

From a Teaching/Learning Experiment to Establishing a New Set of Best Practices in Second Language Acquisition

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Abstract

This paper aims at presenting the way forward of an experiment which took place four years ago, how learners and teachers have adapted to new learning environments involving ICT over these four years. This will show how despite a lot of reluctance, a small team of enthusiastic teachers has paved the way to introducing ICT in Second language acquisition in the classroom. Thus, fostering the need to change some of our teaching-learning practices to which many colleagues have now a growing awareness. This paper is here to present how within our language department we organized our training to help our colleagues meet the new standards which have commonly been agreed to. This slow but yet inevitable process is an essential foothold to creating the conditions that - even more than before - we are engaged in a never-ending continuing process where the learner is at the centre of the learning/teaching system. However, theory is not practice; many obstacles had and still have to be overcome. There are some questions which still need to be answered. This learning/teaching strategy we believe in needs to be set within a clear and strong political framework, where decision-makers have to be convinced of the benefits of such a scheme. Cultural and financial barriers are to be broken down. Our language department now provides language courses involving blended learning and distance learning which are beneficial to our students whether they are face-to-face or distant. We will present a learning/teaching model designed for a distance language course catering for the needs of mostly mature students in the field of psychology and who have compulsory ECTS credits in English. This teaching/learning model is a concrete example of the way forward we had decided to follow four years ago.