

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.

Two other intellectual outputs, that are by-product of the online course's synchronous activities are:

- an innovative instructor-learner oral interactions *corpus* in video-audio format, serving as an empirical basis for research purposes, and invaluable for the development of tutor self-monitoring activities;
- a best practices guide for online oral interactions, particularly aimed at novice instructors (Martins, Carapinha & Vieira, 2018).

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, 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 consider 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 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*

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).

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 autoscopia (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 have been analysed and a best practices guide for oral interactions, aimed at novice instructors has been developed (Martins, Carapinha & Vieira, 2018). Furthermore, the audio-video recordings gathered in the **PFL (A1)_TL Lab** online course are invaluable for the design of the autoscopia-like activities planned for implementation during the 2018-2019 school year, thus extending the E-LENGUA activities beyond the three-year life cycle of the project.

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**.

Principles of Instructed Language Learning (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).

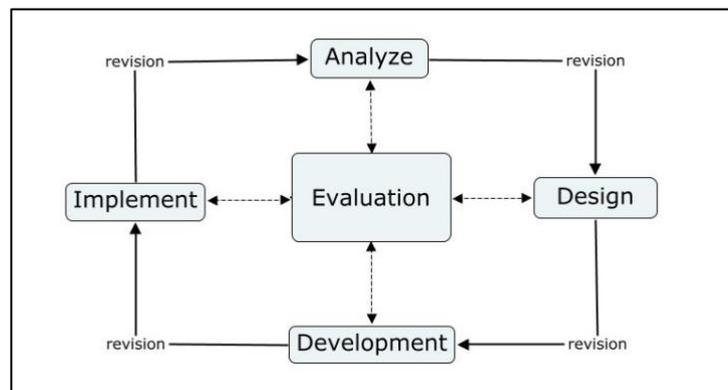
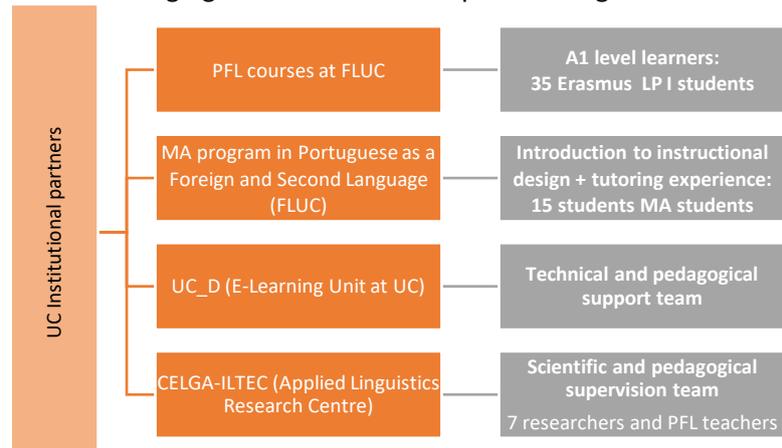


Figure 1: ADDIE's model - 5 stages

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>	
March 2016	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).
	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.
	Recruitment of A1 level PFL learners.
April 2016	Revision of proposals and validation of final versions of activities. Course development and implementation in LS Moodle by the technical and pedagogical support team (Celeste Vieira, André Jerónimo and Inês Messias)
	Assignment of PFL learners to tutors (7 groups).
	Tutor training workshop by the technical and pedagogical support team.
May 2016	1st ed. of the online course.
June 2016	Participant satisfaction evaluation.

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

During the 2017-2018 school year, the 3rd edition of the course was delivered, involving 6 MA students and 1 undergraduate student majoring in Modern Languages, who were organized into 3 groups of tutors. Four of the tutors were also non-native speakers of Portuguese (3 Chinese native speakers and one Spanish native speaker), but all had attained C1 level in Portuguese. The native Portuguese speakers

were distributed, one per group of tutors. Each group of tutors was responsible for 7 or 8 A1 level learners of Portuguese (23 Erasmus students, in total).

