

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

## Chapter 2

### LEARNERS' BACKGROUND AND EXPERIENCES WITHIN THE TILA PROJECT

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#### 1 SUMMARY

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In the present report we show the results of questionnaire data<sup>2</sup> provided by different groups of pupils who engaged in telecollaboration activities during September 2014 and May 2015. Pupils filled in two different surveys: the background and the user experience questionnaires. In the background questionnaires, pupils offered information about the languages they learn at school, which are particularly English and French, and reported not to use any technical apps and devices they would like to in the foreign language classroom. However, the responses show that most pupils are used to technology and use it extensively at home. As to the results from the learners' experience questionnaires that pupils completed after undertaking telecollaboration activities, they show that most pupils enjoyed the telecollaboration sessions; they liked to meet peers from other countries; some tools seemed to be easier to use (forum) than others (the video communication environment BigBlueButton); and although the pupils of all language constellations were positive about their telecollaboration experiences, scores were slightly higher for those engaged in tandem sessions with native speakers (as opposed to Lingua Franca exchanges). Finally, the data from those pupils who filled in the survey after completion of more than one telecollaboration activity seems to indicate that anxiety diminishes with the frequency of sessions, as pupils become more familiar with telecollaboration practices.

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<sup>2</sup> This data belongs to the follow up period.

## 2 OBJECTIVES AND METHODOLOGICAL APPROACH

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For this report, we perform a quantitative and qualitative analysis of both background and learners' experience questionnaires. On the one hand, we seek to know who the pupils participating in the telecollaboration exchanges are: what is their background, whether they like learning languages, which ones they learn at and outside school, etc. In addition, we discuss the use of technology and digital tools when learning languages at school.

On the other hand, we aim to describe how pupils experienced the telecollaboration activities within the TILA framework: which aspects played which role in their interactions, which problems arose in telecollaboration exchanges, pupils' feelings regarding the use of ICT in education and other issues concerning communication with foreign peers. Additionally, we present the results concerning the modality of communication used (Lingua Franca versus Tandem) and the role that frequency of sessions performed and the tool used plays on how pupils experience telecollaboration activities.

## 3 RESEARCH RESULTS

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### 3.1 TILA BACKGROUND QUESTIONNAIRES: GENERAL INFORMATION

Information from background questionnaires was provided by five groups of pupils: French, English, Spanish, German and Dutch, coming from twelve different institutions. In total, we gathered 287 responses. Table 1 and Figure 1 show specific information on questionnaire responses and their division by groups; as we see, most information (54%) comes from French and Dutch institutions.

Table 1: Total background questionnaire responses

	N	Gender		Age	
		Female	Male	Mean	Range
Spanish	50	27	23	15.86	14 – 19
French	88	61	27	14.42	11 – 17
English	35	35	0	15.43	14 – 17
German	48	16	32	13.81	12 – 16
Dutch	66	34	32	12.24	11 – 18
Total	287	173	114	14.35	11 – 19

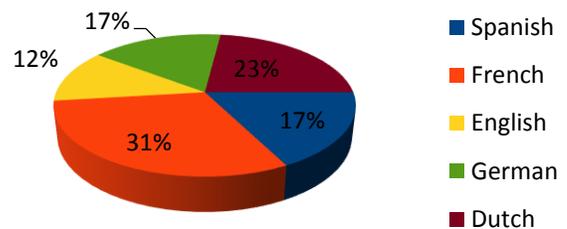


Figure 1: Division of responses by groups

### 3.2 TILA BACKGROUND QUESTIONNAIRES: YOU AND LANGUAGE

Results in this section show that most pupils had some knowledge of foreign languages before starting their Secondary Education and that, in general terms, they like learning languages. Concerning languages taught at school, English, Spanish and French are the most frequently learned languages (83 %). A 10 % is devoted to other languages (Latin, Catalan or Gallego). Figure 3 shows that, among the pupils who learn languages outside school, English is the most learnt one (41%), although French (24%) and some others (as Russian, Arabic or Turkish) are also widely specified (17%).

Pupils were also asked about the activities in learning a language they like the most in class (see Table 2). A 5-point scale was used for these items, high values indicating positive attitudes. Table 3 shows the activities pupils undertake when learning languages outside school. As we observe, the most favourite activities in the classroom are speaking (M = 3.7, SD = 1.0) and learning about other people (M = 3.8, SD = 1.1) and the least favourite one is grammar (M = 2.7, SD = 1.0). Furthermore, the most undertaken activities outside school are those related to listening (M = 3.5, SD = 1.2). It is also worth remarking that pupils specify getting, in general terms, good results, above all in English and Spanish.

