

Project Description

University of Coimbra (Portugal)

Challenge: To foster the effective use of computer-mediated synchronic and asynchronous communication systems in FL teaching to facilitate learning

Tools: Moodle, Colibri, Skype, email, forums, Text to Speech (SitePal)

Actions:

- a) Portuguese as a Foreign Language (level A1) Teaching and Learning Laboratory (online course): PFL (A1)_TL Lab
- b) Instructor-Learner Interaction Corpus

1. Introduction

The challenge presented to the University of Coimbra in the context of the E-LENGUA project was addressed through the development of an online Moodle-based laboratory designed to foster the use of ICT in the teaching and learning of Portuguese as a Foreign Language (PFL). The **PFL (A1)_TL Lab** was designed to create opportunities for learning by doing, thus promoting incidental learning of PFL by beginner learners and the development of a wide range of teaching skills in novice instructors.

The **PFL (A1)_TL Lab** was set up as an online course where two types of students could work together and mutually benefit from each other's complementary interests and needs: Erasmus students, who are A1 level PFL learners, and MA students in the Portuguese as a Second and Foreign Language program at the Faculty of Arts and Humanities of Coimbra University (*Faculdade de Letras da UC: FLUC*).

The online **PFL (A1)_TL Lab** has thus allowed MA students to face the challenges of instructional design and development, and to gain tutoring experience with genuine learners of PFL, while simultaneously providing Erasmus students with extra PFL instructional time in a game-type environment.

A further by-product of the online course's synchronous activities is an innovative instructor-learner oral interactions *corpus* in video-audio format, initially conceived as an empirical basis for research purposes, but also invaluable for the development of tutor self-monitoring activities. To this effect, corpus data is currently being analysed, as to sustain the development of a best practices guide for novice instructors.

2. State of the art

The development of the **PFL (A1)_TL Lab** draws on contributions from prior experiences with ICT and E-learning in Higher Education Institutions (HEI), and especially on work focusing on collaborative learning in virtual communities. The **PFL (A1)_TL Lab** design also took into account action-training programs for teachers and empirically based principles of instructed second and foreign language acquisition and learning (Ellis, 2005; Long, 2011).

ICT in HEI

Technological development has created a global village (McLuhan, 1964) where traditional forms of education are being challenged every day. HEI, in particular, where technological development has for long been an object of academic inquiry¹, are now also faced with the need to accommodate the instrumental facet of ICT into their own educational practices. As stated by Elango, Gudep & Selvam (2008: 31), *“Higher education institutions operating in countries like America, UK, Australia, New Zealand, European Union (EU) and various other developed countries are making efforts to re-adjust in the light of the contemporary challenges”*. This effort is driven by the fact that ICT have become pervasive and self-imposing in contemporary life to a point that they cannot be ignored by HEI, and such that official policy makers have engaged in the explicit endorsement of ICT in HEI teaching and learning processes (for example, the EU, in the context of the implementation of the Bologna process in European HEI; Lemos, Pedro & Matos, 2010).

E-Learning and collaborative learning

E-learning is a privileged form of fostering the use of ICT in teaching and learning at HEI, with additional benefits in what concerns the range of potential beneficiaries, given the extraordinarily adaptive nature of E-learning to learners' common needs and limitations. With E-learning, geography is no longer an obstacle for accessing high quality education, and difficulties imposed by learners' personal schedules and temporal availability can be overcome in online courses that rely primarily on asynchronous activities and that are organized as to take into account each participant's own learning pace. E-learning courses can focus on the common intellectual interests of large groups of people who are separated by time and space, providing a medium for community building and for the wider dissemination of local experiences in different fields of expertise. Thus, e-learning is not only an adequate response to the lifelong learning challenge, as it is also an effective means for creating learning communities.

According to Tinto (2003: 2), learning communities promote active and socially collaborative learning processes since they are sustained by shared knowledge, shared knowing and shared responsibility: *“By asking students to construct*

¹ *“(…) technological innovation, long a hallmark of academic research, may now be changing the very way that universities teach and students learn”* (The Economist Intelligence Unit, 2008, p.4).

knowledge together, learning communities seek to involve students both socially and intellectually in ways that promote cognitive development as well as an appreciation for the many ways in which one's own knowing is enhanced when other voices are part of that learning experience. (...) Learning communities [furthermore] ask students to become responsible to each other in the process of trying to know". The **PFL (A1)_TL Lab** design was inspired by this construct; even though the two groups of students played different roles in the online course (MA students acted as tutors and level A1 PFL learners acted as students), their specific roles made them mutually responsible for each others learning processes. Furthermore, tools such as the general forum, the tutor forum and the group forums enabled interactions based on shared knowledge and the collaborative construction of shared knowing.

Action-training of novice teachers

As Merrill (2002: 50) states, *"Learning is promoted when learners are encouraged to integrate the knowledge into their everyday life"*. Action-training naturally derives from this premise as it fosters the development, by the trainee, of practical skills and know how in a professional scenario that becomes, for this same reason, an extremely meaningful learning environment. The apprentice is placed in real life situations that provide invaluable feedback regarding the effectiveness of actions and/or the need for revision of procedures. In the case of the e-tutor in a language course, the language learners' responses (or lack of them) in synchronous (and even asynchronous) interaction activities can signal the success of teaching approaches or the presence of communicative breakdowns that must then be remediated, after careful examination and the consideration of the underlying causes. To this last effect, an action-training technique such as autoscropy (Fauquet e Strasfogel, 1967) provides the opportunity for individual insight into the teaching process, helping teachers to identify difficulties stemming from their own actions, to devise alternative approaches and to develop self-regulatory mechanisms. The audio-video recordings of the synchronous activities of the **PFL (A1)_TL Lab** online course are currently being analysed as to design autoscropy-like activities and a best practices guide for novice teachers in training. Two papers with the first results of this empirically based research will be presented shortly at relevant academic events.

