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INFORMATION LITERACY OF CROATIAN LANGUAGE TEACHER PRE-SERVICE TRAINEES AND THEIR ATTITUDES TOWARDS EDUCATING THEIR FUTURE LANGUAGE STUDENTS ABOUT INFORMATION LITERACY

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ABSTRACT

The rapid change of information and technology implies language teacher pre-service trainees' permanent education on Information literacy in order to answer to the needs of modern education. Information literacy as a set of abilities needed to recognize, locate, evaluate and effectively use needed information is extremely important in all fields of education, especially in language areas since many researches have shown that language teachers often enter the classroom without necessary Information literacy skills. For this reason, this research has been conducted trying to get insight into Croatian language teacher pre-service trainees' habits of using online sources, the frequency of using online sources and their attitudes towards educating their future language students on Information literacy. The results are analysed and compared to a similar research conducted among Croatian students of English for Specific Purposes. Although conducted on a small-scale research, the study showed high self-assessment of Information literacy among the participants but also the awareness of the importance

of being educated at least basics on Information literacy. The study also showed that almost 1/3 of the participants still don't feel ready to take some responsibility in the process of developing strategies among their future pupils in finding relevant and quality information.

Keywords: language teacher pre-service trainees, Information literacy, IL education, attitudes and habits of using online sources

INTRODUCTION

Information literacy (IL) as a set of abilities needed to recognize, locate, evaluate and effectively use needed information is a prerequisite for the use of modern information services (Lasić-Lazić and László, 2014). There are numerous studies showing that the Internet is used increasingly for educational purposes (e.g. Lubens, 1998, 1999; Jones and Madden, 2002), but often without any formal training in IL (Fidel et. al., 1999; Grimer and Boening, 2001; Jones and Madden, 2002; Metzger, Flanagin and Zwarun, 2003, Frazer, 2010; etc.), even though the quickly changing information and technology landscape requires increasingly sophisticated Information literacy skills for the navigation, evaluation, and the use of information (Jenkins, 2006).

Although, most today's university students (which includes language teacher pre-service trainees – from now on: LTPST) started to use the Internet early and are heavy users of it because it's part of their daily, general and academic routine (Jones and Madden, 2002), researches show they rarely verify online information (Lubans, 1998, 1999; Metzger, Flanagin and Zwarun, 2003) and use unevaluated sources, which represent a gap regarding teachers' expectations of the used sources (Grimer and Boening, 2001). This is mainly because students only sometimes evaluate online sources and when they do, they tend to do it very superficially. That lack of IL has important implications on their academic work and can even compromise students' learning, which points to the need for educating critical consumers of information, specially taking into consideration that due to the proliferation of online sources these are becoming the main information sources (Browne, Freeman and Williamson, 2000; Paris, 2002; Metzger, Flanagin and Zwarun, 2003) and to the fact that IL is considered essential for lifelong learning (Lau, 2006). For this reasons, it is of high importance that students use as many different sources as possible and that they develop efficient searching strategies in order to gain relevant and quality information from vast number of sources. That's why many researchers consider IL to be an educational imperative and many educators are incorporating it into their curricula, i.e. in a real context and with concrete students' needs, which will help and facilitate the learning of the information skills (Eisenberg, 2008).

Teachers play a key role in that process because they can provide students with diverse opportunities to learn how to use information wisely, but researchers have shown that despite the apparent widespread acknowledgement that IL is important in any kind of education, there is much less clarity on how this can be achieved in tertiary education.

Evidence suggests that many teachers are not necessarily confident users of information themselves and tend to restrict their information resources to relatively few sources, particularly in unfamiliar situations (Williams and Coles, 2003). Yet they are required to develop strategies among their pupils so they could access, evaluate, synthesise and interpret information from a variety of online resources. Being that said, it is not surprising that future teachers often enter teaching without the necessary Information literacy skills and knowledge (Lavery and Reed, 2006).

All these reasons clearly emphasize that the development of Information literacy tools and knowledge is fundamental to teacher education. It comprises a number of aspects, including technological awareness, technical vocabulary, components of a computer, concepts of data and programs, ways of computing, working on files, documents and pictures, working with multimedia, evaluating resources and communicating with others, and also should include the development of knowledge and skills for using general computer applications, language-specific software programs and the Internet tools confidently and competently (Son, 2004).

