

The Student-Teachers' Perspectives on the Significance and Acquisition of Teaching Competences

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Abstract

The authors present the results of continuous research of the influence of teaching methodology courses on the development of self-awareness and teaching competences of students of Primary Teacher Education with the English Language at the Faculty of Teacher Education, Zagreb, Croatia. The previous stages of the research focused primarily on the analysis of the aims and learning outcomes of the Teaching Practice Course: its impact on developing student self-awareness and the target competences of the Course, which would enable students to apply the acquired theory and successfully plan, prepare and teach English in primary schools. As the findings indicated that the student-teachers perceived the impact of the Course had been significant, the authors continued the research to establish the extent to which the Course had influenced the development of some generic and specific teaching competences, students' opinions regarding the significance of these competences and the theory acquired during their study. The comparative analysis of the questionnaires, which the fifth-year students in the two consecutive academic years, 2010/2011 and 2011/2012, had completed during the initial and final sessions of the Course, established that the Integrated Undergraduate and Graduate University Study for Primary Teacher Education with English raised students' awareness of the significance of both sets of competences and of the theory acquired during the study. In addition, the Course itself had influenced in a positive way the students' opinions regarding these competences and the theory acquired. Moreover, during the Course students further developed all generic and specific competences, excepting the ability to use the European Language Portfolio.

Key words: *generic teaching competences; pre-service teacher education; specific teaching competences; teaching competences; Teaching Practice Course.*

Introduction

The last few decades saw significant changes in the perception of the responsibilities of the teaching profession which continue to influence the changing role of teachers and the tasks set before them in their professional lives (see Kelly et al., 2004, Vizek Vidović, 2005; Mihaljević Djigunović, 2008; Mihaljević Djigunović, & Mardešić, 2009; Vizek Vidović, & Domović, 2013). As a result, the list of competences a teacher should possess in order to cope with the demands of modern teaching is becoming longer and longer. Institutions dealing with teacher education must react to such demands particularly since the education of teachers is a key issue in a society aspiring to be founded on knowledge. What is more, learning foreign languages from an early school age, and in that way preparing students for communication in a multicultural and plurilingual Europe is a direct result of living in a borderless Europe while preserving the language and cultural identity of citizens. That aspiration was expressed back in 1995 as a recommendation in *The White Paper, Teaching and Learning: Towards the Learning Society* stating that learning one foreign language should begin at preschool age, while learning a second foreign language should be introduced at the end of primary school, which for the majority of European countries is equivalent to the age 10-12. Considering that foreign language (FL) teaching is a precondition for reaching those goals, its quality and high standards should be maintained, i.e. high criteria for educating FL teachers should also be developed and maintained. In that respect, in 2004 the European Commission brought forward the *European Profile for Language Teacher Education – A Frame of Reference* (Kelly et al., 2004), (further on *Profile*). The document, among other, is made up of detailed lists of important elements for the education of FL teachers, i.e. specific competences that should be acquired through the programme of study and further developed through continuous professional development. It was agreed that the terminology and levels of language competences in the *Profile* would correspond to the Common European Framework for Languages of the Council of Europe (2001, further on CEFR).

The project *Tuning teacher education curricula in the Western Balkans* (Center for Education Policy, 2008), is also significant in formulating competences of teachers of all profiles including FL teachers. The applied model of competences as “complex predispositions of teachers that determine teacher behaviour” (*ibid.*: 28), represents a contemporary approach to teacher education as opposed to the traditional approaches which aimed at determining desired teacher characteristics. Several independent studies conducted in 12 countries of Central and Southeast Europe (cf. Vizek-Vidović, 2005; Zgaga, 2006; Dagarin, & Andraka, 2007) confirmed that the most frequent objection to the education of teachers was related to the gap between initial teacher education and the application of newly acquired skills in practice. This leads to the conclusion that the missing link would be the knowledge necessary to recognize and solve problems in practice, i.e. expertise that represents a combination of knowledge, skills, values, motivation and attitudes that are frequently referred to as competences.

English Language Teacher Competences

There is a consensus among professionals that the education of FL teachers should be made up of four components: practical knowledge of the FL, knowledge of the theory of FL teaching, knowledge of the teaching conditions, and practical knowledge of FL teaching methods (Kelly et al., 2004; Mihaljević Djigunović, 2008). Competences which a FL teacher should possess could be divided into generic or educational competences and subject-specific competences characteristic of the foreign language (Radišić et al., 2007). The first group of competences is made up of “general pedagogical-psychological competences, competences related to classroom and out-of-class instruction and personal characteristics and skills” (*ibid.*: xii). The second group is made up of two subgroups: competences related to language and culture, i.e. communicative language competences and intercultural competence of the teacher as well as competences related to FL teaching, i.e. “glottodidactical and methodological knowledge and skills necessary for quality teaching of foreign languages” (*ibid.*). Such an approach towards competences, which encompasses the lifelong professional development of teachers, shows that generic and specific competences are interwoven and should continue to develop at an equal pace.

English Language Teacher Competences Developed Through the *Integrated Undergraduate and Graduate University Study for Primary Teacher Education with English*

The University Study for Primary Teacher Education with English (further in text: the Programme) which has been in effect at the Faculty of Teacher Education, University of Zagreb since 2005/06, is an example of a simultaneous programme of study. It includes an integrated undergraduate and graduate double major programme of study (0+5) in the duration of 10 semesters. Upon completion of the Programme the student acquires 300 ECTS points and the professional title of *Master of Primary Education*. The English language programme of study makes up at least 30% of the entire teacher education programme, i.e. at least 88 ECTS points. Today, that programme consists of 27 compulsory courses and 3 to 8 elective courses. The compulsory part of the programme entails 1290 hours of direct teaching, in addition to 105 hours of the *Teaching Practice Course* and 150 hours of additional classroom practice through the *Classroom Practice Course*, totalling 93 ECTS points.

The Programme is thematically divided into four parts. The **first part** consists of 10 language courses which aim at developing students’ – future teachers’ communicative competence to the C1 level of the CEFR. That is in accordance with the recommendation that communicative language competence of foreign language teachers would entail “reaching the required level (B2 – C1 with some elements of C2, ... for receptive and productive skills” (Radišić et al., 2007, p. 10) according to the

CEFR. This part of the Programme also focuses on the academic language which is developed through the written discourse of professional literature. Acquiring practical knowledge of the foreign language (Kelly et al., 2004) is one competence that teachers should develop and this group of courses, containing 600 teaching hours, definitely aims to develop not only basic theoretical knowledge of modern English language (EL) and linguistics but also high communicative competence. The **second part** consists of two culture and civilization courses and an additional course which links all cultural topics with early EL teaching. In total, these three courses offer 150 teaching hours and carry 10 ECTS points. The cultural component of the Programme enriches future teachers' knowledge of culture in general and also of the target language cultures. Within the framework of FL teaching in primary school this will enable future teachers to raise the awareness of their pupils' own culture and correlate it with the target culture/cultures as well as develop the ability to communicate with other world cultures. The **third part** comprises content from the area of literature which permeates through 6 courses and 225 teaching hours with a total of 14 ECTS points. Through these courses, students encounter basic terminology from literary theory, independently read older and contemporary literary texts and systematically acquire the historical, theoretical and methodological aspects of literature for children in the English language. Finally, the **fourth part** encompasses teaching methodology courses which, through 360 hours and 8 one-semester courses, award students with 28 ECTS points. Of the total number of hours, 105 hours are allocated to the *Teaching Practice Course* which takes place in the classroom and provides immediate work with pupils. It should be mentioned that courses such as *Culture in Early English Language Learning* and *Literature in English Language Teaching*, although thematically belonging to the cultural and literary parts of the Programme also incorporate teaching methodology topics. In addition to these courses, students also have several general courses in education which develop basic competences for both primary teachers and English language teachers. Examples of such courses are Philosophy of Education, General Pedagogy, School Pedagogy, Developmental Psychology, Theory of Teaching and Education, Curriculum, Motivation and Social Relations in the Classroom and Special Needs Pedagogy, carrying 32 ECTS points in total.

When referring to the structure of teacher education, the *Profile* states the importance of linking the following: academic segment of study and practical teaching experience, flexibility in teaching at the graduate level and later through teacher professional development, quality organization of teaching practice, work with mentors, which is closely related to the continuing professional development of teachers and the training of mentors and trainers. The Programme is proportional in terms of theoretical courses and at all times takes into account the possibilities of applying theory in practice. It offers a solid foundation for teaching English and develops student awareness of the importance of professional development in the field. It establishes quality communication between the faculty and training schools,

along with the employed teacher mentors. Student teaching practice has been one of the most important parts of this programme of study. Over the course of five years, students spend 45 days in schools as part of their primary education programme of study. Part of this practice is allocated for English language students who have particular tasks relating to ELT. Another type of teaching practice pertaining only to English language students includes an additional 150 hours of practice scheduled from the fourth to the eighth semester of study. Such a distribution of practice gives students the opportunity to observe and participate in teaching activities, to become motivated and to become acquainted with pupils' learning styles and strategies, with content-based language teaching and with evaluation and assessment of learning (Domović, & Cindrić, 2009). As a result, English language students are involved in multicultural situations through the teaching practice at the American International School of Zagreb and the Croatian International Primary School in Zagreb and through student exchanges and cooperation with the Teacher Training School of the University College Hogeschool Antwerpen in Belgium. Through the exchange, Croatian students are given the opportunity to become acquainted with the Flemish programme for teacher education, to meet their peers, attend courses and participate in common projects. While visiting primary schools in the area, they become familiar with the Flemish system of primary education. This is in harmony with the guidelines of the European Commission recommending experience in an intercultural and multicultural environment, spending time in a country where the target language is spoken and observing and participating in teaching in different countries in order for students or teachers to get the opportunity to experience the variety of cultures and exchange experiences with colleagues from other countries (Kelly et al., 2004). The five segments of teaching which students observe throughout the five semesters prepare them for active participation in the teaching process within the *Teaching Practice Course* in the fifth year of study.

