INSTITUT FÜR DEUTSCH ALS FREMDSPRACHEN-PHILOLOGIE

IBERO AMERIKA ZENTRUM

UNIVERSITÄT HEIDELBERG ZUKUNFT SEIT 1386

Multiplier Event Heidelberg, 7 July 2017 – Final Report

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Das Internationale Multiplier und Networking Event wird im Rahmen des europäischen Erasmus+ Projekts E-LENGUA (E-Learning Novelties towards the Goal of a Universal Acquisition of Foreign and Second Languages) veranstaltet.

PROJEKTNUMMER: 2015-1-ES01-KA203-015743

eLENGUA

Erasmus+

ALMA MATER STUDIORUM UNIVERSITÀ DI BOLOGNA

UNIVERSIDADE DE COIMBRA

Université de Poitiers

CAIRO UNIVERSITY

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

VNiVERSiDAD D SALAMANCA
CAMPUS DE EXCELENCIA INTERNACIONAL

Multiplier Event Heidelberg, 7 July 2017: Facts & Figures

- ✓ 1 one-day event
- ✓ 85 attendees
- ✓ 45 institutions
- ✓ 13 countries
- ✓ 10 languages
- ✓ 13 presentations
- ✓ 1 key note speech
- ✓ 8 posters
- ✓ 3 workshops

The event's objectives

E-LENGUA's first international Multiplier and Networking Event on the issue of *E-Learning Novelties in Foreign and Second Language Acquisition* in Heidelberg on 7 July 2017 was coordinated and hosted by Heidelberg University's department of German as a Foreign Language Philology in cooperation with the University's Centre for Iberoamerican Studies. The purposes of this event were threefold: First of all, the E-LENGUA consortium wanted to present interim results from all subprojects on the development of new technologies and methods for the instruction and acquisition of foreign and second languages. Second, we wanted to create a platform where national and international participants, Ph.D. students and junior scholars in particular, were given the opportunity to present the results from their own research projects as well as their practical experience in foreign language didactics. Third, we wanted to achieve a productive dialogue amongst specialists in order to address the latest questions in the conception of innovative virtual methods for teaching and studying foreign and second language acquisition.

The programme

08:30-09:00 IÜD KSII	Welcoming address
Prof. Dr. Beatrix Busse (Heidelberg, Vice-President for Student Affairs and Teaching) Prof. Dr. Juan Luis García Alonso (Salamanca, Head of the E-LENGUA-Project) Prof. Dr. Christiane von Stutterheim (Heidelberg, Head of subproject)	
Panel I, 9:00-10:30 IÜD KSII	
09:00-09:15	E-LENGUA Challenge 1: *To foster massive motivation and universal accessibility in regard to foreign language (FL) learning in the EU* Maddalena Ghezzi, Universidad de Salamanca
09:15-09:30	E-LENGUA Challenge 2: *To improve collaboration and interaction in the teaching of a FL, in both oral and written skills* Freiderikos Valetopoulos, Université de Poitiers
09:30-09:45	E-LENGUA Challenge 3: *To promote meaningful learning of a FL through the integration of the affective component* Matteo Viale/Claudia Borghetti, Università di Bologna
09:45-10:00	E-LENGUA Challenge 4: *To favour autonomous and accessible learning at any time and in any place* Ibolya Kurucz, Universität Heidelberg
10:00-10:30	Discussion

10:30-11:15 IDF SR 011/012	Coffee break & Poster presentations
Panel II, 11:15-13:15 IÜD KSII	
11:15-12:00	Keynote speech: *Languages in and for education - In search of the added value of e-solutions* Prof Dr. Kim Haataja, University of Tampere
12:00-12:15	E-LENGUA Challenge 5: *To integrate intercultural communication in the teaching of a FL* Rasha Ismail, Cairo University
12:15-12:30	E-LENGUA Challenge 6: *To foster the effective use of computer-mediated synchronic and asynchronic communication systems in FL teaching to facilitate learning* Cristina Martins/Celeste Vieira, Universidade de Coimbra
12:30-12:45	E-LENGUA Challenge 7: *To improve online language assessment* Lorna Carson, Trinity College Dublin
12:45-13:15	Discussion
13:15-14:30	Lunch break
Panel III, 14:30-16:00	
Workshop 1 IDF SR 011	*FL/SL learning in the EU: Massive motivation, universal and autonomous learning, and online language assessment* Maddalena Ghezzi, Universidad de Salamanca / Lorna Carson, Trinity College Dublin / Christiane von Stutterheim, Universität Heidelberg
Workshop 2 IDF SR 012	*FL/SL learning in the EU: Affective and intercultural components in FL/SL teaching* Matteo Viale and Claudia Borghetti, Università di Bologna / Rasha Ismail, Cairo University
Workshop 3 IDF SR 013	*FL/SL learning in the EU: Collaboration, interaction and computer-mediated communication in FL/SL teaching* Cristina Martins, Universidade de Coimbra / Freiderikos Valetopoulos and Cristina Aruffo Alonso, Université de Poitiers / Sébastian Ducourtioux, Warsaw University)
16:00-16:30 IÜD KSII	Closing remarks and outlook
FOCO: a repository of best practices in ICT and FL teaching Juan Luis García Alonso/Maddalena Ghezzi/Susana Verde Ruiz, Universidad de Salamanca	

