

Zbornik radova simpozija
Trendovi i izazovi u učenju i p(r)oučavanju stranih jezika

Proceedings of the Symposium
Trends and Challenges in Foreign Language Education and Research



Međunarodna znanstvena i umjetnička konferencija
International Scientific and Art Conference

Suvremene teme u odgoju i obrazovanju STOO 2019
Contemporary Themes in Education CTE 2019



15. – 17. studenog 2019. Zagreb, HRVATSKA
November 15 – 17, 2019 Zagreb, CROATIA



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Simpozij

Trendovi i izazovi u učenju i p(r)oučavanju stranih jezika

Symposium

Trends and Challenges in Foreign Language Education and Research

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PREDGOVOR

Učiteljski fakultet Sveučilišta u Zagrebu obilježio je 100 godina svojega djelovanja međunarodnom znanstvenom i umjetničkom konferencijom **Suvremene teme u odgoju i obrazovanju – STOO**, koja je održana u Zagrebu od 15. do 17. studenoga 2019. U sklopu konferencije održano je ukupno deset različitih simpozija, među kojima je i simpozij *Trendovi i izazovi u učenju i p(r)oučavanju stranih jezika*. Za mnoge je sudionike upravo ta konferencija bila među posljednjima održana u kontaktnom obliku, bez potrebe za pridržavanjem epidemioloških mjera koje su nedugo nakon toga preplavile našu zbilju i ostale među nama sve do danas.

Pozvano predavanje simpozija *Trendovi i izazovi u učenju i p(r)oučavanju stranih jezika* pod naslovom *Foreign Language Teaching and Teacher Education: Retrospect and Prospect* održao je prof. dr. sc. Janez Skela sa Filozofskog fakulteta Sveučilišta u Ljubljani (Slovenija) koji je razložio kako se naše shvaćanje poučavanja engleskoga kao stranoga jezika i obrazovanje učitelja engleskoga jezika mijenjalo tijekom posljednjih nekoliko desetljeća, te koji su suvremeni trendovi u tom području. Profesor Skela je tom prigodom predložio reorijentaciju programa za obrazovanje učitelja engleskoga jezika prema postmetodičkoj pedagogiji koja naglasak stavlja ne samo na sadržaje i znanja koje budući učitelji moraju posjedovati, već i na učenje učenja. U svjetlu događaja i pandemije koja ja postala dijelom naših života u periodu od konferencije do objavljivanja ovoga zbornika, zaključci pozvanoga predavanja, kao i radovi objavljeni u ovome zborniku, dobili su novu dimenziju interpretacije koja im pridaje na znanstvenoj relevantnosti u trenutnoj situaciji.

Na simpoziju je aktivno sudjelovalo 45 izlagača koji su predstavili 5 postera i održali 20 izlaganja na hrvatskom, njemačkom i engleskom jeziku. U ovome je zborniku tematskim redoslijedom objavljeno devet cjelovitih radova na engleskom i hrvatskom jeziku koji su zadovoljili kriterije međunarodne znanstvene recenzije te su ih pozitivno ocijenili mjerodavni znanstvenici iz Hrvatske i inozemstva. Svojim temama radovi pokrivaju područja poučavanja i proučavanja stranih jezika od predškolskoga obrazovanja i osnovne škole sve do obrazovanja budućih i stavova radno aktivnih učitelja stranih jezika.

Svim autorima i recenzentima zahvaljujemo na njihovom dragocjenom doprinosu.

Urednice

Zagreb, veljača 2022.

FOREWORD

The Faculty of Teacher Education of the University of Zagreb marked its centennial celebration by hosting an international scientific and art conference **Contemporary Themes in Education - CTE** which took place from November 15 to 17, 2019. The Conference comprised ten symposia one of which was the symposium **Trends and Challenges in FL Education and Research**. For many participants this conference was among the last ones held in full contact and without concern for epidemiological safety which soon after the conference became reality and remains such to this day.

The invited lecture in the symposium Trends and Challenges in FL Education and Research titled *Foreign Language Teaching and Teacher Education: Retrospect and Prospect* was given by Professor Janez Skela from the Faculty of Arts, University of Ljubljana (Slovenia). Professor Skela elaborated on how our understanding of teaching English as a foreign language and English language teacher education has changed over the last few decades and gave an overview of developments in the area. In his talk, Professor Skela suggested a reorientation of programmes for English language teacher education according to the post-method pedagogy which emphasizes not only content and knowledge which future teachers must possess but more importantly the learning how to learn competence. In light of the events and pandemic which drastically altered our lives in the period between the Conference and the publication of these Proceedings, the conclusions of the invited lecture and the papers published received a new dimension in interpretation which, under the given circumstances, further contribute to their scientific relevance.

The 45 presenters in the symposium gave 20 oral presentations and 5 poster presentations which were held in the Croatian, German and English language. The nine contributions to these Proceedings have met the criteria of international scientific review and were positively marked by respected Croatian and international researchers. The papers are thematically organized as the topics cover areas of foreign language teaching and research from early childhood and preschool education, primary education to pre-service and in-service foreign language teacher education.

We take this opportunity to thank all the authors and reviewers for their contributions.

The editors

Zagreb, February, 2022

Pre-Primary Foreign Language Teacher Competences

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Review paper

ABSTRACT

Pre-primary foreign language (FL) teaching in Croatia extends as far as the 1960s. This sets a solid foundation for implementing FL learning from the earliest age, i.e. the mother tongue plus two additional languages recommendation (European Council, 2002). However, despite the FLL tradition, to date there has been no systematic education of pre-primary (early childhood education and care) FL educators at the national level even though preschool teachers have been recognized as the key quality service providers (OECD, 2006). The paper will present the results of the needs analysis conducted in 2017 among 117 in-service preschool teachers. The analysis focused on the existing FL programs in preschool institutions, teacher education, the need for further education, self-assessment of English language competences (CEFR), and their estimate of the importance of generic and specific competences for early childhood FL teaching. Based on the obtained results, it may be proposed that a study program for pre-primary FL teachers would provide a standardization of the required competences and raise the standard of EFL teaching in early childhood and preschool age throughout the country. Such a program would offer an opportunity to gain new qualifications for carrying out FL programs in early childhood education, meet the needs of preschool institutions for professionals in the area of FL, enhance and expand possibilities of vertical mobility of students towards doctoral programs and other forms of lifelong education, and provide competent answers to the contemporary demands of the labor market.

Keywords: *needs analysis; study program; teacher training; teaching English as a foreign language.*

INTRODUCTION

Early foreign language learning, i.e. learning a foreign language in a formal school setting from the first grade (age 6 or 7) of primary school, has been in effect in Croatian primary schools since 2003 (Buljan Culej, 2012). The second foreign language (which is optional) is introduced in the fourth grade of primary school. Over the years however, the popular view that “younger = better” (Pfenninger & Singleton, 2019) penetrated into Croatian society, and there has been an increasing demand for learning foreign languages at an even earlier, pre-primary age. Data from Eurydice report (2005 as cited in Nikolov & Mihaljević Djigunović, 2006) show that 10 European countries implemented pre-primary or primary pilot projects of FL teaching in 2002/2003 academic year and a number of other countries initiated such programs without official piloting. According to another Eurydice Report (European Commission, 2011), the reason for a more significant demand for early language learning is parents’ understanding how important it is for their children to acquire languages other than their mother tongue with respect to their children’s future social and working lives. The trend of introducing FL at an early age continues as Enever (2011) reports on 13 European countries mandating for a FL start age of seven years or less.

Being able to competently function and interact in the world which has increasingly become multilingual and multicultural is considered to be only one of the numerous advantages early language learning may have for children (European Commission, 2011). In Croatia, this demand was recognized by foreign language schools which answered by offering courses for very young language learners either in kindergartens or through evening courses in foreign language schools. Hence, the idea of Early Language Learning (ELL), which by definition is a systematic awareness-raising or exposure to more than one language taking place in an early childhood education and care setting in a pre-primary school context (European Commission, 2011), was introduced in Croatia. As a result, we come across kindergartens where an outsourced foreign language school offers courses for 5 or 6-year-olds twice per week for 45 minutes, or kindergartens which offer a half-day of full-day foreign language program carried out by kindergarten teachers with knowledge of the language. Despite the demand for early language learning (pre-primary), not much has happened in terms of national policy for language learning in early childhood education and care in Croatia, nor has much happened in terms of pre-service education of language teachers in early childhood education and care. Here we point to the European Commission (2011) recommendation which emphasizes both teaching methodology and linguistic competences as an indispensable prerequisite for effective language teaching in the earliest age. Nikolov and Mihaljević Djigunović (2006, p. 246), based on the results of the studies conducted in Croatia and Hungary, state that the “teacher’s role is extremely important, together with intrinsically motivating and cognitively challenging tasks tuned to learners’ age and level”. In other words, early FL programs will be useful if learners have positive attitudes, if appropriate content and teaching methodology are applied and if the teachers speak both L1 and L2 proficiently and know how to apply age-appropriate teaching methodology (Nikolov & Mihaljević Djigunović, 2006).

In order to present the situation regarding language learning in early childhood education and care in Croatia and to propose a program for the education of EFL teachers of very young learners, several issues need to be considered. We structure this paper according to those issues as follows: policy, requirements of program development (tradition and research overview, present-day situation, comparability, qualifications), needs analysis, and conclusion with proposal of a study program.

POLICY

Based on the major policy document of the European Parliament and Council (2006), communication in a foreign language (FL) is considered a key competence for lifelong learning. The Presidency conclusions from Barcelona emphasize the importance of “teaching at least two foreign languages from a very early age” (European Council, 2002). More specifically, in order to promote mobility and intercultural understanding, the European Union has identified language learning as an important priority. As a result, the objective of the EU’s language policy is that every European citizen should master two other languages in addition to the mother tongue from the earliest age, also known as MT+2 policy (European Council, 2002). Following these recommendations from 2002, according to the Commission staff working paper on language learning at pre-primary school level (European Commission, 2011), several subsequent European policy documents have further emphasized the key role of languages for the integration of European Union, focusing on key competences for lifelong learning and intercultural skills (Recommendation, 2006), lifelong learning (Council Resolution, 2008), high quality, unbiased and efficient systems of education (Council Conclusions, 2009), and a key competence for life (European Commission, 2010).

According to the Presidency Conclusions (European Council, 2002), exposure to language from the earliest age has the following benefits: linguistic development, improvement in the MT, progress in other areas of education, and development of positive attitudes towards other languages and cultures. Furthermore, learning an additional language from an early age may contribute to children’s individual and social development, promote cultural sensitivity, enhance comprehension, communication, problem-solving and concentration skills. Based on the aims of early childhood and pre-primary language learning, the recommendation of the European Commission (2011, p. 8) for early childhood education is to pursue the following goals: to support intercultural education, to foster the personal development of the child, to provide consistency with a lifelong learning perspective, and to introduce, where appropriate, the same second/foreign language which children will learn later in primary school.

The above-mentioned goals of foreign language learning at an early age can be achieved if learning takes place in a stimulating environment through the situational approach with games and various everyday activities which seem purposeful to children and which are conducive to learning a foreign language at this age. This is also found as a recommendation in the document *Language learning at pre-primary school level: Making it efficient and sustainable. A policy handbook*, which states that “children should

be exposed to the target language in meaningful and, if possible, authentic settings, in such a way that the language is spontaneously acquired rather than consciously learnt” (European Commission 2011, p. 17) i.e. language learning activities have to be appropriate for the learners’ age and the pre-primary context (Mourão, 2015). This is in line with UNICEF (2018, p. 7), which states that “Play is one of the most important ways in which young children gain essential knowledge and skills. For this reason, play opportunities and environments that promote play, exploration and hands-on learning are at the core of effective pre-primary programme”.

With respect to materials to be used in pre-primary language learning, it is highly recommended that teacher-made and authentic materials are used. The benefits of using authentic materials for language learning such as nursery rhymes, songs, stories and fairytales have been researched extensively. For example, Phillips (1993) emphasized that music and rhythm facilitate imitation and remembering language, especially in the form of chants, rhymes and different types of songs (action, counting, spelling and special occasion). Lugossy (2007) discussed the use of narratives in four EFL Hungarian primary classrooms, from the perspective of how teachers and young learners benefited from using authentic picturebooks, exploring, for example, how some books engage the interest of boys to a greater extent than traditional teaching materials, and the way reading children’s books at home affects learners’ literacy development. The results showed positive attitudinal and motivational benefits for learners and teachers, positive linguistic gains, enhanced cooperation in the classroom, and enhanced attitudes to literacy among pupils and parents. Bland (2013, p. 93) points out that “picturebooks can introduce a playful process involving imagination and experimentation in the EFL classroom”. According to Mourão (2013 as cited in Narančić Kovač, 2016, p. 10), even very young learners can understand narrative meanings conveyed through, for instance, “peritextual features of picturebooks, e.g. the front and back covers, the endpapers, title pages, and copyright and dedication pages”.

Over the years, several methods and approaches used for pre-primary language learning have been recognized as appropriate. According to Bland (2015, p. 4), in addition to children’s innate abilities such as pleasure in rhythm, curiosity and interest in technology, excitement over picturebooks, interest in others, etc. it is also “task-based learning, Content and Language Integrated Learning and immersion approaches that meet children’s need to learn implicitly”. To these methods we add Total Physical Response (TPR), the method first introduced by James Asher, which contributes to language acquisition through the use of games, songs, rhymes, stories and demonstrations (Er, 2013). TPR enables very young learners to learn language in a concrete and “tangible” way (Reily & Ward, 1997), especially since understanding concrete, rather than abstract notions is in accordance with their cognitive development phases proposed by Piaget (Vasta, Haith, & Miller, 2004). The benefits of this method have also been confirmed by research indicating better comprehension and longer retention of the language when TPR is applied (Asher, 2009). Furthermore, it is experiential learning which enables exploring, interpreting and participating in language activities, interwoven in daily educational activities in kindergarten, that makes learning meaningful and effective.

In addition to the policy documents regarding the importance of early language learning, and the recommendations with reference to the teaching approach, there are also provisions regarding the competences of professionals in early childhood education, in particular those who are teaching a foreign language. Thus, the document proposed by the Council of the European Union and European Commission (2004) introduced measures to raise the level of the attractiveness of this profession, maintaining that it is imperative to motivate the most talented people to enter the profession and stay in it. The document also elaborates the term “teacher” and extends it to professionals in early childhood and preschool education. The Strategic Framework for Education and Training by the European Commission (2011) states that the preconditions for successful language teaching at a very early age are adequate teaching methodology and language competences. The OECD report states that “the level of recruitment of early childhood workers, their professional education and work conditions is key to quality services” (OECD, 2006, p. 17). According to the White Paper No 41 (2008–2009) Quality in ECEC, professionalism and personal competence of a preschool teacher is the most important resource and a prerequisite contributing to making kindergarten a “good arena for care, play, learning and social equation” (Norwegian Ministry of Education and Research, 2009).

Finally, in the Croatian context, the National Curriculum for Early Childhood and Preschool Education (2014) (further in text the Curriculum) strongly encourages and strengthens the eight key competences for lifelong learning according to the Recommendation of the European Parliament and the Council of Europe (2006). With respect to the competence *communication in FL*, the Curriculum (2014, p. 28) states that preschool children learn FLs in a stimulating environment, through games and other activities which seem purposeful to them. Particularly suitable for children of this age is the situational approach to learning as it enables learning a FL through various activities and situations without the application of specially devised teaching methods. Instead, FLL activities are interwoven within daily educational activities in kindergarten. Competence in FLs goes hand in hand with developing children’s cultural awareness and communication with others in an early childhood education institution or in a different setting.

Here we also mention the Croatian Strategy for Education, Science and Technology (Ministry of Science and Education, 2017) which emphasizes the necessity to encourage early learning of foreign languages at the preschool level, even in small communities.

DEVELOPING A PROGRAM OF STUDY FOR TEACHERS IN PRE-PRIMARY ELL

It is evident from the policies mentioned in the previous chapter that early language learning in the European context is recommended. However, according to the European Commission (2011), there is little evidence in Member States of agreed processes, uniformity of approach or established indicators of achievement in ELL. Rather, there is

evidence of considerable autonomy in pockets of existing activity. With respect to that information, there are a few factors which need to be taken into consideration when developing a new program of study for foreign language educators in early childhood education and care. Those are the tradition of early foreign language learning in a particular context, an overview of research, and the present-day situation.

PRE-PRIMARY ELL IN CROATIA – TRADITION

It may be proposed that Croatia has a rather long tradition of pre-primary FL teaching as the first records date back to the pre-World War II period, when German kindergartens were established in the city of Osijek (Petrović, 2004). The first records of teaching English in the pre-primary setting extend as far as 1969 when the company “Saponia” sponsored the introduction of English in all kindergartens in Osijek. The lessons were taught by final-year English-major students and English language teachers (Petrović, 2004). However, these were only isolated cases, and the subsequent attempts of introducing it in kindergartens were not recorded until 1991 when a five-year experimental project of FLL in kindergartens commenced (Silić, 2007a). The project was implemented in 14 kindergartens in the city of Zagreb and included 323 children in 10- and 5-hour daily programs of FL learning. The results confirmed that children of pre-primary age can successfully acquire foreign languages, and the analysis anticipated work on a FL early childhood education and care curriculum framework. Nevertheless, to date, there has been no systematic education of early childhood and preschool foreign language educators at the national level.

RESEARCH OVERVIEW

When it comes to research in early FLL and teaching in Croatia, most studies and research projects that were conducted focused on early FLL in primary schools (grades 1-4, ages 6/7-10/11). The first such studies are connected with the *Project of Early Learning of English in Primary Schools*, i.e. the “Zagreb project” (Prebeg-Vilke, 1991), conducted in several phases between 1973 and 1985. In phase one, the researchers addressed the differences in EFL acquisition between children (aged nine) and adolescents (aged 17-19); in phase two, the focus was on determining if there was an optimal onset age for institutionalized EFL learning, and in phase three, which was an experimental project, early EFL learning was introduced into second grades of primary education in five schools in Zagreb and five in Osijek. This was a novelty as at the time children did not start their EFL classes until the fourth or fifth grades of primary school (children aged 10/11-11/12). Although the project was discontinued after two years, the results confirmed that it would be justified to introduce EFL as early as possible, provided that a number of relevant conditions are met (Prebeg-Vilke, 1991; Vilke, 1999). Some of these conditions, emphasized by Vilke (1999), are no more than 15 students per class, frequent exposure to the FL (ideally one lesson every day of the week), continuity of the learning process, and enabling children to express themselves by using their intellectual, affective and motor skills.

Another project, carried out between 1991 and 2001, was the *Croatian Project of Early Language Learning - Research into the Acquisition and Learning of FLs at an Early School Age*. This project was part of the *Language Learning for European Citizenship*, a program initiated by the Council of Europe, including projects from 20 European countries and Canada. As part of the project, English, German, French and Italian as FLs were introduced into first grades of primary education and were taught every day in groups of no more than fifteen children. The participants (three generations of first graders) were followed during their primary education (grades 1-8). Unfortunately, the abovementioned optimum learning conditions introduced in Grades 1 and 2 could not be maintained throughout the learners' primary education, and consequently the number of FL lessons was reduced to four in Grades 3 and 4, and three in Grades 5-8. Additionally, in Grades 5-8, the number of pupils per class was increased (up to 30), which may have contributed to somewhat unfavorable final results. Based on the project activities and research findings, four theoretical books were published (Vilke & Vrhovac, 1993; Vilke & Vrhovac, 1995; Vrhovac et al., 1999; Vrhovac, 2001), as well as textbooks and other teaching materials (cf. Vilke, 2007) with recommendations and examples of good teaching practice in early years. Among other things, "content-related teaching and storytelling were found to be two highly productive ways of teaching during the first four years" (Mihaljević Djigunović & Medved Krajnović, 2015, p. 3).

Acquisition of English from an Early Age: Analysis of Learner Language is another Croatian project which took place between 2007 and 2011. The research team, consisting of ten EFL professionals, aimed to gain insight into the EFL learning processes in learners aged 6-14. This overall aim focused on several aspects of primary EFL learners: affective characteristics; the phonetic characteristics of their oral production; language development at the morphosyntactic level; lexical development and EFL development from the dynamic systems perspective (Mihaljević Djigunović & Medved Krajnović, 2015).

Croatian researchers and young learners also participated in a transnational longitudinal research project *Early Language Learning in Europe (ELLiE)*, undertaken between 2007 and 2010, also including participants from England, Italy, the Netherlands, Poland, Spain and Sweden. Enever (2011, p. 18) emphasizes as an important contribution of the research the fact that "the diversity and size of the ELLiE sample can, therefore, bring a new dimension to our understandings of early language learning". From the perspective of Croatian EFL learners, the obtained results confirmed "that the primary FLL processes in Croatia share all the key characteristics with the corresponding processes in the other countries" (Mihaljević Djigunović & Medved Krajnović, 2015, p. 4).

A research overview of studies dealing with age in second and foreign language learning is provided by Nikolov and Mihaljević Djigunović (2006) in *Recent research on age, second language acquisition, and early foreign language learning*. The authors report on a widely accepted finding that although children may be slower at second language acquisition, their proficiency levels tend to be higher in the long run. They additionally list a number of important implications for young FL learners: children benefit from

meaning-focused activities; rather than relying on explicit rules and declarative knowledge children rely on their memory and procedural knowledge; they benefit more from language acquisition, and early FLL may enhance children's cognitive control (Nikolov & Mihaljević Djigunović, 2006).

However, despite such a significant body of research, one aspect of early foreign language learning has been underrepresented. According to Nikolov and Mihaljević Djigunović (2006), although teachers and teacher education are the cornerstone and the most important stakeholders in early foreign language programs, little research has been conducted into this area.

As mentioned earlier, the studies that focused on pre-primary FL learning and teaching in Croatia are scarce. One author who has tackled this issue in more depth is Silić (2007a, 2007b), who conducted an investigation into English language teaching/learning in a Croatian urban kindergarten. Silić (2007a, 2007b) emphasized the situational approach and a stimulating environment as key conditions contributing to the natural acquisition of a foreign language in early childhood, with a special focus on the role of teachers and peers, as well as the impact of various age-appropriate materials and activities (games, real life activities, stories, songs, rhymes, etc.). In addition, some results of action research of pre-primary FLL practices, conducted by practitioners have been reported in Croatian educational journals or as graduation and master's theses (Cindrić, 2019; Ćosić, 2019; Jasika Cvek, 2016; Radoš, 2019).

THE CROATIAN CONTEXT AND PRESENT-DAY SITUATION

Early childhood education and care in Croatia is optional and children aged six months to six or seven years of age can attend a preschool institution. The pre-primary class (the year before formal primary school commences) is compulsory for all children. Early Childhood Education and Care in Croatia is governed by the Act on Preschool Education and the accompanying legislation. It includes education and care for preschool children, and is realized through programs of education, healthcare, nutrition and social care for children from the age of 6 months to school age. In 2014, the National Curriculum for Early Childhood and Preschool Education was adopted.

According to the Croatian Bureau of Statistics (2019), in 2018/2019 there were 1,710 early childhood education and care institutions, of which 1,273 were state owned. The total number of children in kindergarten was 139,378, of which 112,623 were in state kindergartens. In the same period there were 12,425 children participating in a shorter foreign language program in kindergarten. Of that number, 11,892 children were involved in a shorter program for learning English. There are also kindergartens in Croatia which offer programs in a language other than Croatian (e.g. in Czech, English, French, Hungarian, German, Romani, Serbian, Italian). The total number of educational groups which carried out such programs in 2018/2019 was 240. The total number of children in an English program was 2,377 (Croatian Bureau of Statistics, 2019).

In addition to the statistical data, Andraža & Bilić Štefan (2015) analyzed 58 foreign language curricula offered by kindergartens. Their analysis showed that the majority of the documents were clearly structured and were fairly detailed documents providing a comprehensive framework for FLL. They apply the fundamental principles underlying child development provided in the National Curriculum for Early Childhood and Preschool Education (2014). The documents identify the needs and reasons for introducing FLL, define aims and specify tasks for FL teachers deriving from the aims, and give a detailed list of topics and contents as well as preferred activities and tasks for children. A number of the analyzed FL curricula mentioned qualifications of FL educators, manner of supervision of FL educators' work, and co-operation with peer-experts and with parents. In some instances, the curricula offered lists of materials used in the course of FLL and references. Other curricula gave only short outlines of FLL with a few exemplary songs or poems to illustrate topics, teaching methods and relevant information for parents. The researchers' final observation was that the analyzed curricula differ in form and structure, and content and teaching materials are optional. With respect to differences in FL educators' competences, the analysis showed lack of compulsory structured education and no continuity and transition for learners from preschool to primary level.

With respect to preschool teacher education in the area of early language learning, we mention the professional in-service training for pre-primary EFL teaching (2005-2007), which was offered from 2005 to 2007 by the Faculty of Teacher Education, University of Zagreb. During the two cycles of one-year specialization courses, overall 60 participants (preschool teachers) attended courses in English phonetics and phonology, Language skills with grammar, Culture in teaching very young learners, Children's literature in English, ELT in the preschool context, Language and the child, and Psychology of communication.

Foreign language schools also offer short courses for language teaching in early childhood education. These courses, in the duration of 30 contact hours, expose teachers to authentic materials such as rhymes and songs, stories, games, curriculum and FL syllabus.

Elsewhere in Europe, we note only sporadic examples of short part-time programs for the education of preschool teachers in Portugal (Mourão & Ferreirinha, 2016) and France (cf. Ellis, 2016). Mourão (2015) observed that most of the time, English teachers in the pre-primary setting are external language tutors who are not full-time staff at early childhood education institutions. Many of them possess only basic qualifications in the form of school-leaving examination in the language. On the other hand, qualified and more experienced teachers teach older upper primary school learners. Recently, Ćosić (2019, p. 19) conducted a research in Croatia in the city of Osijek with the aim to establish the professional profile of persons teaching English in the Kindergarten Osijek. Of the 26 participants, twelve were external associates - teachers of English and fourteen were full-time preschool teachers who lead an integrated English language program in their institutions. The analysis established the existence of four types of professional profiles of English teachers: English language and literature teachers,

teachers of primary education: specialization in English, Bachelor of English language and literature, and preschool teachers. Differences in the approaches to teaching were observed between preschool teachers and other professional profiles who work as external associates. According to the author, external associates were more prone to using textbooks, worksheets and teaching based on repetition, i.e. activities which are characteristic of teaching children of the primary school age. It is evident that the interest in language learning at the pre-primary level has “created a new demand for qualified English teachers but the recommended qualifications and competences are difficult to ascertain” (Mourão, 2015, p. 53).

A step in the right direction may be a set of guidelines for pre-primary educators in the form of a portfolio (PEPELINO). This publication was introduced in 2015 by the European Centre for Modern Languages, a Council of Europe institution, with the aim to assist educators in their professional development, self-assessment, reflection, and achieving professional skills (see Figure 1).