Principles of instructed Language Learning

Following an extensive review of the literature and an empirically sustained approach to instructed second language learning and acquisition theories, both Ellis (2005) and Long (2011) have each, and independently, proposed a partially overlapping set of ten basic principles that guided the instructional design for the **PFL (A1)_TL Lab**.

<i>Principles of Instructed Language Learning</i> (Ellis, 2005)	
1	<i>Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.</i>
2	<i>Instruction needs to ensure that learners focus predominantly on meaning.</i>
3	<i>Instruction needs to ensure that learners also focus on form.</i>
4	<i>Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge.</i>
5	<i>Instruction needs to take into account the learner's 'built-in syllabus'.</i>

6	<i>Successful instructed language learning requires extensive L2 input.</i>
7	<i>Successful instructed language learning also requires opportunities for output.</i>
8	<i>The opportunity to interact in the L2 is central to developing L2 proficiency.</i>
9	<i>Instruction needs to take account of individual differences in learners.</i>
10	<i>In assessing learners' L2 proficiency, it is important to examine free as well as controlled production</i>
Methodological Principles for Language Teaching (Long, 2011, based on the TBLT [Task Based Language Teaching] approach)	
Activities	
1	<i>Use task, not text, as the unit of analysis.</i>
2	<i>Promote learning by doing.</i>
Input	
3	<i>Elaborate input (do not simplify; do not rely solely on "authentic" texts).</i>
4	<i>Provide rich (not impoverished) input.</i>
Learning processes	
5	<i>Encourage inductive ("chunk") learning.</i>
6	<i>Focus on form.</i>
7	<i>Provide negative feedback.</i>
8	<i>Respect learners' syllabuses/developmental processes.</i>
9	<i>Promote cooperative / collaborative learning.</i>
Learners	
10	<i>Individualize instruction (psycholinguistically, and according to communicative needs).</i>

Of special relevance for the design of the **PFL (A1)_TL Lab** activities are principles 1, 2, 3, 4, 6, 7, 8, 9 and 10 (Ellis, 2005), and 1, 2, 5, 6, 7, 8, 9 and 10 (Long, 2011).

3. Target groups

The **PFL (A1)_TL Lab** was set up as an online course where two types of students were granted the opportunity to work together and to mutually benefit from each other's complementary interests and needs:

- Erasmus students, who are A1 level PFL learners;
- MA students in the Portuguese as a Second and Foreign Language program.

Erasmus students are offered a 56 hours face to face course (including assessment) at FLUC (*Faculdade de Letras da Universidade de Coimbra*) that is delivered each semester, 4 hours a week, in groups with a mean of 37.5 students. Class time is insufficient to meet students' linguistic developmental needs and teachers find it especially difficult to focus on oral production and interaction skills in their overcrowded face to face classes.

On the other hand, MA students in the Portuguese as a Second and Foreign Language program have very limited or even no prior experience in PLF instruction and in instructional design and development.

The **PFL (A1)_TL Lab** addressed the needs of both types of students, providing extra

PFL tutor instruction for Erasmus students and a much needed action-training opportunity for MA students.

4. Methodology and Development of the project

The 5 stage ADDIE Instructional Design (ID) method used as a framework in designing and developing educational and training programs was followed in the construction of the **PFL (A1)_TL Lab**.

“ADDIE” stands for Analyze, Design, Develop, Implement, and Evaluate.

- i. Analyze – diagnose training/learning needs of target groups and identify general goals;
- ii. Design – formulate specific objectives and define the related activities;
- iii. Develop – prepare contents and resources;
- iv. Implement – provide the learners with course materials and deliver the course;
- v. Evaluate – assess all previous stages and reformulate anything that needs revision. Evaluation is present throughout the entire cycle, between each stage. (Miranda, 2009).

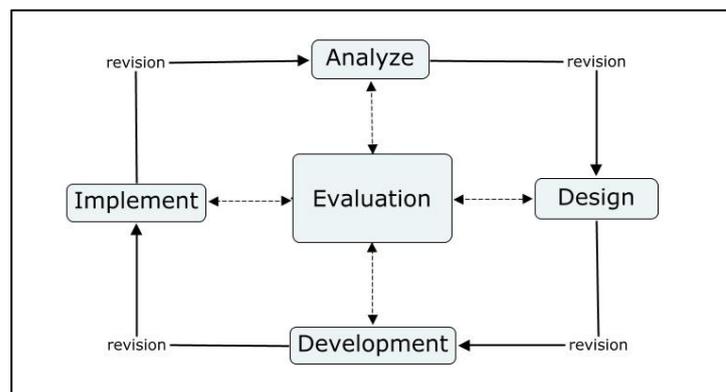
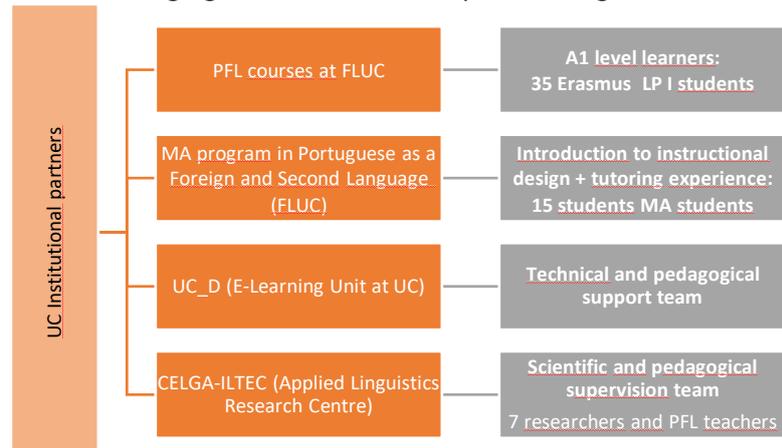


