

Discussion on Strategies for Improving the Literacy of Foreign Language Teachers in Colleges and Universities in the Digital Age

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Abstract

In the digital age, teachers digital literacy has become a key factor in the high-quality development of higher education. It is particularly important to comprehensively promote the digital transformation of education and improve the digital literacy of foreign language teachers in colleges and universities. This paper expounds the connotation of teachers digital literacy, analyzes the current situation of digital literacy of foreign language teachers in universities in China, and puts forward the improvement path and research strategies, in order to provide theoretical reference for the improvement of digital literacy of foreign language teachers in universities.

Keywords

Digital age; Digital literacy; Foreign language teachers in colleges and universities.

1. Introduction

With the digital wave sweeping the world, foreign language education is facing unprecedented changes. Digital technology has not only changed the traditional teaching methods, but also put forward new challenges and requirements for the professional quality of foreign language teachers. Foreign language teachers need to be skilled in using digital tools, be able to obtain and process information efficiently, and should also master innovative teaching methods to meet the needs of digital teaching. Improving digital literacy has become an important problem for foreign language teachers to solve urgently, and its importance and urgency are self-evident. Only by constantly improving their digital literacy, foreign language teachers can better cope with the challenges of the digital age, improve the quality of teaching, and cultivate more foreign language talents in line with the needs of The Times.

On February 13, 2023, the first world conference on digital education, the Ministry of Education officially released the teachers digital literacy industry standards, has been clear about the core connotation of teachers digital literacy and index framework, for education management department, schools and education institutions provide guidance in the development of teachers digital literacy, also for the construction of teachers digital literacy training resources, provides the monitoring and evaluation. The standard defines teachers digital literacy (Digital Literacy of Teachers) as teachers appropriate use of digital technology to obtain, processing, use, management and evaluation of digital information and resources, discovery, analysis and solve the problem of education teaching, optimization, innovation and change education teaching activities with consciousness, ability and responsibility, stipulates the digital consciousness, digital technology knowledge and skills, digital application, digital social responsibility, professional development requirements of five dimensions.

2. Analysis of the Digital Literacy of Foreign Language Teachers in Universities

In the current digital age, the digital literacy of foreign language teachers is particularly important, which is not only related to the improvement of teaching quality, but also the key to the professional development of teachers. However, through in-depth analysis, we found that there are many problems and deficiencies in the digital literacy of foreign language teachers.

First of all, from the overall situation, the digital literacy level of foreign language teachers is not optimistic. While most teachers are able to use basic digital teaching tools, they often seem to be overwhelmed in the face of rapidly updated technology. For example, some emerging teaching platforms, interactive tools and online resources, and even resist them.

Secondly, the teachers recognition of the digital teaching concept also needs to be improved. Some teachers still adhere to the traditional teaching methods and hold a reserved attitude towards digital teaching, believing that it cannot replace the traditional face-to-face teaching. This lag in concept not only limits the development of teachers themselves, but also hinders the deep integration of foreign language teaching and modern technology.

In addition, teachers lack of digital skills is also a problem that cannot be ignored. With the rapid development of information technology, new teaching tools and platforms emerge in an endless stream. However, due to the lack of systematic training and learning, many teachers feel powerless and even fear about using these tools. This not only affects the teaching effect of teachers, but also weakens their enthusiasm to improve their digital literacy.

To sum up, there are many problems and challenges in foreign language teachers digital literacy. In order to meet the development needs of The Times and improve the quality of teaching, we must face up to these problems and take effective measures to solve them.

3. Ways to Improve the Digital Literacy of College Foreign Language Teachers

3.1. Develop a personal digital literacy improvement plan

In the context of the digital age, foreign language teachers urgently need to improve their digital literacy to meet the new teaching requirements. To this end, it is particularly important to develop a clear personal digital literacy improvement plan. First of all, teachers should clearly set improvement goals, which include not only mastering specific digital skills, such as the operation of multimedia teaching software and efficient retrieval of network resources, but also covering deeper levels of information literacy, such as keen insight into digital teaching trends and rapid adaptation. Secondly, according to the individual learning characteristics and time arrangement, choosing the appropriate learning form is also the key. For example, you can take online courses in your spare time, or attend regular offline seminars to communicate with your peers.

3.2. Support measures of schools or educational institutions

In addition to the efforts of individual teachers, schools or educational institutions also play an important role in promoting the digital literacy of foreign language teachers. On the one hand, these institutions should establish clear digital teaching standards to provide a clear guidance and evaluation system for teachers. This will not only help regulate teachers teaching behavior, but also motivate them to improve their digital literacy. On the other hand, providing professional training and learning resources is also essential. Schools can regularly organize internal or external experts to give lectures and share the latest digital teaching ideas and practical experiences. At the same time, a perfect learning resource database is established to provide teachers with rich learning materials and convenient access to them.

