

**GENERIC SOFTWARE FOR FOREIGN  
LANGUAGE INSTRUCTION:  
A SNAPSHOT OF TEACHERS' APPROACHES**

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**ABSTRACT**

Despite increased access to computer hardware and software in many schools, a significant number of foreign language teachers cite a lack of training and comfort in working with these tools in the classroom. FL faculty who do use computers for instruction are often dissatisfied with pre-packaged language learning software and prefer to create their own materials using readily available generic software applications. This survey-based study explores some of the ways in which FL teachers use this software for instruction. Additionally, it discusses the ways in which these teachers have subtly altered their teaching strategies and classroom schedules to include these new tools. Finally, it examines the extent to which and the ways in which they are helping their colleagues and peers to do the same.

**BACKGROUND CONTEXT**

Recent studies (Cooley & Johnston, 2000; Lam, 2000) indicate that many foreign language (FL) teachers employ computer applications for their own work, i.e., lesson planning, grade-keeping, student tracking, but that these same teachers are reticent to incorporate computers into their classroom teaching unless they have had some prior training in instructional technology. Moreover, most k-12 teachers face limitations regarding what technologies they are allowed to use. Many cite The Children's Online Protection Act (COPA) in addition to specific rules affecting their school districts which prevent or severely limit student access to the email or the Internet. Questions of digital equity also prevent k-12 teachers in numerous public school districts from assigning Internet-based homework in recognition of the fact that not all of their students have computers at home (Quinn, 2003).

FL teachers who do employ computers as in-class instructional tools cite a variety of reasons for their use. Among these are: belief in computers' pedagogical effectiveness, the perception or promise of a reduced workload, student motivation, access to equipment and facilities, and pressure from colleagues, administrators, and even students (Garrett, 1988; Northrup & Little, 1996; Wildner, 1999). Those teachers who use computers for classroom instruction often find that they are far better able to work with materials they have developed on their own as opposed to those designed specifically as textbook ancillaries; asserting that it is far easier to adapt materials to their teaching than to adapt their teaching to pre-existing materials. Because these teachers are often familiar and comfortable with the software pre-installed on their own computers, they most frequently produce their materials using this easily available, generic software.

Generic software is defined as: "commercial off-the-shelf software [which] accounts for most of the software running today on general-purpose computers such as PCs; for example word processors, spreadsheets and games"(Lethbridge, 2006). It is not designed to be used for language instruction specifically, but can be used to create materials suited to that purpose.

Commonly-utilized software programs are word processors, spread sheets, and presentation (slide show) programs. Other popular applications include graphics-editing software, audio/video software packages, and web-authoring programs.

For the language instructor who is relatively new to the use of computers for teaching, employing familiar software is a major factor in reducing the anxiety inherent in this new endeavor. Language teachers who find it difficult to begin their materials development can find a variety of resources available on the Internet, which can provide teachers who are new to instructional technology with ideas and materials for their own classrooms (*PT3, Education World, Merlot*)<sup>1</sup>. In addition, a number of publications outline an array of computer-based classroom practices already being used successfully by FL teachers in a variety of academic settings (Boswood, 1997; Lomicka & Cooke-Plagwitz, 2004; Muyskens, 1997; Warschauer, 1995).

Many helpful ideas for including technology in the FL curriculum come from one's own colleagues (MacKenzie, 2001). This is especially true of FL teachers who work together in the same school or in the same school district, as one's co-workers are generally familiar with the resources and materials available in that particular area. They are also often knowledgeable regarding restrictions specific to their school or district (Bradshaw, 2002).

## **RESEARCH METHODS**

In order to learn how experienced language teachers are incorporating self-developed materials into their teaching, I conducted an informal survey of FL teachers from the middle school through post-secondary levels. Because each of these teachers must follow pre-determined curricula and cover a very specific amount of material in his or her courses, I also asked each of them to discuss the question of time constraints and to outline how they have been able to integrate teacher-created software successfully into their instruction while still adhering to their set curricula.