Figure 1: ADDIE's model - 5 stages

In 2016, the first module of the **PFL (A1)_TL Lab**, focusing on oral skills activities, was created, and the full cycle of the ADDIE model was completed over the course of 6 months:

Dec. 2015 to Feb. 2016	<p>Draft of the E-LENGUA@UC action proposal</p> <p>A. Goals:</p> <ol style="list-style-type: none"> 1. To design and build an instructor assisted A1 level Portuguese online course, conceived as a teaching lab for novice/training teachers of PFL and thus providing extra instruction time for A1 level learners of Portuguese (Erasmus students). A step-by-step approach was established from the start, with the plan to add new modules and features with each group of participants throughout the life cycle of the E-LENGUA project. 2. To create an instructor-learner interactions <i>corpus</i> (by-product of 1) for research purposes.
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	<p>B. Resources: bringing the UC institutional partners together</p>  <p>Figure 2: UC institutional partners for implementation of the E-LENGUA action proposal</p> <p>C. Initiate design, development and intermediate evaluation: First drafts of instructional activities by MA students.</p>
<p>March 2016</p>	<p>Evaluation of the first drafts of the instructional activities by the scientific and pedagogical supervision team (Ana Paula Loureiro, Carla Ferreira, Cristina Martins, Conceição Carapinha, Isabel Pereira, Isabel Santos and Sandra Marisa Chapouto).</p> <p>Feedback on activity proposals to MA students: suggestions for revision of initial proposals and organization of small work teams of MA students to that effect.</p> <p>Recruitment of A1 level PFL learners.</p>
<p>April 2016</p>	<p>Revision of proposals and validation of final versions of activities.</p> <p>Course development and implementation in LS Moodle by the technical and pedagogical support team (Celeste Vieira, André Jerónimo and Inês Messias)</p> <p>Assignment of PFL learners to tutors (7 groups).</p> <p>Tutor training workshop by the technical and pedagogical support team.</p>
<p>May 2016</p>	<p>1st ed. of the online course.</p>
<p>June 2016</p>	<p>Participant satisfaction evaluation.</p>

During the 2016-2017 school year, a new group of tutors (4 MA students and of 1 undergraduate student majoring in Modern Languages) and 23 Erasmus students participated in the **PFL (A1)_TL Lab**. Over the course of the academic year, new activities, primarily focusing on writing skills, were designed and added to the online course, improvements suggested after the delivery of the first edition of the course were implemented (especially regarding scoring criteria), and the second edition was delivered. Activities were developed according to the following chronogram:

Date/ Deadline	Task	Participants
6-12-2017	Meeting regarding the implementation of the E-LENGUA@UC Action Proposal: analysis of improvements suggested in phase 1 and preparation of phase 2.	<ul style="list-style-type: none"> • E-LENGUA@UC coordinator • technical and pedagogical support team (UC_D http://www.ed.uc.pt/educ/home) • members of the scientific and pedagogical supervision team (CELGA-ILTEC http://www.uc.pt/fluc) • MA students • Technical and Academic Trainees from Heidelberg University and Bologna University
30-1-2017	Submission of first drafts of instructional activities to the Scientific and pedagogical supervision team (CELGA-ILTEC).	MA students
7-2-2017	<i>Feedback</i> , with suggestions for revision, if necessary.	Scientific and pedagogical supervision team (CELGA-ILTEC)
14-2-2017	Submission of revised proposals to the Scientific and pedagogical supervision team (CELGA-ILTEC).	MA students
20-2-2017	Submission of revised proposals to the Technical and pedagogical support team.	E-LENGUA@UC coordinator
3-3-2017	Improvements and minor adjustments to the oral skills module.	<ul style="list-style-type: none"> • E-LENGUA@UC coordinator • MA students • Technical and pedagogical support team
10-3-2017	Recruitment of PFL A1 level learners.	E-LENGUA@UC coordinator
17-3-2017	Technical and pedagogical training of MA students.	Technical and pedagogical support team
23-3-2017 to 28-4 2017	Course delivery.	<ul style="list-style-type: none"> • E-LENGUA@UC coordinator • MA students • Technical and pedagogical support team
3-5-2017 to 14-5-2017	Learner satisfaction evaluation.	<ul style="list-style-type: none"> • Erasmus students
8-5-2017 to 16-5-2017	Tutor satisfaction evaluation.	<ul style="list-style-type: none"> • MA students

5. Intellectual Outputs

The E-LENGUA@UC action proposal originated two major intellectual outputs, a PFL A1 online course and an Instructor-Learner Interaction Corpus, both developed as components of the **PFL (A1)_TL Lab**.

A1 PFL online course – Second edition

4 tools were available for communication between learners and tutors in the Moodle platform: a general forum, messages, a tutors' forum and the groups' forums.



Figure 3: Communication tools



Figure 4: Home page of the A1 Portuguese online course
<http://www.ucd.uc.pt/moodle/course/view.php?id=31>

The current version of the course presents learners with 17 activities (2 synchronous and 15 asynchronous) using different technology tools, and targeted at different language skills. The activities were organized in a structure consisting of 6 themes.

Theme 1: Personal data

Activity 1.1

Training pronunciation - Self-monitorization of pronunciation using a text to speech software: SitePal (asynchronous, optional). The learners were asked to rehearse WH questions (and typical answers) with alternative syntactic structures in Portuguese.



Figure 5: Activity 1.1

Activity 1.2.

Videoconference - Videoconference oral interaction between tutors and learners, in which they get to know each other (synchronous, mandatory).



Figure 6: Videoconference tool (Skype)

Activity 1.3

Self-presentation video – Submission of a video file in which the learner presents him or herself to the tutor, describing personal traits (asynchronous, optional).

ATIVIDADE 1.3 | VÍDEO DE APRESENTAÇÃO

[Instruções]

Para completar esta atividade pode submeter em vídeo ou em áudio a sua apresentação pessoal.

