Appendix A: Sample letter to invite virtual guests

Dear Professor ______________,

We are excited to tell you about a graduate seminar that we are teaching collaboratively this fall on technology in language education. The course, which takes place at the [University of _____________], will offer opportunities for students at the two universities to interact via chat, discussion boards, and a collaborative website.

One feature that we would like to integrate into the course is interaction with virtual guests who are leaders and innovators in technology. Discussion and interaction could take place with the students via e-mail, a discussion board, or a chat room. Although current budget cuts do not permit us to extend any type of honorarium to guests, we do feel that this experience will be a valuable one for all and an excellent opportunity for graduate students to interact with the leaders in the field of technology-assisted language learning. On [date], our topic for discussion will be [topic]. One of our readings for that date is your article published in [Journal title and year] [“Article title”].

On that note, we wish to ask if you might be willing to join us for approximately 30 minutes during class time in a chatroom (class meetings are from [time]) or interact asynchronously (discussion board or e-mail) with the graduate students enrolled in the course in order to share your knowledge and ideas.

We look forward to hearing from you soon.

With very best wishes,

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Lara Lomicka
Gillian Lord
Appendix B: Syllabus of articles and interactions with virtual guests

September 3: The Connection Between Second Language Acquisition Theory and Technology: Historical Overview of CALL

Virtual Guest: Deborah Healey


September 10: SLA Theory & Technology

Virtual Guest: Rafael Salaberry


**October 8: Synchronous Interaction (IRC, Web-based Chat, NetMeeting)**

**Virtual Guest: Lina Lee**


**October 22: CMC In & Out of the Classroom - Telecollaboration & Virtual Environments**

**Virtual Guests: Lara Semones, Stacey Katz**


**October 29: Multimedia Innovations - Software, DVD, Virtual Realities**

**Virtual Guest: Brendan Riley (MOO-torial)**


CALICO software evaluations (Browse the site and read a couple of evaluations):

<http://astro.temple.edu/~jburston/CALICO/index.htm>

Kathleen Schrock’s evaluation guide:

<http://kathyschrock.net/1computer/page4.htm>


MOOs: <http://web.syr.edu/~lmturbee/ericedmo.html>

November 12: Going virtual with language courses & Distance Education

Virtual Guest: Carolyn Gascoigne


Sharpe, B. (2001). Bringing online courses into the ESL/EFL classroom.


(Also available online: <http://chronicle.com/free/2002/06/2002061101u.htm>)
November 26: FL Curricular & Professional Issues - Standards, Textbooks and Syllabi

Virtual Guest: Diane Musumeci


Appendix C: Selections from Dr. Healey’s virtual visit (e-mail)

-----Original Message-----
From: Lisa’s group
Sent: Tuesday, September 03, 2002 3:34 PM
To: Healey, Deborah

Thank you so much for taking the time to answer our questions. In your article you mentioned "intelligent CALL". Since you have written your article, do you see some of these things already happening? For instance, is there any evidence of CALL software that "responds intelligently" to what learners speak or type? What other kinds of software have become available that are closer to "intelligent CALL" since the article was written? Thank you in advance for your response.

Allison, Nicole, Lisa

P.S. Please reply to all.

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From: Deborah Healey
To: Lisa
Cc: Dr. Lord, Allison, Nicole
Subject: RE: intelligent CALL
Date: Tue, 3 Sep 2002 20:44:09 -0700

It seems that a lot of time and energy has gone into the Web on the part of both developers and teachers, with not nearly so much into software. What has happened is that we're seeing much more with speech recognition, which is good - it allows oral as
well as keyboard input. As speech to text develops, I would hope to see more.

Pronunciation software is getting more sophisticated - and "intelligent" - in recognizing input and in offering visual prompts. There's still too much use of indecipherable waveforms, but more ESL/EFL pronunciation programs are going for alternative visual displays of the type used in speech therapy (arrows hitting a bull’s-eye, tracing a path in a maze, and the like). They're also moving more toward suprasegmentals (intonation, linking, etc.) rather than just focusing on discrete sounds, which is another improvement. Focus on Grammar is an example of grammar software that has become a bit more intelligent, offering extensive help and feedback on right as well as wrong answers. It has paragraph-level as well as sentence-level practice, which allows learners to get closer to real use. I'm still disappointed with vocabulary and reading software. The vocabulary work seems to be very drill-oriented and not very contextualized. I like NewReader for the Mac as far as reading software goes because it lets teachers easily add texts, but there's no option for multiple choice questions to focus in on specific areas within a reading. Hot Potatoes is a great authoring program "for the rest of us" since it's easy and more or less free - that's also a step in the right direction. It seemed like authoring programs were either getting very expensive like Wida's Authoring Suite (a very nice and easy to use program, but spendy) or overwhelmingly complex for ordinary teachers. (Authorware springs to mind).