Teachers were contacted three weeks before the online survey "went public" – i.e., before it was made available online, and asked if they would be interested in participating in the study. Participants in the study are all foreign language or ESL teachers in high schools, middle schools, and universities, and all employ a variety of technologies in the classroom. Willing participants were then asked to sign the appropriate consent forms, given the URL of the online survey instrument and provided a window of four weeks' time in which to complete the survey before it was taken offline. The survey questions were posted on the online survey generator, [surveymonkey.com](http://www.surveymonkey.com) (<http://www.surveymonkey.com>) and are contained in Table 1.

## **FINDINGS**

A total of eight respondents ultimately completed the entire survey (the study's data can be found in Table 2). Of these, four are high school and middle school Spanish teachers, two are German teachers (one high school and one university), one is an ESL instructor at the college level and one is a high school French teacher. For the purpose of this study, I asked participating teachers to confine their responses to elementary-level language courses.

The most commonly utilized generic software application cited was Microsoft PowerPoint (6 of 8 respondents). Uses of the application ranged from fill-in-the blank exercises and game show format activities to use as an oral assessment tool:

I used PowerPoint to create oral assessments. One was an interview where I would record the questions on a slide; students would listen to the questions (3-5 depending on the unit) and then record their responses to my questions. I used a simple rubric to grade these responses. The second generic software program I used was Inspiration. We would use it to enter all the vocabulary from a unit and then sort the vocabulary in some way that made sense to [the students]. We also used it for certain grammar activities, brainstorming adjectives by gender around famous people (one male, one female) or sorting a list of conjugated verbs around the various subject pronouns (see Table 3).

Most of the teachers who completed the survey reported that in addition to employing generic software as a means of delivering information to their students, they also had their students actively use these applications during class in a computer-based language lab setting. Projects range from fill-in-the-blank quizzes to students creating their own PowerPoint presentations on cultural topics. Some of the FL teachers had their students working on their own, but more often would employ a collaborative learning model and have students work in pairs or small groups. One teacher pairs PowerPoint with a number of other applications to create a multi-media project for his or her students:

In my classroom I use PowerPoint with a Smartboard, a CD ROM which comes with [the textbook] and the Internet. Students prepare a presentation, write a draft and then use PowerPoint to insert pictures and present. Students have to type papers in Word. They have to find up-to-date info on [a country] or check the weather with a city's webcam using the Internet. I also give [the students] links to practice additional grammar activities online using my personal website (see Table 3).

Classroom time required to complete the computer-based activities varied depending on the nature of the activity and the students' familiarity with the application. Some activities were designed to take up an entire class period, the length of which ranged from forty-five minutes to one and a half hours, depending upon the scheduling systems in place in the individual school. Two teachers indicated that their activities required students to prepare materials at home ahead of the actual classroom computer use. These teachers noted that because they only had limited access to computers in their schools' computer labs (generally once a week), it was necessary to be well prepared for each activity ahead of time. Any time spent in class explaining applications or collecting materials represented time not spent on the computers and this time could not be regained or made up in subsequent sessions.

None of the respondents found it necessary to eliminate material from their curricula in order to include these computer-based activities. In fact, several noted that they found the use of these activities allowed them either to cover more material or to cover their material in more depth and detail than had previously been possible: "I squeezed in more material to supplement the curriculum without eliminating material. For example, instead of assessing them on a chapter test I had them create a PowerPoint Presentation. Instead of using worksheets or some other traditional manner of teaching vocabulary or grammar, I would replace it with a technology enhanced activity. The same content was being taught, just using a new technique" (see Table 3).

All of the respondents asserted that their students seemed to have a better grasp of the material covered by the computer-based materials than they had when the same material was taught using more “traditional” methods. Additionally, all respondents agreed that their students appeared to be more motivated due to the inclusion of computer-based activities:

I feel that most all students really enjoy creating things on the computer. They love to find pictures or even use their own, and work to add their own touch to the activity. Even though what I am asking them to do is basically write a composition using PowerPoint, they don't see it as such. Somehow this activity seems less boring because of the computer aspect. Some of the [student] products I get are really wonderful (see Table 3).

