable with systems and software and also prepares learners to overcome technical difficulties. He must instruct students in the use of platforms, systems and software and/or inform them where to find information from technical personnel or online. He must also make sure they protect students' safety and privacy by selecting the correct software and advising on its use. In order to do this, teachers must understand the affordances and constraints of specific applications (Compton, 2009) and must become autonomous with regard to ICTs.
- THE INSTRUCTOR OR ACADEMIC EMODERATOR guides learning in a problem- and project-based learning environment (Dooly, 2010: 294). Her main role is to facilitate communicative competence (Compton, 2009: 81-84) to ensure high quality online interaction (Lai, Zhao and Li, 2008: 90) and to provide authentic communicative input. She must guarantee that pedagogy takes precedence over technology. At the same time, she has to design tasks, activities and exchanges while instructing learners on peer correction procedures. The academic function also involves helping students to reflect on cultural aspects and facilitate intercultural understanding. This can be done by identifying the relevance of the task from both a cultural and a linguistic point of view and by providing students with the necessary communication strategies. Included in this function we also find the explanation of learning outcomes, rubrics and evaluation processes and objectives thus placing the tasks and the activities in the curriculum. An academic emoderator must also provide scaffolding for students, linguistic and cultural feedback and make sure she allows students' creativity and choice in use of language (Chapelle and Hegelheimer, 2004). Finally, she must monitor students' academic progress in order to pre-empt possible problems and assess their performance taking into account shared meaning construction and new communicative skills (Dooly, 2010: 295).
- THE SOCIAL DIRECTOR OR SOCIAL emoderator is in charge of creating and fostering a collaborative environment. His job is to promote community building skills (Compton, 2009: 77) and enhance empathy between peers. At the same time, he must make sure that the student is in the centre of the TC process and that intercultural issues are a central part of that process. Some of the ways in which this can be done include taking on board students' suggestions, opinions and criticism and acting as troubleshooter with regard to possible cultural misunderstandings.

## GUIDING QUESTIONS FOR FEEDBACK INTERVIEWS WITH PUPILS AND TEACHERS

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The interview refers to one or several telecollaboration exchanges the respective pupil or teacher was involved in. Focus is on the experiences and observations regarding

- type and quality of the telecollaboration environment
- type and quality of communicative interaction
- value/impact of the communicative interaction for intercultural insights
- value/impact of the communicative interaction for language learning

### GUIDING QUESTIONS FOR FEEDBACK INTERVIEWS WITH PUPILS

#### Your overall impression

- How did you like the telecollaboration exchange? (scale 1 – 5)
- What did you like best?
- What did you NOT like?
- Do you have other preferences?

#### Telecollaboration environment

- Was the technological quality sufficient for the task?
- Was the technology appropriate for the communicative interaction?
- Did you enjoy working with this kind of technology? (scale 1 – 5)
- Would you have preferred a different kind of technology? (Which one and why?)

#### Communicative interaction

- Were you satisfied with the communicative interaction? Why (not)? (scale 1-5)
- Did you like the topic(s)? Why (not)?
- Did you encounter any communication problems? (Please specify)
- Were you satisfied with your contribution in the communicative interaction? Why (not)?
- If tandem: (a) Did you like to communicate with a native speaker? (b) How was your communicative interaction affected by the tandem constellation? (e.g. mismatch between native speaker and non-native speaker proficiency, accommodation to non-native speaker partners' proficiency level, production and learning support by native speakers)

- If lingua franca: (a) Did you like to communicate with another non-native speaker? (b) How was your communicative interaction affected by the lingua franca constellation? (e.g. more relaxed and less worried about making mistakes, stimulating effects)

### **Intercultural communication**

- Do you feel you learned something about the other country/culture and/or the other pupils?
  - concerning things that are different
  - concerning things that are the same
- Do you feel you and the other pupils communicated in (slightly) different ways? (e.g. direct/indirect; polite/impolite, formal/informal, friendly/unfriendly)

### **Foreign language learning**

- Do you feel the telecollaboration task had positive effects on your language and communication proficiency? Why and in what respects?
- Do you feel the telecollaboration task will have positive effects on your language and communication proficiency if it is continued? Why and in what respects?

### **Preparation and support**

- Is it important (for you) to prepare for the telecollaboration?
- How did you prepare for the telecollaboration event?
- Was the preparation particularly difficult / time-consuming?
- What kind of preparation or support would be particularly helpful?

### **Outlook and suggestions**

- Which aspects of the telecollaboration exchange should be changed and improved?
- Which topics and tasks would be particularly interesting?
- Would you like to participate in such a telecollaboration again?

## GUIDING QUESTIONS FOR FEEDBACK INTERVIEWS WITH TEACHERS

### Your overall impression

- How did you like the telecollaboration exchange? (scale 1 – 5)
- What did you like best?
- What did you NOT like?
- Do you feel the pupils might have had other preferences?

### Telecollaboration environment

- Was the technological quality sufficient for the task?
- Was the technology appropriate for the communicative interaction?
- Did you enjoy working with this kind of technology? (scale 1 – 5)
- Would you have preferred a different kind of technology? (Which one and why?)
- Did the pupils enjoy working with this kind of technology? (scale 1 – 5)
- Would they have preferred a different kind of technology? (Which one and why?)

### Communicative interaction

- Were you satisfied with how the pupils communicated? Why (not)? (scale 1-5)
- Do you feel the pupils were satisfied with how they communicated? Why (not)? (scale 1-5)
- Did the topic(s) work for the communicative interaction? Why (not)?
- Were there instances when the communication did NOT work? (Please specify)
- What was your own role in the communication?
- Were you satisfied with your role? Why (not)?
- If tandem: (a) Did your pupils like to communicate with native speakers? (b) How was the communicative interaction affected by the tandem constellation? (e.g. mismatch between native speaker and non-native speaker proficiency, accommodation to non-native speaker partners' proficiency level, production and learning support by native speakers)
- If lingua franca: (a) Did your pupils like to communicate with other non-native speakers? (b) How was the communicative interaction affected by the lingua franca constellation? (e.g. more relaxed and less worried about making mistakes, stimulating effects)

### Intercultural communication

- Do you feel your pupils learned something about the other country/culture and/or the other pupils?
  - concerning things that are different

- concerning things that are the same
- Do you feel your own pupils and the other pupils communicated in (slightly) different ways? (e.g. direct/indirect; polite/impolite, formal/informal, friendly/unfriendly)

#### **Foreign language learning**

- Do you feel the telecollaboration task had positive effects on your pupils' language and communication proficiency? Why and in what respects?
- Do you feel the telecollaboration task will have positive effects on your pupils' language and communication proficiency if it is continued? Why and in what respects?

#### **Preparation and support**

- Was it difficult (time-consuming) to prepare the telecollaboration event?
- What kind of preparation was particularly difficult / time-consuming?
- What kind of preparation / support was essential?

#### **Outlook and suggestions**

- Would you use this telecollaboration format again?
- Which aspects of the telecollaboration format should be changed and improved?
- Which topics and tasks would be particularly suitable?