Prior to course delivery, minor adjustments to activity correction criteria and to the sequencing of activities were made. Tutors were also introduced beforehand to the **Best Practices Guide for Online Oral Interactions** (Martins, Carapinha & Vieira, 2018), during a session held on March, 16, 2018. Delivery of the 3rd edition, based on the design of the 2nd edition of the **PFL (A1)_TL Lab**, took place during the Spring semester of the 2017-2018 school year (March 21 to May 20, 2018).

MA students were also asked to submit proposals, during the month of May, 2018, for new activities, to be implemented in the 4th edition of the course. Instructional design proposals were furthermore included as evaluation items in the **Didactics of Portuguese as FL and SL** course of the Master program, thus mainstreaming the E-LENGUA project activities into regular course activities at FLUC.

Activities were developed according to the following chronogram:

Date/ Deadline	Task	Participants
December 15, 2017	Meeting regarding the implementation of the E-LENGUA@UC Action Proposal: analysis of improvements suggested in phase 1 and phase 2.	E-LENGUA@UC coordinator Technical and pedagogical support team Members of the scientific and pedagogical supervision team MA students
March 2018	Improvements and minor adjustments to the 3 rd edition of the course on Moodle	E-LENGUA@UC coordinator Technical and pedagogical support team
March 2018	Recruitment of PFL A1 level learners	E-LENGUA@UC coordinator
March 16, 2018	Technical and pedagogical training of MA students	Technical and pedagogical support team MA students E-LENGUA@UC coordinator Members of the scientific and pedagogical supervision team
March 21 – May, 20, 2018	Course delivery	E-LENGUA@UC coordinator MA students A1 level Erasmus students Technical and pedagogical support team
May 15-21, 2018	Learner satisfaction evaluation	A1 level Erasmus students
May 15-21, 2018	Tutor satisfaction evaluation	MA students
May 18, 2018	Submission of first drafts of instructional activities for the 4 th edition to the Scientific and pedagogical supervision team (CELGA-ILTEC)	MA students
May 31, 2018	Revision of proposals of instructional activities for the 4 th	Scientific and pedagogical supervision team (CELGA-ILTEC)

	edition and recommendations for implementation	Technical and pedagogical support team
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5. Intellectual Outputs

The E-LENGUA@UC action proposal originated three major intellectual outputs: (i) a **PFL A1 online course**, (ii) an **Instructor-Learner Interaction Corpus**, both developed as components of the **PFL (A1)_TL Lab**, and (iii) a **Best Practices Guide for Online Oral Interactions**. The Best Practices Guide, developed during the last year of the E-LENGUA project, will be presented in June, 2018, during the *II Simpósio Internacional sobre o Ensino de Português como Língua Adicional* (King's College, London), as to be, after revisions suggested by conference participants, subsequently submitted to FOCO, the Best Practices in Foreign Language Teaching collaborative platform also developed within the E-LENGUA project.

A1 PFL online course – Latest version

4 tools are 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 are 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: *Natural Reader* (asynchronous, optional). The learners were asked to rehearse WH questions (and typical answers) with alternative syntactic structures in Portuguese.

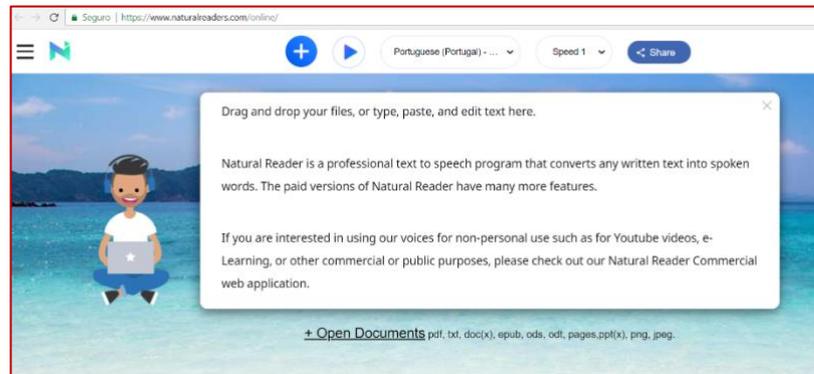


Figure 5: Activity 1.1 | Text to Speech (<https://www.naturalreaders.com/online/>)

Activity 1.2.