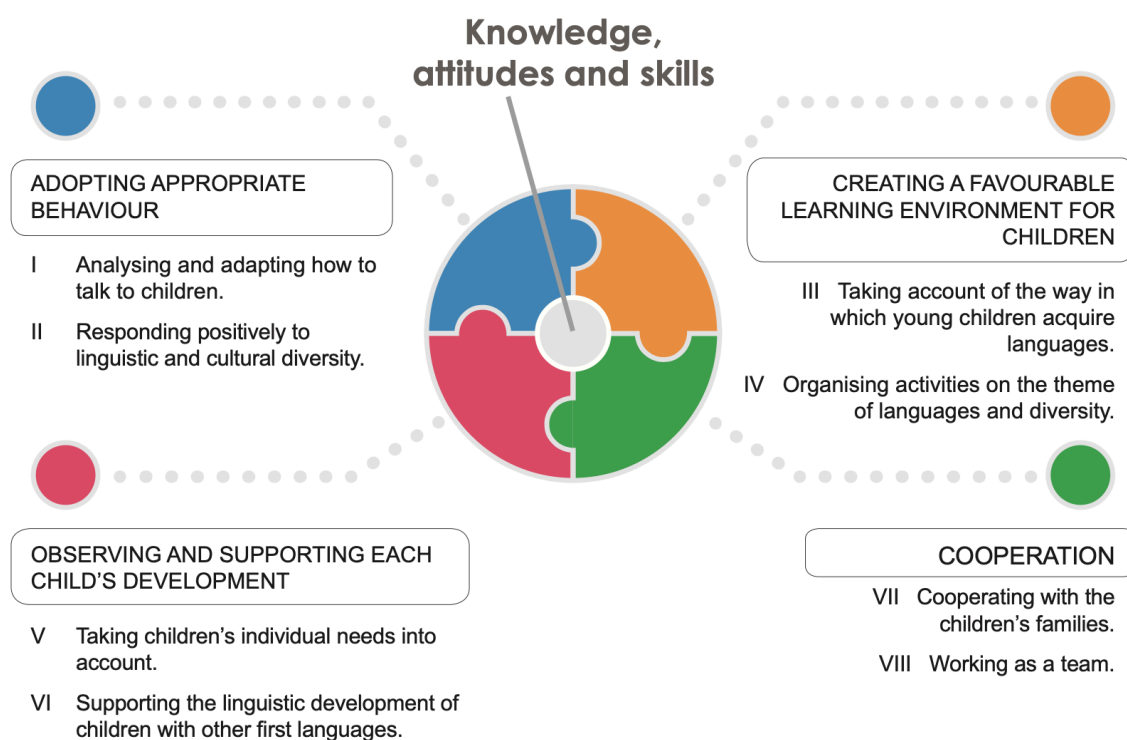


Figure 1 Professional competences covered by the PEPELINO (Goullier, Carré-Karlinger, Orlova, & Roussi, 2015, p. 8)

As mentioned earlier, EFL teachers working in pre-primary settings require both pedagogical and teaching methodology skills as well as language skills. In other words, they need to “be able to organize, manage and provide a motivating classroom atmosphere, communicate well with the learners using both verbal and non-verbal cues and messages, and have a nurturing, understanding and respectful relationship with children, other teachers, educators, and parents (...) be fluent and flexible enough to be able to spontaneously choose the appropriate and understandable language for the specific age group, but also for individual class’ and child’s interest and level of

understanding, both when speaking, and when choosing materials” (Goullier et al., 2015 as cited in Stupin, 2019, pp. 10-11).

Following the overview of the most relevant policy documents and requirements of program development, we conducted a needs analysis to gain insight into the current situation in Croatia regarding pre-primary EFL teachers and their qualifications.

METHODS

AIM AND PARTICIPANTS

The aim of the present needs analysis was to analyze types of FL programs in kindergartens, teachers’ professional qualifications, their self-assessed English language competences according to the CEFR (Council of Europe, 2001), teachers’ attitudes towards the need for further education, and their estimate of the importance of generic and specific competences for pre-primary EFL teaching. With this objective in mind, an online survey was prepared and distributed to in-service preschool teachers in the central part of Croatia. The final number of the participants was 117, of whom 65 reported teaching a pre-primary EFL program at the time the survey was conducted.

RESULTS AND DISCUSSION

The obtained results indicate that most participants teach in a whole-day EFL program (n=34) or in a two-hour per week program (n=25), with only several teaching in a half-day EFL program (n=5). With respect to the participants’ professional qualification, the majority have a college (n=56) or a bachelor’s degree (n=43), several of the participants have a master’s degree (n=13) while only one has a PhD.

The majority of the participants obtained their qualifications for pre-primary EFL teaching (see Figure 2) through an EFL course certificate (n=71) and FL school programs for pre-primary EFL teaching (n=30).

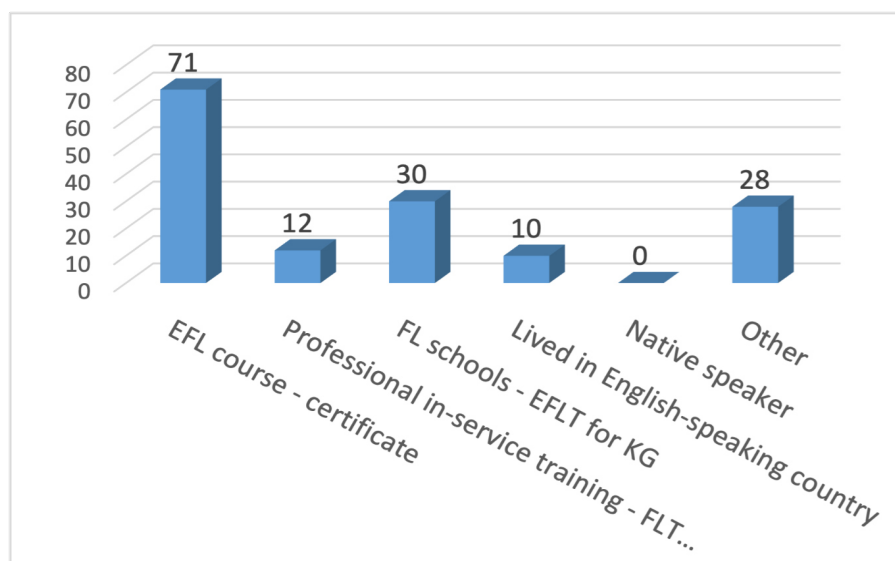


Figure 2 Teachers’ competences for EFL teaching in kindergartens (frequencies)

Professional in-service EFL teacher training in kindergartens (n=12) and living in an English-speaking country (n=10) were almost equally represented, while twenty-eight participants either had no formal qualification or had some other qualifications, such as IELTS exam by the British Council, professional development courses, a one-year workshop, an online professional development seminar organized by the British Council, a completed integrated undergraduate and graduate study Primary Teacher Education: specialization in English, etc. The participants who reported having no formal qualifications explained that they were given an opportunity to teach English because they themselves have been learning EFL throughout their education (primary, secondary, tertiary), or they have regularly communicated with native speakers since their childhood, which seems to have been a sufficient requirement for some EFL pre-primary programs.

When asked to estimate their English language proficiency according to the CEFR levels (Council of Europe, 2001), most of the participants assessed it as B2 level (n=60), a similar number assessed it as C1 (n=18) and B1 (n=17), whereas a minority (n=7) assessed their EFL proficiency as A1 and A2, and only three participants selected C2. These findings are in concordance with the policy recommendations that “although pre-primary staff are not necessarily required to be expert linguists, staff education programs should ideally include language courses enabling them to reach at least level B2 according to the Common European Framework of Reference for Languages (CEFR) in the language they are dealing with” (European Commission, 2011, p. 18). Furthermore, even though language proficiency level of pre-primary EFL teachers has not been defined in Croatian national and legislative documents (Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje [*National Curriculum for Early Childhood and Preschool Education*], 2014; Zakon o predškolskom odgoju i obrazovanju [*Preschool Education Act*], 2019), the recommended language proficiency level is B2 (British Council Croatia (n.d.); Silić, personal communication cited in Šimeg, 2018).

We were also interested in the participants’ attitudes towards the need for further academic education of pre-primary EFL teachers. The results were somewhat disappointing as the majority of the participants (n=64) did not find it relevant. However, a more detailed analysis of the subsequent question in the survey revealed more encouraging attitudes. Namely, as indicated in Table 1, most participants (n=55) opted for one-year professional development as their first choice, but even a greater number (n=67) selected a two-year graduate program (master’s degree) as their second choice. This indicates that a graduate study program might be considered by practicing preschool teachers as a possibility for professional development related to early childhood EFL teaching.

Table 1 Kindergarten teachers’ opinions on the need for pre-primary EFL teachers’ further academic education

	1st choice	2nd choice	3rd choice
One-year professional development (certificate)	55	24	25
Two-year graduate program (master’s degree)	31	67	9
Postgraduate study (PhD)	24	15	69

Finally, we wished to ascertain the participants' opinions pertaining to the importance of generic and specific competences for EFL teaching in pre-primary settings. The participants were asked to grade these competences on a 5-point scale (1 - the least important and 5 - the most important).

As shown in Figure 3, the mean values for all of the estimates of generic competences were very high (min. 4.15, max. 4.79), with the highest values obtained for application of knowledge ($M = 4.79$) and quality assurance ($M = 4.72$), whereas the lowest values were recorded for teamwork ($M = 4.19$) and problem-solving ($M = 4.15$). A possible explanation why the teachers did not consider teamwork as important as the other generic competences may be that there is usually only one or possibly two EFL teachers in most kindergartens, so they do not have many opportunities for teamwork. In addition, they may not find teamwork and problem-solving very learning-oriented and perceive it then as slightly less relevant.

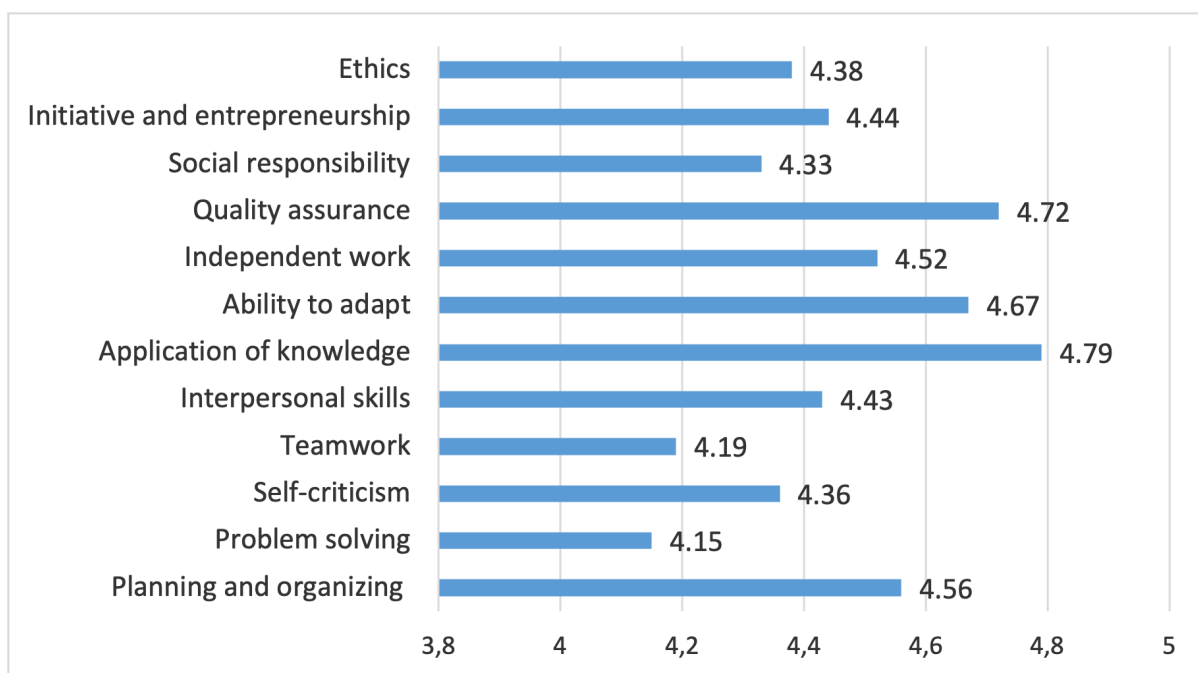


Figure 3 Kindergarten teachers' estimates of the importance of generic competences (mean values, M)

The obtained mean values for specific competences were even higher (Figure 4) and they ranged between $M = 4.21$ and $M = 4.9$. The highest values were obtained for awareness of children's needs ($M = 4.9$), adapting FLT to children's needs and abilities ($M = 4.89$), communicative language competence ($M = 4.77$), knowledge of FLL process ($M = 4.74$), knowledge of FLT process ($M = 4.74$) and motivating FLL ($M = 4.71$), whereas the lowest values were obtained for application of curriculum and syllabus ($M = 4.21$) and intercultural competence ($M = 4.27$).

Finally, we wanted to gain insight into the participants' opinions about which specific areas of knowledge they consider to be the most relevant for early childhood EFL teachers (Figure 5). As indicated below, foreign language knowledge ($n=52$), and knowledge of educational sciences ($n=19$), i.e. practical and theoretical knowledge regarding methods to be used with very young children, were selected as the most important by the majority of the participants.

This confirms the above-mentioned emphasis on both linguistic competences and age-appropriate teaching methodology as crucial for effective language teaching in this age group (European Commission, 2011).

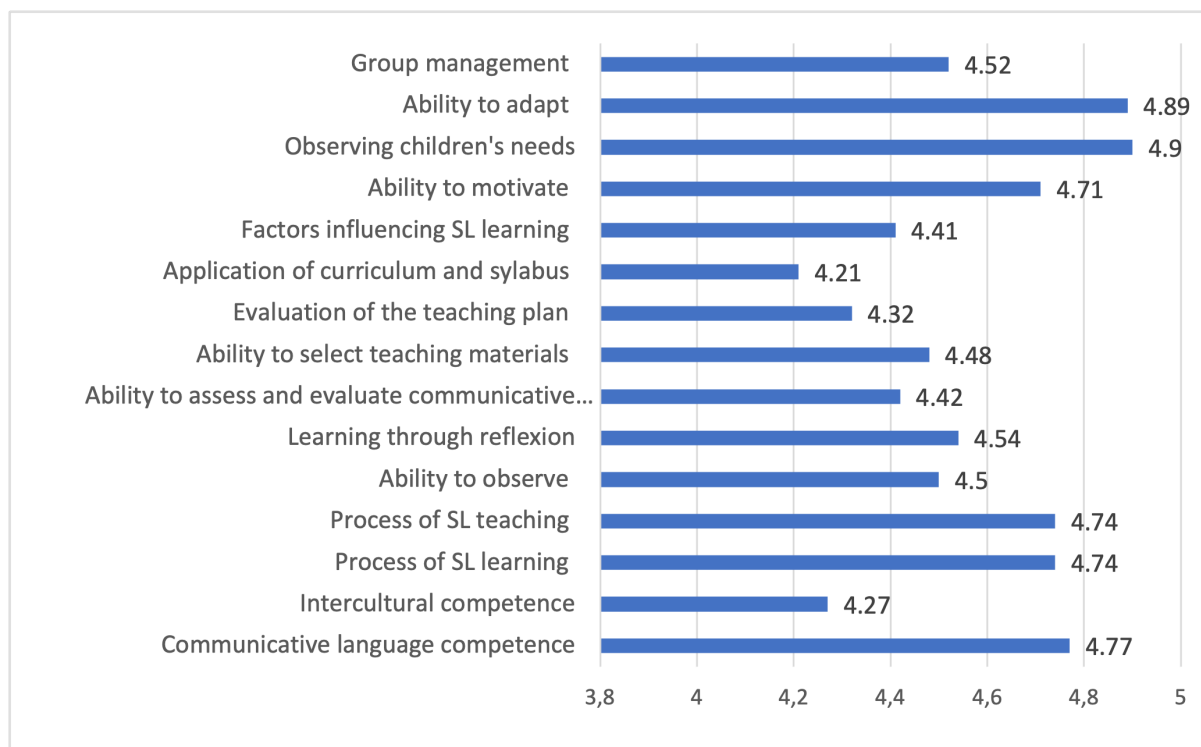


Figure 4 Kindergarten teachers' estimates of the importance of specific competences (mean values, M)

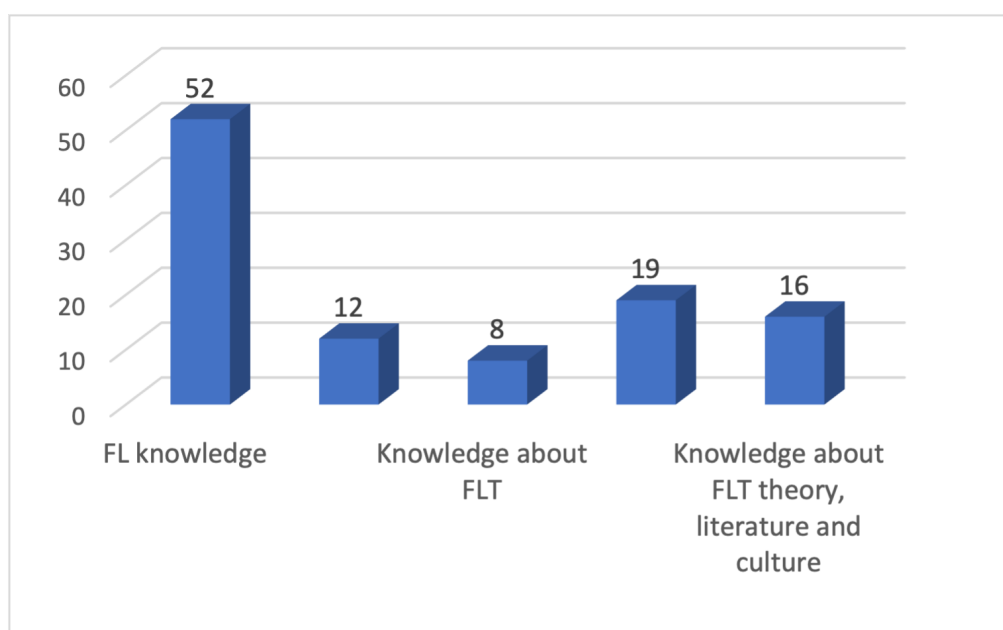


Figure 5 Participants' opinions about the importance of specific areas of knowledge (frequencies, f)

CONCLUSION

According to the Eurydice report, early foreign language learning is defined as one of the important areas of learning and development in early childhood education and care settings in only 14 European countries (European Commission, 2019), one of which is Croatia. The results of the presented needs analysis are in accordance with the mentioned report, as they have shown that pre-primary EFL programs in Croatia are taught, either as whole-day programs or as extra-curricular programs organized by language schools and taught two hours per week. According to the data obtained in this research, the EFL programs are mainly taught by preschool teachers with college-level and bachelor of early childhood and preschool education degrees. Their language level is mainly B2 and their EFL teaching competences were mostly obtained from EFL courses (such as FCE) or EFL teaching for kindergarten courses provided by FL schools. This means that the teachers' competences are mainly pedagogical, whereas their language and language teaching competences are somewhat incomplete. However, on a more positive note, the teachers in this study estimated the importance of both generic and specific competences for early childhood FL teaching as very high. According to the participants, the most important specific area of knowledge is the foreign language competence. This is encouraging because it indicates that, although they do not possess these competences to a very high degree, it may be presumed that they would consider further education to acquire them.

Finally, the inconsistency in participants' qualifications for teaching foreign languages at the pre-primary level and lack of appropriate higher education programs at the national level, call for all stakeholders to cooperate and develop a framework for language teaching at the pre-primary level. In light of the above mentioned, in the following section we propose a study program that aims to meet the needs of pre-primary language teachers.

STUDY PROGRAM PROPOSAL

Based on the results of the presented needs analysis, the ever-growing importance of early FL learning and teaching, as indicated in the introduction, and the fact that, to our knowledge, there is no formal, institutional academic education of pre-primary EFL teachers, the University of Zagreb Faculty of Teacher Education proposes a new *Graduate study program in Early Childhood and Preschool Education: English Language Teaching*. The new two-year study program will be in the field of Interdisciplinary sciences and Educational sciences, and upon completing it, the students will acquire 120 ECTS.

The purpose of the proposed program is to provide a standardization of the required competences and also raise the standard of EFL teaching in early childhood education age throughout the country. In other words, the proposed study program will:

- enable gaining new qualifications for carrying out foreign language programs in early childhood education,

- meet the needs of preschool institutions for professionals in the area of FL teaching,
- enhance and expand possibilities of vertical mobility of students towards doctoral programs, and other forms of lifelong education (Figure 6),
- provide competent answers to the contemporary demands of the labor market.

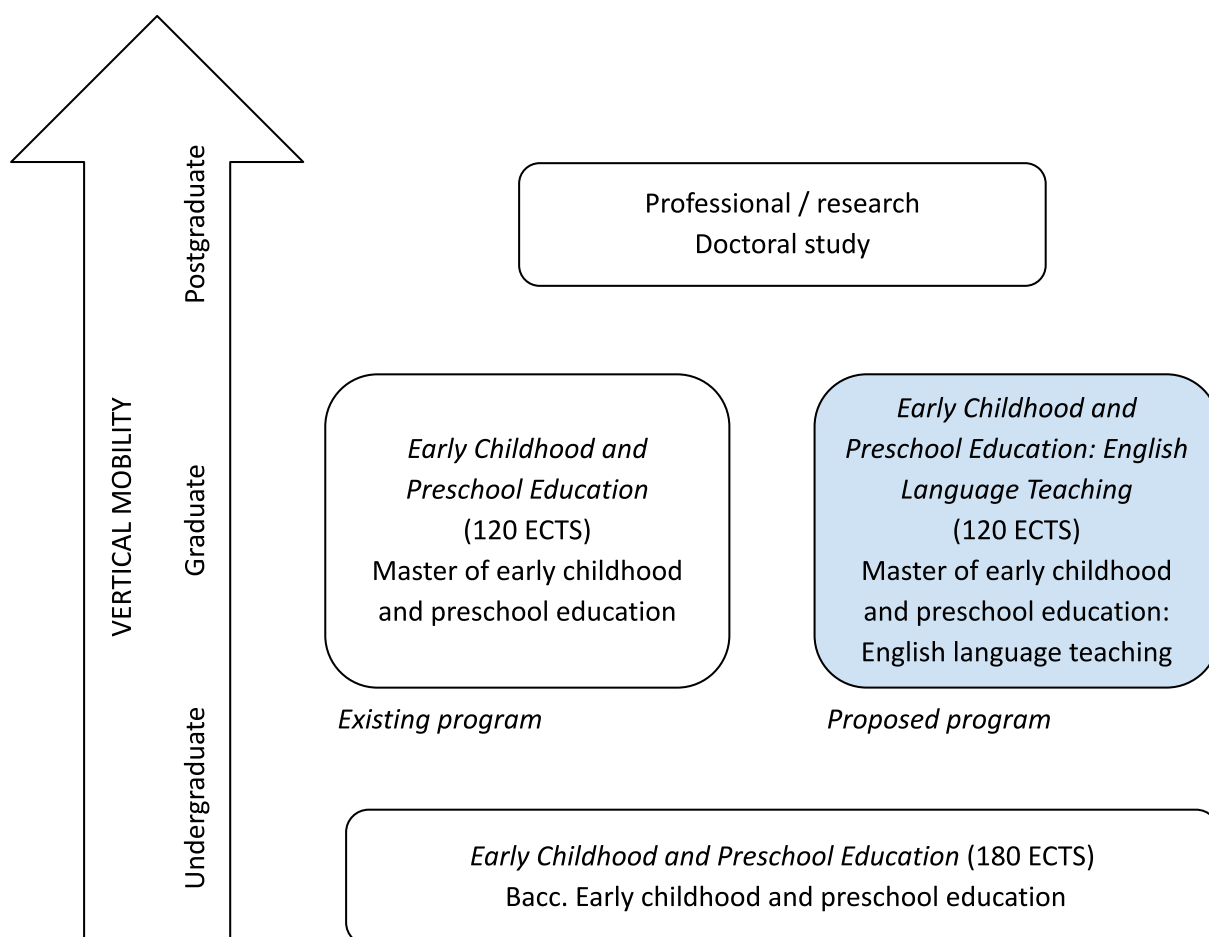


Figure 6 Possibility of vertical mobility for prospective students of the proposed study program

In addition, the proposal of the study program also focuses on a number of generic and specific competences students are expected to develop in the course of their studies. The generic competences all focus on early childhood and preschool setting and emphasize 1) the ability to consider various issues related to EFL teaching, learning and acquisition; 2) development of professional competences such as decision-making, being critical and self-critical, and developing problem-solving skills; 3) understanding the concept of quality assurance, development and quality control; 4) acquisition of basic research competences needed to perform research activities and present the results in public; 5) acquisition of new learning skills and strategies as a foundation for lifelong learning; and 6) openness for various modes of creativity in language.

Subject specific competences primarily emphasize the appropriate language proficiency level upon the completion of the study program, i.e. C1 level for speaking,

listening and reading and B2 level for writing, according to the Common European Framework of Reference for Languages (2001). In other words, students will achieve fluency and accuracy in communication in the English language, have the required proficiency related to pronunciation, stress patterns, intonation and spelling; and they will know the structure of communicative language competence. In addition to language skills, the students will have to develop pedagogical and teaching methodology competences such as the ability to systematically develop phonetic features and other language skills in children in accordance with the modern principles of teaching English in early childhood and preschool age; knowledge and awareness of the inseparability of language and related cultures, social and cultural similarities and differences between own, target and other cultures, and readiness to respect them; knowledge of basic psycholinguistic theories about children's cognitive and language development and the ability to critically evaluate and apply them in working with children; ability to develop curriculum, activities, materials and aids for English language programs in early childhood and preschool age; knowledge of different strategies and theoretical principles of assessment, self-assessment and giving stimulating feedback to children in order to develop awareness of their progress in English language acquisition; knowledge about traditional and artistic children's literature and picturebooks in English, and the ability to apply and adjust the original materials for the purpose of mediating the target culture, acquire language competences and encourage children to actively participate in oral communication. Finally, the students will also be able to understand the structure and purpose of educational systems and trends in the education of early childhood and preschool-aged children and will develop strategies to participate in the self-assessment of early childhood and preschool institutions, and to design and implement developmental plans.

The qualification gained after completing the proposed study program will enable teachers to work in kindergartens, play centers, child centers, specialized programs for children of preschool age in libraries, family centers, children's homes, and other institutions that wish to implement programs for very early language learning.

Having a program of study as proposed above will provide an appropriate and quality education in the area of pedagogy, psychology and teaching methodology for pre-primary children. The acquisition of specific competences will ensure proficiency in teachers' L1 and L2 and the application of age-appropriate teaching methodology. Finally, a systematic education of early childhood education teachers specializing in FL will contribute to the profession of early childhood education teachers by offering vertical academic mobility, lifelong learning, and continuous professional development.

