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Teaching English and German Language in Primary School during the COVID-19 Pandemic – Implications for Foreign Language Teaching Methodology

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Abstract

Emergency remote education (ERE) during the COVID-19 pandemic placed unexpected challenges before foreign language teachers and shifted the focus on their competences to teach using digital tools. To gain insight into the ways in which primary school English and German language teachers answered the mentioned challenges, their teaching practice, and experiences in ERE during the 2020 lock-down period was investigated. In addition, their self-assessment of competence to apply digital technology in teaching was examined. The results show that the participants, although they mostly estimate their competence for teaching using digital technologies to be at the intermediate level, most frequently mediated the teaching content by giving instructions written in Word and by using videos on YouTube. Likewise, although there are indications that teachers are familiar with digital teaching tools, the results show a lack of their didactic-teaching knowledge and skills for applying the mentioned tools in teaching. These findings point to the need for greater presence of the issue of teaching via digital technologies in foreign language methodology courses.

Key words: *digital technology; ERE; teacher's competence.*

Introduction

At the beginning of the 21st century, a person's ability to interactively use technology (OECD, 2005) was emphasized as one of the key competences for lifelong learning. In the meantime, the issue of engagement with digital technologies has been recognized as a more complex construct, and, as a result, today digital competence is defined as

"critical and responsible use of digital technologies and their treatment for learning, at work and for participation in society" (Official Journal of the European Union C 189/6, 2018, p. 9). Among other, digital competence includes information and data literacy, digital content creation, safety and issues related to intellectual property. The development of such a complex competence is a task of the entire school education system, i.e. all of the school subjects that comprise education, including foreign language teaching (Knežević, 2019). Accordingly, the competency profiles for teachers (Redecker, 2017) and foreign language teachers (Eaquals, 2016; Kelly et al., 2004) state that teachers have to know how to use digital media not only for planning and organizing the teaching process but also for attaining educational outcomes and for offering support to students in the learning process. The Eaquals (2016) competency profile emphasizes that, for example, in the area of using digital media, teachers should also develop knowledge of learning management systems (LMS such as Moodle) and know how to create digital modules for blended learning within the LMS (Eaquals, 2016). This means that teachers should have developed technological knowledge and didactic-teaching knowledge and skills for using digital technologies in teaching. In other words, teachers should possess Technological Pedagogical Content Knowledge (TPACK) – "an understanding that emerges from interactions among content, pedagogy, and technology knowledge. Underlying truly meaningful and deeply skilled teaching with technology (…)" (Koehler & Mishra, 2009, p. 66). The interweaving of teachers' technical knowledge and skills with their pedagogical and didactic competences is also highlighted by Krumsvik (2011, pp. 6-7; 2012) who views teachers' digital competence as "(…) proficiency in using ICT in a professional context with good pedagogic-didactic judgement and his or her awareness of its implications for learning strategies and the digital Bildung[1] of pupils and students". In so doing, it is not expected of foreign language teachers to be experts in IT, rather, it is expected that they know which digital tools are appropriate and have the didactic-teaching know-how enabling the appropriate and efficient application of tools in the learning and teaching processes (Grein et al., 2019). The issue of teaching assisted with digital technologies in initial teacher education cannot be reduced to several independent courses focusing on the familiarization with digital technologies, i.e. the development of students' digital competence, but must be an integral part of methodology courses of every subject. The "one-size-fits-all approach to technology integration" has proven to be inefficient, according to Koehler and Mishra (2009, p. 62). For this reason, the integration of digital technology in initial teacher education should be "creatively designed or structured for particular subject matter ideas in specific classroom contexts" (Koehler & Mishra, 2009, p. 62).

[1] „Digital Bildung [digital danning in Norwegian] focuses on how pupils' participation, their multi-membership of different communities, the social media and identity development in the digital era are influenced by the digitisation of society" (Krumsvik, 2011, p. 47).

The need for targeted development of teachers' didactic-teaching competences for the use of digital technologies in teaching is highlighted in recent research on teachers' digital competences (Al Khateeb, 2017; Benali et al., 2018; Claro et al., 2018; Hatlevik & Hatlevik, 2018; Lucas et al., 2020; Røkenes & Krumsvik, 2016). Although the participants in some countries (Benali et al., 2018; Røkenes & Krumsvik, 2016) estimate their own digital competences and confidence in using digital technologies in the classroom as high, the findings in all of the mentioned studies indicate low competence of teachers to teach using digital technologies or to manage the learning processes in digital environment. Therefore, in addition to the conclusions that these teachers' competences should be developed more intensively in their initial education (Claro et al., 2018), authors largely conclude that for a more frequent inclusion of digital technologies into the teaching practice, the development of teaching-didactic competence for using ICT in teaching must be encouraged (Hatlevik & Hatlevik, 2018; Røkenes & Krumsvik, 2016). In support to this view, the results of research directed towards examining the effect of initial teacher education on the teachers' TPACK (Baran et al., 2019; Sing Chai et al., 2011; Cindrić & Gregurić, 2019; Yangin Ersanli, 2016) show, among other, that the targeted development of the students' TPACK through specially designed courses or workshops and team teaching in the teaching methodology courses improves their ability to use meaningful and didactically appropriate digital technologies.

The need for more stronger engagement in promoting the development of teachers' abilities to use technologies in teaching is emphasized in the latest research on the use of digital technologies in teaching and teachers' competence to teach using digital tools in Croatia (European Commission, 2019; Kolić-Vehovec & Smojver-Ažić, 2020; Mohorić et al., 2020; Pahljina-Reinić et al., 2020). According to research by Mohorić et al. (2020), teachers in Croatia use ICT in teaching merely few times over a month, mostly for publishing students' work. A significant proportion of participants never use ICT for student-teacher communication or in their joint work on an assignment. What is more, almost half of the surveyed teachers have never used the interactive classroom model in their teaching. According to data obtained from research by the European Commission (European Commission, 2019), Croatian teachers mostly use ICT for preparing their lessons, rarely for preparing online teaching or creating digital resources. In reference to teachers' competences to use ICT in teaching, as in previously mentioned research in other countries, teachers feel that they have developed their personal digital competence, but they do not feel confident in more complex tasks of creating digital content for instructional purposes. The feeling of confidence, i.e. personal competence for working with ICT is particularly relevant for using new technologies in the teaching process since, as research results presented by Kolić-Vehovec and Smojver-Ažić (2020) show, teachers who feel competent in using digital tools actually use more ICT in teaching.

The issue of teacher competences for instruction via digital technologies came into focus when, in the second term of the 2019/2020 school year, the COVID-19

outbreak was declared pandemic, and teachers and students were required to shift to Emergency remote education (ERE)[2]. Thus, the research in question aimed to gain a more detailed insight into the ways in which English and German language teachers managed digital technologies in their classes. With that in mind, the teaching practice and experience of the mentioned teachers during ERE, along with their self-assessment of competences for instruction via digital technologies, were examined. Prior to presenting the research design and its results, an overview of the organization of ERE in the Republic of Croatia during the lock-down period in 2020 is given.

Organization of ERE in the Republic of Croatia as a result of the COVID-19 pandemic

The shift from contact teaching to ERE occurred when, upon declaring the lock-down period on March 16, 2020, the Government of the Republic of Croatia issued the *Decision on suspension of teaching at higher education institutions, high schools, primary schools and preschool education institutions and establishment of distance teaching*[3]. With particular amendments to this act, additional acts of the government of the Republic of Croatia and guidelines from the Croatian National Institute for Public Health, teaching in primary schools in Croatia was dominantly carried out online until the end of 2019/2020 school year. The coordination of work and dynamics in establishing distance teaching was the responsibility of the Ministry of Science and Education. The Ministry established a digital infrastructure and support for online teaching and issued the *Directive for all primary schools and high schools relating to the continuation of organization of online teaching*[4] and *Guidelines for all primary schools and high schools relating to the organization of distance teaching with the help of information-communication technologies*[5]. The mentioned documents state that for lower primary school students, teaching was organized in cooperation with Croatian Radio and Television – Channel 3, with the program titled School on Channel 3. Headmasters were given directions to create virtual teachers' staff rooms and virtual classrooms using the following platforms: Teams, Yammer, Moodle, etc. For subject teachers, videos and additional materials were prepared while the teachers were encouraged to "prepare their own materials and organize cooperation in their own virtual classrooms" (*Guidelines for all primary and high schools relating to the organization of distance teaching with the help*

[2] According to Bozkrut and Sharma (2020, ii), Emergency remote education is a term that characterizes "a temporary solution to an immediate problem", e.g. the need for a quick adaptation of the learning and teaching process to new circumstances that emerged due to the COVID-19 outbreak. Such a form of teaching can't therefore be put in the same equation with online or distance learning, both of which are complex processes of planning and creating an effective learning and teaching environment. Drvodelić et al. (2021, p. 697) introduced the Croatian equivalent for ERE as "izvanredno obrazovanje na daljinu (IOD)"

[3] https://narodne-novine.nn.hr/clanci/sluzbeni/2020_03_29_670.html

[4] https://mzo.gov.hr/vijesti/uputa-svim-osnovnim-i-srednjim-skolama-vezano-uz-nastavak-organizacije-nastave-na-daljinu/3592

[5] https://mzo.gov.hr/vijesti/smjernice-osnovnim-i-srednjim-skolama-vezano-uz-organizaciju-nastave-na-daljinu-uz-pomoc-informacijsko-komunikacijske-tehnologije/3585

of information-communication technologies). It is important to mention here that the video clips and additional materials for foreign language teaching were not available for subject teachers immediately upon switching to ERE.

After the first week of ERE, the Ministry carried out a survey among elementary and subject teachers regarding online teaching[6]. The questionnaire was distributed to primary school teachers and high school teachers across the Republic of Croatia (N=4139). Almost all of the participants (95 %) stated that they were satisfied or mostly satisfied with online teaching. An approximately equal percentage of participants (93 %) reported being satisfied with the equipment for conducting distance teaching which they had at their disposal and stated that they coped better with online teaching than they had expected. A great majority of classroom teachers and subject teachers (90 %) stated that their students also managed well during distance teaching. Still, 45 % of the participants asked for a greater number of video lessons to be at their disposal and every third participant expressed a need for additional instructions and education regarding the methods of work in distance learning.

The answer to the question on the ways English and German language teachers responded to the challenges of ERE in the 2019/2020 school year was found in the research conducted in July 2020. The research aim, hypotheses, methodology and results are described further in the text.

Research design

Research aim

The aim of this research was to investigate the teaching practice, experiences, and competences of primary school foreign language teachers for carrying out online teaching. In accordance with the research aim, the following research questions were defined:

In what ways did English and German teachers conduct their lessons during ERE?

What are the experiences of English and German teachers with distance learning?

How do English and German teachers self-asses their competencies for teaching using digital technologies?

Is there a correlation between English and German teachers' self-assessment and their teaching practice?