Throughout their study and later, as part of their professional development, student-teachers should become acquainted with the newest research in foreign language teaching methodology, approaches to teaching and learning while working on their own language competence and IT literacy (*ibid.*). Through teaching methodology courses of the Programme (see Bilić-Štefan et al., 2011) it is evident that a substantial number of hours are allocated to teaching methodology aiming to cover all important topics from contemporary glottodidactics and ELT methodology. Students are prepared for various approaches to teaching EFL and become aware that teaching and learning are processes that develop in continuity and therefore their study is a preparation for lifelong learning. Furthermore, during the course *Assessment in English Language Teaching* students learn about various types of learner assessment and their advantages and disadvantages, the application of the CEFR for the assessment of students and the use of the European Language Portfolio (ELP) for student self-assessment. Students also become familiar with various types of curricula and learn

how to critically evaluate national and school curricula with special reference to teaching English in primary school. Knowledge of the theory and practice of internal and external evaluations of the programme, national examinations as part of external evaluation prepare students for competent application and adaptation of syllabi and materials to the needs of the students. The education of teachers implies the ability of the teacher to adapt to the needs of the pupils, i.e. the ability to recognize differences between pupils and accordingly use different techniques for successful class management and thus respect their differences (*ibid.*). In the same way, the teacher should raise pupils' awareness regarding the use of learning strategies which best meet their needs and thus contribute to success in learning. The Programme devotes considerable time to preparing students for such tasks, which is also evident in the information given above in the text.

An important strategy for quality teaching is reflection on one's own work, the ability to be self-critical and systematically work on developing one's own language and professional competences. In other words, a teacher should apply the curriculum in practice, exchange experiences with colleagues and critically review his/her work (*ibid.*). The aim of the Programme is to create a reflective practitioner who will, upon completion of the study, be able to further develop and maintain quality work. In order to do so, a teacher should understand the role of action research, which changes the often passive role of the teacher at the receiving end of information, to that of a researcher of the teaching process, and thus immediately improving the quality of teaching. In that way, the perspective of research *about* the educational processes changes and becomes research *within* the educational process. In addition to the previously mentioned instruments of multilingualism of the Council of Europe such as the CEFR, CLIL (*Content and Language Integrated Learning*) and the ELP, student teachers should become acquainted with other educational documents and recommendations in order to implement them in their daily work. Another important document primarily aimed at students, but also teachers, is the *European Portfolio for Student Teachers of Languages* (EPOSTL). By filling in the portfolio, students reflect on their knowledge and skills which are necessary for teaching a foreign language; they assess their pedagogical competences and monitor their progress by noting their teaching experiences which they later discuss (Newby et al., 2007). The EPOSTL has been applied in the Programme within the framework of ELT methodology courses since the 2009/10 academic year (Bilić-Štefan et al., forthcoming)

The education of teachers must not neglect the social and cultural values such as respecting differences, active communication and participation in the community. It should raise students' awareness of language and cultural differences, the importance of teaching about such differences and European citizenship (Kelly et al., 2004). The Programme offers content which develops awareness about the key role of language learning in promoting values such as respecting differences and openness towards others. Through ELT methodology courses students learn about theories of language acquisition and language learning, the influence of the first language

on other languages, how to use teaching materials for the purpose of promoting the mentioned values among pupils and how to encourage comparisons between one's own culture and other cultures. European citizenship should be seen as a link between regional, national, international and global citizenship. Teamwork, cooperation within and out of school as well as lifelong learning are also indispensable parts of the teaching profession, including foreign language teachers (*ibid.*). Within the framework of the Programme, students encounter some teaching techniques which develop communicative skills that will help them in their future profession (cooperation with colleagues, professional development, etc.).

All of the above seems to indicate that throughout the entire Programme of study, teacher competences are systematically and continually developed. Accordingly, the aim of the research presented in this paper was to investigate students' opinions regarding the extent to which the competences the Programme claims to develop are actually acquired during the course of study.

Methods

The present stage of the research was conducted with the aim of establishing the students' perception of the influence of the Programme on student-teachers' opinions about the significance of a number of generic and specific teaching competences developed during the course of study, the acquired theory and knowledge base, and the extent to which the student-teachers developed these competences. The additional aim was to establish students' perception of the impact of the *Teaching Practice Course* (further in text: *Course*) on student-teachers' opinions, and the extent to which the *Course* itself influenced the development of competences.

During the initial session of the *Course*, at the beginning of year five, the students completed a three-part questionnaire compiled from the instrument used by Mihaljević Djigunović and Mardešić in their research (2009). The first and the second part of the questionnaire comprised a set of 14 generic and specific competences respectively. The student-teachers estimated on a 5-point Likert scale, the significance of these competences for their profession and the extent to which they would be developed during the *Course*. In the third part of the questionnaire, the students estimated the percentages in which various areas of theory, acquired during the course of study, are present in the professional competence of English teachers. During the final session of the *Course*, students were asked to complete an identical questionnaire estimating the extent to which the *Course* influenced their perceptions of particular competences and contributed to the development of competences. The students' perception of the influence of the Programme of Study in general, and the *Course* in particular was estimated based on the comparison of results from the questionnaires which the students completed.

The participants in the research were 37 students (N=37), who in the two consecutive academic years, 2010/2011 and 2011/2012, attended the fifth year of study.

Results and Discussion

Generic Competences: Significance and Development

The first part of the questionnaire consisted of a set of 14 generic competences relevant for English language (EL) teachers. The students completed identical questionnaires during the initial and final sessions of the *Course*, estimating firstly the significance of these competences for their profession on a scale from one to five (1=not significant; 2 = somewhat significant; 3= indifferent; 4 = quite significant; 5= most significant). Next, at the beginning of the *Course*, they estimated the extent to which they would develop these competences during the *Course*, whereas on completion of the course, they marked the extent to which they had actually developed them (1=not developed; 2=somewhat developed; 3=not sure; 4=rather developed; 5=acquired).

Using the SPSS statistical programme the results were analysed through comparative descriptive statistics, and mean levels were calculated initially and finally. A paired-samples *t*-test was used in order to establish whether there were any statistically significant differences in the mean levels in students' estimates initially and finally.

As can be seen from Table 1, although the students have, at the beginning of the *Course*, estimated that all 14 competences are highly relevant for their profession, they have singled out competence no. 14 *Ethical commitment* (M=4.84), and no. 6 *Capacity for applying knowledge in practice* (M=4.81) as the most important competences. According to the estimates at the beginning of the *Course*, the competences no. 11 *General knowledge* (M=4.41), 12 *Social responsibility* (M=4.35) and 4 *Teamwork* (M=4.11) were considered only somewhat significant for the profession.

After attending the *Course* the students' estimates indicate once more a considerable importance of all competences. All mean levels are higher than at the beginning of the *Course*, and, excepting *Teamwork*, above 4.54. Interestingly, in spite of the fact that the importance of teamwork and cooperation within schools is continuously emphasised throughout the Programme, and, moreover, during the *Course* student- teachers have ample opportunity to witness how the cooperation functions, the students' estimates indicate that they consider this competence as being the least important, possibly, as a result of a common perception of classroom teachers as being independent and 'solitary' in planning, preparing and teaching lessons. The testing upon the completion of the *Course* resulted in a somewhat altered order of the significance of competences. As can be seen in Table 1, competence no. 6 *Capacity for applying knowledge in practice* (M=4.86) and no. 7 *Capacity to adapt to new situations* (M=4.81) for example, are at this point considered to be more important for the teaching profession than for example no. 14 *Ethical commitment*. Competence no. 12 *Social responsibility* (M=4.54), no. 11 *General knowledge* (M=4.54), and 4 *Teamwork* (M=4.14), are at the bottom of the scale on completion of the *Course* as well.

Table 1.

Estimate of the significance of generic competences – beginning and end of Course

No.	Generic competences	Testing	Mean	N	Std. Deviation	Std. Error Mean
1	Planning and time management	Initial	4.73	37	.508	.084
		Final	4.76	37	.495	.081
2	Problem solving	Initial	4.46	37	.558	.092
		Final	4.68	37	.475	.078
3	Critical and self-critical abilities	Initial	4.54	37	.650	.107
		Final	4.73	37	.508	.084
4	Teamwork	Initial	4.11	37	.737	.121
		Final	4.14	37	.822	.135
5	Interpersonal skills	Initial	4.59	37	.551	.091
		Final	4.78	37	.417	.069
6	Capacity for applying knowledge in practice	Initial	4.81	37	.397	.065
		Final	4.86	37	.419	.069
7	Capacity to adapt to new situations	Initial	4.73	37	.450	.074
		Final	4.81	37	.397	.065
8	Capacity for generating new ideas (creativity)	Initial	4.70	37	.520	.085
		Final	4.76	37	.495	.081
9	Ability to work autonomously	Initial	4.65	37	.484	.080
		Final	4.70	37	.520	.085
10	Concern for Quality	Initial	4.49	37	.559	.092
		Final	4.76	37	.435	.072
11	General knowledge	Initial	4.41	37	.686	.113
		Final	4.54	37	.691	.114
12	Social responsibility	Initial	4.35	37	.753	.124
		Final	4.54	37	.650	.107
13	Initiative and entrepreneurial spirit	Initial	4.59	37	.599	.098
		Final	4.73	37	.652	.107
14	Ethical commitment	Initial	4.84	37	.374	.061
		Final	4.76	37	.495	.081

The comparison of the initial and final mean scores indicates that there is a statistically significant difference regarding the competence *Concern for quality* ($t=-2.321$, $p=0.023$) (see Table 2). That is, after attending the *Course* the students have estimated this competence as being significantly more important ($M=4.76$) than initially ($M=4.49$).

Table 2.

Comparison of mean values - beginning and end of Course

	Mean	Std. Deviation	<i>t</i>	Sig. (2-tailed)
Concern for quality	-.27	.608	-2.705	.010

Another task the students had at the beginning of the *Course* was to estimate on a scale from 1-5 the extent to which they assume they will develop these competences during the *Course*. As shown in Table 3, which presents the results of the students' estimates at the beginning and end of the *Course*, all mean levels are lower than in

the estimates of significance of competences. The students estimated that they will considerably develop only competence no. 9 *Ability to work autonomously* ($M=4.09$) during the *Course*. On the other hand, they assessed that they will not be able to develop other competences to the same extent (not a single mean level surpasses 3.94). Competences no. 2 *Problem solving* (3.21) and 5 *Interpersonal skills* (3.15) have the lowest mean scores. It seems that the students have rather realistically estimated that they will not have enough time and opportunity to develop these competences more considerably during the *Course*.

Table 3.