Survey respondents cited a variety of issues concerning the use of computers and generic software in their language classes. The most commonly cited difficulty was a lack of technical support. Many school districts have only limited funding for these positions, thus their technical support employees are over-burdened and unable to devote as much time to assisting individual faculty as they ideally would. Frequently associated with insufficient technical support is a lack of equipment or otherwise inadequate computing resources: “Some of the video-based [Microsoft] MovieMaker projects I did were hard to save based on bandwidth issues with my wireless laptops. At certain times of the day, saving a project could take anywhere from 5-40 minutes” (see Table 3).

Most of the survey respondents reported some level of collaboration with their colleagues; these included sharing of computer-based activities, requesting assistance with a particular application, or brainstorming to develop new software-based activities. All but one teacher reported that they regularly helped to mentor their colleagues in the uses of technology for teaching. Many also noted that they had become the informal “go-to” people in their departments for technical assistance in the absence of any other technical support personnel: “I do find that I assist many members of my department on Word, PowerPoint, and Excel. [...] My school will soon be launching the opportunity for every teacher to have their own website [...]. I am sure that I will be assisting anyone in the department who wants one” (see Table 3). Two of the respondents added that their involvement with materials creation in particular and instructional technology in general had, in fact, led to new job roles and, in one case, an entirely new position: “I now assist teachers in 3 different elementary buildings and the FL teachers to develop and implement technology enhanced lessons for use in their instruction” (see Table 3).

Perhaps the most interesting finding of the study is the level to which computer-based applications have become such an integral part of language instruction. Because of the variety of instructional purposes these tools can fulfill within the context of FL education, FL teachers understandably want to include them in their classes. In addition, lack of experience, limited access to language-specific software, the Internet, or expensive language lab facilities have not deterred FL teachers from incorporating these computer-based tools into their instruction. Whereas applications such as PowerPoint were once used strictly as tools for presenting information, they are now one of a number of tools used for student interaction, language production, and comprehension, as well as for students’ own research projects. Word processing programs, too, have gained new uses in the language classroom. They are no longer used strictly for solitary writing exercises, but rather have become collaborative writing tools in language

classrooms, useful for teachers both within their own classrooms and with classes in other countries for tandem language learning projects.

## **CONCLUSION**

This small study provides us with a snapshot view of how FL teachers are employing generic software in pedagogically effective ways to enhance their classroom instruction. Furthermore, it illustrates how creative these teachers can be when developing their own instructional tools. The benefits derived from the inclusion of self-authored computer-based tools vary from teacher to teacher, but participants in this study report that their students exhibited more enthusiasm for language learning activities that involved the use of these “homemade” applications. Additionally, the inclusion of software-based activities allows teachers to target specific learning styles and to infuse their curricula with a more diverse range of learning activities, ranging from straightforward drill and practice activities to collaborative multimedia projects authored and presented by student groups. Lastly, the use of such software to create teaching materials for language instruction affords FL teachers the opportunity to network and to collaborate with their colleagues. FL instructors can work together to share ideas and tools that they have used successfully and those teachers more experienced with the software can act as peer mentors to assist their colleagues in becoming more comfortable with the use of generic applications in their own teaching.

## NOTES

<sup>1</sup> For further information, see:

- Preparing Tomorrow's Teachers to use Technology (PT3): <http://www.pt3.org/>
- Education World: <http://www.education-world.com/>
- Merlot: <http://www.merlot.org>

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## TABLES

Table 1

*Survey Questions*

### 1. Teaching Information

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1. At what academic level do you teach?

Elementary

Middle school

High school

Post-secondary

Other (please specify)

2. What language(s) do you teach?

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### 2. Applications

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3. Please describe one or two computer-based classroom (or language laboratory) activities you have devised (or which someone else devised and you employ) that utilize commonly-used generic software (defined here as software not specifically intended for language instruction, i.e., Microsoft Word, Excel, PowerPoint, etc.).

