LUBLIN STUDIES IN MODERN LANGUAGES AND LITERATURE
29/30, 2006, HTTP://WWW.LSMLL.UMCS.LUBLIN.PL

Jarosław Krajka
Maria Curie-Skłodowska University,
Lublin, Poland

ICT in the Foreign Philology Curriculum – Towards a Systematic Approach to E-Teacher Training

1. Introduction

The significance of educational technology, computers and the Internet, in the work of a foreign language teacher is not to be questioned nowadays. The dynamic development of new technologies, the expansion of the Internet in every single sphere of life together with a significant decrease in the price of educational software and office applications, all add a new dimension to the foreign language instruction, by providing the elements of authenticity, recency, variety, choice and interactivity to increase the effectiveness of the teaching process. Thus, in order to enhance language teaching a proper consideration of ICT teacher training needs to be done in the context of official requirements for teacher education, as well as future teachers' needs when confro
nted with the technical possibilities they may come across in their everyday practice.

In order for ICT training to be systematic and comprehensive, it needs to be considered on a variety of planes, with a shifting focus on various competences and skills. With the existence of a wide range of branches of Computer-Assisted Language Learning (CALL), such as

Internet-Based Teaching (IBT), Computer-Mediated Communication (CMC), Data-Driven Learning (DDL), Computer-Adaptive Testing (CAT), Open Distance Learning (ODL), to name just a few to portray the richness of possible applications of ICT in foreign language teaching, the reflection on the directions of ICT teacher training in the modern philology programme is necessary in order to tailor the instruction to the requirements of the Polish educational system.

The present paper will investigate the issues of ICT teacher training in the pre-service context of a five-year M.A. modern philology programme. The consideration of the content of training, mode of delivery, learning activities, teacher's and learners' role will be followed by a staged model of distributed ICT training illustrating growing student teacher competence. The lessons learnt from in-service teacher training already conducted will be used to improve the organisation of e-teacher education in the modern philology curriculum.

2. Information and Communication Technology in in-service teacher training

As early as in 2000, the importance of IT knowledge and skills in the work of a teacher was formally reflected in the decree of the Minister of National Education (MEN, 2000), which regulated the whole sphere of the teacher development process. According to the regulations, the demonstration of the effective use of computer literacy has become obligatory for teachers wanting to get promoted to the two higher ranks of the teacher development scheme (the appointed teacher and the diploma teacher), which was upheld in the new regulations in 2004 (MENiS, 2004a). Thus, right after 2000 wide popular demand stimulated the organization of ICT teacher training by different organizations (The INSETT Programme, The British Council Poland ICT Project for EFL Teachers, the Interklasa programme or INTEL – Teach to the Future programme) on the national level, as well as by local teacher training centres and methodology advisors on the local level.

The lack of ICT standards caused the fact that the content of these courses was of different quality and quantity, and, more importantly, not always reflecting the needs of participants on the one hand and sound methodological principles on the other. What the early ICT teacher training (based on the INSETT and British Council training efforts, see Krajka, 2004a) had in common was the strong focus on general computer skills, instructing trainees in the most popular applications (word-processor, spreadsheet, email client, Internet browser, graphics editor) in order to build the solid foundation of computer literacy. A certain disproportion between computer skills and computer-assisted methodology was to a large extent the result of needs of teachers, mainly the ones who had not had any IT classes during their education on the secondary or tertiary level.

Together with the increasing level of computer literacy displayed by participants of courses after the year 2000, the course syllabus was evolving towards devoting more time to practical uses of IT in teaching a foreign language. The computer literacy of participants was evaluated by trainers in the pre-course test and, consequently, the amount of initial computer training was suited to the estimated level, aiming at providing trainees with the skills equivalent to the level of European Computer Driving License (ECDL).