Estimate on the development of competences - beginning and end of Course

No.	Generic competences	Testing	Mean	N	Std. Deviation	Std. Error Mean
1	Planning and time management	Initial	3.62	34	.551	.095
		Final	4.06	34	.814	.140
2	Problem solving	Initial	3.21	34	.729	.125
		Final	3.62	34	.817	.140
3	Critical and self-critical abilities	Initial	3.47	34	.896	.154
		Final	4.26	34	.618	.106
4	Teamwork	Initial	3.76	34	.923	.158
		Final	3.88	34	.880	.151
5	Interpersonal skills	Initial	3.15	34	.958	.164
		Final	4.09	34	.793	.136
6	Capacity for applying knowledge in practice	Initial	3.94	34	.851	.146
		Final	4.12	34	.729	.125
7	Capacity to adapt to new situations	Initial	3.29	34	.906	.155
		Final	4.06	34	.649	.111
8	Capacity for generating new ideas (creativity)	Initial	3.94	34	.851	.146
		Final	4.06	34	.851	.146
9	Ability to work autonomously	Initial	4.09	34	.753	.129
		Final	4.38	34	.779	.134
10	Concern for Quality	Initial	3.53	34	.825	.142
		Final	3.88	34	.844	.145
11	General knowledge	Initial	3.44	34	.894	.153
		Final	3.44	34	1.050	.180
12	Social responsibility	Initial	3.41	34	.892	.153
		Final	3.65	34	.884	.152
13	Initiative and entrepreneurial spirit	Initial	3.47	34	.929	.159
		Final	3.53	34	1.134	.195
14	Ethical commitment	Initial	3.65	34	1.070	.183
		Final	4.00	34	1.015	.174

On completion of the *Course* the students have assessed the extent to which they have actually developed generic competences. As can be seen from Table 3, all mean levels are higher than at the beginning of the *Course*, that is, the students consider that they have acquired these competences to a higher degree than thought initially. Competence no. 9 *Ability to work autonomously*, as predicted, has been acquired considerably during the *Course* ($M=4.35$). But as shown in Table 3, the students have,

to a considerable extent, acquired other competences, which they have not predicted initially, for example, no.3 *Critical and self-critical abilities* (4.27), no. 6 *Capacity to apply knowledge in practice* (4.16), no.8 *Creativity* (4.05) and no. 7 *Capacity to adapt to new situations* (4.05).

The comparison of the initial and final mean scores indicates that there are statistically significant differences regarding some competences (see Table 4). For instance, there is a statistically significant difference between the initial estimate of the development of the competence *Planning and time management*, ($t=-2.701$, $p=.026$), which is significantly lower ($M=3.62$) than in the final estimate ($M=4.05$), after having the opportunity to develop this competence during the *Course*. A statistically significant difference was observed with the development of competences *Problem solving* ($t=-2.448$, $p=.014$), *Critical and self-critical abilities* ($t=-4.434$, $p=.001$), *Interpersonal skills* ($t=-4.391$, $p=.001$), and *capacity to adapt to new situations* ($t=-4.152$, $p=.000$), which the students have acquired more than initially thought. It appears that this may be related to regular lesson analyses (see Bilić-Štefan et al., 2011; Bilić-Štefan et al., forthcoming), during which the students have had the opportunity to develop these competences.

Table 4.

Comparison of arithmetic means - initial and final measurements

	Mean	Std. Deviation	t	Sig. (2-tailed)
Planning and time management	-.44	1.106	-2.325	.026
Problem solving	-.41	.925	-2.596	.014
Critical and self-critical abilities	-.79	1.250	-3.705	.001
Interpersonal skills	-.94	1.434	-3.826	.001
Capacity to adapt to new situations	-.76	.987	-4.520	.000

Specific Competences: Perception of Significance and Development

The second part of the questionnaire focused on 14 specific competences relevant for EL teachers. The students filled in the identical questionnaire at the beginning and at the end of the *Course*, estimating on a scale of 1 to 5 (1=not significant; 2=somewhat significant; 3=indifferent; 4=quite significant; 5=most significant) the significance of the mentioned competences for the profession and the degree to which they perceive they will acquire those competences while attending the *Course*. At the end of the *Course* they will, based on their estimate, again mark their estimates of the relevance of the specific competences for the profession and the degree to which they have acquired the competences (1=not developed; 2= somewhat developed; 3=not sure; 4=rather developed; 5=acquired). The questionnaires were analyzed descriptively using the SPSS statistical program.

Table 5 below shows students' perceptions of the significance of specific competences for the profession measured initially and finally. At the beginning of the *Course* the

students' perceptions are that all of the mentioned competences except for competence no. 14 *Ability to use the ELP* (M=3.92), are very significant for the profession (ten competences have a mean value higher than 4.54). According to their perception, the most significant competences are no. 10 *Ability to motivate pupils* (M=4.92), no.12 *Classroom management skills* (M=4.92), no.2 *Understanding the process of foreign language teaching* (M=4.89), no.12 *Ability to adapt teaching to pupils' needs and abilities* (M=4.81), and no. 1 *Understanding the process of foreign language learning* (M=4.81). As a matter of fact, the competence estimated as the least significant according to the students was the competence no. 14 *Ability to use the ELP* (M=3.92).

Table 5.

Students' estimate of the significance of specific competences for the profession – beginning and end of Course

	Specific competences	Testing	Mean	N	Std. Deviation	Std. Error Mean
1	Understanding the process of foreign language learning	Initial	4.81	37	.397	.065
		Final	4.92	37	.277	.045
2	Understanding the process of foreign language teaching	Initial	4.89	37	.315	.052
		Final	4.97	37	.164	.027
3	Ability to learn by observing others	Initial	4.27	37	.560	.092
		Final	4.49	37	.607	.100
4	Ability to learn through reflective practice	Initial	4.39	36	.645	.107
		Final	4.67	36	.535	.089
5	Ability to assess and test communicative language competences	Initial	4.65	37	.484	.080
		Final	4.57	37	.603	.099
6	Ability to select teaching materials	Initial	4.70	37	.463	.076
		Final	4.84	37	.442	.073
7	Ability to evaluate the teaching plan and programme	Initial	4.46	37	.650	.107
		Final	4.41	37	.686	.113
8	Ability to implement the curricula and syllabus	Initial	4.59	37	.498	.082
		Final	4.46	37	.691	.114
9	Awareness of the factors influencing foreign language learning	Initial	4.54	37	.605	.100
		Final	4.68	37	.530	.087
10	Ability to motivate pupils	Initial	4.92	37	.277	.045
		Final	4.92	37	.277	.045
11	Detecting pupils' needs	Initial	4.73	37	.450	.074
		Final	4.89	37	.315	.052
12	Ability to adapt teaching to pupils' needs and abilities	Initial	4.81	37	.397	.065
		Final	4.78	37	.417	.069
13	Classroom management skills	Initial	4.92	37	.277	.045
		Final	4.89	37	.315	.052
14	Ability to use the ELP	Initial	3.92	37	.894	.147
		Final	3.84	37	1.014	.167

In the final measurement of the importance of specific competences for the profession (after attending the *Course*), Table 5 shows that students estimated that competence no. 2 *Understanding the process of teaching a foreign language* is a very important specific competence (M=4.97). Other very significant competences according to the students are no. 10 *Ability to motivate pupils*, no.1 *Understanding*

the process of foreign language learning and no. 13 Classroom management skills. Even after attending the Course, competence no. 14 Ability to use the ELP continues to be the least significant competence for the profession. A possible reason for such an estimate could be the inadequate use of the ELP in schools where students observed the teaching and were engaged in teaching lessons.

A statistically significant difference was observed for the variable *Ability to learn through reflective practice* ($t = -2.249, p = 0.031$). In other words, upon completion of the Course students estimated that the mentioned competence was more significant for the profession than perceived initially. Considering that developing self-awareness is one of the key aims of the Teaching Practice Course, students are systematically and continuously encouraged to engage in self-observation using various instruments (see Bilić-Štefan et al., forthcoming). That being the case, students' perceptions of the importance of self-observation for the profession are reflected in their estimates at the end of the Course.

Table 6.

Comparison of arithmetic means in the initial and final measurements for the estimate of the significance of specific competences for the profession

	Mean	Std. Deviation	t	Sig. (2-tailed)
Ability to learn through reflective practice	-.28	.741	-2.249	.031

At the very beginning of the Course, students estimated the extent to which they would acquire the mentioned specific competences. It can be seen from Table 7, as in the case with generic competences, that all mean values are lower than in the table estimating the significance of the same competences. The students estimated that competence no. 2 *Understanding the process of language teaching* ($M = 4.03$) would be acquired to a greater degree during the Course. On the other hand, they estimated that competences no. 13 *Classroom management skills* ($M = 3.35$), no. 7 *Ability to evaluate the teaching plan and programme* ($M = 3.35$) and 11 *Ability to detect pupils' needs* ($M = 3.35$) would not be acquired to the same degree. It is rather clear that students estimated that it was not realistic to expect significant outcomes in the acquisition of specific competence throughout a year-long course.

However, as can be seen from Table 7, which also shows students' estimates upon completion of the Course, all of the competences, except for no. 14 *Ability to use the ELP* were developed to a larger degree than estimated at the beginning of the Course. Students expressed that they acquired to a high degree competence no. 3 *Ability to learn by observing others* ($M = 4.30$), which is one of the most important aims of the Course, along with competences no. 10 *Ability to motivate pupils* ($M = 4.19$) and no. 6 *Ability to select teaching materials* ($M = 4.08$) also being the Course aims.

Table 7.