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Kompetencije učitelja stranih jezika na predprimarnoj razini

SAŽETAK

Poučavanje stranih jezika na predprimarnoj razini postoji u Hrvatskoj još od 1960-ih, što osigurava čvrstu podlogu za provođenje nastave stranih jezika od najranije dobi, tj. za preporuku o materinjem jeziku plus dva dodatna jezika (Europsko vijeće, 2002). Međutim, usprkos tradiciji učenja stranih jezika, do danas nije izrađena nacionalna strategija sustavnog obrazovanja učitelja koji poučavaju strane jezike na predprimarnoj razini (rani odgoj i obrazovanje), iako se oni smatraju kvalitetnim pružateljima usluga od ključne važnosti (OECD, 2006). U radu će se prikazati rezultati analize potreba provedene 2017. godine na uzorku od 117 odgajatelja koji već rade u sustavu. Analiza je usmjerena na postojeće programe stranih jezika u institucijama za rani i predškolski odgoj i obrazovanje, izobrazbu učitelja, potrebu za daljnjim obrazovanjem, samoprocjenu kompetencija engleskog jezika (ZEROJ) te procjenu o važnosti generičkih i specifičnih kompetencija za poučavanje stranih jezika u ranoj dječjoj dobi. Na temelju dobivenih rezultata može se sugerirati da bi studijski program za izobrazbu učitelja koji poučavaju strane jezike na predprimarnoj razini omogućio standardizaciju potrebnih kompetencija i podigao standard poučavanja stranih jezika u ranom i predškolskom odgoju i obrazovanju u cijeloj državi. Takav bi program omogućio stjecanje novih kvalifikacija za provođenje programa stranih jezika u ranom odgoju i obrazovanju, zadovoljio potrebe institucija za predškolski odgoj i obrazovanja za stručnim učiteljima stranih jezika, povećao i proširio mogućnosti vertikalne mobilnosti studenata ka doktorskim studijima i drugim oblicima cjeloživotnoga obrazovanja te pružio kompetentna rješenja za suvremene potrebe tržišta rada.

Ključne riječi: analiza potreba; izobrazba učitelja; poučavanje engleskog jezika kao stranoga jezika; studijski program

To Be a Teacher of (Very) Young Learners

A Croatian Perspective on Early FL Teaching

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Report paper

ABSTRACT

The importance of learning foreign languages and developing cultural awareness leading to multilingual and intercultural communicative competence to be able *to use different languages appropriately and effectively for communication*, is recognized and stated in The European Union Council Recommendation of 22 May 2018 on key competences for lifelong learning. Awareness of the significance of developing the ability to communicate across cultures in order to fully participate in a modern, multicultural society, places a great responsibility of building strong foundations at the very beginning of learning a language on teachers of young learners.

As learners start learning a foreign language at a very early age, teachers have to adapt their teaching methods to match the developmental and individual characteristics of their learners. One of the first tasks the teachers are faced with is the development of motivation and a positive attitude towards learning another language. Teachers play a major role – their competence in both language and teaching methodology is crucial. The teacher provides an example and a role model for learners who, in this sensitive period, absorb the presented language content. Furthermore, young learners will benefit from a positive, encouraging and supportive student-teacher relationship.

With support from a competent teacher, young learners can avoid barriers such as foreign language anxiety. By skilfully adapting their teaching to young learners' needs, teachers can provide favourable conditions and adequate support to lay the firm groundwork and start scaffolding children's development in a foreign language, enabling each child to achieve their potential.

This paper will attempt to identify the areas of teaching young learners where teachers may encounter difficulties or specific challenges. Presented in this paper are the author's observations from extensive experience in (very) early English language teaching, as well as in working with novice teachers, students and their mentors. The presented observations suggest areas for future scientific research.

Keywords: *communicative competence; motivation; positive attitude; supportive student-teacher relationship; teaching (very) young learners*

INTRODUCTION

Teaching young or very young learners is an area becoming increasingly important as more children start learning a second language at a very early age. This results in an increasing demand for language teachers of this particular age group, and raises the question of adapting teaching to young learners' needs and, consequently, the question of adequate support and specialized teacher training programmes.

Children in Croatia used to start learning a foreign language in the fourth grade, i.e., at the age of ten. However, since the 2003/2004 school year, learning a foreign language from the first year of primary school has been compulsory in Croatian schools. Recently, there has also been an increase in the number of children engaged in learning a foreign language before starting school. With this early second language learning trend, the need to learn more about very young learners and to adjust the teaching methods to their specific needs has become crucial.

Working with very young learners is a rewarding and fulfilling experience. Young learners are open-minded and accepting, eager to be involved and participate, curious to learn, energetic and active, playful, reciprocal in giving, genuine and honest in providing feedback on our ways of teaching, and the attitudes, beliefs and energy we bring into our classrooms. However, their feedback will not necessarily be expressed in words, but much more likely in the expression on their faces, in their behaviour, feelings and willingness or unwillingness to participate. Therefore, teachers have to be attentive and willing to understand the young learners' message, as well as to learn and evolve with them.

As the Croatian saying goes, “it is from the ground up that a house is built”. Teaching young learners carries a great responsibility of building a sound foundation for later learning, not only related to the subject being taught, but also to the development of a whole person – learners' attitudes towards learning in general, their self-esteem and self-image. Whether the children thrive or fail, remain curious or lose interest, are persistent or easily discouraged – the way we start with young learners at the very beginning of their learning path can have a huge impact on their later learning and development.

Through years of teaching, observing teaching and teacher development in different educational contexts (foreign language schools, state primary schools, university), teaching student teachers, mentoring novice teachers and working with experienced teachers, the author noticed that the first encounters with young learners usually reveal common issues with teachers. Despite the theoretical knowledge teachers acquire during their pre-service and in-service training, and their awareness of various aspects of teaching and learning languages, obstacles in applying theory to classroom practice still seem to exist. Identifying the areas that present specific challenges to the teachers of this age group may result in adequate guidance and support. Also, it may lead to forming and exploiting a suitable methodological framework, offering guidelines for achieving optimal conditions for language learning by recognizing specific practical

methods and techniques which enable and enhance young learners' learning, while leaving room for teachers' creative adaptation of teaching techniques to specific learners, classroom settings and contexts.

The following chapters aim to explore the aspects of teaching young learners which present challenges to their teachers. Particularly interesting are situations where adaptations of the teaching process are needed in order to meet young learners' needs. The paper is structured to give an overview of topics such as changes in the 21st century classroom, issues of an early start, expectations and misconceptions about teaching young learners, the role of the teacher and student-teacher relationship, teacher competence, using movement in language teaching, applying theory to practice and reflection on classroom practice. The ideas and suggestions for practical solutions regarding these topics are based on the author's systematic observations and note-taking during her own teaching, classroom observations, informal discussions with various stakeholders within the education system, students' notes in their practice logs, students' teaching practice reports, students' peer-assessment and self-assessment forms, as well as on the analysis (feedback) sessions held with groups of students after teaching their own lessons.

THE 21ST CENTURY CLASSROOM

In the globalized world of the 21st century, there is a growing need for learning foreign languages to enable effective communication. Brewster and Ellis (2002, p.1) note that the world is “shrinking very rapidly as international barriers break down and people can more easily come into contact with other cultures and languages through travel, communication and new technology”. In these ever-changing times children are born into an environment with constant exposure and easy access to digital technologies. They are connected to the world around them through various gadgets and are used to receiving information easily and rapidly. According to Zur and Walker (2011), the digital generation, or digital natives (Prensky, 2001), prefer multi-tasking and rapid task-switching, pictures and graphics (visual support), as well as sounds and video, to text. They learn through participation rather than passively and solve problems intuitively, discovering solutions through actions, experimentation and interaction rather than reflection. They prefer creative play and games to “serious” work as well as instant gratification and rewards. Considering the generation gap, the question is – are the children nowadays really that different from what we remember from our childhood? Researchers claim that, in terms of intelligence and our genes, the answer to that question is negative. However, the environment has changed, and is changing, which will inevitably have implications on and be reflected in classroom practice.

The 21st century classroom requires changes in many aspects, among others, changes in the perception of the skills we want the learners to develop. The concept of the 4 Cs is well-known – the learners need to develop creativity, critical thinking, communication and collaboration (working together towards the same goal). There are other elements sometimes added to this list – cooperation as working together towards

different goals, character, culture, citizenship - the list could be called the 6+ Cs. As the times are changing, the requirements on our students are changing. Consequently, the requirements on the teachers are changing as well.

EARLY START

To set the children on the right path from the very beginning of their lifelong education, we want them to benefit from the positive aspects of an early start in language learning. We want to *catch* them at a period when they can use their natural resources to acquire and learn languages, whose particular sounds they are still able to perceive, i.e. hear, and produce correctly, without much effort. Some authors refer to these optimal periods for development in specific areas as *windows of opportunity* (e.g. Gabbard, 1998; Jensen, 2005) or *sensitive periods* (Jensen, 2005; National Scientific Council on the Developing Child, 2007). Young learners do not worry about many aspects of language learning, such as understanding every word, grammar rules, peer pressure (e.g. sounding ridiculous when they try to imitate correct pronunciation), which may present obstacles for teenage learners later on. If they perceive the learning process as (creative) play, they will be involved in playing and will *pick up* the language along the way.

Once they start kindergarten or school, we often hear about children having to adapt and adjust to kindergarten or the school environment. Although adapting to different circumstances may be a part of our overall development, the question is whether it is only the children who should adapt to the teaching methods, curriculum, content and demands, or, on the contrary, is it only natural that we should adapt the teaching to the learners' needs – not only age-related specifics, but also those related to the individual characteristics of children?

Young learners are exceptionally active and playful, which implies the need for movement, to be actively involved and to learn through playing. They learn and interpret meaning from a situation and concrete context without being concerned with understanding every word or with abstract concepts which they cannot grasp yet. They tend to respond in the same way, using the resources they have at hand. They imitate well and will benefit from exposure to a good role model. They are “emotionally excitable” and “have a wide range of emotional needs” (Brewster and Ellis, 2002, p. 27). Among young learners' specifics we should also mention their short attention span, as well as curiosity, vivid imagination and enthusiasm to explore the world around them, which implies the important task of keeping their attention and interest. On the other hand, Brewster and Ellis (2002, p. 28) point out that young learners “can concentrate for a surprisingly long time if they are interested”. Young learners will benefit from a holistic learning experience, as well as from a positive student-teacher relationship where they are individually recognized, where they feel safe and accepted and where their individual needs are met.

The classroom setting, which may often be neglected, also needs adjustment – young learners require enough space in which they can move freely. Movement in the space

surrounding them, as a very important aspect of young learners' development, will be discussed in a separate chapter.

EXPECTATIONS AND MISCONCEPTIONS ABOUT TEACHING YOUNG LEARNERS

There seem to exist a few popular misconceptions about teaching young learners. One of them refers to the correlations between learners' age or proficiency level, and the teachers' linguistic competence and their use of mother tongue in classroom interaction with young learners. Many still believe that the younger the learners, or the lower the level, the teacher's competence may also be lower and more mother tongue in teaching needs to be used. Cameron (2001) identifies the idea that “children only need to learn simple language” as a common misunderstanding, which actually leads to neglecting children's “huge learning potential”. On the contrary, Lightbown and Spada (1999, p.166) claim that it is “neither necessary nor desirable to restrict learners' exposure to certain linguistic structures which are perceived in linguistic terms to be simple”.

The basic principles of teaching young learners are described in the 2006 Croatian Curriculum: “Early learning and teaching of foreign languages is based on multisensory and holistic learning, it focuses on spoken communication, learning from a situation through mime, gesture, movement, artistic expression, play and music. It is important to develop a sensitivity to another language system and to facilitate further foreign language learning” (Nastavni plan i program za osnovnu školu, 2006, p. 81). Yet, many novice teachers face similar questions upon entering the classroom: where and how to start, how to motivate the learners, whether or not and to what extent to use the mother tongue, what to teach, what to expect and when to expect it. They might expect too much or too little.

Young learners may be perceived as messy, loud, unable to focus, follow or sit still. Therefore, “real learning” is expected to happen later, whereas (very) young learners *just play*. Many teachers of very young learners may hear comments about their work being *easy and fun* because they *just play all day* or they may be asked when they would finally stop playing and start learning. However, play is the basic form of children's activity through which they learn. In one of his talks on functional thinking and developing children's intelligence through play, Rajović states that play is the most important and only job a child should have until age 12 (see also Rajović, 2017). This makes play very serious work for both children and their teachers, who have to include elements of playing and games in their teaching activities.

Both research and practical experience show that an early start in language learning can have many advantages. It is not just naming a few colours, numbers, animals and toys that young learners learn. Much more importantly, they develop listening skills, correct perception of speech and listening comprehension, and acquire correct

pronunciation, rhythm, intonation and melody of natural speech, all of which make the quality of their language model, usually the teacher, even more important. Mirjana Prebeg-Vilke (1991) highlighted the need for the teacher to possess excellent competence in both the target language and language teaching methodology.

Another expectation is evident among novice teachers as they usually expect the children to participate and work diligently throughout the lesson. They might have imagined a neat classroom with children sitting still at their desks, books and pencils ready, just waiting for the class to start and to follow the teacher's lead. However, it is much more likely that they find themselves in what might seem as a pretty messy classroom with children waiting for the teacher to provide structure, organization and to actually take the lead.

Finally, classrooms do not have to be neat for learning to take place. Indeed, as a popular poster by Blair Turner says, *messy classrooms are where the magic happens*. However, it is the relationship of trust between the teacher and the learners, as well as the structure and support provided by the teacher, that allows for learning and development to evolve.

STUDENT–TEACHER RELATIONSHIP

Studies have shown that a positive, supportive and encouraging student–teacher relationship can influence the learning outcomes to a great extent (see Dewar, 2020). Young learners rely on an emotional bond they develop with their teachers (see Vilke, 2019). Children need to trust their teacher to have their best interest at heart. Therefore, creating a relationship of trust, a sense of belonging and togetherness, showing and encouraging understanding, kindness and empathy contributes to an accepting environment. By involving young learners' parents or caregivers, the most important people in a child's life, teachers can extend the circle within which a child can feel safe. Feeling safe reduces stress and may also be one of the preconditions for successful learning. We all claim that we want to and do cooperate, but can we do better?

THE ROLE OF THE TEACHER

The importance of the role of the teacher has been studied, discussed and proved in practice. Cameron (2001, p. 240) states that “educational research demonstrated long ago that children live up to the expectations of their teachers, whether those are low or high”. Guberina (2010, p. 423) underlined the teacher's responsibility in enabling children to use their imagination, thinking and creative production in acquiring knowledge. Mihaljević Djigunović (2015, p. 34) stresses that, for early language learning to be effective and experienced in a positive way, “teachers need to be fully aware of the multifaceted nature of the affective processes their learners are going through”. Also, Ur (2016) advises being success-oriented in teaching practice.

It is important to raise awareness of the responsibility of the teachers' role and its significance in the following aspects:

- creating a safe, supportive, positive, stimulating and encouraging learning environment;
- establishing classroom routines for the children to feel safe;
- reinforcing positive social relations and teamwork (cooperation);
- developing (and keeping) a positive attitude;
- involving all learners – adapting teaching to the children's needs;
- providing detailed and specific feedback – focusing on the positive;
- caring and being success-oriented (see Ur, 2016);
- tracking progress – noticing positive steps – praising.

One, or perhaps the most prominent, element by which teachers can evaluate the effectiveness of their own teaching, is the children's progress. The teachers should want the children to succeed, as well as provide constant reinforcement, guidance and support, and finally notice and show happiness when the children do succeed. Listening to students, noticing them, establishing eye-contact, being accepting and available makes the learners feel appreciated.

Learners usually are a reflection of their teacher – they learn a lot by example. As Rita Pierson (2013) mentioned in her Ted Talk *Every kid needs a champion*, “children don't learn from people they don't like” (or trust). In her article on student-teacher relationships, Dewar (2020) mentions that “employing the principles of positive parenting in the classroom can help ensure that every child gets the support he or she deserves”. Keeping a positive attitude in order to positively lead the children, building on what they can do and encouraging them to believe in their potentials will provide the children with solid grounds to develop from – maybe they have not mastered a skill, but more importantly, they have not mastered it *yet*.

THE IMPORTANCE OF BEING...

Creating a strong, supportive student-teacher relationship and a stimulating learning environment implies being:

- genuine, authentic and sincere – children rely on their teachers and trust them;
- playful – children learn through and by playing;
- active – children need to be in motion (learning by doing);
- interested and involved – children are a reflection of their teacher – teachers should be ready to join in;
- patient – provide the children with time to think, allow them to progress at their own pace and trust that everything will come into place in time – learners do not need to learn the entire content at once;
- flexible – be ready to change the plan;
- positive – build on the children's achievement;
- caring, accepting and available – children need emotional support;
- fair – but what is fair?

The question of fairness or giving everybody a fair chance is another challenging question. Does fair mean that we should provide the learners with exactly the same support or should we provide them with the kind of support each of them needs to be successful? Being aware of the theory of multiple intelligences, various learning styles and specific individual characteristics of our learners, we must choose the latter.

TEACHER COMPETENCE

In their Introduction to *The Primary English Teacher's Guide*, Brewster and Ellis (2002) describe the young learners' foreign language teacher as “a highly skilled professional who can combine their knowledge, skills and sensitivities of a teacher to children with those of a teacher of language and balance the two”. Cameron (2001, p. xii) points out that “the teacher of children needs to be highly skilled to reach into the children's worlds and lead them to develop their understandings towards more formal, more extensive and differently organised concepts”. Perceiving the specific challenges teaching young learners might impose on them and possible difficulties in successfully achieving the learning outcomes, some teachers might be reluctant to enter a young learners' classroom claiming they would not know what to do with them. Even student teachers often claim that teaching upper primary students seems easier because they can communicate more easily with them and there is no need to adapt the language and the teaching methods, as there is in teaching younger learners. This suggests a need for further specialized pre-service and in-service training.

For teaching young learners to be successful, it is crucial that the teacher is highly competent in both the subject, i.e. the target language, and the teaching methodology. Having appropriately trained teachers and appropriate methodology, i.e. the linguistic and pedagogical skills of the teachers as the two most important factors in early foreign language learning, was highlighted in the conferences and reports on that subject in the 1960s and 1970s (Brewster & Ellis, 2002). In their paper on teacher education programmes, Dagarin and Andraka (2007, p. 19) point out that ensuring “qualified teachers who are linguistically and methodologically well-equipped [...] is the key to young learners having a successful and pleasant start to learning foreign languages”.

TEACHER'S LINGUISTIC COMPETENCE

One of the misconceptions about teaching young learners, as mentioned at the beginning of this article, is that teachers need not possess a high level of linguistic competence. This could not be further from the truth. The younger the learners the greater the importance of a good role model for the learners to follow. During this sensitive period the learners absorb the presented language content and should be provided with the opportunity to acquire the second language as they would their mother tongue (to a certain extent). Young learners do not worry about using correct grammar, but they do listen, hear, imitate and repeat whatever the teacher says (see Vilke, 2019, pp. 21-22; Guberina, 2010, pp. 234-235).

Being included in the activities and games, learning usually happens unconsciously. For example, if we teach vocabulary using the articles (*a cat, a dog, a mouse*), the children will perceive and learn the words as chunks (consisted of an article and a noun) and will usually use them spontaneously at a simple sentence level (*This is a cat. This is a dog.*). On the other hand, if we teach vocabulary without the articles (*dog, cat, mouse*), it is very likely that the children will not use them in sentences, either (*This is cat. This is dog.*).

Another important question might concern the language content, i.e. which language to teach? Are nursery rhymes with their complicated grammar and expressions too difficult for young learners? Classroom experience shows that children do not benefit from being guarded from too much language in terms of being exposed to rich linguistic input. Nursery rhymes are an excellent source for listening to and practising rhythm, intonation, melody and pronunciation of natural speech. With their repetitiveness they improve memorization. Furthermore, as well as fairy tales and stories, they provide meaningful and familiar context close to children's experience. The learners should understand the context and the situation, not every word and structure. Young children often listen to fairy tales in their mother tongue as well, and fairy tales often contain complex language structures and archaic expressions. As long as they understand the overall meaning, the extra language may only bring further benefit to the children – it stays in their memory so, later on, when their natural development allows, they will already have a lot of internalized language to work with and analyse. At this point, young learners can answer simple questions about the content using simple language. It is worth mentioning that the children can be expected to provide one-word answers and there is no need to insist on full sentences (see Vilke, 2019, p. 22). The teacher may rephrase and even ask the children to repeat longer phrases for practice purposes. However, at this point, the children focus on the meaning and are concerned with getting the message across, so it is not natural for them to give answers using full sentences, even in their mother tongue. If our goal is communication, we should bear that in mind.

Teaching a language is specific and different from teaching other subjects in terms of a language being both the aim and the means of teaching – we teach English using English, whereas we teach Maths using a native language. This is in favour of the importance of a good role model provided by the teacher, an example for the learners to follow in acquisition of correct pronunciation, natural rhythm, intonation and fluency. Errors the students may make at this stage may be extremely difficult to correct later (see Guberina, 2010, p. 235).

TEACHER'S COMPETENCE IN METHODOLOGY

I never teach my pupils. I only attempt to provide the conditions in which they can learn, said Albert Einstein. As discussed in the previous sections, to be able to run a young learners' class successfully, teachers need to find ways to engage children's curiosity, open-mindedness and readiness to learn by understanding and adapting teaching to young learners' characteristics and needs, both developmental and individual. It is very

important to provide appropriate support and feedback to help learners build their confidence and self-esteem – if teachers believe in their learners' capacities and ability to achieve success in learning, the learners are much more likely to believe in their own potential as well. Mistakes made in this sensitive period may cause many difficulties for learners, such as developing a fear of language, of speaking, of making a mistake, and of the teacher, as well as reluctance to participate actively. In turn, this may cause the teacher to presume that a particular learner is deliberately inactive, which starts a vicious circle extremely difficult to correct and overturn.

In the following sections, several specific areas where adaptations are needed, namely teaching skills, using classroom language, movement in language teaching, evaluation and feedback, will be discussed.

SEQUENCE OF SKILLS

Developing language skills is another area beginner teachers might struggle with. Starting from developing the listening skill and listening comprehension as a precondition for language acquisition and learning (see Guberina, 2010), the skills are logically connected and closely related in what might be called the sequence of skills – from listening to speaking, through reading to writing (Figure 1). Children first need to develop correct perception of speech and sounds of another language. They need to hear a word correctly before they can pronounce it, they need to say it before they read it, and, finally, read it before they write it. Teaching young learners, especially in the early years, focuses on listening and speaking. Children need to be provided with enough time and opportunity to develop those skills before they proceed to reading and writing. A skilful teacher will easily engage the learners in simple communicative situations in which they can listen to and practice the target language content in a meaningful context, led by the teacher's model.

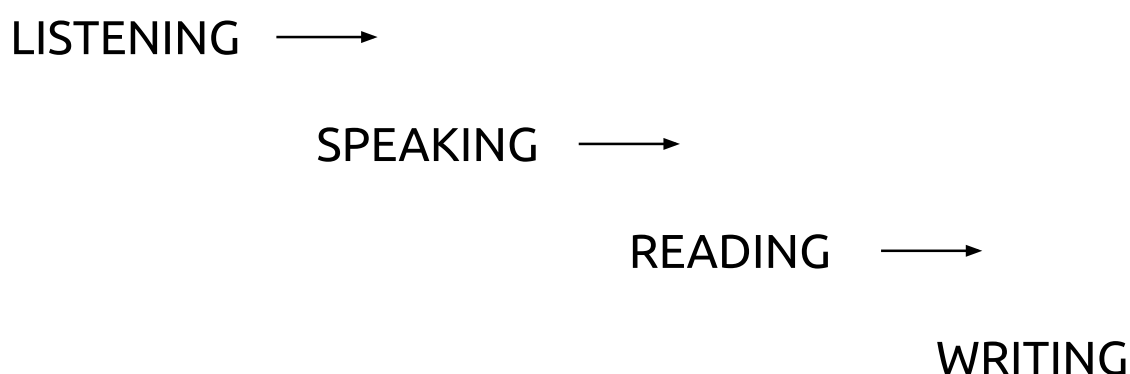


Figure 1 The sequence of language skills.

Some children may need more time to process the new language content by simply listening and observing, before they are able and ready for language production (see Stephen Krashen's silent period hypothesis). This does not prevent them from active participation in the learning activities, where they can also be encouraged to

demonstrate understanding without production by using gestures and movement, and should be allowed to progress at their own pace.

This phase requires time which the learners need to process the language content, a lot of repetition, rephrasing, revising the same content in different ways, using various activities and teaching techniques, thus providing the learners with numerous examples and models of target language structures used in context, as well as with opportunities to practice. In classroom practice, especially at the beginning of teaching a foreign language, teachers should devote attention to developing listening and speaking skills, relying less on reading and writing, which should also be reflected in assessment, i.e. in testing and evaluating the learners' progress.

CLASSROOM LANGUAGE AND INSTRUCTIONS

Many student teachers enter a young learners' classroom with the assumption that it is impossible to carry out an entire lesson with young learners in the target language. When they observe classes run by mentors, they are usually amazed to see how well the learners function when led by a skilful teacher.

Teacher talk and classroom language present another area of specific challenges. When preparing for class, it may seem irrelevant or unnecessary to think through and write down complete teacher talk, including the expected learners' answers (which actually reflect the outcomes of a lesson). However, more often than not, it proves to be difficult to find the right words on the spot – the language should be adapted to the level, but accurate; the questions may need further development; the learners might need specific reinforcement, which is difficult to come up with, especially if the planning was not done thoroughly.

One more challenging area in a young learners' classroom is giving instructions. If not well-prepared or thought-out, they can lead to misunderstanding and restlessness caused by teachers over-explaining the instructions, i.e. giving lengthy, complicated instructions. On the other hand, simple solutions often lead to clarity and involvement. By creating a communicative situation and meaningful context in which the learners can actively participate, involving the children in a purposeful activity, using demonstration and providing an example, such situations are easily avoided. The children want to be involved, are able to cope with the context and quickly pick up the clues for what they need to do from the situation. Lightbown and Spada (1999) maintain that, given a meaningful context, learners can comprehend the general meaning of many forms which they have not mastered or produced yet. The teachers just need to start the activity, demonstrate and lead by example. This also reduces the need for using the mother tongue. When children get used to listening to another language and working out the meaning and messages on their own, they only benefit from being exposed to the target language. The teacher's responsibility is to provide a communicative context within which children actively work with language, supported

by the teacher's guidance and structure. We should not deprive the children of the opportunity to use their natural resources in their own (language) development.

A very useful resource or tool in giving instructions and demonstrating the activities is movement.

MOVEMENT IN LANGUAGE TEACHING

Movement is a fundamental element of children's development. Research in neuroscience shows that early sensory motor experiences are crucial to neural stimulation and brain development (see Rajović, 2017). Rajović (2017) points out that the absence of adequate graphomotor activities and physical activity in general, as well as an excessive amount of time spent in front of a screen (watching TV, playing videogames, using smartphones or computers), diminishes and deteriorates the development of children's biological potentials.

