Chapter Four

Integration of New Technologies into the Teaching English as a Foreign Language Course

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4.1 Introduction

The emergence of computer-based technologies and new forms of communication has radically altered the state of affairs in language learning. As Healey (1999) puts it:

> Technology alone does not create language learning any more than dropping a learner into the middle of a large library does. Teachers who know how to exploit computer resources can use them to create authentic tasks that vary in level and learning style and that demand attention to form as well as to content. (p. 136)

Language teachers in particular have a special role to play. "From an instructor's standpoint, involving students in Internet usage also promotes a variety of activities and learning outcomes which are desirable" (Fox, 1998, Motivation and Outcomes section, para. 4). Language teachers have not only to familiarize themselves with the new technology but also develop new strategies for integrating the web-based teaching with their courses. Several studies discussed the motivational

effect of the computer-mediated teaching and learning (Belisle, 1996; Muehleisen, 1997; Trokeloshvili & Jost 1997; Fox, 1998; and Liao, 1999).

Fidelman (1997) summarized the results of the Agora's 3rd Annual Internet Use Survey of Language Professionals in October 1996. A large number of the 153 respondents indicated that they first began using the Internet in 1994. Since then to the time of the survey, there was a qualitative and quantitative improvement in the use of Internet for information retrieval, teaching, and idea exchange. Since the publishing of the results, we have witnessed that more and more language teachers at different levels have received the equipment, connections and training to take advantage of this wonderful resource. Further, we have seen the appearance of many web sites put together with new and original content to facilitate language teaching and learning. Tanguay (1997) notes that the World Wide Web is doubling itself every four months and this will affect the way English is taught.

Although the Internet is becoming increasingly important for teaching languages, "a significant number of teachers still resist using computer and believe that computers can complicate classroom life" (Beller-Kenner, 1999, p. 362). In order to foster a more positive attitude towards Internet-based education among language teachers, the author believes it is necessary to integrate the learning of new technologies into the teacher training curricula. Those who wish to become English teachers must be made aware of the exponential growth of the Internet and the coming impact this will have on the profession of English teaching.

Inspired by Farenga and Joyce's (1996) short-term Internet training on preservice teachers, in the 1996-1997 academic year, the author made a proposal for a new course "Practicuum" for English-majoring seniors at Soochow University[1]. The new design incorporated the training of new technologies as a part of the curriculum. The training provided

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[1] See Appendix 4.1for the proposal.

students with tutoring lessons in using e-mail and finding kepals, subscribing to electronic discussion lists, searching and archiving on-line ESL and EFL databases. Students also had a chance to learn how to use PowerPoint to present new lessons. The curriculum committee of the English department did not approve the new course but granted that the proposed technology-based training be incorporated into the existing TEFL course (Teaching English as a Foreign Language).

The restructured course, still called TEFL, was offered to juniors and seniors of the English department but seniors had seniority. As extra time was needed for the technology-based training, the class would meet three hours a week instead of two hours a week. As a result, students would receive three credits for taking this course instead of two credits. In the 1997-1998 academic year, the author taught this revised TEFL course to both daytime and evening students. In order to find out whether the addition of this course has changed students' attitudes toward computer-based technologies, in May 2000, a survey was conducted among the students in the daytime and evening TEFL classes.

This paper will provide a rationale for the integration of the technology, a profile of how training is done, a class survey and analysis as well as the teacher and students feedback on the technology-based course.

4.2   The Study

The rationale of the study, design of the technology-based training, classroom procedure, survey results and discussions are presented in this section.

4.2.1   Rationale of the Technology-based Training

The technology-based training of the TEFL course concentrates on the strengths of the Internet: communication, interactivity, and research. Vygotsky (1978) claims, all human learning is mediated through

interaction with others; in interactions with parents, peers, and teachers, learners move along stages towards greater autonomy. As technology connects learners around the world, the opportunity to interact with others is but a keyboard away. This is exciting for teachers of English as a second/foreign language in that it provides a context for real-world communication and authentic interaction (Gonglewski, Meloni, & Brant, 2001). Computer networks have made it possible for language learners to interact with a wider variety of partners beyond the walls of the traditional classroom. Further, the World Wide Web is like a global library on the desktop. There has been an astonishing increase in the number of sites that offer information on language teaching and learning. Language professionals can easily use the Web resources for their teaching and research purposes. Tanguay (1997) claims that he could find information on almost any topic for the courses he was teaching. With the unrivaled ease that the Internet provides, teachers of the same interests can easily meet, communicate and work on projects together without being bound by physical space.