Participants, instruments and procedure

The convenience research sample included 209 participants (202 female and 7 male teachers). Of the total number of participants, 27.9 % taught German, 60.8 % taught English and 11.3 % taught both German and English. Most of the participants (61.5 %) completed the program of German studies and/or English studies at one of the Faculties of Humanities and Social Sciences in the Republic in Croatia, followed by those who completed the program for Primary Teacher Education specializations

[6] https://skolazazivot.hr/rezultati-upitnika-o-izvodenju-nastave-na-daljinu-od-16-3-2020-do-2-4-2020/

in English or German (15.8 %). There are also participants who completed former programs of study with a subject minor at the Teacher Academy (5.3 %) or the Teacher Training College (4.3 %). A smaller number of participants (>5 %) are those who completed other programs of study, e.g. the Faculty of Educational Sciences, Faculty of Education, etc. The participants in the research come from all parts of Croatia, but the majority are from Zagreb (see Chart 1).

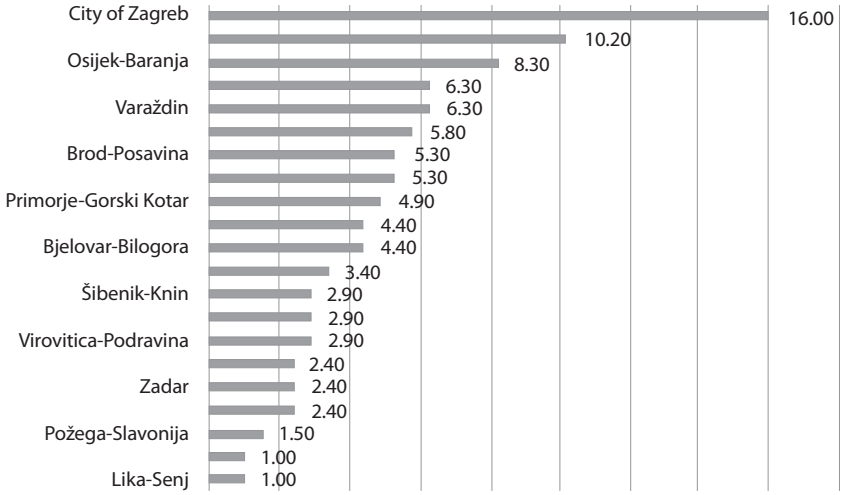

Figure 1. Distribution of participants in % with respect to the county they work in

Considering the participants' age, the majority fall into the 30-39 (42.6 %) and 40-49 (37.8 %) age groups. A smaller number of participants belong to the 22-29 (8.6 %) and 50-59 (10.5 %) age group, while only 0.5 % are over 60 years of age. Almost half of the participants in the sample (45.7 %) have between 10 and 20 years of work experience, while other categories comprise approximately the same number of participants – categories 5-10 and more than 20 years of experience comprise 19 % of the participants, and 16.3 % of them are in the beginner teachers category with up to 5 years of work experience.

The research was carried out throughout the month of July in 2020 by means of an online questionnaire. The questionnaire comprised 26 questions grouped into four parts. The first, general part, obtained data on the participants. The second part of the questionnaire related to the period prior to carrying out distance teaching, i.e. it examined the ways in which the participants prepared for that particular form of teaching, their education to date and training in the area. The third part of the questionnaire referred to the period when distance teaching was in effect. Here, the teachers' actual teaching practice was investigated. The fourth, i.e. final part of the questionnaire examined teachers' experiences after the implementation of online teaching. This part of the questionnaire included teachers' self-assessment of competences for using digital technologies in teaching. A portion of items and the corresponding scale from the questionnaire developed for the pilot project *e-Schools*

(Pahljina-Reinić et al., 2020)[7], which investigated digital competences, was used for examining teachers' self-assessment of competences.

Results

The following section presents the research results according to the research questions.

Teaching practice during ERE

To gain insight into the teaching practice of English and German language teachers during the time when ERE was in effect, the questionnaire comprised questions about the channels of communication and digital tools used in teaching, the ways teaching content was mediated and practiced and how students' acquisition of the content was assessed. In this part of the questionnaire the respondents could mark several of the suggested answers and could also add their own answer.

Almost 93 % of the teachers independently prepared for ERE by learning how to work with platforms and web tools. In addition to that, a significant number of teachers solicited the help of friends and colleagues (65.7 %) and online professional development (50.5 %). The majority of the teachers (88.6 %) stated not having encountered issues such as organization and implementation of distance teaching throughout their education and professional development.

Channels of communication and digital tools used by teachers

For communication with students, teachers most frequently used e-mail (83 %) and applications Viber and WhatsApp (77 %) (see Chart 2). It is interesting that a large number of participants used more "traditional" channels of communication such as telephone calls (36 %) and SMS (31 %). For communication with students, a considerable number of participants used systems which were recommended by the Ministry, such as Teams (57 %) or Yammer (28 %).

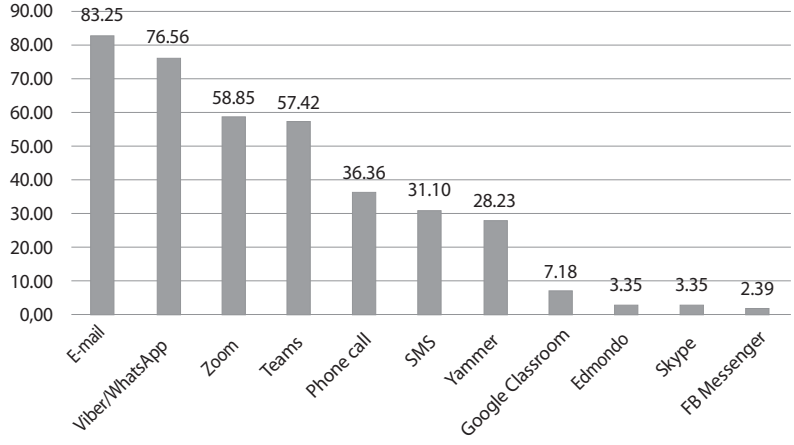

Figure 2. Channels of communication used during the period of online teaching in %

[7] The questionnaire is published online and can be accessed through the e-schools project web pages https://pilot.e-skole.hr/hr/rezultati/istrazivanja/ (28. 4. 2021.)

The most frequently used digital tools by teachers in class are Wordwall (84 %), Google Forms (67 %), Learningapps (56 %), Kahoot (54 %) and Padlet (30 %). Among other tools which were used in a significantly smaller percentage, the participants mention Testmoz, Loom, Socrative and Pear Deck (see Chart 3).

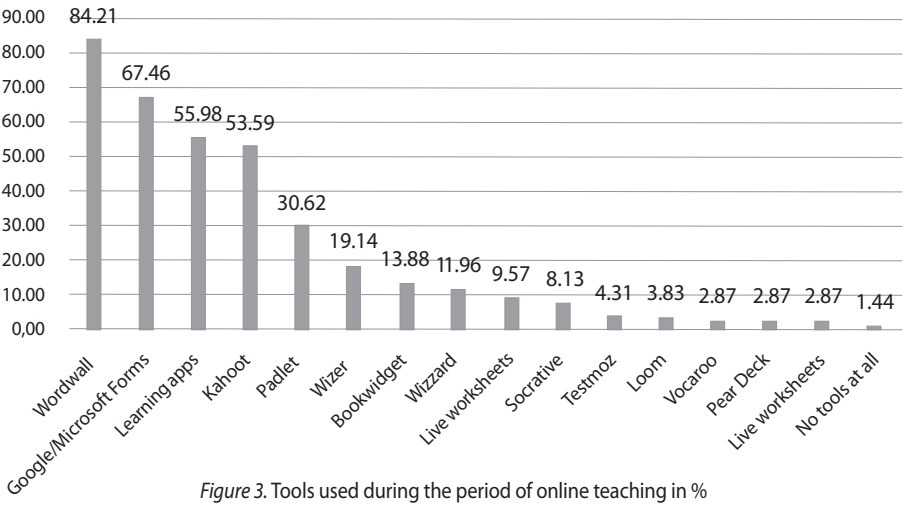

Figure 3. Tools used during the period of online teaching in %

When referring to the number of communication channels and tools, the results shown in Table 1 indicate that the participants used several possibilities – they used 4 different channels and tools on average, which is also the dominant value in both categories. It is important to mention here that they mostly used the already widely spread channels of communication at the time, such as e-mail and two very popular applications, Viber and Whatsapp. With respect to the tools for designing classes, the examined sample showed that almost a quarter (23 %) used merely one or two or no tools at all.

Table 1
Descriptive data on the number of used channels of communication and tools

	N	Min.	Max.	M	SD	D
Channels of communication	209	1.00	9.00	4.01	1.58	3
Digital tools	209	.00	14.00	4.35	2.34	4

N – no. of participants, Min. – minimum, Max. – maximum, M – mean value, D – mod

A more detailed perception of the teaching processes is provided by data on concrete manners of mediation, practice and assessment of the teaching content.

Manner of mediation, practice and assessment of the teaching content

Table 2 shows the number of procedures used for each of the mentioned teaching segments. The presented values show that the participants used most of the digital

tools for practicing newly mediated content with students, while they were least used for assessing the acquisition of the same content (see Table 2).

Table 2
Descriptive data on the number of tools used for mediation, practice and assessment of language knowledge and skills

	N	Min.	Max.	M	SD	D
mediation	209	1.00	7.00	3.81	1.53	4
practice	209	1.00	7.00	4.86	1.47	6
assessment	208	1.00	5.00	2.38	.89	2

N – no. of participants, Min. – minimum, Max. – maximum, M – mean value, D – mod

For teaching new content (see Chart 4), German and English language teachers most frequently used YouTube materials (78 %) and provided explanations in Word documents (77 %) or Power Point presentation (57 %), which they sent to students by mail. In so doing, they frequently used four different procedures (M=3.81, D=4). Approximately the same number of teachers (44 %) independently created their own video lessons, Power Point presentations with audio explanations or carried out teaching in real-time through Zoom, Teams, Skype and similar platforms. A relatively small number of teachers directed students to video lessons prepared by the Ministry (26 %). Certain teachers stated that they had used independently created webpages, interactive presentations/lessons and digital materials provided by publishing houses.

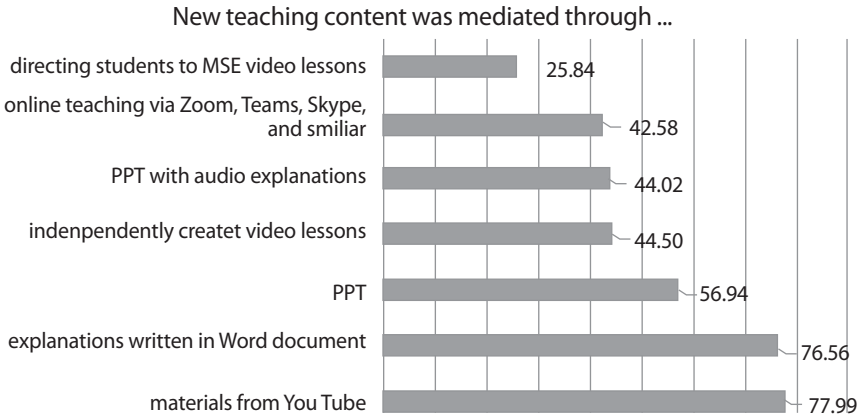

Figure 4. The most frequent ways of mediating new content in %

Although the participants used the greatest number of digital tools for practicing new content (M=4.86, D=6), they also most frequently resorted to more "traditional" media and mostly directed students to homework tasks in their workbooks (see Chart 5). The proportion of tasks (85 %) and games (80 %) which the teachers created themselves using digital tools is also large. However, the percentage of tasks created in a Word document (58 %) which were sent to students by means of particular communication channels is not insignificant.