In the subsequent ICT training programmes co-organised by the Lublin INSETT Programme and The British Council ICT Project for EFL Teachers also greater care was devoted to the integration of both parts, the computer training module and the computer-assisted methodology module – for that reason, more advanced features of computer applications were introduced (e.g., word-processor's reviewing function, using the word-processor as a webpublishing tool or using email in subscribing to and starting discussion groups). With the increasingly higher level of computer skills, the component of computer-assisted foreign language teaching has been significantly expanded, to include the instruction in the following areas:

1. Internet-based activity structures: *telefieldtrips, treasure hunts, WebQuests, ask-an-expert, keypal exchanges, online*

research modules (Harris, 1995a; Harris, 1995b; March, 1997);
2. evaluation of Internet websites and webpublishing (Nelson, 1997; Krajka, 2002);
3. the process of creating Internet-assisted lessons (Krajka, 2004b);
4. setting up and running electronic exchange projects (Krajka, 2001);
5. synchronous and asynchronous Computer-Mediated Communication tools (discussion groups, blogs, wikis, MOOs) and their use in teaching (Godwin-Jones, 2003);
6. authoring tools, enabling teachers to create interactive or non-interactive language exercises (e.g., multiple-choice, cloze, matching, crossword, text reconstruction – Godwin-Jones, 2001).

The lessons learnt from ICT in-service training experiences were multifold, mainly in the area of content selection, mode of delivery, organisation of training, use of online tools and services. The main assumption is the concurrent development of ICT skills (basic computer literacy in the area of office applications) and computer-assisted methodology. Due to mixed needs and expectations of future teachers, the provision of training needs to be delivered on voluntary and elective basis within some areas (e.g., stages 4, 5 and 6 from the model below), while obligatory training within others is needed to ensure equal level of participation in the curriculum. The selection of areas for inclusion needs to be strongly connected to the actual teaching contexts that trainees already are or will be in, consequently, the awareness of the available resources in the Polish schools of various sectors is essential. Similarly, the selection of tools (e.g., corpora and concordancers) is to be based on the availability criterion, favouring free of charge online access solutions.

3. Issues of content selection for pre-service ICT training programme

Until recently, the process of training future teachers on the tertiary level has not always included ICT training. In case of humanities

(including foreign language teaching), this area of knowledge has often been neglected in university curricula, especially due to inadequate resources and lack of clear obligation expressed in the official standards. Due to that, the graduates were not provided with the knowledge and skills necessary to implement the elements of Computer-Assisted Language Learning/Teaching, which also resulted in the deterioration of their IT skills acquired on the secondary level.

The officially published teacher education standards (MENiS, 2004b) list computer literacy as one of the elements of teacher knowledge, characterized as "the ability to use ICT in teaching" (MENiS, 2004b). However, only with strict obligation and precise time formulation introduced in the regulations, ICT has been elevated to be a valid component on a par with other areas of the modern philology curriculum. Thanks to precise specification of content for the ICT training, it has become possible to make the instruction uniform within the following four thematic areas:

1. using terminology, equipment, software and methods of ICT;
2. ICT as a component of teacher's work;
3. the implementation of ICT in teaching a given subject;
4. humanistic, social, ethical and legal aspects of access to and use of ICT.

An example of the practical realization of the above-mentioned standards can be the syllabus of the course "ICT for teachers and translators", offered in the curriculum at the Department of Applied Linguistics of Maria Curie-Skłodowska University in Lublin, Poland. A 30-hour course encompasses selected issues from the Decree (MENiS, 2004b), adapted to the conditions of educating students in two foreign languages as well as two professional profiles (teachers and translators).

It needs to be stressed at this point that the selection of content for pre-service ICT training is different from the in-service context, mainly due to the lack of articulated expectations of students and teaching experience. Thus, the syllabus below shifts focus from pedagogical applications of educational technology onto the implementation of ICT in students' work (dictionaries, corpora,

discussion groups, terminology databanks, automatic translation tools):

1. Finding, evaluating and using Internet materials
2. Web-based activities
3. Online authoring tools
4. Corpora and concordancers
5. Web dictionaries and glossaries
6. Discussion groups and mailing lists
7. Reviewing and sharing documents in a word processor.
8. Creating visual stimulus materials
9. Computer-aided presentations
10. Online course delivery systems
11. Automatic translation tools
12. Computer-assisted terminology management

The selection of content for teacher training courses, as described above, could be flexibly suited to the needs and expectations of learners, thus, proper diagnosis of not only their computer literacy level ought to be made (in the pre-course test), but also a needs analysis is to be executed in order to investigate the priorities of teachers (after all, with mostly practitioners being well-aware of how they would like to exploit technology in everyday teaching). The reconciliation of three indispensable elements of a needs analysis (Komorowska, 2005), namely lacks in the trainees' computer literacy, necessities coming from teacher professional development requirements (MENiS, 2004a) and wants as expressed by trainees leads to a successful training programme.