Table 2: Likes on language learning (at school)

	Mean	SD
Listening	3.3	1.0
Reading	3.1	1.0
Speaking	3.7	1.0
Writing	3.1	1.1
Grammar	2.7	1.0
Vocabulary	3.1	1.0
Pronunciation	3.3	1.1
Learning about other people	3.8	1.1

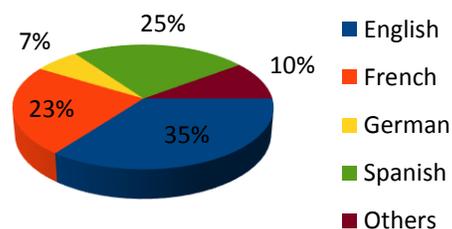


Figure 2: Languages learnt at school

Table 3: Activities outside school

	Mean	SD
Listening	3.5	1.2
Reading	3.1	1.1
Speaking	3.4	1.2
Writing	3.1	1.2

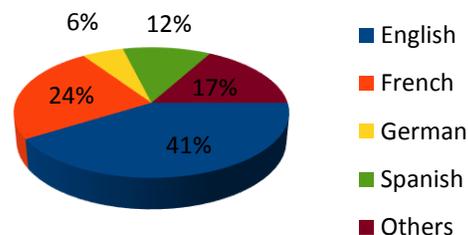


Figure 3: Languages learnt outside school

To conclude this section, pupils report to have generally travelled to those countries where the languages they study are spoken, particularly England and Spain. Furthermore, they specify liking meeting and speaking to people from other cultures and point the experiences with them as very

positive ( $M = 4.0$ ,  $SD = 0.9$ ). Finally, the foreign language does not seem to be a barrier to get to know people from other countries ( $M = 2.6$ ,  $SD = 1.1$ ). As pupils reported in the open question, they try to gesticulate to be understood or use the translator to overcome the communicative problems.

### 3.3 TILA BACKGROUND QUESTIONNAIRES: TECHNOLOGY AT YOUR SCHOOL

In this section, we discuss the results related to the use of technology and educational apps and programs when learning foreign languages at school. Using again a 5-point scale, pupils were requested to answer on the use of some specified tools in learning languages in their educational institution, 1 meaning 'never' and 5 meaning 'always'. As we can observe in Table 4 below, Facebook is hardly ever used in educational contexts ( $M = 1.6$ ,  $SD = 1.1$ ), whereas Google + and Google Drive are the most used ones ( $M = 2.1$ ,  $SD = 1.3$ ;  $M = 1.8$ ,  $SD = 1.0$ , respectively). However, there are differences in the use of these environments depending on the countries and language groups. Instagram, for instance, is more used among Dutch pupils ( $M = 2.4$ ,  $SD = 1.5$ ) and WhatsApp, among Spanish, Dutch and English ones ( $M = 2.3$ ,  $SD = 1.5$ ;  $M = 2.4$ ,  $SD = 1.7$  and  $M = 2.1$ ,  $SD = 1.6$ , respectively).

Table 4: Tools used in class by pupils (1 'never', 5 'always')

	Mean	SD		Mean	SD
Facebook	1.5	1.1	Blogs	1.6	0.8
Twitter	1.3	0.8	Wikis	1.7	1.1
Instagram	1.6	1.1	Google +	2.1	1.3
Snapchat	1.5	1.0	Google Hangouts	1.1	0.6
Skype	1.4	0.9	Google Drive	1.8	1.0
WhatsApp	1.9	1.3	Edmodo	1.0	0.2
Touch	1.1	0.4	Mahara	1.1	0.2
Ping	1.1	0.3	Moodle	1.9	0.9

Furthermore, among those pupils using educational apps at school, we can observe that this use is not frequent ( $M = 2.4$ ,  $SD = 1.1$ ). In addition, when asked if educational tools should be used more at school, results are very high ( $M = 3.8$ ,  $SD = 1.0$ ). This idea is related to the last item shown in Table 5, as most pupils think that the use of digital tools may contribute to learn languages better and more ( $M = 3.9$ ,  $SD = 1.0$ ).