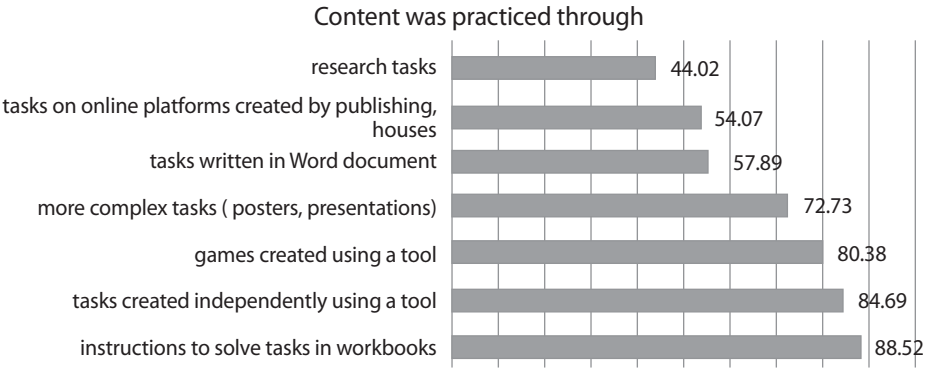

Figure 5. The most frequently used manners of practicing new content in %

The smallest repertoire of digital tools was used by teachers for assessing the acquisition of new content (M=2.38, D=2). The ways in which they assessed the acquisition of new content are shown in Chart 6. The most frequently used digital tools in this segment of teaching were online quizzes (73 %) and written tests in the virtual classroom (30 %). However, the most dominant manner of checking the acquisition of new content by students was sending an image of a solved task in Word or in a student's workbook (90 %). Some teachers assessed students' knowledge orally by means of a video conference (29 %). Recordings in padlet, presentations, reports, mind maps, essays, projects and other were forms used by some teachers as tools for knowledge assessment.

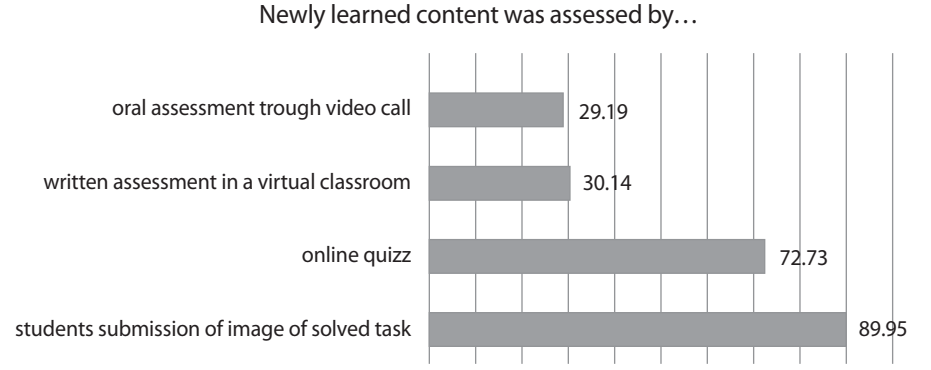

Figure 6. The most frequently used forms of assessment of the learned content in %

Teachers' experiences after ERE

Participants' thoughts on ERE several months after experiencing it were revealed by asking them, among other, to estimate the possibility of developing language skills and knowledge by means of distance teaching (the estimates were provided on a scale from 1 to 4, i.e. from *not possible at all* to *entirely possible*). The mean values presented in Table 3 indicate that teachers, after having experienced such form of teaching, estimate that the speaking skill can be least developed (M=2.66, D=3), along with

correct pronunciation (M=2.79, D=3). According to the participants, speaking skills (M=3.92, D=4) and the acquisition of new vocabulary (M=3.84, D=4) along with reading (M=3.59, D=4) and listening (M=3.58, D=4) can be developed for the majority part, while the possibility of mediating grammar content is perceived as partial (M=3.40, D=3). It should be noted that the teachers' estimates for most segments were relatively low. The most frequent estimate for developing skills and acquiring knowledge in a foreign language through distance teaching is that it is partly possible.

Table 3

Descriptive data on the perceived possibilities for the development of language knowledge and skills by means of distance teaching

	N	Min.	Max.	M	SD	D
Listening	209	1.00	5.00	3.58	.93	4
Speaking	209	1.00	5.00	2.66	.84	3
Writing	208	2.00	5.00	3.92	.82	4
Reading	209	1.00	5.00	3.59	.88	4
Vocabulary	209	1.00	5.00	3.84	.81	4
Grammar	209	1.00	5.00	3.40	.79	3
Pronunciation	209	1.00	5.00	2.79	.88	3

N – no. of participants, Min. – minimum, Max. – maximum, M – mean value, D – mod

In addition to the participants' reflections on the possibilities of developing language knowledge and skills within ERE, the questionnaire also provided data on the perceived advantages and disadvantages of distance learning. According to the teachers, the inability to adequately assess knowledge (85 %), students' weak information literacy (77 %) and the fact that parents solved tasks instead of students (70 %) were the most frequent obstacles during ERE (cf. Chart 7).

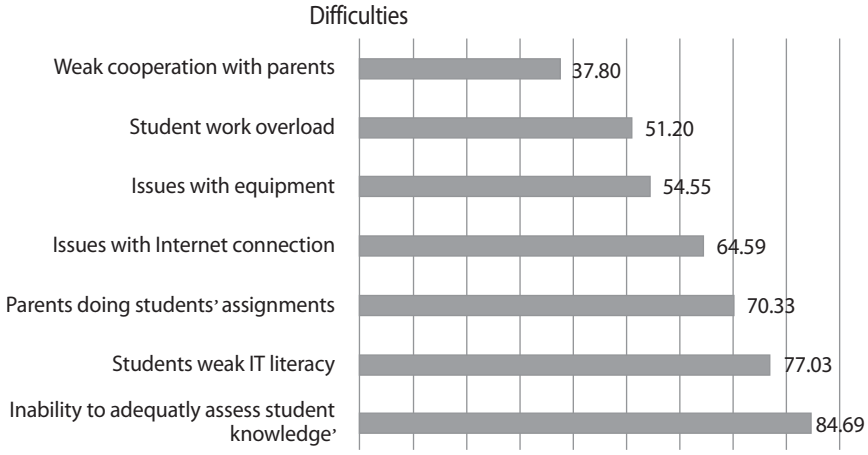

Figure 7. Perceived difficulties during the period of ERE in %

According to the participants, the greatest weakness of distance learning and teaching is the absence of social contact (95 %), closely followed by the inability to develop all language knowledge and skills (93 %). A large number of participants recognized a drawback in the absence of feedback to students (82 %) and in issues regarding motivation (70 %). Likewise, more than half of the participants recognized a problem in the need for teachers to be continuously available during this form of teaching (59 %) (Chart 8).

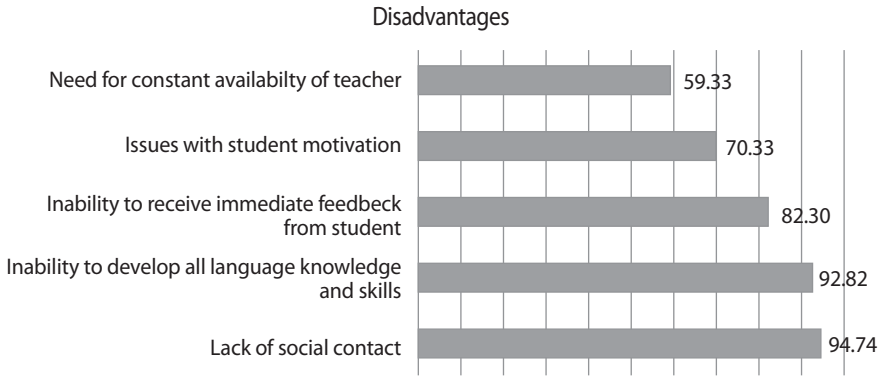

Figure 8. Perceived weaknesses of implementing distance learning and teaching (in %)

With regard to the advantages of distance learning, 9 % of the participants find such form of teaching as having no advantages at all, which is an interesting finding as none of the participants stated having difficulties or weaknesses with ERE. According to the participants, the biggest advantage of distance learning is greater activity of timid and withdrawn students (84 %), development of students' digital competences (78 %) and the possibility of complying to various learning styles (62 %). Somewhat fewer than half of the participants (47 %) found working from home an advantage.

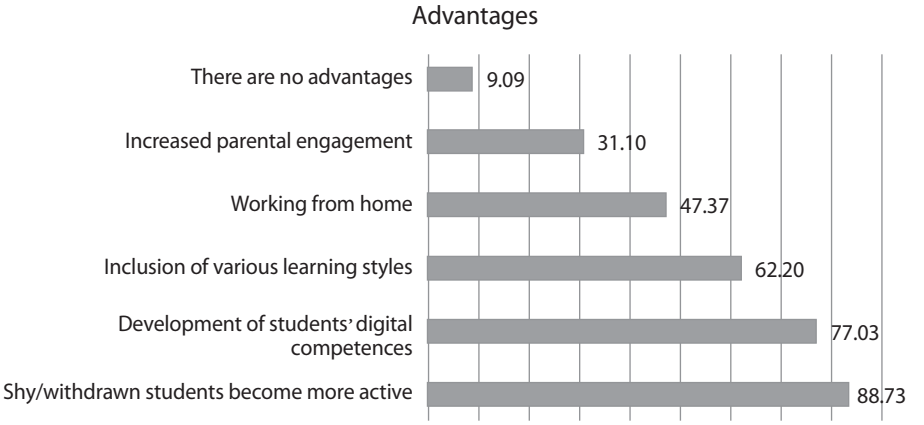

Figure 9. Perceived advantages of implementing distance learning and teaching (in %)

In general, English and German language teachers identify more negative than positive aspects of distance learning and teaching (advantages: M=3.09, D=3; weaknesses: M=4.02, D=4). The established difference between the perceived advantages and weaknesses proved to be statistically significant (Table 4).

Table 4

Comparison of the number of perceived advantages and weaknesses – results of the t-test for paired samples

	Mean	N	t	df	p
advantages	3.09	209	-7,389	208	,000
weaknesses	4.02	209			

Teachers' competences for teaching using digital technologies

English and German language teachers' self-assessment of competence was examined by adopting the descriptors of competences for applying digital technologies in education from the questionnaire for examining teachers' digital competences created for the needs of the pilot project e-Schools (Pahljina-Reinić et al., 2020). The participants assessed their competences in five competency areas (see Chart 10) on a four-degree scale (0=zero level, 1=beginner level, 2=intermediate level, 3=advanced level). The results show that for each of the competency areas, approximately half of the participants assess their competences to be at the intermediate level, except for the component designing an online environment where the majority estimated their competence at the zero (9.1 %) and beginner (38.3 %) level. A significant number of participants self-assess their competences for creating digital content, assessment and evaluation, and also teaching using digital tools at the zero and beginner level. Approximately 30 % of the participants consider having developed advanced competences for the application of digital educational tools and for creating a digital environment for learning.