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



Figure 6: Activity 1.2 (Videoconference by 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.

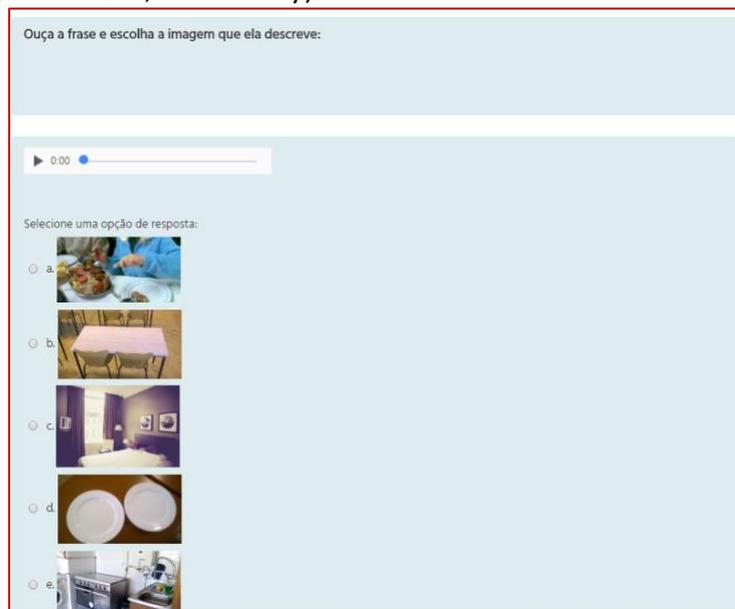
Se o ficheiro produzido estiver noutro formato, pode fazer a conversão para o formato mp3 na página: <http://media.io/>.

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

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 8: 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).

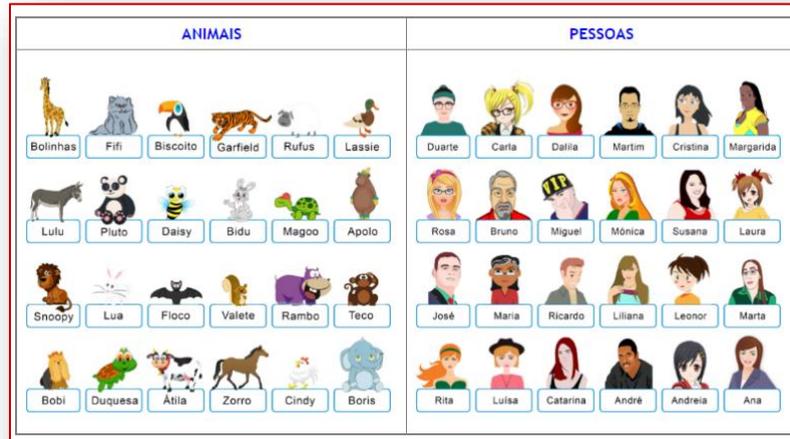


Figure 9: Activity 2.2

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 is required 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).