Movement is an important tool of expression and communication. Language and speech are interrelated with movement and space. In his research in linguistics, Guberina (1967; 2010) studied these interrelations. He claimed that speech belongs to the sound and movement in space and stressed the importance of non-linguistic elements of speech, which he called *the values of the spoken language*, as the elements of meaning. These included the intonation, rhythm, tempo, pause, intensity, facial expression, gestures, posture, affectivity and social environment. All of these elements contribute to comprehension and the effectiveness of communication within a particular context or communicative situation.

Jensen (2005, p. 60) points out that “movement can be an effective cognitive strategy to strengthen learning, improve memory and retrieval and enhance learner motivation and morale”. Since movement in the space surrounding them is in accordance with the children's natural development, it brings the process of learning closer to children, encourages a positive attitude towards learning another language and enhances children's interest and motivation. By connecting the visual, auditory and kinaesthetic components in teaching, movement enables and contributes to a holistic learning experience. It makes repetition and revision easier, helps children create mental representations of what they are learning (e.g., a particular movement represents a particular word or phrase) and gets the children actively involved (see Gavrilović, 2002; Gavrilović Smolić, 2019). There are many possibilities of using movement in everyday teaching (see Gavrilović Smolić, 2019). Starting with non-verbal elements which accompany language and speech, such as gestures and facial expressions, movement can express the meaning, follow the intonation, stress and rhythmic patterns, i.e. the melody of natural speech, as well as point out features such as intensity or the vowel length (thus reinforcing the acquisition of correct pronunciation and fluency), or it can simply accompany language and speech. Using movement, children can demonstrate understanding without production. This makes it possible for children to join the activities when they are ready, which in turn enables the teaching process to be adapted to their individual needs.

The skilful use of movement in classroom practice can enable the teachers to channel children's energy in a meaningful, positive and purposeful way, in order to reinforce the learning process by making it interesting and fun, easy to understand and follow, and therefore more memorable (Gavrilović, 2002; Gavrilović Smolić, 2019).

EVALUATION AND FEEDBACK

Assessment and evaluation, which teachers should be careful and patient with, present further challenges in a young learners' classroom. Providing appropriate feedback, enabled by attentive and observant listening to learners, is an essential part of a learning process. Hattie (2012) argues that feedback needs to be '*just in time*', '*just for me*', '*just for where I am in my learning process*', and '*just what I need to help me move forward*'. The children usually expect to be given clear, specific and detailed feedback. When asked, they often say that this is what they want or miss from their teachers. They want to be noticed, as well as to know exactly what they did well, what they need to work on and how they can improve. If homework is assigned, it needs to be checked. Children tend to notice if the teacher does not comment on their work, which can demotivate them and make them feel neglected. Giving positive feedback, praising students and pointing out what they do well, especially in front of their peers, reinforces and supports building self-esteem and a positive self-image.

It is the teacher's responsibility to help learners achieve their potential. Every child is an individual with their own specific needs and should be supported and helped to achieve success in learning. Teachers should observe and notice children's moments of success, focus on the positive and build on what they can do, rather than look for what they cannot do. The children should be praised for their efforts and achievement, encouraged to ask questions and employ their creative mind, supported in their readiness to learn and to try out, in a safe environment provided by the teacher.

APPLYING THEORY TO PRACTICE

Observing student teachers and novice teachers in their first attempts at teaching, the area of applying theory to practice seems to be the most difficult to manage. Raising awareness of developmental (and individual) characteristics and differences of learners, may be a precondition for developing the ability to adapt teaching to the learners' needs. Teachers should have in mind that, if we want to develop and encourage thinking in our learners, we must abandon lecturing and replace it with engaging activities, eliciting, asking questions which stimulate thinking, problem solving and creativity. If we want to adjust teaching to the young learners' developmental needs and enhance their learning, we must let them learn by and through playing, i.e. learn by doing.

In other words, as presented in Figure 2, the process could be divided into several stages, although in a natural classroom environment they may overlap and happen simultaneously: starting by *engaging* children in purposeful play and *activating* them with skilful use of movement, followed by *challenging* them by providing them with

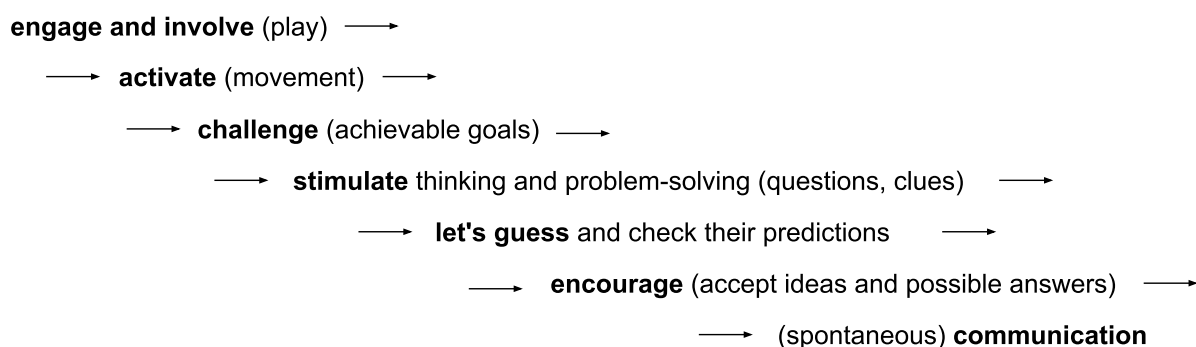


Figure 2 Activities in young learners' classroom

achievable goals, at the same time *stimulating* thinking and problem-solving by asking questions, offering clues and eliciting answers, *letting* the learners *guess* and check their predictions, *encouraging* their attempts and persistence by *accepting* their ideas and possible answers, which should finally lead to (spontaneous) language acquisition. Furthermore, engaging the children in meaningful activities occupies their attention, which reflects positively on class management. Establishing positive relationships in the classroom may be the key element in maintaining discipline constructively, or rather in establishing a stimulating learning atmosphere.

IN THE CLASSROOM: QUESTIONING AND MONITORING OUR PRACTICES

In classroom practice it is very important to constantly search for connections and relations between *what we know* about the subject and the methodology, *what we know* about our learners, *what we want to do* in a lesson, *how we perceive what we do*, *what we actually do*, *how our learners perceive what we do* and *how (and if) they benefit* from it (see Figure 3).

Raising awareness of various elements of the teaching process and the teacher's role within it, during pre-service and in-service training, i.e. encouraging self-reflection including peer-observation, is one of the essential elements of teacher development (Bilić-Štefan, Cindrić, & Andracka, 2014, p. 58; see also Bilić-Štefan, 2017, p. 8).

Self-awareness (the ability to perceive what exactly happens during one's own lessons, being aware of the total effect of one's attitudes, behaviours and way of teaching on one's learners) is an essential prerequisite for teacher development. The most important basis for professional development is students' own observation and reflection on classroom practice, i.e. what they do in the classroom and why they do it.

Having one's classes observed by peers and other professionals, being given specific feedback and being involved in a discussion on how certain elements of the teaching process could be improved can further develop one's self-awareness, as well as enable

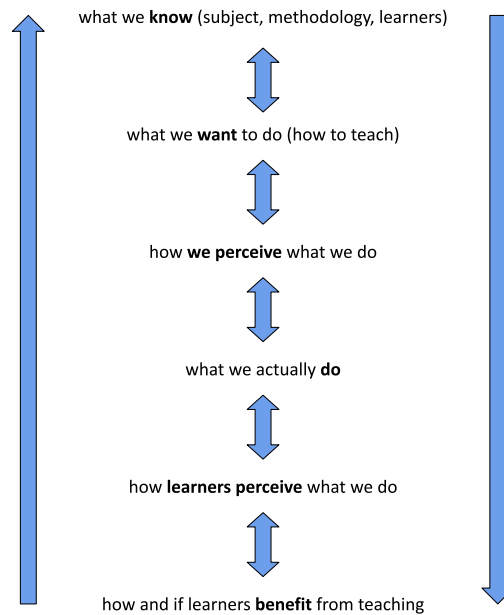


Figure 3 Connecting teacher's knowledge and practice

and encourage a teacher to make the necessary changes or adaptations: “For this reason, in addition to encouraging students' personal reflection, explicit descriptive feedback is given during analyses of lessons, on the assumption that this is the principal means by which student-teachers' self-awareness can be developed“ (Bilić-Štefan et al., 2014, p. 59).

CONCLUSION

The classroom environment implies a dynamic interactive process of exchanging information between the participants in teaching and learning activities. There are many aspects of teaching young learners which may present specific challenges to teachers. Failing to observe and take into account specific characteristics and needs of the learners, as well as failing to employ effective teaching methods, may result in practices which do not provide favourable conditions or the environment for the children to learn.

The observations discussed in this article suggest areas for further research in teaching young learners, the findings of which may shed light on the ways to assist and provide guidance, help and support to student teachers, novice teachers, as well as experienced teachers entering a young learners classroom for the first time. They may also help build a suitable methodological framework for teaching very young learners in order to foster their motivation, encourage a positive attitude towards learning, exploit the positive aspects of an early start and lay the strong groundwork for later learning, which should prove beneficial in classroom practice.

It is crucial to adapt the teaching to the learners and, by perceiving our learners as individuals, by establishing a supportive teacher-student relationship, as well as positive relationships in the classroom, provide them with the opportunities they deserve to achieve their potentials.

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Biti učitelj učenicima (vrlo) rane dobi

Hrvatska perspektiva ranog poučavanja stranih jezika

SAŽETAK

Važnost učenja stranih jezika i razvijanja kulturne svijesti koji vode ka višejezičnoj i interkulturalnoj komunikacijskoj kompetenciji kako bi mogli *primjereno i učinkovito koristiti različite jezike za komunikaciju*, prepoznata je i navedena u Preporuci Vijeća Europske Unije o ključnim kompetencijama za cjeloživotno učenje od 22. svibnja 2018. godine. Svijest o važnosti razvoja sposobnosti komunikacije između različitih kultura kako bi se moglo potpuno sudjelovati u modernom, multikulturalnom društvu, stavlja veliku odgovornost za postavljanje čvrstih temelja na samome početku učenja jezika na učitelje učenika rane dobi.

Kako učenici počinju učiti strani jezik u vrlo ranoj dobi, učitelji moraju prilagoditi metode poučavanja razvojnim i individualnim karakteristikama učenika. Jedan od prvih zadataka s kojima se suočavaju je razvoj motivacije i pozitivnog stava prema učenju drugog jezika. Tu učitelji imaju glavnu ulogu – njihove jezične i metodičke kompetencije su ključne. Učitelj je primjer i uzor učenicima, koji, u ovom osjetljivom razdoblju, upijaju prezentirani jezični sadržaj. Nadalje, učenici rane dobi imaju velike koristi od pozitivnog, poticajnog i podržavajućeg odnosa između učitelja i učenika.

Uz podršku kompetentnoga učitelja, učenici rane dobi mogu izbjeći prepreke poput straha od stranoga jezika. Vještom prilagodbom poučavanja potrebama učenika rane dobi učitelji mogu stvoriti povoljne uvjete i pružiti odgovarajuću podršku kako bi postavili čvrste temelje na kojima će postupno razvijati znanje stranoga jezika kod djece te svakom djetetu omogućiti ostvarivanje vlastitoga potencijala.

U ovome radu pokušat će se odrediti područja poučavanja učenika rane dobi u kojima učitelji mogu naići na poteškoće ili specifične izazove. U radu su prikazana autoričina zapažanja iz bogatoga iskustva poučavanja engleskoga jezika u (vrlo) ranoj dobi, kao i rada s učiteljima početnicima, studentima i njihovim mentorima. Iznesena zapažanja sugeriraju područja za buduća znanstvena istraživanja.

Ključne riječi: komunikacijska kompetencija; motivacija; pozitivan stav; podržavajući odnos učenika i učitelja; poučavanje učenika (vrlo) rane dobi

The Picturebook as a Starting Point: A Case Study of First-Grade Chameleons

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Original research paper

ABSTRACT

The benefits of using authentic literary texts in EFL teaching have been widely acknowledged owing to many academics, including Mourão (2017) in a worldwide context, and Narančić Kovač (1999, 2019) with a specific focus on the Croatian educational context. However, not many teachers venture into using authentic picturebooks. The reasons for such behavior are probably practical but are not the focus of this paper. The goal of this case study is to explore whether picturebooks can be used at the very beginning of the first grade in Croatian schools. At this stage, pupils have little or no previous experience of learning English in a structured learning environment and are at different levels of skills such as reading and writing in their mother tongue. What is more, they have to cope with the difficult social task of finding new friends in a new environment and fitting in with a new social group of their peers. For the purpose of this study, the picturebook *Blue Chameleon* (2010) by Emily Gravett will be used during the first month of school with a randomly chosen class of first graders from a Croatian primary school. The possibility of the previous learning experience will be recorded. Field research will encompass four English lessons based on the selected picturebook. During the lessons, the teacher will be using a number of projects and activities created specifically for this picturebook. Instructional objectives will be set according to the curriculum and expanded according to the students' personal and cognitive needs and interests. The lessons will be audio-taped and consequently transcribed and analysed. The findings will be interpreted with regard to the methodology of children's response to picturebooks (Mourão, 2013).

Keywords: *authentic picturebooks; Blue Chameleon; EFL teaching; first graders; response to picturebooks*

INTRODUCTION

Many academics agree that literature can and should be used as an authentic text in teaching English as a foreign language (EFL teaching) to young learners. Moreover, in the EFL teaching context, "picturebooks have been referred to for over four decades" (Mourão & Bland, 2016, p. ii). Teachers and academics alike report on the many benefits of using literary texts in EFL teaching. The most important names in a

worldwide context are the inevitable Ellis and Brewster. Their *Storytelling Handbook for Primary Teachers* (1991) still stands next to *The Primary English Teacher's Guide* (Brewster, Ellis & Girard, 1991) on almost every foreign language teacher's bookshelf, being the starting point of every school practice based on authentic literature, especially picturebooks. Recently, their work has been reflected and continued in studies and papers by Ghosn (2002), Mourão (2015a, 2015b, 2017), Kümmerling-Meibauer (2017) and Ellis (2018) in a worldwide context, and Narančić Kovač (1999, 2019) in the Croatian educational context. Along with practical instructions on using picturebooks in the classroom, theoretical framework for analysing picturebooks from different perspectives has also been developed by Nodelman (1988; 1992/1996), Salisbury and Styles (2012), Arizpe and Styles (2003, 2016) and Narančić Kovač (2016a).

As Narančić Kovač (2016b, p. 9) points out, “teachers who are experts in early foreign language education generally agree that picturebooks are invaluable resources”. Reported benefits of using authentic literary texts in EFL teaching include a higher level of students' motivation to study and speak English, and, “combined with appropriate activities, contribute to the young learners' communicative skills development” (Illieva & Templer, 2015, p. 111; cf. Ghosn, 2002). Also, picturebooks as authentic literary texts “offer an authentic experience for language use” (Narančić Kovač, 2016, p. 9).

Picturebooks are fundamental in creating opportunities for developing multiple literacies: academic literacy (Ghosn, 2002), visual and verbal literacy (Narančić Kovač, 2016, 2019), emotional, cultural, environmental, nature, film literacy, critical thinking and learning literacy (Ellis, 2018). They can also be useful as a scaffolding context for FL learning and a tool for children's personal growth (Bland, 2010).

There are two key components to a successful exploitation of picturebooks' potential to the fullest in a foreign language classroom. The first component is a competent teacher who is able to ensure that linguistic, literary and didactic conditions are met. The second key component is the text itself. Teachers should choose texts in accordance with students' linguistic competence. Texts should not be too difficult, but, at the same time, they should be challenging enough and with a potential to expand pupils' vocabulary. Furthermore, a picturebook has to suit pupils' literary competences, which are, in most cases, still elementary in lower grades. It is up to the teacher to organize a successful lesson and prepare appropriate activities in connection with the chosen picturebook (Narančić Kovač, 2019).

Many authors also suggest other criteria for evaluation and selection of picturebooks for teaching purposes, such as choice of topics that children enjoy and are interesting to them (Lynch-Brown & Tomlinson, 1993/2008; Narančić Kovač, 2019), literary merit, culture-related and age-related accessibility, and empathetic and appealing characters (Bland, 2018).

In spite of all the benefits listed, it does not seem that many teachers in Croatia venture into using authentic picturebooks as an alternative to textbooks accompanied by various ready-made materials which can easily be used as the best learning material for the hypothetically perfect students, those in the non-existent golden mean. The

reasons for such behaviour are probably practical, but are not the focus of this research. The goal of this paper is to explore whether picturebooks can be used at the very beginning of the first grade in Croatian schools. Starting first grade might be considered challenging both for teachers and pupils since it encompasses many uncertainties and yet unknown factors. This paper will describe outcomes of a case study conducted in such conditions.

THE STUDY

The goal of this case study was to explore the usage of picturebooks with first graders during the first month of school. Without doubt, both pupils and their teachers face a number of challenges at that time. Pupils have to live through a transition from kindergarten into school, where cognitive challenges towards them grow each day. Also, emotional and social challenges might involve a pressure of fitting in with a new social group and developing new relationships, especially with new people (their teachers) and social roles in their lives. Teachers also start from the beginning in many ways. First of all, they have to get to know the students and their cognitive abilities, language skills (both in mother tongue and a foreign language), social skills and many other characteristics that define them as learners. Many teachers also have to adapt their teaching styles and lessons to a new group of pupils, once again.

This study was conducted during four English lessons designed specifically for the purpose of this case study. Apart from exploring the explained situation, we were also interested in finding out which lesson outcomes are possible to achieve with respect to the Croatian *National curriculum for the English language* (2019) and to investigate pupils' responses to picturebooks.

PARTICIPANTS

Participants were first-grade pupils (one large class) of a primary school in a Croatian town in Koprivnica-Križevci County. The class and the school were randomly selected.

From a total of 28 participants in this study, 16 (57%) of them were male and 12 (43%) female (presented in Figure 1). The study was conducted when the participants were between 6 and 7 years old. All participants speak Croatian as their mother tongue, and learn English as a foreign language.

In order to confirm basic information about our participants, such as age and gender, we asked parents to fill out short questionnaires. Apart from participants' age and gender, we asked parents to provide information regarding their kindergarten attendance of and/or other preschool programmes, including private English lessons.

To our surprise, the majority of the participants, precisely 96.4% of them, had attended kindergarten and one participant had attended a preschool programme. Based on the report in which only 43.6% of children (aged 3-6 years) of Koprivnica-Križevci County attended kindergartens in 2016 (Dobrotić, Matković & Menger, 2018, p. 30),

we wrongly anticipated that majority of the participants would have little experience in institutionalized education and mostly attend preschool programmes which are obligatory in Croatia (if children are not enrolled in a kindergarten programme).

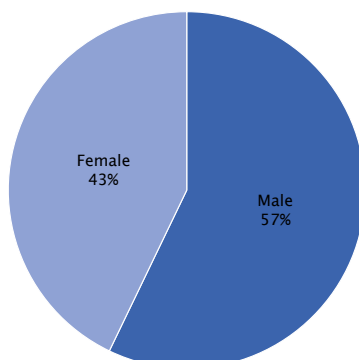


Figure 1 Total number of participants and their gender distribution.

Male	16
Female	12
Total	28

Regarding the previous English language learning experience (presented in Figure 2), out of 28 participants, 11 (39.3%) participants had attended English lessons as a part of the kindergarten programme, 3 (10.7%) participants had attended private English lessons, while 2 (3.6%) participants had attended English lessons both in a private arrangement and as a part of the kindergarten programme. On the other hand, 13 (46.4%) participants had not attended any kind of English language learning programme before starting school.

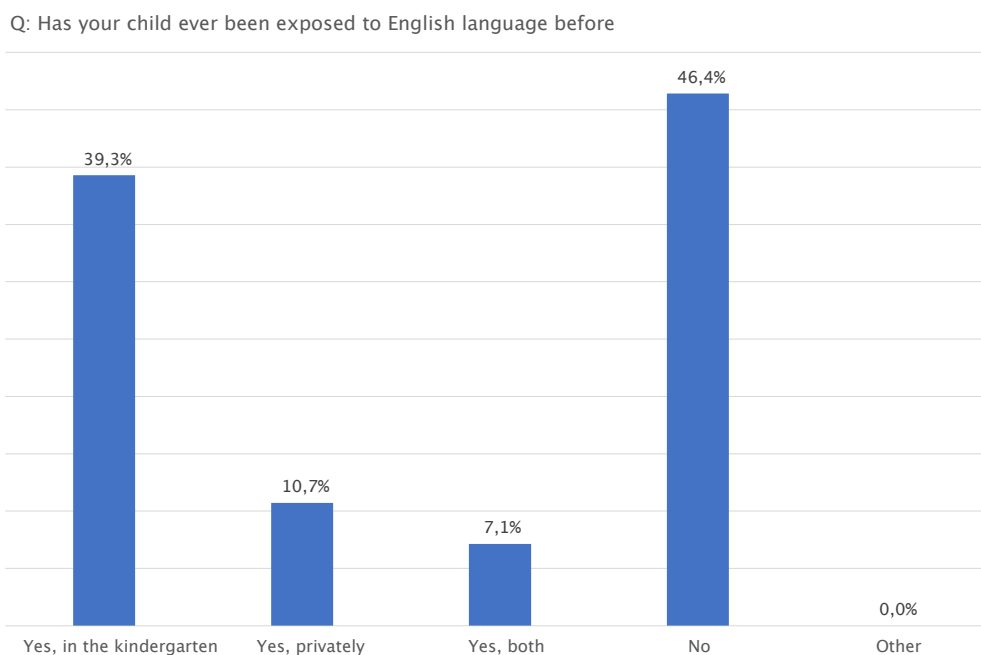


Figure 2 Pre-primary school attendance of English lessons

Next, we asked whether the participants had been exposed to the English language outside the formal learning context. The majority of participants had been exposed to the English language, as can be seen in Figure 3. Out of 28 participants, 25 (89.3%) of them had been exposed to it through the media such as movies, cartoons or TV programmes, and 2 (7.1%) participants had been exposed to it both through the media and other sources. Only 1 (3.6%) participant reported not having been exposed to English language in any way.

Parents also reported their children being exposed to other foreign languages besides English. While exactly 50% of them, or 14 participants in total, had not been exposed to any other language, the other 50% of the participants had been exposed to other languages. Some of those participants had been exposed to more than one language besides English: 7 participants had been exposed to German language, 4 to Spanish, 2 to Italian, 1 to Albanian, 1 to Macedonian, 1 to Czech, 1 to Russian, 1 to Portuguese and 1 to French language.

Q: Has your child ever been exposed to English language before

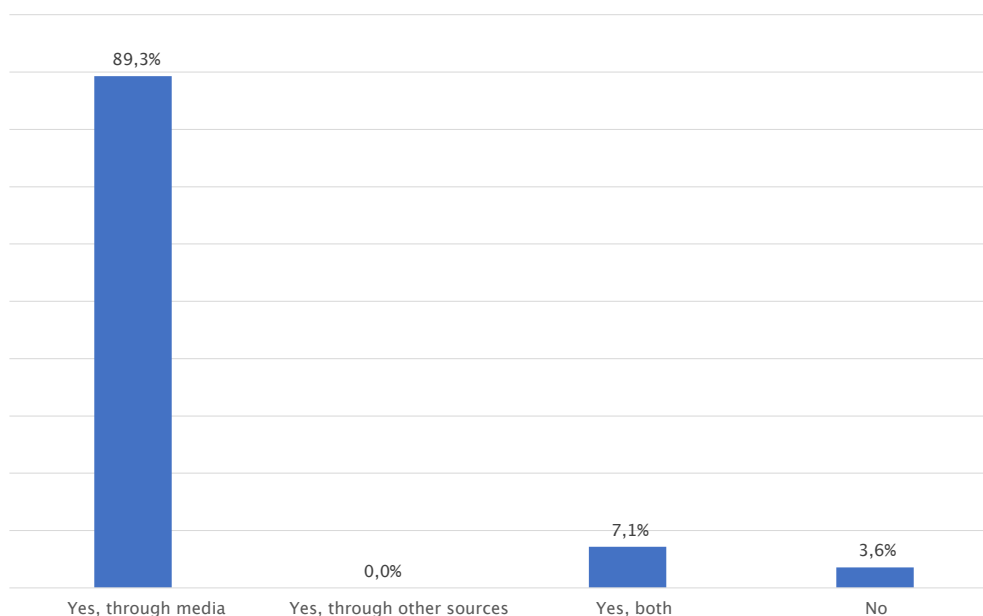


Figure 3 Percentage of students exposed to English language

CHOOSING A PICTUREBOOK

Lesson planning for first-graders started with the search for the perfect picturebook that would be appropriate for them, although we had little knowledge of their linguistic FL competences. For that reason we focused on finding a topic that would be interesting to them and emotionally rewarding, but at the same time not too demanding linguistically. The picturebook chosen for this particular case study was *Blue Chameleon* (2010) by Emily Gravett. The main character of the story is a blue chameleon who is desperate to find new friends, perhaps not unlike some of our participants. In order to find friends, the chameleon changes colours and shapes throughout the story to look like animals and objects which it encounters: it changes colour to be more similar to a banana, it changes shape to look like a ball, or it even imitates the voice of a cockatoo.

The chameleon is unhappy and alone until it shows its true colour, shape and voice and meets another chameleon that looks similar. Therefore, the topic of the picturebook is socially and culturally appropriate for young children starting school because they are at the beginning of something new and unfamiliar. They are facing new challenges and are trying to fit in with a new social group. A story character that successfully solves similar problems to theirs might help them cope with the new environment more easily and face their own challenges. Also, at a different emotional level, this picturebook is appropriate as a useful connection between the kindergarten and the beginning of school. Young children are still playful, curious and sometimes they require different inputs to align their desires and needs.

Linguistically, this picturebook can be a quality tool for young learners learning English at multiple levels. It offers simple word–illustration connections, but at the same time contains plenty of learning opportunities for expansion of pupils’ vocabulary. The vocabulary of the picturebook is simple and appropriate for the first-graders and it is in accordance with the Croatian curriculum. It is mostly associated with colours and simple objects or animals fairly known to young children. Also, there are short greeting phrases which are easily remembered and commonly used in everyday conversations.

Since the picturebook is multi-layered, it also offers plenty of opportunities to extend interpretation and activities beyond vocabulary and language learning. Such activities and projects would include focus on pupils’ personal response, emotional literacy and critical thinking. Unfortunately, time restrictions of this case study did not allow including such activities at this stage of research. However, emotional response and critical thinking were encouraged throughout the lessons.

