

ICTs in the subject of first foreign language: English

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Abstract

The objective when learning a language is to communicate. For this reason, the teacher has to use different materials and resources to engage the students to be active participants in the classroom. Nowadays, there are indeed many different resources and materials that may be brought to the foreign language classroom to support the teaching-learning process. In this article, we will analyse the different kinds of materials and the convenience of using audio-visual materials, which can help us to develop the four language skills and at the same time to teach students how to use the new technologies.

Keywords: New technologies, ICTs, Primary, English, Digital, Methodology

Título: TICs en la asignatura de primera lengua extranjera: inglés.

Resumen

El objetivo al aprender una lengua es poder comunicarse. Por esta razón, el profesor tiene que utilizar diferentes materiales y recursos para animar a los estudiantes a ser participantes activos en el aula. Hoy en día, hay muchos recursos y materiales que pueden ser llevados a la clase de lengua extranjera para apoyar el proceso de enseñanza-aprendizaje. En este artículo, vamos a analizar los diferentes tipos de materiales y la conveniencia de utilizar materiales audiovisuales, que nos pueden ayudar a desarrollar las cuatro destrezas del idioma y al mismo tiempo para enseñar a los estudiantes cómo utilizar las nuevas tecnologías.

Palabras clave: Nuevas tecnologías, TICs, Primaria, Inglés, Digital, Metodología.

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INTRODUCTION AND JUSTIFICATION

In recent years, the English language has started to have more and more importance in the educational field, and especially in bilingual contexts. If we want our pupils to learn the language successfully, the methodology requires a large participation of students in the teaching-learning process to generate not only content learning, but also learning the language to access to that content. In this context, ICTs are an excellent resource for students and teachers. In addition, many countries like Spain have begun to benefit educational policies and promoting the use of ICTs in the classroom activities. New technologies are used to enhance learning of a subject in a creative and attractive way to students, which promote independent learning, interaction, and language with real communication purposes.

ICT'S AND METHODOLOGY

Teaching through technology is different from teaching a classist way. For example, instead of using a blackboard, the teacher or even the students can use whiteboards, tablets, laptops, or even internet blogs by benefiting from the opportunities of social networking. All this means that students are much more motivated and the teacher is encouraged to develop more innovative and stimulating methods of teaching, like interactive activities or digital contents created by the students.

Despite this, the ITCs have been present in the teaching of English for quite some time, but not as strongly as in recent years in the education field, where are being implemented, not only English, but also in other subjects. For this reason, teachers (many of them considered digital immigrants) need to be continuously updated and be aware about the different ways to teach using new technologies, in order to avoid problems that may arise from ignorance.

In that sense, if a teacher is prepared and faces a Primary class with an acceptable knowledge of ITCs, it will foster in students a positive attitude towards the learning of a second language and greater respect for cultural diversity. From the point of view of the teacher, they are a huge source of information and can store and manage large amounts of data relevant to a subject (although we have to bear in mind that this information is not unlimited and sometimes it is difficult to find an appropriate content). From the student perspective, favors the progress of each student to set their own speed

of learning with interactive and digital environments and applications through the exchange of information between the user and the computer (although we must be careful and not to do the same activities as we would do in paper).

The development of the English teaching through ICTs requires a different pedagogical approach so that teachers are able to introduce the contents in the most familiar way to students as possible, and in this sense, technology is a very useful tool to use in the classroom. However, the use of ICTs is not the solution to all the problems of education today, and we must be careful in the way they are used, since in many cases ICTs are used in a wrong and unconcerned way by teaching professionals (most of them guided by the many myths of the ICTs).

On the other hand, most parents want their children to be digital natives and to know how to use the new technologies in the best way possible. This desire clashes with the reality of the classroom, because most teachers are not eligible to use the new technologies in an appropriate way, or simply they do not know how to use in the classroom, so the students will not be able to learn from the teachers in that aspect. In fact, many of these teachers must take courses or attend classes to learn how to use ICTs to catch up and complete their knowledge about this subject, to use it efficiently in the English subject. However, although teachers carry out this retraining courses of ICTs, they do not get a good education because there is no adequate training offer and many do not have time to attend to that extra training of new technologies (which the most veteran teachers often considered unnecessary).

CONCLUSION

To conclude, if we are living with and teaching people who are digital natives from birth, in a society where multiculturalism is on the agenda, it is important to develop skills and learning strategies aimed at bilingual education, using the reasonable possibilities offered by ICTs and that almost all teachers have at their disposal every day. New technologies, together with English contents, allows us to create activities that help students to progress in a more appropriate way in their academic training, and for this, teachers need to know how to use them in the most functional manner.



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