The presentations and discussion of the interim results of the subprojects developed at the universities of Salamanca, Poitiers, Bologna, Heidelberg, Cairo, Coimbra and Dublin were organised in two blocks, separated by a coffee break during which national and international participants gave poster presentations, and the key note speech by Prof. Kim Haataja from the University of Tampere.

The afternoon sessions were dedicated to three parallel interactive workshops on the central research areas of E-LENGUA and a final presentation on the repository of best practices on ICT and FL teaching that is another of E-LENGUA's project outcomes.

In all three different activities (presentations/discussions, poster presentations and workshops), the participants contributed actively to creating a lively and very fruitful dialogue on questions related to virtual methods for teaching and studying foreign and second languages.

The event recorded 85 attendees in total: 27 colleagues from German institutions, 18 colleagues from universities outside the E-LENGUA consortium, 28 colleagues from the E-LENGUA universities, and 12 Masters students at Heidelberg University. Altogether, they

represented **45 institutions from 13 countries, and 10 languages**: 21 universities, schools and language institutes in Germany, 14 universities from other countries, 3 Language&Culture chairs networks (Portuguese, Brazilian Portuguese and Galician), and the 7 universities of the E-LENGUA consortium.

Institutions

Germany

Freie Universität Berlin
Goethe-Institut Mannheim
Goethe-Universität Frankfurt a.M.
Heidelberg College
Hessisches Kultusministerium
Institut für Deutsche Sprache Mannheim
Instituto Cervantes Múnich
Johannes Gutenberg Universität Mainz
Leuphana-Universität Lüneburg
Midenberger Verlag
Pädagogische Hochschule Heidelberg
RWTH Aachen
Universität Bamberg
Universität des Saarlandes
Universität Hamburg
Universität Heidelberg
Universität Hildesheim
Universität Mannheim
Universität Paderborn
Universität Tübingen
Volkshochschule Heidelberg

International

University of Oxford
University of Cambridge
University of Warsaw
Wirtschaftsuniversität Wien
University of Tampere
Universidade do Porto
Universidad de Cádiz
Università deli Studi di Firenze
Università di Macerata
University of Limerick
Universidade de Lisboa
Universidad de Valencia
Geroge Mason University
University of Kingston

Language&Culture chairs networks

Red de Lectorados Xunta de Galicia
Rede dos Leitorados Camões Instituto da Cooperação e da Língua
Rede DPLP dos Leitorados Brasileiros

E-LENGUA Partners

Université de Poitiers
Università di Bologna
Trinity College Dublin
Universidad de Salamanca
Universidade de Coimbra
University of Cairo
Universität Heidelberg

countries

Austria
Belgium
Egypt
Finland
France
Ireland
Italy
Germany
Great Britain
Poland
Portugal
Spain
USA

languages

Arabic
English
Finnish
French
German
Italian
Polish
Portuguese
French
Galician
Portuguese
Spanish

Thirteen presentations and one key note speech were given throughout the event, eight posters were presented by national and international scholars, and three workshops were carried out:

Presentations

1. Maddalena Ghezzi (Universidad de Salamanca): “E-LENGUA Challenge 1: To foster massive motivation and universal accessibility in regard to foreign language (FL) learning in the EU”
2. Freiderikos Valetopoulus (Université de Poitiers): “E-LENGUA Challenge 2: To improve collaboration and interaction in the teaching of a FL, in both oral and written skills”
3. Matteo Viale (Università di Bologna): “E-LENGUA Challenge 3: To promote meaningful learning of a FL through the integration of the affective component”
4. Ibolya Kurucz (Universität Heidelberg): “E-LENGUA Challenge 4: To favour autonomous and accessible learning at any time and in any place”
5. Rasha Ismail (University of Cairo): “E-LENGUA Challenge 5: To integrate intercultural communication in the teaching of a FL”
6. Cristina Martins (Universidade de Coimbra): “E-LENGUA Challenge 6: To foster the effective use of computer-mediated synchronic and asynchronic communication systems in FL teaching to facilitate learning”
7. Lorna Carson (Trinity College Dublin): “E-LENGUA Challenge 7: To improve online language assessment”
8. Juan Luis García Alonso/Maddalena Ghezzi/Susana Verde Ruiz (Universidad de Salamanca) “FOCO: a repository of best practices in ICT and FL teaching”
9. Claudia Borghetti, Matteo Viale (Università di Bologna): “Exploring the affective dimension of language learning as a way to increase motivation”
10. Cristina Aruffo Alonso (University of Poitiers): “New technologies used as tools to teach foreign languages for specific purposes to enhance interaction and introduce the notion of relevance of the foreign language.”
11. Cristina Martins, Conceição Carapinha, Celeste Vieira (University of Coimbra): "Managing communication breakdown in NS-NNS oral interactions: data from the E-LENGUA – Portuguese A1 online course."
12. Rasha Ismail (University of Cairo): “Linguistic and Non-Linguistic Elements in *Dat*: An Intercultural Approach”
13. Sébastien Ducourtioux (Warsaw University): “Interactions with students in a class 2.0: a brand new world?”
14. Kim Haataja (University of Tampere): „Languages in and for education - In search of the added value of e-solutions” (key note speech)

Posters

1. Enrique del Rey Cabero (University of Oxford): „Webcomics in foreign language learning"
2. Rocío Díaz Bravo (University of Cambridge): "Teaching and Learning Spanish in Second Life"
3. Timo Janca (Leuphana-Universität Lüneburg): "Deutsch für Geflüchtete: Live Online Sprachkurs"
4. Katja Kemppainen (University of Tampere): „The effects of the Finnish general upper secondary education degree structure on students' French language oral proficiency and learning motivation"
5. Víctor Manuel Martín-Sánchez (Universidad de Cádiz): "Eye tracking and needs analysis: a proposal to improve the reading comprehension in Spanish as a Second Language"
6. Antonella Nardi (Università di Macerata): "Academic Writing in GFL with Italian Students. A Case Study"
7. Jorge Pinto (Universidade de Lisboa): "e-PT: teaching and testing"
8. Mercedes Ramírez Salado, Érika Vega Moreno (Universidad de Cádiz): "Computer-based learning of Spanish phonetics and morphology"

Workshops

1. "FL/SL learning in the EU: Massive motivation, universal and autonomous learning, and online language assessment"
2. "FL/SL learning in the EU: Affective and intercultural components in FL/SL teaching"
3. "FL/SL learning in the EU: Collaboration, interaction and computer-mediated communication in FL/SL teaching"

Satisfaction survey

At the end of the programme, the attendees were asked to give their opinion about the event. The focus of this survey was not so much on general aspects related to the event's organization but on the project contents and outcomes. Overall, the feedback was very positive.

Description of the results

The survey consisted of five blocks of questions, all multiple choice except the last one, which asked the participants to write down aspects that they thought were missing in the project. In total 49 attendees participated, either online or by filling in the printed version of the survey.

The first block of questions aimed at general aspects of the event and contained five questions. The options for answers were "very poor" being the lowest score, followed by "poor", then "average" as middle option and "good" and "very good" as positive scorings. The first question asked about the overall organization of the event. Out of the 49 participants 8 persons answered "good" and 41 persons "very good", which is 84% of the participants and a

100% positive score. The second, more specific question asked about the information provided about the event. The result is similar to the first question, with an overall positive result with a 28% answering “good” and a 35% answering “very good”. Concerning the appropriateness of the event’s venue and facilities, again we obtained a positive feedback with a total of 96% positive answers (21% “good” and 76% “very good”). The result of the fourth question was similar: Asked about the usefulness of the information material distributed at the event, 92% of the participants considered it being “good” or “very good” and only 6% considered it average. The last question of the first block asked about the event’s programme. Again, a 96% of the participants answered either “good” or “very good”. Overall, the results of the first block of questions considering general aspects of the event were very positive with no negative scorings.