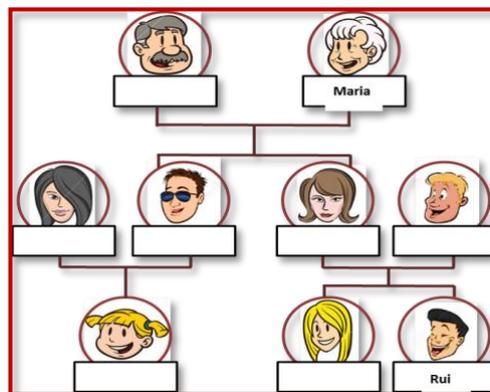
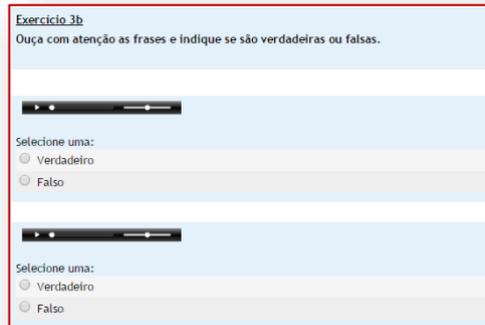


Figure 10: Activity 3.1

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.

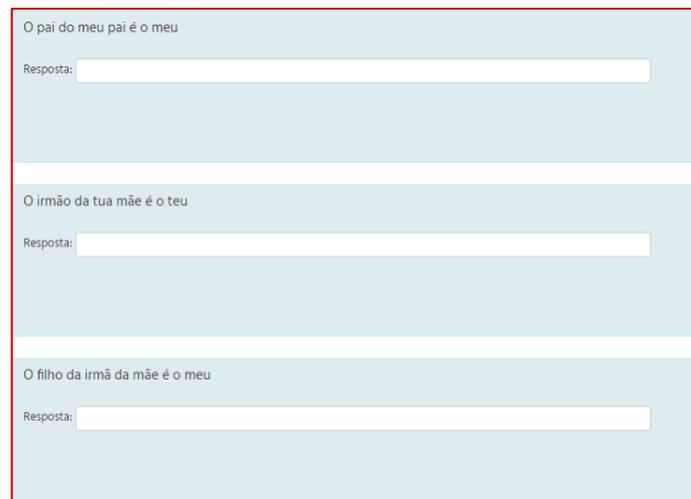
Selecione uma:
 Verdadeiro
 Falso

Selecione uma:
 Verdadeiro
 Falso

Figure 11: 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 12: 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.

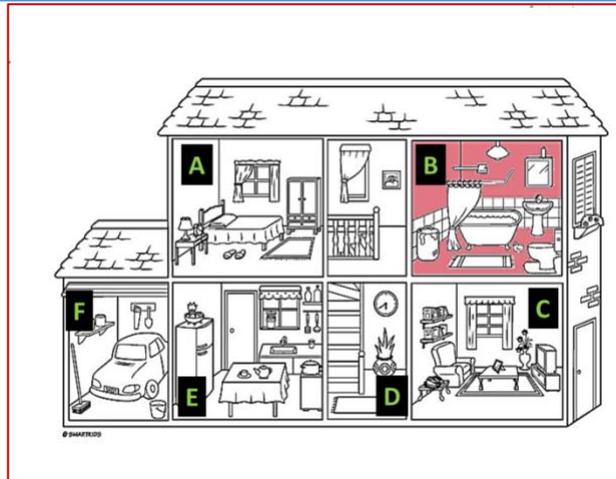


Figure 13: Activity 3.4

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 14: Activity 3.5

Activity 3.6

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:

1. Escreva um texto de apresentação pessoal neste fórum. No seu texto, deve obrigatoriamente referir:

- a) o momento do dia em que gosta mais de estudar
- b) o local preferido para estudar
- c) se gosta de estudar em grupo ou não
- d) a duração dos períodos de estudo e o número de pausas que gosta de fazer
- e) as fontes de informação que mais utiliza

2. 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*.

3. No fim, deve responder às perguntas que os outros colegas lhe fizeram no fórum.

Figure 15: Activity 3.6

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).