This kind of education enables future teachers to raise their own abilities to evaluate and use diverse and continually changing information sources in their academic work and pre-service teaching. Furthermore, once found in the classrooms, it will allow them to enable their future students to critically navigate the current maze of information and to teach them how to use information wisely.

RESEARCH

Aim of the Study

The aim of the study was to determine LTPST background on Information literacy education, their habits, beliefs and frequency of using online sources for educational purposes and their attitudes about teaching their future language students IL. Since the participants, at the moment the research was conducted, were the university students, their results will be compared with a similar research conducted among Croatian ESP students, to see if these two groups of students differentiate.

Hypothesis

In regards to the aim of the research, the study hypothesizes the following:

1. LTPST are aware of the importance of being educated about IL.
2. LTPST who had some previous IL training are more conscious of their role in educating their future language students' basics about IL or at least inform them about quality online sources for their language teaching process.
3. LTPST preferably use monolingual and bilingual (or multilingual) dictionaries for

their language educational needs.

4. LTPST use a vast variety of online sources to resolve their language doubts, including social networks and other Web 2.0 tools (blogs, wikis, forums etc.).

Methodology

Participants

The research included 32 participants, 5 males (15.6%) and 27 (84.4%) females, age 22-35 ($M=24.4$). All of them were students of at least one graduate foreign language teachers' training programme at the Faculty of Humanities and Social Sciences of Zagreb (in this case: Spanish, English, German, Italian, French and Russian). Out of total number of students, 12 (37.5%) of them were students of the 1st year and 13 (40.6%) of the 2nd year of the MA programme, while 7 of them (21.9%) finished all their classes and only have to submit finished master degree thesis.

Since in the Faculty of Humanities and Social Sciences of Zagreb most MA language teacher pre-service training programmes are double-majors, all of the participants were parallel studying two carriers. Because of the topic of the research, it was important to identify LTPST who also study at the Department of Information and Communication Sciences ($N=8$ – group A). Additionally, the other students were divided in 2 subgroups, those who had prior IL education ($N=7$ – group B) and those with no IL education ($N=17$ – group C). For this reason, where their differences were significantly relevant or noteworthy, the authors compared and analysed separately those 3 groups while in all the other cases the results were discussed as a whole.

Instrument

An online questionnaire in Croatian which consisted of 31 questions of different types (multiple choices, short answers, yes/no questions) was sent to the mailing list of the Faculty students. The participation was completely voluntary and anonymous.

The questionnaire was divided in several parts that aimed to get insight into students' habits of using the Internet, their prior education and beliefs in regards to online sources, some elementary aspects of their IL and the frequency of the Internet and online sources use for educational purposes. The instrument questioned their attitude towards IL education and IL teaching, as well as their prior contact with specific language texts (with the aim of comparing the results with the ones of a similar research conducted among Croatian ESP students).

RESULTS AND DISCUSSION

General and Educational Internet Use

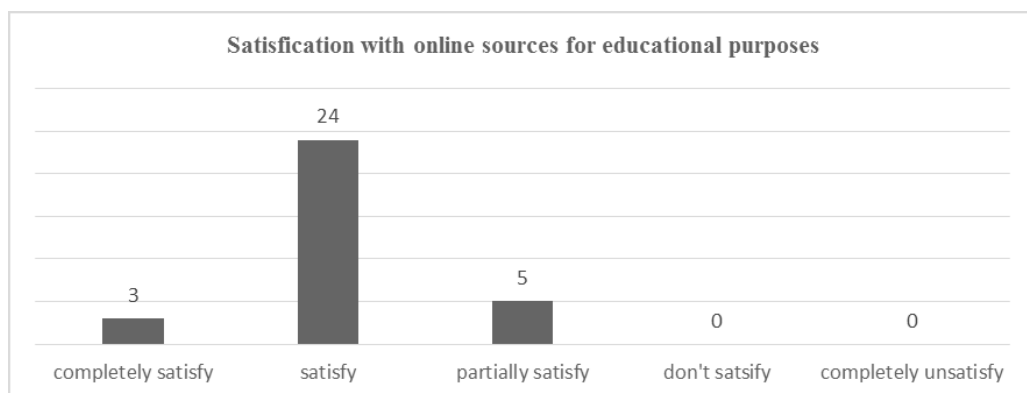
All of the participant have Internet access at home and spend at least one hour per day online. Most of the participants (N=19) spend more than 3 hours on the PC per day, 11 of them are on the PC between 1 to 3 hours, while just 2 participants spend only an hour on the PC per day. Since today's modern education heavily relies on ICT and on using the Internet for different educational purposes and online communication with teachers and colleagues, it is not surprising that none of the participants spend 30 minutes or less per day on the PC. This was corroborated with a question about *the use of the Internet for educational purposes*, where 30 (93.7%) of the participants said they used it often or very often while only 2 (6.3%) participants stated they used it sometimes.