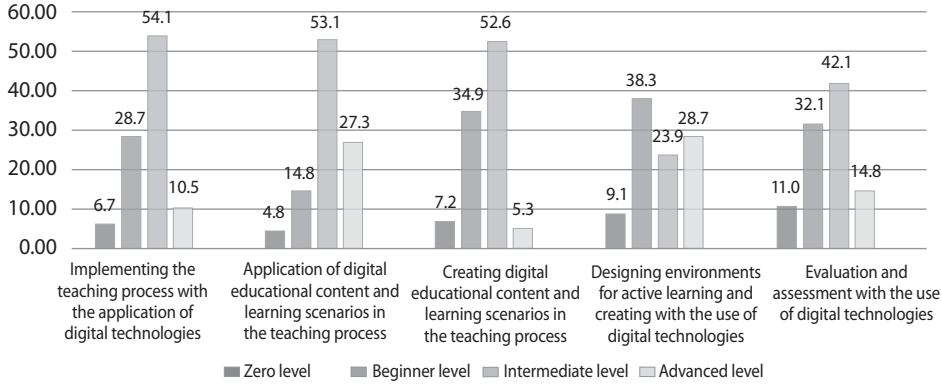

Figure 10. Self-assessment of the competence to teach using digital technologies – presented according to components (%)

These results indicate that with respect to **the teaching process,** more than half of the participants (54 %) maintain they carry out teaching activities by using digital technologies with the aim of encouraging student-centered teaching. In the area of **applying digital educational content**, more than half of the participants (53 %) search through educational websites and repositories and select and adapt the existing digital educational content and learning scenarios in order to encourage students to engage in collaborative (peer) and active learning. Additionally, 27 % estimate that they evaluate the existing digital educational content and learning scenarios and combine them for the purpose of innovating the teaching process. Approximately 53 % of the participants state that they have the ability **to create interactive and multimedia digital educational content** (e.g. digital mind map, online quizzes) and more complex learning scenarios. On the other hand, about 35 % of the teachers self-assess their competences at the beginner level, i.e. claim that they know how to create simple digital educational content (e.g. Power Point presentations), and 7.2 % self-assess their competence in this area at the zero level. As for their self-assessment of competences for **designing an environment for active learning and creating materials using digital technologies**, almost 10 % state not having developed that competence at all, and almost 40 % find themselves at the beginner level, i.e. they use simple digital tools (e.g. exchange Gmail addresses with students). Around 30 % of the teachers self-assess their competence in this area at the advanced level, which means they create virtual learning environments (e.g. using Google Disk or tools such as Loomen – Moodle). A large number of participants (42 %) self-assess their competence **to assess and evaluate students by using digital technologies** to be at the intermediate level. This means that they prepare and carry out knowledge tests for students in a digital environment (e.g. online quizzes, online tests, etc.) and use an online system for evaluating students' achievement and assessment of student progress. On the other hand, the number of participants who self-assess this competence at the zero level (11 %) and beginner level (32 %) should not be overlooked. The participants who self-assessed this competence at the beginner level use simple digital tools for preparing materials for checking students' knowledge (e.g. Word document). Only 14 % of the participants can edit exam question databases, analyze test results in a digital environment and encourage students to engage in peer assessment and self-assessment.

The correlation between participants' self-assessment of competence and the teaching practice

The data analyses applied showed statistically significant correlations between teachers' self-assessments of competences and teaching practice (see Table 5). This in particular refers to the use of digital tools – the use of Spearman's correlation coefficient established statistically significant correlations between teachers' self-assessment of competences in almost all of the competency areas and number of tools used. With respect to the number of procedures used for mediation, practice and assessment of the teaching content, positive correlations with particular competences are also observed.

Table 5
The correlation between self-assessment of competences and the number of used communication channels, tools and teaching procedures

	Implementing the teaching process with the application of digital technologies	Application of digital educational content and learning scenarios in teaching	Creating digital educational content and learning scenarios in teaching	Designing environments for active learning and creating with the use of digital technologies	Evaluation and assessment with the use of digital technologies
Channels of communication	.252**	.133	.106	.110	.082
Digital tools	.319**	.281**	.363**	.122	.212**
Mediation	.119	.142*	.128	.125	.160*
Practice	.142*	. 224**	.182**	.155*	.115
Assessment	.154*	.169*	.120	.103	.206**

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

In other words, teachers who assess their competences as high use a wider repertoire of tools, channels and procedures in order to ensure optimal teaching. Furthermore, those teachers who highly assessed their competences for creating digital teaching content and learning scenarios, and for student assessment and evaluation perceive more advantages of distant teaching than teachers who assessed their own competences as low (creating: r_S=.144, p =,037; assessment: r_S=.195, p=.005).

Discussion

The results presented in this paper indicate that at the time when teaching shifted to the online environment, almost all of the participants independently prepared for the implementation of such form of teaching using online tutorials. To that moment, the majority of teachers had not faced issues relating to the organization and implementation of distance learning neither during their pre-service teacher education nor within their in-service teaching and professional development. Only two participants stated that teaching by means of digital technologies was a topic in their initial education. These findings are in agreement with the results of a research carried out by the European Commission (2019) indicating that over 70 % of teachers in Croatia are self-educated on the use of ICT in teaching, while their participation in obligatory training relating to ICT is below European average.

The results of this research, similar to research results carried out by Đurić (2020) on English, German, Italian and French language teachers, show that English and German language teachers used a great number of digital tools during ERE. Still, the information that most participants used existing videos on YouTube, provided instructions for mediating new content to students by means of Word documents and assessed student knowledge via students sending images of completed workbook tasks

leads to the conclusion that the majority of teachers attempted to transfer teaching methods and procedures characteristic of contact teaching into the online environment.

Therefore, it is clear why teachers state that speaking skills, pronunciation and partial mediation of grammar content can only be developed minimally. In addition to the lack of social contact, teachers identified the inability to adequately develop all language knowledge and skills as one of the greatest disadvantages of ERE. Along these lines, a large number of teachers also mention problems with student motivation. Finally, 9 % of the participants do not see any advantages of distance teaching. The analysis of research papers conducted by Akbana et al. (2021) on ERE in the area of foreign language teaching during the COVID-19 pandemic obtained similar results. The results of two thirds of the 45 research papers analyzed suggest that ERE has more negative than positive effects on foreign language teaching. Some of the research papers conclude that ERE does not leave sufficient possibilities for the development of students' productive language skills. Here we emphasize that such negative perceptions by teachers can be a consequence of feeling generally overwhelmed with the sudden transition to ERE. On the other hand, results of particular research show (Akbana et al., 2021) that both teachers and students can successfully overcome the shortcomings of ERE provided they have adequate support of the source ministry, school and colleagues, and if they rely on the already acquired digital skills.

Teachers' digital skills, more precisely, their self-assessment of competences to use digital media in teaching was the subject of the proposed research. The results show that for particular areas of research, there is agreement between the participants' self-assessment of competence and their teaching practice during ERE. For instance, in the area relating to the ability to create digital educational content and tools for teaching, more than half of the participants self-assess having the ability to develop digital content such as mind maps or online quizzes, which is in line with teachers' statements that for practicing new content, they independently create games and tasks using digital tools. Furthermore, almost half of the participants self-assess their competence to design environments for active learning and develop materials with the help of digital technologies to be at the zero level, i.e. beginner level. This finding is in agreement with the results obtained in the area that investigated the teaching practice which show that teachers dominantly carried out teaching by sending Power Point presentations, instructions written in Word documents and by directing students to video materials on YouTube, while a small number of teachers used virtual classrooms. Therefore, it is surprising that 30 % of the teachers claim they have the ability to create virtual learning communities (e.g. using Google Disk or Loomen – Moodle), where they encourage students to create their own digital content, cooperate and exchange ideas, which is followed by the assessment of student work in an interactive digital environment. This self-assessment is in contradiction with the finding that a very small number of participants estimate their competence to assess and evaluate students through applications of digital technology to be at the advanced level.

In total, the intermediate level of self-assessment of teacher competences does not entirely match the activities carried out in online teaching. The impression is that teachers are familiar with tools and platforms conducive to the organization and implementation of online teaching; however, they do not know how to adequately integrate them into their own teaching. This is evident from the way they prepared these tools in mediation, practice and assessment of the teaching content. The predominantly used procedures such as explanations in a word document or instructions for solving tasks in a workbook do not require a high level of digital competence. This finding leads to the conclusion that English and German language teachers in the Republic of Croatia, just like teachers in other countries (Røkenes & Krumsvik, 2016; Benali et. al., 2018, Akbana et. al., 2021), actually do not have sufficiently developed competences for using digital technologies in the classroom.

The importance of the teacher's competence to manage the learning process in a digital environment came to the fore in a part of the research investigating the correlation of teachers' self-assessment of competences with their opinions of online teaching and organization of the teaching process. The results of this research, very much like previously conducted research (Hatlevik & Hatlevik, 2018; Benali et al., 2018; Kolić-Vehovec & Smojver-Ažić, 2020), show correlations between self-assessment of competences and all of the other examined components. Teachers who self-assessed their competence to teach using digital technologies as high also identify more advantages of online teaching. Likewise, teachers who self-assessed themselves as more competent use a broader repertoire of tools, channels and procedures in order to ensure an optimal teaching process. This finding points to the need for continuous reinforcement of teachers' competences to teach using digital technologies, which is in agreement with the conclusions of Pahljina-Reinić et al. (2020), Kolić-Vehovec and Smojver-Ažić (2020) and the European Commission (2019).

Conclusion

The abrupt transition to ERE after COVID 19 was declared pandemic put to the test the all teachers', including German and English, ability to teach using digital technologies. The research results presented in this paper show that the majority of English and German language teachers were not prepared for this test and distance teaching was, for the majority part, organized through different digital tools and channels of communication, but most frequently with the ones that do not require a high level of digital competence. Furthermore, teachers' opinions on distance teaching were mostly negative. According to them, the greatest difficulty regarding this type of learning and teaching is in the limited possibilities of developing students' language skills and knowledge. The fact that foreign language teachers self-assess their competence to teach using digital technologies at the intermediate level, even though this is in partial contradiction with their teaching practice during ERE, leads to the conclusion that teachers are only partially familiar with particular digital tools for

distance teaching, that they also lack didactic-teaching knowledge and skills for teaching with digital technologies and managing the learning processes in digital environment. Therefore, it is necessary for teachers to further develop these competences as they are, according to these and other comparative research results, closely related to their work and teaching practice. Here we emphasize that reinforcement of English and German language teachers' competence to teach using digital technologies should not be a task reserved for professional development, but it should find its place in programs of initial teacher education. Furthermore, developing digital competences, knowledge and skills for teaching using digital technologies being reduced to one or several information-communication technology courses during in-service teacher education is problematic. For successful development of competences, it is necessary for teaching with digital technologies and management of the learning processes in a digital environment to become constituent parts of foreign language teaching methodology courses where future teachers with appropriate theoretical knowledge will have the opportunity to develop their teaching practice skills within the language teaching practicum or general teaching practice with the assistance of teacher mentors and other teachers at the faculty. The need for offering a model of teacher education where teaching with the help of digital media is a matter of didactics and the subject area teaching methodology is highlighted in other comparative research mentioned in this paper. Therefore, if we want to prepare foreign language teachers for the challenges which technological advancement and life in a digital era inevitably place upon the educational system, we have to think about restructuring and innovating the teaching methodology courses. Finally, considering that a more comprehensive investigation of teachers' digital competence did not take place, i.e. the focus being teachers' competence to teach using digital media, the research presented surely has its limitations and therefore further research in the area should ensue.

