
8th International ELT Conference
“Trends and Issues in CLIL and ELT”

**DIGITAL TECHNOLOGIES IN TRAINING
FUTURE ENGLISH TEACHERS**

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Presentation Plan



- **Concepts of digital technology and digital competence and their interpretation in terms of FLT.**
- **Methods of teaching in the framework of digital education.**
- **The analysis of future English teachers (students of bachelor and master degree programs in Education) readiness for implementing digital technologies in their professional activity.**
- **Some ideas for improving university students' digital competence.**

Documents



- **“A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2” (UNESCO, 2018)**
- **Federal Project “Education”: “Modern digital education area in the Russian Federation” (2016)**



Digital technologies: definition

The word “**digital**” comes from Latin—**digitus, finger**—and refers to one of the oldest tools for counting.

Nowadays, the term represents **technology** that relies on the use of microprocessors: computers and applications that are dependent on computers such as the Internet, video cameras, and mobile devices such as phones and personal-digital assistants (PDAs).



Digital technologies: definition

Pedagogical technology - a complex of interrelated methods and processes that are indispensable for creating organized and purposeful pedagogical effect for achieving certain educational outcomes (Vladimir Bespalko).

Digital educational technology - a complex of interrelated methods and processes based on applying digital devices for achieving certain educational outcomes.



Digital competence

According to the UNESCO Global Framework digital competence areas include:

- Information and data literacy
- Communication and collaboration
- Digital content creation
- Safety
- Problem solving (Law, Woo, & Wong, 2018)

Components of Teachers' Digital Competence



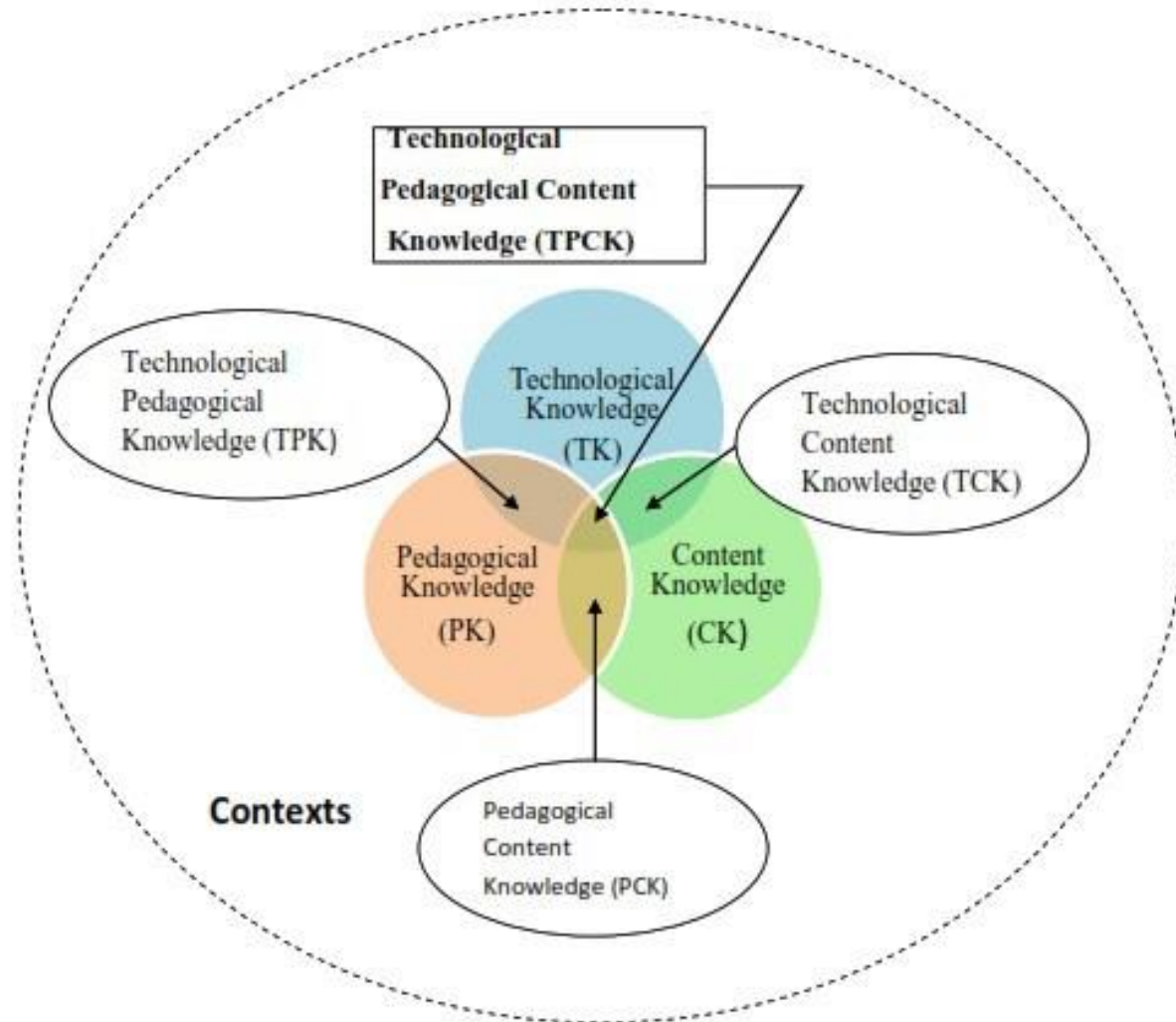
Y.A. Strizhachenko (2011):

