Call at a Distance

– an EFL teacher-training course for pre- or in-service training –

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Pedagogical context

ICT is used in teacher education
The **target group** is 3rd year (graduanding) distance students of English (pre-service)
The **aim of the course** is: Introduction to Computer-Assisted Language Learning (at a Distance)
The **target language** is: English English is the only language used throughout the course

Organisational context

Size of target group: 11 – 20
Teaching period: There were no regular periods – students work on their own (aided by study guides) and have to do and submit regular homework tasks
Was distance learning combined with face-to-face instruction? How many hours were dedicated to each? DL:...not limited Face to face:...4 hours Face –to-face mode is used for course introduction and college-based testing

Motivation for the use of ICT

I have used ICT in teaching ELT and training English teachers for about ten years, since I attended a course at Aberdeen University in 1993. My reasons are manifold: - the challenge of trying out and using new tools to enhance the quality of teaching and motivate the students,   - designing teaching materials to be used in traditional and ICT-assisted language teaching, both face-to-face and distance.   ICT /CALL came into the limelight at Berzsenyi College, Szombathely thanks to the educational and research activities of the EECALL Centre, a project initiated and funded through a TEMPUS project in the 90's and remained one of the highlights of EFL teacher training after the project phased out.

Description of the course

The **topic/aim** of the two-semester course is to familiarize students with the use of ICT and CALL tools in English language teaching.
The course covers the following topics:
    1. Disk and document management
    2. Intro to word processing

3. Incorporating graphics
4. Principles of design
5. Retrieving information from interactive books / multimedia
6. Navigating the local net
7. First visit to the 'global village'
8. Search engines
9. Electronic mail
10. CALL software
11. Authoring software
12. Presentation software (Power Point)
13. Spreadsheets (Excel)
14. Computational linguistics (readings)

The **teaching methods** used:

The course is based on a loop-input approach: teaching the use of the tools through getting the students to use them.

The teaching materials used: See above + readings

The **technologies** used:

- Hardware: PCs

- (educational) software: Wida

- Student/authoring software: Storyboard, Gapmaster, Pinpoint, Matchmaster, Choicemaster, Testmaster

- special workspaces/ tools (please specify)

- e-mail

- databases

● Feedback

We've been getting positive feedback so far

● What we would recommend to other professionals in the field

The course need regular updating to follow the latest developments.

Personal data

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2. Professional background

Profession Teacher of English and Russian, teacher trainer, linguist

My current occupation is
- Teaching teachers of English at college (pre- and in-service, full-time, part-time and distance)
- Teaching general English (advanced) and ESP (Business, Tourism)
- PhD student (research topic: training ESP teachers)

Further remarks
I have been involved in designing and teaching at DE courses since 1998