The second block of questions asked four questions related to the E-LENGUA Project. The multiple choice options were the same as in the first block with “very poor” marking the worst opinion and “very good” the best opinion. The first question asked about the relevance of the subjects within the project. 61% of the participants considered them as “very good” and a 39% as “good”, resulting in a 100% positive feedback. The following question was about the dissemination potential of the E-Learning tools developed in E-LENGUA. A similar amount of participants considered it either as “very good” or “good”, with 45% and 43% respectively. Only 12%, i.e. 6 persons, rated the dissemination potential as “average”. The topic of the last two questions of the block was the Repository of Best Practices FOCO. The first question aimed at the potential of FOCO with 18% of the participants considering it as “average”, a 33% as “good” and 49% as “very good”, again leading to a positive result. The last question asked more precisely about the dissemination potential of FOCO, which led to a similar distribution between participants: 16% considered it “average”, 45% “good” and 35% “very good”.

The third block of multiple choice questions asked about the seven specific approaches of the E-LENGUA project and where the participants’ interests lie. The answers to choose ranged from “not at all interesting” as the lowest score, followed by “not interesting” and “average” and on the positive side of the scale the possible answers were “interesting” and “very interesting”. The first question asked about the participants’ opinion on the approach of massive motivation and universal accessibility to foreign language teaching. Most participants, i.e. 47%, considered it “interesting”. This is followed by a 37% of persons considering the approach “very interesting”, resulting in a total of 84% of positive answers. Only a 14% answered “average” and one person considered it “not interesting”. The second question aimed at the cooperation and interaction in foreign language teaching. Again, the majority gave a very positive answer, with 33% answering “interesting” and 59% answering “very interesting”. Only a 6% answered either “average” or “not interesting”. The third question asked the participants about their opinion on the meaningful learning through the integration of the affective component. The result of this question was very positive, with only 12% of “average”-answers and the remaining participants finding the topic either “interesting” or “very interesting” (39% and 47% respectively). The fourth question was on the approach of autonomous and accessible learning at any time and at any place with a result of 86% of positive answers (51% “good” and 35% “very good”). Only 12% thought of it as “average” and one person as “not interesting”. The next question aimed at the opinions about

computer-mediated synchronous and asynchronous communication systems. A great majority rated that topic positively, with 43% finding it “interesting” and 47% “very interesting”. The answer of the remaining 10% was “average”. The last question of this block was on online language-skills assessment, which also led to a positive result: Although one person thought of it as “not at all interesting” and a 12% as “average”, a majority with 33% and 53% found it “interesting” or “very interesting”, respectively.

The last block of multiple choice questions again asked about the seven approaches of the E-LENGUA project but this time specifically about whether each one of them should be extended or not. Although these questions were particularly often not answered (ranging from 6 to 10 persons that did not answer), the results still give a good picture on the participants’ opinions. All seven approaches are considered worth to be extended by over or at least 47% of the participants. The approach on intercultural communication in foreign language teaching obtained the highest number of “should be extended”-answers, closely followed by the two projects on cooperation and interaction in foreign language teaching and online language-skills assessment.

The last question of the survey was about whether there are aspects in E-LENGUA that are missing and if so, participants were asked to write them down. Only 14 participants had suggestions or comments. Apart from some answers on the good organization of an interesting event, most of the answers are related to the contents of E-LENGUA. In general, there seems to be a need for a secure interactive platform and for copyright and license issues to be addressed.

Short reports by selected participants

In addition to the satisfaction questionnaire, we asked three of the international participants to give us a short report on their perception of the event.

Dr. Sébastien Ducourtioux, University of Warsaw: My participation to the E-LENGUA Multiplier Event has been a very fruitful experience. The first huge advantage for me has been the fact that very few conferences are focused on e-learning and technologies in language teaching specifically are organised. It was therefore a wonderful opportunity to see what is set in other countries with what results. Sharing experience and exchanging views allowed me to think about modifications for my own e-learning structure. This also allowed me to share my own views on the topic. The second advantage for me has been the opportunity to create new contacts in order to launch future project in e-learning for language teaching.

To me, the E-LENGUA project is a very valuable asset, as the use of technologies for language teaching is constantly growing and evolves rapidly. A European reflection among professionnals such as this project is the key of a better use. It will help to set good practices, widespread technological based solutions, imagine new ways to help teachers but also have a critical view on nowaday's practices in order to increase their quality. This is a fundamental point to me, as I have observed too many misuses of e-learning in language teaching on a didactical point of view. The multicultural aspect of E-LENGUA ensures many points of view, different ways of thinking to get a better result. During the Multiplier Event, we could see we

were reaching to the same conclusions and we agreed on the good practices, this even if the path chosen with technologies were different from one country to one another.