Estimate of the expected development of specific competences in the Course – initial and final measurement

No.	Specific competence	Testing	Mean	N	Std. Deviation	Std. Error Mean
1	Understanding the process of language learning	Initial	3.85	34	.784	.134
		Final	3.79	34	.880	.151
2	Understanding the process of language teaching	Initial	4.03	34	.758	.130
		Final	3.94	34	.814	.140
3	Ability to learn by observing others	Initial	3.94	34	.886	.152
		Final	4.26	34	.618	.106
4	Ability to learn through self-observation	Initial	3.55	33	.869	.151
		Final	4.00	33	.866	.151
5	Ability to assess and test communicative language competences	Initial	3.53	34	.788	.135
		Final	3.56	34	.660	.113
6	Ability to select teaching materials	Initial	3.74	34	.898	.154
		Final	4.06	34	.919	.158
7	Ability to evaluate the teaching plan and programme	Initial	3.35	34	.981	.168
		Final	3.44	34	1.021	.175
8	Ability to implement the teaching programme	Initial	3.71	34	.760	.130
		Final	3.50	34	1.108	.190
9	Awareness of the factors influencing foreign language learning	Initial	3.65	34	.774	.133
		Final	3.82	34	.716	.123
10	Ability to motivate learners	Initial	3.58	33	.902	.157
		Final	4.18	33	.983	.171
11	Ability to detect pupils' needs	Initial	3.35	34	1.012	.173
		Final	3.94	34	.983	.169
12	Ability to adapt teaching to pupils' needs and abilities	Initial	3.44	34	.860	.147
		Final	3.79	34	.808	.139
13	Classroom management skills	Initial	3.35	34	1.012	.173
		Final	3.97	34	.904	.155
14	Ability to use the ELP	Initial	3.76	33	.830	.145
		Final	3.06	33	1.029	.179

In comparing the arithmetic means of students' estimates of competences they will have developed and the ones they had developed in the *Course*, we observed several statistically significant differences (see Table 8). For example, at the end of the *Course* students estimated that they developed the competence *Ability to motivate pupils* ($t=-2.390$, $p=0.023$) to a greater extent than initially estimated. Initially, *Detecting pupils' needs* was estimated as a competence which would not be acquired to a great extent in the *Course* (3.35), but a statistically significant difference ($t=-2.421$, $p=0.021$) shows that students have acquired that particular competence significantly more than estimated initially. Another difference was observed in students' estimates of their competences *Classroom management skills* ($t=-3.270$, $p=0.003$) which, at the end of the *Course*, students acquired somewhat more than expected. On the other hand, the competence which goes in the opposite direction from expected, and is statistically less developed throughout the *Course* is the competence *Ability to use the ELP*. At the beginning of the *Course*, students estimated that they would have acquired this competence to a greater extent in the *Course* (3.79). However, according to their

evaluations at the end of the *Course*, that did not occur (3.08) ($t=2.854, p=0.008$). It seems that the insufficient application of the portfolio in schools during teaching practice resulted in a less developed competence.

Table 8.

Comparison of arithmetic means in the initial and final measurements for the estimate of the development of specific competences during the Course

	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Ability to motivate students	-.61	1.456	.254	-2.390	.023
Detecting students' needs	-.59	1.417	.243	-2.421	.021
Classroom management skills	-.62	1.101	.189	-3.270	.003
Ability to use the ELP	.70	1.403	.244	2.854	.008

Areas of Knowledge Acquired Throughout the Programme of Study: Perception of Significance

The third part of the questionnaire required students to estimate the percentage in which particular areas of knowledge, according to their opinion, contribute to the professional competence of foreign language teachers. Here we are referring to practical knowledge of the foreign language, knowledge of the theoretical aspects of a foreign language, literature and culture, knowledge from the educational sciences (psychology, pedagogy, didactics), knowledge of the processes of acquiring a foreign language and knowledge from the area of language teaching methodology. The students were asked to fill in the questionnaire at the beginning and at the end of the *Course*.

Table 9 shows the differences in the perception of significance of those areas of knowledge before and after attending the *Course*. As expected, students estimated that *Practical knowledge of the foreign language* is most significant both at the beginning ($M=33.73$) and end ($M=37.84$) of the *Course*. The reasoning behind that would be that acquiring a foreign language is not only the end result of the teaching process but also the medium through which knowledge is mediated to pupils. Furthermore, at the beginning of the *Course*, students marked that the second most important area of knowledge is *Process of acquiring a foreign language* ($M= 19.46$). The same knowledge was not placed as highly at the end of the *Course* ($M=17.38$).

Knowledge of language teaching methodology according to the perception of significance was placed as third at the beginning of the *Course* ($M=17.97$), however, after practical experience in the classroom, knowledge of teaching methodology was perceived as important as knowledge of foreign language acquisition ($M= 17.38$) consequently as second most important. It seems that students became confident of the necessity of having knowledge of teaching methodology in order to plan, prepare and execute a lesson.

On the other hand, *Knowledge of educational sciences*, which was initially perceived as fourth on the importance scale remained at the same place in the final measurement after attending the *Course*.

Finally, as the least important knowledge both at the beginning ($M=12.89$) and end of the *Course* ($M=13.30$) is *Knowledge of the theoretical aspects of foreign language, literature and culture* most likely because students are not yet aware of the actual application of such knowledge in practice.

In comparing the mean levels of the initial and final measurements a statistically significant difference between the two did not occur.

Table 9.

Mean levels for the estimate of the importance of areas of knowledge - initial and final measurements

Areas of knowledge	Testing	Mean	N	Std. Deviation	Std. Error Mean
Practical knowledge of the foreign language	Initial	33.73	37	13.426	2.207
	Final	37.84	37	15.254	2.508
Knowledge of foreign language acquisition	Initial	19.46	37	7.887	1.297
	Final	17.38	37	7.387	1.214
Knowledge of foreign language teaching methodology	Initial	17.97	37	7.496	1.232
	Final	17.38	37	6.800	1.118
Knowledge from the educational sciences	Initial	15.68	37	7.184	1.181
	Final	14.11	37	7.051	1.159
Knowledge of the theoretical aspects of a foreign language, literature and culture	Initial	12.89	37	5.748	.945
	Final	13.30	37	5.169	.850

The comparative analysis of the questionnaires which the students filled in at the beginning of the *Course* and upon completing it, suggests that students became aware of the importance of generic and specific competences for their future profession before attending the *Teaching Practice Course*. Furthermore, the results showed that the *Course* itself had a positive influence on the perception of the importance of the mentioned competences. Finally, when referring to the further acquisition of the competences throughout the *Teaching Practice Course*, according to the students' opinions, all of the competences mentioned (except for the *Ability to use the ELP*) had been further developed in the *Course*.

Conclusion

The challenges in the area of initial teacher education are similar across most of the European countries, especially regarding issues such as reforming curricula in order to implement new components which would more effectively enhance the development of teacher competences needed for teaching 21st-century students (Vizek Vidović, & Domović, 2013). Initial teacher education cannot provide teachers with all the knowledge and skills necessary for a lifetime of teaching. It can, however provide a head start for their teaching profession, as this study suggests, by encouraging students to reflect on the necessary teaching competences and on the extent of their acquisition. Reflection should be a standard part of every initial ELT course since it contributes to developing students' awareness regarding the necessary teaching competences. This will help them take responsibility for their own personal career-long professional

development, through research, and through systematic engagement in continuous professional development from the beginning to the end of their careers (see also Eurydice, 2002, 2004, 2006, 2008).

By encouraging students to reflect on competences, teacher educators also receive important feedback on whether the competences that are stated in the course syllabi are actually developed and whether the aims of the courses are met. This, in turn, might help in identifying the possible weak spots of the courses in question. Activities involving students' reflection should become part of all courses taught throughout the five years of study as we believe they might contribute to students' self-awareness regarding the level of acquisition of all generic and specific teaching competences foreign language teachers are expected to develop. They are also a factor contributing to quality assurance of initial teacher education.

The study covered only a small segment of the Programme, i.e. only one of the courses taught in the last year of study. Other courses could be evaluated by students in a similar way.

Significant changes in the perception of responsibility of the teaching profession which have influenced the change of the teaching role and tasks set before them in their professional lives resulted in an ever-growing list of competences which teachers should possess in order to cope with the needs of modern teaching. The education of English language teachers is changing, which assumes the need for developing new competences which teachers must possess in order to be up to date with the new conditions.

The concept of the Programme of Study at the Faculty of Teacher Education in Zagreb is such that it offers students the possibility of developing all competences necessary for English language teachers. The findings of the research conducted within the framework of the *Teaching Practice* Course, although based on the perceptions of a limited number of participants, seem to point to this conclusion.

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Kompetencije učitelja engleskog jezika iz perspektive studenata- učitelja: percepcija važnosti i stjecanja

Sažetak

Autorice će prikazati rezultate treće faze kontinuiranog istraživanja percepcije utjecaja metodičkih kolegija na razvoj samosvijesti i kompetencija studenata primarnog obrazovanja i engleskog jezika na Učiteljskom fakultetu u Zagrebu. Prethodne faze ovog istraživanja, započetog s prvom generacijom studenata koji studiraju prema bolonjskom procesu, bile su usredotočene uglavnom na analizu ostvarenih ciljeva i postignuća kolegija Metodičke vježbe nastave engleskog jezika, drugim riječima na utjecaj kolegija na razvoj samosvijesti studenata i, posljedično, na razvoj ciljnih kompetencija kolegija, koje će studentima omogućiti primjenu teorijskih znanja i uspješno planiranje, pripremu i izvedbu nastave engleskog jezika u osnovnoj školi. Kako su analize rezultata pokazale da je prema percepciji studenata-učitelja utjecaj kolegija bio značajan, autorice su potaknute tim rezultatima nastavile istraživanje s ciljem utvrđivanja stupnja do kojeg je kolegij utjecao na razvoj nekih od generičkih i specifičnih kompetencija važnih za učitelje engleskog jezika i na oblikovanje mišljenja studenata o važnosti tih kompetencija i pojedinih područja znanja stjecanih tijekom cjelokupnog studija. Usporedba rezultata analize upitnika koje su studenti pete godine dviju uzastopnih akademskih godina, 2010./2011. i 2011./2012., ispunili na početku i kraju kolegija Metodičke vježbe nastave engleskog jezika, pokazala je da je integrirani preddiplomski i diplomski sveučilišni Učiteljski studij s engleskim jezikom prema njihovoj procjeni utjecao na razvijanje svijesti studenata o važnosti generičkih i specifičnih kompetencija i područja znanja stjecanih tijekom studija. Nadalje, pokazalo se da je i sam kolegij pozitivno utjecao na mišljenja studenata o važnosti navedenih kompetencija i područja znanja. Isto tako, tijekom kolegija studenti su, prema vlastitom mišljenju, dodatno razvili sve generičke i specifične kompetencije (osim sposobnosti služenja Europskim jezičnim portfolijem).

Ključne riječi: generičke kompetencije; metodičke vježbe; obrazovanje učitelja engleskog jezika; specifične kompetencije; učiteljske kompetencije.