However, the content selection process cannot be grounded only on the trainer's preferences and trainees' expectations, but also upon the logistical considerations of the higher education institution. Thus, the pre-course work should also involve reflecting on available technological (type of equipment available, connection speed) and financial opportunities (availability of office applications and multimedia software), in order to approximate the content to the trainees' needs. Then, the items of the syllabus enumerated above should be selected flexibly, together with customized time allocation,

for the ICT teacher training course to truly reflect the situation of a particular group.

4. Distribution of training in the foreign philology curriculum

One of the conclusions of the in-service ICT training delivered by The British Council Poland ICT for Teachers Project (Krajka, 2004a) was the need for the coverage of both general computer literacy (file management, office applications, information collection and retrieval) and CALL methodology (Internet-based classroom teaching, online teaching, multimedia authoring, etc.), well balanced and clearly separated from each other. Another aspect which influences the distribution of training is the particular nature of the foreign philology curriculum, with obligatory and elective courses, free choice of B.A./M.A. seminars, choice of the specialization module (e.g., teaching and translation). The recent change in the foreign philology curricula demonstrated by the division of instruction into clearly separated B.A. and M.A. programme is yet another factor influencing the organization of technology-enhanced teacher training.

In order to satisfy, at least partially, all of the interests enumerated above, it seems necessary to develop a model of distributed ICT training, spanning both B.A. and M.A. programmes, consisting of a variety of stages, whose basic representation as the proposal of ICT teacher training in the foreign language curricula can be seen in Figure 1 below. The shape of the pyramid symbolizes on the one hand systematic increase in the trainees' ICT and teaching competence when moving from one stage to another upwards, however, at the same time, systematic decrease in the number of participants, proceeding from obligatory courses for all students, through courses obligatory within a particular specialization module, to electives within the specialization selected.

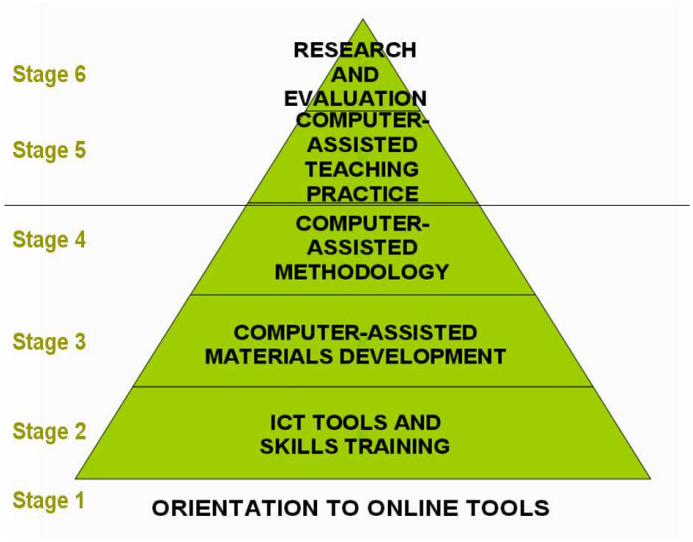

Figure 1. The model of distributed ICT training (Krajka, 2006).

Stage 1, "Orientation to online tools", aims at familiarising students with online tools and services which will be implemented to manage the didactic process during the course of studies. This might mean brief training in the use of a particular Learning Management System (LMS) which is used in the department to facilitate running curricular courses, ideally organised by a course tutor (*opiekun roku*) at the very beginning of the B.A. programme. Thus, during brief initial training, as well as while using the particular solutions later, trainees are exposed to ICT tools and resources as learners and users, which will give them the first-hand experience for future manipulation of particular features of the same Learning Management System when designing their online courses.

The examples of processes and tasks in this stage could be quick orientation tasks, use of a selected LMS (e.g., Moodle, http://moodle.org) to manage the programme (notice board, course enrollment handling, grade administration), activities of retrieving various types of resources from instructors' online courses, online

participation in blended learning courses (e.g., chat, forum discussion or online task submission). An important element consolidating basic ICT literacy, file management and Web skills might be stimulating student-student and student-teacher interaction in virtual spaces (courses) designed at an LMS for student use (e.g., for student special interest groups).