- Duração recomendada: 2 minutos (no máximo);
- Formato do ficheiro: mp3 (no caso dos áudios) e mp4 (no caso dos vídeos).

Ferramentas úteis (sugestões)

Para a gravação de áudio pode utilizar o seu computador ou um telemóvel. Deve escolher um local calmo, sem ruído de fundo.

Se o ficheiro produzido estiver noutro formato, pode fazer a conversão para o formato mp3 na página: <http://media.io/>.

No final, quando submeter o ficheiro na plataforma, deve verificar se está a funcionar corretamente (se é possível ver ou ouvir).

Figure 7: Activity 1.3

Activity 1.4

Studying in a group – A collaborative forum activity (asynchronous and mandatory) involving different steps. Learners are first asked to describe their study habits and preferences in a written post as to provide the instructor with valuable information for creating functional study/work groups. After reading each post, the other participants in the forum discussion are required to ask follow up questions (using suggested grammatical structures) to which each learner should respond.

ATIVIDADE 1.4 | ESTUDAR EM GRUPO

[Instruções]

A professora quer formar grupos de dois ou três estudantes para a realização de uma atividade conjunta, mas precisa de informação sobre o perfil e os hábitos de estudo de cada estudante. Para ajudar a professora a formar os grupos de trabalho, deve realizar as seguintes atividades:

- Escreva um texto de apresentação pessoal neste fórum. No seu texto, deve obrigatoriamente referir:
 - o momento do dia em que gosta mais de estudar
 - o local preferido para estudar
 - se gosta de estudar em grupo ou não
 - a duração dos períodos de estudo e o número de pausas que gosta de fazer
 - as fontes de informação que mais utiliza
- Depois de enviar o seu texto para fórum, vai poder ler as apresentações dos outros colegas. (Só consegue ler as apresentações dos outros colegas, depois de fazer a sua).
Para recolher mais informação, deve fazer duas perguntas a um dos/das colegas sobre a sua vida académica. Pode fazer perguntas com quando, onde, quem, o que, como, que *nome, qual/quais *nome, quanto(s)/quanto(s) *nome.
- No fim, deve responder às perguntas que os outros colegas lhe fizeram no fórum.

Figure 8: Activity 1.4

Theme 2 | Description of people, animals and objects

Activity 2.1

Descriptions of objects - Oral comprehension task implemented as a multiple choice test. Questions are oral stimuli and the response options are presented as images (asynchronous, mandatory).

Ouçã a frase e escolha a imagem que ela descreve:

▶ 0:00

Selecione uma opção de resposta:

a. 

b. 

c. 

d. 

e. 

Figure 9: Activity 2.1

Activity 2.2

"Who is who?" – The game requires the construction of Yes/No questions (with the required intonation pattern) and it is played by the tutor and learner in a video conference (synchronous, mandatory).

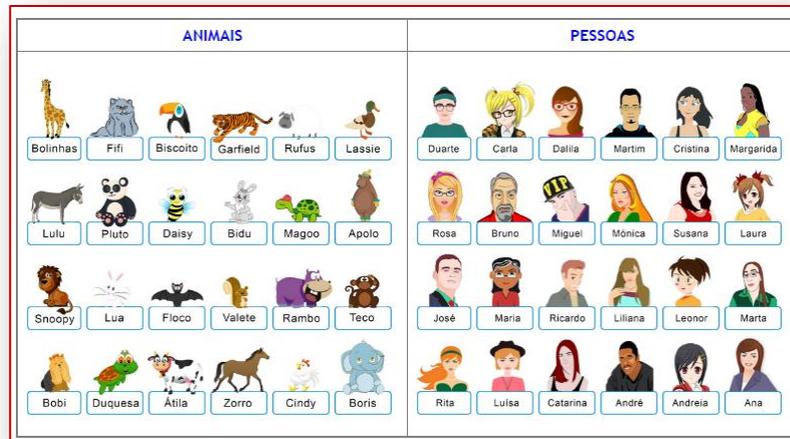


Figure 10: Activity 2.2

Theme 3 | Family, houses and social relationships

Activity 3.1

Family tree - A family tree with missing information and an audio file describing the relationships between family members are provided. Following the descriptions in the audio file, the learner has to fill in the spaces in the tree with the names of the missing family members. The task was implemented as a file submission activity (asynchronous, obligatory).

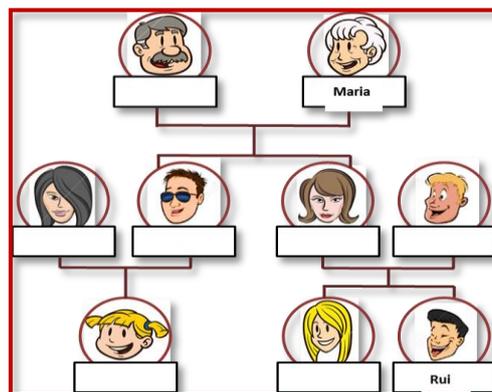


Figure 11: Activity 3.1

Activity 3.2

True or False – After completion of activity 3.1., a true or false questionnaire is presented to the learner. Each item is an audio file that describes a correct or incorrect family relationship (asynchronous, mandatory).



Exercício 3b
 Ouça com atenção as frases e indique se são verdadeiras ou falsas.

▶ ◀

Selecione uma:

Verdadeiro

Falso

▶ ◀

Selecione uma:

Verdadeiro

Falso

Figure 12: Activity 3.2

Activity 3.3

Family ties – The learner is required to complete a sentence in which a family tie is described, by writing the missing word. The activity (asynchronous, mandatory) was implemented as an open response test.



O pai do meu pai é o meu

Resposta:

O irmão da tua mãe é o teu

Resposta:

O filho da irmã da mãe é o meu

Resposta:

Figure 13: Activity 3.3

Activity 3.4

Rooms in a house – The learner is required to identify the rooms in a house by writing the correspondent noun phrase (variable specifier in gender and number + noun marked for gender and number). The activity (asynchronous, mandatory) was implemented as an open response test.

