Hi all,
        As someone who works in IT and not as a lecturer, this is a
very ICT based view, but it may be useful. Just to confirm, this is
part of Work Package 7.2 Research of ICT Methodology Gaps?

"A cross Lithuania and Romania research of gaps regarding computer
assisted language teaching skills with teachers based on direct
contacts to all teaching training institutions and vocational colleges
in the two countries, questionnaires and onsite visits. The final
methodology course should also deal with situations where there e.g. is
only one computer available for a whole class Information on gaps
across Europe is researched through ReCall publications, white books as
well as databases and Internet searches."

Output: "Descriptives of methodology gaps"

From this the main output is a descriptive report on the current
methods of teaching language skills using a computer and the gap
between that and an ideal standard of teaching language skills using a
computer.

What is also needed is a standard to use for computer assisted language
teaching skills. This survey will identify what is currently happening
in the classrooms, after that, the gaps between that and the ideal
should be identified. If the ideal is defined at the start, this may
also help define the right questions to ask.

At the meeting in Brussels I proposed four areas to look at for Gap
Analysis:
A. How many computers in the College?
B. Do the lecturers have computer skills?
C. Do they use the computers for elearning in the classroom?
D. What are the methodologies they use?

Areas A and B are not directly related to skills but the number of
computers and the computer skills of the lecturers will have an impact
on how they are used in the classroom.
Questions on internet connections and internet skills might also be
useful here.

Area C is important. Are the computers used for teaching language
skills rather than as a means to access information on the internet or
for staff and students to produce work?
Other topics for questions might be, Are the computers in the classroom
or in computer libraries? Is the internet used as teaching resource?
Who has access to the computers?

Area D is the most important. How are these computers used in the
classroom for teaching? What are the ways that lecturers use computers
to assist in the teaching of language skills.

Going through the current version of the questionnaire I can summarise
it as follows:

1. Asks questions on skills in various ICT programs and technologies 2.
Ask questions on the level of usage of these technologies 3. Asks
questions on what general benefits ICT brings to students and staff 4.

Ask questions on what overall student skills ICT will improve 5. Asks questions on what are the difficulties of using ICT in the classroom.

1 and 2 in the questionnaire map quite well on to areas A and B above.

But 3,4, and 5 do not ask if the lecturers use computers in the classroom for teaching and most importantly how they use them.

Going back to the work package the important phrase is "research of gaps regarding computer assisted language teaching skills".

I would propose questions on how the computers are used in the classroom and how they are used to assist the teaching of languages to discover what methodologies are being used and to identify what are the gaps between this and an ideal methodology of computer assisted language teaching.

Regards,
            Màrtainn