Table 5: The use of technology by pupils at school (1 'never, 5 'always')

	Mean	SD
Do you use educational apps at school?	2.4	1.1
Do you use mobile devices at school?		
· Smartphone	1.8	1.0
· Tablet/Ipad	2.3 <sup>3</sup>	0.7
· Ipod	1.1	0.4

<sup>3</sup> This data belongs to the follow up period.  
rning this item.

Do you think that digital applications should be used more at your school?	3.8	1.0
Do you think that the use of digital tools may contribute to learn languages better and more?	3.9	1.0

### 3.4 TILA BACKGROUND QUESTIONNAIRES: YOU AND TECHNOLOGY

Results in this last section show that most pupils have an Internet connection (99%) and a computer at home (98%) as well as a smartphone (91%), a tablet, an Ipad or an Ipod (78%). Furthermore, background questionnaires provide us with information about the wide use pupils make of technology devices to be in touch with friends and family. As we see in Table 6, the most used tool is WhatsApp (M = 3.8, SD = 1.2) and the least used ones are Touch and Ping (M = 1.1, SD = 0.5 each). Nevertheless, in this case there are also differences regarding language groups. As it could be expected, Spanish pupils use very frequently WhatsApp (M = 4.9, SD = 0.5) and almost never Touch and Ping (M = 1.2, SD = 0.8 in both). The high frequency in using WhatsApp is the general rule, although in the French group, particularly, Skype (M = 2.6, SD = 1.6) is more used than WhatsApp (M = 1.8, SD = 1.4).

Table 6: Tools used by pupils to communicate with friends and family (1 'never', 5 'always')

	Mean	SD		Mean	SD
Email	2.8	1.3	Blogs	1.2	0.6
Facebook	3.0	1.3	Google Hangouts	1.2	0.6
Twitter	2.2	1.4	Google Drive	1.3	0.7
Instagram	3.1	1.7	Google +	1.6	1.2
Snapchat	3.2	1.6			
Skype	2.9	1.5			
WhatsApp	3.8	1.2			
Touch	1.1	0.5			
Ping	1.1	0.5			

### 3.5 TILA LEARNERS' EXPERIENCE QUESTIONNAIRES: GENERAL INFORMATION

The total number of learners' experience questionnaires is 234 (122 from Spanish pupils, 60 from French pupils, 34 from English pupils and 18 from Dutch pupils) embracing several sessions. Table 7 presents the number of questionnaires filled in and provides additional information about age (Mean: 14.63) and gender (120 male versus 114 female). Figure 4 shows that most responses were from Spanish and French pupils, these two groups constituting 78% of the total population. Figure 5, shows that the modality of communication most frequently used in these tasks was Lingua Franca (73%). Finally, Figure 6 shows the most frequently used tools in the overall project: BigBlueButton (79 %), followed by forums (8%) and chats (6%).

Table 7: Total feedback questionnaire responses

	nº	Gender		Age	
		Male	Fem	Mean	Range
Spanish	122	76	46	16.41	15 – 19
French	60	25	35	14.33	11 – 16
English	34	9	25	15.57	15 – 20
Dutch	18	10	8	12.22	12 – 13
Total	234	120	114	14.63	11 – 20

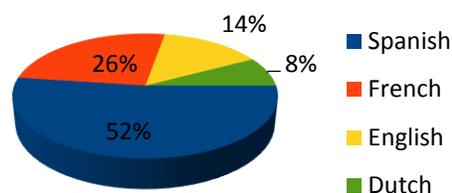


Figure 4: Division of responses by groups (n = 234)

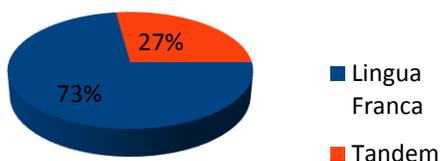


Figure 5: The most used interaction format

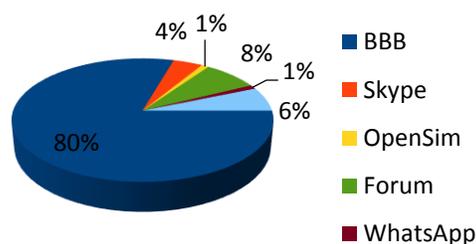


Figure 6: The most used tools

For next section, some pupils' responses have not been taken into account, as they did not perform any telecollaboration activities and their responses could affect the whole set of results. Therefore the information provided here refers to 224 useful responses<sup>4</sup>.