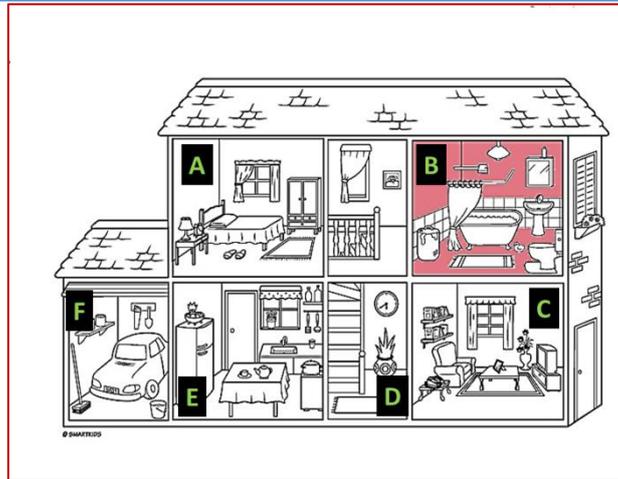


Figure 14: Activity 3.4

Activity 3.5

João talks to his friends – Learners are presented with a written text describing an encounter in the supermarket between João and three of his friends (first, the elderly Sr. Roberto, and later, the young Rita and Paula) with whom he uses different forms of address. João invites all three to his girlfriend’s birthday party. The task, implemented as a cloze test with multiple choice, consists in reconstructing the conversation between João and Sr. Roberto, on one hand, and João, Paula and Rita on the other, by choosing the appropriate words to fill in the missing parts in each dialogue.

Sr. Roberto: - Olá João, como estás? Como está a família?

João: - Boa tarde Sr. Roberto, está tudo bem, , e o Sr. como passado?

Sr. Roberto: - , obrigado. vir ver o jogo ali ao café?

João: - mas não ir. Tenho que estudar para um teste que vou ter na próxima semana.

Sr. Roberto: - Que ! Quando estiveres livre, passa lá em casa. A minha esposa prepara-nos uns tremoços e amendoins e pomos a conversa em dia.

João: - pelo convite Sr. Roberto. Quando puder passo em sua casa.

Figure 15: Activity 3.5

Theme 4 | Food

Activity 4.1

«Pastéis de nata» Cooking Recipe - Implemented as a multiple-choice test, the learner must first watch a video with audio to then answer questions regarding ingredients and cooking procedures. Response options are provided in written form (asynchronous, obligatory).

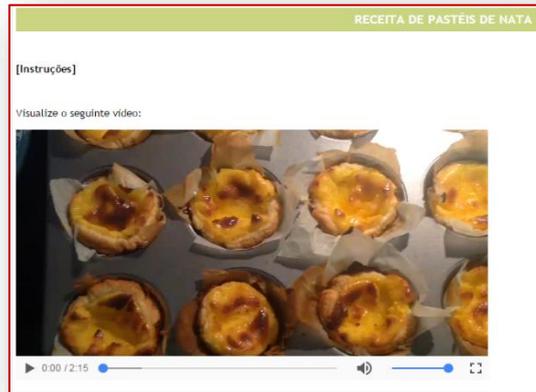


Figure 16: Activity 4.1

Theme 5 | Shopping

Activity 5.1

On Sale – Learners are presented with a card containing produce items and their prices. They are then asked to listen to an oral advertisement announcing discounts on some of the items (the information involves variable sizes, quantities and weights) and are subsequently required to answer a questionnaire implemented as an open (short) answer test (asynchronous, mandatory).



Figure 17: Activity 5.1

Activity 5.2

Market Dialogue - An oral comprehension exercise implemented as an open (short) response test. The learner listens to 9 randomized lines of dialogue between the customer Beatrice and a market seller. Each line of dialogue is available in an independent audio file and was recorded by the same person. The learner is required to put them into a logical and pragmatically adequate sequence (asynchronous, mandatory).

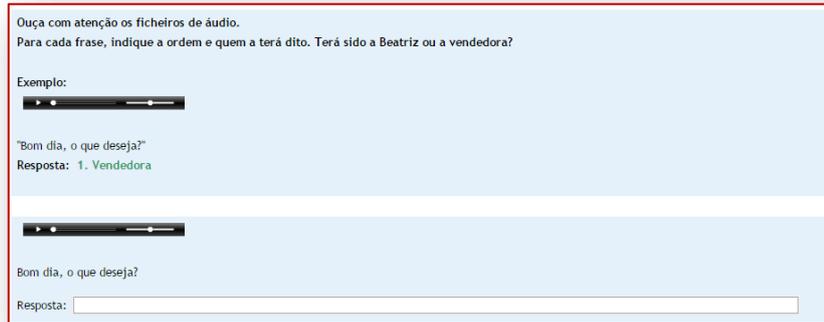


Figure 18: Activity 5.2

Theme 6 | Schedules and spatial orientation

Activity 6.1

What time is it? – Learners are presented with watches with different times and are required to produce full sentences in written form in response to the question “What time is it?”. The task is asynchronous and mandatory and it was implemented as a file submission activity.

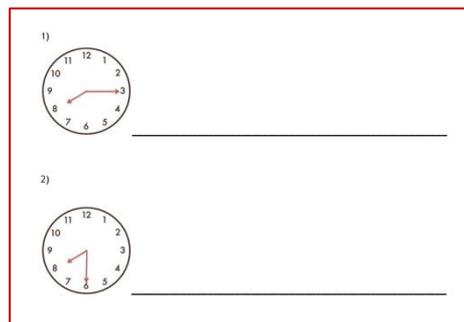


Figure 19: Activity 6.1

Activity 6.2

The maze – Learners are presented with a maze in which a path is drawn, and they are required to describe the directions from the entrance to the exit of the maze by choosing the appropriate options in each step of a cloze test (an asynchronous and mandatory activity).