4.2.2   Technology-based Training Design

The purpose of the technology-based training of the TEFL course is to provide participants with an understanding of the way in which computers can benefit language learners and teachers. Instructions on key Internet applications such as email, keypals, electronic discussion lists, searching and archiving on-line ESL/EFL databases as well as authoring software were provided. The students were taught these skills in "hands-on" sessions. They then apply these tools in curriculum design and lesson plans.

E-mail means that virtually all language learners have at their fingertips a correspondent to communicate with on a variety of topics. With an Internet account, students can send messages to anyone who is also connected to the Internet (Warschauer, 1996). Once students become accustomed to using e-mail, they were asked to find and write to a keypal. Keypaling allows for authentic communication between students

in different countries. One way for students to find keypals is to join an electronic discussion list.

Electronic discussion lists make it possible for one to ask a question and receive dozens of responses to that question in a day or two. Connecting groups of people with similar interests, they are valuable for discussing issues, and giving and receiving information. To participate in a list, one must first subscribe to it, usually without charge. When a message is posted to a certain address via e-mail, everyone on the list receives it and can choose whether to respond to it or not. According to Gaer (1999), there are more than 50,000 e-mail discussion lists and many are related to language teaching and learning.

Searching and archiving on-line ESL/EFL databases means students use a Web browser (e.g., Microsoft Internet Explorer, or Netscape Navigator) to visit various ESL/EFL Web sites. Students are told to take a close look at the design of the web site and find out which types of sites are more appropriate and more effective for teaching and learning English than others. As more and more contexts and opportunities for learning are created, teachers need to examine the quality of these resources and find ways to shape them so that they are consistent with the needs and learning goals of their students.

Authoring software is the software used for the development of one's own educational materials. There are more sophisticated programs such as ToolBook II (1996; for Windows), Director (1998) and AuthorWare Star (1994) and less scriptable applications, such as Microsoft PowerPoint 97 (1996). With these kinds of software, teachers can use their own content to create a wide variety of educational programs that are fully media capable, easy to use, and enjoyable (Wachman, 1999).

The students were given three major assignments. The first one was to join and participate in an electronic discussion group of their choice or a keypaling project. Secondly, they should write a report about the ESL/EFL Web sites they visited and discuss whether the sites were useful and effective from a learner's point of view. Finally, they had to

use their authoring skills to develop a 30-minute lesson of a structural or functional target of their choice. The idea of giving these assignments is that they can try out these applications for their own language learning and one day when they become language teachers, they can apply these experiences to their teaching.

4.2.3   Classroom Procedure

As the training aims to provide participants with a working knowledge of the practical uses of computer technology in language instruction, a traditional classroom where the TEFL course used to be held would not be suitable. Finding an adequate facility was a challenge, because at Soochow University if teachers choose to conduct all class sessions in a computer lab, each student is required to pay an additional fee of more than NT$2,000 per academic year. However, if only two sessions out of a semester are held in a computer lab, there will not be an additional fee incurred. To avoid extra costs on the part of the students, only four (two in each semester) computer lab sessions are scheduled with the remaining class time as classroom meetings. In the computer sessions, participants were allowed to gain hands-on experience with target computer applications. Due to the limited number of sessions in the computer lab, students were advised to use the school's computer facilities for individual practice outside of class until they could master these applications.

Two important factors need to be taken into account before the training starts. First, all students have had some computer training, at least in word processing, and can navigate their way around a keyboard. However, there is still a wide range of prior experience with the computer. Secondly, because of the limitations of our university proxy server we can't have too many students do the same thing at the same time. To cope with the difficulties, it is mandatory that the class be conducted in a very flexible manner—flexible especially in regards to how much material should be covered in one session as well as who should do what at any given moment. In addition, after ascertaining

students' true abilities, those who are already familiar with the target applications become class experts. Each is assigned a small group of students to help.

In one typical session, some students browse the Web with Internet Explorer or Netscape, others examine the ESL/EFL databases, previously downloaded and saved on the school server, and still others work on their keypaling project. Having groups of students work on different tasks prevents the network from being clogged up with the amount of connection.

Students are told to e-mail the author when they have problems working on their assignments, but the number of questions can get overwhelming unless an electronic discussion list or forum is set up. Students would then submit technical questions to be answered and posted for all to see.