In general terms, the results in the items of the questionnaire vary regarding the group of pupils. Although a lot of pupils scored high in the parameters of the questionnaire, there are some pupils that scored very low in particular items; this can be seen in the high values for standard deviations.

Table 8 presents the means and standard deviations for each item of the pupils' experience questionnaire according to language group and, the last column includes the overall figures across languages<sup>5</sup>. Results worth noticing are highlighted in blue. Overall pupils liked very much to

<sup>4</sup> Telecollaboration sessions did not take place due to technical problems, or because their partner did not appear at all. Curiously, most technical problems were reported by Spanish and French pupils, who, as we will see, present the lowest means on satisfaction.

<sup>5</sup> There are slight differences according to the country engaged in TC sessions. English and Dutch pupils seem to be extremely positive about the TC experience.

communicate in the virtual environment (M: 4.0; SD: 0.9) and particularly meet pupils from other countries (M: 4.1; SD: 4.1) as pupils enjoyed communicating with peers (M: 4.0; SD: 0.9) and felt this to be very motivating (M: 3.0; SD: 0.8). The telecollaboration project as a whole was very positively valued, for being interesting as they have the opportunity to communicate with peers abroad (M: 3.8; SD: 0.9) and for being useful for their language learning (M: 3.8; SD: 1.0). They shared their wish to use online tasks more often (M: 3.8; SD: 0.9). Sound problems were reported by those pupils collaborating with the video communication platform BigBlueButton (“sound was good” M: 2.5; SD: 1.3). This was corroborated by pupils who included remarks and comments regarding difficulties and problems with technology: 19 comments come from Spanish pupils and 15 from French pupils. Some read as follows: *Muy mala calidad de sonido, que provocó falta de entendimiento; Se oía muy mal. Se escuchaba más ruido de fondo; On entend pas très bien, Je n'ai pas pu me connecter.*

There were also very positive remarks on the telecollaborative experience. Among Spanish pupils, for example, we can quote comments like *Es una buena idea para mejorar el idioma* that clearly state the difference between what has been called *traditional teaching* and these innovative practices promoting intercultural communication in the foreign language. French pupils also provide comments like: *Cela était amusant de parlé avec avec des étranger par ordinateur.*

Table 8: Means of a 5-point scale user experience questionnaire items by language groups and overall ones

		EN		SP		FR		DU		OVERALL	
		M	SD	M	SD	M	SD	M	SD	M	SD
<i>Technical quality</i>	It was easy to start the tool	3.6	1.0	3.1	1.1	3.9	1.1	3.9	0.8	3.6	1.0
	It was easy to use the tool	3.5	1.1	3.4	0.9	3.9	1.1	3.6	0.8	3.6	1.0
	Sound was good (if applicable)	2.8	1.3	2.6	1.1	2.5	1.4	2.1	1.3	2.5	1.3
	Video was good (if applicable)	3.7	0.8	3.1	1.0	3.3	1.5	2.2	1.3	3.1	1.2
<i>Preferences and likes</i>	Communicate and interact (...)	4.0	1.0	3.7	0.8	3.8	1.0	4.2	0.6	4.0	0.9
	Meet stud. from o. countries (...)	4.3	0.8	3.9	0.8	3.9	0.9	4.4	0.6	4.1	0.8
	I like to learn in this tool (...)	3.9	0.8	3.8	0.8	3.7	1.1	3.6	0.6	3.8	0.8
	I like to be visible in a video	3.6	1.0	3.5	0.8	3.4	1.2	3.5	0.7	3.5	0.9
	I like to see others in a video	4.0	0.9	3.7	0.8	4.5	0.7	3.0	1.4	3.8	1.0
	I like to be an avatar	4.0 (2)	0.0	[no data]		[no data]		[no data]		4.0	0.0
	I like to speak with an avatar	4.0 (2)	0.0	[no data]		[no data]		[no data]		4.0	0.0
<i>Feeling while interacting</i>	I felt comfortable (...)	3.8	0.9	3.4	0.9	3.4	1.2	3.9	0.5	3.6	0.9
	I felt in the same place (...)	3.4	1.2	3.1	1.0	3.3	1.2	3.6	0.9	3.4	1.1
	I felt satisfied (...) I communicated	3.7	0.9	3.4	1.0	3.4	1.3	3.5	0.9	3.5	1.0
	The tool env. affected (...) positiv.	3.7	1.0	3.2	1.0	3.5	1.2	3.6	0.8	3.5	1.0
	I felt part of a group	3.2	1.2	3.4	0.9	2.9	1.3	3.6	0.9	3.3	1.1
	I enjoyed comm. stud. (...) country	4.4	0.7	3.8	0.9	3.7	1.1	4.1	0.8	4.0	0.9
	Could h. d. better (...) time to think	3.3	1.1	3.3	1.0	3.9	1.1	3.1	1.3	3.4	1.1
	I could have done better in my NL	3.5	1.1	3.7	1.1	3.9	1.1	3.0	1.0	3.5	1.1
	Motivating to comm. students (...)	4.2	0.7	3.8	1.0	3.8	0.9	3.9	0.7	3.9	0.8
Nervous when speaking in the TL	3.1	1.1	2.9	1.1	2.9	1.3	2.4	1.3	2.8	1.2	
<i>Importance</i>	Important to be understood	4.3	0.4	3.8	1.0	3.9	1.0	3.5	0.9	3.9	0.8
	Important to und. o. student(s)	4.3	0.5	3.8	0.9	4.0	0.9	4.1	0.6	4.1	0.7
	Important to speak/write corr.	4.0	0.6	3.8	0.9	3.9	1.0	3.5	0.8	3.8	0.8