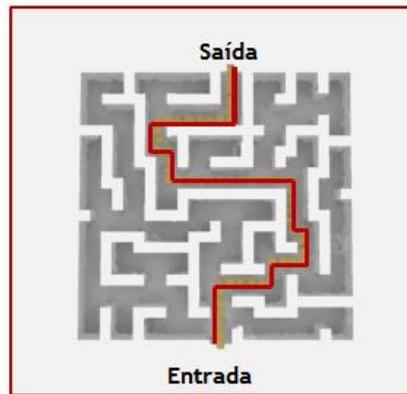


Figure 20: Activity 6.2

Activity 6.3

A day in Coimbra - The learner is invited to put him or herself in the shoes of a tourist who will come, by train, from Oporto to spend a day visiting Coimbra. An unfinished travel plan is presented and the task consists in figuring out the missing details. The learner is guided in the task by a questionnaire regarding the details of the visit. The answer to each question requires consulting a real website with information on, for example, train schedules, taxi services, prices for visiting places of touristic interest, etc. After completing the questionnaire, the learner is asked to submit two files with the travel plan (audio and text).

Este é o plano provisório da sua visita a Coimbra.

Horas	Atividade	Preço	Informações adicionais
?	Partida da estação de S. Bento no Porto num comboio intercity	Preço do bilhete: ?	Existem vários tipos de Comboio em Portugal. O mais rápido e mais caro é o Alfa Pendular (AP). O intercity (IC) é um comboio intermédio e com uma melhor relação qualidade/preço. O comboio regional (R) é mais barato, mas mais lento, porque para em várias estações de pequenas localidades.
09.57	Chegada à estação de Coimbra - B		
10.05	Partida de táxi para a U.C.	Preço: 44,75	
10.20	Chegada à U.C.		
?	Visita à torre da Universidade	Preço: ?	
11:00h	Visita guiada ao Paço das Escalas; Biblioteca Joanina (incluindo Piso Intermediário e Pátio Académico); Capela de São Miguel; Sala dos Capelos; Sala do Exame Privado e Sala dos Armas.	Preço: ?	

Figure 15: Activity 6.1

Upon completion of each activity, feedback was provided to each of the learners. Immediate and automatic feedback was given after the completion of multiple choice and true/false questionnaires by the Moodle platform. Tutors were required to validate answers to questions in open response tests and to also give written feedback to learners in the case of the activities involving file submission. Direct oral interaction between tutors and learners occurred in the context of the synchronous activities. A sample of these (one per group) were again video-audio recorded (as in the first edition of the course) and are the basis of the Instructor-Learner Interaction Corpus in progress. At this point, 260 minutes of tape recorded oral interactions have been collected (140 minutes in 2017 and 120 in 2016).

Also, as in the first edition, after the second edition of the course, all participants were asked to fill out an open response satisfaction questionnaire.

The qualitative analysis of responses originated the following categories:

a) Learners

Category	Subcategory	Examples
Satisfaction	Expectations	A1 – (...) <i>“I expected to speak to a Portuguese master student for three hours a week, but I had only two Skype sessions and a few online assignment.”</i> A2 – <i>“This course has met my expectations.”</i>
	Gratitude / Utility of the course	A4 – <i>“It was great experience! Obrigada!”</i> A5 – <i>“I really enjoyed that short course of portuguese language. Exercises wasn't really difficult, and helped me with my 2nd course at University.”</i> A6 – <i>“It was very pleasant experience, we benefit a lot for this online course and the teacher was very sympathetic and helpful.”</i>
Suggestions	Activity type	A7 – <i>“It would be great if all of the exercises could be solved on the platform without downloading and uploading documents.”</i>
	Interaction	A7 – <i>“More help or more personal contact also would be nice (preferable not online).”</i> A7 – <i>“Email reminders of the deadlines would have been nice.”</i>
	Content	A9 – <i>“The listening exercises are useful, but the material could be more connected to what students study in class, to help us prepare for the exams more.”</i>

b) Tutors

Category	Subcategory	Examples
Satisfaction	Experience as a tutor	T2 – <i>“O curso E-lengua constitui-se como uma oportunidade para os mestrandos do PLELS colocarem em prática os conhecimentos”. ‘The E-Lengua course is an opportunity for master students to put their knowledge into practice’.</i>
	Interaction with learners	T1 – <i>“A interação com os alunos foi difícil”. ‘Interaction with learners was difficult’.</i>
Suggestions	Duration of the course	T3 – <i>“Talvez o curso pudesse ter uma duração um pouco mais longa” ‘Perhaps the course should run for a little longer’.</i>
	LMS	T5 – <i>“A (...) inclusão de tutoriais”. ‘Include tutorials’.</i>
	Target group of learners	T4 – <i>“Sugiro como destinatários os alunos do curso anual. Penso que são alunos mais motivados para a aprendizagem de Português do que os alunos Erasmus”. ‘I suggest the recruitment of students from the Annual Course. I think they are more motivated towards learning Portuguese than the Erasmus students’.</i>

Another important source of data consists in the participation reports generated by the LMS Moodle. Data plotted in chart 1 reveal an average of 12,06 activities (in 16)

per student (activity 1.1 was not considered, given the absence of participation records in the LMS), and a stronger level of participation in synchronous activities. Chart 2 also illustrates a preference for oral interaction activities and for those for which immediate feedback is provided.

