


Chapter 6

Digitally Training Future Language Teachers: The Importance of Selecting Adequate Digital Resources

Francisco Pradas-Esteban

 <https://orcid.org/0009-0000-2445-4435>

University of Alicante, Spain

ABSTRACT

Information and Communication Technologies (ICT) have a significant impact towards designing more engaging and meaningful learning experiences in the context of English as a foreign language (EFL). The main objective of this study is to analyze the readiness of EFL pre-service teachers to select credible and reliable digital resources. The method followed to collect the data was qualitative, as the survey consisted of a semi-structured interview with open-ended questions provided to EFL Primary pre-service teachers. The results shed light on the fact that the majority of them followed no compelling criteria to select digital resources. The main conclusions extracted are that there is still so much work to do with regard to digital training for future teachers, and that they must be aware of the importance of becoming digitally competent, as it will let them always be updated in terms of digitalization.

INTRODUCTION

The rapid incorporation of Information and Communication Technologies (ICT) in current society, as well as their rapid evolution, affect citizens' performance. This sudden incorporation requires their training in order to acquire a series of expected

DOI: 10.4018/979-8-3373-3678-7.ch006

competences in the use of digital tools in their daily lives (Kuchai et al., 2022). The reality of this ICT inclusion, does not only affect to society in general, it also has a key role in achieving 21st century educational demands, that pretend both learners and educators to become fully skilled in aspects such as critical thinking, communication, collaboration, information literacy, media literacy, or technology literacy, among others (Hummel, 2024). In relation to some researchers, the implementation of such skills may transform the learning process into a more engaging and motivating experience for learners (Harandi, 2015; Elshareif & Mohamed, 2021).

The main focus of 21st century educational demands rely on communication and digital tools use in educational environments (González-Pérez & Ramírez-Montoya, 2022). This fact makes the English as foreign language (EFL) classroom an ideal context to work on the simultaneous development of digital and language competences, as some studies highlight the benefits that both have on learners (Luka & Seniut, 2019). In the case of language competence, it must be said that other competences are included under this umbrella term, which nomenclature can vary depending on the author, the framework or the policy document considered. In table 1, some examples are shown.

Table 1. Different competences included under the umbrella term “language competence”, depending on the author or organization

Author / Organization	Language competence subdivision
Tarango & Machin-Mastromatteo [2017]	Information competences, linguistic competences and communication competences
European Frameworks of Reference for Language Competences [2020]	Linguistic competence, sociolinguistic competence and pragmatic competence
Key Competences for Lifelong Learning Framework [2019]	Literacy competence and multilingual competence

Despite the fact of having different competences under the language competence umbrella term, what some authors started highlighting more than a decade ago, is that there exists an overlapping of digital and language competences, that make the EFL classroom an ideal environment to let students become proficient in both (Tănase-Robescu, 2010; Ferrari, 2013; Tarango & Machin-Mastromatteo, 2017; Kure et al., 2022). This suitable context makes second language learning easier, as digital tools provide the students with numerous resources that have a beneficial impact on them.

The main advantages derived from the ICT use in the EFL classroom are the following ones (Sabiri, 2020):

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/digitally-training-future-language-teachers/374813

Related Content

A Systematic Review of the Impact of ChatGPT on Higher Education

Siyi You (2024). *International Journal of Technology-Enhanced Education* (pp. 1-14). www.irma-international.org/article/a-systematic-review-of-the-impact-of-chatgpt-on-higher-education/343528

Correlation of University Lecturer Leadership Styles, Students Satisfaction, and Learning Outcomes During the COVID-19 Pandemic

Wenwen Cao (2022). *International Journal of Technology-Enhanced Education* (pp. 1-17). www.irma-international.org/article/correlation-of-university-lecturer-leadership-styles-students-satisfaction-and-learning-outcomes-during-the-covid-19-pandemic/308468

Teaching History of Mathematics through Digital Stories: A Technology Integration Model

Lutfi Incikabi (2015). *Handbook of Research on Educational Technology Integration and Active Learning* (pp. 162-176). www.irma-international.org/chapter/teaching-history-of-mathematics-through-digital-stories/128045

Sustainable Learning Through Curriculum Integration and Responsive Teaching

Christine A. Osaе (2022). *Education 3.0 and eLearning Across Modalities* (pp. 127-147). www.irma-international.org/chapter/sustainable-learning-through-curriculum-integration-and-responsive-teaching/287277

Is Schema Theory Helpful in Teaching and Learning Based on Visualizing Research?

Xinhong Xia, Xianglan Chen, Jing Zhang, Hongliang Lou and Yachao Duan (2022). *International Journal of Technology-Enhanced Education* (pp. 1-15). www.irma-international.org/article/is-schema-theory-helpful-in-teaching-and-learning-based-on-visualizing-research/300332