- motivation- and value-based;
- cognitive and operational;
- reflection- and foresight-oriented.

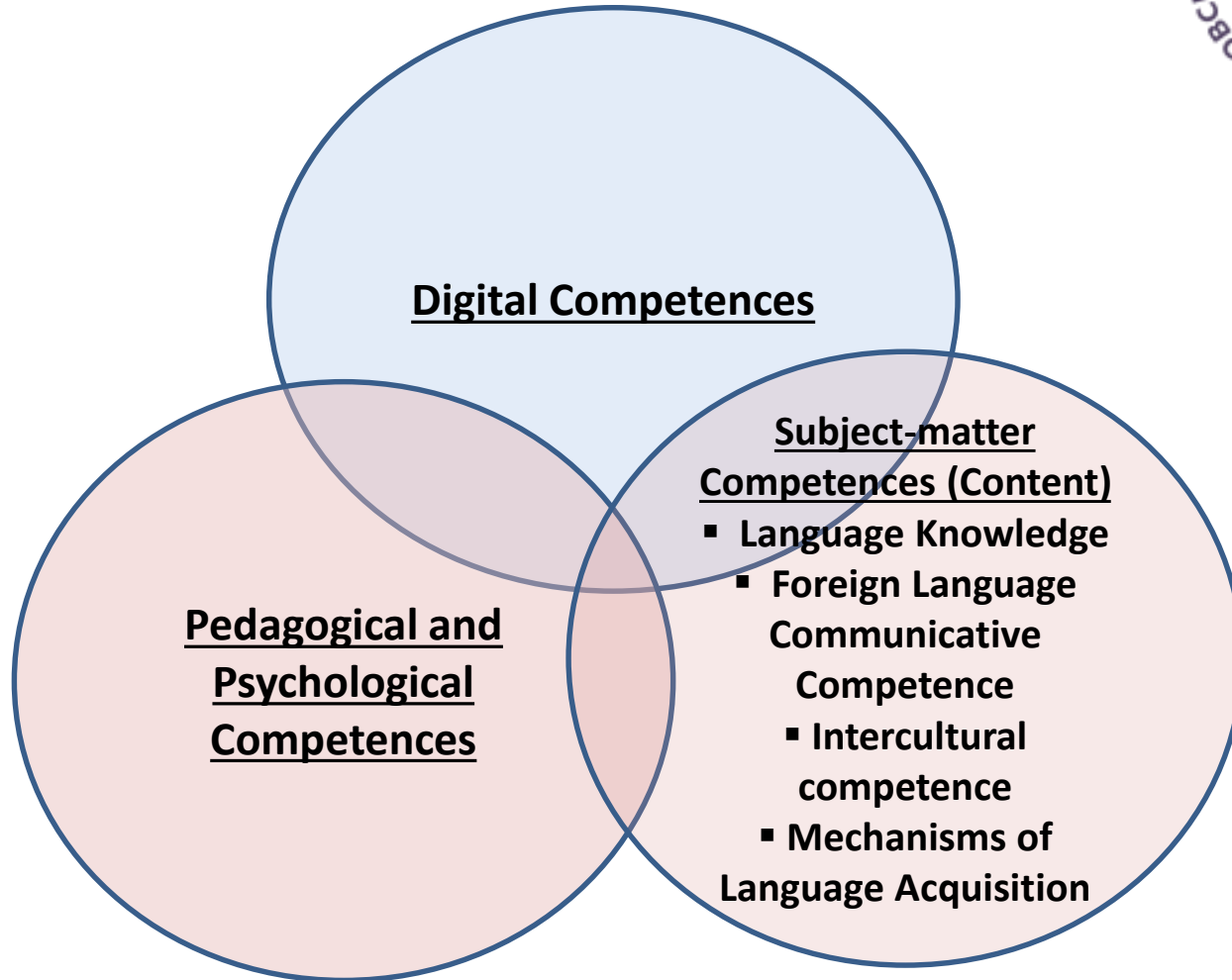
M.A. Sorochinsky and S.V. Nikulina (2020):