	Important to express (...)	4.2	0.6	3.8	0.9	3.8	0.9	3.7	0.8	3.8	0.8
	Important to speak fluently	3.9	0.7	3.6	0.9	3.7	1.0	3.6	1.0	3.7	0.9
	Important to learn (...) life & cult.	3.9	0.8	3.4	0.9	3.6	1.0	3.8	0.8	3.7	0.9
	Important to know students (...)	3.9	0.7	3.7	0.9	3.6	1.0	3.9	0.6	3.8	0.8
<i>Performance</i>	Make myself understood	3.8	0.9	3.6	0.9	3.4	1.2	3.6	1.3	3.6	1.1
	To understand what student said	3.9	0.9	3.5	1.0	3.5	1.1	3.6	1.3	3.6	1.1
	I was able to speak correctly	3.8	0.8	3.6	0.9	3.4	1.1	3.8	1.0	3.7	1.0
	Express what I wanted to say	3.9	0.8	3.6	0.9	3.4	1.1	3.8	1.0	3.7	1.0
	I was able to speak fluently	3.6	0.9	3.4	0.9	3.2	1.1	3.7	1.2	3.5	1.2
	Learn about (...) life & culture	3.7	1.0	3.3	1.1	3.1	1.2	3.1	1.4	3.3	1.2
<i>Overall assessment</i>	I enjoyed the online task	3.8	1.0	3.6	1.0	3.6	1.0	3.9	0.6	3.7	0.9
	Interesting for interac. with peers	4.0	1.0	3.6	0.9	3.7	1.0	3.8	0.6	3.8	0.9
	Useful for my language learning	3.9	1.0	3.7	0.9	3.5	1.0	3.8	0.9	3.8	1.0
	Disc. new things about o. culture	3.5	1.0	3.3	1.0	3.2	1.2	3.6	0.7	3.4	1.0
	I would suggest to a friend (...)	4.0	1.0	3.6	1.0	3.2	1.1	3.8	0.9	3.7	1.0
	Like to use onl. tasks more often	3.9	1.0	3.6	0.9	3.5	1.0	4.0	0.7	3.8	0.9

Table 9 displays the results according to communicative formats (Lingua Franca and Tandem). As we can see, both groups of pupils (those interacting in tandem with native speakers and those using the foreign language as lingua franca) seem to be very positive about the interaction. Although the mean values for most items within the categories “preferences & likes” and “importance” of those interacting in a Tandem setting are slightly higher, differences are in general negligible. As for “performance” pupils in Tandem seem to have the impression that they cannot speak fluently (M: 3.2; SD: 1.1), while pupils in Lingua Franca constellations feel they can communicate quite fluently (M: 3.5; SD: 0.9) pointed lower on the issues related to their performance and considered themselves less able to speak fluently (M = 3.2, SD = 1.1). Finally, not surprisingly pupils in a Tandem setting seemed to feel more nervous (M: 3.1; SD: 1.1) than pupils in a Lingua Franca constellation (M: 2.8; SD: 1.2), although they seem to be equally comfortable in the interaction (M: 3.5).