Just a few thoughts...

--Deborah

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-----Original Message-----
From: Victor’s group

Sent: Tuesday, September 03, 2002 3:43 PM

To: Healey, Deborah

Subject: Question on "Computers and language learning: An overview"

Dear Dr Healey:

On page 11 of your article Computers and Language Learning : An Overview you wrote "there seems little doubt that it [WWW] will eventually have a profound impact on education as well." We believe that the WWW is impacting different generations in different ways. Younger generations see it as part of their environment were as prior generations have had to adapt to the new technology. How do you see these changes affecting the generation of ten to fifteen years from now?

-Dorian, Angelica, Victor

Good question and a good comment about different generations. It's hard to say, obviously, what the Web will look like in 10-15 years. If we take TV as an example of a prior technology, we have had changes no one anticipated when it was first developed. Many people lauded television as a new and wonderful educational medium, offering information to the masses easily and flexibly. What we've ended up with is the lowest common denominator, with business interests driving offerings, not the common good. I'm afraid that the web will move in the same direction. If good content ends up coming only via subscription (note the change in Quia from a free to a $45/year site for authors, and Brainpop charging for unlimited access to educational videos as examples) and the free stuff is largely dreck, then the influence on education will not be that great. The web
will just be another way to sell things. Note the move by Microsoft to have pop-up ads on every page, even non-commercial ones, courtesy of information about you stored in your Microsoft browser. Yecch. On the positive side, the Internet does help people who wish to find out about other people and culture do so more easily. E-mail partners, inter-class web projects, and just the mass of target-language/culture websites offer great possibilities for communication across distance. The web provides learners with the raw material to choose what they want to find out about. If we make sure we're teaching critical thinking as part of electronic literacy, then learners will be able to benefit from the raw material and turn it into knowledge. Overall, having large amounts of information readily available and (younger) learners who take this information source for granted speeds the process of shifting the role of the teacher to guide rather than font of knowledge. As I say to teachers in my workshops, anything we say in class can be double-checked online by learners themselves. A pronouncement on the subject of English grammar, for example, better be right if teachers act like it's the absolute truth (especially risky in EFL contexts, where even native speakers over time lose sense of what people 'back home' actually say). So, if you set aside the idea of old fogeys being afraid of the technology and of young Turks embracing it without any brain function, what do we really have? Is the web just another medium of communication that is very likely to turn into a propaganda tool for capitalism, first and foremost? Will we just have browsers that can only find sites that have paid for the privilege of being listed? How much influence will educational institutions have on a commercial juggernaut? I'm a bit cynical about this, as you can see. I hope that as teachers, we will be able to influence the upcoming dot-com entrepreneurs (fewer in number than in the glory days, but still there)
so that the web can maintain some of its value for education. Maybe we'll just have the
equivalent of PBS online - sites that can be accessed through educational portals and that
aren't chock-full of sales pitches (or maybe just during pledge drives...)

--Deborah
Appendix D: Portion of transcript from MOO virtual guest/tutorial (Brendan Riley)

... 

Brendan says, "Say hello in the MOO"

Dr.Lord smiles and waves

Brendan says, "To speak, you type the quote marks and what you want to say"

Vic says, "hello"

Brendan nods to vic

chantal jumps up and down with abundant energy

donmarie says, "hey"

Brendan says, "I brought some stuff to look at."

Brendan drops Box of Toys.

Brendan drops Crow T. Robot.

Brendan activates Crow T. Robot.

Crow T. Robot [to Brendan]: That's right, I'm a robot. I'm metaltastic!

Crow T. Robot says, "Thanks for waking me up; I must have dozed off there."

Brendan drops a Motorcycle.