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Osnovnoškolska nastava engleskoga i njemačkoga jezika za vrijeme pandemije virusa COVID-19 - implikacije za metodiku stranih jezika

Sažetak

Izvanredno obrazovanje na daljinu (IOD) za vrijeme pandemije COVID-19 stavilo je učitelje stranih jezika pred neočekivane izazove i usmjerilo fokus na njihove kompetencije za poučavanje pomoću digitalnih alata. U svrhu stjecanja uvida u načine na koje su osnovnoškolski učitelji engleskoga i njemačkoga jezika u Republici Hrvatskoj odgovorili na ove izazove, ispitani su njihova nastavna praksa i iskustva za vrijeme IOD-a u lockdownu 2020. te samoprocjena njihovih kompetencija za primjenu digitalne tehnologije u poučavanju. Rezultati pokazuju da su ispitanici, iako većinom svoje kompetencije za poučavanje pomoću digitalnih tehnologija procjenjuju na srednjoj razini, nastavne sadržaje najčešće posredovali pomoću pisanih uputa u Wordu i videa s Youtubea. Isto tako, iako postoje naznake da su učitelji upoznati s digitalnim alatima za poučavanje, rezultati upućuju na nedostatak njihovih didaktičko-metodičkih znanja i vještina za primjenu tih alata u nastavi. Ovakvi nalazi ukazuju na nužnost snažnijega uključivanja pitanja poučavanja pomoću digitalnih tehnologija u kolegije metodike nastave stranih jezika.

Ključne riječi: *digitalna tehnologija; IOD; kompetencije učitelja.*

Uvod

Sposobnost pojedinca za interaktivnu uporabu tehnologija (OECD, 2005) istaknuta je kao jedna od ključnih kompetencija za cjeloživotno učenje još početkom 21. stoljeća. U međuvremenu je pitanje uporabe digitalnih tehnologija prepoznato kao kompleksniji konstrukt te je danas digitalna kompetencija definirana kao kritična i odgovorna „upotreba digitalnih tehnologija i rukovanje njima za učenje, na poslu i za sudjelovanje u društvu" (Službeni list Europske unije C 189/6, 2018) koja, među ostalim, uključuje informatičku i podatkovnu pismenost, stvaranje digitalnih sadržaja, sigurnost te pitanja povezana s intelektualnim vlasništvom. Razvoj takve kompleksne

kompetencije zadatak je cjelokupnoga školskog obrazovanja odnosno svih u njega uključenih predmeta pa tako i nastave stranih jezika (Knežević, 2019). U skladu s tim u kompetencijskim profilima za učitelje (Redecker, 2017) i učitelje stranih jezika (Eaquals, 2016; Kelly i sur., 2004) navodi se da učitelji, između ostaloga, trebaju znati koristiti digitalne medije, ne samo za planiranje i organizaciju nastavnoga procesa, nego i za ostvarenje obrazovnih ishoda kao i u svrhu pružanja podrške učenicima u procesu učenja. Tako se na primjer u Eaqualsovom (2016) kompetencijskom profilu u području uporabe digitalnih medija ističe da bi učitelji trebali imati i razvijena znanja o sustavima za upravljanje učenjem (LMS sustavi, npr. Moodle) kao i znati stvarati digitalne module za *blended learning* pomoću LMS sustava. To znači da učitelji trebaju imati razvijena tehnološka znanja te didaktičko-metodička znanja i vještine za uporabu digitalne tehnologije u nastavi. Odnosno, učitelji trebaju imati Technological pedagogical content knowledge (TPACK) - „an understanding that emerges from interactions among content, pedagogy, and technology knowledge. Underlying truly meaningful and deeply skilled teaching with technology" (Koehler i Mishra, 2009, str. 66). Ispripletenost tehničkih znanja i vještina učitelja s njihovim pedagoškim i didaktičkim kompetencijama naglašava i Krumsvik (2011, str. 6 i 7; usp. i 2012) prema kojemu je digitalna kompetencija učitelja „(…) proficiency in using ICT in a professional context with good pedagogic-didactic judgement and his or her awareness of its implications for learning strategies and the digital Bildung[1] of pupils and students". Pritom se od učitelja ne očekuje da budu informatički stručnjaci, nego da poznaju primjerene digitalne alate i imaju didaktičko-metodička znanja i vještine koje im omogućuju da te alate adekvatno i učinkovito primijene u procesima učenja i poučavanja (Grein i sur., 2019). Pitanje poučavanja pomoću digitalnih tehnologija u inicijalnom obrazovanju učitelja ne može biti svedeno na nekoliko zasebnih kolegija fokusiranih na upoznavanje digitalnih tehnologija i razvoj digitalne kompetencije učenika, nego mora biti sastavni dio metodika pojedinoga predmeta. Naime, „(…) one-size-fits-all approach to technology integration (…)" pokazao se, kako navode Koehler i Mishra (2009, str. 62) neučinkovitim. Iz toga bi razloga integracija digitalne tehnologije u inicijalno obrazovanje učitelja trebala biti „(…) creatively designed or structured for particular subject matter ideas in specific classroom contexts" (Koehler i Mishra, 2009, str. 62).

Nužnost ciljanoga razvoja didaktičko-metodičkih kompetencija učitelja za uporabu digitalnih tehnologija u nastavi istaknuta je i u recentnijim istraživanjima digitalnih kompetencija učitelja (usp. npr. Al Khateeb, 2017; Benali i sur., 2018; Claro i sur., 2018; Hatlevik i Hatlevik, 2018; Lucas i sur., 2020; Røkenes i Krumsvik, 2016). Iako ispitanici u nekim zemljama (Benali i sur., 2018; Røkenes i Krumsvik, 2016) vrlo visoko procjenjuju vlastite digitalne kompetencije i sigurnost u uporabi digitalnih tehnologija

[1] „Digital Bildung [digital danning in Norwegian] focuses on how pupils' participation, their multi-membership of different communities, the social media and identity development in the digital era are influenced by the digitisation of society" (Krumsvik, 2011, 47).

u razredu, nalazi svih spomenutih istraživanja ukazuju na niske kompetencije učitelja za poučavanje pomoću digitalnih tehnologija ili upravljanje procesima učenja u digitalnom okruženju. Stoga, osim zaključaka da je nužno ove kompetencije učitelja intenzivnije razvijati u njihovom inicijalnom obrazovanju (Claro i sur., 2018), autori najčešće zaključuju i da je za učestalije uključivanje digitalnih tehnologija u nastavnu praksu ključno poticati razvoj metodičko-didaktičkih kompetencija učitelja za uporabu IKT-a u poučavanju (Hatlevik i Hatlevik, 2018; Røkenes i Krumsvik, 2016). U prilog ovim zaključcima govore i rezultati istraživanja usmjerenih na ispitivanje utjecaja inicijalnoga obrazovanja na razvoj TPACK-a učitelja (usp. npr. Baran i sur., 2019; Sing Chai i sur., 2011; Cindrić i Gregurić, 2019; Yangin Ersanli, 2016) koji, između ostaloga, pokazuju da ciljani razvoj TPACK-a studenta kroz posebno dizajnirane kolegije ili radionice i poučavanje u timu u sklopu metodičkih kolegija poboljšava njihovu sposobnost didaktički smislene uporabe digitalne tehnologije u nastavi.

Potreba za snažnijim naporima u poticanju razvoja sposobnosti učitelja za uporabu tehnologija u poučavanju naglašena je i u recentnim istraživanjima usmjerenima na uporabu digitalne tehnologije u nastavi te kompetencije učitelja za poučavanje pomoću digitalnih alata u Hrvatskoj (usp. npr. European Commission, 2019; Kolić-Vehovec i Smojver-Ažić, 2020; Mohorić i sur., 2020; Pahljina-Reinić i sur., 2020). Naime, kako pokazuje istraživanje Mohorić i sur. (2020) učitelji u Hrvatskoj IKT u nastavi koriste svega nekoliko puta mjesečno i to najčešće za objavljivanje učeničkih radova. Značajan udio ispitanika nikada ne koristi IKT za međusobnu komunikaciju učenika i nastavnika ili njihov zajednički rad na nekom zadatku. Također gotovo polovica ispitanih nastavnika nikada u svojem radu nije koristila interaktivnu učionicu. Prema podatcima istraživanja Europske komisije (European Comission, 2019) hrvatski učitelji IKT najčešće koriste za pripremu vlastite nastave, a puno rjeđe za pripremanje *online* poučavanja ili kreiranje digitalnih resursa. Kada je riječ o kompetencijama učitelja za uporabu IKT-a u nastavi, učitelji kao i u prethodno prikazanim istraživanjima u drugim zemljama, osjećaju da imaju razvijenu vlastitu digitalnu kompetenciju, ali ne osjećaju se sigurnima u kompleksnijim zadatcima kreiranja digitalnih sadržaja za potrebe nastave. Osjećaj sigurnosti odnosno osjećaj vlastite kompetentnosti učitelja za rad s IKT-om izrazito je relevantan za uporabu ovih tehnologija u procesima poučavanja, jer kako pokazuju rezultati istraživanja Kolić-Vehovec i Smojver-Ažić (2020), učitelji koji smatraju da su kompetentni za korištenje digitalnih alata više koriste IKT u svojoj nastavi.

Pitanje kompetencija učitelja za poučavanje pomoću digitalnih tehnologija posebno je došlo u fokus kada su u drugom polugodištu školske godine 2019./2020., zbog proglašenja pandemije virusa COVID-19 učenici i učitelji bili prisiljeni prijeći na izvanredno obrazovanje na daljinu (IOD)[2]. U svrhu stjecanja podrobnijih uvida u

[2] Izvanredno obrazovanje na daljinu (IOD) prijevod je engleskoga pojma Emergency remote education (ERE) koji su uvele Drvodelić, Domović i Pažur (2021). Prema Bozkurt i Sharma (2020, ii) izvanredno obrazovanje na daljinu je termin koji karakterizira „privremeno rješenje iznenadnog problema" odnosno potrebu brze prilagodbe procesa učenja i poučavanja novonastalim uvjetima uzrokovanim pandemijom virusa COVID-19. Stoga se takvu vrstu nastave ne može izjednačavati s online nastavom ili poučavanjem na daljinu koji označavaju kompleksne procese planiranja i kreiranja učinkovitoga okruženja učenja i poučavanja.

načine na koji su učitelji engleskoga i njemačkoga jezika koristili digitalnu tehnologiju u nastavi, ispitani su nastavna praksa i iskustva ovih učitelja za vrijeme IOD-a te samoprocjena njihovih kompetencija za poučavanje pomoću digitalne tehnologije. Prije prikaza dizajna i rezultata samog istraživanja u nastavku se daje pregled organizacije IOD-a u RH za vrijeme *lockdowna* u 2020. godini.