Since ICT is such an important part of modern education, participants were asked if it was *easy to find the needed information online*. The majority of the participants (26, 81.3%) said it was easy, while only 1 (3.1%) said it wasn't. On the other hand, 5 students (15.6%) who stated that it was *sometimes* difficult to find needed information gave valuable insight and very sharp point about the problems of the Internet. The comments were the following:

...there are a lot of information that sometimes aren't correct or valid; it's easy to find information, but it is difficult to be sure whether the information is right, correct and valid... /// ...sometimes the information we are looking for and need is on the Internet but doesn't have free access... /// ...it depends on information we are looking for and languages we know... /// ...depends on the topic... /// ...sometimes we can only find reference book or articles about the information we are looking for...

Participants were also asked to assess their *capability to find information on the Internet* on the scale from 1 (I am not capable) to 5 (I am completely capable). Participants rated their capability with the average score $M = 4.28$ ($M_o = 4$, $SD = .581$). Accordingly, 30 out of 32 participants (93.7%) considered themselves competent or extremely competent in finding information on the Internet (19 (59.4%) competent; 11 (34.4%) extremely competent), while only 2 (6.3%) said they were partially competent. Those results could be expected since a similar research conducted by Bošnjak-Terzić and Blažević (2015) at the Faculty of Mechanical Engineering and Naval Architecture also showed high self-assessment of the competency to find needed information on the Internet among Croatian ESP students.

LTPST were also asked to rate their *satisfaction with online sources in regards to their educational-informational needs*. Responses are shown in Graph1.

Graph 1. Satisfaction with online sources for educational purposes

Out of the 32 participants, 27 (84.4%) said that online sources satisfied their educational needs while 3 (9.4%) stated the Internet completely satisfied their educational-informational needs. Only 5 of them (15.6%) stated that online sources only partially satisfied their educational-informational needs. Not one of the participants was unsatisfied with the online sources and their contribution to their education.

Information Literacy: Background and Awareness

Despite the fact that more than 90% of the participants (N=30) found they were capable or extremely capable in finding information online, only 14 students (43.8%) were taught about IL in their prior education, mainly at their university education (N=13).

Since prior IL education should influence students' awareness on the subject, the authors analysed the following questions according to students' prior IL education in 3 categories mentioned above (group A, B and C). Since evidence suggests that teachers are not necessarily confident users of information themselves (Lavery and Reed, 2006) but still have to develop IL strategies among their pupils, it is likely that the more teacher trainees are IL educated the more confident they will be in developing the same strategies. Even though the correlation between prior IL training and the self-estimated competence of teaching IL wasn't established in this research, we believe that these factors should be analysed and compared in the future in much larger-scale researches.

First two groups (groups A and B) that had some *education in IL* reported that they were mostly educated by a teacher, probably of a specialized course (N=11), while only 3 students had been educated by a librarian even though the Faculty library offers IL education for all students and professors. For the group A that course was compulsory, while for the most students of the group B (5 out of 7) it wasn't.

Regarding the *language teacher's role in IL*, 96.9% of all the participants (N=31) agreed that language teacher should point to quality online sources (only 1 student of the group C wasn't sure about that). In a similar research conducted with Croatian

ESP students and pupils (Bošnjak Terzić and Blažević, 2015), participants were asked whether their *language teacher should include IL training as part of his/her ESP classes* and showed them quality online sources. The results showed that 46% of them (29 out of 63 participants) agreed that ESP teachers should provide some IL education, 15 participants (23.8%) said that a language teacher shouldn't do that since that wasn't his/her role, while 19 other participants (30.2%) weren't sure of the role of an ESP teacher regarding IL. Since that research showed that ESP learners were in much need of IL education, the fact that LTPST acknowledge their role in, at least basic IL education, is very encouraging and gives hope that LSP classes and general language classes in the future will be improved by this.