Dr. Jorge Pinto, Universidade de Lisboa: The event was very well organized and it was possible to attend all the sessions, as there weren't parallel panels. The presentations were very clear and it was possible to understand what each University involved in the project is doing and what is its contribute to the project. The discussions following the presentations were very enriching and worthwhile. The workshop that I attended in the afternoon was interesting, because there was a good sharing of experiences about the topic. The possibility to other researchers, outside the project, present posters with their work on e-learning during the event was a good opportunity to see what other European institutions are developing in the field.

The E-LENGUA project might have a good contribution to the foreign language teaching and learning. As the final results and products will be in an open-access repository, teachers, researchers and students can access these resources and improve their practices in using ICT. All the challenges of the project are very important in the teaching and learning of foreign languages in an e-learning environment. The results of each one might contribute to a better understanding on how to well use the ICT tools and open resources in support of quality language teaching and learning: how to choose techniques and activities that are appropriate for each particular task, context and learners motivation. Overall, this project highlights the potentialities of ICT as a powerful tool for foreign language teaching and learning, as it satisfies learners' needs by providing opportunities to learn more independently and creatively.

Enrique del Rey Cabero, University of Oxford: The event was very well organised. As a participant, I received all the information much in advance and I felt that could contact staff at Heidelberg if I had any doubt. We were also provided information about logistics (how to arrive, airport, etc.): even if this information is easily accessible on-line nowadays, I know (from my previous experience organizing a conference) that it is appreciated by participants.
The degree of attention to the participants was also fantastic during the event, as there were always someone to indicate where to go or how to proceed. The timing of the many sessions (always a tricky thing) was respected and everything run smoothly. Talks were not very long, which helped the audience to focus and not lose attention. The conference dinner was also fantastic and a great opportunity to engage in conversations with other participants.
Personally, it was fantastic to know how a European project works from the inside, especially one with so many (and prestigious) universities involved. I had the chance to talk to many participants from different universities.

I think both the general and the specific objectives of the project are well defined and its structure (7 challenges, 7 actions, 7 languages and 7 universities) is clear and easy to remember, as well as action-oriented. More particularly, the open-access repository of FOCO will be greatly beneficial and will surely have an impact in the field. Everyone agrees that the use of ICT in language teaching is essential nowadays in the classroom, but many teachers still do not know how to implement them in a justifiable and consistent way. I am sure that the

project will extremely helpful in this sense. In addition, it will foster more interest and research in this sector of the applied linguistics field.

Closing Remarks

E-LENGUA's first international Multiplier and Networking Event on the issue E-Learning Novelties in Foreign and Second Language Acquisition in Heidelberg on July 7, 2017 was a success in many ways: The interim results from all E-LENGUA subprojects on the development of new technologies and methods for the instruction and acquisition of foreign and second languages and the yet to be released open access repository of best practices on ICT and FL teaching (FOCO) received excellent constructive feedback by the attendees. The attendees also reported back that they experienced the event as a platform where they could interact and network with colleagues from universities, schools and language institutes and discuss their own research projects as well as their practical experience in foreign language didactics. They all contributed to a very productive dialogue on the latest questions in the conception of innovative virtual methods for teaching and studying foreign and second language acquisition, that has not ended with this event but will continue in the future.