Table 9: Means of a 5-point scale user experience questionnaire items by communication format

		Lingua Franca		Tandem	
		Mean	SD	Mean	SD
<i>Technical quality</i>	It was easy to start the tool	3.4	1.1	3.5	1.1
	It was easy to use the tool	3.6	1.0	3.4	1.1
	Sound was good (if applicable)	2.6	1.2	2.6	1.3
	Video was good (if applicable)	3.1	1.1	3.4	1.1
<i>Preferences and likes</i>	I like to communicate and interact in this tool environment	3.7	0.9	3.9	0.8
	I like to meet students from other countries in this tool env.	4.0	0.8	4.1	0.8
	I like to learn in this tool environment	3.7	0.9	3.9	0.7
	I like to be visible in a video	3.4	1.0	3.7	0.9
	I like to see others in a video	3.9	0.9	4.1	0.7
	I like to be an avatar (n = 2)	4.0 (1)	0.0	4.0 (1)	0.0
	I like to speak with an avatar (n = 2)	4.0 (1)	0.0	4.0 (1)	0.0



Table 10: Means of a 5-point scale user experience questionnaire items by environment<sup>6</sup>

		BBB/Skype		Chat		Forum		OpenSim (n=2)	
		M	SD	M	SD	M	SD	M	SD
<i>Technical quality</i>	It was easy to start the tool	3.4	1.2	3.3	0.9	4.0	0.8	2.5	0.7
	It was easy to use the tool	3.5	1.1	3.9	0.5	3.6	1.1	4.0	0.0
	Sound was good (if applicable)	2.5	1.2	[no data]		[no data]		4.0	0.0
	Video was good (if applicable)	3.2	1.2	[no data]		[no data]		4.0	[0]
<i>Preferences and likes</i>	Communicate and interact (...)	3.7	0.9	4.0	0.7	4.2	0.9	4.5	0.7
	Meet students from countries (...)	4.0	0.8	4.0	1.0	4.4	0.6	4.0	1.4
	Learn in this tool environment	3.8	0.8	3.8	0.8	4.4	0.7	4.5	0.7
	I like to be visible in a video	3.5	1.0	[no data]		[no data]		[no data]	
	I like to see others in a video	4.0	0.8	[no data]		[no data]		[no data]	
	I like to be an avatar	[no data]		[no data]		[no data]		4.0	0.0
	I like to speak with an avatar	[no data]		[no data]		[no data]		4.0	0.0
<i>Feeling while interacting</i>	I felt comfortable in the interaction	3.4	1.0	3.8	1.1	4.1	0.8	4.0	1.4
	I felt I was in the same place with the oth.	3.1	1.1	3.4	1.0	3.6	1.0	4.0	1.4
	I felt satisfied with the way I comm.	3.4	1.0	4.1	0.7	3.6	1.2	4.5	0.7
	The tool env. affected in my comm. positiv.	3.3	1.1	3.8	1.1	3.8	0.8	4.0	1.4
	I felt part of a group	3.2	1.0	3.4	1.4	3.7	1.0	2.0	1.4
		BBB/Skype		Chat		Forum		OpenSim (n=2)	
		M	SD	M	SD	M	SD	M	SD
	I enjoyed comm. stud. from a. country	3.8	1.0	4.3	0.7	4.1	0.6	5.0	0.0
	Could h. d. better with more time to think	3.3	1.1	4.1	0.8	3.7	1.0	2.0	0.0
	I could have done better in my NL	3.7	1.1	4.5	0.7	3.6	1.2	3.5	0.7
	Motivating to comm. with students fr. a. c.	3.8	0.9	4.1	0.5	4.3	0.7	4.5	0.7
	I felt nervous when speaking in the TL	2.9	1.1	3.0	1.3	3.1	1.5	2.0	0.0
<i>Importance</i>	It was important to me to be understood	3.9	0.9	4.1	0.7	3.7	1.3	4.0	0.0
	Important to understand the o. student(s)	3.9	0.9	4.1	0.7	4.0	1.0	4.5	0.7
	Important to me to speak/write correctly	3.9	0.9	3.8	0.6	3.9	0.8	4.0	0.0
	Important to express what I wanted to say	3.9	0.9	4.0	0.6	3.9	1.0	4.5	0.7
	It was important to me to speak fluently	3.7	0.9	3.4	0.7	3.9	0.9	4.5	0.7
	Important to learn about o. st.' life & cult.	3.5	0.9	3.8	1.0	3.8	1.0	3.0	0.0
	Important to get to know st. from a. coun.	3.7	0.9	3.8	0.8	3.0	0.9	3.5	0.7
<i>Performance</i>	I was able to make myself understood	3.5	1.1	4.0	0.6	3.6	0.9	5.0	0.0
	I w. a. to understand what the o. st. (s) said	3.5	1.1	3.9	0.5	3.6	1.3	4.5	0.7
	I was able to speak correctly	3.5	1.0	3.8	0.6	3.7	0.9	4.0	0.0
	I was able to express what I wanted to say	3.5	1.0	3.9	0.5	3.8	0.8	5.0	0.0
	I was able to speak fluently	3.3	1.0	3.5	0.7	3.6	0.9	4.5	0.7
	A. to learn s. about the o. st. life & culture	3.2	1.1	3.6	1.0	3.8	1.1	4.5	0.7