Furthermore, LTPST were asked if there was a need to *educate all language trainees about IL* and whether such *education should be mandatory*. All of the participants from the groups A and B unsurprisingly considered the necessity of being educated about online sources, while in the group C, 12 (70.6%) agreed with that and only 3 (17.6%) were not sure while 1 student (5.9%) believed it wasn't necessary. One student didn't answer. This data is quite interesting if we take into consideration that, when asked about their competence in finding information on the Internet, 30 out of the 32 participants (93.7%) said they were competent or extremely competent. This shows that even though they find themselves as competent Internet users they are still aware of the need to be further educated about. These results confirm our 1st hypothesis stating that LTPST are aware of the importance of being educated about IL. Such information gives an invaluable insight into the need of IL education since such education will enable students to become analytical, critical and conscious users of different online sources, which is a prerequisite for being able to teach someone about IL.

Considering the fact that introducing students to quality online sources is only a small part of IL, LTPST were also asked if they *thought that language teacher should educate students on IL* and once again the answers were mainly affirmative (27 of the 32 participants, i.e. 84.4%).

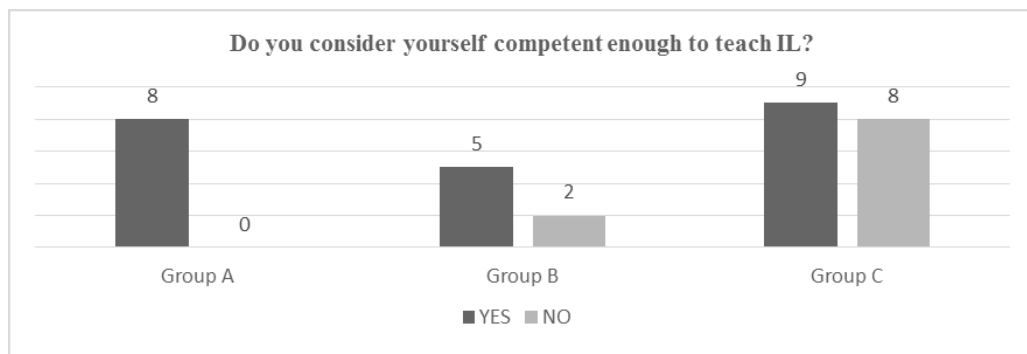
The authors summarised the main points given among those students who answered positively to the last question: LTPST pointed that most students weren't information literate and didn't have the skills to select important and quality information, which is a prerequisite for quality academic work. Directing to quality and specific online sources and pointing out to the quality dictionaries and analytical and critical thinking when using vast variety of online sources would make them more conscious and vigilant when choosing information and will contribute to their independency in learning. Such students would become critical and independent users of information technology thus educated IL students will make better use of available information online.

All the above data and explanations didn't confirm the 2nd hypothesis stating that LTPST who had some previous IL training would be more conscious of their role in educating their future language students' basics about IL or at least inform them about quality online sources for their language teaching process, but pointed to the fact that no matter whether students were educated or not in IL, the awareness of the importance of IL education and teacher's role in educating future pupils is well present among Croatian

LTPST. This may open the door for new researches dealing with the implementation of mandatory courses on IL among LTPST.

Regarding such new teachers' role, descriptive statistics has shown interesting answers to the question *whether teacher language pre-service trainees see themselves competent to teach IL*.

Graph 2. Do you consider yourself competent enough to teach IL?



Graph 2 shows that all students from the group A consider themselves competent to teach IL (N=8). Students from the group B mostly thought that they were competent enough to teach IL (N=5 i.e. 71%) while 2 students (29%) thought they couldn't do that. The group C showed the following results: 9 students (53%) thought they were competent enough while 8 students (47%) regarded themselves as incompetent. From these results is visible that no matter how competent LTPST think they are in searching information for personal educational needs, almost 1/3 of the participants still don't feel ready to take some responsibility in the process of developing strategies among their future pupils in finding relevant and quality information.