Organizacija nastave na daljinu u RH zbog pandemije virusa COVID-19

Prelazak iz kontaktnoga oblika nastave u IOD dogodio se kada je nakon proglašenja *lockdowna*, 16. 3. 2020. godine Vlada Republike Hrvatske donijela *Odluku o obustavi izvođenja nastave u visokim učilištima, srednjim i osnovnim školama te redovnog rada ustanova predškolskog odgoja i obrazovanja i uspostavi nastave na daljinu*[3]. Uz određene izmjene ove odluke, dodatne odluke Vlade Republike Hrvatske i upute Hrvatskoga zavoda za javno zdravstvo, nastava u osnovnim školama se u Hrvatskoj do kraja školske godine 2019./2020. dominantno provodila na daljinu. Za koordinaciju poslova i dinamiku uspostave nastave na daljinu Vlada je zadužila Ministarstvo znanosti i obrazovanja. Ministarstvo je uspostavilo digitalnu infrastrukturu i podršku za izvođenje *online* nastave te izdalo *Uputu svim osnovnim i srednjim školama vezano uz nastavak organizacije nastave na daljinu*[4] i *Smjernice osnovnim i srednjim školama vezano uz organizaciju nastave na daljinu pomoću informacijsko-komunikacijske tehnologije*[5]. U navedenim dokumentima istaknuto je da je u suradnji s Hrvatskom radiotelevizijom za učenike razredne nastave organizirana nastava na 3. programu pod nazivom *Škola na trećem*. Ravnateljima škola dana je uputa da na platformama Teams, Yammer, Moodle i sl. otvore virtualne zbornice i virtualne učionice. Za učitelje predmetne nastave pripremljene su videosnimke i dodatni materijali kojima se mogu koristiti te je preporučeno da se učitelje potiče da „sami pripremaju vlastite sadržaje ili organiziraju suradnju u vlastitim virtualnim razredima" (*Uputa svim osnovnim i srednjim školama…*). Ovdje je važno napomenuti da videosnimke i dodatni materijali za nastavu stranoga jezika predmetnim učiteljima nisu stavljeni na raspolaganje odmah pri prelasku na IOD.

Nakon prvog tjedna IOD-a Ministarstvo je provelo anketu među učiteljima i nastavnicima o izvođenju nastave na daljinu[6]. Upitnikom su obuhvaćeni učitelji osnovnih škola te nastavnici srednjih škola s područja cijele Republike Hrvatske (N = 4139). Gotovo svi ispitanici (95 %) naveli su da su zadovoljni ili uglavnom zadovoljni nastavom na daljinu. Otprilike jednak postotak ispitanika (93 %) izrazio je zadovoljstvo opremom kojom raspolaže za provedbu nastave na daljinu te je iznio stav da se bolje snašao u izvođenju ovoga oblika nastave nego što je očekivao. Većina učitelja i nastavnika (90 %) smatra da su se i njihovi učenici dobro snašli u IOD-u.

[3] https://narodne-novine.nn.hr/clanci/sluzbeni/2020_03_29_670.html

[4] https://mzo.gov.hr/vijesti/uputa-svim-osnovnim-i-srednjim-skolama-vezano-uz-nastavak-organizacije-nastave-na-daljinu/3592

[5] https://mzo.gov.hr/vijesti/smjernice-osnovnim-i-srednjim-skolama-vezano-uz-organizaciju-nastave-na-daljinu-uz-pomoc-informacijsko-komunikacijske-tehnologije/3585

[6] https://skolazazivot.hr/rezultati-upitnika-o-izvodenju-nastave-na-daljinu-od-16-3-2020-do-2-4-2020/

Ipak, 45 % ispitanika tražilo je da im se na raspolaganje stavi još veći broj videolekcija te je svaki treći ispitanik izrazio potrebu za dodatne upute i edukaciju o metodama rada u ovakvom obliku nastave.

Odgovor na pitanje na koji način su učitelji engleskoga i njemačkoga jezika u školskoj godini 2019./2020. odgovorili na izazove IOD-a dobiven je istraživanjem koje je provedeno u srpnju 2020. godine, a čiji se cilj, hipoteze, metode i rezultati opisuju u nastavku.

Dizajn istraživanja

Cilj istraživanja

Cilj istraživanja bio je ispitati nastavnu praksu, iskustva i kompetencije učitelja stranih jezika u osnovnoj školi za provođenje *online* nastave.

U skladu s navedenim ciljem formulirana su sljedeća istraživačka pitanja:

Kakva je bila nastavna praksa učitelja engleskoga i njemačkoga jezika za vrijeme IOD-a?

Koja su iskustva učitelja engleskoga i njemačkoga jezika s obrazovanjem na daljinu?

Kako učitelji procjenjuju vlastite kompetencije za poučavanje pomoću digitalne tehnologije?

Postoji li povezanost između samoprocjene kompetencija ispitanika i njihove nastavne prakse?

Ispitanici, instrumenti i postupak

Uzorak u ovom istraživanju bio je prigodan, a sudjelovalo je 209 ispitanika (202 učiteljice i 7 učitelja). Od toga je 27,9 % poučavalo njemački, 60,8 % engleski, a 11,3 % i njemački i engleski. Najveći broj ispitanika završilo je studij germanistike i/ili anglistike na nekom od filozofskih fakulteta u RH (61,2 %), zatim Učiteljski fakultet sa smjerovima: engleski, njemački (15,8 %), nekadašnje studije tzv. pojačanoga predmeta na Učiteljskoj akademiji (5,3 %) ili Visokoj učiteljskoj školi (4,3 %). U manjem broju (> 5 %) ispitanici su završili druge studijske smjerove, npr. Fakultet za odgojne i obrazovne znanosti, Pedagoški fakultet itd. U istraživanju su sudjelovali ispitanici s područja cijele Hrvatske, a najveći dio njih iz Zagreba (Grafički prikaz 1).

Slika 1.

Što se tiče dobi ispitanika, najveći dio je u dobnim skupinama 30-39 (42,6 %) i 40-49 godina (37,8 %), a 45,9 % ima između 10 i 20 godina radnoga staža, dok je ostalim kategorijama radnoga iskustva podjednak broj ispitanika (između 16 i 19 %).

Istraživanje je provedeno tijekom srpnja 2020. godine pomoću *online* upitnika. Upitnik se sastojao od 26 pitanja koja su grupirana u četiri dijela. U prvom, općem dijelu prikupljeni su podatci o ispitanicima. Drugi dio upitnika odnosio se na razdoblje prije provođenja nastave na daljinu. U tom dijelu istražen je način na koji su se ispitanici

pripremali za ovaj oblik poučavanja, njihovo dosadašnje obrazovanje i usavršavanje u ovom području. Treći dio upitnika odnosio se na razdoblje provođenja nastave na daljinu. Ovdje je ispitivana konkretna nastavna praksa učitelja. Četvrtim odnosno zadnjim dijelom upitnika ispitana su iskustva nastavnika nakon provođenja *online* nastave. Ovaj dio upitnika uključivao je i samoprocjenu kompetencija učitelja za primjenu digitalnih tehnologija u nastavi. Za ispitivanje samoprocjene kompetencija korišten je dio čestica i pripadajuća skala iz upitnika za ispitivanje digitalnih kompetencija nastavnika razvijenoga za potrebe pokusnoga projekta e-Škole (Pahljina-Reinić i sur., 2020)[7].

Rezultati

U nastavku se prikazuju rezultati istraživanja redom za svako istraživačko pitanje.

Nastavna praksa učitelja za vrijeme IOD-a

Kako bi se stekli uvidi u nastavnu praksu učitelja engleskoga i njemačkoga jezika za vrijeme IOD-a, ispitanici su pitani kako su se pripremali za ovaj oblik nastave, koje su komunikacijske kanale i digitalne alate koristili, na koji su način posredovali i uvježbavali nastavne sadržaje te kako su provjeravali usvojenost posredovanih sadržaja kod učenika. U ovom dijelu upitnika bilo je moguće označiti više ponuđenih odgovora te dodati vlastiti odgovor.

Gotovo 93 % učitelja za IOD se pripremalo samostalno proučavajući rad s platformama i mrežnim alatima, a značajan broj njih uz to je koristio pomoć prijatelja i kolega (65,7 %), ali i *online* usavršavanja (50,5 %). Pritom većina učitelja navodi da se tijekom dosadašnjega obrazovanja i stručnoga usavršavanja nije susrela s organizacijom i provedbom nastave na daljinu (88,6 %).

Korišteni komunikacijski kanali i digitalni alati

Za komunikaciju s učenicima učitelji su najčešće koristili e-poštu (83 %) i aplikacije Viber i WhatsApp (77 %) (usp. Grafički prikaz 2). Zanimljiv je podatak da je dosta ispitanika koristilo i „tradicionalnije" komunikacijske kanale kao što su telefonski poziv (36 %) i SMS poruka (31 %). Značajan dio ispitanika za komunikaciju s učenicima koristio je i sustave koje je preporučilo Ministarstvo kao što su Teams (57 %) ili Yammer (28 %).

Slika 2.

Digitalni alati kojima su se učitelji najčešće koristili u nastavi su Wordwall (84 %), Google Forms (67 %), Learningapps (56 %), Kahoot (54 %) i Padlet (30 %). Među ostalim alatima koje su koristili u znatno manjem postotku, ispitanici su naveli i Testmoz, Loom, Socrative i Pear Deck. (usp. Grafički prikaz 3).

Slika 3.

[7] Upitnik je objavljen *online* na mrežnim stranicama projekta e-Škole https://pilot.e-skole.hr/hr/rezultati/istrazivanja/ (28. 4. 2021.)

Kada govorimo o broju korištenih komunikacijskih kanala i alata iz rezultata prikazanih u Tablici 1 vidljivo je da su ispitanici koristili više mogućnosti - u prosjeku se radilo o 4 različita kanala i alata, što je ujedno i dominantna vrijednost u obje kategorije. Ovdje je bitno naglasiti da su za komunikaciju u prvom redu koristili kanale koji su već neko vrijeme u širokoj upotrebi, poput e-pošte i dvije vrlo popularne aplikacije (Viber i Whatsapp). Što se pak alata za kreiranje nastave tiče, u ispitanom uzorku gotovo četvrtina učitelja (23 %) koristi tek 1 do 2 ili čak ni jedan alat.

Tablica 1.

Detaljniji uvid u odvijanje samoga nastavnog procesa pružaju podatci o konkretnim načinima posredovanja, uvježbavanja i provjeravanja nastavnih sadržaja.