Kimberly rides the motorcycle away

Kimberly rides back into the room

cafitz05 says, "i am confused"

Brendan says, "Okay, Dr. Lord invited me here to show you some of the things you can do with MOOs other than chat"

Brendan says, "As you can see, I dropped some objects here"
Brendan says, "Type 'look here' if you didn't notice me drop them"

Ali says, "look here"

Brendan [to Ali]: nope, without a quote

scruggsey says, "so we see these objects but they look like words on a screen to me"

Brendan says, "If you type the word 'look' you will see that we have Crow here, a motorcycle too"

scruggsey says, "why are they objects?"

melsmiles says, "how do we ride the motorcycle?"

Brendan [to scruggsey]: "Well, that's true. But this a text-based virtual reality.

Brendan says, "Each object has its own set of actions"

Roux says, "Can we make our own objects? How do we make them?"

Brendan [to Roux]: we'll get there

scruggsey says, "thanks, so objects are words that we manipulate?"

Brendan says, "Go ahead and try using the objects here"

Brendan says, "look at the toybox"

Brendan says, "try opening or closing it"

Brendan says, "try sitting on the motorcycle"

Dr.Lord opens Box of Toys.

Brendan says, "you can even try taking things out of the toybox"

oliveoil sits on the Motorcycle.

Dr.Lomicka sits on the motorcycle

Dr.Lord removes a whoopie cushion from Box of Toys.

lucas says, "one of the best things to do is "exam" an object"
lucas says, "that way you can see everything that you can do with it"

Roux says, "How do you examine something?"

lisa removes a Bullhorn from Box of Toys.

Dr.Lord drops a whoopie cushion.

donmarie removes a Propeller beanie from Box of Toys.

lucas says, "for example, type "exam motorcycle" (without the quotes of course)"

Brendan [to Dr.Lomicka]: You pick up objects with the 'get' command.

Dr.Lomicka picks up the course packet.

Dr.Lomicka drops a course packet.

lisa picks up the course packet.

Brendan says, "Some objects have verbs that allow you to change them"

Brendan says, "like opening the toybox or sitting on the motorcycle"

Brendan sits on the Motorcycle beside oliveoil.

lucas says, "a lot of these commands are on the NWE quick reference sheet -- go to

 http://www.nwe.ufl.edu/writing/help/moo/quick_reference.html"

Dr.Lord sits on the Motorcycle beside Brendan.

Vic sits on the Motorcycle between Brendan and Dr.Lord.

Dr.Lord is squeezed off the Motorcycle.

Dr.Lomicka takes the course packet and hands it to Kimberly

Kimberly says, "thanks Dr.lomika"

Dr.Lord sits on the Motorcycle between Brendan and Vic.

oliveoil is squeezed off the Motorcycle.

Dr.Lomicka joins Dr. Lord and Brendan
myersh says, "that must be a big motorcycle"

lucas drops lucas's kazoo.

Brendan says, "The motorcycle is a 'furniture' object that allows people to sit on it."

Ali sits on the Motorcycle beside Brendan.

Vic is squeezed off the Motorcycle.

Brendan says, "as you can see, it has a limited number of seats."

melsmiles picks up Lucas' kazoo

cafitz05 sits on the Motorcycle between Ali and Brendan.

Dr.Lord is squeezed off the Motorcycle.

...
Appendix E: Portion of transcript from Dr. Salaberry’s virtual visit (MOO)

Dr.Lord turns the TIFLE Recorder on.

[ 5:30 pm ]

Dr.Lord says, "Hi Dr. Salaberry"

Dr. Salaberry says, "hi Gillian"

Dr.Lomicka says, "Hi Dr. Salaberry from USC"

Dr. Salaberry says, "Hi Lara"

Dr.Lomicka says, "ok all 3 USC groups are in!"

Dr.Lord says, "OK, then I guess we'll go ahead and start"

Dr.Lord says, "Dr. Salaberry, we all (UF and USC) welcome you and thank you for joining us"

Dr.Lord says, "There are four UF groups and 3 USC groups, and we'll just take turns asking you questions. "

Dr.Lord says, "Does that sound OK to you?"

Dr. Salaberry says, "thank you for the invitation, glad to join you"

Dr.Lord says, "OK, UF group one, go ahead"

Lisa says, "Do you feel that the new technology today is forcing teachers to make uncomfortable changes to their teaching or is it more of a natural process, and have you noticed an awareness among foreign language teachers about the new technology?"