Uvod

U posljednjih nekoliko desetljeća došlo je do značajnih promjena u percepciji odgovornosti učiteljskog zanimanja koje su utjecale i danas utječu na promijenjene uloge učitelja i zadatke koji se pred njih postavljaju u profesionalnom životu (vidi Kelly i sur., 2004; Vizek Vidović, 2005; Mihaljević Djigunović, 2008; Mihaljević Djigunović & Mardešić, 2009; Vizek Vidović & Domović, 2013.). Kao rezultat toga, sve je duži popis kompetencija koje učitelj treba posjedovati kako bi se mogao nositi sa zahtjevima suvremene nastave. Naravno, promijenjeni zahtjevi neposredno se odražavaju na način obrazovanja učitelja, pa je logično da institucije koje se bave obrazovanjem učitelja moraju reagirati na te zahtjeve jer je obrazovanje učitelja ključno pitanje u društvu koje želi biti utemeljeno na znanju. Rastuća svijest, a danas već i iskustvo, da europski građani 21. stoljeća trebaju funkcionirati u Europi bez formalnih državnih granica, ali u Europi koja želi sačuvati jezični i kulturni identitet svojih građana, rezultirala je činjenicom da većina europskih obrazovnih sustava svim učenicima omogućava učenje stranih jezika već od rane školske dobi te ih tako priprema za komunikaciju u multikulturnoj i višejezičnoj Europi. Taj je cilj iskazan još 1995. godine u preporuci u dokumentu *The White Paper, Teaching and Learning: Towards the Learning Society* u kojoj stoji kako bi s učenjem jednog stranog jezika trebalo započeti već u predškolskoj dobi, a učenje drugog stranog jezika započelo bi po završetku osnovne škole, što je u većini europskih zemalja u dobi od 10 – 12 godina. Budući da je nastava stranih jezika preduvjet za ostvarivanje tih ciljeva, treba trajno raditi na njezinoj kvaliteti i visokom standardu, odnosno na razvijanju i održavanju visokih kriterija u obrazovanju učitelja stranih jezika. Na tom tragu Europska komisija donijela je 2004. godine referentni okvir *European Profile for Language Teacher Education – A Frame of Reference* (Kelly i sur., 2004), (dalje u tekstu *Profile*). Dokument se, među ostalim, sastoji od detaljno elaboriranog popisa važnih sastavnica obrazovanja učitelja stranog jezika, odnosno specifičnih kompetencija čijem bi razvoju trebalo težiti tijekom studija učitelja stranog jezika i dalje ih razvijati trajnim stručnim usavršavanjem. Dogovoreno je da se *Profile* terminološki i u odnosu na razine jezičnih kompetencija podudara sa Zajedničkim europskim referentnim okvirom za jezike Vijeća Europe (2005, dalje u tekstu ZEROJ¹).

Projekt *Tuning teacher education curricula in the Western Balkans* (Center for Education Policy, 2008) također je značajan za oblikovanje kompetencija učitelja svih profila, pa tako i učitelja stranog jezika. Ovdje primijenjeni model kompetencija kao “složenih predispozicija koje određuju ponašanje učitelja” (ibid.: 28) predstavlja suvremeni pristup obrazovanju učitelja, u odnosu na tradicionalne pristupe koji su kao cilj imali ustanoviti željene osobine učitelja. Nekoliko međusobno neovisnih istraživanja provedenih u 12 zemalja središnje i jugoistočne Europe (usp. Vizek-Vidović, 2005; Zgaga, 2006; Dagarin & Andracka, 2007) potvrdilo je da se najčešći

¹ U tekstu se referiramo na hrvatsku inačicu Zajedničkog europskog referentnog okvira za jezike iz 2005., no prve njegove verzije na engleskom i njemačkom jeziku pojavile su se 2001. godine.

prigovor upućen obrazovanju učitelja odnosi na jaz između inicijalnog obrazovanja učitelja i primjene novostečenih vještina u praksi, što upućuje na zaključak da je karika koja nedostaje znanje o tome kako prepoznati probleme i rješavati ih u konkretnim situacijama, odnosno stručnost koja predstavlja kombinaciju znanja, vještina i vrijednosti, motivacije i stavova koji se najčešće nazivaju kompetencijama.

Kompetencije učitelja engleskog jezika

Među stručnjacima postoji konsenzus o tome da bi obrazovanje učitelja stranog jezika trebalo sadržavati četiri komponente, a to su praktična znanja o stranom jeziku, znanja o teoriji nastave stranih jezika, znanja o uvjetima poučavanja i praktična znanja o metodama poučavanja stranog jezika (Kelly i sur., 2004; Mihaljević Djigunović, 2008). Kompetencije koje treba imati učitelj stranog jezika mogle bi se podijeliti u generičke ili odgojno-obrazovne i kompetencije specifične za strani jezik (Radišić i sur., 2007). Prvu skupinu kompetencija čine "opće pedagoško-psihološke kompetencije koje se odnose na poučavanje u razredu i izvan razreda te čovjekove individualne osobine i vještine" (*ibid.*: viii). Drugu skupinu čine dvije podskupine: kompetencije vezane uz jezik i kulturu, odnosno komunikacijske jezične kompetencije i međukulturna kompetencija učitelja, kompetencije vezane uz poučavanje stranih jezika, odnosno "glotodidaktička i metodička znanja i vještine nužne za kvalitetno poučavanje stranog jezika" (*ibid.*). Iz takva pristupa kompetencijama, koji obuhvaća cjeloživotni profesionalni razvoj učitelja, jasno je da se generičke i specifične kompetencije isprepleću i treba ih u zajedništvu i razvijati.

Kompetencije učitelja engleskog jezika koje razvija Sveučilišni učiteljski studij s engleskim jezikom

Studij za učitelje engleskog jezika, koji se od 2005/06. provodi na Učiteljskom fakultetu u Zagrebu primjer je simultanog modela studiranja. Riječ je o sastavnom dijelu integriranog preddiplomskog i diplomskog dvopredmetnog učiteljskog studija (0+5), koji se studira 10 semestara i po njegovu završetku stječe 300 ECTS bodova i naziv *magistra primarnog obrazovanja*. Studij jezika u okviru tog studija čini najmanje 30% cjelokupnog programa učiteljskog studija, to jest najmanje 88 ECTS bodova. Danas program za studij engleskog jezika na Učiteljskom fakultetu sadrži 27 obveznih kolegija i 3 do 8 izbornih kolegija. Obvezni dio programa uključuje 1290 sati izravne nastave, čemu treba pridodati metodičke vježbe (105 sati) i praksu u nastavi engleskog jezika (150 sati), što ukupno iznosi 93 ECTS boda. Svaki dodatni izborni kolegij donosi 2 ECTS boda.

Studij je tematski podijeljen u četiri dijela. **Prvi dio** sadrži 10 jezičnih kolegija kojima je prije svega cilj razviti jezičnu kompetenciju studenata – budućih učitelja – do razine C1 prema ZEROJ-u, upoznati ih s temeljima suvremenog engleskog jezika i lingvistike, kao i olakšati im snalaženje u jezikoslovnoj literaturi, primjereno njihovim potrebama. Taj dio programa prostor posvećuje i akademskom jeziku koji se razvija pisanim izričajem jezika stručne literature i služi kao priprava za pisanje diplomskog rada.

Ako su “praktična znanja o stranom jeziku” (Kelly i sur., 2004) jedna od kompetencija koju bi učitelji trebali razviti, navedena skupina kolegija, koja sadrži 600 sati nastave, definitivno ima cilj da budući učitelji uz osnovna teorijska znanja iz suvremenog engleskog jezika i lingvistike steknu visoku komunikacijsku jezičnu kompetenciju na engleskom jeziku. To je u skladu s preporukom da bi se “komunikacijska jezična kompetencija učitelja stranih jezika odnosila na posjedovanje nužne jezične razine B2 – C1 s elementima C2 na području receptivnih i produktivnih vještina” (Radišić i sur., 2007, str. 2) prema ZEROJ-u. **Drugi dio** sadrži dva kolegija iz kulture i civilizacije koji se bave kulturno-civilizacijskim kontekstom upotrebe engleskog jezika i jedan kolegij koji povezuje kulturološke teme s nastavom engleskog jezika u ranoj dobi. Ukupno, ta tri kolegija imaju 150 sati nastave i 10 ECTS bodova. Kulturološka komponenta studija osposobljava učitelje da proširivanjem znanja o kulturi općenito, zatim o kulturama i civilizacijama ciljnog jezika u okviru nastave stranih jezika u osnovnoj školi razvijaju svijest učenika o vlastitoj kulturi i stavljaju je u suodnos s ciljnom kulturom/kulturama i kod učenika razvijaju sposobnost komunikacije s drugim svjetskim kulturama koje nisu nužno kulture ciljnog jezika. **Treći dio** sadržaji su iz književnosti koji se protežu kroz 6 kolegija i 225 sati nastave i donose 14 ECTS bodova. U tim se kolegijima studenti upoznaju s osnovnom književnoteorijskom terminologijom, samostalno čitaju starije i suvremene književne tekstove i sustavno svladavaju povijesne, teorijske i metodičke aspekte književnosti za djecu na engleskom jeziku. Napokon, **četvrti dio** obuhvaća metodičke kolegije, koji kroz 360 sati i 8 jednosemestralnih kolegija donose studentima 28 ECTS bodova. Od ukupnog broja sati 105 sati otpada na kolegij Metodičke vježbe nastave engleskog jezika koji se izvodi u učionici u neposrednom radu s učenicima. Ovdje treba istaknuti da kolegiji kao što su Kultura u ranom učenju engleskog jezika i Književnost u nastavi engleskog jezika, iako tematski smješteni u blok kulturoloških odnosno književnih kolegija, također obrađuju metodičke teme. Uz te kolegije studenti tijekom studija imaju nekoliko općeobrazovnih kolegija koji razvijaju temeljne kompetencije kako za učitelja primarnog obrazovanja tako i za učitelja engleskog jezika. To su Filozofija odgoja, Opća pedagogija, Školska pedagogija, Razvojna psihologija, Teorija nastave i obrazovanja, Nastavni kurikulum, Motivacija i socijalni odnosi u razredu i Specijalna pedagogija koji donose 32 ECTS boda.