Načini posredovanja, uvježbavanja i provjere nastavnih sadržaja

U Tablici 2 prikazan je broj korištenih postupaka za svaki od spomenutih segmenata nastave. Iz prikazanih vrijednosti vidljivo je da su ispitanici najveći broj digitalnih alata koristili za uvježbavanje novoposredovanih sadržaja s učenicima, a najmanji broj alata za provjeravanje ovladanosti tim sadržajima.

Tablica 2.

Za posredovanje novih sadržaja (usp. Grafički prikaz 4), učitelji engleskoga i njemačkoga jezika najčešće su koristili materijale s YouTubea (78 %) te objašnjenja u Word dokumentu (77 %) ili Power Point prezentaciju (57 %) koje su slali učenicima e-poštom. Pritom su najčešće koristili 4 različita postupka (M = 3,81, D = 4). Otprilike jednak broj učitelja (44 %) samostalno je izrađivao vlastite videolekcije, Power Point prezentacije s audioobjašnjenjima ili održavao nastavu u realnom vremenu pomoću Zooma, Teamsa, Skypea i sl. Relativno malen broj učitelja upućivao je učenike na videolekcije koje je pripremilo Ministarstvo (26 %). Pojedini učitelji navode i da su koristili samostalno izrađene mrežne stranice, interaktivne prezentacije/lekcije te digitalne materijale izdavačkih kuća.

Slika 4.

Iako su ispitanici najveći broj digitalnih alata koristili za uvježbavanje novih sadržaja (M = 4,86, D = 5), ipak su se i ovdje najčešće oslanjali na „tradicionalnije" medije te su učenike najviše upućivali na rješavanje zadataka u radnoj bilježnici (usp. grafički prikaz 5). Velik je i udio zadataka (85 %) i igara (80 %) koje su učitelji samostalno izrađivali pomoću digitalnih alata. No nije zanemariv ni postotak zadataka napravljenih u Word dokumentu (58 %) koji su učenicima poslani putem odabranih komunikacijskih kanala.

Slika 5.

Najmanji repertoar digitalnih alata učitelji su koristili za provjeru ovladanosti novim sadržajem (M = 2,38, D = 2). Načini provjere ovladanosti novim sadržajem prikazani su u Grafičkom prikazu 6. Najčešće korišteni digitalni alati u ovom segmentu

nastave bili su online kvizovi (73 %) i pisane provjere u virtualnoj učionici (30 %). Međutim, najdominantniji način provjere ovladanosti novim sadržajem je bio slanje slike riješenoga zadatka u Wordu ili u radnoj bilježnici od strane učenika (90 %). Ovladanost novim sadržajem neki učitelji provjeravali su i usmeno putem videopoziva (29 %). Pojedini učitelji kao korištene oblike provjere naveli su i snimke na Padletu, prezentacije, referate, umne mape, sastavke, projekte i sl.

Slika 6.

Iskustva učitelja nakon IOD-a

Za stjecanje uvida u promišljanja ispitanika o IOD-u nakon nekoliko mjeseci iskustva s takvim oblikom rada učitelji su, između ostaloga, pitani kako procjenjuju mogućnosti razvoja jezičnih vještina i znanja u IOD-u (procjene su se kretale na skali od 1 do 5, odnosno od uopće nije moguće do u potpunosti je moguće). Srednje vrijednosti prikazane u Tablici 3 pokazuju da su učitelji nakon iskustva s IOD-om mišljenja da se tim oblikom nastave u najmanjoj mjeri mogu razvijati vještine govorenja (M = 2,66, D = 3) i pravilan izgovor (M = 2,79, D = 3). Vještina pisanja (M = 3,92, D = 4) i ovladavanje novim vokabularom (M = 3,84, D = 4) kao i čitanje (M = 3,59, D = 4) i slušanje (M = 3,58, D = 4) su prema mišljenju ispitanika one koje je većim dijelom moguće razvijati, dok gramatičke sadržaje percipiraju kao one koje je djelomično moguće posredovati (M = 3,40, D =3). Svakako valja uočiti da su u većini segmenata procjene nastavnika relativno slabe te je najčešća procjena da je razvoj vještina i stjecanje znanja u stranom jeziku u IOD-u tek djelomice moguć.

Tablica 3.

Osim promišljanja ispitanika o mogućnostima razvoja jezičnih znanja i vještina u okviru IOD-a upitnikom su prikupljeni i podatci o percipiranim prednostima i manama poučavanja na daljinu. Kao najčešće poteškoće s kojima su se susreli tijekom IOD-a učitelji navode nemogućnost adekvatne provjere znanja (85 %), lošu informatičku pismenost učenika (77 %) kao i činjenicu da su zadatke umjesto učenika rješavali njihovi roditelji (70 %) (usp. Prikaz 7).

Slika 7.

Najveću manjkavost učenja i poučavanja IOD-a ispitanici vide u nedostatku socijalnoga kontakta (95 %), odmah zatim slijedi nemogućnost razvoja svih jezičnih znanja i vještina (93 %). Velik broj ispitanika manu pronalazi i u nedostatku povratne informacije učenika (82 %) te u problemima s motivacijom (70 %). Isto tako više od polovice ispitanika problematičnim navodi i potrebu za stalnom dostupnosti učitelja u ovakvom obliku nastave (59 %) (usp. Grafički prikaz 8).

Slika 8.

Kada je riječ o prednostima poučavanja na daljinu, 9 % ispitanika smatra da takav oblik nastave nema prednosti. Najveću prednost *online* nastave učitelji vide u većoj

aktivnosti sramežljivijih i povučenijih učenika (84 %), u usavršavanju digitalnih kompetencija učenika (78 %) te u mogućnosti udovoljavanja različitim stilovima učenja (62 %). Nešto manje od polovice ispitanika (47 %) prednost vidi i u radu od kuće.

Slika 9.

Općenito gledano, učitelji engleskoga i njemačkoga jezika u nastavi na daljinu identificiraju više negativnih, nego pozitivnih aspekata (prednosti: M = 3,09, D = 3; nedostaci: M = 4,02, D = 4). Ta razlika između percipiranih prednosti i nedostataka pokazala se i statistički značajnom (usp. Tablicu 4).

Tablica 4.

Kompetencije učitelja za poučavanje pomoću digitalnih tehnologija

Samoprocjena kompetencija učitelja engleskoga i njemačkoga jezika ispitivana je pomoću opisa kompetencija za primjenu digitalnih tehnologija u odgoju i obrazovanju koji su korišteni u upitniku za ispitivanje digitalnih kompetencija nastavnika razvijenoga za potrebe pokusnoga projekta e-Škole (Pahljina-Reinić i sur., 2020). Ispitanici su svoje kompetencije u pet kompetencijskih područja (usp. Grafički prikaz 10) procjenjivali na četverostupanjskoj skali (0 = nulta razina, 1 = početna razina, 2 = srednja razina, 3 = napredna razina). Rezultati pokazuju da je u svakom od kompetencijskih područja otprilike polovica ispitanika svoje kompetencije procijenila na srednjoj razini, izuzev komponente dizajniranja *online* okruženja gdje veći broj ispitanika svoje kompetencije procjenjuje na nultoj (9,1 %) i početnoj razini (38,3 %). Značajan udio ispitanika na nultoj i početnoj razini procjenjuje i svoje kompetencije za kreiranje digitalnih sadržaja, praćenje i vrednovanje, ali i za izvođenje nastavnoga procesa pomoću digitalnih alata. Oko 30 % ispitanika smatra da ima razvijene napredne kompetencije za primjenu digitalnih obrazovanih sadržaja i za dizajniranje digitalnoga okruženja za učenje.

Slika 10.

To znači da kada je riječ o izvođenju nastavnoga procesa, više od polovice ispitanika (54 %) smatra da provodi nastavne aktivnosti uz primjenu digitalne tehnologije s ciljem poticanja nastave usmjerene na učenike. U području primjene digitalnih obrazovnih sadržaja više od polovice ispitanika (53 %) pretražuje obrazovne portale i repozitorije te bira i prilagođava postojeće digitalne obrazovne sadržaje i scenarije učenja kako bi potaknuo učenike na suradničko i aktivno učenje, dok 27 % procjenjuje da vrednuje postojeće digitalne obrazovne sadržaja i scenarije učenja i kombinira ih u svrhu inoviranja nastavnoga procesa. Otprilike 53 % ispitanika procjenjuje da ima sposobnost kreiranja interaktivnih i multimedijskih digitalnih obrazovnih sadržaja (npr. digitalne umne mape, *online* kvizove) i složenijih scenarija učenja. S druge strane, otprilike 35 % učitelja procjenjuje svoje kompetencije na početnoj razini odnosno smatra da zna kreirati jednostavne digitalne obrazovne sadržaje (npr. Power

Point prezentacija), a 7,2 % procjenjuje da je u ovom području na nultoj razini. U samoprocjeni kompetencija za dizajniranje okruženja za aktivno učenje i stvaranje pomoću digitalnih tehnologija skoro 10 % ispitanika smatra da te kompetencije nema uopće razvijene, a gotovo 40 % da se ovdje nalazi na početnoj razini odnosno da koristi jednostavne digitalne alate (npr. izmjenjuje gmail adresu s učenicima). Na naprednoj razini u ovom kompetencijskom području procjenjuje se oko 30 % učitelja što znači da smatraju da kreiraju virtualne zajednice učenja (npr. upotrebom Google Diska ili alata Loomen – Moodle). Iako najveći broj ispitanika (42 %) svoje kompetencije za praćenje i vrednovanje učenika uz primjenu digitalnih tehnologija procjenjuje na srednjoj razini, što znači da pripremaju i provode provjere znanja učenika u digitalnom okruženju (npr. *online* kviz, *online* test i dr.) te koriste *online* sustav za vrednovanje postignuća i praćenje napredovanja učenika, nije zanemariv ni broj ispitanika koji svoje kompetencije u ovom području procjenjuje na nultoj (11 %) i na početnoj razini (32 %). Ispitanici koji sebe procjenjuju na početnoj razini koriste jednostavne digitalne alate za pripremu materijala za provjeru znanja učenika (npr. Word dokument). Svega 14 % ispitanika uređuje bazu ispitnih pitanja i analizira rezultate provjere znanja u digitalnom okruženju te potiče učenike na vršnjačko vrednovanje i samovrednovanje.

Povezanost samoprocjene kompetencija ispitanika i nastavne prakse

Provedene analize podataka pokazale su da postoje statistički značajne korelacije između procjene vlastitih kompetencija učitelja i njihove nastavne prakse (usp. Tablicu 5). To se posebice odnosi na korištenje digitalnih alata - Spearmanovim koeficijentom korelacije utvrđene su statistički značajne povezanosti između samoprocjene kompetencija učitelja u gotovo svim kompetencijskim područjima i broja korištenih alata. Vezano za broj postupaka korištenih za posredovanje, uvježbavanje i provjeru nastavnih sadržaja, također su uočljive pozitivne korelacije s pojedinim kompetencijama.

Tablica 5.