Appendix

Event poster

Programme flyer

INSTITUT FÜR DEUTSCH ALS FREMDSPRACHEN-PHILOLOGIE
IBERO AMERIKA ZENTRUM
UNIVERSITÄT HEIDELBERG ZUKUNFT SEIT 1386

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VNIVERSIDAD D SALAMANCA

E-LEARNING NOVELTIES IN FOREIGN AND SECOND LANGUAGE ACQUISITION
E-LENGUA PROJECT,
ERASMUS+ KA203
STRATEGIC PARTNERSHIPS

E-LENGUA

MULTIPLIER EVENT
HEIDELBERG, 7 JULY 2017

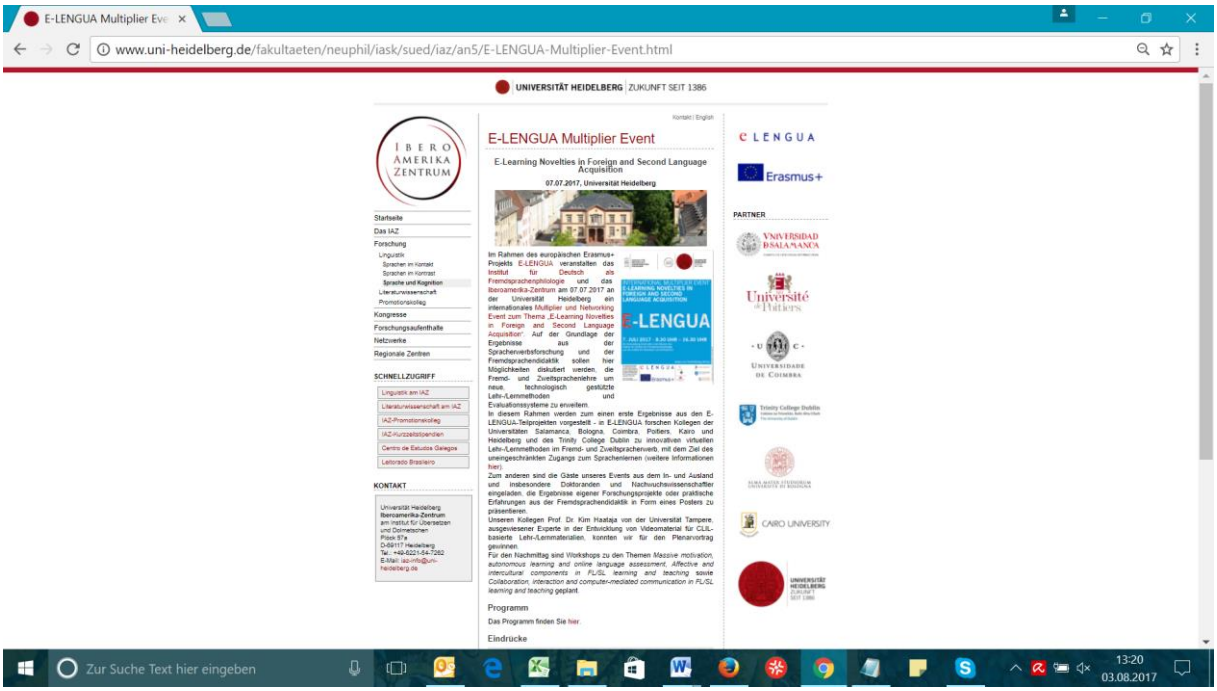
Universität Heidelberg
Plöck 55 (IDF) / Plöck 57a (IÜD)
D-69117 Heidelberg

e LENGUA
Erasmus+

PROGRAMME

08:30-09:00 IÜD KSII	**Welcoming address**
Prof. Dr. Beatrix Busse (Heidelberg, Vice-President for Student Affairs and Teaching) Prof. Dr. Juan Luis García Alonso (Salamanca, Head of the E-LENGUA-Project) Prof. Dr. Christiane von Stutterheim (Heidelberg, Head of subproject)	
Panel I, 9:00-10:30 IÜD KSII	
09:00-09:15	**E-LENGUA Challenge 1:** *To foster massive motivation and universal accessibility in regard to foreign language (FL) learning in the EU* Maddalena Ghezzi, Universidad de Salamanca
09:15-09:30	**E-LENGUA Challenge 2:** *To improve collaboration and interaction in the teaching of a FL, in both oral and written skills* Freiderikos Valetopoulos, Université de Poitiers
09:30-09:45	**E-LENGUA Challenge 3:** *To promote meaningful learning of a FL through the integration of the affective component* Matteo Viale/Claudia Borghetti, Università di Bologna
09:45-10:00	**E-LENGUA Challenge 4:** *To favour autonomous and accessible learning at any time and in any place* Ibolya Kurucz, Universität Heidelberg
10:00-10:30	Discussion
10:30-11:15 IDF SR 011/012	**Coffee break & Poster presentations**
Panel II, 11:15-13:15 IÜD KSII	
11:15-12:00	**Keynote speech:** *Languages in and for education - In search of the added value of e-solutions* Prof Dr. Kim Haataja, University of Tampere
12:00-12:15	**E-LENGUA Challenge 5:** *To integrate intercultural communication in the teaching of a FL* Rasha Ismail, Cairo University
12:15-12:30	**E-LENGUA Challenge 6:** *To foster the effective use of computer-mediated synchronic and asynchronic communication systems in FL teaching to facilitate learning* Cristina Martins/Celeste Vieira, Universidade de Coimbra
12:30-12:45	**E-LENGUA Challenge 7:** *To improve online language assessment* Lorna Carson, Trinity College Dublin
12:45-13:15	**Discussion**
13:15-14:30	**Lunch break**
Panel III, 14:30-16:00	
Workshop 1 IDF SR 011	**FL/SL learning in the EU:** *Massive motivation, universal and autonomous learning, and online language assessment* Maddalena Ghezzi, Universidad de Salamanca / Lorna Carson, Trinity College Dublin / Christiane von Stutterheim, Universität Heidelberg
Workshop 2 IDF SR 012	**FL/SL learning in the EU:** *Affective and intercultural components in FL/SL teaching* Matteo Viale and Claudia Borghetti, Università di Bologna / Rasha Ismail, Cairo University
Workshop 3 IDF SR 013	**FL/SL learning in the EU:** *Collaboration, interaction and computer-mediated communication in FL/SL teaching* Cristina Martins, Universidade de Coimbra / Freiderikos Valetopoulos and Cristina Aruffo Alonso, Université de Poitiers / Sébastian Ducourtioux, Warsaw University)
16:00-16:30 IÜD KSII	**Closing remarks and outlook**
FOCO: a repository of best practices in ICT and FL teaching Juan Luis García Alonso/Maddalena Ghezzi/Susana Verde Ruiz, Universidad de Salamanca	