The aim of Stage 2, "ICT tools and skills training", realised in the form of a computer-based course (face-to-face or online) fairly early in the B.A. curriculum (1st year), is to consolidate the ICT competence acquired at secondary level and expand it focusing to the greatest extent on learner study skills, however, without a clear teaching focus due to not sufficiently articulated student specialization (teaching vs. translating). These specific classes are devoted to building up ICT skills within the most frequent software (office applications) and Internet services, following the sample syllabus below:

- finding, evaluating and retrieving online materials;
- word-processor: sharing documents;
- webpublishing: word-processor, blogs, wikis;
- presentation software;
- discussion groups: finding, subscribing and posting;
- Computer-Aided Translation (CAT) tools;
- computer-assisted terminology management.

The activities and products expected for this stage might be annotated website reviews, discussion group digests, subject-matter presentations, simple CAT translation memory files or basic CAT glossaries.

Contrary to Stage 1 and 2, which are obligatory for all the students within a particular department, no matter their specialization, Stage 3 (Computer-assisted materials development) is meant to constitute the transfer of skills acquired previously into the process of preparing electronic classroom materials. Placed in the second year of the B.A. programme once some teacher training has been delivered, this particular course would help focus on teacher competences, making

students more conscious of the process of designing or adapting materials to the needs of a particular class. The contents of this module of ICT teacher education, as exemplified by a sample syllabus outline below, needs to address also the principles of evaluating materials, techniques of adapting these, as well as copyright restrictions in retrieving Internet-based resources:

- types of Internet resources;
- principles of designing and adapting materials;
- copyright issues in computer-aided materials development;
- searching, evaluating, retrieving text/picture/audio/video;
- creating non-interactive materials with a word-processor;
- constructing interactive quizzes with authoring software;
- adapting language materials – editing text, picture, audio;
- designing collaborative writing activities – blogs, wikis;
- creating presentations for grammar/vocabulary work.

The expected outcomes could involve, but are not limited to, New Matura stimulating materials, teacher-adapted listening comprehension tasks, online dictionary-based pronunciation resources, teacher-made podcasts, interactive language and culture quizzes or wiki-based collaborative writing tasks.

Stage 4, "Computer-assisted language methodology", is the culmination of ICT teacher education process on the B.A. level, with the course exclusively devoted to building Web-based or distance teaching skills. Such a 30-hour course, taken by students in the final year of the B.A. programme, at the end of the teaching specialization module, should allow trainees to gain insight into opportunities for enhancing teaching with technology. Ideally, this course component should focus on products for immediate implementation in relation to a particular coursebook, so for instance student-made Internet activities (treasure hunts, virtual fieldtrips, WebQuests), Internet-based lesson plans for face-to-face lessons or activities used with discussion groups created for specific purposes are grounded in an actual teaching context. The syllabus for this stage may cover the following areas:

- searching and evaluating online materials;
- evaluating and designing Internet-based activity structures: telefieldtrips, treasure hunts, WebQuests, ask-an-expert, keypal exchanges, online research modules;
- implementing cross-curricular Web-based teaching;
- setting up and running electronic collaborative projects;
- developing communicative skills with Computer-Mediated Communication tools (discussion groups, blogs, wikis);
- creating Internet-based face-to-face lessons;
- running and troubleshooting Internet-based lessons;
- designing distance learning programmes;
- authoring courses in a selected Learning Management System.

Stage 5 and 6, administered as a part of the M.A. in online/Web-based teaching programme, will help the students interested in pursuing Computer-Assisted Language Learning as the area for research to obtain practice in technology-enhanced language teaching and to evaluate its outcome. Thus, the M.A. seminar will comprise both Stage 5 (Computer-assisted teaching practice) and Stage 6 (Research and evaluation) in its subsequent years, aiming at creating, implementing and evaluating the actual teaching products (activities, lesson plans, curricula) in in-class teaching. This component of e-teacher education will inevitably demand close cooperation with sufficiently resourced educational institutions (either from the public or the private sector), in the work on the following topics:

- investigating the teaching context/defining curricular aims;
- executing a needs analysis/formulating a learner profile;
- negotiating a syllabus and classroom tasks with a teacher;
- evaluating and comparing selected Open Source LMSs;
- authoring language materials;
- constructing distance learning/f2f Internet-based lessons;
- piloting the curriculum and making changes;
- facilitating the course.

With the use of such tools as needs analysis student questionnaires, class teacher interview outlines, LMS review worksheets, post-course

student questionnaire, trainees will be encouraged to observe and analyse particular aspects of the computer-assisted language teaching process. Conducting research for completing the M.A. thesis in technology-enhanced English teaching will involve the application of such research methods as observation, case study, experiment, survey or interview.