4. Approximately how much classroom time do these exercises/activities take to complete?

5. Have you had to eliminate any material from your curriculum in order to accommodate the inclusion of computer-based activities? If so, how much material did you have to cut?

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### 3. Students

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6. Do you feel that your students have a better, worse, or the same grasp of the material covered by the computer-based activities than they had without them?

Better

Worse

Same

Don't know

7. Do you feel that your students are more motivated, less motivated,

or as motivated as they were before the use of computer-based activities? Please explain.

#### 4. Classroom Experiences

8. What are two of the main difficulties you have encountered in utilizing computer-based activities in your teaching? Has the inclusion of computer-based activities made teaching more difficult for you? Has it made teaching easier? No change? Please explain.

#### 5. Collaboration

9. Have you in the past, or do you regularly consult with others in your field for assistance in the development of computer-based teaching applications? Please explain.

10. Have you in the past, or do you regularly, assist others in your field regarding the development of computer-based teaching applications? Please explain.

Table 2

*Teacher Responses (numerical)*

1. At what academic level do you teach?	Middle school	1
	High school	5
	University	2
	other	
2. What language(s) do you teach?	ESL	1
	French	1
	German	2
	Spanish	4
3. Please describe one or two computer-based classroom (or language laboratory) activities you have devised (or which someone else devised and you employ) that utilize commonly-used generic software (defined here as software not specifically intended for language instruction, i.e., Microsoft Word, Excel, PowerPoint, etc.).*		
4. Approximately how much classroom time do these exercises/activities take to complete? *	under 15 min	1 (sometimes)
	15 – 30 min	3
	30 – 45 min.	1 (sometimes)
	1 class period	1
	More than 1 class period	2

5. Have you had to eliminate any material from your curriculum in order to accommodate the inclusion of computer-based activities? If so, how much material did you have to cut?*	yes	
	no	8
6. Do you feel that your students have a better, worse, or the same grasp of the material covered by the computer-based activities than they had without them?	Better	8
	Worse	
	No change	
7. Do you feel that your students are more motivated, less motivated, or as motivated as they were before the use of computer-based activities? Please explain.*	More motivated	8
	Less motivated	
	No change	
8. What are two of the main difficulties you have encountered in utilizing computer-based activities in your teaching? Has the inclusion of computer-based activities made teaching more difficult for you? Has it made teaching easier? No change? Please explain.*		
9. Have you in the past, or do you regularly consult with others in your field for assistance in the development of computer-based teaching applications? Please explain.*	yes	5
	no	3
10. Have you in the past, or do you regularly, assist others in your field regarding the development of computer-based teaching applications? Please explain.*	yes	7
	no	1

\* Explanations and longer responses are recorded in Table 3

Table 3

*Written Responses to Teacher Survey*

Please describe one or two computer-based classroom (or language laboratory) activities you have devised (or which someone else devised and you employ) that utilize commonly-used generic software (defined here as software not specifically intended for language instruction, i.e., Microsoft Word, Excel, PowerPoint, etc.).	
1.	1. Using PowerPoint, students include graphics of people and write a detailed description of what they are wearing in [L2]. This writing activity requires the use of vocabulary and structure from the chapter they are studying.
2.	In my classroom I use PowerPoint with a Smartboard, a CD ROM which comes with [the textbook] and the Internet. Students prepare a presentation, write a draft and then use PowerPoint to insert pictures and present. Students have to type papers in Word. They have