Event homepage



Media coverage

- http://www.uni-heidelberg.de/presse/news2017/pm20170704_tagung-zu-neuen-technologien-beim-erlernen-vonfremd-und-zweitsprachen.html [2017-07-07]
- https://twitter.com/UniHeidelberg/status/882200636007297024 [2017-07-07]
- https://idw-online.de/de/news677622 [2017-07-07]
- http://www.kooperation-international.de/aktuelles/nachrichten/detail/info/tagung-des-erasmus-projekts-e-lengua-zu-neuen-technologien-beim-erlernen-von-fremd-und-zweitsprach/ [2017-07-07]

Pictures

-LENGUA

10
11
12

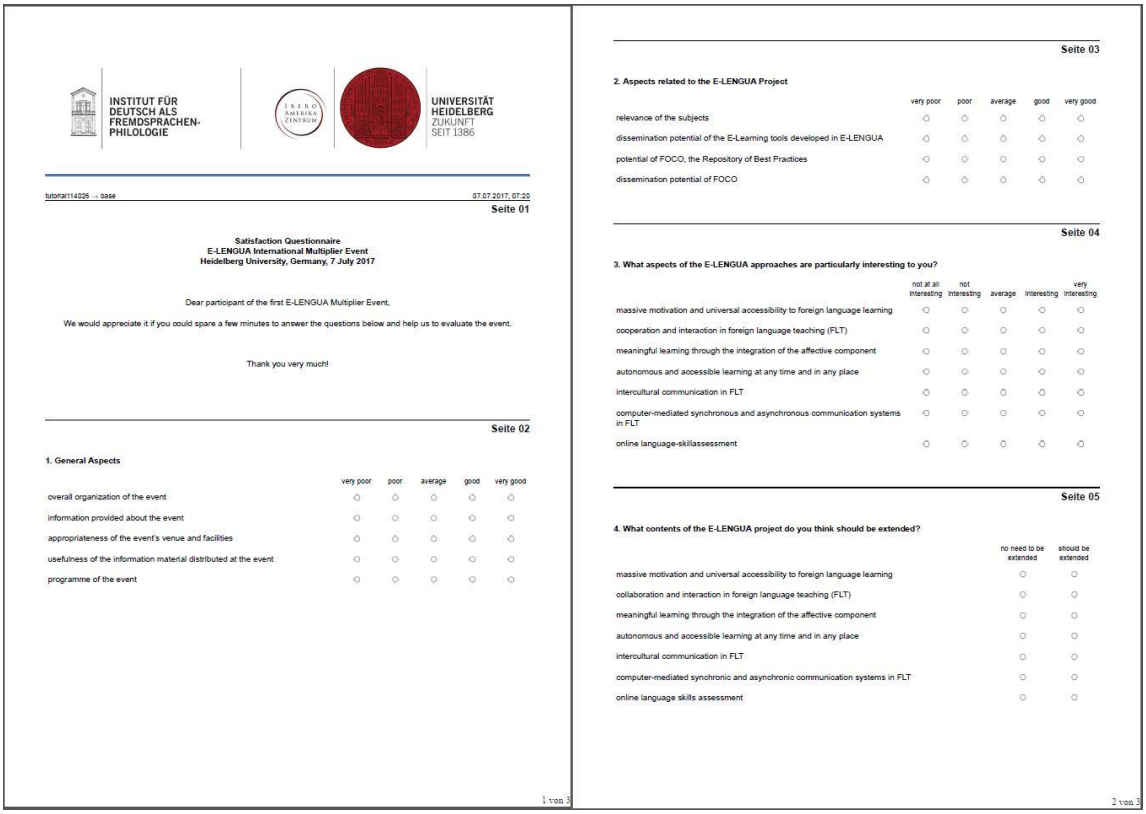
-LENGUA

UNIVERSITY OF TAMPERE
FOR THE TEST OR
FOR THE REAL WORLD?

