



## Implementation Practice of TELL Materials in British Higher Education

*This national survey forms part of an MA dissertation at the University of Hull and support has been provided by the TELL Consortium in its creation. It is hoped that this survey will shed significant light on implementation practices of TELL materials at British Higher Education institutions. The names of respondents will be treated with strict confidentiality. This questionnaire will take*

*approximately 15 minutes to complete. Every respondent to the questionnaire can automatically enter a prize draw for two book tokens, each worth £20.*

*Thank you very much for your co-operation.*

*Gabi Diercks-O'Brien, Researcher*

### 1. Personal and employment information

Gender: ☐ Male ☐ Female

Age: ☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61+

Languages you teach: .....

Institution you are employed in: ☐ University College ☐ Old University ☐ New University ☐ Other

Department you are employed in: .....

Position held: .....

Type of contract: ☐ Full-time ☐ Part-time ☐ Hourly paid ☐ Permanent ☐ Temporary

Is your department research or teaching-oriented? ☐ Research ☐ Teaching ☐ Both

How long have you worked in the department where you are currently employed?

.....

*Anthony Grasha describes five teaching styles in **Teaching with Style**, Pittsburgh, PA: Alliance Publishers, 1996 – the expert, formal authority, personal model, facilitator and delegator – and claims that these styles converge into four different clusters which characterise the learning environment a teacher creates for students.*

Which of these most closely fits your own teaching style?

- ☐ Cluster 1: teacher-centred classrooms in which information is presented and students receive knowledge
- ☐ Cluster 2: teacher-centred approach that emphasises modelling and demonstration. This approach encourages students to observe processes as well as content
- ☐ Cluster 3: student-centred model for the classroom but tutors design and facilitate activities, social interactions, or problem-solving situations that allow students to practise the processes for the application of course content
- ☐ Cluster 4: student-centred context but tutors place much of the learning burden on the students. Tutors delegate and provide complex tasks that require student initiative, and often group work, to complete

### 2. TELL awareness and training

Have you heard about TELL materials (Encounters, GramDef, GramEx, TransIT-Tiger, On-line dictionary, Medialogue, Ça sonne français, Real)? ☐ Yes ☐ No

Have you been involved in the development of TELL materials? ☐ Yes ☐ No

How did you first hear about TELL materials?

.....  
What does your department do to raise staff and student awareness about computer assisted learning (CALL)?

.....  
Please indicate whether you are familiar with the following information channels:

CTI for Modern Languages ☐  
TELL Consortium ☐

Active Learning Journal ☐  
ReCALL Newsletter ☐

TLTP ☐

Has your department (or the CTI for Modern Languages) organised staff training events for CALL since you started working in the department/university where you are currently employed?

☐ Yes ☐ No If 'yes', have you attended these training events? ☐ Yes ☐ No

If there have been CALL training events and you have not attended these, please give your reasons.

If you have attended CALL training events, have they encouraged you to integrate CALL into your teaching?

☐ Yes ☐ No If 'no', please elaborate

In what ways, if at all, does your department train students to use CALL materials?

### 3. Confidence with, and attitude towards, IT and CALL

How confident are you about using IT in general (for word processing, etc.). How confident are you about CALL in your language teaching?

	Very confident				not at all confident	
	1	2	3	4	5	6
IT in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CALL in my language teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your department have a written strategy for the use of IT in language teaching and learning?

☐ Yes ☐ No ☐ Don't know

Do you think that such a document would be useful?

☐ Yes ☐ No

Please indicate your level of agreement with the following attitudinal statements:

	Strongly agree				strongly disagree	
	1	2	3	4	5	6
- It is important that students learn transferable IT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- CALL is simply another medium in language learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Using CALL is efficient for the tutor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- CALL can enhance students' independent study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Integrating CALL can enhance language teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Traditional teaching materials and methods are easier to integrate into language teaching than CALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- As a language tutor it is my responsibility to introduce students to CALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. TELL/CALL access and support infrastructure, and barriers to integration

Please indicate whether appropriate access to TELL/CALL materials, multimedia computers, and enabling technology at your institution is available for yourself and your students.

	Yes	No	Don't know
Access to TELL/CALL software is available for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to TELL/CALL software is available for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to multimedia computers is available for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to multimedia computers is available for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to enabling technology is available for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to enabling technology is available for students with disabilities and special educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate any shortcomings

Who would be available to support students using TELL/CALL?

	In a tutor-led class	In open access	In a distance learning environment
Yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutorial helper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Support Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have your students been satisfied with the support available? ☐ Yes

☐ No

☐ Don't know

If no, please indicate any shortcomings

If you have sought TELL/CALL support, have you been satisfied with the support available?

☐ Yes

☐ No

☐ I haven't sought any support

If you have used TELL materials in your teaching, who decided to integrate TELL materials into your teaching? ☐ Department/faculty ☐ Personal decision ☐ Haven't used TELL

What barriers, if any, to TELL/CALL integration have you experienced?