Drugim riječima, učitelji koji svoje kompetencije procjenjuju višima, koriste i širi repertoar alata, kanala i postupaka kako bi osigurali optimalno provođenje nastave. Osim toga, utvrđeno je da oni učitelji koji svoje kompetencije za kreiranje digitalnih obrazovnih sadržaja i scenarija učenja te za praćenje i vrednovanje učenika uz primjenu digitalnih tehnologija procjenjuju višima, vide i veći broj prednosti u poučavanju na daljinu od učitelja koji su svoje kompetencije procijenili nižima (kreiranje: rS = ,144, p = ,037; vrednovanje: rS = ,195, p = ,005).

Rasprava

Prikazani rezultati pokazuju da su se u trenutku prelaska na IOD gotovo svi ispitanici samostalno pripremali za provođenje ove vrste nastave koristeći *online* tutorijale. Većina se nastavnika tijekom dosadašnjega obrazovanja i stručnoga usavršavanja nije

susrela s organizacijom i provedbom nastave na daljinu, a samo je dvoje ispitanika navelo da je poučavanje pomoću digitalne tehnologije bilo tema njihova inicijalnoga obrazovanja. Ovi su nalazi u skladu s rezultatima istraživanja Europske komisije (European Commission, 2019) u kojem je utvrđeno da se preko 70 % učitelja u Hrvatskoj samostalno educira o uporabi IKT-a u nastavi, dok su po sudjelovanju u obveznim edukacijama vezano za IKT ispod europskoga prosjeka.

Iako rezultati predloženoga istraživanja, jednako kao rezultati istraživanja koje je među učiteljima engleskoga, njemačkoga, talijanskoga i francuskoga jezika provela Đurić (2020), pokazuju da su učitelji engleskoga i njemačkoga jezika koristili veći broj digitalnih alata u provedbi IOD-a, podatak da je većina za posredovanje novih sadržaja koristila postojeća videa na YouTubeu i pisane upute učenicima u Wordu kao i da je ovladanost novim sadržajima najčešće provjeravana tako da su učenici slikali riješene zadatke u radnoj bilježnici, upućuje na zaključak da su učitelji većinom pokušali metode i postupke kontaktne nastave prenijeti u *online* okruženje. Razumljivo je stoga i da učitelji smatraju da je u poučavanju na daljinu u najmanjoj mjeri moguće razvijati vještine govorenja i izgovor te da je gramatičke sadržaje moguće samo djelomično posredovati. Nemogućnost adekvatnoga razvoja svih jezičnih znanja i vještina ispitanici su, uz nedostatak socijalnoga kontakta identificirali i kao jednu od najvećih manjkavosti IOD-a. U tom kontekstu velik broj učitelja navodi i probleme s motivacijom učenika. Isto tako 9 % ispitanika u nastavi na daljinu ne vidi nikakve prednosti. Slične rezultate dobili su, kako pokazuje analiza znanstvenih radova vezanih uz IOD u poučavanju drugog i stranog jezika za vrijeme pandemije COVID-19 koju su proveli Akbana i suradnici (2021), i drugi znanstvenici. Naime, rezultati dvije trećine od 45 analiziranih radova sugeriraju da IOD ima više negativnih nego pozitivnih utjecaja na nastavu stranih jezika. U nekim se radovima također zaključuje da IOD ne otvara dovoljno mogućnosti za razvoj produktivnih jezičnih vještina učenika. Ovdje treba naglasiti da ovakva negativna promišljanja učitelja mogu biti posljedica općenite opterećenosti iznenadnim prelaskom na IOD. Naime, rezultati pojedinih istraživanja (usp. Akbana i sur., 2021) s druge strane pokazuju da i učitelji i učenici mogu uspješno savladati nedostatke IOD-a ako imaju adekvatnu podršku resornih ministarstava, škole i kolega te ako se oslanjaju na već stečene digitalne vještine.

Digitalne vještine učitelja, točnije njihova samoprocjena kompetencija za uporabu digitalnih medija u nastavi bila je predmet i predloženoga istraživanja te su u pojedinim ispitivanim područjima utvrđene podudarnosti između samoprocjene ispitanika i njihove nastavne prakse za vrijeme IOD-a. Tako npr. u području procjene kreiranja digitalnih obrazovanih sadržaja i alata korištenih u nastavi više od polovice ispitanika navodi kako ima sposobnost za razvoj digitalnih sadržaja kao što su umne mape ili *online* kvizovi što je u skladu s navodima znatne većine učitelja da za uvježbavanje novih sadržaja samostalno izrađuju igre ili zadatke pomoću digitalnih alata. Isto tako svoje kompetencije za dizajniranje okruženja za aktivno učenje i stvaranje pomoću digitalnih tehnologija gotovo polovica ispitanika procjenjuje na nultoj odnosno početnoj

razini što je također u skladu s rezultatima dobivenima u području ispitivanja nastavne prakse koji pokazuju da su učitelji u IOD-u dominantno nastavu održavali slanjem *power point* prezentacija i pisanih uputa u *Wordu* te upućivanjem na videomaterijale na YouTubeu, dok se mali broj učitelja koristio virtualnim učionicama. Iznenađuje stoga što 30 % učitelja smatra da ima sposobnost stvaranja virtualnih zajednica učenja (npr. upotrebom Google Diska ili alata Loomen – Moodle) u kojima potiču učenike na kreiranje vlastitih digitalnih sadržaja, suradnju i razmjenu ideja te da vrednuju rad učenika u interaktivnom digitalnom okruženju. Ova samoprocjena u suprotnosti je i s nalazom da vrlo mali broj ispitanika svoje kompetencije za praćenje i vrednovanje učenika uz primjenu digitalnih tehnologija procjenjuje na naprednoj razini.

Ukupno gledano, srednja razina samoprocjene kompetencija učitelja zapravo ne odgovara u potpunosti aktivnostima provođenima na nastavi za vrijeme IOD-a. Stječe se dojam da su učitelji upoznati s alatima i platformama za organizaciju i izvođenje nastave *online*, ali da ih nisu znali adekvatno integrirati u svoje poučavanje. To je posebno vidljivo iz načina kako su primijenili te alate u posredovanju, uvježbavanju i provjeravanju nastavnih sadržaja. Dominantno korišteni postupci poput objašnjenja u *Word* dokumentu ili upute za rješavanje zadataka u radnoj bilježnici ne zahtijevaju visoku razinu digitalne kompetencije. Ovaj nalaz navodi nas na zaključak da učitelji engleskoga i njemačkoga jezika u RH, jednako kao učitelji u drugim zemljama (usp. Benali i sur., 2018; Røkenes i Krumsvik, 2016; Akbana i sur., 2021) zapravo nemaju dovoljno razvijene kompetencije za uporabu digitalnih tehnologija u razredu.

Relevantnost kompetentnosti učitelja za upravljanje procesima učenja u digitalnom okruženju došla je do izražaja i u dijelu istraživanja kojim se ispitivala povezanost procjene vlastitih kompetencija učitelja s njihovim mišljenjima o *online* nastavi te organizacijom nastavnoga procesa. Rezultati istraživanja pokazuju, slično kao i usporedna prethodna istraživanja (usp. npr. Benali i sur., 2018; Hatlevik i Hatlevik, 2018; Kolić-Vehovec i Smojver-Ažić, 2020) pozitivne korelacije između samopercepcije kompetentnosti i svih ostalih ispitivanih komponenti. Učitelji koji svoje kompetencije za poučavanje pomoću digitalnih tehnologija procjenjuju većima ujedno identificiraju više prednosti *online* nastave. Isto tako učitelji koji su se procijenili kompetentnijima koriste i širi repertoar alata, kanala i postupaka kako bi osigurali optimalno provođenje nastave. Ovaj nalaz upućuje na potrebu konstantnoga osnaživanja kompetencija učitelja za poučavanje pomoću digitalnih tehnologija što je u skladu i sa zaključcima Pahljina-Reinić i sur. (2020) kao i Kolić-Vehovec i Smojver-Ažić (2020) te European Commission (2019).

Zaključak

Iznenadan prelazak na IOD zbog proglašenja pandemije virusa COVID-19 stavio je sposobnosti svih učitelja za poučavanje pomoću digitalne tehnologije pa tako i učitelja engleskoga i njemačkoga jezika na probu. Rezultati istraživanja prikazanoga u ovom radu pokazuju da je većina učitelja engleskoga i njemačkoga jezika tu probu dočekala nespremna te da je nastava na daljinu najvećim dijelom organizirana putem

različitih digitalnih komunikacijskih kanala i alata, ali najčešće onima koji ne iziskuju visoku razinu digitalne kompetencije. Mišljenja učitelja o poučavanju na daljinu pretežito su negativna te najveću poteškoću u ovakvom obliku učenja i poučavanja vide u ograničenim mogućnostima razvoja svih jezičnih znanja i vještina učenika.

Činjenica da učitelji stranih jezika svoje kompetencije za poučavanje pomoću digitalnih tehnologija procjenjuju na srednjoj razini, iako je to djelomično u suprotnosti s njihovom nastavnom praksom za vrijeme IOD-a navodi na zaključak da su učitelji djelomično upoznati s pojedinim digitalnim alatima za poučavanje na daljinu, ali da im nedostaju didaktičko-metodička znanja i vještine za poučavanje pomoću digitalnih tehnologija te za upravljanje procesima učenja u digitalnom okruženju.

Nužno je stoga dodatno razvijati ove kompetencije učitelja, jer one su, kako pokazuju rezultati ovog i drugih usporednih istraživanja, usko povezane s njihovim djelovanjem u nastavnoj praksi. Pritom osnaživanje učitelja engleskoga i njemačkoga jezika za poučavanje pomoću digitalnih tehnologija ne smije biti samo zadaća stručnih usavršavanja, ono mora naći svoje mjesto i u programima njihova inicijalnoga obrazovanja. Međutim, nije dovoljno da pitanje razvoja digitalnih kompetencija i znanja i vještina za poučavanje pomoću digitalnih tehnologija bude sastavni dio jednog ili nekoliko informatičkih kolegija za vrijeme studija. Za uspješan razvoj ovih kompetencija nužno je da poučavanje pomoću digitalnih tehnologija i upravljanje procesima učenja u digitalnom okruženju budu dio metodika nastave stranih jezika u sklopu kojih će budući učitelji uz odgovarajuća teorijska znanja imati i priliku svoje vještine razvijati i nastavnoj praksi za vrijeme metodičkih vježbi ili stručno-pedagoške prakse uz podršku učitelja mentora i nastavnika s fakulteta. Na nužnost ovakvoga modela obrazovanja učitelja u kojem je poučavanje pomoću digitalnih medija pitanje metodike i didaktike pojedinoga nastavnog predmeta ukazuju i druga usporediva istraživanja prethodno spomenuta u radu. Stoga, ako želimo učitelje stranih jezika pripremiti na izazove koje sve veći tehnološki napredak i život u digitalnom dobu neminovno stavljaju pred obrazovni sustav, moramo promisliti o restrukturiranju i inoviranju metodičkih kolegija. Ipak, s obzirom na to da u ovom radu nije provedeno obuhvatnije ispitivanje digitalnih kompetencija učitelja, nego je fokus stavljen samo na njihove kompetencije za poučavanje pomoću digitalnih medija, predstavljeno istraživanje ima svakako svojih ograničenja i stoga je nužno provesti daljnja istraživanja u ovom području.