Kada je riječ o strukturi obrazovanja učitelja, *Profile* spominje važnost povezanosti akademskog segmenta studija i praktičnog iskustva u nastavi, fleksibilnost u održavanju nastave na diplomskim studijima i kasnije u stručnom usavršavanju učitelja, kvalitetnu organizaciju prakse, rad s mentorom, a s tim je u tijesnoj vezi i trajno usavršavanje učitelja te osposobljavanje mentora i trenera. Program za obrazovanje učitelja engleskog jezika sadrži dobar omjer teorijskih predmeta i u svakom trenutku vodi računa o mogućnostima primjene teorije u nastavnoj praksi. Daje solidnu osnovu za poučavanje engleskog jezika i razvija svijest studenata o važnosti stručnog usavršavanja u službi po završetku studija. Dobra je komunikacija između fakulteta i škola vježbaonica i u njima zaposlenih učitelja-mentora koji predstavljaju važnu

sponu između teorije i prakse. Studentska praksa je bila i ostala jedna od važnih komponenti ovoga studija. Studenti tijekom pet godina studija provedu 45 dana prakse u školama u okviru primarnog obrazovanja, no jedan dio te prakse dodijeljen je stranom jeziku, pa studenti engleskog jezika imaju određene zadatke koji se odnose na praćenje nastave engleskog jezika. Važno je spomenuti i dodatnu praksu koja se odnosi isključivo na engleski jezik. Tako je dodatnih 150 sati prakse raspoređeno od četvrtog do osmog semestra studija. Takva distribucija prakse studentima omogućava praćenje i sudjelovanje u nastavnim aktivnostima, motivira ih, upućuje ih na stilove i strategije učenja, integrirano poučavanje engleskog jezika te praćenje i vrednovanje postignuća (Domović & Cindrić, 2009). Pet različitih segmenata nastave koje studenti prate tijekom pet semestara pripremaju ih za aktivno sudjelovanje u nastavnom procesu tijekom metodičkih vježbi na petoj godini studija. Smjernice Europske komisije preporučuju iskustvo u međukulturnoj i multikulturnoj sredini, boravak u zemlji u kojoj se određeni jezik govori te promatranje i sudjelovanje u nastavi u različitim zemljama kako bi studenti ili učitelji dobili priliku iskusiti različitost kultura i razmijeniti iskustva s kolegama iz drugih zemalja (Kelly i sur., 2004). To je na Učiteljskom fakultetu omogućeno stavljanjem svih studenata u multikulturne situacije praksom u Američkoj školi i u Hrvatskoj međunarodnoj osnovnoj školi u Zagrebu, kao i razmjenom studenata i suradnjom s visokoškolskom institucijom za obrazovanje učitelja Hogeschool Antwerpen u Belgiji. Razmjenom hrvatski studenti dobivaju priliku upoznati flamanski program za obrazovanje učitelja, upoznaju svoje kolege studente – buduće učitelje, zajedno s njima pohađaju nastavu i sudjeluju u zajedničkim projektima i neposrednim kontaktima s tamošnjim osnovnim školama upoznaju flamanski sustav osnovnog obrazovanja.

Tijekom studija i poslije, tijekom stručnog usavršavanja, student-učitelj treba se upoznati s najnovijim spoznajama iz metodike nastave stranih jezika, pristupima poučavanju i učenju, ne zanemarujući pritom rad na vlastitoj jezičnoj kompetenciji i informatičkoj pismenosti (*ibid.*). Iz broja sati metodičkih kolegija (v. Bilić-Štefan i sur., 2011) vidljivo je da studij metodici posvećuje velik broj sati nastave u kojima se nastoje obraditi sve važne teme iz suvremene glotodidaktike i metodike nastave engleskog jezika. Studenti se pripremaju za različite pristupe u nastavi engleskog kao stranog jezika i shvaćaju da su poučavanje i učenje procesi koji se stalno razvijaju, pa i njihov studij treba shvatiti kao pripremu za cjeloživotno učenje. U skupinu metodičkih kolegija ubraja se i kolegij posvećen vrednovanju u nastavi engleskog jezika u kojem se studenti upoznaju s različitim oblicima vrednovanja učenika, njihovim prednostima i nedostacima, zatim s primjenom ZEROJ-a za vrednovanje učenika i Europskog jezičnog portfolija (EJP-a) za samovrednovanje učenika. Studenti upoznaju različite vrste kurikula i osposobljavaju se za kritičku procjenu nacionalnog i školskih kurikula, danas još uvijek u obliku Hrvatskog nacionalnog obrazovnog standarda i Nastavnog plana i programa za engleski jezik u osnovnoj školi. Isto tako, upoznaju se s teorijom i praksom unutarnjeg i vanjskog vrednovanja programa i njihovim međusobnim

razlikama, s nacionalnim ispitima kao oblikom vanjskog vrednovanja, kako bi bili u stanju programe i materijale prilagoditi potrebama učenika. Obrazovanje učitelja podrazumijeva i sposobnost učitelja da svoju nastavu prilagodi potrebama učenika, odnosno sposobnost prepoznavanja različitosti učenika i, prema tome, primjenu različitih tehnika za dobro upravljanje razredom kako bi se zadovoljile njihove različitosti (*ibid.*). Učitelj kod učenika treba raditi na osvještavanju strategija učenja koje im najbolje odgovaraju kako bi bili što uspješniji u učenju. Studij ozbiljno prilazi toj zadaći i puno vremena posvećuje osposobljavanju studenata za te zadatke, što je vidljivo i iz prije navedenih informacija o studiju.

Važna strategija za kvalitetnu nastavu je promišljanje učitelja o vlastitom radu, sposobnost kritičke samoprocjene i sustavnog rada na stalnom razvijanju vlastite jezične i profesionalne kompetencije. Učitelj treba primijeniti kurikulum u praksi, razmjenjivati iskustva s kolegama i kritički se osvrnuti na njihov rad (*ibid.*). Cilj je studija razviti učitelja "reflektivnog praktičara" koji će se po završetku studija moći dalje razvijati i raditi na kvaliteti svoga rada. Kako bi to mogao, treba uvidjeti ulogu akcijskih istraživanja, koja mijenjaju dosad najčešće pasivnu ulogu učitelja-primatelja informacija i pretvaraju ga u istraživača nastavnog procesa koji neposredno sudjeluje u poboljšanju kvalitete nastave. Tako se perspektiva istraživanja "o obrazovnom procesu" mijenja i pretvara u istraživanje "u obrazovnom procesu". Naravno, uz već spomenute instrumente višejezičnosti Vijeća Europe, a to su ZEROJ, CLIL (*Content and Language Integrated Learning*) i EJP, studenti-učitelji trebali bi se upoznati s brojnim drugim obrazovnim dokumentima i preporukama kako bi ih mogli primijeniti u svakodnevnom radu. Također, značajan dokument namijenjen prije svega studentima, ali se njegova uporaba preporučuje i učiteljima, je Europski portfolio za studente buduće učitelje jezika (*European Portfolio for Student Teachers of Languages*, dalje u tekstu EPOSTL). Ispunjavanjem portfolija studenti razmišljaju o znanjima i vještinama koje su im potrebne za poučavanje stranog jezika, procjenjuju svoje pedagoške kompetencije i prate vlastiti napredak bilježeći svoja nastavna iskustva o kojima kasnije raspravljaju (Newby i sur., 2007). EPOSTL se na studiju primjenjuje u okviru metodičkih kolegija od akademske godine 2009./10. (Bilić-Štefan i sur., u tisku).

Obrazovanje učitelja ne smije zapostaviti društvene i kulturne vrijednosti, kao što su poštivanje različitosti, aktivna komunikacija i sudjelovanje u zajednici. Isto tako treba tijekom obrazovanja učitelja podizati njihovu svijest o raznolikosti jezika i kultura i važnost poučavanja o njima i o europskom građanstvu (Kelly i sur., 2004). Program učiteljskog studija s engleskim jezikom nudi sadržaje koji razvijaju svjesnost o tome da učenje jezika ima ključnu ulogu u promicanju vrijednosti kao što su poštivanje različitosti i otvorenost prema drugima. U metodičkim kolegijima studenti se upoznaju s teorijama usvajanja i učenja jezika, s utjecajem prvog jezika na druge jezike koje učimo i uče kako upotrebljavati nastavne materijale u svrhu promicanja spomenutih vrijednosti među učenicima i poticati usporedbe između vlastite i drugih kultura. Na europsko građanstvo pri tome treba gledati kao na sponu između regionalnog,

nacionalnog, internacionalnog i globalnog građanstva. Timski rad, suradnja unutar i izvan škole i cjeloživotno učenje također su nezaobilazne sastavnice učiteljske profesije uopće, pa tako i učitelja stranog jezika (*ibid.*). Studenti se u okviru studija upoznaju s nekim tehnikama poučavanja kroz koje razvijaju komunikacijske vještine koje će im pomoći u njihovoj budućoj suradnji s kolegama i osvještavaju se pozitivan odnos prema osobnom profesionalnom razvoju po završetku studija.

Iz svega navedenog proizlazi da se tijekom cjelokupnog studija sustavno i kontinuirano razvijaju učiteljske kompetencije. Slijedom toga, glavni cilj ovoga istraživanja bio je proučiti stavove studenata o stvarnoj usvojenosti kompetencija po završetku kolegija, a koje su propisane programom studija.

Metode

Ova faza istraživanja provedena je s ciljem utvrđivanja percepcije studenata o utjecaju studija u cjelini na oblikovanje mišljenja o važnosti nekih generičkih kompetencija i nekih specifičnih kompetencija važnih za učitelje engleskog jezika i važnosti pojedinih područja znanja stečenih tijekom studija na fakultetu. Nadalje, nastojala se utvrditi i percepcija studenata o utjecaju samog kolegija Metodичke vježbe nastave engleskog jezika na mišljenja studenata o važnosti tih kompetencija i područja znanja te je li i do kojeg stupnja kolegij utjecao na razvoj navedenih kompetencija.