DESIGNING LESSONS, PLANNING ACTIVITIES AND TEACHING

In the Croatian *National Curriculum for English Language* (2019), the proposed outcomes are divided into three domains: Communicative language competence (Domain A), Intercultural communication competence (Domain B) and Language learning autonomy (Domain C). Picturebooks are mentioned in the Intercultural communication competence domain. The educational outcome directly connected with picturebooks suggests that pupils should “recognize and react in a positive way to different literary texts”, including picturebooks (B.1.1).

The outcomes noted in the curriculum guided our selection of appropriate activities. The activities were then divided into four lessons. A short overview of lessons, activities and learning outcomes according to the curriculum is presented below.

The first two lessons were mostly designed to expose pupils to potentially new vocabulary, such as greetings and naming colours. In the first lesson, activities focused on greetings were presented and practiced by using TPR. The pupils successfully responded verbally and nonverbally to the teacher’s greetings and used appropriate greetings (curriculum outcome A. 1. 1.) such as *Hi!*, *Hello!*, *Nice to meet you!* and

Goodbye!. The teacher used a more personal approach to introduce colours. She first asked pupils *What is your lucky colour?* and *Why is this your lucky colour?* Pupils answered readily in Croatian with ample clarification. After that, each pupil got a piece of palm-shaped paper which they coloured using their favourite colours. The paper palms were also used for introducing the greetings (curriculum outcome B.1.2.) because, as the pupils concluded, we often greet someone using our hands. The next step was to transfer that communication into English, which was done by introducing sock puppets into the lesson. Sock puppets in pink, yellow, blue and green talked only in English, which prompted pupils to use English language more often and use names for colours by mimicking the English sound system (curriculum outcome A. 1. 4.).

The beginning of the second lesson was used to revise greetings and colours and to further guide pupils into using English language for communication. Next, a chameleon was introduced, which pupils recognized as a great opportunity to show their knowledge of naming colours in English. The topic proved to be of great interest to pupils and it could have easily been extended with various activities into a cross-curricular project. However, that was not possible in this research due to time restrictions.

The first reading of the picturebook occurred in the third lesson. While the teacher was reading and showing them the picturebook, children were seated around her in a semi-circle. The teacher tried to engage pupils in the reading of the picturebook as much as possible. That included the teacher's questions about the characters or the plot of the story (for example: *How does a pink cockatoo walk?*, or *If a sock could walk, what would that look like?*). At the beginning, only a few students were eager to actively participate and share their opinion, while the others were concentrated on the story and were listening carefully to the teacher (curriculum outcome C. 1. 1.). After the first reading, pupils felt more comfortable and were encouraged to actively participate in the lesson; therefore, the second reading was often interrupted by pupil's descriptions of the characters, additional questions or predictions (curriculum outcome B. 1. 3.). The pupils were also encouraged to show their answers using their bodies. In that way, eventually all the pupils actively participated in the reading of the picturebook and offered their own interpretations (curriculum outcomes C. 1. 4. and C.1.5.).

In the fourth lesson, the emphasis was put on pupils' movements. The pupils followed the teacher's instructions such as *Walk to the green wall like a chameleon!*, or they were encouraged to show or say what they had learned during the previous lessons by playing the dice game with different instructions on each side (curriculum outcomes A. 1. 2. and A. 1. 3.). The fourth lesson continued with the *Bingo game* with colours, animals and items mentioned in the picturebook and the lesson ended with pupils working in smaller groups and colouring their own chameleon with the colours they learned during the previous lessons. The pupils were ready to work together and enjoyed expressing themselves in a creative way (curriculum outcome C.1.3.). At the end of the lesson, their chameleons were displayed in the classroom and the pupils even named them.

METHODOLOGY

This case study followed the interpretative paradigm of qualitative research. The four English lessons based on the picturebook *Blue Chameleon* took place twice a week, lasting for 45 minutes each. The lessons were observed, recorded and later transcribed. Due to a somewhat larger number of pupils in the classroom, read-alouds with the whole classroom were challenging to transcribe from the recording because of pupils' overlapping utterances. For that reason, six random pupils were recorded reading and talking about the picturebook after the lessons. Transcripts from individual sessions were then added to the corpus.

Pupils' utterances and classroom communication were analysed following the methodology for understanding children's responses to picturebooks developed by Mourão (2013, 2015b) and based on Sipe's grounded theory of literary understanding (2000, 2008). Mourão's methodological categories were adjusted to a smaller extent to meet the conditions of this particular research.

RESULTS AND DISCUSSION

Children were very interested in the activities, even in the introductory period. Picturebook readings prompted nonverbal (physical) and verbal responses. Pupils' verbal responses were mostly in their mother tongue or combined with foreign language utterances. However, several pupils in the classroom stood out with their accurate and abundant use of English, which consequently prompted other pupils to use English as well, even in cases when the teacher used Croatian.

In reference to the *Croatian National Curriculum for English Language* (2019), the number of outcomes achieved in the four lessons described above is almost equal across all the domains (Table 1). All the outcomes set beforehand were successfully achieved, but at different levels, which is in line with the curriculum.

Table 1 Curriculum outcomes achieved during the lessons

Domain	Educational outcomes	Examples from the lessons
Communicative language competence (Domain A)	A.1.1. Verbally and nonverbally responds to words, to short and simple instructions and questions.	- pupils reacted to the teacher's greetings, responded with greeting phrases they mentioned in the classroom or which they had already known - pupils answered the teacher's questions (yes/no questions were usually answered in English, longer answers expressed mostly in Croatian) - pupils connected illustrations and pictures with the words (e.g. Bingo game)
	A.1.2. Visually recognizes pictures of simple words.	-pupils read instructions in English and showed appropriate movements
	A.1.3. Repeats the words and very short and simple sentences mimicking the English sound system.	- students repeated short greeting phrases at the end and at the beginning of the lessons - pupils described items (e.g. socks, their new "friends") - pupils repeated the names of the items, animals, colours while reading the picturebook together

Domain	Educational outcomes	Examples from the lessons
Communicative language competence (Domain A)	A.1.4. Uses frequent words mimicking the English sound system.	<ul style="list-style-type: none"> - greetings (Hi, Hello, Goodbye) - colours - animals (cockatoo, chameleon, grasshopper) - items (ball, banana, sock, rock) - adjectives (sad, lonely)
Intercultural communication competence (Domain B)	B.1.1. Notices intercultural experiences in a familiar context, notices the basic facts and characteristics of the target culture and other cultures; notices similarities with her/his own culture.	<ul style="list-style-type: none"> - positive attitudes towards the picturebook - students enjoyed reading the picturebook and playing games based on the picturebook, they were happy to participate in different activities during several English lessons
	B.1.2. Recognizes and mimics the basic patterns of polite behaviour in simulated and/or actual intercultural encounters.	<ul style="list-style-type: none"> - greetings at the beginning and at the end of each lesson
	B.1.3. Shows interest in learning about the target culture.	<ul style="list-style-type: none"> - pupils were happy to participate in each activity - pupils listened carefully while the teacher was reading the picturebook, participated and answered the questions about the picturebook (e.g. <i>The chameleon is sad because nobody wants to hang out with him.</i>) - pupils commented on what they saw and knew (e.g. how chameleons change colours and what they eat) - pupils asked additional questions (e.g. <i>Why does the ball go "pssst" ?; Is this what the snake sounds?")</i>)
Language learning autonomy (Domain C)	C.1.1. Notices and uses the most basic cognitive language learning strategies.	<ul style="list-style-type: none"> - pupils were carefully listening to the teacher while reading the book - pupils were repeating the phrases and the words - pupils were mimicking the sounds (<i>How does a cockatoo sound?, What does the fish say?)</i>)
	C.1.3. Notices and uses the most basic social-affective language learning strategies.	<ul style="list-style-type: none"> - all pupils had positive attitudes towards learning the language (even though some of them were a bit shy, they still participated in the lessons) - pupils didn't have any problems while working in pairs or in groups (they were actually happy to work together; even though the teacher had to explain how to work in pairs a few times which is normal because they had just started the first grade) - pupils were happy to participate in games; TPR
	C.1.4. Notices and applies the most basic techniques of creative expression.	<ul style="list-style-type: none"> - pupils successfully dramatized certain situations (e.g. <i>How can a ball jump?, How does the cockatoo sound?, If banana could talk, what would it say?)</i>) - pupils were colouring their own happy chameleon using the previously mentioned colours
	C.1.5. Notices facts and opinions in very short frequent simple phrases and sentences.	<ul style="list-style-type: none"> - pupils positively reacted to every input they got during the four English lessons

Pupils' responses to the picturebook are described in the following groups of categories: analytical response, intertextual response, personal response, transparent response and the performative response (Mourão, 2013, 2015b). Each group is further divided into categories and exemplified.

THE ANALYTICAL RESPONSE

The analytical response includes five categories: the analysis of narrative meaning (prediction, describing the plot, describing and making inferences about characters, recognizing cause and effect, constructing a narrative through discussion); the analysis of illustration (identifying and labelling, describing actions); the analysis of story language (savouring verbal text, the graphic feature of the verbal text); the analysis of the book as object and the analysis of linguistic codes (Mourão, 2013).

ANALYSIS OF NARRATIVE MEANING

Predictions occurred only during the first reading of the picturebook. At the beginning of reading, several children tried to predict the story according to the cover (Example 1).

Example 1:

Teacher: ...Zašto se slikovnica zove Blue chameleon? [Why is the picturebook titled Blue chameleon?]

Pupil: Zato jer je plavi. [Because he is blue.]

Teacher: Ovaj ovdje je plavi? OK. Što mislite, što radi ovdje? [This one here is blue? Ok. What do you think, what is he doing here?]

Pupil: Spava. [Sleeping.]

Teacher: Izgleda ti kao da spava? [He looks like he's sleeping?] He is sleeping?

Pupil: Nešto lovi! [He's hunting something!]

Mourão (2013) claims that predictions based on the cover of the book are the most common predictions. Later in the reading and throughout the story pupils were trying to guess the characters according to the chameleon's shape and colour (Example 2).

Example 2:

Teacher: Pa kome on to kaže? [So to whom is he saying this?]

Pupil: Blue chameleon.

Teacher: Drugom blue chameleonu? [To another blue chameleon?]

Pupil: Drugom žutom chameleonu. [To another yellow chameleon.]

Teacher: Drugom žutom chameleonu? [To another yellow chameleon?]

Pupil: Možda onom light blue? [Maybe to that light blue one?]

After several re-readings, pupils started describing the plot in order to make sense of the story. In Example 3, a pupil is describing how the chameleon found a friend. He assumes that his new friend is the rock on which the chameleon is sitting because the chameleon is grey, as a rock. His description is based on the visual input (the illustration) and his understanding is inaccurate.

Example 3:

Pupil: Bar si je sad napokon našao prijatelja. [At least he has finally found a friend.]

Teacher: Misliš da je? A što tu kaže? [You think so? And what is he saying here?] *I give up*.

Pupil: Grey rock. Da. [Yes.] *I give up* znači ja sam, ja odustajem. [*I give up* means I am, I give up.]

Teacher: Tako je! A je li našao već prijatelja? [That's right. But has he already found a friend?]

Pupil: Pa da! [Well yes!]

Teacher: Pa gdje je? [So where is he?]

Pupil: Pa rock. [Well, rock.]

Teacher: Aha, ti misliš da je *rock* njegov prijatelj? [Aha, you think that the rock is his friend?]

Pupil: Da, da zato jer sjedi na njemu. I sivi su. [Yes, yes, because he's sitting on him. And they are grey.]

Teacher: A *rock* nije pobjegao od njega. [And *rock* hasn't run away from him.]

Pupil: I sivi su. [And they are grey.]

Pupils were eager to learn more about the characters than the picturebook offers in the visual or the verbal text. In Example 4, the chameleon tries to befriend a spotty ball. A pupil is interested in the details about the ball:

Example 4:

Pupil: Spotty ball. Jel' to ona mala skakavica? [Is that the bouncy one?]

Teacher: Možda. Možda je mala, možda je velika. [Perhaps. Perhaps it's small, perhaps it's big.]

Pupil: Ona za nogomet ili ona – [inaudible]. [The one for football or the one -.]

Teacher: Što ti misliš? [What do you think?]

Pupil: Ja mislim da je ona tam onako mala koja se *bounce*. [I think that it's the small one over there that *bounces*.] Bounce to the sky!

In most of the cases pupils were successful in deciding on the cause and effect in the story. For example, when the teacher asked why the chameleon was sad, pupils readily answered in their mother tongue: *Because no one wants to mingle with him*. Pupils also eagerly discussed pieces of the narrative between themselves in order to construct it. They discussed why the chameleon is lonely and sad, what the cockatoo sounds like (and tried to imitate the sound), why the chameleon is colourful when he is happy, and so on.

Mourão (2013, p. 104) believes that “analysis of narrative meaning is an essential part of response to picturebooks”. In our case study, pupils were active in constructing the meaning and eager to use English as much as they could. In most of the cases, they used Croatian as a sort of supportive language in combination with English.

ANALYSIS OF ILLUSTRATION

Pupils' responses to illustrations were mostly descriptive and in Croatian, as it is illustrated in Example 1. Pupils were successful in identifying and labelling, probably because of the vocabulary that was taught before reading the picturebook. However, it is interesting that the pupils perpetually offered more vocabulary than necessary for describing or identifying, especially when the topic was colours. In Example 2, a pupil used the expression *light blue* to be more precise in naming that particular colour. During the lessons pupils also mentioned colours that were not part of the initial target vocabulary (blue, green, yellow, pink). Apart from the light blue colour, they added purple, white, red, light green, orange, brown and grey. It seems that students wanted to use English as much as possible and demonstrate their vocabulary knowledge.

ANALYSIS OF STORY LANGUAGE

Pupils often savoured the verbal text by repeating it after the teacher had read it aloud, which was also reported in Mourão's study (2013). They enjoyed chanting greetings (*Hi!, Hello!, Howdy!*) and phrases (*Can I hang out with you?*), as well as colours.

Since parts of the verbal text are written in speech bubbles, pupils recognized them, but did not pay any special attention to them. From time to time, they would nonverbally acknowledge that the chameleon is saying something that is written in the speech bubble.

ANALYSIS OF BOOK AS OBJECT

Due to the time limitations, there were no planned activities focusing on the different parts of the book (covers, title page, dedication, etc.) or naming the author of the text and illustrations. Consequently, pupils showed no interest whatsoever in those details. This observation has once again highlighted the role and importance of teachers guiding the activities and scaffolding understanding of, in this case, how the book can be created by someone and for someone (cf. Mourão, 2013).

ANALYSIS OF LINGUISTIC CODES

According to Mourão (2013, p. 107), "analysis of (linguistic) codes constitutes any response that indicates children are actively considering one or other, or both of the codes at their disposal: the L1 and the L2. The act of thinking about two codes demonstrates a developing metalinguistic awareness". In our study pupils often demonstrated understanding of English words by immediately translating them into Croatian (Example 5), or demonstrated their knowledge of English by translating a Croatian word into English, mostly regarding vocabulary relating to colours.

Example 5.

Pupil: Teacher, teacher! Fish je riba, a fishie je ribica. [*Fish* is fish, and *fishie* is a small fish.]

THE INTERTEXTUAL RESPONSE

This response signifies connections pupils make between the picturebook and other texts, regardless of the media of the text (a movie, a television programme, a book, a chant, a song, a game, etc.) and language code (mother tongue or a foreign language(s)). As reported by Sipe (2000) and Mourão (2013), children often use the intertextual response to make sense of the story and to predict and compare elements of the story.

In this study, pupils did not rely on or make any intertextual references to texts in Croatian or English. They were focused on the picturebook and its contents.

THE PERSONAL RESPONSE

This category refers to children's responses to their own personal experience, such as unelaborated comparisons to personal experience, giving opinions based on personal references and bringing their understanding of the world into discussion (Mourão 2013).

Pupils often made short comparisons to their personal experience to understand the story. For example, a pupil, trying to decide on the reason why a sock would not want to be the chameleon's friend, quietly commented in English: *Socks can't walk because they don't have legs*. The pupil in question was in fact deciding that socks are not living beings by naming its characteristics, and a non-living thing cannot be a friend.

The only recorded instances of pupils giving opinions based on personal preferences were connections with some of the characters in the book, which is typical, according to Mourão (2013). Pupils would mimic some of the chameleon's positions and shapes or try to sound like a parrot from the picturebook.

As mentioned above, pupils enjoyed discussing the picturebook and they would often readily bring their understanding of the world into discussions. For example, they debated the chameleon's feelings based on his colours that were changing from page to page. They moved the discussion away from the picturebook and continued on to colour people's feelings. This was also prompted by one of the first activities that the teacher introduced at the beginning of the first lesson. When the teacher asked which colour was their favourite colour, the pupils were ready to discuss their choices and often connected their favourite colours with times they felt happy.

THE TRANSPARENT RESPONSE

This response includes "unconstrained responses" to the picturebook and consists of genuine emotional responses, sound effects and dramatizations, interactions with the story characters and reliving the experience (Mourão, 2013, p. 110).

The teacher successfully created a safe and relaxed atmosphere in which pupils were encouraged to enjoy the picturebook in their own way, sharing both verbal and

nonverbal interpretations or comments. In addition to bountiful and constant sound-effects throughout the readings, pupils often showed genuine emotional responses and spontaneously wanted to dramatize certain actions, which was also encouraged by the teacher. For example, when pupils imitated the way in which some animals move (*jump like a grasshopper*), the teacher would support creative thinking by asking them: *How would a snail jump?* Such questions were not considered problematic by pupils and they would gladly explore their own movements and enjoy other pupils' ideas to try and find out an answer to that question.

We have recorded no examples of pupils interacting with the story characters. This could perhaps be explained by the fact that the main character has no success in interacting with others until the end, when another chameleon starts the communication with him. Pupils would simply copy the repeated (mis)communications between the characters and omit interaction.

However, pupils gladly relived the situations from the picturebook, such as greetings which they would use in every subsequent lesson. They also spontaneously used sock puppets presented by the teacher in their first lesson and practiced meeting friends, which continued into the performative response to the picturebook.

THE PERFORMATIVE RESPONSE

As stated by Mourão (2013, p. 111), “the difference between the performative and the transparent response involves some form of pre-meditation, using the picturebook as a platform for a personal creative purpose”. The abovementioned example with sock puppets illustrates how children easily combine knowledge, vocabulary and skills at their disposal to practise a foreign language creatively. The role of the teacher was to offer scaffolding, adequate support and freedom of playing with and enjoying the picturebook. The pupils simply made use of everything at their disposal.

CONCLUSION

The main aim of this study was to explore using picturebooks at the very beginning of the first grade. The usual preparations regarding choosing a picturebook and lesson planning were made. The outcomes of the curriculum were included and incorporated into the planned activities, and achieved easily. By playing the games or participating in the activities during the four English lessons, children were able to recognize and imitate basic polite behavioural patterns in simulated and real situations, using short greeting phrases at the beginning and at the end of each lesson. They also showed interest in English language and culture by asking various questions about the vocabulary or illustrations in the book. Pupils' attitudes towards English and learning English were extremely positive and they wanted to collaborate with the teacher as much as possible. It seemed that they took advantage of anything at their disposal to enjoy and learn English. They managed to acquire new vocabulary and short phrases through games and planned activities based on the picturebook.

The pupils responded to the picturebook both verbally and nonverbally. They were very interested in participating in the story, offered their own interpretations of the story and were eager to show what they already knew or what they learned during these English lessons. They repeated words and short and easy phrases and sentences mimicking the English sound system and used them in conversations during the lessons. Their responses were often both nonverbal and verbal, and expressed in a combined use of Croatian and English. The extent of pupils' responses divided into the analytical, intertextual, personal, transparent and performative responses proved the successful use of the picturebook at the beginning of the first grade.

The implications of this case study for teaching English as a foreign language are numerous. The findings further support claims by Mourão (2015a, 2017) and Narančić Kovač (1999, 2019) that there are numerous benefits that picturebooks can bring into a foreign language classroom. As was suggested in this research, authentic picturebooks can be used successfully from the very first day of English lessons, despite the individual differences between the pupils.

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Slikovnica za početak: studija slučaja

SAŽETAK

Prednosti izvornih književnih tekstova u poučavanju engleskoga kao stranoga jezika prepoznate su zahvaljujući mnogima, uključujući Mourão (2017) u svjetskom kontekstu i Narančić Kovač (1999, 2019) s posebnim osvrtom na hrvatski obrazovni kontekst.

Unatoč tome, mnogi učitelji i dalje ne koriste izvornu slikovnicu u nastavi engleskoga kao stranoga jezika. Svrha ovoga rada je istražiti može li se izvorna slikovnica koristiti na samom početku nastave engleskoga jezika u prvome razredu hrvatskih osnovnih škola. Učenici u toj fazi razvoja imaju slabo ili nikakvo prethodno iskustvo učenja engleskoga jezika u organiziranom okruženju i njihove su vještine, poput čitanja i pisanja, čak i na materinskom jeziku, na različitim razinama. Također, suočavaju se s teškim zadatkom pronalaženja novih prijatelja u novom okruženju i uključivanja u društvene skupine svojih vršnjaka.

Za potrebe ovoga istraživanja odabrana je slikovnica *Blue Chameleon* (2010) Emily Gravett koja je korištena tijekom prvoga mjeseca nastave u prvome razredu hrvatske osnovne škole odabranome slučajnim odabirom. Podatci o mogućem prethodnom iskustvu učenja engleskoga jezika u učenika prikupljeni su upitnikom. Područje istraživanja obuhvaća četiri sata engleskoga jezika koji će se temeljiti na odabranoj slikovnici. Tijekom nastavnih sati učiteljica koristi projekte i aktivnosti osmišljene posebno za odabranu slikovnicu. Ciljevi sata u skladu su s *Nacionalnim kurikulumom za nastavni predmet Engleski jezik* (2019) i prošireni u skladu s učeničkim individualnim i kognitivnim potrebama i interesima. Nastavni satovi su snimani te transkribirani i analizirani. Zaključci su tumačeni s obzirom na metodologiju dječjeg odgovora na slikovnicu.

Ključne riječi: *Blue Chameleon; izvorna slikovnica; odgovor na slikovnicu; poučavanje engleskoga kao stranoga jezika; prvi razred*

Gender Representation in Croatian EFL Textbooks: Has Anything Changed?

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Original research paper

ABSTRACT

In this article, gender, as an object of interdisciplinary investigation, is examined from a sociolinguistic perspective, whereby gender is a social construct, determined by social roles and norms (Lindsey, 2015), while language is an active mechanism which is influenced by thinking and perception and therefore has an impact on social identity formation. EFL textbooks are the best source for the investigation of gender representation as they are designed to reflect the most common and prevailing features of gender representation in a society, providing a linguistic background for gender description at the same time. Previous research of foreign language textbooks in Croatia (e.g. Andraka, 2020; Bilić-Štefan, 2008; Petravić, 2010; Vrhovac, 1999 and other) mention gender issues. However, there has been no systematic in-depth research into the topic to date. Gender issues in EFL textbooks can be investigated: (1) through socially marked gender items (such as gender roles, gender attributes, occupations, visibility and dialogues) and (2) through linguistic items (e. g. gender-marked nouns, pronouns, derivational morphemes, titles and “firstness”), the choice of vocabulary items used with respect to gender. Some aspects of the latter are analysed in this study. An investigation into gender representation in Croatian-authored EFL textbooks for primary school has been conducted, drawing a comparison between textbooks used in the 1980s – 40 years ago – and those in use today. A mixed methods content analysis is used for collecting and interpreting the data. The quantitative approach is used for calculating the relative frequency of occurrence of gender-marked linguistic features. Qualitative analysis is used to analyse the particular items in context and helps interpret the quantitative results. The aim is to find out similarities and differences in the way these textbooks, used in different periods and during different political systems, deal with gender issues.

Keywords: *EFL textbooks; English language teaching; gender representation; linguistic analysis; primary school.*

INTRODUCTION

There is no doubt that textbooks play a major role in formal education. The learning activities, organization of the classroom and teachers' use of language are often based on textbook design. The majority of textbooks used in teaching English as a foreign language (TEFL) focus on developing and expanding learners' linguistic competence and make it their main aim. However, EFL textbooks should not focus exclusively on developing learners' language skills and disseminating knowledge to learners. Since they also reflect, construct and reproduce certain worldviews as well as the writers' beliefs, they have the potential to influence young learners in various ways (Gullicks, Pearson, Child, & Schwab, 2005). Their role as cultural and social mediators is also significant in which case, if used properly, they will encourage learner participation in discussion, debate and exchange of information.

Textbooks should also develop awareness about conventional behaviour in usual situations in the source culture, the target culture and other cultures, and they should present stereotypes in an unbiased way (Tomalin & Stempleski, 1993), offering a realistic picture of culture and society, freed from ideological tendencies and clearly showing that the characters are a product of their own time. Another aspect present in EFL textbooks is gender representation in society, which makes them a very good source for the investigation of gender roles and gender representation, providing at the same time a linguistic background for gender description.

Gender, as an object of interdisciplinary investigation, can be examined from a sociolinguistic perspective, whereby gender is a social construct, determined by social roles and norms (Lindsey, 2015), while language is an active mechanism which is influenced by thinking and perception and therefore has an impact on social identity formation. Therefore, it can be argued that textbooks play a very important role in both formal and hidden curricula. Stromquist, Lee, and Brock-Utne (1998) maintain that textbooks and educational materials have lasting influences on learners' beliefs about gender roles, as the phrases and stories heard and learnt regarding women and men condition their minds.

THEORETICAL BACKGROUND

Investigation of gender roles/gender representation in EFL textbooks can be based on several dichotomies. One of them is the distinction between conscious or explicit and unconscious or implicit learning. This dichotomy is discussed in a number of relevant writings (see for example Schmidt 1990, 1994; Robinson, 1996; DeKeyser, 2003; Ellis, 2005)¹. As it is argued, conscious learning is related to conscious mental integration of the material. In contrast, unconscious learning is taking up things without realization. Although there is no consensus on the role of consciousness, we believe this dichotomy can be applied in studying gender roles, occupations, appearances, behaviour patterns hidden in the content of textbooks, as they do not represent the primary content to be consciously acquired by learners. But if genders are presented in a biased way, this can influence the learners' perception of gender identity and it "limits his or her

¹For a review of literature on conscious and unconscious learning, mental representation and instruction material see also: Kuldas, Ismail, Hashim, & AbuBakar (2013).

understanding of the other sex making it inferior or superior” (Davies, 1995, p.1). The stereotypical division between male and female roles in textbooks is still evident and it can influence the learners’ social behaviour and their performances. This subtle sexism is frequently hidden or unseen as it is not directly related to the content of the subject taught. Thus, it is not learned consciously and intentionally, but is, on the contrary, acquired unconsciously, without the learner’s realization. For this reason, research into gender representation in EFL textbooks represents an aspect of hidden curriculum study (see, for example, Martin, 1976; Novosel, 2014).