<sup>6</sup>WhatsApp (n=2) has not been included in this section.

<i>Overall assessment</i>	I enjoyed the online task	3.6	1.0	3.9	0.7	4.0	0.9	4.5	0.7
	I f. the o. t. int. for interacti. peers of o. c.	3.7	1.0	3.9	0.7	3.9	1.0	5.0	0.0
	I f. the o. t. useful for my language learning	3.6	1.0	3.9	0.5	3.8	0.9	4.5	0.7
	The o. t. disc. new things about t. o. cul.	3.3	1.0	3.2	1.3	3.5	1.3	4.0	0.0
	I would suggest to a friend to take part in c.	3.5	1.0	2.6	1.2	4.1	0.8	4.0	0.0
	I would like to use online tasks more often	3.6	1.0	3.6	0.8	4.1	0.8	4.0	1.4

Finally Table 11 shows results regarding the pupil's perceptions regarding the number of sessions performed. As can be seen pupils reporting on four and more sessions score higher on the issues concerning "preferences & likes" (they like to communicate and learn in the specific environment they use), slightly lower in "feeling while interacting" (feeling comfortable in the interaction, enjoying communicating with peers), "importance" (to understand and be understood, to express what they want to say, to speak fluently) and "performance" (to be able to make oneself understood, to understand what the other says, to express themselves). This can have various explanations. The "newness" factor might have disappeared and pupils experience the exchanges as being normal. It could also be that pupils become more critical about their language competence. Tasks might become more complex. However it must be highlighted that pupils continue being enthusiastic.

Table 11: Means of a 5-point scale user experience questionnaires (1 and more sessions)

		<b>1 S (n = 58)</b>		<b>2 S (n = 51)</b>		<b>3 S (n= 30)</b>		<b>4 &amp; + S (n= 81)</b>	
		<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>
<i>Technical quality</i>	It was easy to start the tool	3.4	0.9	3.5	1.2	3.7	1.1	3.2	1.2
	It was easy to use the tool	3.5	0.8	3.6	1.1	3.8	1.1	3.5	1.2
	Sound was good (if applicable)	2.8	1.2	2.5	1.3	2.2	1.2	2.7	1.1
	Video was good (if applicable)	2.7	1.1	3.6	1	2.9	1.3	3.3	1.1
<i>Preferences and likes</i>	I like to comm. and interact in this t. env.	3.8	0.9	3.6	0.9	3.7	0.9	3.9	0.8
	I l. to m. stud. from other c. in this t. env.	4.1	0.8	4.0	0.8	4.1	0.7	4.0	0.9
	I like to learn in this tool environment	3.6	0.8	3.8	0.7	3.6	1.0	4.0	0.8
	I like to be visible in a video	3.0	1.0	3.8	1.0	3.2	1.1	3.6	0.9
	I like to see others in a video	3.5	1.1	4.2	0.6	4.2	0.7	3.9	0.8
	I like to be an avatar	[no data]		4.0 (1)	0	[no data]		[no data]	[no data]
	I like to speak with an avatar	[no data]		4.0 (1)	0	[no data]		[no data]	[no data]
<i>Feeling while interacting</i>	I felt comfortable in the interaction	3.7	0.8	3.7	0.9	3.3	1.2	3.3	1.0
	I felt I was in t. same place with the others	3.3	0.9	3.1	1.2	3.1	1.3	3.3	1.0
	I felt satisfied with the way I comm.	3.5	1.0	3.6	1.0	3.1	1.2	3.4	1.0
	I felt the tool env. affect. in my comm. pos.	3.4	1.1	3.0	1.0	3.2	1.1	3.2	1.1
	I felt part of a group	3.2	1.1	3.4	1.0	3.1	1.2	3.3	1.0
	I enjoyed comm. with stud. from a. c.	4.1	0.7	4.0	0.8	3.6	1.1	3.7	1.0
	I c. h. done better with more time to think	3.5	1.2	3.4	1.0	3.5	1.0	3.3	1.1
	I c. h. done better in my native language	3.7	1.1	3.8	1.0	3.7	1.2	3.6	1.1
	I f. motivating to comm. with st. from a. c.	4.0	0.8	3.9	0.8	3.8	0.9	3.7	1.0
I felt nervous when speaking in the TL	2.7	1.2	3.2	1.1	2.9	1.2	2.9	1.0	