LTPST were also asked following questions to get insight into some very basics of IL. The results will be compared with the similar research conducted among ESP students (Bošnjak Terzić and Blažević, 2015). Regarding *the time spent in search for information*, the research results show that 25 participants (78.1%) searched for the information until they found it, 4 students (12.5%) checked the results that appeared on the first three pages and just 3 students (9.4%) stayed on the first page. Research conducted among ESP students showed less time in searching and validating needed information since only 44.4% of ESP students searched for the information until they found it and even 33.3% checked the search results that appeared on the first page.

To the question *whether they checked the information in more sources*, altogether 17 students (53.1%) did that, while only 3 participants (9.4%) never did that. There were 12 students (37.5%) who *sometimes* checked the information and they supported their arguments with the following explanations:

///...if I am not sure in the validity of a source...///... if gained information doesn't correspond with what I am looking for...///.. if I doubt the first result....///...if there are no names of authors...///...if information is incomplete..../// ... to be sure ...///...it depends on the time I have...///...depends on the source reputation...

These valuable arguments could be related to the students' awareness of the importance of checking the validity and credibility of the source. Although more than half of the participants didn't have any previous IL training, these results show a high level of consciousness why online sources should be checked. On the other hand, ESP students didn't show similar results. Almost 35% (N=21 out of 33) never did that and only 29% *sometimes* did that giving the arguments that the same depended mostly on the quality of explanation.

To the question *whether they checked the author* surprisingly almost 40% (group A, N= 4; group B, N=2; group C, N= 6) of the participants stated they did it very often or often which is not in correlation with the research conducted among ESP students where the main criteria of the participants was the ranking of an online source in the search engine, while authorship was rarely checked. Almost 69% of LTPST (N=22) *checked for the date of information* (group A, N=7; group B, N=4; group C, N=11) while only 10 students (31.3%) *sometimes* did that (N=1 group A, N=3 group B, N=6 group C). These results are consistent with the research among ESP students and could be connected to the constant technological and information change where being up to date enables students to keep track with the rapid development in all professional fields.

Interesting answers were given to the question whether they *checked references*, 17 students checked it *sometimes* (group A, N=3; group B, N=5; group C, N=9), 6 students often did that (group A, N=3; group B, N=1; group C, N=2) and 5 students *very often* (group A, N=2; group B, N=0; group C, N=3). Interestingly, 1 student from the group B and two from the group C checked the references *rarely* while one student (group C) *never* did it. Although not previously educated, the group C has shown considerably awareness of the importance of checking the references (82%).

Ranking of the page and the web page design was one of the insights giving some relevant information about students IL. 15 students chose an online source *often* and *very often* according to the web page design while 13 students did that according to the page ranking. Altogether 14 students *sometimes* decided upon the ranking and 10 upon the web page design. *Rarely or never* 7 students chose an online source according to the web page design and 5 according to the ranking.

To conclude the comparison between LTPST and ESP students, the conducted researches shown that each group evaluated themselves as highly capable when searching for online information and were much aware of the importance of IL. Even though they self-assessed themselves as highly capable, both groups of students acknowledged the fact that IL education was needed. Furthermore, ESP students expect directions and guidance from their language teachers regarding IL and LTPST acknowledge the fact that IL should be implemented in their courses since almost 1/3 of the participants are not confident enough to direct and guide their future students in regards to IL.

Insight into the Use of Online Sources for Language Educational Purposes

The following Table 1 gives information about the use of online sources for educational (language) purposes of future language teachers.

Table 1. Average score of the online sources usage for language classes

0-1,49; never	1,5-2,49; rarely	2,5-3,49; sometimes	3,5-4,49; often
	blog (M=2.47; SD=.983)	thesaurus (M=2.50; SD=1.391) corporate web pages (M=2.59; SD=1.073) encyclopaedias (M=2.59; SD=1.103) individual web pages (M=2.66; SD=1.035) portals (M=2.69; SD=.998) forums (M=2.78; SD=1.039) web pages of professional associations (M=2.81; SD=1.091) social networks (M=2.81; SD=1.281) terminological dictionaries (M=2.81; SD=1.230) manuals (M=3.19; SD=.931) online translation services (M=3.25; SD=1.218)	books and journals (M=3.75; SD=.916) presentations (M=3.56; SD=1.134) Wikipedia and other wiki sources (M=3.78; SD=.906) video (M=3.84; SD=.847) pictures (M=3.88; SD=.976) spellcheckers (M=4.00; SD=1.164) bilingual dictionaries (M=4.09; SD=1.027) monolingual dictionaries (M=4.16; SD=.987)

Participants had to circle on the Likert scale from 1 (never) to 5 (very often) the frequency of online sources they used in their faculty education. We can conclude that the LTPST can be graded as moderate to frequent online users. Interestingly, only blogs were used *rarely* and not one source had an average score that put them in the category of sources that were almost never used. As expected, the most common source used by language students were monolingual and bilingual (or multilingual) dictionaries, followed by spell checkers, pictures, videos, wiki sources, presentations and online books

and journals (confirming the 3rd and 4th hypothesis). From an open question, it was evident that LTPST used high quality and renowned dictionaries.