Na prvoj sesiji kolegija Metodичke vježbe nastave engleskog jezika, na početku pete godine studija, studenti su ispunili upitnik koji se sastojao od tri dijela, a sastavljen je na temelju upitnika iz članka Mihaljević Djigunović i Mardešić (2009). U prvom (14 općih kompetencija) i drugom dijelu (14 specifičnih učiteljskih kompetencija) studenti su na Likertovoj skali od 5 stupnjeva trebali procijeniti važnost tih kompetencija za svoje zanimanje, te do kojeg će ih stupnja, prema vlastitom mišljenju, steći na kolegiju. Osim toga, u trećem dijelu upitnika procjenjivali su postotke u kojima određena područja znanja stečena na studiju sudjeluju u profesionalnoj kompetenciji učitelja engleskog jezika. Na završnoj sesiji kolegija studenti su ponovno ispunili isti upitnik, referirajući se na stupanj stečenosti navedenih kompetencija.

Komparativnom statističkom analizom upitnika procijenjena je percepcija studenata o utjecaju studija u cjelini i samog kolegija na oblikovanje njihova mišljenja o važnosti navedenih kompetencija i važnosti pojedinih područja znanja stjecanih tijekom cjelokupnog studija na fakultetu, te utjecaj kolegija Metodичke vježbe nastave engleskog jezika na razvoj navedenih kompetencija.

U istraživanju je sudjelovalo ukupno 37 studenata ($n=37$) koji su u dvije uzastopne akademske godine 2010./2011. i 2011./2012. pohađali petu godinu studija.

Rezultati i rasprava

Opće kompetencije: percepcija važnosti i razvoja

Prvi dio upitnika sastojao se od 14 generičkih kompetencija važnih za učitelje engleskog jezika. Studenti su isti upitnik ispunili na početku i na kraju kolegija,

procjenjujući najprije važnost navedenih kompetencija za zanimanje na skali od 1 do 5 (1=nevažno; 2=mala važnost; 3=nisam siguran; 4=donekle važno; 5=iznimno važno), potom, na početku kolegija, do kojeg će ih stupnja steći tijekom, odnosno, na kraju kolegija, do koje su ih mjere, prema vlastitom mišljenju, stekli (1=nije stečeno; 2=minimalno stečeno; 3=nisam siguran; 4=donekle stečeno; 5=potpuno stečeno).

Za obradu podataka iz upitnika koristio se program SPSS s pomoću kojega je izrađena deskriptivna statistička analiza, odnosno ustanovljeno postojanje statistički značajnih razlika između dva uzorka primjenom zavisnog *t*-testa.

Iz Tablice 1. je vidljivo da su studenti na početku kolegija procijenili kako svih 14 kompetencija ima vrlo veliku važnost za zanimanje, a kao najvažnije izdvojili su kompetencije *etičnost* ($M=4,84$) i *sposobnost primjene znanja u praksi* ($M=4,81$). Prema procjeni studenata na početku kolegija, posljednje su na ljestvici važnosti kompetencije *opća kultura* ($M=4,41$), *društvena odgovornost* ($M=4,35$) i *timski rad* ($M=4,11$).

Po završetku kolegija studenti su ponovno procijenili da su sve navedene kompetencije iznimno važne. Sve prosječne vrijednosti više su nego na početku kolegija, i izuzev kompetencije *timski rad*, s vrijednostima višim od 4,54. Zanimljivo, premda se na studiju sustavno naglašava važnost timskog rada i suradnje unutar i izvan škole, a tijekom metodičkih vježbi studenti se imaju prilike i osvjedočiti kako ta suradnja i funkcionira, studenti ipak najmanje važnom procjenjuju baš tu kompetenciju, možda i zbog percepcije razrednog učitelja kao samostalne i 'usamljene' jedinke u planiranju, pripremi i izvođenju nastavnih sati. Međutim, poredak na ljestvici važnosti je nakon provjere u praksi nešto drukčiji. Kao što je vidljivo iz Tablice 1, najveću važnost za zanimanje umjesto kompetenciji *etičnost* studenti sada pridaju kompetenciji *sposobnost primjene znanja u praksi* ($M=4,86$) i *sposobnosti prilagodbe novim situacijama* ($M=4,81$). *Društvena odgovornost* ($M=4,54$), *opća kultura* ($M=4,54$) i *timski rad* ($M=4,14$) su i po završetku kolegija na dnu ljestvice, ali s nešto višim srednjim vrijednostima.

Tablica 1.

Usporedbom aritmetičkih sredina iz uzorka na početku i na kraju kolegija jedina statistički značajna razlika odnosi se na kompetenciju *briga o kvaliteti* ($t=-2,321$, $p=0,023$) (vidi Tablicu 2.). Naime, po završetku kolegija toj je kompetenciji pripisana značajno veća važnost (4,76) nego na početku kolegija (4,49).

Tablica 2.

Uz procjenu važnosti generičkih kompetencija za zanimanje studenti su na samom početku kolegija također procijenili, na ljestvici od 1 do 5, do kojeg će stupnja te kompetencije steći tijekom kolegija. Iz Tablice 3., koja prikazuje rezultate studentskih procjena, vidljivo je da su sve srednje vrijednosti niže nego u procjenama važnosti kompetencija. Studenti smatraju da će tijekom kolegija u većoj mjeri razviti samo kompetenciju *sposobnost samostalnog rada* ($M=4,09$). S druge strane, procjena studenata je da se tijekom kolegija ostale kompetencije neće steći u tolikoj mjeri (nijedna srednja vrijednost ne premašuje 3,94). Na dnu ljestvice su *rješavanje problema*

(3,21) i *interpersonalne vještine* (3,15). Čini se da su studenti prilično realno procijenili da tijekom trajanja kolegija neće imati dovoljno vremena i prilike da jače razviju te kompetencije.

Na kraju kolegija studenti su procijenili do koje su mjere stekli generičke kompetencije. Iz Tablice 3. vidljivo je da su srednje vrijednosti svih kompetencija više nego na početku kolegija, odnosno da studenti smatraju kako su tijekom kolegija te kompetencije stekli u većoj mjeri nego što su predvidjeli. Kompetencija *spособnost samostalnog rada*, kako je i bilo predviđeno, doista je u velikoj mjeri i stečena tijekom kolegija ($M=4,35$). Međutim, iz Tablice 3. je vidljivo da su studenti u većoj mjeri stekli i neke kompetencije za koje inicijalno nisu tako procijenili, primjerice, *spособnost kritike i samokritike* (4,27), *spособnost primjene znanja u praksi* (4,16), *kreativnost* (4,05) i *spособnost prilagodbe novim situacijama* (4,05).

Tablica 3.

Usporedbom aritmetičkih sredina iz uzoraka na početku kolegija i po završetku kolegija utvrđene su statistički značajne razlike (vidi Tablicu 4.). Na primjer, statistički značajna razlika uočena je između inicijalne procjene o razvoju kompetencije *spособnost planiranja i organiziranja*, ($t=-2,701, p=0,026$), koja je značajno niža (3,62) od procjene na kraju kolegija (4,05), nakon što su studenti imali priliku tijekom kolegija razvijati tu kompetenciju. Statistički značajna razlika uočena je i kod procjene usvajanja kompetencije *rješavanje problema* ($t=-2,448, p=0,014$), a neznatne razlike kod kompetencija *spособnost kritike i samokritike* ($t=-4,434, p=0,001$), *interpersonalne vještine* ($t=-4,391, p=0,001$) i *spособnosti prilagodbe novim situacijama* ($t=-4,152, p=0,000$), koje su studenti stekli više nego što su inicijalno procijenili. Pretpostavka je da je to vjerojatno u vezi s redovitim analizama nastavnih sati studenata (v. Bilić-Štefan i sur., 2011 i Bilić-Štefan i sur., u tisku) tijekom kojih su studenti imali priliku razvijati sve navedene kompetencije.

Tablica 4.

Specifične kompetencije: percepcija važnosti i razvoja

Drugi dio upitnika sastojao se od 14 specifičnih kompetencija važnih za učitelje engleskog jezika. Studenti su isti upitnik ispunili na početku i na kraju kolegija, procjenjujući najprije važnost navedenih kompetencija za zanimanje na skali od 1 do 5 (1= nevažno; 2=malo važno; 3=nisam siguran, 4=prilično važno; 5=jako važno), potom, na početku kolegija, do kojeg će ih stupnja steći tijekom kolegija, odnosno, na kraju kolegija, do koje su ih mjere, prema vlastitom mišljenju, i doista stekli (1=nije stečeno; 2=malo stečeno; 3=nisam siguran; 4= uglavnom stečeno; 5=potpuno stečeno). Upitnici su usporedno analizirani SPSS deskriptivnom statističkom analizom.

Tablica 5. pokazuje da studenti na početku kolegija smatraju, slično kao i u vezi s generičkim kompetencijama, da su sve navedene kompetencije, izuzev *spособnosti korištenja EJP-a*, iznimno bitne za zanimanje (deset kompetencija ima srednju vrijednost višu od 4,54). Prema njihovoj percepciji najvažnije su kompetencije

spособnost motiviranja učenika ($M=4,92$), *spособnost upravljanja razredom* ($M=4,92$), *razumijevanje procesa poučavanja stranog jezika* ($M=4,89$), *spособnost prilagodbe nastave spособnostima i potrebama učenika* ($M=4,81$) i *razumijevanje procesa učenja stranog jezika* ($M=4,81$). Naprotiv, manje bitnom procijenili su kompetenciju *spособnost korištenja EJP* ($M=3,92$).

Nakon provjere u praksi studenti su ponovno procijenili važnost specifičnih kompetencija za zanimanje. Iz Tablice 5. vidljivo je da su studenti i na kraju kolegija procijenili da je *razumijevanje procesa poučavanja stranog jezika* vrlo bitna specifična kompetencija ($M=4,97$). Isto tako, kao iznimno važne, percipiraju se kompetencije *spособnost motiviranja učenika*, *razumijevanje procesa učenja stranog jezika* i *spособnost upravljanja razredom*, dok se i po završetku kolegija manje važnom za zanimanje smatra kompetencija *spособnost korištenja EJP-a*. Vjerojatan je razlog takvoj procjeni nedostatna primjena EJP-a u školama u kojima su studenti promatrali nastavu i održali nastavne sate.

Tablica 5.