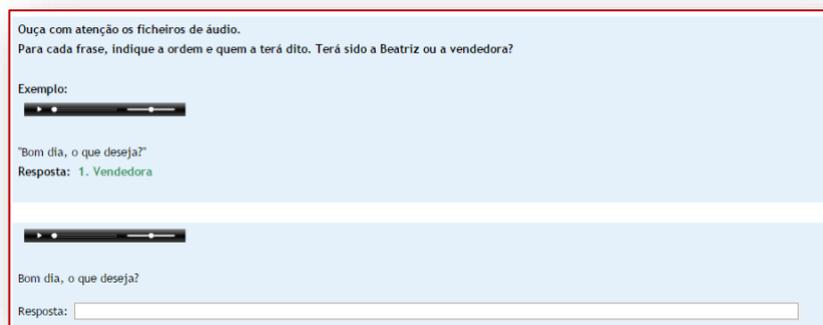


Figure 18: Activity 5.2

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.

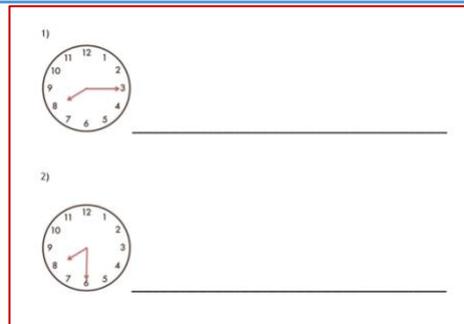


Figure 19: Activity 6.1

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).

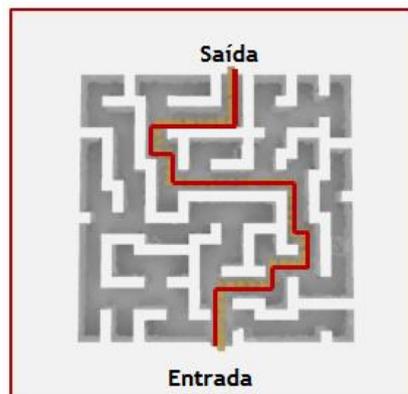


Figure 20: Activity 6.2

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 Intercidades	Preço do bilhete: ?	Existem vários tipos de Comboio em Portugal. O mais rápido e mais caro é o Alfa Pendular (AP). O intercidades (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: €4.75	
10.20	Chegada à U.C.		
?	Visita à torre da Universidade	Preço: ?	
11:00h	Visita guiada ao Paço das Escolas: Biblioteca Joanina (incluindo Piso Intermédio e Prisão Académica), Capela de São Miguel, Sala dos Capelos, Sala do Exame Privado e Sala das Armas.	Preço: ?	

Figure 21: Activity 6.3

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 and second editions of the course) and are the basis of the **Instructor-Learner Interaction Corpus** in progress. At this point, **410 minutes** of tape recorded oral interactions have been collected (140 minutes in 2017, 120 minutes in 2016 and 150 minutes in 2018).

Also, as in the case of the first and second editions, after the third edition of the course, all participants (learners and tutors) 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	Most valued aspects	(L1): <i>The most I have enjoyed was conversation part, on skype.</i> (L2): <i>I like this initiative because it makes educational process more exciting so I believe more efficient.</i> (L4): <i>I think that the best was skype conversation. Tutors of my group were amazing.</i>
	Gratitude / Utility of the course	(L1): <i>Thank You for opportunity of taking part in this project!</i>

Suggestions	Activity type	(L1): <i>Also would be cool to give some task of writing longer text about something in portuguese which tutors would check after and analise the quality of it and correctness of grammar. (...) more activities connected with other students who are studying the language. Making some project together, one presentation, even about simple topic or about experience on Erasmus and trying to show it in portuguese language.</i>
	Interaction	(L1): <i>It would maybe make students more focused on a course and make them more absorbed about it. (...) I think it would be even better to make more of them (skype) in course schedule.</i> (L4): <i>I think more oral exercises would be a benefit for a learner.</i>
	Additional resources	(L4): <i>Maybe some small dictionary (portuguese -> english) to each exercise will be also a good idea so that a person can have a ready list with all the words and can download them and learn.</i>