A second dichotomy to be considered is Widdowson’s distinction between systematic and schematic knowledge (Widdowson, 1990, p. 14; see also Alptekin, 1993), two aspects of knowledge provided by textbooks of foreign languages. Systematic knowledge is made up of the properties of languages, i.e. syntax and semantics. Schematic knowledge, on the other hand, is acquired knowledge about the social environment of the target language. In other words, learners do not only become acquainted with the target language, but concurrently learn aspects of the cultural environment and the way native speakers of the target language view the world.

PREVIOUS RESEARCH

Research on hidden curriculum in EFL is relatively rare. The seminal gender analysis of ESL textbooks was undertaken by Hartman and Judd in 1978. They studied several textbooks published over a period of twelve years. The authors proposed that “many ESL texts in current use present needlessly stereotyped portrayals of men and women, whether through one-sided role allocation, overt put downs, or simple omissions” (Hartman & Judd, 1978, p. 384). Women in these textbooks suffered from low visibility. With regard to occupations, men were given diverse roles and prestigious jobs, while women were limited to traditional roles such as housewife, nurse and stewardess (*ibid.*, p. 387). They also focused on the generic use of “he”, the word “man” as a bound suffix, the boy/girl differential and male/female titles. All of the above features, according to the authors, were “found to bias the portrayal of women” (*ibid.*, p. 383).

Five years later, Porreca (1984) evaluated 15 textbooks adopting similar criteria in an attempt to determine if change had occurred since the Hartman and Judd analysis. Porreca’s quantitative analysis focused on female visibility, firstness or “the number of times that males and females were presented first in exercises, examples and sentences” (*ibid.*, p. 712), occupations, masculine generic constructions and adjectives used to describe both sexes. Porreca’s findings provided evidence that five years after the Hartman and Judd study, sexism in EFL textbooks was still a problem. Women were mentioned half as often as men, firstness for men was three times more prevalent than female firstness and women were less visible in occupational roles (*ibid.*, p. 719).

Cunningsworth (1995, p. 91) claimed that “gender differences are not the only area of possible discrimination or unflattering portrayal”. In his case study of topics in six general elementary and pre-intermediate level textbooks he looked at how various people were represented according to the categories of “ethnic origin, occupation, age,

social class, disability” (ibid.). He found that in terms of age, most characters were youngish teenagers. Adults appeared solely in their role as parent, youth group organizer, police officer, and teacher. In terms of gender, even though the representation of women and men showed an equal balance, there were some topics, such as famous people in history, which showed an unbalanced distribution of male and female persons. Social class was barely evident, signalling a classless society, but closer analysis showed that the middle class prevailed (ibid., pp. 92-94).

More recently, in an investigation of ELT textbooks addressed to Italian students over time², Vettorel and Lopriore (2013) found that the textbooks appear to represent more traditional than innovative views on women, although there is a correspondence between gender representations and ongoing changes in society.

Musty (2015) examined the ways in which an EFL textbook³ represents gender in British society. The analysis focused on linguistic representations, including occupational roles held by each gender, firstness, adjectival descriptions and address terms (e.g. features of turn-taking). The text appeared to contain some elements of gender bias, but the author concludes that generalisations about EFL textbooks cannot be made, and suggests reinvestigating the textbook with regard to other social groups, such as ethnic minorities. Similarly, Lee’s (2014, p. 51) investigation of Japanese EFL textbooks revealed that “gender disparities in the forms of female invisibility, male firstness and stereotypical images are still prevalent in the textbooks examined”.

In the Croatian context, the focus of research was on Croatian language/literature textbooks. In her analysis of the presentation of women in Croatian language and literature textbooks for primary and secondary school, Baranović (2000, p. 102) found that the textbooks “show numerous examples of multiple male dominance of textbook content and stereotyping of male roles and traits”. Ten years later, Baranović, Doolan, and Jugović (2010, p. 374) concluded that the long-lasting patriarchal legacy and political affirmation of traditional values was still visible in textbooks, with men dominating the textbooks both as authors of the texts and as the characters referred to in these texts. The stereotypical role of the woman as mother, and the family with children is promoted as the preferred form of family life in adulthood. On the other hand, there are also examples of non-stereotypical gender representations of characters, which could contribute to a more gender-sensitive learning environment.

Previous research of foreign language textbooks in Croatia (e.g. Bilić-Štefan, 2008; Petravić, 2010; Vrhovac, 1999, 2019; Andraka, 2016, 2020;) mention gender issues and gender-related stereotypes, but most of them do not deal with them primarily. Andraka (2016) conducted an investigation into how the topic of professions is represented in Croatian-published primary school textbooks of English in the period between 1950 and 2010. The research results have led her to the conclusion that representations of professions changed over time with respect to gender roles, to the selection of represented professions and the presentation of the teaching profession. In the case of the teaching profession, textbook representations do not always reflect reality and do not attempt to raise awareness regarding the issue of its increasing

²The analysis focused on textbooks published between the 1950s and the beginning of the 1980s in order to represent different historical perspectives. It comprised textbooks for secondary school and adult learners

³Speakout: Elementary from British publisher Pearson Longman in association with the BBC.

feminisation in recent decades. The results can shed light on the existence of cultural and gender stereotypes (both through occupational roles and domestic roles as part of gender roles).

Gender roles and the teaching profession have been studied by Vuković (1995), who found out that there has been a global trend towards feminization in the profession since the 1960s, consequently contributing to the tendency that the teaching profession does not represent the first choice for a significant number of university students. Novosel (2014) investigated the hidden curriculum in EFL textbooks published in Croatia, the UK, Russia and South Africa, attempting to identify whether different sociocultural contexts have an impact on hidden curriculum.

The majority of the abovementioned investigations have shown a male-dominated tradition in most of the analysed textbooks with some changes towards balanced presentations of male and female characters over time. The research conducted in Croatia seems to follow global investigations with a delay of two decades, as the first substantial gender studies of school textbooks appeared at the turn of the 20th century, and others followed later. Besides, there has been no systematic research into the connection of gender and linguistic content of FL textbooks. That is why this segment of gender studies seems to be relevant even today.

THE STUDY

Gender issues in EFL textbooks can be investigated: (1) through socially marked gender items (such as gender roles, gender attributes, occupations, visibility and dialogues) and (2) through linguistic items (e. g. gender-marked and gender-neutral nouns, pronouns, titles and firstness, the choice of vocabulary items used with respect to gender – adjectives and verbs). Since in the Croatian context most research was carried out through socially marked gender items, we decided to focus on the latter, that is, an analysis based on linguistic items (pronouns, nouns, adjectives and verbs). The aim of the research was to find out similarities and differences in the way English textbooks, used in different periods, deal with gender issues. More specifically, the study aims to investigate how the female and male gender are portrayed in old and new textbooks in terms of visibility of male/female characters, gender stereotyping of professions, as well as common physical and personality traits ascribed to men and women. In the attempt to investigate these issues, the following research questions were set:

1. What is the ratio of female-to-male appearances? This question refers to the textual situations, i.e. to the presence of male and female gender words (such as, mum/dad, brother/sister, man/woman, he/she, etc.)
2. Do male/female/gender-neutral assumptions prevail with nouns when the gender of the person is not known?
3. What are the common address titles used for women?
4. What are the most common adjectives and verbs ascribed to women and men?

In the investigation we looked into two textbooks from a Croatian-authored series used in the 1980s, in grades 5 (10 to 11-year-olds) and 8 (14 to 15-year-olds) of primary school and compared them with two textbooks used in the same grades of primary school today. The textbooks analysed were *I Speak English* for the 5th grade of primary school by Brozović and Gerčan, published in 1984 (ISE5/old textbook 5th grade), *I Speak English* for the 8th grade of primary school by same authors, published in 1992 (ISE8/old textbook 8th grade), *Way to Go 2* for the 5th grade of primary school by Anić and Ivković, published in 2019 (W2G2/new textbook 5th grade), and *Way to Go 5 Plus* for the 8th grade of primary school by Džeba and Mardešić, published in 2018 (W2G5/new textbook 8th grade).

METHODOLOGY

The aim of the research was to find out similarities and differences in the way these textbooks, used in different periods and during different political systems, deal with gender issues.

We looked into the following:

- the ratio of male and female gender words, including the frequency of occurrence of feminine and masculine pronouns; the female/male gender words analysed were the ones related to family roles and relationships, such as mum-dad, sister-brother, as well as general nouns denoting males or females (woman-man, boy-girl, etc.);
- the use of masculine generic pronouns (he, him, his) in cases when the noun gender is unknown (for example teacher, doctor, etc.) to find out to what extent masculine assumptions were made;
- the use of masculine generic nouns when referring to people in general;
- common address titles used for women (honorifics);
- adjectives ascribed to men and women which include selected adjectives collocating with she/he, woman/man, men/women, boy[s]/girl[s], female and male characters;
- collocations with action and state verbs denoting dynamic activities (e.g. go, work, play) and static perceptions, emotions and senses (e.g. feel, like, hate), collocating with she/he, woman/man, women/men, boy[s]/girl[s], female and male characters in the texts.

A mixed methods content analysis was used for collecting and interpreting the data⁴. The quantitative approach was used for calculating the relative frequency of occurrence of gender-marked linguistic features, such as masculine and feminine nouns (e.g. family roles, professions), pronouns and address titles, as well as gender-neutral lexical items, such as generic *they* or symmetrical paired pronouns *he/him*, which allowed us to answer research questions 1, 2 and 3 (see Table 1). Content analysis concerned with analysing content through classification, coding and evaluation was used to analyse the particular items in context and help interpret the quantitative

⁴More on mixed methods see Fraenkel & Wallen, 2006; Cresswell & Plano Clark, 2011; Andracka, 2020.

results. In the case where there was no pronoun/noun combination, the study took a holistic approach and examined the context in which these jobs were presented, i.e. we looked for possible illustrations and additional textual information.

Table 1 Quantitative analysis instrument

Research question	Items analyzed	Categories	Examples
1. What is the presence ratio of males and females in texts?	The female/male gender nouns	A. family roles and relationships B. general nouns denoting males or females	mum-dad, brother-sister... woman-man, boy-girl...
	Pronouns	feminine / masculine	he, him, his, himself / she, her(s), herself
2. Do male/female/gender-neutral assumptions prevail with nouns when the gender of the person is not known?	Personal pronouns referring to general nouns (guest, someone, friend etc.) and nouns denoting professions (manager, pilot, doctor etc.)	A. gender marked (masculine/feminine) B. gender neutral: i. generic they ii. symmetrical paired pronoun phrases	he, him, his.../ she, her, hers... they, them, their... he/she, him/her...
3. What are the common address titles used for women?	honorifics	female	Mrs, Miss, Ms

We used content analysis for research question 4, first by identifying collocations between masculine/feminine pronouns and nouns denoting job vocabulary, common adjectives and action/state verbs and then by examining the lexical context in which these parts of speech occur. For example, we looked at collocations with action and state verbs denoting dynamic activities (e.g. go, work, play) and static perceptions, emotions and senses (e.g. feel, like, hate), referring to she/he, woman/man, men/women, boy[s]/girl[s], female and male characters in the texts. The results were differentiated and classified into codes, which were then used to describe common characteristics ascribed to males and females (see Table 2).

Table 2 Content analysis coding tool

Part of speech	Category / distinction	Initial coding
noun	jobs	gender-marked (M or F) vs. gender-neutral
adjective	connotation	positive M, negative M, neutral M positive F, negative F, neutral F
	meaning	personality M, personality F appearance M, appearance F
verb	states, perceptions, emotions	M state verbs F state verbs
	dynamic activities	M action verbs F action verbs

RESULTS

THE RATIO OF FEMALE-TO-MALE APPEARANCES

The results related to female/male gender words found in the textbooks are presented in Table 3.

Table 3 Frequencies of selected gendered words

MALE	ISE 5	ISE 8	W2G 2	W2G 5	FEMALE	ISE 5	ISE 8	W2G 2	W2G 5
man/men		16	2	17	woman		5		13
sir	4	3	1		madam	2			1
Mr	1	117		15	Mrs/Ms/Miss	22	49	5	2
boy(s)	10	49	7	28	girl(s)	3	37	12	21
guy		1	1		lady	6	3	2	
boyfriend				2	girlfriend				2
father	22	4	4	7	mother	79	15	6	3
dad	26	48	4	4	mum	42	54	13	8
husband				4	wife				4
son	3	2		3	daughter	3	1		1
son-in-law					daughter-in-law				1
brother	8	8	7	9	sister	7	7	10	1
grandfather/ grandpa	1		4	3	grandmother/ grandma/ granny	23	5	16	22
grandson					granddaughter				1
uncle		3	1		aunt			1	
TOTAL	75	251	31	92		187	176	65	80
TOTAL RELATIVE FREQUENCY	0.28 30	0.58 78	0.32 29	0.53 48		0.70 56	0.41 21	0.67 70	0.46 51
TOTAL %	29%	59%	32%	53%		71%	41%	68%	47%

* old textbooks: ISE5= I Speak English for 5th grade, ISE8= I Speak English for 8th grade

** new textbooks: W2G2=Way to Go 2 for 5th grade, W2G5=Way to Go 5 for 8th grade

The results have shown there is a stronger female presence in both 5th grade textbooks (old and new), addressing younger learners, and a stronger male presence in both 8th grade textbooks (old and new), addressing older learners. More specifically, the relative frequency of female gender words in old 5th grade textbooks is 71% and, similarly, 68% in the new ones, as opposed to 29% and 32% male gender words in old and new textbooks, respectively. On the other hand, in both old and new 8th grade textbooks, there is a slightly greater presence of male gender words than female gender ones: 59% and 53% (see Figure 1).

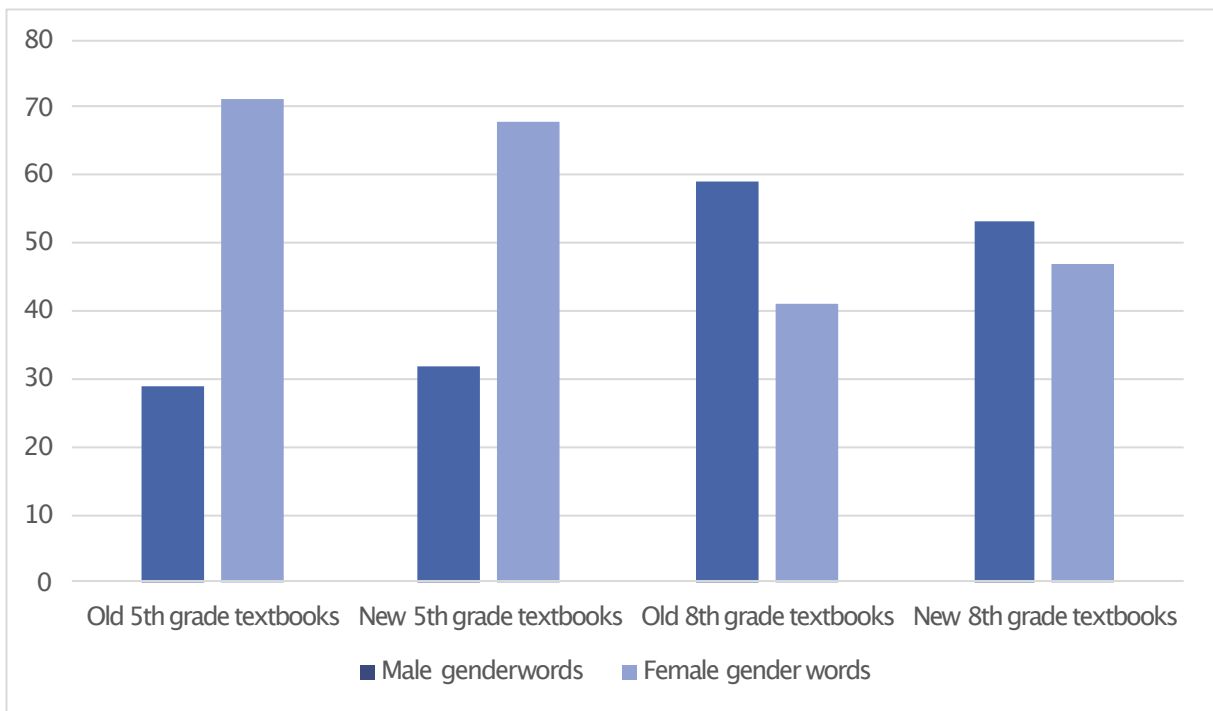


Figure 1 Frequency ratio of male and female gender words in old and new 5th and 8th grade textbooks

However, when analysing the frequency of occurrence of feminine and masculine pronouns, we have noted a completely different result. In all textbooks, 5th and 8th grade, old and new, there are much higher frequency counts of masculine pronouns (he, him, his, himself) than female pronouns (she, her, hers, herself). For example, in ISE8 there are 271 masculine pronouns as opposed to 115 feminine ones. Detailed results are presented in Table 4. The frequency ratio of masculine and feminine pronouns is almost the same in old and new textbooks (see Figure 2).

Table 4 Relative frequencies of masculine and feminine pronouns

MALE	ISE 5	ISE 8	W2G 2	W2G 5	FEMALE	ISE 5	ISE 8	W2G 2	W2G 5
he	93	165	102	265	she	70	69	70	102
him	46	39	5	29	her/hers	25	42	17	56
his	0	64	23	104					
himself	0	3	0	0	herself	0	4	0	1
TOTAL	139	271	130	401		95	115	87	159
TOTAL RELATIVE FREQUENCY	0.2242	0.4371	0.1673	0.5161		0.1532	0.1855	0.1119	0.2046
TOTAL %	22%	44%	17%	52%		15%	19%	11%	20%

* old textbooks: ISE5= I Speak English for 5th grade, ISE8= I Speak English for 8th grade

** new textbooks: W2G2=Way to Go 2 for 5th grade, W2G5=Way to Go 5 for 8th grade

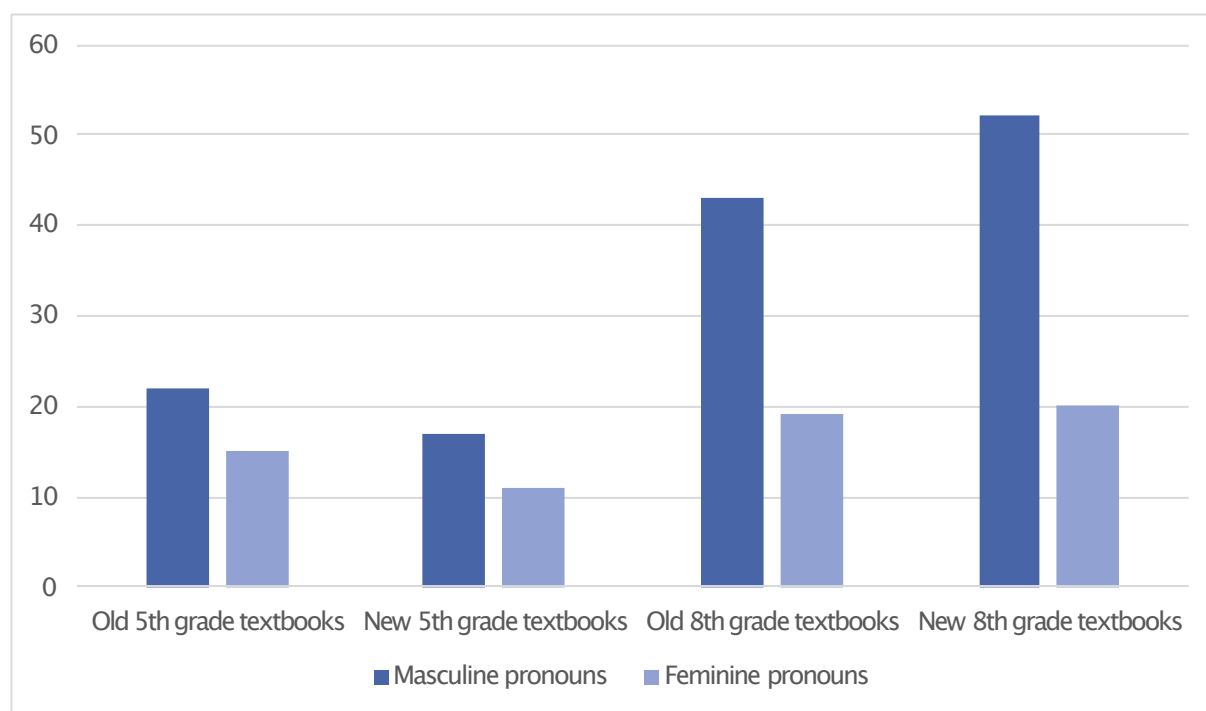


Figure 2 Frequency ratio of masculine and feminine pronouns in old and new textbooks

GENDER-MARKED VS. GENDER-NEUTRAL PERSONAL PRONOUNS

The study further analysed the use of masculine generic pronouns (he, him, his) in cases when the noun gender is unknown (for example teacher, doctor, etc.) to find out to what extent masculine assumptions were made. In ISE5 no such cases were found, whereas in ISE8 the analysis has shown that gender-marked masculine pronouns were used in 7 instances when referring to people in general, whose gender could be either male or female. Here are some examples:

- 1) "Mr Brendon talks to his wife. Then they call the *doctor* and discuss the matter with *him*." (ISE 8, p. 95)
- 2) "The *newsagent* didn't take him on because *he* already had a paper boy. *He* sent Terry to the greengrocer's." (ibid., p. 115)
- 3) "*Someone* talks to you and you listen to *him*. If you don't understand what *he* says, you say: I beg your pardon?" (ibid., p. 122)
- 4) "A meets B in the street. A won a trip through the States and is boasting. *His* friend doesn't always believe *him* and reacts saying..." (ibid., p. 130)

Both old textbooks have a clear distinction between masculine and feminine pronouns – it is mostly a *he* or a *she* that is performing an action. ISE8 has only one exercise with examples of the use of paired pronoun expressions (*he/she*, *him/her*, *his/her*, and *s/he*). In this exercise, students are asked to say what they do when they have a *guest* with them for some days and are asked to choose from the tables. It was recognized that a guest could be of both genders, so paired pronouns were used. For example, "I show *him (her)* where *his (her)* room is. I talk to *him (her)* about *his (her)* interests. I talk to *him (her)* about the food *he (she)* likes or dislikes." (p. 121).

It is worth noting that *they* as a generic third-person singular pronoun to refer to a person whose gender is unknown or irrelevant to the context of the usage is not used in old textbooks, whereas in the new textbooks, it was used only once, in referral to the noun *person*, for example: “Every *person* produces about 650 tons of garbage during *their* lifetime.” (W2G5, p. 103).

The new textbooks use several examples of paired masculine and feminine pronouns in direct instructions for the students. For example, in W2G2 (5th grade):

“Tell your friend to shut *his/her* eyes (p. 34). Choose a pupil from the class and describe what *he/she* is wearing (p. 57). Read your description from a friend in class. Ask *him/her* to guess which room it is. Who works with *his/her* hands?” (p. 74).

Similarly, in W2G5 (8th grade):

“Choose one person from June’s life and write 5 things *he or she* does every day” (p. 17). “My best friend tells me *his or her* secrets” (p. 18). “Read the sentences to your partner. *He/She* has to guess who the people in the sentences are” (p. 57). “Student A asks the questions below, and student B answers the questions about the film *he/she* has chosen” (p. 67). “Choose one of the people and write 5 questions about *him/her*” (p. 140). “Write about your friend. Ask *her/him...*” (p. 146). “Give the interview to your friend and ask *him/her* to report on it“ (p. 147).

Although it seems that there is consistency in the usage of paired masculine/feminine pronouns referring to nouns of unknown gender, the study has identified three cases in W2G5 where these pronouns were not used consistently.

- 1) “Who’s your favourite *actor*? How much do you know about *him/her*?” (p. 72)
- 2) “Find out more about your favourite *tennis player* on the Internet and prepare an imaginary interview with *him*” (p. 147).
- 3) “What happens when you report what *someone* says? “We like it here.” ... *He* says they like it there. “This is a great place to live.”... *He* says that that is a great place to live. “Nobody is shocked by all these weirdoes.”... *He* says that nobody is shocked by all those weirdoes (p. 123).

In the first case, the paired pronoun was used, but the noun it refers to is male only, without the female form (*actress*). In the second case, *tennis player* is used with a masculine pronoun when clearly it should include both genders. In the third case, students were asked to report on what someone says and only the masculine pronoun was used, implying that the speaker’s gender is male only.

GENDER-MARKED VS. GENDER-NEUTRAL NOUNS

The analysis further focused on the use of masculine generic nouns when referring to people in general. For this purpose, lexical items (common nouns) related to jobs/careers were identified and analysed in their relation to personal and other pronouns

(*he/she, him/her, his/her(s), himself/herself*). The full list of analysed vocabulary is presented in Table 5.

Table 5 List of job/career vocabulary in old and new textbooks

	Gender-marked lexical items		Gender-neutral lexical items
	Masculine	Feminine	
ISE5 (old book, grade 5)	policeman	-	-
ISE8 (old book, grade 8)	- man compounds: engine-man, driver-man, sportsman, sailor man, salesman, workman, postman, mailman, policeman, dustmen, workmen - army officer, farmer, plumber, pilot, vet, computer programmer, receptionist, sea captain, actor, singer, delivery boy, post-office clerk, engineer, doctor, manager, teacher, waiter	secretary airhostess baby-sitter musician fashion designer singer housewife salesgirl	fruit pickers shop assistant
W2G2 (new book, grade 5)	policeman PE teacher postman *dentist * doctor * shop assistant * cook * mechanic * computer programmer * detective * teacher	teacher TV reporter doctor *police officer *architect *secretary *nurse *vet * taxi driver * basketball player * hairdresser * writer	shop assistant
W2G5 (new book, grade 8)	footballer driver manager waiter	journalist careers officer truck mechanic	astronomer teacher advertisers sports star sportsperson(s) athlete(s) psychologist nutritionist designer physiotherapist scientist/expert biologist chemist physicist botanist geologist actor / actress

**Note: marked nouns are not used in linguistic correlation with any pronouns, but are accompanied with male/female visual contexts*

In the analysed old textbooks, job vocabulary is clearly gender-marked and frequently stereotypical. Most jobs appear in combination with masculine pronouns and

are compound nouns containing the suffix *-man/-men*, such as *engine-man*, *driver-man*, *sportsman*, *sailor-man*, *salesman*, *workman*, *postman*, *mailman*, *policeman*, *dustmen*, *workmen*. Presented male jobs are *manager*, *pilot*, *vet*, *doctor*, *engineer*, *computer programmer*, *plumber*, *waiter*, *post-office clerk*, while female jobs are *housewife*, *baby-sitter*, *secretary*, *air-hostess* and *fashion designer*.

The only gender-neutral job identified in ISE8 (old book 8th grade) is *shop assistant*. The usage of this word was noted in an exercise where both genders could be implied. There is also the use of the symmetric phrase *salesman/salesgirl*. The female counterpart is not parallel in form with the male one, suggesting that only younger females work in shops.

It is interesting to note that in old textbooks all *teachers* are male (for example, Mr Brown, Mr Black, Mr Lynn in ISE8), which is not entirely in line with the trends in the feminization of the teaching profession in Europe and globally⁵. In W2G2, some teachers are female, for example “This is my teacher. Her name is Brenda Bond“ (p. 33). However, male teachers are also present, as evident from a dialogue in W2G2 (p. 36):

Dario: ...I think father is playing basketball.

