



Future Academy®'s Multidisciplinary Conference

Computer based key language competence development

Dagmar El-Hmoudova^{a*}, & Marcela Tejklova^a

^aUniversity of Hradec Kralove, Rokitanskeho 62, 500 03 Hradec Kralove, Czech Republic

Abstract

Computer-based language competences development is based on methods of administering instructions. The attributes to consider is threefold; structure and types of exercises, grading assessments and availability of multiple attempts.

Do students find the e-course more efficient and which instructions in CB environment find the students most convenient?

What are the special developmental needs of EFL students in higher education? Is it possible to meet them in a mixed-level and mixed-interest class? What are the students' preferences concerning the key language competences defined by CEFR with a special view on student's learning style?

E course in CB environment are highly appreciated both, by students and teachers. Students generally improve their language competences in CB environment if the instruction is well designed and reflects the students' needs.

Based on the research will be the design of a complementary e-course English for Financial Management, which is the first step towards the creation of a set of such courses which should reflect the specific needs of separate target groups based on different fields of study. This process will continue in the following academic year within another grant from the University.

© 2016 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of Future Academy® Cognitive Trading

Keywords: key language competences, e-course, computer-based instruction

* Dagmar El-Hmoudova. Tel.: +420 493 332 390; fax: +493 332 200.
E-mail address: Dagmar.el_hmoudovahk.cz

1. Introduction

The last few decades have seen growth in the use of technology for language learning and teaching purposes. Students use technology in their daily lives outside the classroom. That is why traditional face-to-face lessons, although their role is irreplaceable, should be accompanied by technological means which would help students (the new cyber generation) form an effective learning community. (Milkova, 2012) There has been movement from computer-assisted language learning (CALL), where technology function is to assist language learning, to technology enhanced language learning (TELL), where technology is part of the environment in which language exists and is used.

While some students enter higher education with a very high level of general English language proficiency, all students will need to acquire specific academic literacy skills during their studies, and the acquisition of these skills is part of Professional English language courses. English language standards on entry are not adequate to ensure students' English language proficiency on graduation. However, some students will require greater assistance than others in developing specific aspects of their English language proficiency. It is for this reason that higher education providers should identify the developmental needs of individual students at an early stage of their studies.

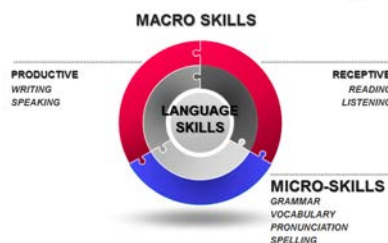
Moreover, as Toman and Michalik (2013) asserted, "the computer technology provides new interactive ways to overcome time and distance. Many global studies indicate that the education in the 21 century should prepare the students for integration in a globalized economy, based on knowledge which will be the more critical resource to the social and economic development" (p.79).

1.1. English language proficiency(ELP)

The terms used to define language proficiency are not strict and are often used loosely or interchangeably. The Common European Framework of Reference for Languages (CEFR) defines six reference levels which are accepted as the European standard for grading an individual's language proficiency (Council of Europe, 2011). For the purposes of our research we define ELP as the ability of students to use the English language to make and communicate meaning appropriately in spoken and written contexts while completing their higher education studies and after they graduate. Such uses may range from a simple task such as discussing work with fellow students, to complex tasks such as writing an academic paper or delivering a speech to a professional audience.

1.2. Key language competences

In Naom Chomsky (1970) theory linguistic (language) competence is the unconscious knowledge of grammar that allows a speaker to use and understand a language. In relation to assessing language competences in our Professional English language courses we distinguish two major categories – "macro-skills": productive skills (speaking, writing) and receptive skills (listening, reading). This is in contrast to the "micro-skills", e.g. grammar, vocabulary, pronunciation and spelling, which crosscut the four major language competences, see Fig.1. (El-Hmoudova, 2014) Alongside these skills, a lot of classroom activities and progress testing focuses primarily on grammar and vocabulary. Unfortunately, a lot of exercises, which concentrate on these areas exclusively and ignore assessment of the four major language skills, give students the wrong message that their overall progress in language performance is good. (Douglas, 2010)



Download English Version:

<https://daneshyari.com/en/article/1108565>

Download Persian Version:

<https://daneshyari.com/article/1108565>

[Daneshyari.com](https://daneshyari.com)