b) Tutors

Category	Subcategory	Examples
Satisfaction	Experience as a tutor	(T1): <i>Penso que o curso E-LENGUA é uma boa ferramenta para aqueles que querem aprender e pôr em prática os seus conhecimentos de português. [I think the E-LENGUA course is a good tool for those who want to learn an practice their skills in Portuguese.]</i> (T2): <i>Foi uma experiência interessante. [It was an interesting experience.]</i> (T5): <i>Antes de mais nada, na minha opinião, as atividades são muito bem elaboradas. Com estas atividades podem ajudar os aprendentes a ampliarem o seu conhecimento das aulas. [Above all, activities are very well designed. These activities can be used to help students expand the skills learned in the classroom.]</i>
	Tutor team work	(T1): <i>(...) expressar o fantástico trabalho de equipa realizado com a minha colega de tutoria, um verdadeiro trabalho de colaboração, de partilha (e foram tantas as dúvidas!) e de dedicação. [I would like to highlight the fantastic team work with my colleague, a truly cooperative effort, a sharing experience (and there were so many doubts!), and a dedication experience.]</i> (T2): <i>Agradeço as instruções e os apoios que as professoras nos deram, e também a comunicação entre as colegas do MPELS sobre o assunto. Am grateful for all the instructions and support the teachers gave us, and also for the exchanges between the MA colleagues.]</i> (T4): <i>(...) agradeço sinceramente pela ajuda e colaboração da minha colega de tutorial. [I truly thank my team mate for all the help and support she gave me.]</i>

	Interaction with learners	<p>(T1): <i>Gostei muito de realizar as sessões síncronas com os aprendentes, para mim, o aspeto mais gratificante/desafiante e penso que para muitos deles também. [I really enjoyed the synchronous activities tht, for me, and I think also for the learners, were the most gratifying and challenging of the course.]</i></p> <p>(T2): <i>Gostei muito de comunicar com os alunos ativos do nosso grupo, quer por mensagens individuais quer pelo Skype. [I really enjoyed communicating with the active students in our group, both messaging and skypeing with them.]</i></p>
Suggestions	Difficulties encountered as a tutor	<p>(T1): <i>uma das maiores dificuldades que senti foi, efetivamente, contactar os aprendentes, pois eles nem sempre respondem às mensagens que lhes enviamos, seja por não estarem recetivos, seja por uma questão de insegurança perante um idioma que desconhecem [One of the major difficulties was actually contacting the learners, because they didn't always respond to messages, either because they were not receptive or because they felt intimidated by the unmastered language.]</i></p>
	More oral interaction	<p>(T1): <i>Uma mais-valia [será] a realização de mais sessões síncronas à medida da evolução e das dificuldades dos aprendentes. [Benefits should arise from adding more synchronous sessions, as to address learners' difficulties and development curve.]</i></p> <p>(T2): <i>Penso que o sistema de comunicação entre os aprendentes e os tutores devia ser melhorado. [I think that the communication system between tutors and learners should be improved.]</i></p>
	Academic incentives for learners	<p>(T5): <i>(..) na próxima vez, é melhor obrigar os aprendentes a fazerem estas atividades, fazendo-as tarefas de casa em vez de ser voluntariamente. [Next time, learners should be made to do the activities, as homework, and not voluntarily.]</i></p> <p>(T6): <i>Como sugestão de melhoria, tentaria que os estudantes voluntários tivessem uma implicação maior. Embora a participação seja voluntária, uma vez tenha decidido que querem participar, então a sua participação devia ser obrigatória. [As an improvement measure, I would recommend more commitment on the part of the voluntary learners. Once they sign up for the course, participation should be mandatory.]</i></p>

Sustainability

As the life cycle of the E-LENGUA project comes to an end, it is important to note that the intellectual outputs of the E-LENGUA@UC team will now be accommodated into the regular teaching and research activities at UC. Sustainability of the project, starting September, 2018, will be assured by:

- incorporating the E-LENGUA_Portuguese A1 online course as a mandatory module of regular face to face courses of A1 level Portuguese, enhancing b-learning strategies in foreign language teaching;
- making the online course available to learners with special needs (migrants, foreign language students or third/fourth generation emigrants, living abroad), either socially

challenged or physically unable to take a face to face Portuguese course at the Breakthrough level;

- incorporating instructional design into the regular activities of students the MA programme in Portuguese as a Foreign and Second Language, thus further developing the available online course, or creating online resources for other proficiency levels;
- incorporating online tutoring practices into the regular training of novice instructors taking the MA programme in Portuguese as a Foreign and Second Language;
- further developing empirically sustained resources for teacher training in online environments;
- further developing empirically sustained research regarding learning and teaching Portuguese as a non-native language in the digital age.

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 Courses (FLUC)
- Department of Languages, Literatures and Cultures (FLUC)
- CELGA-ILTEC (Applied Linguistics R&D Centre)
- UC_D (UC E-learning unit)

External dissemination

Besides the 7 papers / articles / posters / oral presentations regarding the **PFL (A1)_TL Lab** concept, structure, methodology and general outcomes, 2 other papers with the first results of the research based on the **instructor-learner oral interactions corpus** were presented at relevant international academic events and one other, specifically concerning the construction of the **best practices guide for online oral interactions** has been submitted and accepted for presentation in late June 2018. A further presentation, focused on the sustainability of the E-LENGUA@UC intellectual outputs has been submitted, to be hopefully presented in late October, 2018:

- 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/>

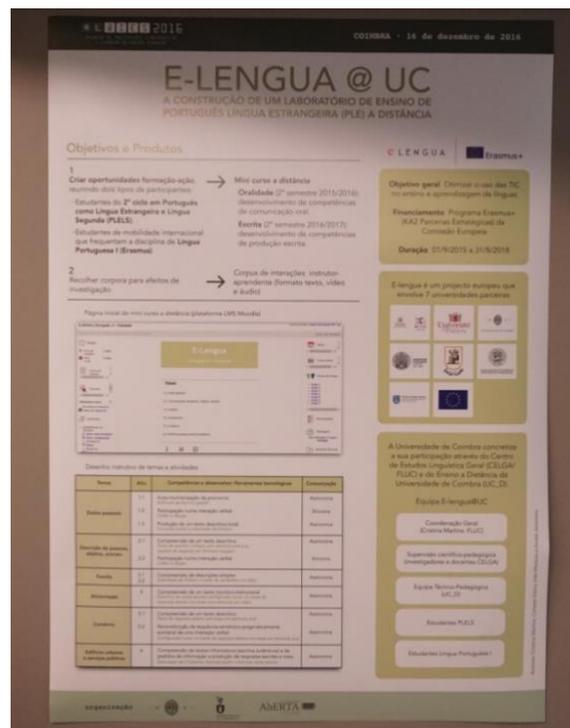


Figure 17: Poster E-Lengua@UC - El@IES 2016 Coimbra, Portugal

- Martins, C; Vieira, C. & Jerónimo (2017a). “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). “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). "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.
- Martins, Cristina; Carapinha, Conceição; Vieira, Celeste. 2017. "Lessons to be learned from the Portuguese as a Foreign Language online Teaching and Learning Lab", *Caracteres* 6, 2: 421 - 445.
- Martins, C., Carapinha, C & Vieira (2018, accepted). Sessões síncronas por videoconferência do curso online "E-LENGUA: Português A1" – construção de um guião de boas práticas no contexto da formação de professores. Conference. Oral presentation at II Simpósio Internacional sobre o Ensino de Português como Língua Adicional. June 28, 2018, King's College (London).
- Martins, C., Vieira, C. & Santos, I. (2018, submitted). O impacto do Projeto E-LENGUA@UC nas práticas de formação de professores e de ensino do Português Língua Estrangeira. Short article submitted to SATHE 2018 International Symposium.

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, May 24, 2018

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