	to find up to date info on [country] or check the weather with a city's webcam using the Internet. I also give them links to practice additional grammar activities online using my personal website.
3.	I used PowerPoint to create oral assessments. One was an interview where I would record the questions on a slide; students would listen to the questions (3-5 depending on the unit) and then record their responses to my questions. I used a simple rubric to grade these responses. The second generic software program I used was Inspiration. We would use it to enter all the vocabulary from a unit and then sort the vocabulary in some way that made sense to them. We also used it for certain grammar activities, brainstorming adjectives by gender around famous people (one male, one female) or sorting a list of conjugated verbs around the various subject pronouns.
4.	I present a lot of class material with PowerPoint. I include audio and graphics to make my lessons more interesting.
5.	I play a kind of quiz show with my students using PowerPoint and a "Who Wants to be a Millionaire?" template. I split the class up into teams and the students have to try and guess the correct answer for each question.
6.	My students use Microsoft Word in the computer lab to work on their [L2] writing. They get a topic and spend half the class time writing on it. Later the students will check each others' work and at the end of the class, they all save their work in the class folder for me to read through later.
7.	I use a lot of children's books in my teaching. I scan in the books and use them to make PowerPoint presentations. I record myself reading the text along with each slide and show the students the end result. Then I have them work in groups to record the narration for other books that I have scanned in. They really love it – some of them really get into doing the different characters' voices!
8.	We collaborate using Microsoft Works to write emails to our partner class in [country]. Kids come to the lab having already prepared some sentences to include. I project the page onto the screen and students make suggestions for what to write. Together we write the note and I email it to our partner class. We project the response email as well and read it together.

Approximately how much classroom time do these exercises/activities take to complete?	
1.	1. The PowerPoint would take approximately 2-3 hours to complete. Some in-school laboratory time is given, but the majority of the work is done by the student on their own time.
2.	I use only half a period, and the other half I stay in the classroom when using the CD ROM which goes with the book. For Word documents and PowerPoints it depends on the project as well as for research projects.

3.	The PPT activity took about 15-20 minutes once they got used to doing it. We would do it every 2-3 weeks. An Inspiration activity usually would take about 35-50 minutes depending on the abilities of the student.
4.	It depends on how much material I have to present – I never take more than 20 minutes, though, because I want my students to do most of the talking.
5.	I usually use this game as a filler – like during a Friday class when it’s hard to hold the students’ attention. Sometimes we’ll spend the whole class period just playing and sometimes as little as 10 minutes – it makes a great review before tests, too.
6.	We do this activity a few times a semester and it always takes up an entire class period.
7.	I always set aside a couple of classes for this activity. In class one I show them the show that I have created, then I divide the class into groups and give each group a book to work with. They spend the rest of that class period assigning roles and rehearsing. Students will spend the next class period on their recordings. We try to view everyone’s end result in the second class period as well.
8.	My kids come to class with some material prepared. During class we usually spend about a half hour to 45 minutes composing our email.

Have you had to eliminate any material from your curriculum in order to accommodate the inclusion of computer-based activities? If so, how much material did you have to cut?	
1.	I have never had to eliminate any grammar points or vocabulary. I do have a set lab time each week, and so I do use some lab time to have them get started if there is a project that I am requiring in that particular chapter. The only thing that computer-based activities take away from is other listening activities that I would do in the lab, but I can easily do those in class also.
2.	I squeezed in more material to supplement the curriculum without eliminating material. For example, instead of assessing them on a chapter test I had them create a PowerPoint Presentation.
3.	I don't know if I would call it eliminating material. Instead of using worksheets or some other traditional manner of teaching vocabulary or grammar, I would replace it with a technology enhanced activity. The same content was being taught, just using a new technique.
4.	Not at all. I cover material in more detail because I have audio/visual examples of the things I’m talking about.
5.	No, I only use the game when I have a bit of extra time, so it helps me to reinforce material we’ve already covered.

6.	I find that having the students work this way on their writing actually helps them to write better. They actually seem more concerned about their peers seeing their mistakes than they do about me seeing them, so they work a little harder to get things right the first time. They pay more attention to the mechanics of writing than they do if I am the only one who sees their mistakes. I also find that having the students act as “teachers” in correcting each others’ work gives them a bit more confidence in their abilities and again, they really do seem to try harder to get things right when they’re in that role.
7.	The students just love this activity – and it counts toward their participation grade and their oral grade. I’ve been able to eliminate the midterm oral exam altogether and use this tool instead. I’m going to try and come up with a similar assignment for their final oral grade as well.
8.	I haven’t had to eliminate anything in order to include collaborative writing. Kids always had to spend some portion of class time and homework time working on their writing. This is just another way for them to do it.