- skills of search and critical evaluation;
- communication skills;
- creativity and flexibility;
- safety.

TPCK, Framework of Koehler and Mishra (2006)



Competent English Language Teacher





The First Steps in the Pandemic Lockdown

- **to register all the disciplines in the study platform LMS Moodle and to prepare teaching material for uploading there;**
- **to choose massive open online courses which were offered free by some universities, e.g. by the Research University “Higher School of Economics”, for involving students in learning.**



Ways of Classroom Arrangement During the Pandemic

- **Conducting video connections with students: giving live instructions and explanations, showing presentations, creating smaller groups with breakout rooms, and etc.**
- **Creating educational videos with explanations or instructions (knowledge clips)**
- **Organising self-study sessions using study platforms**
- **Individual consultations.**



Digital Technologies as a Means of Personalization

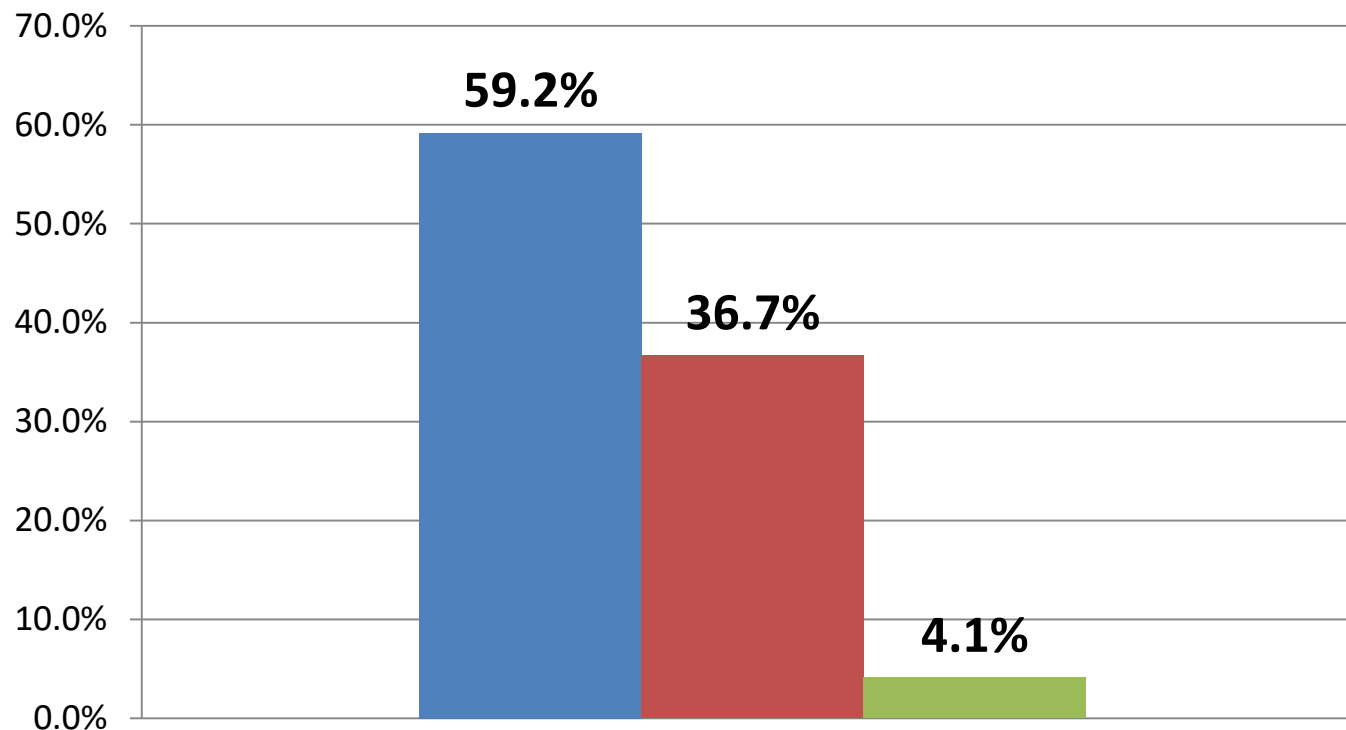
- **Individual assignments and detailed feedback**
- **Arranging peer assessment**
- **Transfer of assignments for developing receptive language skills out of classroom to self-study sessions**
- **Uploading assignments for developing productive language skills to the study platform for the detailed teacher's feedback**