4.2.4 Survey

A questionnaire[2] of 30 questions was designed to elicit information about students' experience of learning Internet applications and whether their attitudes and confidence level have changed towards this new technology. In the 4-item Likert scale questionnaire, A stood for "strongly agree" and D indicated "strongly disagree". For each question, students were told to select the answer that most suitably described their own situation. At the end of the 1999-2000 academic year, a total of 38 students were surveyed in May 2000[3]. In addition, during the next class meeting following the survey, an open 60-minute discussion session was held with daytime and night students respectively to solicit their feedback on the areas not addressed in the survey.

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[2] See Table 4.1 for the survey and results.
[3] There were originally 60 students in the two classes, but only 38 students participated in the survey because it was conducted on the last day of the semester.

4.2.5   Results

Based on the results of the survey, the author has created two tables. Table 4.1 shows the percentage of all students who chose the first, the second, the third, and the fourth answer to each question. Table 4.2 gives the breakdown of percentages of daytime and nighttime students who chose the first, the second, the third, and the fourth answer to each question. A close look at the results of the survey will provide us with a clear picture of how students view this technology-based instruction.

4.2.6   Discussion

The majority of students had been computer literate before the TEFL course started and only 18% of them were afraid to use a computer. However, among this group, a large number of students did not know how to use Internet applications. 79% of students did not know how to search and archive on-line ESL and EFL databases, 74% did not know how to use list and discussion groups, and 87% did not know how to use PowerPoint. After the technology training, all students felt that they learned to search and archive on-line ESL and EFL databases. 87% learned to subscribe to list groups and discussion groups. 98% learned to use PowerPoint to do presentations.

A high percentage of students didn't feel learning to use the technology was a difficult task for them. Only 6% felt it was difficult to learn to use PowerPoint. 19% of the students felt it was difficult to learn to search and archive on-line ESL and EFL databases. 24% felt it was difficult to use list groups and discussion groups.

Students' confidence level towards the new technology has also been greatly enhanced. Before they took the course, 47% did not know they could use the Internet-based technology to enrich their classroom and 57% didn't think they could use it for their teaching. After the technology training, 98% felt they were more confident about the use of new technology and 95% felt using the new technology had helped them to develop confidence about their abilities to teach English.

Another area of great interest is the interaction and cooperation in

the computer lab. 95% felt the atmosphere in the computer lab is friendly. Only 16% got nervous in the computer lab. 98% expressed that the students in this course helped each other in the computer lab. However, 58% of the students still found the class in the computer lab challenging. 8% was worried that they might damage the computer. 23% were worried that it would take them longer to learn to use the computer-based technologies than it would the other students. 58% felt frustrated when they couldn't figure out what to do in the computer lab

Overall, most students felt positive about the technology-based addition to the TEFL course. 94% found the information on ESL and EFL teaching on the Internet helpful. 79% found the discussions on the list groups interesting and stimulating. 93% found PowerPoint useful in presenting lessons. 89% felt they generated more ideas for lesson plans when they used the Internet-based resources. 74% spent more time working on lesson plans when they used the computer than when they didn't have access to it. When asked whether they preferred to have an integration of technology training into this course, 98% replied yes. 94% planned to continue using PowerPoint after the class was over. 98% planned to continue using the Internet-based resources for their teaching. All students would recommend teachers of the TEFL course to integrate the training of the computer-based technology into the course.

As two groups of students (daytime class and nighttime class) are involved in the survey, it is a worthwhile effort to examine whether student responses vary across this variable. According to Table 4.2, there is great similarity in the responses from the daytime and nighttime students for most of the questions. However, the two groups vary significantly in their computer literacy and thereof their confidence level of learning the new technology. Daytime students have more confidence in their computer skills than nighttime students. 32% of the daytime students as opposed to 69% of the nighttime students did not know they could use the Internet-based resources to enrich their classroom. 41% of the daytime students as opposed to 81% of the nighttime students didn't think they could use the computer-based technology for their teaching.

As a result, daytime students show considerably less worry and concern about the training in the computer lab. 45% percent of the daytime students as opposed to 75% of the nighttime students found the class in the computer lab challenging. While none of the daytime students worried that they might damage the computer, 19% of the nighttime students did. Finally, only 9% of the daytime, but a much higher percentage (44%) of the nighttime students, were worried that it would take them longer to learn to use the computer-based technology than it would the other students.

4.3   Students Feedback from the Discussion Session

During the week following the survey, a 60-minute open discussion session was conducted with all the students. Based on an analysis of the discussion findings, there are both positive and negative feedback from the students' perspectives.