Statistički značajne razlike između procjena kompetencija važnih za zanimanje prije i po završetku kolegija uočene su za varijablu *spособnost učenja samopromatranjem* ($t=-2,249$, $p=0,031$). Drugim riječima, na kraju kolegija studenti su procijenili da je spomenuta kompetencija značajnija za zanimanje nego što su to procijenili na početku kolegija. Ovdje treba napomenuti da je razvijanje samosvijesti jedan od ključnih ciljeva Metodičkih vježbi, pa se tijekom kolegija studenti sustavno i kontinuirano potiču na samopromatranje uz pomoć nekoliko instrumenata (v. Bilić-Štefan i sur., u tisku).

Tablica 6.

Na samom početku kolegija studenti su procijenili u kojoj će mjeri tijekom kolegija steći navedene specifične kompetencije. Iz Tablice 7. vidljivo je da su i ovdje, kao što je to bio slučaj s generičkim kompetencijama, sve srednje vrijednosti niže nego u tablici procjene važnosti kompetencija. Studenti su zaključili da će kompetenciju *razumijevanje procesa poučavanja stranog jezika* tijekom kolegija steći u većoj mjeri ($M=4,03$). S druge strane, procijenjeno je da u tolikoj mjeri neće biti usvojene kompetencije *spособnost upravljanja razredom* ($M=3,35$), *spособnost vrednovanja nastavnog plana i programa* ($M=3,35$) i *uočavanje učenikovih potreba* ($M=3,35$). Očito je da su studenti i u vezi s razvojem specifičnih kompetencija zaključili kako nije realno očekivati značajnije ishode tijekom jednogodišnjeg kolegija.

Međutim, iz Tablice 7, koja također pokazuje procjene i po završetku kolegija Metodičkih vježbi, vidljivo je da su sve kompetencije, osim *spособnosti korištenja EJP-a*, razvijene u većoj mjeri nego je to predviđeno na početku kolegija. Tako su studenti u velikoj mjeri razvili kompetenciju *spособnost učenja na temelju promatranja drugih* ($M=4,30$), što je i jedan od najvažnijih ciljeva kolegija Metodičke vježbe, i *spособnost motiviranja učenika* ($M=4,19$) i *spособnost odabira nastavnih materijala* ($M=4,08$), što su također ciljne kompetencije kolegija.

Tablica 7.

Usporedbom aritmetičkih sredina procjena studenata o kompetencijama koje će razviti, odnosno koje su razvili tijekom kolegija, uočili smo nekoliko statistički značajnih razlika. Primjerice, studenti su na kraju kolegija procijenili da su kompetenciju *spособnost motiviranja učenika* ($t=-2,390, p=0,023$) ipak razvili u većoj mjeri nego što su prvotno predvidjeli, odnosno postoji statistički značajna razlika u procjeni na početku (3,55) i na kraju (3,97). Statistički značajna razlika u procjeni kompetencije *uočavanje učenikovih potreba* također ukazuje na to da su studenti za vrijeme kolegija tu kompetenciju razvili u većoj mjeri nego što su inicijalno predvidjeli. Premda je na početku kolegija kompetencija *uočavanje učenikovih potreba* procijenjena kao kompetencija koja se neće u velikoj mjeri razviti tijekom kolegija ($M=3,35$), statistički značajna razlika ($t=-2,421, p=0,021$) ukazuje na to da su je studenti ipak značajno više razvili nego su predvidjeli. Neznatna razlika uočena je i kod procjene kompetencije *spособnost upravljanja razredom* ($t=-3,270, p=0,003$) koju su studenti na kraju kolegija također razvili u većoj mjeri od očekivanog. S druge strane, kompetencija koja je, suprotno od očekivanog, statistički značajno manje razvijena tijekom kolegija je *spособnost korištenja EJP-a*. Naime, studenti su na početku kolegija procijenili da će u većoj mjeri razviti tu kompetenciju tijekom kolegija ($M=3,79$) ali se, prema njihovoj procjeni na kraju kolegija, to ipak nije dogodilo ($M=3,08$) ($t=2,854, p=0,008$). Čini se da je nedostatna primjena portfolija u školama tijekom metodičkih vježbi rezultirala slabijim razvojem navedene kompetencije.

Tablica 8.

Područja znanja stečenih tijekom studija: percepcija važnosti

U trećem dijelu upitnika studenti su trebali procijeniti u kojim postotcima određena područja znanja, prema njihovu mišljenju, pridonose profesionalnoj kompetenciji nastavnika stranoga jezika. Riječ je o praktičnom vladanju stranim jezikom, znanjima o teorijskim aspektima stranog jezika, književnosti i kulturi, znanjima iz edukacijskih znanosti (psihologije, pedagogije, didaktike), znanjima o procesu usvajanja stranog jezika, znanjima iz metodike nastave stranog jezika. Studenti su procjenjivali važnost tih znanja na početku i na kraju kolegija.

Iz Tablice 9. vidljive su razlike u percepciji važnosti tih znanja prije i po završetku kolegija. Studenti su, razumljivo, i prije i po završetku kolegija najviše vrijednosti dodijelili *praktičnom vladanju stranim jezikom* ($M=33,73$) jer usvajanje stranog jezika je ne samo krajnji cilj nastavnog procesa već i medij kojim se učenicima posreduju znanja. Nešto je veća važnost pripisana vladanju jezikom na kraju kolegija ($M=37,84$), nakon što su studenti svoja predviđanja i iskustveno potvrdili na metodičkim vježbama. Nadalje, na početku kolegija, studenti su na drugo mjesto po važnosti smjestili *znanja o procesu usvajanja stranog jezika* ($M=19,46$), kojima su na kraju kolegija dodijelili manju značajnost ($M=17,38$), smjestivši ih na treće mjesto po važnosti. Naprotiv,

znanja iz metodike stranog jezika, koja su na početku kolegija po percepciji važnosti smještena na treće mjesto, ispred znanja iz edukacijskih znanosti, nakon praktične provjere na metodičkim vježbama percipiraju se kao druga po važnosti ($M=17,38$). Čini se da su se studenti osvjedočili kako su znanja iz metodike nužna za planiranje, pripremu i izvođenje nastavnog sata. S druge strane, znanja iz edukacijskih znanosti, koja su na početku kolegija percipirali kao četvrte po važnosti, po završetku kolegija studenti doživljavaju gotovo jednako važnima. Napokon, kao najmanje važna znanja, i na početku kolegija i na njegovu kraju, percipiraju se znanja o teorijskim aspektima stranog jezika, književnosti i kulture, vjerojatno i stoga što studenti još ne prepoznaju stvarnu primjenu tih znanja u praksi.

U procjeni aritmetičkih sredina za spomenute varijable prije i po završetku kolegija nisu se uočile statistički značajne razlike.

Tablica 9.

Usporedna analiza upitnika koje su studenti ispunjavali na početku pohađanja kolegija i po njegovu završetku pokazala je da su studenti postali osviješteni o važnosti generičkih i specifičnih kompetencija za svoje zanimanje i prije slušanja kolegija Metodičke vježbe. Nadalje, rezultati su pokazali da je kolegij pozitivno utjecao na percepciju važnosti spomenutih kompetencija. Napokon, kada se govori o daljnjem usvajanju spomenutih kompetencija u kolegiju Metodičke vježbe, prema odgovorima studenata, sve kompetencije (izuzev kompetencije *Sposobnost uporabe EJP-a*) dodatno su se razvile i usvojile tijekom trajanja kolegija.

Zaključak

Izazovi u području inicijalnog obrazovanja učitelja slični su u većini europskih zemalja, a posebice kada je riječ o reformi kurikula u svrhu primjene novih komponenti koje bi na djelotvorniji način poboljšale razvoj učiteljskih kompetencija potrebnih za poučavanje učenika 21. stoljeća (Vizek Vidović & Domović, 2013). Inicijalno obrazovanje učitelja ne može osigurati učiteljima sve znanje i sve vještine potrebne za poučavanje koje traje cijeli životni vijek. Međutim, ono može dati početnu prednost zanimanju, kako ovo istraživanje predlaže, poticanjem studenata na promišljanje o važnim učiteljskim kompetencijama i na opseg njihove usvojenosti. Refleksija bi trebala biti sastavni dio svakog kolegija vezanog uz poučavanje engleskoga jezika jer upravo ona doprinosi razvoju osviještenosti studenata o važnim učiteljskim kompetencijama. To će im pomoći kod preuzimanja odgovornosti za vlastiti profesionalni razvoj tijekom radnoga vijeka uz vlastita istraživanja i sustavna sudjelovanja u stručnom usavršavanju tijekom karijera (vidi Eurydice, 2002, 2004, 2006, 2008).

Poticanjem studenata na promišljanje o kompetencijama učitelja, njihovi nastavnici dobivaju važnu povratnu informaciju o tome jesu li se kompetencije navedene u izvedbenim programima uistinu i usvojile i jesu li se ostvarili ishodi učenja. Ta informacija korisna je za identificiranje mogućih slabih točaka određenoga kolegija.

Aktivnosti koje podrazumijevaju promišljanje studenata trebale bi biti sastavni dio svih kolegija svih pet godina studija jer smatramo da upravo te aktivnosti pridonose povećanju osviještenosti o usvojenosti generičkih i specifičnih kompetencija koje učitelji stranoga jezika trebaju usvojiti. Takve aktivnosti faktor su koji doprinosi kvaliteti inicijalnog obrazovanja učitelja. Iako je ovo istraživanje obuhvatilo manji dio programa, točnije samo jedan kolegij u posljednjoj godini studija, rezultati ukazuju na to da bi takve aktivnosti bile korisne i kod procjena ostalih kolegija na sličan način.

Značajne promjene u percepciji odgovornosti učiteljskog zanimanja koje su utjecale i danas utječu na promijenjene uloge učitelja i zadatke koji se pred njih postavljaju u njihovu profesionalnom životu rezultirale su sve dužim popisom kompetencija koje učitelj treba posjedovati kako bi se mogao nositi sa zahtjevima suvremene nastave. Obrazovanje učitelja engleskog jezika mijenja se i uključuje potrebu razvijanja novih kompetencija koje učitelji moraju imati kako bi bili dorasli promijenjenim uvjetima.

Program učiteljskog studija s engleskim jezikom na Učiteljskom fakultetu u Zagrebu koncipiran je tako da studentima pruža mogućnost razvijanja svih kompetencija važnih za učitelje engleskog jezika. Rezultati istraživanja provedenog u okviru kolegija Metodičke vježbe nastave engleskog jezika, iako se temelje na percepcijama ograničenog broja sudionika, čini se da upućuju na taj zaključak.