Problems and Challenges



- Extra work for teachers
- Excessive workload for students
- Psychological problems
- Implementing MOOC (Trifecta of Student Engagement Problem)
- Technical problems (mostly on the part of the students)
- The necessity to develop professionally in terms of upgrading digital competences

Participants of the Survey



- Псковский государственный университет (116 студентов)
- Российский государственный педагогический университет (72 студента)
- Нарвский колледж Тартуского университета (8 студентов)

Questions of the Survey



30 questions

- ✓ 7 questions – general information about the students
- ✓ 7 questions – the readiness and wishes to apply digital technologies in their professional activity
- ✓ 13 questions – the attitude to blended learning and teaching and distant education
- ✓ 1 question – ranking teachers' competences
- ✓ 2 questions – finding out which digital technologies students are aware of and which ones they have been exposed to in university education

Ranking Teachers' Competences



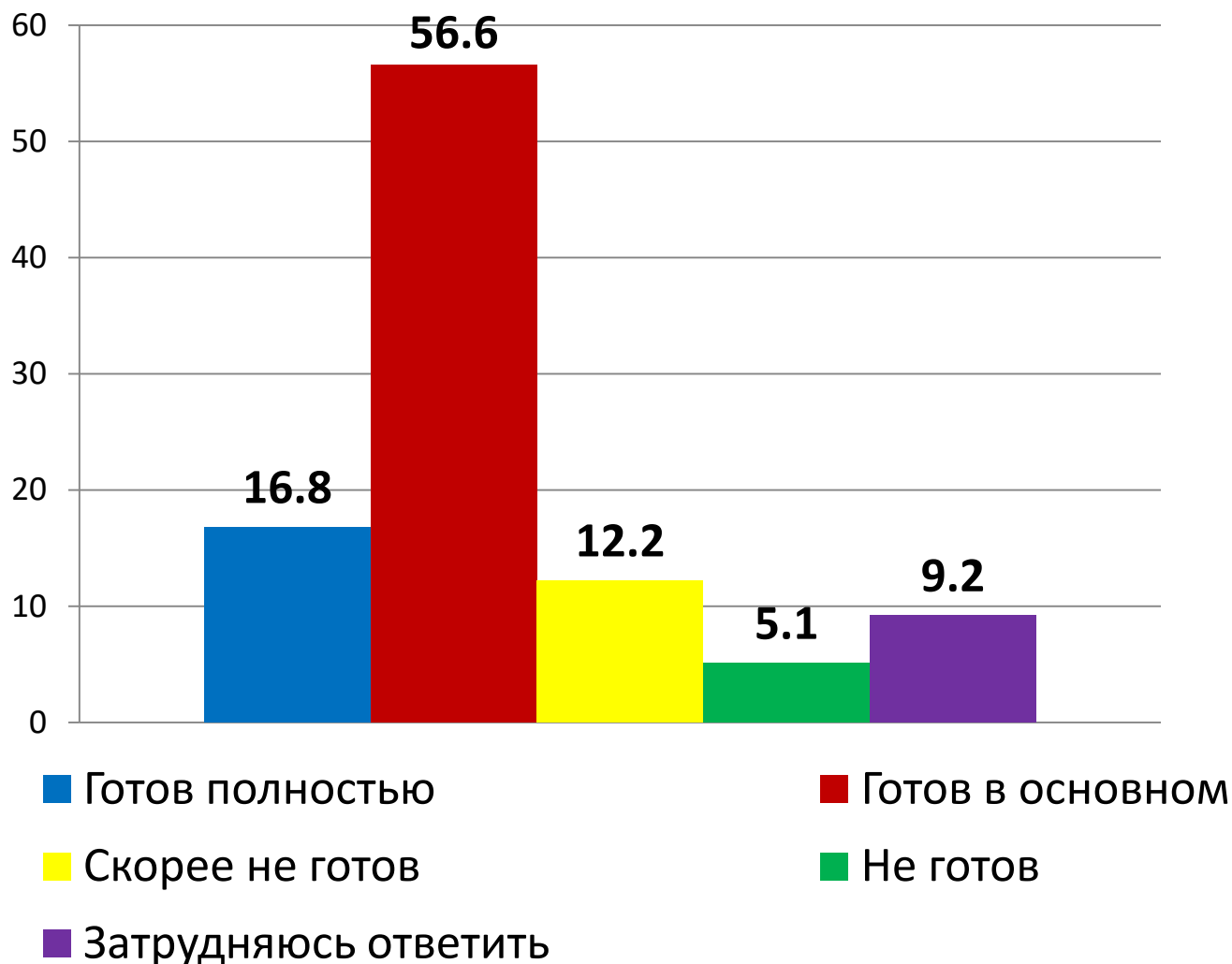
Ranking Position	Competences	Average Rank
1-2	Ability to use methods and techniques adequate to teaching objectives	2,83
1-2	Awareness of psychological peculiarities of school students and ability to apply them in education	2,85
3	Ability to make a quick decision in extreme psychological and pedagogical situations	3,68
4	Capability to define/distinguish a professional problem and offer solutions to it.	3,75
5	Digital competence (ICT-skills)	3,92
6	Ability to communicate effectively with colleagues, parents, and others.	3,97