<i>Importance</i>	Imp. to me to be understood	4.0	0.7	3.9	1.0	4.0	0.6	3.7	1.1
	Imp. to me to und. the other st.(s)	4.0	0.6	4.0	0.9	4.2	0.5	3.7	1.0
	Imp. to me to speak/write correctly	3.8	0.7	4.0	0.8	4.0	0.8	3.7	1.0
	Imp. to express what I wanted to say	4.0	0.7	3.9	0.9	4.0	0.7	3.7	1.0
	Important to me to speak fluently	3.7	0.8	3.9	0.9	3.7	0.8	3.5	1.0
	Imp. to learn about st.' life and cul.	3.8	0.8	3.5	0.9	3.5	0.7	3.5	1.1
	Imp. to get to know stud. from an. c.	3.8	0.7	3.7	0.8	3.7	0.7	3.6	1.1
<i>Performance</i>	I was able to make myself understood	3.8	0.9	3.6	1.0	3.3	1.2	3.5	1.0
	I w. a. to understand what o. st.(s) said	3.8	1.0	3.6	1.1	3.5	1.1	3.4	1.1
	I was able to speak correctly	3.7	0.8	3.6	0.9	3.3	1.1	3.5	1.0
	I was able to express what I wanted to say	3.8	0.7	3.7	0.9	3.3	1.1	3.5	1.0
	I was able to speak fluently	3.7	0.9	3.4	0.9	3.1	1.0	3.3	1.0
	I w. a. to learn som. about st.' life and cul.	3.5	1.1	3.5	1.1	2.9	1.2	3.2	1.1
<i>Overall assessment</i>	I enjoyed the online task	3.7	0.8	3.6	1.0	3.5	1.2	3.6	1.1
	I f. the o. t. int. for inter. w. peers of o. c.	3.8	0.7	3.6	1.0	3.6	1.1	3.7	1.0
	I found the o. t. useful for my lang. l.	3.8	0.8	3.7	0.9	3.4	0.9	3.7	1.1
	The o. t. h. me disc. new things a. the o. c.	3.4	0.9	3.4	1.0	2.9	1.0	3.4	1.1
	I would sugg. to a friend to take part in o. c.	3.6	1.0	3.7	0.9	3.2	1.1	3.6	1.1
	I w. l. to use o. t. w. stud. from o. c. m. oft.	3.8	0.8	3.7	0.9	3.4	1.1	3.6	1.1

## 4 CONCLUSIONS

Pupils seem to embrace telecollaboration practices as they are felt to be motivating and useful for intercultural language learning. They like to meet pupils from other cultural backgrounds and learn about their culture and life by engaging in task driven communication using the target language meaningfully either in a tandem constellation or in a lingua franca setting. The differences regarding these interaction constellations seem to be negligible. Pupils like to communicate in the specific virtual environment they have been using (BBB, chat, forum, OpenSim), although they experience sound problems with the video communication platform BigBlueButton. As to the impact of frequency of online sessions on pupil's perceptions of telecollaboration as a whole, there seems to be a slight influence probably due to the experienced "lack of novelty" in later sessions or pupils becoming more aware of communication demands or more critical about their foreign language competence. This however should be further analysed in future research studies.

We would like to end up quoting one of the English pupils participating in the TILA exchanges.

*I really love meeting pupils from other countries in this way - it is a lot of fun, and also very informative!*