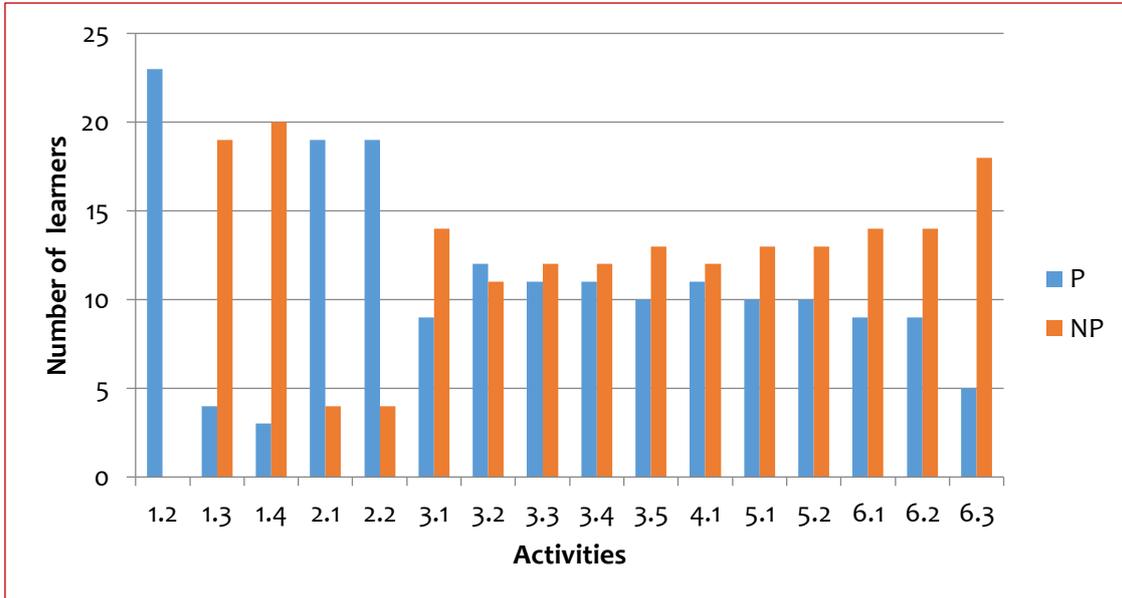


Chart 1: Number of participants in each activity (2nd edition of the A1 PFL online course)

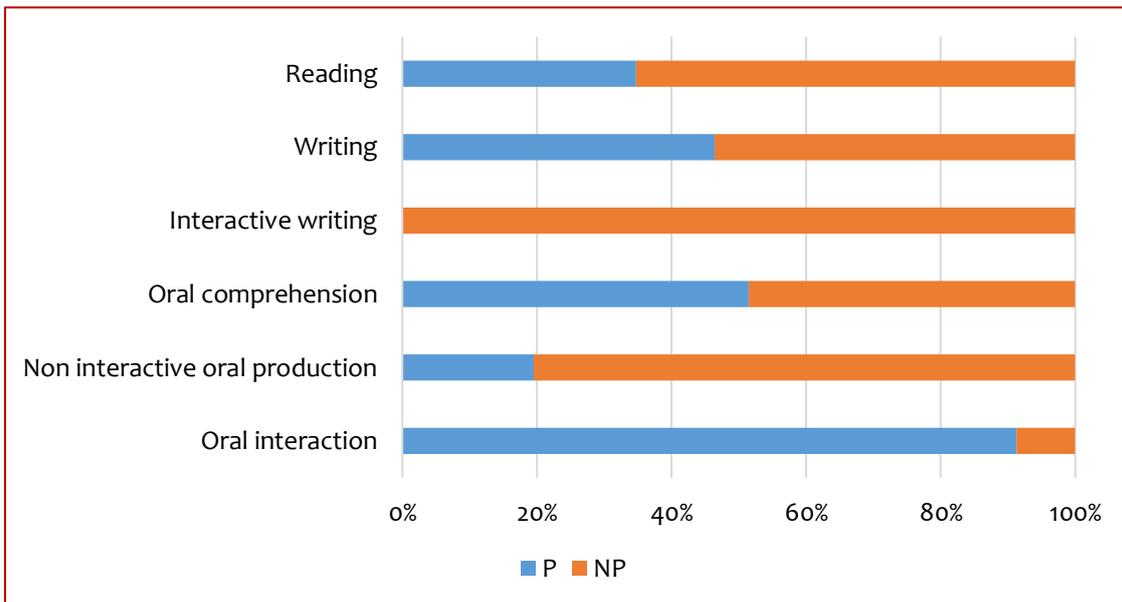


Chart 2: Percentage of participants in activities grouped according to the language skills required (2nd edition of the A1 PFL online course)

The data that has been collected (satisfaction questionnaires, activity participation reports, and recordings of oral interaction synchronous sessions included in the Instructor-Learner Corpus) is invaluable for designing improvements to the laboratory.

Data analysis conducted thus far suggests the relevance of improvement measures focused on participants. As far as the learners are concerned, evidence reveals the need for implementing an academic incentive for participation in the course (through

grading, for instance), and the usefulness of a training session prior to course delivery, mainly to prevent disruptive technical challenges. Regarding tutors, the development of an autoscropy activity after participation in each edition of the course is highly recommended, to be included in a good practice guide for synchronous oral interaction activities.