Do you feel that your students are more motivated, less motivated, or as motivated as they were before the use of computer-based activities? Please explain.	
1.	I feel that most all students really enjoy creating things on the computer. They love to find pictures or even use their own, and work to add their own touch to the activity. Even though what I am asking them to do is basically write a composition using PowerPoint, they don’t see it as such. Somehow this activity seems less boring because of the computer aspect. Some of the products I get are really wonderful.
2.	They are more motivated. Just leaving the classroom environment is exciting for them. With those exercises they can learn at their own pace unlike in the classroom.
3.	They were definitely more motivated. I did have to vary the type of CBA that I used. Too much of any activity, computer or otherwise can get boring.
4.	I’d have to say that they are more motivated, or at least they are paying more attention when I go over points in class. They really do seem to like the pictures – they help to clarify points.
5.	I have some really competitive people in my class – this game is very motivating for them! I think that all kids like to play games, though, so anytime you can turn learning into something fun like this, they relax and seem to enjoy it more.
6.	They are way more motivated to get things right with this method. It’s a pride thing – they don’t want their friends to see their mistakes, so they try really hard not to make any.
7.	They have a lot of fun with this activity and work hard to get pronunciation correct. They have a blast using the different voices, too. I think that the fact that they’re working in groups helps, too – they don’t want to let the other members of the group down.
8.	My kids seem more motivated to do their writing this way – especially because they get an

email response from their partner class after a couple of days and they are always excited to see the answers to their questions.
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What are two of the main difficulties you have encountered in utilizing computer-based activities in your teaching? Has the inclusion of computer-based activities made teaching more difficult for you? Has it made teaching easier? No change? Please explain.
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| 1. | One difficulty I have with the activities is the lack of a laboratory aid and the need for speedier tech help and support. The other difficulty I have is with students who need to complete an activity/use a program that they do not know about. I find this mostly happens with my female students. Has the use of computer-based activities made teaching more difficult? Not in the least. Activities take a lot of preparation and dry-runs, but I feel when that is done, all runs smooth and I think my students are happier. They seem to enjoy teachers who know about technology and use it.   |
| 2. | It depends. Sometimes the equipment does not work, or I do not have enough computers or they cannot read the monitor screen or students cannot log in and get started. It has made teaching easier for me, because they learn it on their own. But if students are not ready to do some of the exercises they are getting frustrated and do not succeed. Then it is a waste of time.   |
| 3. | One difficulty was getting lab time until we got our laptops. The other was bandwidth. Some of the video-based MovieMaker projects I did were hard to save based on bandwidth issues with my wireless laptops. At certain times of the day, saving a project could take anywhere from 5-40 minutes. I don't know if using CBAs made teaching easier or more difficult. I replaced the time I spent grading worksheets with creating the same activities on QUIA [ <a href="http://www.quia.com">http://www.quia.com</a> ], allowing the students to receive immediate feedback for their responses. Projects created with PPT or MovieMaker are a little more time intensive to grade. I think I am spending the same amount of time preparing for my classes and grading, but the levels of student engagement have definitely increased. |
| 4. | The only real difficulty I've had is when there are problems with the projector. Sometimes someone will have used it to show a film and will not have switched it back to the computer setting, for example. Now I know how to switch it back, so it's not a big deal. I think it's easier for me to teach certain material now that I have so many readily-available examples.  |
| 5. | I really haven't had any problems at all with this practice. The only thing I can think of is that it can be time consuming to enter all of the questions and answers into the template. It's easier for me to do test reviews with this game, and it's also a good way to regain the students' attention if they are having trouble focusing.   |
| 6. | Getting into the computer lab! Once we're in there, I find this method of collaborative writing much easier on me in that there is not so much material for me to grade by myself.   |
| 7. | In the past I've had trouble with the microphones not working. I've had to call in tech support once or twice in order to get the sound settings organized so that the students could  |