3.3. Explore digital teaching tools and resources

In the process of improving digital literacy, foreign language teachers need to actively explore and master various digital teaching tools and resources. For example, modern teaching equipment such as electronic whiteboard and online classroom platform can greatly enrich teaching methods and improve classroom efficiency. Teachers should constantly hone their skills through practical operation and integrate these tools into their daily teaching. In addition, the Internet, as a huge information base, provides teachers with massive teaching resources. Learning how to efficiently retrieve, screen and integrate these resources is crucial to improving the quality and interest of the teaching content.

3.4. Strengthen academic exchanges and cooperation

In the context of the digital age, the importance of academic exchanges and cooperation has become increasingly prominent. Foreign language teachers should actively join professional social networks to connect with their peers from different regions. Through these platforms, they can share their teaching experience, discuss the problems encountered, and jointly explore new teaching methods and ideas. In addition, participating in academic seminars is also an excellent learning opportunity. In these activities, teachers can have access to the latest research results and teaching trends, so as to constantly update their knowledge system and broaden their horizons. By strengthening academic exchanges and cooperation, foreign language teachers can not only improve their own digital literacy, but also contribute to promoting the progress of the whole industry.

4. Research on the Digital Literacy Improvement Strategies of Foreign Language Teachers in Colleges and Universities

4.1. In-depth research and multi-dimensional analysis

In view of the current situation of the digital literacy of foreign language teachers in colleges and universities, we should conduct a comprehensive and in-depth research. First-hand data on teachers digital literacy was collected through questionnaires, field interviews, and online tests. The scope of research should cover teachers from different universities and different language backgrounds to ensure that the data is extensive and representative. In the process of research, we should also pay special attention to the practical abilities and needs of teachers in the utilization of digital teaching resources, multimedia teaching design, network teaching and distance education, data analysis and evaluation, academic research and digital resource acquisition.

Upon completion of the data collection, we will perform a multi-dimensional analysis. By comparing the digital literacy level of teachers in different universities and different languages, the differences and their causes are revealed. We will deeply analyze the influencing factors such as the education system, discipline characteristics, training opportunities and resource allocation behind these differences, so as to provide a solid basis for the subsequent strategy development.

4.2. Precise policies and characteristic training

Based on the results of the research and analysis, we will develop a series of precise improvement strategies. These strategies will address the actual needs and challenges of teachers in different universities and in different languages, aiming to comprehensively improve their digital literacy. We will work closely with teacher education institutions, information technology experts, and subject education experts to design and implement these strategies.

In terms of training content and way, we will pay attention to characteristics and effectiveness. According to the characteristics and teaching needs of different disciplines, we will develop customized training courses and teaching materials. For example, for English teachers, we will focus on strengthening their ability in multimedia teaching design, the application of network teaching platform, and language learning data analysis. At the same time, we will also adopt a combination of online and offline, theory and practice to ensure the maximum training effect.

4.3. Scientific evaluation and long-term incentive

In order to continuously track and evaluate the improvement effect of foreign language teachers digital literacy, we will establish a scientific evaluation system. The system will cover multiple dimensions of evaluation, including teachers digital teaching ability, the ability to use digital resources in academic research, and the ability to use digital technology for teaching reflection and continuous learning. We will regularly evaluate teachers digital literacy, and timely adjust their improvement strategies according to the evaluation results.

In addition, we will also set up a long-term incentive mechanism to encourage foreign language teachers in universities to actively improve their digital literacy. These incentives include creating digital literacy promotion awards, providing teachers with opportunities to participate in advanced studies and academic exchanges, and giving priority to teachers in their career development. We believe that these incentives will stimulate the enthusiasm and creativity of foreign language teachers to improve their digital literacy, so as to promote the comprehensive innovation and development of college education and teaching.

5. Summary and Outlook

In the digital age, the improvement of the digital literacy of foreign language teachers in colleges and universities is crucial. This is not only related to the career development of individual teachers, but also has a profound impact on the quality of higher education and the cultivation of future talents. Through in-depth analysis and practical exploration, we can see that remarkable achievements have been made in improving the digital literacy of foreign language teachers in universities, and have brought revolutionary changes to education and teaching.

The improvement of the digital literacy of foreign language teachers in colleges and universities means that they can more skillfully use information technology tools and innovate teaching methods. This change not only enriches the classroom teaching content, but also improves the students interest and effect in learning. At the same time, the improvement of digital literacy also enables teachers to better integrate online and offline teaching resources, break the time and space constraints, and provide students with more flexible and diverse learning paths.

Looking into the future, digital education will continue to flourish, and put forward new and higher requirements for foreign language teachers. With the continuous progress of technology and the renewal of educational concepts, foreign language teachers need to continue to learn and adapt, and more deeply integrate digital technology with foreign language teaching. This includes but is not limited to the use of artificial intelligence, big data and other advanced technologies for precision teaching, personalized tutoring, as well as participation in international exchanges and cooperation, and jointly promote the popularization and development of digital education on a global scale.

Therefore, we must continue to increase our efforts to improve the digital literacy of foreign language teachers in colleges and universities. This requires a sound training system, rich learning resources, incentive policy guidance and other efforts. Only in this way can we ensure that foreign language teachers in colleges and universities remain invincible in the tide of digital education and contribute to the cultivation of high-quality talents with international vision and competitiveness.

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