

Teachers of Foreign Languages and their ICT Competences

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Introduction

- ICT's positive impacts on education
- the quality of education is enhanced (a bigger effectiveness, students less dependent on teachers, good foundations for lifelong learning can be created.)
 - teaching to foreign languages is not an exception (conditions for learning and teaching enormously improved and less limited)

Changes in training of teachers

- linked with sustainable development
- working in different conditions (personal learning environment, learner-centred methods, resource-based learning, e-learning, blended learning a cooperative learning, working with so called Net Generation)

Impact of ICT on language itself

- the ways of communication are affected and changed in connection with the use of ICT technologies
 - “The electronic medium presents us with a channel which facilitates and constraints our ability to communicate in ways that are fundamentally different from those found in other semiotic situations. Many of the expectations and practices which we associate with spoken and written language no longer obtain.” (Crystal, D.)

Impact of ICT on language itself

- e-mailing and instant messaging have replaced conventional forms of correspondence (reflected in language textbooks)
- knowledge of frequently used abbreviations (*afaik, asap, btw, cu, l8r, imo, oic, ruok, ta4n, tttt, ttyl*)
- devastating for human languages or extending of the language's stylistic range?
- definitely a real challenge for innovative methodologists and teachers of languages.

ICT competences and skills of foreign languages teachers

Necessity of

- training in using and creating new types of teaching and learning materials, in critical and creative approach towards learning materials
- training teachers in being so called “instructional designers” or “educational facilitators”

ICT competences and skills of foreign languages teachers

- “To make the best use of ICT, teachers must be equipped with adequate ICT competences. In the process of integrating ICT into education, both teachers’ ICT competences and how they perceive the role of ICT in their teaching/learning processes play key roles.” (Goktas, Y., Yildirim, Z., Yildrin, S.)

Creativity and Innovation in Training Teachers of Foreign Languages

- Teachers have to be trained as creators, tutors and administrators of e-courses.
 - training in the competence of creating a new type of study materials (a uniformed methodology does not exist)
 - training practices, required learning outcomes, teaching methodology, syllabi and curricula development are nationally and internationally discussed
 - new modules and courses are implemented, new projects are realised at teacher training institutions

ICT and Training in Language Skills

- training in and developing of listening skills
 - “Today’s technology enables a text, sound and a picture to be integrated.” (Kapounová, J., Kostolányová, K., Pavlíček, J.)
- DVDs (subtitles, gaps), CD-Roms – training in working with these materials / preparing them (the process of acquiring of listening skills can be more effective, this sphere must not be neglected by the foreign language methodology)

Support to Learners with Specific Needs and/or in Specific Environment

- New perspectives are offered by multimedia computers and electronic communication also to learners who cannot be involved in the “traditional” form of education for healthy reasons. (ICT competences are extremely important for teachers participating in teaching languages to this kind of learners)
- the ability to create and successfully run language courses for learners who are in certain sense “limited” requires professional knowledge in a lot of other spheres – special pedagogy and psychology, expertise in particular languages themselves and their methodology.
- teachers and educators need training to be able to link theory and practice to become reflective practitioners
- research work and projects in this sphere

Investments in ICT cannot be fully effective unless teachers are aware of these technologies, unless they learn how to use and integrate ICT into their ways of teaching and instructing, unless they have at least a working knowledge of ICT.

Thank you for your attention!