All the above mentioned sources are more used than online translation services, which is logical if we consider that LTPST can easily make judgments about the quality of the translation provided by online translation services. Still, these services can be useful and they can speed up some translation processes, so it was expected and confirmed that these services were also used at least sometimes by LTPST.

It's interesting to notice the high position of pictures, videos and presentations, which are often used by LTPST. Pictures can be very useful for example when learning and translating animals, plants and food, but also for technical parts like parts of a boat, car, etc., so their high usage is completely understandable. On the other hand, we believe videos and presentations are mostly used for the theoretical part of their study more than the practical one, exclusively related to the language, and for that reason are high in the table. In a future and more detailed research, it would be interesting to separate the use of online sources for concrete language needs and for other educational purposes, to gain a more exact insight into their habits as information consumers.

Besides analysing the participants' frequency of the use of online sources for educational purposes, a one-way ANOVA and a post-hoc test were conducted to see if there was any difference between the 3 subgroups of participants related to the use of different online sources. A statistically significant difference was established in the frequency of the use of forum ($p=.046$) and blogs ($p=.010$).

Table 2. Descriptive statistics and ANOVA of frequency of use of online sources

	N	Forum				Blog			
		M	SD	F	Sig.	M	SD	F	Sig.
group A	8	2.13	.835	3.434	.046	1.63	.744	5.472	.010
group B	7	3.43	.787			3.00	.816		
group C	17	2.82	1.704			2.65	.931		
Total	32	2.78	1.039			2.47	.983		

Regarding the use of forums, the post-hoc test (Table 3) revealed that LTPST who also studied at the Department of Information and Communication Sciences (group A) used them significantly less than LTPST with background education on IL (group B), while a statistical significant difference between groups A and C wasn't established. In the case of the blogs usage, a statistical significant difference was established between group A and both B and C groups. There was no statistical difference between groups B and C.

Table 3. Post-hoc test multiple comparisons of frequency of use of forums and blogs

						95% confidence interval	
			Mean difference	St. error	Sig.	Lower bound	Upper bound
Forum	group A	group B	-1.304*	.500	.047	-2.59	-.01
		group C	-.699	.414	.257	-1.77	.37
	group B	group A	1.304*	.500	.047	.01	2.59
		group C	.605	.434	.390	-.51	1,72
	group C	group A	.699	.414	.257	-.37	1.77
		group B	-.605	.434	.390	-1,72	.51
Blog	group A	group B	-1.375*	.448	.017	-2.53	-.22
		group C	-1.022*	.371	.035	-1.98	-.06
	group B	group A	1.375*	.448	.017	.22	2.53
		group C	.353	.389	.066	-.65	1.36
	group C	group A	1.022*	.371	.035	.06	1.98
		group B	-.353	.389	.066	-1.36	.65

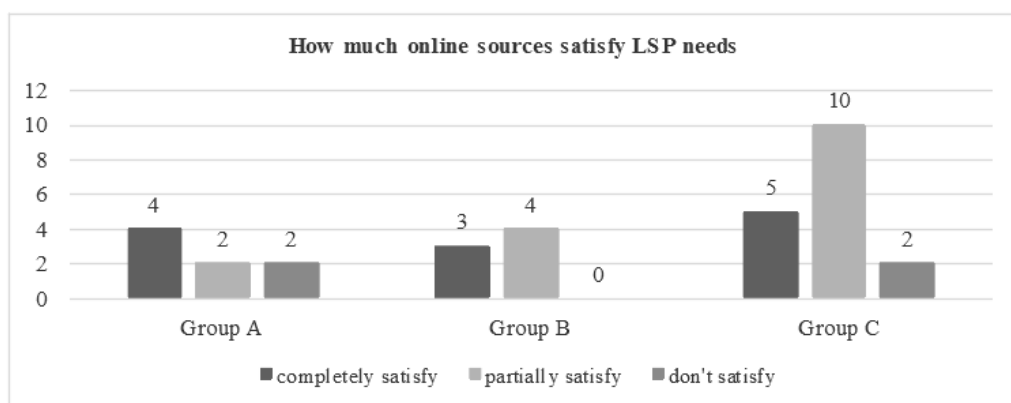
These results prove that students with higher IL education are more critical consumers of information. Still, it is quite surprising that the blogs gain the lower usage rate of all sources. Since there are many high quality blogs for language teachers made by experienced teachers whose identity and credentials are visible in their blogs and whose credibility can easily be verified, which is almost impossible to do with forums, we conclude that the ranking of these two types of Web 2.0 sources was quite surprising.