Dr. Salaberry says, "well, this could lead to a very long answer but let me see if I can answer (or type) quickly enough"
lisa says, "take as long as you want! we have 3 hours to kill"

Dr. Salaberry says, "I think the later technology means different things to different people especially if we think about what it meant in 1997 or today or in 2 years"

Dr. Salaberry says, "I think teachers are becoming more comfortable with now old technologies such as e-mail but new technologies keep arriving and I think the cycle keeps going."

Dr. Salaberry says, "For instance, I don't think that the use of PowerPoint presentations presents too many challenges to teachers as soon as they become familiar with it."

Dr. Salaberry says, "or take the use of course webpages"

lisa says, "but are you seeing that in high school or lower level language classes also?"

Dr. Salaberry says, "I'm not familiar with HSs but at the college level I do think that teachers are either incorporating new technologies or trying to do (by their own initiative in many cases)"

Dr. Lord says, "What do you personally use? If I may ask?"

Dr. Lord smiles

necoli says, "we ask because from what we have observed in classes so far, the technology component does not seem to be there and we were wondering if that is just from a lack of knowledge about what is out there or what certain programs offer"

Dr. Salaberry says, "as a rule of thumb I like to use new technologies as far as they become almost unnoticeable, so I tend to work mostly with e-mail, PowerPoint presentations and the like. I don't like to use new technologies just because they look better."
Dr. Lord says, "I think we'd all agree with that - don't use it just to use it."

Dr. Salaberry says, "Plus I tend to teach classes that require mostly personal interaction and I do have small groups"

Dr. Lord says, "OK, we can move on to the first question from USC..."

Roux says, "Based on your conclusion, what needs to be done to make technology in L2 classrooms more effective?"

Dr. Salaberry says, "I think having clear (pedagogical) objectives is first. Then whatever tools are needed will follow"

Roux says, "Could you please explain what you mean by ped objectives?"

Dr. Salaberry says, "For instance, what's the objective you pursue when you select a text to have students for your class? Do you need the most up to date text? such as in newspapers? it may be that we may not do without a web version. Or it may be that you specifically want students to focus on some specific content area that is better addressed by an old article that you'll photocopy"

Dr. Salaberry says, "the issue is not whether you should use the internet version of the newspaper or the paper version"

Dr. Salaberry says, "and of course both could complement each other, as I think it should be the case in the end"

mpasicatan says, "In other words, don't use technology for technology's sake, but consider the theory behind the material"

mpasicatan says, "?"
salaberry says, "yes, and I think this is very obvious and has said many times in the past, but the temptation to go for the technical features is strong, and why not,? it's fun too"

Dr. Lord says, "OK, we'll move on to the next question from UF..."

...
Appendix F: Portion of transcript from Dr. Gascoigne’s virtual visit (chat)

...<cheryl> On a completely different note, is any of your current research related to
distance education?

<Dr. Carolyn Gascoigne> Currently, I am looking to the distance ed classes that our
university is receiving (two in Russian and one in German) mainly because we are
moving even further in this direction. More of my recent work in looking into
NNS-NNS interaction styles.<Dr. Carolyn Gascoigne> *is*

<cheryl> Do you feel distance education alternatives (such as videoconferencing and on-
line courses) can effectively be used in beginning level courses?

<Dr. Carolyn Gascoigne> Personally, no. I don't feel that intro level courses are the best
place for Dist. Ed. I do believe that it is wonderful for other courses (composition,
civ. seminars, etc)

<DrLord> I would have to agree, so much interaction etc. that takes place in our intro
courses.

<cheryl> If, for example, students only have the opportunity to take a course through
videoconferencing (because of less taught languages), do you think it is possible
for this type of environment to work?

<Dr. Carolyn Gascoigne> I think that if there were a choice between no language
exposure or introductory language exposure through a distance medium, then
distance is definitely better. Or similarly, if someone is passionate about a given
language and distance is their only means of access, then it must be done. But ideally, I think that distance should be avoided in the beginning level of instruction, technological enhancements, however are another story.

<DrLord> Exactly! That's why we're all here in this course, right TIFLErs?!?

<DrLomicka> hey, good point!

<Lisa1> yes dr. Lord!!!!

<DrLomicka> UF - another question?

<DrLord> nope, we're all done. Thanks, Carolyn, for your answers, time, cooperation!

<DrLomicka> Thank you Carolyn! WE enjoyed chatting with you.