MODERN TECHNOLOGY IN LSP – FRIEND OR FOE?

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WHY THIS QUESTION?
HOW DO YOU FEEL ABOUT THIS?

• South Korea plans to digitize its entire elementary- and secondary-school curriculum by 2015.

• Some colleges are already handing out iPod Touches, iPads, Kindles, or Nooks, often preloaded with textbooks and other curricular materials.

• "It's time to go much further: ban nonelectronic books on campus."

M. Prensky (2011)
Introduction
Theoretical Background
ICT in LSP - Opportunities and Benefits
ICT in LSP - Obstacles and Dilemmas
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CONTENT

technology
INTRODUCTION

What is the difference between digital natives and digital immigrants?
DIGITAL NATIVES...

- receive information fast
- like to parallel process and multi-task
- prefer their graphics before their text
- function best when networked
- thrive on instant gratification and frequent rewards
- prefer games to "serious" work
- have little patience for lectures, step-by-step logic, and "tell-test" instruction

Mark Prensky (2001)
DIGITAL IMMIGRANTS...

• have little appreciation for the digital natives’ skills
• teach slowly, step-by-step, one thing at a time, individually, and above all, seriously
• don’t believe their students can learn successfully while watching TV or listening to music, because they (the Immigrants) can’t
• think learning can’t (or shouldn’t) be fun

Mark Prensky (2001)
The LSP field owes its current prominence to the development of the Internet and the enhanced need to use English for specific purposes by people throughout the world.

M. Warschauer (2006)

Modern technology has become an indispensable communication tool in the contemporary education and learning process.

KEY CONCERNS: integration of ICT into the traditional curriculum and teaching methodology and its impact on students’ language, academic and social skills
the style and special features of computer-mediated texts – D.Crystal: "Netspeak", the language of the Internet with features of both speech and writing

Flexibility and informality of the Internet language should raise awareness of our evaluating standards focused on the formal language register, accuracy, cohesion and range of vocabulary use in our students’ written performance.

D.Crystal (2005)
"The bond between technology and language used in the modern world should prompt all language professionals to reflect on the ways in which technology is changing the profession of English language teaching in particular, and applied linguistics as a whole".

Carol A. Chapelle (2003)
Are you familiar with the following terms?

- distance learning
- blended learning
- mobile learning
- network-based language teaching
- computer-mediated communication (CMC)
- computer-assisted language learning (CALL)
- automated writing evaluation
- podcasts, videocasts and screencasts
ICT IN LSP – OPPORTUNITIES AND BENEFITS

- daily exposure to English language in real-time and opportunity for real communication practice in virtual learning environments

- new teaching tools and learning platforms enhance students’ computer, academic, language and socio-cultural skills as well as capacity for collaborative learning

- customized and highly specialized courses online: flexibility in designing the curriculum, connectivity, interaction and collaboration between students, teachers and universities
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<th>ICT IN LSP – OPPORTUNITIES AND BENEFITS</th>
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<td>• abundant sources of information in different formats (text, audio, image, video) and the possibility to exchange them worldwide</td>
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<td>• greater learner autonomy and student-centred classes – teacher becomes a facilitator in the learning process, which is &quot;away from the &quot;old&quot; pedagogy of teachers &quot;telling&quot; (or talking, or lecturing, or being the &quot;Sage on the Stage&quot;) to the &quot;new&quot; pedagogy of kids teaching themselves with teacher’s guidance</td>
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M. Prensky (2011)
• besides the traditional language skills of reading, listening, writing and speaking, the ICT develops a whole new range of electronic literacies (computer literacy, information literacy, and multimedia literacy)

• What are the 21st century skills? – M.Prensky (2012)

<table>
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<th>Yesterday’s Literate Person</th>
<th>Today’s Literate Person</th>
<th>Tomorrow’s Literate Person</th>
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<td>Write a letter</td>
<td>Write and e-mail</td>
<td>Work in a virtual community</td>
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<td>Write a report</td>
<td>Make a PowerPoint</td>
<td>Make a video</td>
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<tr>
<td>Write an essay</td>
<td>Write a blog post</td>
<td>Write a program</td>
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ICT IN LSP – OBSTACLES AND DILEMMAS

• increased level of plagiarism in students’ work
• academic research: students’ problems with selecting sources as well as evaluating and processing information – critical thinking skills?