Regarding a similar research conducted among Croatian ESP students (Bošnjak Terzić and Blažević, 2015), where language is not the students' field of study but a mandatory or an elective subject, the only *often* used online sources were online translation services, while Wiki sources (mainly Wikipedia) and videos were used *sometimes*. All the other sources were used *rarely* or *never*. Moreover, when they consulted some online dictionaries, they were, in most cases, bilingual dictionaries (Glosbe, Eudict, Crodict). Monolingual dictionaries were rarely used and the most common one was The Free Dictionary, while high quality dictionaries (like for example Cambridge dictionary) were used *rarely*. Terminological dictionaries, which should be of primary importance for them, came in the category of the sources almost *never* used. These results show once again how language teacher, who, as a student, had used more diverse online sources for their language education, could improve the IL of their future language students by showing them quality online sources they could rely on.

To further compare those two studies and the awareness of LTPST on the difference between general language classes and Language for Specific Purposes (LSP) and the

sources needed to satisfy those needs, LTPST were also asked about their experience during their study with courses or contents of LSP, since they could find themselves in their future profession teaching LSP. Almost 63% of students (N=20) had, during their faculty education, some courses about LSP. Students who didn't have any LSP course at least *sometimes* were exposed to LSP texts (M=2.83; SD=1.337), so all the participants could express how much they thought online sources satisfied their LSP and general language needs at the same time.

Graph 3. How much online sources satisfy LSP needs



As shown in Graph 3, almost 38% (N=12) thought that online sources satisfied LSP needs, 50% (N=16) believed that they did it partially and only 12% (N=4) believed they didn't (M=2.13; Mo=3; SD=.942). They supported their arguments with the following:

...it depends on the source, sometimes online sources are enough...///... today everything can be found on the Internet...///...general online sources can partially be used for LSP...///... online data base could be very useful...///

Even though LTPST have been in contact with LSP texts, their stand point of the satisfaction with online sources for LSP is low (M=2.13; SD=.942). The difference with their satisfaction with online sources for their general educational-informational needs is evident since 93.8% of the participants stated that online sources satisfy or completely satisfy their educational needs (M=3.94, SD=.504). This could mean that they are aware that mostly specific online sources should be used for LSP classes which could be connected to the expectations among ESP students claiming that language teacher should give them some directions regarding LSP online sources since a language teacher knows what information is correct and where to find it, which would help them translate specialized text easier and would improve their learning (Bošnjak Terzić and Blažević, 2015).

Research limits and further research

One of the aims of this study was to compare the habits of using online sources of LTPST and one of their possible future students' category - students of professional languages, so the questionnaire for this research was kept simple to allow a comparison between both studies. As stated before, future similar researches about LTPST should be more detailed in regards to the use of different online sources for practical language doubts and for theoretical courses and should also be carried out with a wider number of participants.

CONCLUSION

The conducted research has shown frequent habits of using the Internet among language teacher pre-service trainees (LTPST) for educational purposes. The highest score was gained for participants' capability to find information on the Internet and even though, not many of the students have been IL educated before, all of them have shown high awareness of the importance of being educated on IL and gave valuable insights into the problems when using online sources. Compared to the similar research among ESP students, LTPST used more and vast majority of online sources for their educational purposes. Although they self-assessed themselves as highly competent in finding needed information, still most of them regard IL education necessary in their professional life thus they expect that such courses should be implemented in their faculty education. Most of the students agree that language teacher should point and direct their students to quality online sources, thus helping them satisfy their educational expectations but almost 1/3 of the students consider themselves incompetent to teach IL. The research has shown interest among students to have mandatory IL courses at the Faculty. The results also showed the difference in the use of the types of online sources. While LTPST rely more on dictionaries, ESP students mostly used online translation services which further points to the need that language teachers should be involved in IL training of their students. The statistical difference in the use of forums and blogs among LTPST with and without prior IL was also found. This research opens the door for further researches since it was conducted on a small number of participants, but it gave invaluable information on the students' awareness of the importance of IL.