6. Dissemination

Web site: <http://celga.iltec.pt/projects/elengua.html>

Facebook: <https://www.facebook.com/elenguaproject/>

Internal dissemination through institutional partners:

- MA Program in Portuguese as a Second and Foreign Language
- Portuguese as a Foreign Language Language Courses (Erasmus branch) (FLUC)
- CELGA-ILTEC (Applied Linguistics R&D center)
- UC_D (UC E-learning unit)

External dissemination

- Presentation of the E-LENGUA@UC action proposal included in a talk delivered at Eduardo Mondlane University (Maputo, Mozambique) by Cristina Martins (April 13, 2016).
- Martins, C.; Vieira, C.; Messias, I. & Jerónimo. A. (2016) “E-LENGUA@UC: a construção de um laboratório de ensino de PLE *online*” Oral presentation at *IV Jornadas de PLE*. Coimbra (Faculdade de Letras da Universidade de Coimbra), December 10, 2016. http://celga.iltec.pt/Images/events/Programa_Jornadas_PLE.pdf
- Martins, C.; Vieira, C.; Messias, I. & Jerónimo. A. (2016) “E-lengua@UC” Poster presented at *El@IES Coimbra 2016*. Coimbra (Departamento de Engenharia Informática da FCTUC), December 16, 2016. <http://www.ed.uc.pt/elies/>

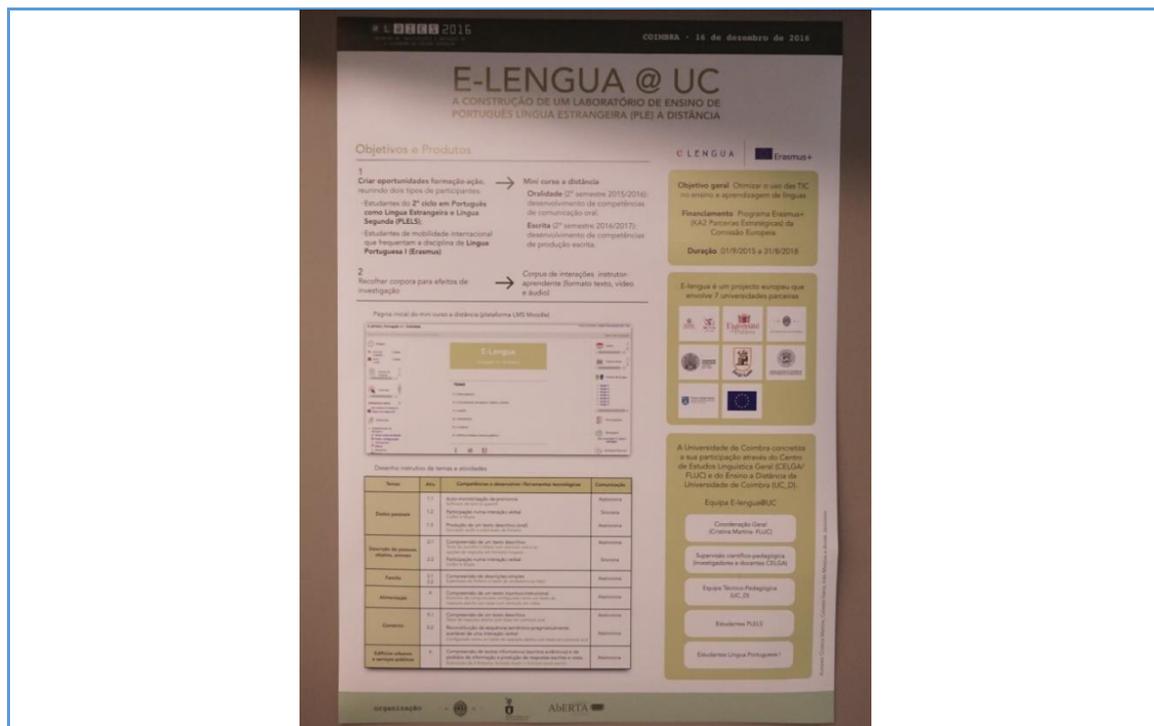


Figure 17: Poster E-Lengua@UC - El@IES 2016 Coimbra, Portugal

- Martins, C; Vieira, C. & Jerónimo (2017a, accepted). “E-LENGUA Português A1: um laboratório de ensino de Português como Língua Estrangeira (PLE), em formato de curso a distância”. Paper for presentation at *CNaPPES17: Congresso Nacional de Práticas Pedagógicas no Ensino*. Setúbal (Escola Superior de Ciências Empresariais do Instituto Politécnico de Setúbal), July 13-14, 2017.
- Martins, C; Vieira, C. & Jerónimo (2017b, accepted). “O ensino a distância de Português Língua Estrangeira: para uma avaliação dos perfis de participação no curso “E-LENGUA Português A1”. Paper for presentation at *SIIE/CIED 2017: 9º Simpósio Internacional de Computadores na Educação (SIIE) e o 8º Encontro do CIED/III Encontro Internacional do CIED*. Lisboa (Escola Superior de Educação de Lisboa), November 9-11, 2017.
- Martins, C; Carapinha, C. & Vieira, C. (2017a). "Managing communication breakdown in NS-NNS oral interactions: data from the E-LENGUA – Portuguese A1 online course." Presentation at the *E-Learning Novelties in Foreign and Second Language Acquisition E-LENGUA Project, Erasmus+ KA203 Strategic Partnerships Multiplier Event*. Universität Heidelberg, July 7, 2017.
- Martins, C; Carapinha, C. & Vieira, C. (2017b, accepted). “Interações orais tutor-aprendente no curso a distância “E-LENGUA - Português A1”: fatores indutores de quebras de comunicação”. *V Congresso Internacional SEEPLU: Tecnologias para o português (#tecPT)*. Universidad de Extremadura (Cáceres), November 9-10, 2017.

- Martins, C. & Vieira, C. (2017). “E-LENGUA Challenge 6: To foster the effective use of computer-mediated synchronic and asynchronous communication systems in FL teaching to facilitate learning”. Presentation at the *E-Learning Novelties in Foreign and Second Language Acquisition E-LENGUA Project, Erasmus+ KA203 Strategic Partnerships Multiplier Event*. Universität Heidelberg, July 7, 2017.

UC E-LENGUA trainee program (December 6-10, 2016)

- disseminated by email to FLUC faculty members, and can also be found here: http://celga.iltec.pt/Images/E-LENGUA_UC_program.pdf
- press release: http://noticias.uc.pt/universo-uc/fluc-recebe-visita-de-professores-estrangeiros-no-ambito-de-projeto-europeu/?utm_source=dlvr.it

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Coimbra, June 30, 2017

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