-LENGUA
-LENGUA

Satisfaction questionnaire

print and online version available during the event
(https://www.soscisurvey.de/tutorial114026/ [2017-07-20])



INSTITUT FÜR DEUTSCH ALS FREMDSPRACHEN-PHILOLOGIE
UNIVERSITÄT HEIDELBERG ZUKUNFT SEIT 1386

tutorial114026 :: base 07.07.2017, 07:20
Seite 01

Satisfaction Questionnaire
E-LENGUA International Multiplier Event
Heidelberg University, Germany, 7 July 2017

Dear participant of the first E-LENGUA Multiplier Event,

We would appreciate it if you could spare a few minutes to answer the questions below and help us to evaluate the event.

Thank you very much!

Seite 02

1. General Aspects

	very poor	poor	average	good	very good
overall organization of the event	○	○	○	○	○
information provided about the event	○	○	○	○	○
appropriateness of the event's venue and facilities	○	○	○	○	○
usefulness of the information material distributed at the event	○	○	○	○	○
programme of the event	○	○	○	○	○

1 von 3

Seite 03

2. Aspects related to the E-LENGUA Project

	very poor	poor	average	good	very good
relevance of the subjects	○	○	○	○	○
dissemination potential of the E-Learning tools developed in E-LENGUA	○	○	○	○	○
potential of FOCO, the Repository of Best Practices	○	○	○	○	○
dissemination potential of FOCO	○	○	○	○	○

Seite 04

3. What aspects of the E-LENGUA approaches are particularly interesting to you?

	not at all interesting	not interesting	average	interesting	very interesting
massive motivation and universal accessibility to foreign language learning	○	○	○	○	○
cooperation and interaction in foreign language teaching (FLT)	○	○	○	○	○
meaningful learning through the integration of the affective component	○	○	○	○	○
autonomous and accessible learning at any time and in any place	○	○	○	○	○
intercultural communication in FLT	○	○	○	○	○
computer-mediated synchronous and asynchronous communication systems in FLT	○	○	○	○	○
online language-skillassessment	○	○	○	○	○

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4. What contents of the E-LENGUA project do you think should be extended?

	no need to be extended	should be extended
massive motivation and universal accessibility to foreign language learning	○	○
collaboration and interaction in foreign language teaching (FLT)	○	○
meaningful learning through the integration of the affective component	○	○
autonomous and accessible learning at any time and in any place	○	○
intercultural communication in FLT	○	○
computer-mediated synchronic and asynchronic communication systems in FLT	○	○
online language skills assessment	○	○

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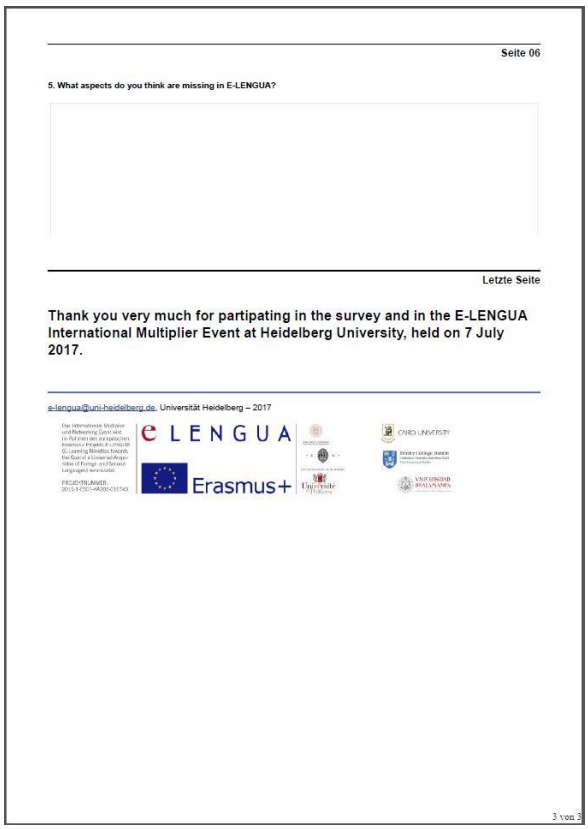

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5. What aspects do you think are missing in E-LENGUA?

Letzte Seite

Thank you very much for partipating in the survey and in the E-LENGUA International Multiplier Event at Heidelberg University, held on 7 July 2017.

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