Thus, the system for the overall development of ICT competence as presented above starts with building computer literacy (Stages 1 and 2), proceeds to applying ICT skills to enhance the teaching process (Stages 3 and 4), to finally come up with actual technology-based teaching practice properly evaluated and reflected upon. The progression of stages clearly reflects the refinement of trainees' personal objectives and expectations towards their studies.

5. Mode of delivery

The selection of the proper mode of delivery, not only in terms of classroom activities and procedures, but rather technological solutions used to mediate the teaching process, can help to maximise the effectiveness of ICT training to a large extent. A properly selected and maintained web presence (see Stevens, 2004), such as a webpage, a web-based discussion group or a Learning Management System, helps to increase the impact of the course by extending the content exposure, exploiting the multimedia dimension, using the computer as an administering and testing tool.

From the point of view of the trainee, Dombrowski (2002) stresses that "student ownership through generation of the final product is essential to deeper learning." Similarly, generative and problem-based learning (Narayanan *et. al.*, 1995) helps to provide opportunities for critical thinking, metacognitive growth, recall of material, and transfer of information to long-term memory. In this way, students are engaged in exploring open-ended problems and providing training content. In the reality of the teacher/translator training courses described, increased ownership was achieved by publishing student-made website reviews, Internet lesson plans, Wordfast glossaries, Translation Memories and student-selected websites and reference

search files in the LMS coursespace available only for course participants.

Creating and maintaining teacher- (or student-) made websites, either with a word-processor, a dedicated HTML editor or special online webpage creation service, can be an effective way of running a Web-based course. However, taking into account lack of control over course content access, one-way (teacher→students) communication only, finally, no opportunities for other forms of interaction, one needs to reflect upon some other solutions that would provide a more sophisticated learning environment.

When considering the technological solutions which can be used to manage the courses, such as teacher-made websites, dedicated discussion groups (e.g., set up at Yahoo!Groups, http://groups.yahoo.com), Internet classroom assistants (Nicenet, http://www.nicenet.org), the most sophisticated, yet at the same time most reliable and flexible tool for delivering ICT instruction, is a full-scale Learning Management System (also termed as Content, Course Management System or Virtual Learning Environment). Such extremely versatile and sophisticated products, both open-source (e.g., Moodle, http://moodle.org) and commercial (e.g., WebCT, http://www.webct.com or Blackboard.com, http://coursesites.blackboard.com) enable management, delivery and tracking of learning both in a blended learning mode (a face-to-face classroom using online materials) and fully distance.

Jekat and Massey (2003) describe the following essential opportunities for Web-based e-learning translator training, which would have been possible only thanks to an effectively sophisticated Content Management System like Moodle:

- an electronically-delivered course directly integrates extensive knowledge bases and electronic tools, encouraging learners to use them in an experiential context (learning-by-doing);
- students get a first-hand experience of more and more common computer-mediated collaboration on translation

projects thanks to synchronous and asynchronous communication tools;

- hyperlinking enables non-linear presentation of knowledge in learning sequences, thus enabling the dynamic, open-ended process which characterizes the acquisition of translation competence;
- the integration of a variety of Web-based media (text, animations, audio, video) not only allows the presentation of complex translation assignments, but also acts as a strong motivational factor for participants.

Contrary to other CMSs, Moodle is unique in the philosophy behind it. As Martin Dougiamas, Moodle's founder, phrases it, the design of the system is based on the social constructionist philosophy, according to which people actively construct new knowledge as they interact with the environment, learning is particularly effective when people are encouraged to experience the information by reacting to it, with the learners forming a community constructing things for one another, shaping others' learning experience at the same time (Moodle, 2006). Similarly, Langdon and Taylor (2005) pinpoint the following important advantages of Moodle over Yahoo!Groups, Nicenet or Blackboard.com:

- more complex CMC tools triggering greater interaction;
- threaded forums enabling students to discuss individual topics;
- user logging and tracking allowing creating activity reports for each student, which enables instructors to monitor students' use of the course;
- electronic assignment and delivery of papers and projects, online grading and individualized feedback;
- recycling of documents or presentations used, with the possibility to hide and reveal resources at one's wish, even during the class.