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INFORMACIJSKA PISMENOST HRVATSKIH STUDENATA NASTAVNIČKIH USMJERENJA I NJIHOV STAV PREMA INFORMACIJSKOM OPISMENJAVANJU SVOJIH BUDUĆIH UČENIKA

SAŽETAK

Kako bi se odgovorilo na potrebe suvremenog obrazovanja, a zbog ubrzane promjene informacija i tehnologija, potrebno je permanentno obrazovati buduće nastavnike stranog jezika o informacijskoj pismenosti. Informacijska pismenost kao skup sposobnosti potrebnih za prepoznati, pronaći, vrednovati i učinkovito koristiti potrebne informacije je izuzetno važna u svim područjima obrazovanja, osobito u područjima podučavanja stranog jezika, budući da su brojna istraživanja pokazala da nastavnici jezika često ulaze u učionicu bez potrebnih vještina u području informacijske pismenosti.

U radu se analiziraju navike i čestote korištenja online izvora među budućim nastavnicima stranog jezika te njihov stav prema poučavanju budućih učenika osnovama informacijske pismenosti. Rezultati su analizirani i uspoređeni sa sličnim istraživanjem provedenim među studentima jezika struke. Iako provedeno na malom uzroku, rezultati pokazuju visoki stupanj samoprocjene informacijske pismenosti, ali i svjesnost o važnosti obrazovanja na području informacijske pismenosti. Nadalje, rezultati pokazuju da 1/3 ispitanika nije spremna preuzeti odgovornost za podučavanje budućih učenika strategijama za pronalaženje relevantnih i kvalitetnih informacija.

Ključne riječi: budući nastavnici stranog jezika, informacijska pismenost, podučavanje informacijske pismenosti, stavovi i navike korištenja online izvora

ALFABETIZZAZIONE INFORMATICA DEGLI STUDENTI CROATI DI INDIRIZZO PEDAGOGICO-DIDATTICO E IL LORO ATTEGGIAMENTO VERSO L'ALFABETIZZAZIONE INFORMATICA DEI LORO FUTURI ALLIEVI

RIASSUNTO

Per rispondere ai bisogni dell'educazione contemporanea e a causa di un rapido scambio di informazioni e sviluppo di tecnologie è necessario svolgere una continua alfabetizzazione informatica dei futuri insegnanti di lingue straniere. L'alfabetizzazione informatica, intesa come un insieme di capacità indispensabili per riconoscere, valorizzare e usare efficacemente le informazioni essenziali, è estremamente importante in tutti i campi dell'educazione, soprattutto in quelli dell'insegnamento di una lingua straniera, visto che numerosi studi hanno dimostrato che spesso gli insegnanti di lingue entrano in classe senza le necessarie competenze nell'ambito dell'alfabetizzazione informatica.

Nello studio si analizzano le abitudini e la frequenza dell'uso di fonti online tra i futuri insegnanti di lingua straniera e il loro atteggiamento verso l'insegnamento delle basi dell'alfabetizzazione informatica dei loro futuri allievi. I risultati sono stati analizzati e confrontati con uno studio simile, eseguito tra gli studenti di linguaggi settoriali. Anche se realizzato su un campione piccolo, dai risultati dello studio emerge un alto grado di autovalutazione circa l'alfabetizzazione informatica come pure la consapevolezza sull'importanza della formazione in ambito di alfabetizzazione informatica. Inoltre, dai risultati si evince che un terzo degli intervistati non è pronto ad assumersi la responsabilità per insegnare ai futuri allievi le strategie necessarie per la ricerca di rilevanti informazioni di qualità.

Parole chiave: futuri insegnanti di lingua straniera, alfabetizzazione informatica, insegnamento di alfabetizzazione informatica, atteggiamenti e abitudini nell'uso di fonti online