Teacher: Is he a basketball player?

Dario: No, he is a PE teacher. My mother is probably talking to a patient.

Teacher: Is she a doctor?

Dario: Yes, she is...”

Generally speaking, in the new textbooks, the stereotyping of careers is generally successfully avoided. The authors have made a considerable effort to present career vocabulary in a gender-neutral way. When it comes to gender-marked lexical items related to jobs, they are very rare in the new textbooks. The only gender-marked instances are *footballer*, *driver*, *waiter* (male) and *journalist*, *careers officer* (female). The authors use different ways to make career lexical items gender-neutral. For example, W2G5 (p. 23) mentions teachers using a gender-neutral 3rd person plural pronoun: “*Teachers* are not super beings.... *They* learn English because *they* might need to look up something you asked and *they* weren’t able to answer.” Other instances where jobs are presented as gender-neutral are by using the noun “person” in paraphrasing job descriptions, for example: “an astronomer is a *person* who studies the sun, moon, stars and planets” (p. 62). Other gender-neutral jobs, where the noun “person” is used to indicate the possibility of both genders performing these jobs are: *teacher*, *advertisers*, *psychologist*, *nutritionist*, *designer*, *physiotherapist*, *scientist/expert*, *biologist*, *chemist*, *physicist*, *botanist*, and *geologist*. Similarly, in W2G2, job descriptions are used without mentioning gender, for example: “A secretary works in an office. A dentist repairs teeth. A doctor helps sick people. A nurse helps the doctor...” (p. 72). Although it is not directly a part of our analysis, it is worth mentioning that the photographs accompanying the job descriptions above are quite stereotypical: *doctor*, *dentist*, *postman*, *mechanic*, *computer programmer* and *detective* are presented as males, while

⁵According to Vuković (1995), the feminization of the teaching profession has been present globally since the 1960s. In Europe, in the period between 1971 and 1985, the percentage of women teachers ranges from 71 to 75%. The same tendencies were observed in Croatia between 1981 and 1993 (see Vlahović Štetić & Vizek Vidović, 2006). Data from the Central Bureau of Statistics of the Republic of Croatia (Ostroški, 2011), reveal the ratio between employed female and male teachers is around 77% : 23%.

secretary, nurse and *hairdresser* are female jobs. However, there are also non-stereotypical choices, such as *police officer, basketball player, taxi driver, architect* and *TV reporter*, who are presented as female images.

The noun *sportsperson* is used for someone who plays sport, regardless of gender, instead of the outdated *sportsman* which is used in old textbooks, suggesting that only men engage in sports. Another way to make jobs gender-neutral is to use symmetrical nouns, which was done in the case of *actor/actress* in new textbooks, whereas in old textbooks, only male actors are mentioned.

There are two exceptions where job nouns are avoided altogether by means of paraphrasing: “Mum works for an advertising agency. I think her job is much more interesting than Dad’s. Dad works for a big publishing company. He works late hours, even weekends” (p. 16). As this example implies, the female job is seen as a creative job of an advertising agent, while the male job is more business-oriented and managerial.

COMMON ADDRESS TITLES USED FOR WOMEN (HONORIFICS)

To research honorifics, the frequency of occurrence of female address titles (*Ms, Miss or Mrs*) was analysed (see Table 6). In the old textbooks, only *Mrs* is used as a female honorific. In ISE8 *Mr* and *Mrs* usually appear together (Mr and Mrs Brendon, Mr and Mrs Hamill). Similarly, in ISE5 the parents of the main protagonists are Mr and Mrs Grant. Other adult female characters addressed as *Mrs* are represented as housewives and mothers, for example “Mrs Brown is cleaning up the floor. Mrs White is sweeping with the broom” (p. 33).

On the other hand, in the new textbooks, adult female characters are, in the majority of cases, not addressed with honorifics. In W2G2 *Miss* is used only when introducing a young female teacher: “This is my teacher. Her name is Brenda Bond. Miss Bond has got red hair” (p. 33), and once with the implication of a spinster: “You visit that old lady every Monday. Oh yes, Miss Crown. I buy bread for her” (p. 64). *Mrs* is used only once, in the exercise that asks the students to correct a false sentence: “Mrs Bond has blonde hair” (p. 33), obviously implying that students should address female teachers with *Miss*.

In W2G5 *Miss* is used only once, with reference to Agatha Christie’s famous female character, “Miss Jane Marple, an old lady who solved mysteries” (p. 43), again with reference to her unmarried spinster status, which is understandable, because novels featuring Jane Marple were written between the 1930s and 1970s.

Table 6 Frequency counts of female honorifics in old and new textbooks

old textbooks	Ms	Mrs	Miss		new textbooks	Ms	Miss	Miss
ISE5	0	22	0		W2G2	0	1	4
ISE8	0	49	0		W2G5	0	0	2

Adult female characters are addressed by their first and last names only, or with possessive -'s to indicate familial relation with other characters (for example, *Kevin's mother*). However, it was noted that the honorific *Ms*, which is used to address females without referring to their marital status, was not used at all.

CONTENT ANALYSIS OF MALE AND FEMALE CHARACTERISTICS

In order to examine the most common characteristics ascribed to women and men, the study looked at two linguistic features: 1) common adjectives ascribed to women and men, which include selected adjectives collocating with *she/he*, *woman/man*, *men/women*, *boy[s]/girl[s]*, *female* and *male* characters, and 2) action and state verbs denoting dynamic activities (e.g. *go*, *work*, *play*) and static perceptions, emotions and senses (e.g. *feel*, *like*, *hate*), collocating with *she/he*, *woman/man*, *men/women*, *boy[s]/girl[s]*, *female* and *male* characters in the texts.

ADJECTIVES ASCRIBED TO MEN AND WOMEN

After identifying common adjectives ascribed to men and women, two sets of codes were used to analyse them: one according to their connotation, namely: positive (e.g. *careful*, *fantastic*, *nice*), negative (e.g. *late*, *upset*, *stupid*) and neutral (e.g. *tall*, *slim*, *little*); and another set, based on their meaning, namely: personality (e.g. *friendly*, *helpful*) and appearance adjectives (e.g. *beautiful*, *plump*).

In ISE8 (1980s), the adjectives ascribed to female appearance are *pretty*, *slim* and *tall*, while the male appearance is described with the adjectives *fat*, *short*, *handsome*. In W2G2 (2018) positive adjectives, such as *beautiful*, *pretty*, *little*, collocate with female nouns/pronouns, while more negative adjectives, such as *not slim* and *plump*, describe male appearance. This is similar to the older series of textbooks (ISE), where *slim* and *tall* were reserved for females, while *fat* and *short* were ascribed to males.

When it comes to personality adjectives, a disparity between adjectives with positive and negative meaning collocating with female and male nouns and pronouns was noted in older textbooks (see Table 7). In ISE5 the only negative adjective collocating with female nouns is *silly*. ("Oh, you silly girls!" p. 43). In ISE8 there are no negative personality adjectives ascribed to females, i.e. all adjectives collocating with female nouns/pronouns have positive meaning, such as *happy*, *wonderful*, *smart*. In the currently used textbooks there are some negative adjectives collocating with feminine pronouns, but they refer to the person's feelings or mood, while masculine pronouns collocate with a greater range of negative adjectives, some of them related to their behaviour (*naughty*, *terrible*, *slow*) or personality (*unusual*, *unpopular*, *strict*).

In the new textbooks, the initial coding of positive personality adjectives showed a greater frequency and range of these adjectives, so we further categorized them into three groups: social and financial status, emotional state, and level of knowledge. There are more positive adjectives referring to social and financial status ascribed to males than to females. Thus, adjectives, such as *best known*, *well-known*, *famous*, *cool*,

professional, *highest-paid*, collocate only with masculine nouns/pronouns. Only two adjectives describing social status refer to females: *popular* and *successful*, while material status is not mentioned at all. Personality adjectives referring to emotional state, such as *happy*, *sad*, *angry* are used equally with female and male nouns/pronouns. Personality adjectives describing the level of knowledge, such as *clever* are ascribed to both males and females, whereas *intelligent* collocates with a masculine pronoun only.

Table 7 Positive and negative personality adjectives in old and new textbook

Old textbooks			New textbooks			
	Female	Male		Female	Male	
Positive personality adjectives	<i>happy</i> <i>wonderful</i> <i>smart</i>	<i>careful</i> <i>fantastic</i> <i>friendly</i> <i>excellent</i>	Positive personality adjectives	Social and financial status	<i>popular</i> <i>successful</i>	<i>best known</i> , <i>well-known</i> , <i>famous</i> , <i>cool</i> , <i>professional</i> , <i>highest-paid</i>
				Emotional state	<i>happy</i> , <i>sad</i> , <i>angry</i>	<i>happy</i> , <i>sad</i> , <i>angry</i>
				Level of knowledge	<i>clever</i>	<i>clever</i> , <i>intelligent</i>
Negative personality adjectives	<i>silly</i>	<i>dirty</i> <i>late</i> <i>upset</i> <i>stupid</i>	Negative personality adjectives	<i>worried</i> , <i>shy</i> , <i>bad</i> , <i>lazy</i>	<i>naughty</i> , <i>terrible</i> , <i>unusual</i> , <i>sad</i> , <i>slow</i> , <i>unpopular</i> , <i>angry</i> , <i>strict</i>	

COMMON COLLOCATIONS WITH ACTION AND STATE VERBS

In order to research characteristics ascribed to males and females, the study further analysed collocations with action and state verbs. We identified these verbs and their collocations with she/he, woman/man, men/women, boy[s]/girl[s], as well as female and male characters in the stories of old and new textbooks. Following the initial coding, which served to identify action and state verbs and the masculine/feminine pronouns/nouns they refer to, we selected the verbs with the highest frequency of occurrence and examined the context of these verbs and subjects within the sentence. Finally, these verbs were categorized into types of activities and states.

In the old textbooks, males, as well as females, are involved in *going*, *taking*, *coming*, *working*, *playing*, *buying*, *seeing*, *looking*, *living*, *watching*, *reading*, *writing* or *playing*. However, the content analysis of some verbs with regard to the pronouns *he* and *she* revealed that they are used with different objects and in different contexts. For example, the verb *play* collocates with the words *football*, *marbles*, *Indians* when referring to male pronouns and with the word *dolls* when referring to female pronouns. Furthermore, certain action verbs are used only in reference to females, such as *cleaning*, *washing*, *sweeping*, *polishing*, *cooking*, *ironing*, *baking*, which suggests that females are the only ones doing these household chores. Male pronouns collocate with similar verbs only in three instances: *clean* (*the shoes*, *the car*), *dust* and *tidy up* (*the*

room). Other action verbs collocating with only masculine pronouns/nouns are physical activity, such as *fetch, kick, make, fish, jump, swim, row, go (for a bike ride)*. On the other hand, female pronouns collocate with more passive actions, such as *sit, drop, walk, and help*.

When it comes to state verbs, in ISE5 both female and male pronouns collocate with state verbs of *having, liking, wanting, loving, hating*, but again, the phrases and contexts in which these verbs appear are different for males and females. For example, girls *hate guns and pistols* and *like the doll, the doll's house, spring and biscuits*, while boys *like air guns, racing cars and meat, enjoy staying in the country* and *hate the rain*.

Table 8 Action and state verbs in the new textbooks

Category	Males	Females
action verbs describing household chores and family activities	work in the garden	cook teach how to cook tell stories help with homework help get ready for school make a cake bake pumpkins
action verbs describing games, hobbies and free time activities	are good at gymnastics and art, maths, basketball are good at sports play action computer games read comics ride bikes watch TV serials watch videos go to cinema skateboard windsurf work in pizzeria (part-time job)	are good at computers read teenage magazines read Harry Potter books draw sing in the choir practice yoga do aerobics write sing play the piano ride a horse make invitations for birthday parties go to fitness training travel to Australia for summer holidays/ pack suitcases watch guys windsurfing go birdwatching
state verbs describing likes and dislikes	love math like football like PE like James Bond movies love gadgets and cars dislike school love travelling	dislike action computer games like language games and foreign languages hate maths like music like IT like tablets and mobile phones dislike James Bond movies like romantic comedies care about the environment

In the new textbooks, the action and state verbs collocating with masculine and feminine nouns/pronouns are similar to the ones used in the old textbooks (see Table 8). Females are more engaged in household chores than males: *they cook, make a cake, bake*, etc. The role of the female nurturer/helper is present too: females *teach* how to cook, *help* with homework and *help* get ready for school. Analysis of action verbs

describing games, hobbies and free time activities has shown that male activities are mainly related to sports, particularly football and basketball as well as to more adventurous outdoor sports, such as riding a bike, skateboarding, and windsurfing. Boys also like video / computer games and watching TV. Females, on the other hand, engage in less adventurous and more passive free time activities, such as playing the piano, doing yoga, drawing, reading, singing in the choir, bird watching, organizing parties and watching male windsurfers.

DISCUSSION

When it comes to male and female presence in the analysed textbooks, some differences could be observed when comparing old and new textbooks. Female gender words are more prominent in both old and new 5th grade textbooks because of age-appropriate emphasis on female family roles (*mother, sister, grandmother* etc.). This is different in the 8th grade textbooks, where male gender words (such as *man/men/man's/men's, boy, Mr, father*) are more dominant, as the teaching material features more stories and situations outside domestic, familial female-oriented contexts. Higher frequency counts of masculine pronouns (*he, him, his, himself*) in old and new textbooks for all grades is another clear indicator that men feature in more stories, exercises and texts, and their presence is more dominant, which is in line with previous research conducted by Lee (2014).

Furthermore, the analysis of pronouns showed that the old textbooks use masculine gender-marked pronouns in cases when gender is not implied in the context, thus automatically assuming a doctor or a newsagent is male, not female. This is different in the new textbooks, which do show a considerable use of gender-neutral pronouns referring to nouns where gender is not obvious, such as symmetrical *he/she* phrases for pupil, person, friend, etc. However, the use of generic *they* as the most gender-neutral pronoun is not frequent. The three cases of inconsistent use of paired *he/she* pronouns, where the masculine gender was used instead (for *actor, tennis player* and *someone*) might point to “cosmetic” changes that many Croatian textbooks have undergone in 2018.⁶

However, a major change between older and newer textbook linguistic portrayals of gender was noticed in the analysis of job vocabulary. The old textbooks contain a high quantity of stereotypical presentations of male and female jobs. Thus, jobs performed exclusively by males are high-ranking jobs, such as *manager, pilot, vet* and *doctor*, technical jobs, such as *engineer, computer programmer*, or jobs in the service industry, such as *waiter, receptionist, plumber, delivery boy*, and *post-office clerk*. On the other hand, female gender-marked jobs are related to home and care, such as *housewife* and *baby-sitter*, administrative assistant jobs, such as *secretary*, and jobs which imply an interest in fashion and appearance, such as *air hostess* and *fashion designer*. This is different in the new textbooks, where a major effort was noted in presenting job vocabulary as gender-neutral to reflect equal opportunities and a more gender-equal society. This was skilfully done by using paraphrasing, gender-neutral variants (*sportsperson, shop assistant*), modifying the nouns to collocate with the gender-neutral

⁶That year, the Croatian Government passed the new Law on textbooks and other educational materials for primary and secondary schools (Narodne Novine/Official Gazette 116/18) where in Article 5 Paragraph 2 it is clearly stated that all textbooks should respect gender equality. Following that Law, all new editions of existing textbooks were revised and some obvious or cosmetic changes were made accordingly, while keeping the textbook content virtually intact.

third person plural pronouns, and by applying symmetrical phrases, such as *actor/actress*. In fact, in W2G5 there is a whole lesson on *Career choices* (pp. 133-137) in which students are asked to think critically about gender stereotypes regarding men's and women's traditional career choices and are encouraged to pursue their future career according to their interests and skills instead of gender-appropriateness, such as a career story about Ana, who is *a car and truck mechanic*.

Another major change was identified in the usage of female honorifics. In the older textbooks, females are addressed as *Mrs* and only in relation to their husbands. They are not present in their own right, as business women, but merely as wives and mothers existing in relation only to their husbands and children. On the other hand, in the new textbooks, adult female characters are addressed by their first and last names only, or with possessive *'s* to indicate familial relation with other characters (for example, *Kevin's mother*). This represents a major change from the old ways of addressing women presented in the textbooks used in the 1980s and basically reflects the sociolinguistic change that has happened since women went out of the home/family environment and became more included in the work environment.

The analysis of common characteristics ascribed to males and females did not show any change from the 1980s until today. Firstly, linguistic features used to describe physical appearance of males and females show that there is no difference in the portrayals. Males are described as *short, plump, fat*, while females are *beautiful, pretty* and *slim*. This clearly shows that the acceptable physical image of women in society has not changed – it is more acceptable to depict a plump/ fat male character than a female one because by socio-cultural standards females are expected to be slim and beautiful. Secondly, personality adjectives with negative connotation, such as *late, upset, stupid*, collocate with masculine pronouns only. This might suggest a stereotypical portrayal of socially acceptable “proper” behaviour of females and “naughty” behaviour as more acceptable with male members of the society. In the new textbooks, female characters are worried, shy, bad, lazy, but these negative adjectives are related only to their feelings or mood, while males are depicted with a greater range of negative adjectives, such as the ones related to their behaviour (naughty, terrible, slow) or personality (unusual, unpopular, strict). In other words, male negative adjectives are more related to the public or social sphere and the perceived status within the society, whereas female negative adjectives belong to the private and personal domain related to mood. Lastly, positive personality adjectives show a similar pattern. Only masculine nouns/ pronouns collocate with adjectives such as *professional* and *highest-paid*, suggesting that male characters have a more prominent social and financial status than female ones, whose social status is popular and successful, while their material status is not mentioned at all.

The analysis of verb-subject collocations has shown that the new textbooks have not changed the stereotypical portrayal of males and females present since the 1980s. For example, the verb *play* collocates with the words *football, marbles, Indians* when referring to male pronouns and with the word *dolls* when referring to female pronouns, thus exhibiting a stereotypical portrayal of gender-marked games, with males engaging

in more physical and sports activities and females in nurturing and motherly activities. Contextual analysis of the usage of action and state verbs with feminine and masculine pronouns in both series of textbooks has shown that males engage in more active, physical, work-related activities, while females are more concerned with the well-being of their friends and family. For example, males earn money, take a holiday job, wash the car, change the tyres, go to the cinema, drive the car, order food, book a hotel room, work in a factory. Females give a party, check out guys at a party, serve food to guests, share their prize box of chocolate with others and buy groceries. While males are portrayed as outgoing and ambitious decision-makers, females have a passive and subordinate role to play when it comes to family dynamics, for example in ISE8, Mrs Brandon asks her husband where to sit in the restaurant, or stays in the hotel with the children while her husband goes out and meets his friends. Furthermore, females are portrayed as nurturing, comforting, cautious and discerning wives and mothers. Thus, Mrs Brandon comforts her son when he does not do well at school and helps him with his homework, and girls defend teachers when male students talk behind their backs. The new textbooks depict similar stereotypical situations. For example, boys like physical activity, PE, computers and maths, while girls hate maths and prefer language lessons and arts. Boys like cars, computers, gadgets, violent video games and James Bond movies, while girls like more frivolous activities, such as watching romantic comedies and using their mobile phones.

CONCLUSION

The findings reveal that some changes have been observed when comparing recent ELT textbooks with the textbooks of the 1980s. The initial research raised several questions, some of which have been answered in the paper. The textbooks are products of their time and do reflect changes in society, although not always and not entirely, and sometimes with a delay. No specific differences could be detected between old and new textbooks in relation to the fact that the textbooks were used during two different political systems. The reason could be that the old textbooks place their characters and topics exclusively in the target cultures (mostly British and American), which at the time were Western democracies. On the other hand, the new textbooks adopt a more intercultural approach, offering topics from different cultures (source culture, target cultures and other cultures), attempting to promote tolerance, reduce stereotype and prejudice, similar to most EFL textbooks in use today. The most visible changes in the analysed textbooks could be observed in the use of honorifics, which have almost completely disappeared from recent textbooks in comparison to those used in the 1980s, and in the use of generic forms of nouns or paired use of third-person personal pronouns (masculine/feminine pronouns) when the gender of the person is not relevant or the pronoun refers to both genders, which has become standard procedure in the new textbooks. This is particularly visible in the presentation of professions, in which certain gender stereotypes have disappeared. On the other hand, the segment in which the least changes have been observed and where gender disparities are still prevalent is the insufficient visibility of women and their presence predominantly in the roles of mother and caretaker. There is a greater presence of male nouns and pronouns

in textbooks for older students. Also, both the choice of adjectives which describe male and female characters, and action and state verbs used to denote male and female activities show stereotypical use. Female characters are shown as passive and dependent, whereas male characters are active, industrious and financially self-sufficient. This seems to be done unconsciously by textbook authors, suggesting they are not aware of the implicit gender stereotypes found in the textbooks. Work on raising awareness regarding these stereotypes continues. The role of teachers is invaluable in this process, as they are the ones who can identify these deficiencies and include awareness-raising discussion in their classrooms.

Although the research raised several questions, this is a small-scale study and therefore limited. It would be interesting to further investigate gender issues on a larger number of EFL textbooks; perhaps including textbooks both for younger and older learners, and parallel studies of textbooks published by Anglo-Saxon publishers, aiming at the global market and the local ones could provide more comprehensive results and additional insights into the topic. Research into teachers', student teachers' and students' perceptions of gender roles and representations in FL teaching materials would also contribute to making the topic more visible in the educational context and in the community in general.

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Rodna zastupljenost u hrvatskim udžbenicima engleskoga jezika: Ima li što novo?

SAŽETAK

Rod kao predmet interdisciplinarnog istraživanja ispituje se iz sociolingvističke perspektive, pri čemu je rod društveni konstrukt, određen društvenim ulogama i normama (Lindsey, 2015), dok jezik predstavlja aktivan mehanizam na kojeg utječu mišljenje i percepcija te stoga ima utjecaj na formiranje društvenog identiteta. Udžbenici engleskoga kao stranoga jezika najbolji su izvor za istraživanje rodne zastupljenosti jer su osmišljeni tako da odražavaju najčešće i prevladavajuće značajke rodne zastupljenosti u društvu, pružajući istovremeno jezičnu podlogu za rodnu analizu. Prethodna istraživanja udžbenika stranih jezika u Hrvatskoj (npr. Andraka, 2020; Petravić, 2010; Bilić-Štefan, 2008; Vrhovac, 1999 i drugi) spominju rodna pitanja. Međutim, do danas nema sustavnog detaljnog istraživanja o toj temi. Rodna tematika u udžbenicima engleskoga jezika može se istražiti: (1) putem društveno obilježenih rodno-pravnih stavki (poput rodnih uloga, rodnih osobina, zanimanja, rodne zastupljenosti i dijaloga) i (2) putem jezičnih stavki (npr. rodno označene imenice, zamjenice, izvedenice, morfemi, oblici i redosljed oslovljavanja, izbor leksičkih jedinica korištenih s obzirom na rod. U ovom radu analizirani su neki aspekti potonjeg. Istražena je rodna zastupljenost u hrvatskim udžbenicima engleskoga jezika za osnovnu školu, i to usporedbom udžbenika koji su korišteni 1980ih – prije 40 godina – i onih koji se danas koriste. Za analizu su odabrani udžbenici hrvatskih autora iz serija *I speak English* i *Way to go plus* za 5. i 8. razred osnovne škole. Za prikupljanje i interpretaciju podataka korišteni su kvantitativni i kvalitativni pristupi. Kvantitativnim pristupom izračunali smo relativnu učestalost pojavljivanja jezičnih jedinica obilježenih rodom. Analizom sadržaja koristili smo se za analizu pojedinih stavki u kontekstu i za pomoć u tumačenju kvantitativnih rezultata. Cilj istraživanja je istražiti sličnosti i razlike u načinu na koji se navedeni udžbenici, korišteni u različitim razdobljima i u vrijeme različitih političkih sustava, bave rodnim pitanjima.

Ključne riječi: jezična analiza; osnovna škola; poučavanje engleskog jezika; rodna zastupljenost; udžbenici engleskog kao stranog jezika

Future Teachers' Attitudes on Using Robots as Educational Tools¹

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ABSTRACT

The new Croatian curricular reform 'School for Life' has been in use since the 2019/2020 school year. In its original idea, the reform was influenced by the constructivists approach, where students are in the focus of the educational process and they need to create and use objects which can stimulate learning by doing and development of abstract thinking. The reform also supports implementing and using new digital educational materials. One that might become common in the future is the educational robot. This preliminary study aimed to question future teachers' attitudes towards implementing the robot as an educational tool into English language teaching (ELT). We set out to investigate whether the participants expressed their readiness to use the robot, and in which way they felt comfortable using it. The research participants were future English language teachers (N = 70) who, as part of their studies, participated in a workshop in which they put together and learned to program a drawing robot. The study was carried out in two parts – a semi-structured interview with the focus group (N = 6), and an online questionnaire (N = 54). The results show that the participants expressed positive attitudes toward using the robot in ELT (especially after being educated about it), highlighting some benefits (e.g. increase in the students' motivation and confidence), but also disadvantages (e.g. it is difficult to maintain and to program the robot, its cost). Even though the educational robot is a rather new educational tool in Croatia, with the appropriate training for teachers and future English language teachers about its usage, we conclude that the robot is more than welcome in the educational process, and it should be implemented in ELT.

Keywords: *constructivism; educational robots, English language learning and teaching; future English language teachers' attitudes; robot as an educational tool*

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INTRODUCTION

Striving to describe the processes of language acquisition and learning as well as the mechanisms used to bring about the knowledge of a second language (Gass, 1993, p. 103), the discipline of second language acquisition is constantly in search of new methods and materials aimed to help improve the teaching process. To do so, it focuses on modern technologies and teaching aids that are in line with the development of the modern world and the interests of the new generations of learners as well as the newest developments in science. As its theoretical framework, this study takes the view of constructivism as the epistemological paradigm suggesting that learners construct their knowledge and understanding of the world based on their experience, and more precisely of instructional constructivism as an approach dealing with the construction of knowledge taking place in the individual classroom, performed by individual students (Topolovčan et al., 2017). Students take an active role in learning by using a variety of learning techniques and teaching materials offered by the teacher. Focus on the learners and their interests in the ever-changing world is a task that requires continuous teacher education. This paper aims to incorporate findings from the STEM field, more precisely the usage of robots, into the field of education, more specifically early second language acquisition (SLA) by presenting future teachers' views on using robots in the SLA classroom. Teachers are viewed as agents of change who bring about improvements in the teaching practice, and, at a higher level, possible reforms in the educational system. This study focuses on their attitudes towards using robots as educational tools as well as their suggestions on how this may be carried out. This is seen as a starting point for introducing the topic of using robots in the SLA classroom, in programmes for the education of future teachers.