The ICT training as described in the present paper has undergone the transformation from the use of a simple teacher-made website,

which served only the purpose of facilitating running the class and providing exposure to class materials, through static use of a Learning Management System (using Moodle as a publishing tool only, without encouraging student-student interaction or involving students as course co-authors), to the dynamic exploitation of the tool with significant student contribution. Refining the modes of course delivery, including such modern advancements as Course Management Systems, allows the teacher to achieve a much greater impact of the training programme, as the instruction is not limited to the physical and temporal confines of the classroom. Thanks to giving students rights to add contents to the course, learner autonomy is tapped into, and students learn to take the responsibility for the learning process. Finally, enabling and managing synchronous and asynchronous modes of interaction, coupled with the possibilities of inviting experts for virtual gatherings, can facilitate the acquisition of subject matter knowledge essential for gaining online teacher competence.

6. Classroom activities

Inevitably, the types of activities for ICT teacher training need to constitute a well-structured mix of whole-class, pair work and individual tasks, both involving more teacher-centred knowledge transmission in the form of presentations and active learning discovery activities. An important step in the evolution of the ICT training programme was the shift from teacher-made tasks only to out-of-class pair work projects that aimed at the application of the knowledge transmitted in class and consolidating the skills in the teacher's toolkit. The tasks can be seen below:

1. Find, evaluate and briefly describe five sites pertaining to a selected area of English language teaching in a message submitted to the forum.
2. Find three more online dictionaries, compare them as for the functionality of use and briefly describe in a message sent to the forum.

3. Make three language puzzles which could be solved using Web concordancers.
4. Use the websites given to design an Internet-based lesson. Preferably, use the Web-based activity format provided.
5. Create an interactive language quiz exploiting multimedia content and linking to Web-based resources.
6. Find and evaluate discussion groups and mailing lists useful for an online teacher. Select one, subscribe to it, then send a selected digest of postings on a specific topic to the class forum.
7. Take the grammatical structure assigned and prepare a PowerPoint presentation which could be used in the grammar presentation stage.

It is interesting to note that all of the pair work projects described above were instantly made available to the whole community of the course participants in the class LMS, either in the form of uploaded files or messages posted to dedicated classroom forums. In this way, all students had access to their peers' work, and, more importantly, the teacher could use them in subsequent classes for in-class activities (e.g., student-made interactive quizzes were used for learning how to add multimedia content). Thus, the use of learner-centred materials, together with involving students as materials providers for the class, intended at expanding the impact of the course by tapping into students' motivation, increasing their sense of authorship and ownership.

7. Teacher's and learner's role

The formulation of the teacher's and learner's roles in the ICT training programme is the consequence of decisions made as for training aims, content and classroom activities. The need for a more constructivist and learner-centred approach, with greater use of group and pair work interaction, both in class and out of it, entails a less prominent role of the teacher, so that in groups students can begin to feel a sense of community and learn from each other as well as from the teacher. The learner-centred approach to classroom activity results in the

redefinition of the teacher's roles as the guide and counsellor, "the guide on the side" replacing "the sage on the stage" (Kiraly, 2000:16). The concept of the teacher-student relationship addressed the model of *Community Language Learning* (Curran, 1976), where the teacher is the knower to guide and help students acquire the knowledge on their own. It is also essential to acknowledge the need for peer cooperation especially in the area of computer skills, with some students being knowers for less computer-literate learners.

For that purpose, the role of the teacher is to diagnose the needs of learners to elicit their ICT needs with the help of a "Skills and Needs Analysis" survey, assess their computer literacy to identify lacks, ensure proper equipment in terms of hardware and software, create a range of in-class tasks and out-of-class projects, finally, organise the class by grouping students into mixed-ability groups (in terms of computer literacy, out-of-class Internet access and foreign language skills).

The aim of the curriculum needs to be to take trainees through Chesterman's (1997) stages of competence building (given on the example of translators): the first "novice" stage, the second "advanced beginner" stage, the third "competence" stage, the fourth "proficiency" stage, and finally the "expertise" stage, here in the area of ICT skills. It is hoped that this growing independence in following the course of study will be developing together with the progression of learners from initial stages oriented more at building up technical skills, through Web-based methodology component to the final stages exhibiting greatest amount of learner-centredness. Thus, as is the case with the Community Language Learning classroom, it is initially the teacher who adopts a more dominant role, providing direction and managing learning, yet encouraging the development of study skills allowing the learner to become increasingly independent. It is to be hoped that at a certain point in learning, the roles could switch, with the student no longer needing the teacher's knowledge transmission. Ideally, the classroom needs to be moving towards the student-centred pole as seen in the juxtaposition of teacher-centred and student-

centred approaches (Cannon and Newble, 2000; cited in Kelly, 2005:185-6).