- |   |   |
|---|---|
| <input type="checkbox"/> Inflexible curriculum  | <input type="checkbox"/> Scheme of work unavailable         |
| <input type="checkbox"/> Students lack IT competency                                      | <input type="checkbox"/> Students lack motivation           |
| <input type="checkbox"/> Mixed abilities  | <input type="checkbox"/> Lack of time                       |
| <input type="checkbox"/> Restricted access to Computers/TELL/CALL                         | <input type="checkbox"/> Lack of commitment from colleagues |
| <input type="checkbox"/> High student numbers in language classes                         |   |
| <input type="checkbox"/> Departmental priorities focused on research rather than teaching |   |
| <input type="checkbox"/> Lack of information about using computers in language learning   |   |
| <input type="checkbox"/> Other reasons Please specify .....                               |   |

Please elaborate on the above: .....

## 5. Integration of TELL into language teaching/learning

Have you used CALL materials in your teaching? ☐ Yes ☐ No

Have you used TELL materials in your teaching? ☐ Yes ☐ No

If 'no', why have you not used TELL materials in your teaching?

- |   |   |                          |
|---|---|--------------------------|
| <input type="checkbox"/> TELL not appropriate for my teaching     | <input type="checkbox"/> Lack of motivation | <input type="checkbox"/> |
| <input type="checkbox"/> Lack of confidence                       | <input type="checkbox"/> Lack of training   | <input type="checkbox"/> |
| <input type="checkbox"/> Lack of support                          | <input type="checkbox"/> Lack of time       | <input type="checkbox"/> |
| <input type="checkbox"/> Other Please specify.....                |   |                          |
| Please go to section 6 if you have not used TELL in your teaching |   |                          |

Have you used any TELL materials for assessment purposes? ☐ Yes ☐ No

If yes, please name the TELL product and describe how you have used it for assessment

Which TELL activities/features have your students gained the most from and why?

In what way, if at all, has student performance improved as a result of using TELL materials?

How have you monitored students' work with TELL materials and what feedback procedures have you had in place for students using TELL? .....

Has the TELL software replaced an existing resource, or has it been used as an additional resource?

- ☐ TELL replaced existing resource ☐ TELL used as an additional resource

Have the TELL materials that you used been flexible enough for your purposes? ☐ Yes ☐ No

If not, please explain which TELL materials lacked flexibility and why

Would you welcome an authoring tool that would allow you to create your own content or an editing facility that would allow you to customise TELL materials to suit your own needs?

Authoring tool ☐ Yes ☐ No Editing facility ☐ Yes ☐ No

If 'yes' for any of the above, please indicate what types of authoring tools/editing facilities you would welcome

In what ways do you think that TELL materials could be improved?

Finally, please name up to two TELL products that you have used (Example: Encounters = 1; TransIT-Tiger = 2, etc.) and indicate how you have used them in your teaching by filling in the following list. The aim is not to describe a specific course but different types of usages and multiple answers are therefore possible

TELL 1=.....

TELL 2=.....

## Learning environment:

Tutor-led class  
Open access  
Distance learning  
Pair Work  
Group work  
Other Please specify

TELL 1	TELL 2
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Number of students per group:

1-5  
6-10  
11-20  
21-30  
Other Please specify

TELL 1	TELL 2
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Language Level:

Ab initio  
False beginners  
GCSE or equivalent  
AS Level or equivalent  
A Level or equivalent  
Post A Level or equivalent  
Year 1 Honours or equivalent  
Year 2 Honours or equivalent  
Year 3 Honours or equivalent  
Year 4 Honours or equivalent  
Other Please specify

TELL 1	TELL 2
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Number of contact hours:

1 hour/week  
2 hours/week  
Other Please specify

TELL 1	TELL 2
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Normal duration of the use of software in each session:

10-20 minutes  
21-30 minutes  
31-45 minutes  
46-60 minutes  
Other Please specify

TELL 1	TELL 2
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Learning activities:

Reading comprehension  
Listening comprehension  
Video comprehension  
Writing practice  
Speaking practice  
Roleplays  
Pronunciation/articulation  
Phonology  
Understanding grammar rules  
Grammar exercises  
Grammar in context  
Translation  
Interpreting  
Vocabulary acquisition  
Cultural information  
Other Please specify

TELL 1	TELL 2
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Student perception of TELL:

Useful  
Not useful  
Enjoyable  
Not enjoyable  
Builds confidence  
Other Please specify

TELL 1	TELL 2
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Efficiency of TELL for staff:

Savings in staff time  
Increase in staff time  
More efficient use of contact time  
Other Please specify

TELL 1	TELL 2
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## 6. Additional comments

Please make any additional comments in relation to TELL/CALL.

## 7. Acknowledgements and interview request

Many thanks for your time in answering these questions.

As a further part of the analysis of implementation practice of TELL materials, I would like to conduct short telephone interviews with staff involved in language teaching. **If you are willing to be interviewed**, please provide your name and contact details below.

☐ Yes, I am willing to be interviewed.

Name, e-mail address and telephone:.....

**If you wish to enter the prize draw**, please provide your name and contact details.

☐ Yes, I want to be in the prize draw.

Name, e-mail address and telephone:.....

Postal address: .....

**Please return the questionnaire to Gabi Diercks-O'Brien, Centre for Access and Lifelong Learning, University of Lincolnshire and Humberside, Cottingham Road, Kingston upon Hull, HU6 7RT**

Fax: 01482 463526, E-mail: gdobrian@humber.ac.uk