Students' Readiness to Implement Components of Education in a Digital Format



You are ready to implement in a distant format	Answers	
	yes	no
Explaining new material (presentation)	85,7	14,3
Developing skills (practice)	59,7	40,3
Assessing educational outcomes	63,3	36,7
Arranging students' group interaction	52,0	48,0
Conducting a meaningful values dialogue with school students	55,1	44,9

Students' Readiness to Implement Digital Technologies in Teaching



Students' Desire to Implement Digital Teaching



21.4% - «I would like to teach in a traditional way»

50% - «I would rather teach in a traditional way with some temporary digital technologies application»

28.6% - «I'm willing to teach in a blended format»



“Which difficulties and challenges do you see in implementing digital technologies in your pedagogical activity?”

56.3% - inability to adequately enhance education with digital technologies

37.6% - the shortage of ready-made digital educational resources

27.4% - ill-developed digital skills

18.3% - do not see any difficulties.

Ways to enhance digital competence

- to implement the module “digital teaching” in the discipline “Methods of FLT” of the bachelor degree curriculum
- to implement the discipline “Digital Didactics” in the master degree programs
- to implement digital technologies in university teaching
 - to apply LMS more actively
 - to interweave MOOCs as modules of disciplines
 - to apply technologies of blended learning, “flipped classroom” as a mode of BL, hybrid learning
 - to use peer assessment modes both in f2f and distant procedures

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