	make their recordings. This exercise saves me a lot of time in that the oral interviews I used previously actually ate up a whole week of class time. Now I can get them done in a couple of days and I have something that I can review as often as necessary when assigning oral grades.
8.	Sometimes there are glitches with the computers – usually at the beginning of the semester – and occasionally there are delays with the partner class getting their response sent. This can lead to scheduling difficulties. If I’ve booked the lab on a certain day to work on an email response that has not yet arrived, then we’re kind of stuck there and the kids can get a bit testy. I can always come up with something else for them to do, but missing one writing session can really throw us off track because it can be difficult to get back into the lab. When everything is running smoothly, this is a great way to teach. I find that having all the students contribute to the email together is much more efficient and effective than having them all write their own individual letters. My life is made easier, too because the input of all of the kids helps us to make corrections on the fly and I don’t have to take a pile of papers home to correct.

Have you in the past, or do you regularly consult with others in your field for assistance in the development of computer-based teaching applications? Please explain.	
1.	I do not consult anyone in my department. I do consult with our webmaster at school, who I can go to with technical questions.
2.	Yes, I have been working on my personal website with my school and have added review PowerPoint presentation and links to online grammar exercises and [L2] games.
3.	I worked with other teachers in my department to create some of the CBA that I would use in my teaching. We often shared ideas and collaborated in developing new projects based on those ideas.
4.	From time to time I will ask one of the other teachers a question about PowerPoint, or for help in finding audio/visual files to add to the presentations.
5.	I don’t work with anyone in my own school, just because there aren’t very many foreign language teachers here, but I do use teacher collaboration tools and resources online for ideas on how to use computers in my classroom.
6.	We actually have a Teaching with Technology Round Table at our school, and we meet a few times a semester to discuss what we’re doing with technology. I’ve gotten some very good ideas from this group.
7.	Not so much. I tend to go online for help when I need it. If I can’t find what I’m looking for there, I’ll go straight to the tech support people here.
8.	Yes, I actually discuss technology regularly with one of my colleagues who is also a very creative computer user. She has plenty of good ideas and I’ve been able to take some of them and use them with my own kids.

Have you in the past, or do you regularly, assist others in your field regarding the development of computer-based teaching applications? Please explain.

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| 1. | I do find that I assist many members of my department on Word, PowerPoint, and Excel. I am the only one in my department who has a website using Dreamweaver. My school will soon be launching the opportunity for every teacher to have their own website using the Contribute program of Macromedia 8. I am sure that I will be assisting anyone in the department who wants one. I am also in charge of the lab, basic maintenance of the lab and consult with Tech Help when there is a problem. I am also our department rep for the school-wide Technology committee. |
| 2. | Yes. I help the [L2] teacher, who is not as familiar with the computer as I am. We find music and create PowerPoint presentations.  |
| 3. | This is my first year as a Technology Integration Specialist. I now assist teachers in 3 different elementary buildings and the FL teachers to develop and implement technology enhanced lessons for use in their instruction.  |
| 4. | I occasionally assist teachers with PowerPoint – especially those who are new to the program. I have given some of my presentations to other teachers to use as well, especially those that seemed to work quite well with my students.   |
| 5. | Not really, again, our department is very small. If someone were to come to me with a question, I would be happy to help in any way I could.  |
| 6. | Yes, I regularly offer assistance in our Teaching with Technology Round Table.  |
| 7. | If someone is stuck and can't figure out what to do to teach a certain concept, I'll brainstorm with them to see if we can come up with an idea. I've got a bit of a reputation as being the department "geek" (I'm not sure that's deserved), so I do get plenty of questions from other teachers. I always try to help them out as best I can.  |
| 8. | Other teachers do come to me for advice on technology use on a fairly regular basis. I think they find any kind of CMC project interesting and want advice on how they can set up their own collaborative writing projects.   |