Teacher-centred approaches	**Student-centred approaches**
Most or all decisions regarding content and method should be made by the teacher	Choices regarding content and method should be made partly or mostly by students
Emphasis (including responsibility for assessment) should be on individual subjects or course units	Emphasis (including responsibility for assessment) should be on the overall programme and its aims
The teacher is an expert who should transmit knowledge	The teacher should be an expert guide for students and facilitate their learning
The teacher transmits information	The teacher asks questions
Student activity should be mostly individual	Cooperative learning is more effective
Students learn in the classroom or in programmed activities	Students learn anywhere anytime
Achieving good marks and praise from teachers is a major motivation	Intellectual curiosity and personal responsibility are major motivations
Class arrangements should be planned beforehand and not modified	Class arrangements may, indeed should, be modified as the course develops
Assessment is the teacher's responsibility only	Self and peer assessment may be useful tools for learning
The most important outcome is for students to learn syllabus content	The most important outcome is for students to acquire learning techniques
Assessment should be summative	Assessment should be formative
The whole class should progress together at the same pace	Individual students should progress at their own pace
All students should learn the same	Individual students may learn different things
Teachers work alone	Team work is an essential part of teaching
Teachers and individual departments or academic units should have autonomy	Teachers and academic units should work together in close collaboration

Table 1. Views on teaching and learning (Cannon and Newble, 2000; cited after Kelly, 2005:185-6).

The need for the ICT teacher training programmes to be gradually moving towards the student-centered approach is the inevitable

consequence of the definition of roles of instructor and trainees. The former, being mainly the ICT researcher, highlights the possible uses of educational technology to assist the teaching process, giving students practical tasks in cooperation with the methodology class lecturers. Starting with teacher-orchestrated tutorials, with the growing competence of learners the focus is going to move towards students applying the ICT solutions in particular teaching contexts of their own. The resultant discussion of opportunities and drawbacks, strengths and weaknesses, organised by the teacher but with significant role of students' contributions, will lead to better understanding of the ICT/CAT/e-learning environment. Thus, the shift of classroom power from teacher to students, from teacher-initiated and controlled activities to teacher-prepared but student-organised tasks, should build greater awareness of the technology-enhanced teaching process.

8. Conclusion

Nowadays, both future teachers and already working professionals should be encompassed with up-to-date knowledge enabling them to increase the effectiveness of their own teaching. It seems evident that ICT literacy must be an indispensable element of foreign language teacher education in all possible moments of their career, in order to satisfy the expectations of students or the requirements of the teacher professional development scheme. Together with the growing role of technology in various spheres of life, it seems proper to reflect this importance in the way ICT training content is distributed in the foreign philology curriculum. Thanks to systematic consideration of skills and knowledge necessary for being a technology-enhanced teacher, it is postulated to separate contents obligatory for every foreign philology student, through courses essential for would-be teachers to the most sophisticated level of online teaching practice.

However, trainers should keep in mind the major problems of content selection, such as mixed computer-skills ability groups, different computer access, finally, often very disparate expectations towards ICT. It seems that a flexible approach, supported by a pre-

course computer-skills test and a needs analysis, should enable the instructors to succeed in educating teachers within the area of ICT use.

References

Cannon, R. & D. Newble (2000): *A handbook for teachers in universities and colleges. A guide to improving teaching methods.* London: Kogan Page.

Chesterman, A. (1997): *Memes of translation*. Amsterdam/Philadelphia: John Benjamins Publishing.

Curran, C. (1976): *Counselling-learning in second languages.* Apple River, Ill.: Apple River Press.

Dombrowski, L. (2002): Students generating web pages: Implementation of problem-based learning in the classroom. *Educators' Outlook*. [online] Retrieved November 15, 2006 from http://www.techlearning.com/db_area/archives/WCE/archives/dombrow.htm.

Godwin-Jones, B. (2001): Language testing tools and technologies. *Language Learning & Technology*, 5 (2), 8-12. [online] Retrieved November 15, 2006 from http://llt.msu.edu/vol5num2/emerging/default.html.

