THE PRACTICES OF HOW PRE-SERVICE ELT TEACHERS INTEGRATE DIGITAL TECHNOLOGIES IN MATERIALS DEVELOPMENT ONLINE COURSE

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Abstract

Digital technologies have been extensively utilized for many purposes with several functions in foreign language teaching for a long time. Their importance has already been greatly appreciated considering the 21st century skills of learning within this digitalized and globalized world. However, the recent pandemic has made teachers realize their necessity more because of the emergency remote teaching. Since most teachers and learners have not been prepared for such a teaching way, they have had certain difficulties. One of the most encountered problems has been their lack of knowledge and experience in how to employ digital applications in instruction, which is directly related to their lack of training in this field. Then, it can be argued that a greater need has arisen to train teacher candidates in digital technology integration so that they become effective and capable teachers who respond to the needs of their future learners no matter what they perform face-to-face, online, or blended teaching/learning. With this in mind, the current study focuses on how to train pre-service ELT teachers in digital technology integration. For that, an online materials development course at a teacher education ELT program was implemented for a semester to improve the practices of pre-service teachers in digital technology integration. Therefore, this study aims to present their practices on how to use digital tools throughout that course in order to provide more insights into teacher training programs. That course was conducted through Canvas platform. After teacher candidates learned the basics of materials development, evaluation, and adaptation, they designed different activities and tasks with various materials by integrating Web 2.0 tools (e.g., Seesaw, Socrative, Flipgrid, Padlet, etc.). They recorded themselves while presenting their activities/tasks, uploaded their videos for others to watch and give feedback, and later participated online conferences of the course to get more feedback by the course lecturer and their peers by discussing how to improve and adapt their practices. According to the feedback, they prepared their final written reports to show their practices in digital technology integration in ELT. As a result of such an online course application, it was observed that pre-service ELT teachers developed their skills of using digital tools in ELT, and they shared personal opinions in their reports about how that course enhanced their knowledge and performance. Consequently, it can be discussed that such a course will be carried out even in face-to-face teaching easily to train teacher candidates.

Keywords: *Digital technology, English language teaching, materials development, teacher education, Web 2.0 tools.*