4.3.1   Positive feedback

A large number of students felt that the authoring software PowerPoint was fairly easy to learn and very user-friendly. They could learn the rudiments of authoring in the software in a matter of hours. Creating their own materials was enjoyable for them.

Many students found that the work they did in finding Web sites for their project very useful for their future teaching purposes. They especially enjoyed browsing the Web sites of primary and secondary schools to find curriculum, syllabuses and lesson plans for teaching English.

The majority of students who worked on a keypaling project felt positive about the chance to interact with people in a different culture over e-mail. They established meaningful relationships, exchanged ideas and learned many new things. However, two students reported the case of running into people in the chat room whose interests were sexual

rather than cultural exchange and communication.

4.3.2   Negative Feedback

Quite a few students expressed that they had the problem with international Internet connection. They suffered from slow connection and being cut off. Sometimes the computer just went down. They felt especially frustrated when they spent a long time searching but ended up with nothing useful.

Several students complained about problems with their e-mail box caused by the enormous volume of the mail they received from the TESL-L. As they did not read carefully the welcome message from the TESL-L, they did not know how to set no mail function. It took a long and painful process for them to be rid of this problem.

Two students expressed that the discussions on the TESL-L were too academic or professional for them to read, let alone to participate in them. As the topics being discussed were often times not relevant to their particular interests and concern, they didn't feel they could benefit from the discussions on TESL-L.

4.4   The Teacher's Feedback

Based on the author's experience of integrating the new technology into the TEFL course, there are benefits and challenges from the teacher's perspective.

Be prepared that things often go wrong
Even though the author has worked very hard to select materials that would be appropriate for the level of her students, it immediately became obvious that she had misjudged their ability to use the technology. Teachers should be aware that, according to Roger's Rules of Computing Misery, things often go wrong in a computer lab, and in most cases the teacher is the only one around who can fix it. Once, the author got

everything set up in the computer room, but when the session started, she was terrified to find that nothing worked because the university was upgrading their server at the time. Provisions have to be made for alternate lessons.

The pitfall of attempting too much in too little time

Teach computer skills and operation of equipment on a need-to-know basis. Focus only on those skills needed to effectively complete the task at hand. Do not count on having all the students do it correctly at the same time. The first time the author took the students into the computer lab, she gave all the information on using electronic discussion list and browsing the Web in one single session, many students were lost after 10 minutes. The second time, she demonstrated one application at a time and walked the students through the entire procedure step by step.

Always remind students to save their work

To avoid disappointment, anger, and unfinished assignments, it is advisable to teach students to save their work as soon as they stop typing or before they go on to a new activity.

Students feel great sense of achievement

Some students really shine when given the opportunity to demonstrate their creativity. They are so highly motivated that they are willing to go extra miles to develop a small project multimedia piece, which often takes up only 10% of their final grades. Working on different Internet and authoring tasks seems much more appealing than academic studies.

Feedback on the on-line ESL/EFL databases session

As the students' computer skills vary to a great extent, it is difficult to decide how much instruction is enough. There were occasions when some students were getting impatient while others were still confused as to what to do. The solution may seem to lie only in giving proper instructions first and then having them individually try out each step on

their machines and rendering immediate assistance. If necessary, get some more knowledgeable students to sit next to the weaker ones to help whenever they can. Having class experts walk around the lab would also help relieve the chaotic situation.

Feedback on the PowerPoint session

A large number of students still have problems with basic functionality and user-friendliness. For example, some students carefully designed hyper-links to help viewers locate the information they want, but when the buttons were pressed, nothing was displayed. Others failed to allow viewers sufficient amount of time to absorb the information on each slide.

It is also important to remind students that while learning the Internet is valuable in itself, they have to use the tools to foster their skills in teaching, learning and research. Some students became so interested in exploring the functions of the software that they spent much of their time just having fun. Their lesson plans and reports seemed impressive in terms of technical skills but failed to provide much value in teaching and learning English. One important consideration is that the strong effect of various animations might sidetrack learners.

The importance of the concept of collaboration

It was gratifying to see that the students learn to collaborate as the course progressed. The interaction among students was particularly valuable, with students letting each other know of new Web sites, discussion lists, etc. they found in their searches. They also brainstormed with each other over new ideas for the PowerPoint project. The feedback offered to each other's unfinished work proved valuable in finishing their projects.

