We thank you for your time spent taking this survey.
Your response has been recorded.

TPACK (Technological Pedagogical Content Knowledge)

is a framework that describes the knowledge that teachers
need to effectively integrate technology into their teaching.
The survey below will ask you a series of questions to
assess your current TPACK at the start of this class. We
ALL have different TPACK levels--that's natural! Just give
your honest best estimates for right now.

Tell us who you are!

Put your name in the box below with the format: last name (family name), first name. For Dr. Sadler this would be Sadler, Randall. For Dr. Dooly this would be Dooly, Melinda.

Muset Domínguez, Laia

Section I: General Technological Knowledge (TK)

These question ask about your Confidence Level with innovative tools and their relevance to language learning. For each question simply rank your level of confidence in your ability to…:

- Not at all confident
- A little confident
- Somewhat confident
- Mostly confident
- Fully confidently

	Not at all confident	A little confident	Somewhat confident	Mostly confident	Fully Confident
adapt general basic tools like (Google Docs, Canva, WordWall) for language learning tasks.	○	○	○	◉	○
use LMS platforms (e.g., Moodle, Canvas, Google Classroom) to support classroom management.	○	○	○	○	◉
find and select appropriate mobile apps or websites that enhance language learning (reading, writing, pronunciation, comprehension, speaking, etc.).	○	○	◉	○	○
assess the accessibility and usability of technology for my students.	○	○	◉	○	○
use technology to help students collaborate with peers in other countries.	○	◉	○	○	○
troubleshoot common tech problems during class without losing momentum.	○	◉	○	○	○

	Not at all confident	A little confident	Somewhat confident	Mostly confident	Fully Confident
manage when faced with connectivity issues.	○	○	●	○	○
design language assessment related to tech tool use.	○	●	○	○	○
confidently explore unfamiliar digital tools to enhance language teaching.	○	○	●	○	○

Section II: Knowledge on Specific Technology Domains related to our Course.

For each of the topics below, again rate your confidence level from Not at all to Fully confident.

1. Hyperlinked Resources (HLR)

	Not at all confident	A little confident	Somewhat confident	Mostly confident	Fully confident
create teaching materials with embedded hyperlinks (in documents, images and videos).	○	○	○	◉	○
provide clear navigation cues in hyperlinked teaching materials, with appropriate language level (mapping and content so students don't get lost).	○	○	◉	○	○
design tasks that meaningfully integrate embedded hyperlinked resources, with specific language output.	○	○	○	◉	○
create appropriate scaffolding materials (e.g. instructions, explanations) for minimal teacher intervention during the use of HLR.	○	○	◉	○	○
create non-HLR versions of activities or summaries for students who can't access the technology.	○	○	○	◉	○

2. Augmented Reality:

For each of the topics below, again rate your confidence level from Not at all to Fully confident.

	Not at all confident	A little confident	Somewhat confident	Mostly confident	Fully confident
find and select appropriate AR content that enhances language learning.	○	◉	○	○	○
connect AR experiences to concrete language learning goals.	○	◉	○	○	○
design meaningful AR tasks that promote purposeful language use (and are not just 'gimmicks').	◉	○	○	○	○
create non-AR versions of activities or summaries for students who can't access the technology.	○	○	◉	○	○
create simple instructions and reflections for AR tasks (pre & post-tasks) that avoid language overload (too dense or too high levels of the target language).	○	○	◉	○	○

3. High, Mid, and Low Immersive Virtual Reality (VR):

For each of the topics below, again rate your confidence level from Not at all to Fully confident.

	Not at all confident	A little confident	Somewhat confident	Mostly confident	Fully confident
design low immersive VR activities that go beyond passive activity (e.g., watching a 360° video without structured output).	●	○	○	○	○
combine VR with offline or asynchronous pre-/post-tasks for maximum language learning impact.	●	○	○	○	○
optimize already existing language learning VR apps (e.g Mondly VR, Immerse, Engage) for lessons.	●	○	○	○	○
provide clear goals, language prompts, and safety instructions before sending learners to immersive spaces.	○	○	●	○	○
manage classroom activities in which some students are in VR while others are doing non-VR activities.	○	○	●	○	○

Section III: Content Knowledge on language teaching and learning

Rate your ability for each of the descriptors below, ranging from:

- I cannot do this at all
- I can do this in a limited way
- I can do this adequately
- I can do this well
- I have mastered it

	I cannot do this at all	I can do this in a limited way	I can do this adequately	I can do this well	I have mastered it
use efficiently (read, write, listen, speak, interact) the target language.	○	○	○	◉	○
clearly explain grammar structures and patterns in the target language.	○	○	○	◉	○
describe how Vygotsky's sociocultural theory applies to language learning.	○	◉	○	○	○
can connect (socio)constructivist principles to task-based & project-based language teaching.	○	○	◉	○	○
apply principles of (post) and communicative language teaching that align with SLA research.	◉	○	○	○	○
identify and explain how language learning theories influence my teaching decisions.	○	◉	○	○	○
adapt different language learning theories to lesson planning.	○	◉	○	○	○
adapt CEFR or other frameworks for language assessment.	◉	○	○	○	○

	I cannot do this at all	I can do this in a limited way	I can do this adequately	I can do this well	I have mastered it
apply intercultural communicative competence (ICC) in my own life and in my teaching.	○	○	◉	○	○
select comprehensible input and provide examples in practice.	○	○	○	◉	○

Section IV: Pedagogical Knowledge:

Rate your ability for each of the descriptors below, again ranging from: I cannot do this at all to I have mastered it.

	I cannot do this at all	I can do this in a limited way	I can do this adequately	I can do this well	I have mastered it
provide corrective feedback (personal or with digital tools) in language development.	○	○	○	●	○
scaffold content for different levels of students.	○	○	○	●	○
create activities that interconnect different skills (listening, speaking, reading, writing).	○	○	○	●	○
link language learning to global issues or learners' real-world interests.	○	○	○	●	○
design telecollaborative language learning projects.	○	●	○	○	○
design pair and group work effectively to promote interaction.	○	○	○	●	○
create scaffolding for off-task moments (instructions, transitions, etc.)	○	○	○	●	○
design tasks that encourage spontaneous and meaningful target language use (and support risk-taking in target language).	○	○	○	●	○
design formative assessment tools that guide students' learning.	○	○	○	●	○

	I cannot do this at all	I can do this in a limited way	I can do this adequately	I can do this well	I have mastered it
create materials and lessons that foster motivation in language learners.	○	○	○	◉	○