Godwin-Jones, B. (2003): Blogs and wikis: Environments for on-line collaboration. *Language Learning & Technology*, 7 (2), 12-16. [online] Retrieved November 15, 2006 from http://llt.msu.edu/vol7num2/emerging/.

Harris, J. (1995a): Educational telecomputing activities: Problem-solving projects. *Learning and Leading with Technology*, 22 (8). [online] Retrieved November 15, 2006 from http://lrs.ed.uiuc.edu/mining/May95-TCT.html.

Harris, J. (1995b): Educational telecomputing projects: Information collections. *The Computing Teacher*, 22 (7). [online] Retrieved November 15, 2006 from http://lrs.ed.uiuc.edu/Mining/April95-TCT.html.

Jekat, S.J. & G. Massey (2003): The puzzle of translation skills. Towards an integration of e-learning and special concepts of computational linguistics into the training of future translators. *Linguistik online*, 17, 5/03, 41-55. [online] Retrieved November 15, 2006 from http://www.linguistik-online.de/17_03/jekatMassey.html.

Kelly, D. (2005): Training translator trainers in the framework of the European higher education area. In M. Misztal and M. Trawiński (Eds.), *Studies in Teacher Education. Language, Literature, and Culture*, 183-191. Cracow: Wydawnictwo Naukowe Akademii Pedagogicznej.

Kiraly, D.C. (2000): *A social constructivist approach to translator education*. Manchester: St. Jerome Publishing.

Komorowska, H. (2005): *Programy nauczania w kształceniu ogólnym i w kształceniu językowym*. Warszawa: Fraszka Edukacyjna.

Krajka, J. (2001): School partnerships on the Web – Using the Internet to facilitate school collaboration. *Teaching English with Technology*, 1 (1). [online] Retrieved November 15, 2006 from http://www.iatefl.org.pl/call/j_article.htm.

Krajka, J. (2002): EFL/ESL portal sites – an attempt at a comparison. *TESL-EJ*, 6 (2). [online] Retrieved November 15, 2006 from http://www-writing.berkeley.edu/TESL-EJ/ej22/m1.html.

Krajka, J. (2004a): Technologia informacyjna w pracy nauczycieli języka angielskiego – działalność programu INSETT. *Praktyka programu INSETT. Opinie i wydarzenia*. Warszawa: CODN, 48-51.

Krajka, J. (2004b): Creating Internet-based lessons. *CALL Review, The Journal of the Computer SIG*, October 2004, 25-32.

Krajka, J. (2006): Integrating CALL into teacher education – Training teachers to go online. Presentation given at EuroCALL 2006 conference, Granada, September 2006.

Langdon, S. & J. Taylor (2005): Making our lives easier: Using free Learning Management Systems in the ESL environment. *Teaching English with Technology*, 5 (3) 2005. [online] Retrieved November 15, 2006 from http://www.iatefl.org.pl/call/j_tech22.htm.

March, T. (1997): Working the Web for education. Theory and practice on integrating the Web for learning. [online] Retrieved November 15, 2006 from http://www.ozline.com/learning/theory.html.

MEN (2000): The Decree of the Minister of National Education of the 3rd of August 2000 on the teacher development ranks (Dz.U. z 2000r. Nr 70, poz.825).

MENiS (2004a): The Decree of the Minister of National Education and Sport of the 1st of December 2004 on the teacher development ranks (Dz.U. z 2004r. Nr 260, poz. 2593).

MENiS (2004b): The Decree of the Minister of National Education and Sport of the 7th of September 2004 on the teacher education standards (Dz.U. z 2004r. Nr 207, poz. 2110).

Moodle (2006): Moodle Documentation: Philosophy. [online] Retrieved November 15, 2006 from http://moodle.org/doc/?file=philosophy.html.

Narayanan, N.H., C.E. Hmelo, V. Petrushin, W.C. Newsletter, M. Guzdial, & J.L. Kolodner (1995):*Computational support for collaborative learning through generative problem solving*. Atlanta, GA: EduTech Institute.

Nelson, J.T. (1997): A system for the evaluation of ESL web sites. Unpublished M.A. dissertation. Moscow, ID: University of Idaho.[online] Retrieved November 15, 2006 from http://itp.innoved.org/~jtnelson/thesis.

Stevens, V. (2004): Establishing and maintaining web presence: A guide for educators. *TESL-EJ*, 8 (3). Retrieved November 15, 2006 from http://writing.berkeley.edu/TESL-EJ/ej31/int.html.