4.5   Conclusion

This study has demonstrated that the integration of Internet-based technology training into the TEFL course is beneficial to the students who aspire to become English teachers. All of the students expressed that they would recommend teachers of this course to integrate technology training into the course. Although the students only had four sessions in the computer lab, they spent a great deal of their own time polishing their skills and mastered the essential applications of the Internet. The results also indicated that the training was sufficient to change students' behavior and confidence levels regarding the use of these Internet tools. Further follow-up research is called for to see whether the training has motivated the students to use the Internet in their future language teaching.

Table 4.1: Survey Questions and Results

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	Question No.	Strongly Agree	Agree	Dis-agree	Strongly Disagree
1.	Before I took the course, I did not know how to search and archive on-line ESL and EFL databases.	34%	45%	18%	3%
2.	Before I took the course, I did not know how to use list and discussion groups	37%	37%	24%	3%
3.	Before I took the course, I did not know how to use PowerPoint.	61%	26%	8%	5%
4.	I learned to search and archive on-line ESL and EFL databases.	32%	68%	0%	0%
5.	I learned to subscribe to list groups and discussion groups.	26%	61%	13%	0%
6.	I learned to use PowerPoint to do presentations.	74%	24%	3%	0%
7.	It was difficult to learn to search and archive on-line ESL and EFL databases.	3%	16%	53%	29%
8.	It was difficult to learn to use list groups and discussion groups.	3%	21%	55%	21%
9.	It was difficult to learn to use PowerPoint.	3%	3%	45%	50%
10.	I find the information on ESL and EFL teaching on the Internet helpful.	26%	68%	5%	0%
11.	I find the discussions on the list groups interesting and stimulating.	8%	71%	21%	0%
12.	I find PowerPoint useful in preparing lesson plans and presenting lessons.	61%	32%	8%	0%
13.	I generate more ideas for lesson plans when I use the Internet-based resources.	21%	68%	11%	0%
14.	I spend more time working on lesson plans when I use the computer than when I don't have access to it.	21%	53%	24%	3%

Question No.		Strongly Agree	Agree	Dis-agree	Strongly Disagree
15.	Before I took the course, I was afraid to use the computer.	13%	5%	45%	37%
16.	Before I took the course, I did not know I could use the Internet-based resources to enrich my classroom.	18%	29%	42%	11%
17.	Before I took the course, I didn't think I could use the computer-based technology for my teaching.	18%	39%	37%	5%
18.	The atmosphere in the computer lab is friendly.	37%	58%	3%	0%
19.	I get nervous in the computer lab.	5%	11%	45%	39%
20.	The students in this course help each other in the computer lab.	32%	66%	3%	0%
21.	I find the class in the computer lab challenging.	8%	50%	32%	11%
22.	I was worried that I might damage the computer.	3%	5%	53%	39%
23.	I was worried that it would take me longer to learn to use the computer-based technology than it would the other students.	5%	18%	47%	29%
24.	I feel frustrated when I can't figure out what to do in the computer lab.	8%	50%	24%	18%
25.	I feel more confident in using the new technology to enrich my classroom.	45%	53%	3%	0%
26.	Using the new technologies has helped me to develop confidence about my ability to teach English.	42%	53%	5%	0%
27.	I prefer to have an integration of technology training into this course.	37%	61%	3%	0%
28.	I plan to continue using PowerPoint after the class is over.	47%	47%	5%	0%
29.	I plan to continue using the Internet-based resources for my teaching.	37%	61%	3%	0%
30.	I would recommend teachers of the TEFL course to integrate the training of the computer-based technology into the course.	47%	53%	0%	0%

Table 4.2
A comparison between daytime and nighttime students

No.	Day Ss Agree Strongly	Night Ss Agree Strongly	Day Ss Agree	Night Ss Agree	Day Ss Disagree	Night Ss Disagree	Day Ss Disagree Strongly	Night Ss Disagree Strongly
1.	23%	50%	50%	38%	23%	13%	5%	0%
2.	41%	31%	32%	44%	27%	19%	0%	6%
3.	59%	63%	27%	25%	5%	13%	9%	0%
4.	36%	25%	64%	75%	0%	0%	0%	0%
5.	27%	25%	59%	63%	14%	13%	0%	0%
6.	86%	56%	9%	44%	5%	0%	0%	0%
7.	0%	6%	14%	19%	45%	63%	41%	13%
8.	0%	6%	18%	25%	55%	56%	27%	13%
9.	0%	6%	5%	0%	45%	44%	50%	50%
10.	41%	6%	55%	88%	5%	6%	0%	0%
11.	9%	6%	73%	69%	18%	25%	0%	0%
12.	68%	50%	27%	38%	5%	13%	0%	0%
13.	32%	6%	64%	75%	5%	19%	0%	0%
14.	14%	31%	59%	44%	23%	25%	5%	0%
15.	5%	25%	9%	0%	41%	50%	45%	25%
16.	9%	31%	23%	38%	55%	25%	14%	6%
17.	9%	31%	32%	50%	55%	13%	5%	6%
18.	32%	44%	64%	50%	5%	0%	0%	0%
19.	0%	13%	9%	13%	45%	44%	45%	31%
20.	32%	31%	64%	69%	5%	0%	0%	0%