• reading skills – incapability of processing longer formats (e.g. books), problems with scanning texts for important information and abstracting irrelevant information – digested formats on the Internet?

• speaking skills – reluctance to express themselves in speaking noticeable among new generations of students – new communication tools such as social networks?
ICT IN LSP – OBSTACLES AND DILEMMAS

• teamwork and collaborative learning – face-to-face communication as the more time-consuming alternative to social networks?

• students’ assignments (PowerPoint presentations) lack synergy and structure, the visual format overshadows the content and there are problems with the delivery – students’ computer literacy exceeds their linguistic and information literacy

• new technologies are used in an unimaginative way, or they become obsolete by the time teachers figure out how to implement them
RESEARCH METHODOLOGY

Two sets of questionnaires for two sample groups:
1. undergraduate students at the Faculty of Economics and Business, University of Zagreb
2. LSP Teachers at Higher Education Institutions in Croatia

Two groups of questions in the questionnaires:
1. the influence of the Internet on students' individual and group performance and language acquisition
2. the use of modern technology in classroom activities
### THE MOST PREFERRED ICT TOOLS IN TEACHING AND LEARNING

- more than half of the teachers use ICT tools in well-equipped classrooms (Power Point presentations, videos and films, online grammar and vocabulary exercises, CD/DVD-ROM and online dictionaries)

- students' favourite tools for learning – online dictionaries, their teachers' online course materials, and online grammar and vocabulary exercises

- online testing – randomly used by students and teachers

- 63.1% of students think that IT is used sufficiently in classes.
more than half of the teachers often require their students to use sources other than the Internet, while majority of the students rarely use them

15.4% "often" use the library for research while 58.5 % "rarely" use it

books as students' favourite material for exam preparations (40.9%)

students "rarely" read additional literature which is not a course requirement
most teachers and students believe that ICT improves the four language skills, with writing and speaking ranked the lowest

89.86% of teachers think the use of the Internet has increased the level of plagiarism in students’ work

students copy texts or parts of texts in their papers and presentations without quoting them, (47.8% "sometimes" and 25.3% "often").

53.5% of students do not consider it to be plagiarism

faculties instruct students on how to use the Internet and other sources in their academic work (81.16% of teachers and 44.9% of students)
THE INTERNET AS A TOOL FOR ACADEMIC RESEARCH AND COLLABORATIVE LEARNING

- majority of teachers and students think that ICT influences students’ creativity and analytical thinking positively
- students *google* the topic and find any informative source instead of using relevant websites (69.8%)
- many teachers agree that students' Power Point presentations focus on the form rather than delivery and the content, and many students have more problems with doing research and delivery rather than the preparation of slides
- most students and teachers agree that students are keen on collaborative assignments, and most students meet outside class to work on their team assignments
CONCLUSION

• The benefits of integrating new technology into our daily teaching and learning routines by far surpass the possible drawbacks, but they are not fully exploited at Croatian colleges and universities.

• Many authors have equally emphasized its empowering and facilitating role for educators as well as its inspiring and motivational role for the new generations of students.

• Apart from its numerous advantages, we have also diagnosed some pitfalls of integrating digital content into traditional curriculum and teaching methodology.
FOOD FOR THOUGHT...

- What is the ideal way to combine traditional and contemporary learning?
- In the digital era can language teachers still rigidly insist on their traditional evaluation of the language skills?
- Should we teach how to write such obsolete formats as letters, essays and reports when they are already being replaced by emails, blogs and Power Point presentations?
- To what extent should we embrace new teaching tools and learning platforms and still maintain academic integrity?
If we use the new technology with a certain amount of "digital wisdom" and combine it with the traditional content prudently and imaginatively, it will enhance both our own and our students’ performance.