No.	Day Ss Agree Strongly	Night Ss Agree Strongly	Day Ss Agree	Night Ss Agree	Day Ss Disagree	Night Ss Disagree	Day Ss Disagree Strongly	Night Ss Disagree Strongly
21.	0%	19%	45%	56%	45%	13%	9%	13%
22.	0%	6%	0%	13%	45%	63%	55%	19%
23.	0%	13%	9%	31%	50%	44%	41%	13%
24.	0%	19%	55%	44%	23%	25%	23%	13%
25.	55%	31%	45%	63%	0%	6%	0%	0%
26.	50%	31%	50%	56%	0%	13%	0%	0%
27.	41%	31%	59%	63%	0%	6%	0%	0%
28.	50%	44%	50%	44%	0%	13%	0%	0%
29.	50%	19%	50%	75%	0%	6%	0%	0%
30.	55%	38%	45%	63%	0%	0%	0%	0%

Appendix 4.1
A Proposal of a Course Integrated with New Technology

What is it?   Who is it for?

I intend to offer a class mainly for senior English majors. In essence, the course is intended to provide students with the opportunity to put the language acquisition theory into real practice as well as to develop in the students techniques of using different media and the essential applications of authoring, the Internet and WWW and other computer network skills so that they can apply these skills for curriculum design and instruction of English.

Why am I proposing this course?

There are two reasons why I am proposing this course. First, during my four and half years teaching the TEFL course (Teaching English as a Foreign Language), one of my biggest concerns has been to provide students with a solid theoretical background in language teaching/ learning as well as sufficient practical training to teach English to different groups of students. However, as the TEFL course is of one year duration and the class meets only two hours a week, it is impossible to thoroughly cover both the theoretical background and the application work.

Second, with the fast development of modern technology, it is almost impossible not to use any technological device in a language classroom. Further, we now realize the enormous power and flexibility that computers offer to the teaching of modern languages. There has also been a rapidly increasing use of the Internet for language learning and teaching throughout the world.

This is why I am proposing a new course with emphasis on actual teacher training work, while the TEFL course would still concentrate on the theory of language acquisition. Each will have its distinct features and focus on preparing students for their future teaching career. Basically they will be two separate courses, neither being prerequisite for the other.

What's to be covered in this course?   How will the class be conducted?

There will not be a set of core texts. However, I have already put more than 40 reference books on reserve in the library, from which articles will be selected and used. The other readings will come from the field of instructional design as well as articles in foreign language journals.

I will begin with a treatment of the history of English teaching/learning. That will take up the first couple of weeks. From there the course will be very hands on. We will begin by implementing and critiquing off-the-shelf courseware. Toward the second semester, students will be given assignments to create their own courseware, using different media of technology.

Classes will be held in different formats: lectures in a classroom with video equipment, workshops in either a language laboratory or a computer room. Students will be trained to use the lab equipment as well as various Internet applications. Students will have a chance to learn how to use PowerPoint and other authoring tools to present new materials and conduct exercises. Finally they will be introduced to the use of key Internet applications such as email, file transfer, searching and archiving, and the use of on-line databases.

The students have three major assignments. The first is to do an assignment where they take a two or three minute excerpt of something off the air and build a lesson around it. The second is to produce a lesson material using PowerPoint or other authoring tools. The third is to critically evaluate a major aspect of network-based activity, e.g., teaching, learning, collaborative work, etc.

I know already that the students will have a wide range of prior experience. The individual projects will allow them to do something within their grasp. That is, my expectations will be tailored to where each of them is at.

Note:

The size of the class should be kept small with no more than 20 students.
Students should have basic word processing and housekeeping skills.
Since this course is meant to offer to senior English majors, I'd propose that the TEFL course currently offered to seniors be offered to juniors instead.

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