CONSTRUCTIVISM AND ENGLISH LANGUAGE TEACHING (ELT) WITHIN 'SCHOOL FOR LIFE'

Constructivism is a learning theory established by the cognitivist Piaget and brought into the classroom by Dewey (Ultanir, 2012). Constructivism as a theory of learning shows the students' learning process as a construction of knowledge from previously available and known concepts (Piaget, 1973). In constructivism, the learner takes on an active role, but the teacher is not neglected, on the contrary, the expert knowledge of the teacher is what guides the learner to develop the right constructions. There have been a few different aspects of constructivism in contemporary research. In social constructivism, learning is conducted by communication, either between peers or a student and a peer (Prawat, 1999). Constructionism brings technology to education (Harel & Papert, 1991). One of the most widely used educational robots, LEGO Mindstorms, was developed in collaboration between LEGO and the originator of constructionism and creator of the Logo programming language (Papert, 1980).

In the last decade, the Croatian educational system has been subject to change. 'School for Life' is a Croatian educational reform programme that has been officially adopted in the 2019/2020 school year. The reform includes teaching subjects from preschool, to primary and secondary education, and so includes second language courses. 'School for Life' has new curricula that largely overlap with constructivist teaching methods. The basic principles of ELT in this new reform are based on individualized teaching, promoting self-regulation in learning, and promoting multilingualism and international (inter-European) usage of English (Ministarstvo znanosti i obrazovanja, 2019). In line with this curriculum, English teachers have a greater degree of freedom; they can choose the methods of teaching and the teaching materials. 'School for Life' (ibid.) recommends the use of technology for the advancement of educational paradigms in Croatian schools, and educational robots are a good fit for this. Most of the technology that can be used in classrooms is widespread and does not instigate interest and wonder. Educational robots do not have such a widespread influence yet and can still be used as a novelty. This reform balances the use of traditional methods, as it regulates the textbooks that are used, but encourages the use of additional materials and gives teachers the role of a mentor who guides the students but does not give formal lectures. 'School for Life' (ibid.) prompts the implementation of a student-centred teaching process, which boosts the students' motivation to learn.

ROBOT AS AN EDUCATIONAL TOOL

Robots as educational tools have been used in second language learning over the last two decades. The majority of studies in this field are done with humanoid educational robots (Han, 2012). Chang et al. (2010) researched the applicability of a robot as an instructional tool in learning a second language. The main aim of their study was to find the correlation between specific robot characteristics and language learning. Five different learning scenarios were developed and were tested in an elementary school for five weeks. The feedback gathered from the teachers showed that teachers who do not have experience with technology in the classroom are more reluctant to use robots.

A study was conducted to compare the effects of robot-assisted language learning (RALL) and computer-assisted language learning (CALL) on the cognitive and affective effects of language learning, as can be seen in Lee et al. (2010) and Lee et al. (2011). The study was conducted with 24 elementary school students, aged 9 to 13, during a winter break, for a total of 8 weeks. The course was designed to test the cognitive impact of the robot on the students with 4 different scenarios. The students showed a significant improvement in the speaking skill when RALL was used.

Kennedy et al. (2016) used the Nao humanoid robot in a study of individualized child learning of the French language. Their study focused on the impact of social interaction on second language learning. It was conducted to test whether a robot's verbal ability would impact the students' retention and learning rates. No statistical difference was found when comparing the effect of a socially impaired robot and a fluent robot.

Alemi et al. (2014) studied the effect RALL had on vocabulary learning and retention. The study was carried out in formal settings over the period of five weeks. The curriculum followed the English language textbook that was approved by the Iranian Ministry of Education. The study was conducted using three groups - the control group that learned English using traditional methods, and two groups that used RALL. The study showed that there was a significant difference in vocabulary gain and retention between the control group and the groups that used a robot as an educational tool.

Kanda et al. (2004) used the humanoid robot Robovie to encourage students to learn English. The robot was used as a peer tutor, a social robot that interacts with students to teach them something in an inconspicuous manner. The robots were set in the corridors of a formal school, and the students had the freedom to interact with the robots during recess.

Robots can also be used to help in teaching the mother tongue, as shown in a study by Milašinčić et al. (2019). The goal of the study was to find activities with educational robots that can be used in everyday classes and which can help develop reading comprehension. Robots were used in two activities: as actors in a role play and as vehicles in a race. The technical performance analysis and the questionnaire showed that while the robot race can be used in everyday classes, the role play had many difficulties.

The referenced studies showed that educational robots can be used as a tool in language learning, including learning a second language. The authors showed different ways that the robots can be used as part of a formal curriculum or in informal settings as a socially interactive robot.

AIM AND RESEARCH QUESTIONS

The main aim of this study was to investigate future English language teachers' (student teachers') attitudes on the application of robots in ELT in Croatia. We focused on the following research questions:

1. Are future English language teachers willing to apply robots in ELT in Croatia?
2. How would future English language teachers use the robot as an educational tool in the ELT classroom?

METHODOLOGY

Future English language teachers (N = 70) participated in the workshop carried out at the Faculty of Electrical Engineering and Computing, University of Zagreb in the academic years 2017/2018 and 2018/2019. In the workshop, the participants got familiar with several robots that can be used as educational tools (e.g. LEGO Mindstorms, Cubelets, mBot, Thymio, etc.). During the workshop, the participants worked in pairs where they had to use the provided instructions and build a LEGO

Mindstorms robot. The participants used a robot kit called Lego Mindstorms EV3 Core Set 45544. Its main parts are EV3 Brick, sensors (touch, colour and ultrasonic), two large motors and a medium motor. The workshop required the participants to build a robot that could draw. After building the robot, they followed the provided instructions and programmed the robot using the computer and LEGO Mindstorms EV3 software (Figure 1 and Figure 2).



Figure 1 The participants enjoying the workshop

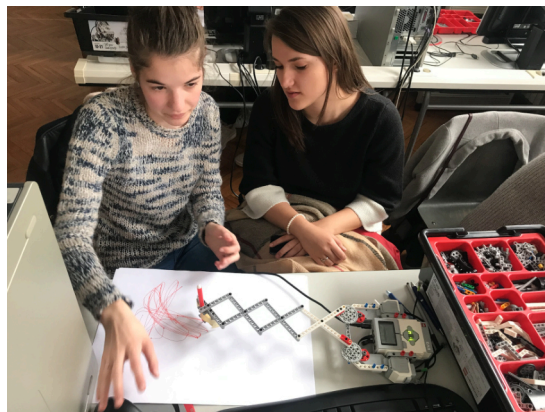


Figure 2 The participants programming the robot

The research was carried out in two parts. The first part of the research was carried out as a focus group semi-structured interview. The first part of the study aimed to investigate what the participants ($N = 6$) expected to learn at the workshop, what they thought of it, and what educational possibilities they saw in robot usage. The questions for the questionnaire used in the second part of the research were created based on the results of this semi-structured interview.

The second part of the research was carried out in the form of an anonymous online questionnaire (Appendix 1²) that was sent to all the future English language teachers who participated in the workshop ($N = 70$), out of which 54 replied. The questionnaire consisted of two parts. The first part aimed to investigate the participants' satisfaction with the workshop ($k = 11$) and the attitudes towards using robots in the classroom ($k = 33$). The participants were offered 44 statements and were required to express their degree of agreement on a five-point Likert-type scale (1 = strongly disagree, 5 = strongly agree). Appendix 1 includes the statements' mean. To analyze the data, the

²The questionnaire was originally prepared and disseminated in the participants' mother tongue, Croatian.

factor analysis and parallel analysis were used. The second part of the questionnaire included three questions that required descriptive answers. The participants were invited to share their viewpoints on the advantages and disadvantages of using a robot in the ELT classroom. The questions aimed to obtain the participants' opinions on possible future robot usage. The participants were also required to imagine their ideal robot and describe the features and characteristics it would have. The answers to that question should be used in the future as guidelines for creating and constructing the most useful robot for the ELT classroom.

RESULTS AND DISCUSSION – QUANTITATIVE ANALYSIS

Two groups of items were constructed for the questionnaire. The aim of the first group was to measure satisfaction with the workshop, and the aim of the second was to measure attitudes towards using robots in the classroom when teaching a language. The items were constructed on the basis of the focus groups and were designed so as to reflect the main components of attitudes, namely the affective, cognitive, and behavioural one (Aronson et al., 2005). The clarity and the content of the items were discussed by three researchers; two experts in EFL teaching and one in questionnaire development.

Based on the content analysis, eleven items were chosen for the preliminary version of the Satisfaction with the Workshop Scale. As expected, the principal axis factor analysis and the parallel analysis (95%) indicated that these items could be best described by one factor that explains 40.36% of the item variance. We did not include two items in the final version of the scale due to low factor saturations (.19 and .28), while other saturations varied from .47 to .83. The final version of the Satisfaction with the Workshop Scale therefore comprised nine items (Cronbach $\alpha = .88$).

For the preliminary version of the Attitudes towards Using Robots Scale thirty-three items were chosen based on content analysis. Six items reflected participants' feelings towards using robots in the classroom (e.g. *I can't wait to use robots as an education tool when teaching English*), seven items assessed how useful robots are in accomplishing specific educational goals (e.g. pronunciation), and seven items assessed the willingness to use robots in accomplishing these same goals. Thirteen additional items concerned the practical aspects of using robots in class (e.g. *Programming robots for class activities would require too much time*). The principal axis factor analysis and parallel analysis (95%) indicated that these items could be best described by two or three factors (Figure 3). The analysis of the three factor solutions with varimax rotation showed that two of the three factors had multiple items cross-loading on them and both included items intended to measure both the affective and the cognitive component of the attitudes towards using robots. Therefore, we concluded that the two-factor solution, in which these items load on the same factor, describes the data better. These two factors described 39.35% of the item variance. After excluding items with cross-loadings or loadings lower than .30 on both factors, two subscales based on these

factors were formed which included items' factor loading between .37 and .82. The Attitudes towards Using Robots Scale consisted of 11 items, three for each of the attitude components (affective, cognitive, and behavioural) and two regarding the practical aspects (Cronbach $\alpha = .88$). The Disadvantages of Using Robots Scale consisted of seven items regarding the practical aspects which all concerned the predicted problems with using robots (Cronbach $\alpha = .84$).

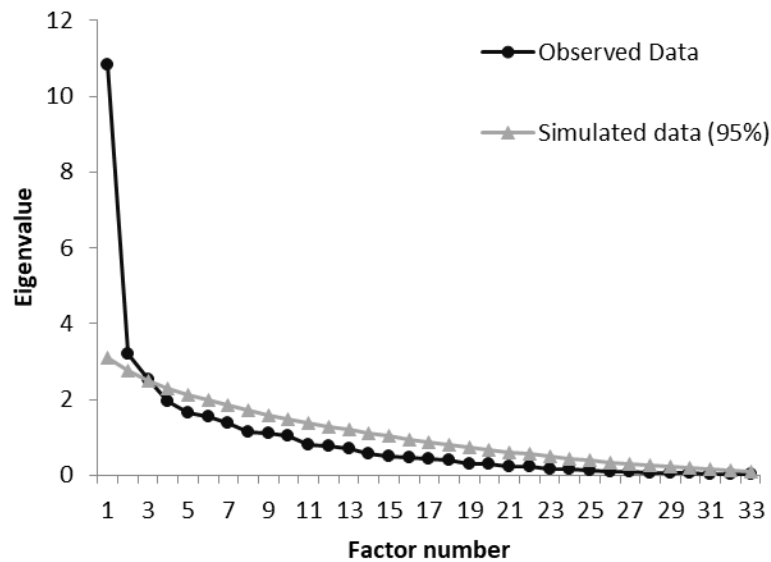


Figure 3. Parallel analysis of factors of the Attitudes towards Using Robots Scale

The results on all three scale were expressed as the average of all the items included in the scale, with higher results indicating higher levels of satisfaction (Satisfaction with the Workshop Scale), more positive attitudes (Attitudes towards Using Robots Scale) and more predicted disadvantages (Disadvantages of Using Robots Scale). As can be seen in Table 1, the participants were in general quite satisfied with the workshop ($M=4.23$) and generally had positive attitudes towards using robots in the classroom ($M=4.03$). There were no participants that were completely dissatisfied or that had extremely negative attitudes, as is evident in the minimum value of the range (Table 1). However, participants expect some disadvantages to using robots in class, although not at a very high level ($M=2.54$). The results on the three scales did not deviate from the normal distribution, as is evident in the skewness and kurtosis indicators (Table 1).

Table 1 Means (standard deviations), distribution descriptors and intercorrelations for scores on the Satisfaction with the Workshop Scale (SWS), Attitudes towards Using Robots Scale (AURS) and Disadvantages of Using Robots Scale (DURS)

Measure	M (SD)	S (SE)	K (SE)	Range	Intercorrelations	
					AURS	DURS
SWS	4.23 (0.680)	-0.95 (0.325)	0.23 (0.639)	2.33-5	.551*	-.463*
AURS	4.03 (0.675)	-0.88 (0.325)	1.09 (0.639)	2.00-5		-.329**
DURS	2.54 (0.773)	0.60 (0.325)	0.45 (0.639)	1-4.86		

Note. M = mean; SD = standard deviation; S = skewness; K = kurtosis; SE = Standard error.

* $p < .05$. ** $p < .01$.

According to Petz (2004), if the interval of three SE before and after the indicator includes 0, the distribution can be considered approximately normal.

Higher levels of satisfaction with the workshop were related to more positive attitudes (Table 1). Because of the correlational design, it is hard to say whether the workshop could have influenced the participants' attitudes, or if those participants who expressed more positive attitudes reacted more positively to the workshop. Similarly, the participants who foresaw more disadvantages when using robots in the classroom were less satisfied with the workshop. The weakest correlation is the one between the attitudes towards using robots and the disadvantages of their use. Generally, those with more positive attitudes expected fewer problems when using robots, but this relation is weaker than the relation with workshop satisfaction. This also provides information on the discriminant validity of the two attitude scales. It seems that one can have positive attitudes, but still partly expect some problems when using robots in the classroom. This has important implications for implementing robots in the classroom, indicating that, even for those with positive attitudes, it is important to teach how to address possible practical problems in robot usage if we want to encourage robot usage in education.

RESULTS AND DISCUSSION – QUALITATIVE ANALYSIS

The second part of the online questionnaire comprised three descriptive questions. The participants were required to express their thoughts on both advantages and disadvantages of including the robot in the ELT classroom, and they had to think of their ideal robot that they would like to use while teaching the English language.

Although all of the participants reported never having used a robot for educational purposes, they stated that the robot is a new, innovative, and modern educational tool. They predict it would increase students' motivation, confidence, and engagement. This coincides with the results of two similar studies (Young et al., 2010; Chang et al., 2010). In the research carried out by Young et al. (2010), the tangible robot Rocky was created and programmed to communicate with students using 15 simple English sentences. After interacting with Rocky, the students felt motivated, happy, and encouraged to use it again in the future. Most of the participants ($M=3.13$; $SD=.870$) reported that they would use a robot in the ELT classroom once per month, and they believed that the atmosphere while working with the robot would be dynamic, positive, and relaxed. In the research conducted by Chang et al. (2010), a humanoid robot was used that, among other, was designed to cheer for students in a game. Although the students were loud while carrying out this activity, they were very excited when the robot cheered for them. The authors also indicated that the robot encouraged introverted students to participate and ask for the robot's feedback.

With respect to the disadvantages of including the robot in the ELT classroom, the participants mostly agreed that a robot is easily broken and difficult to maintain. The claim that the robot is very expensive is present worldwide (e.g. Chang et al., 2010;

Chen et al., 2011). Furthermore, the participants said that the disadvantage might also be the teachers' lack of knowledge in rather complex programming. This is similar to the experience of a teacher mentioned in the research carried out by Hong, Huang, Hsu, and Shen (2016), who voiced a concern in using robots in the classroom, as she needed two extra hours to prepare the robot system compared to the time she normally invested in preparing the usual multimedia slides.

The participants had creative solutions for their ideal robot: *"The robot would be small in size and easily portable. It would have a small screen that would show pictures or words of some items. The teacher would program the robot in advance, and the students would be able to hear the pronunciation, to say the word out loud, or to hear what the robot has to say about the culture they are learning about."*³ Since the new Croatian educational reform programme 'School for Life' (Ministarstvo znanosti i obrazovanja, 2019) suggests conducting lessons with educational materials that have digital, interactive and multimedia features, this example of the robot would fit perfectly into it. It also coincides with the constructivist approach that indicates that when the digital educational materials are in close connection with other factors of the educational process, they would positively increase the quality of the educational process (Topolovčan et al., 2017). It would, moreover, put the students in the focus of the educational process, where the teacher would act as the organizer of the educational process, and the students would be the ones who are carrying it out as individuals. The new Croatian educational reform programme 'School for Life' is meant to rest on the principles established by the constructivist approach (Ministarstvo znanosti i obrazovanja, 2019).

The participants would also like to have a robot that is not difficult to build and is simple to program. They would prefer to work with the one that would help to improve students' vocabulary, pronunciation, and communication skills. They believe that such a robot would boost the students' confidence, and lower language learning anxiety, as previous research has already confirmed (Bers et al., 2002; Hyun et al., 2008). Having that kind of robot would help the teacher focus on the words that are difficult to understand and remember, the sounds that are hard to pronounce, and language structures that are confusing to use: *"It would be useful if the teacher had feedback on the students' pronunciation (e.g. from the audio recordings of the robot) to detect the key problems in pronunciation at the classroom level and of individual student."*⁴ In the study carried out by Serholt et al. (2016, p. 622), teachers highlighted concerns about keeping the robot's recorded data, such as: hackers accessing the data, secondary uses by unauthorized staff, and peer harassment. One participant in the present study provided their idea of a useful robot: *"The robot that throws the ball. The students would have to program the trajectory of the ball. Thereby, the students can practice various topics and also work on their communication skills."*⁵ This participant integrated the STEM area with language learning. This is a great example of content and language integrated learning (CLIL) that is widely present in the ELT classroom in Europe. According to Eurydice (2006), it has been implemented in more than 70% of the EU state members by 2004. It has also been adopted in Croatia, as the new Croatian educational reform 'School for Life' suggests that lexical structures should be chosen according to its connections with other subjects (Ministarstvo znanosti i obrazovanja, 2019).

³Translated by the authors.

⁴Translated by the authors.

⁵Translated by the authors.

CONCLUSION

The usage of robots in the SLA classroom presents pupils with the possibility to individualize their learning process within their individual environment, which is in line with the cutting-edge trends in education and, more specifically, constructivism as an epistemological paradigm. Investigating new learning and teaching methods and possibilities involves constant search for means of delivery of the teaching content which pupils would find motivating and in line with their interests, as motivation is one of the five affective domains in learning (Mihaljević Djigunović, 1998). Usage of robots in teaching and learning certainly presents such a possibility. However, the introduction of different teaching aids must be well-prepared and based on research. Moreover, it needs to consider teachers as stakeholders in the educational process in terms of their views and their education in applying the new teaching tools. Only well-educated teachers are able to become creative in the usage of the teaching tools, thus adding to the teaching and learning process. The education of future teachers is an excellent ground for such a process.

This study has shown future teachers who were satisfied with their training on building and using a robot. Moreover, they saw fewer disadvantages of using robots in teaching. These participants still expected potential problems in using robots, yet they were prepared to venture into this novelty. The analysis did not allow for conclusions on causal relationships between the studied variables. Yet, we may suggest that it is the education of the teachers that influences their attitudes as well as their willingness to use modern materials. When properly informed on the aspects of robots used in teaching, future teachers can become creative in their suggestions on how to apply robots to achieve educational goals. Presently, they see robots as an innovative tool that could increase students' motivation, confidence and engagement in the learning process. Still, they worry that robots could be easily broken and difficult to maintain, not to mention their cost should at least each pair of pupils in a classroom be given an opportunity to work with a robot. They are also unsure whether teachers are prepared to use this tool as it requires basic knowledge of programming. In commenting on the usefulness of the robots, the participants saw its usefulness in the development of speaking as one of the four language skills, and vocabulary attainment. They believe that robots can be used for individual conversation practice as well as to prompt communication within the group working on a particular project involving a robot.

To conclude, the usage of robots in the EFL classroom may be considered a novelty in the Croatian context and one of the aspects of future teaching. When based on the findings of educational research and the education of teachers, it may become a welcome aid in the teaching process. To achieve this, it is necessary to include the topic of robots as educational tools into pre-service teacher education programmes.

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APPENDIX 1

1. Age: _____
2. I participated at the workshop held at the Faculty of Electrical Engineering and Computing, University of Zagreb in the:
 - a. academic year 2017/2018
 - b. academic year 2018/2019
3. We would kindly ask you to think about the workshop held at the Faculty of Electrical Engineering and Computing. On the scale from 1 (strongly disagree) to 5 (strongly agree) evaluate how much you agree with the following statements:

N	Statements:	Scale					<i>M (SD)</i>
1	I believe that the assistance of the experts during the workshop was effective.	1	2	3	4	5	4.31
2	I really enjoyed building robots in the workshop.	1	2	3	4	5	4.59
3	I am satisfied with the knowledge I received during the workshop.	1	2	3	4	5	4.06
4	I did not like modifying the capabilities that the robot offers (revolutions per minute).	1	2	3	4	5	2.46
5	I want to attend additional training and workshops on using robots in teaching.	1	2	3	4	5	3.70
6	I did not enjoy programming the robot.	1	2	3	4	5	1.59
7	The instructions we received at the beginning of the workshop were very clear.	1	2	3	4	5	3.89
8	I loved to run the robot to perform its actions.	1	2	3	4	5	4.41
9	I am not satisfied with the practical work at the workshop.	1	2	3	4	5	1.65
10	I would like to attend this workshop once more if I have a chance.	1	2	3	4	5	4.33
11	I really liked using the robot.	1	2	3	4	5	4.39

4. Have you ever used robots in the educational process?
 - a. YES
 - b. NO
5. If you have used robots in the educational process before, we would kindly ask you to explain how you used them.

6. How often would you like to use a robot as the educational tool in the English language teaching (ELT) classroom?
 - a. Never
 - b. Once or twice in a term
 - c. Once a month
 - d. Every other week
 - e. Once per week

7. On the scale from 1 (strongly disagree) to 5 (strongly agree), evaluate how much you agree with the following statements:

N	Statements:	Scale:					M (SD)
1	I would feel comfortable using a robot as an educational tool in the ELT.	1	2	3	4	5	4.11
2	I feel skilled enough to use robots in the ELT.	1	2	3	4	5	2.74
3	I cannot wait to use a robot as an educational tool in the ELT.	1	2	3	4	5	3.59
4	I think it would be frustrating for me to use a robot as an educational tool in the ELT.	1	2	3	4	5	2.04
5	I would find it interesting to use a robot as an educational tool in the ELT.	1	2	3	4	5	4.30
6	If I had the support of an expert, I would use robots in the ELT.	1	2	3	4	5	4.24

8. On the scale from 1 (extremely useless) to 5 (extremely useful), evaluate how USEFUL it would be to use a robot as an educational tool to achieve the specific teaching aims of the ELT.

N	Statements:	Scale					M (SD)
1	Achieving linguistic teaching aims (e.g. learning/revising about family, animals, colours, etc.)	1	2	3	4	5	4.22
2	Achieving cultural teaching aims (e.g. learning about customs in Australia, learning about the UK royal family, etc.)	1	2	3	4	5	3.78
3	Achieving linguistic teaching aims: vocabulary	1	2	3	4	5	4.44
4	Achieving linguistic teaching aims: grammar	1	2	3	4	5	3.78
5	Achieving linguistic teaching aims: pronunciation	1	2	3	4	5	3.96
6	Achieving functional teaching aims: aims associated with using language in order to achieve communication	1	2	3	4	5	4.04
7	Achieving educational teaching aims: moral, social and intellectual aims	1	2	3	4	5	3.69

9. On the scale from 1 (extremely unready) to 5 (extremely ready), evaluate how PREPARED are you to use a robot as an educational tool for the specific teaching aims of the ELT.

N	Statements:	Scale					<i>M (SD)</i>
1	Achieving linguistic teaching aims (e.g. learning/revising about family, animals, colours, etc.)	1	2	3	4	5	3.96
2	Achieving cultural teaching aims (e.g. learning about customs in Australia, learning about the UK royal family, etc.)	1	2	3	4	5	3.56
3	Achieving linguistic teaching aims: vocabulary	1	2	3	4	5	4.22
4	Achieving linguistic teaching aims: grammar	1	2	3	4	5	3.52
5	Achieving linguistic teaching aims: pronunciation	1	2	3	4	5	3.72
6	Achieving functional teaching aims: aims associated with using language in order to achieve communication	1	2	3	4	5	3.85
7	Achieving educational teaching aims: moral, social and intellectual aims	1	2	3	4	5	3.78

10. On the scale from 1 (strongly disagree) to 5 (strongly agree), evaluate how much you agree with the following statements:

N	Statements:	Scale					<i>M (SD)</i>
1	Using a robot would cause frustration in the students.	1	2	3	4	5	1.39
2	Robots could be useful only if each student could work with one robot.	1	2	3	4	5	2.44
3	Using a robot would cause excitement among the students.	1	2	3	4	5	4.74
4	Students would not want to use a robot.	1	2	3	4	5	1.54
5	Robots would often break down, making it difficult to use them in teaching.	1	2	3	4	5	2.74
6	Programming a robot for teaching activities would take too much time.	1	2	3	4	5	2.87
7	Robots would not contribute significantly to the quality of teaching.	1	2	3	4	5	2.22
8	Students would be delighted to use a robot.	1	2	3	4	5	4.63
9	Teaching has already been saturated with modern technology.	1	2	3	4	5	2.67
10	Using a robot would cause arguments and jealousy among students.	1	2	3	4	5	2.48
11	Using a robot in teaching would lead to a backlog with the implementation of the curriculum.	1	2	3	4	5	2.09
12	Students would be bored while using the robots.	1	2	3	4	5	1.46
13	Planning classes that would include robots along with the other activities would take too much time.	1	2	3	4	5	2.72

11. Please describe the robot you would like to use in the ELT classroom and how you would like to use it.

12. Please indicate what you consider to be the greatest ADVANTAGES of using a robot as an educational tool in the ELT.

13. Please indicate what you consider to be the greatest DISADVANTAGES of using a robot as an educational tool in the ELT.

Stavovi budućih učitelja o korištenju robota kao edukacijskog sredstva

SAŽETAK

Nova kurikularna reforma 'Škola za život', koja je u Republici Hrvatskoj pokrenuta školske godine 2019./2020., izvorno je kreirana pod utjecajem konstruktivističkih načela, prema kojima su učenici u fokusu obrazovnog procesa jer izrađuju i koriste objekte koji ih potiču na učenje kroz rad i time razvijaju apstraktno mišljenje. Ona podržava uvođenje i korištenje novih digitalnih materijala, a jedan takav koji će se u budućnosti možda početi koristiti je i obrazovni robot. Cilj ovog preliminarnog istraživanja je bio ispitati stavove sudionika o implementaciji robota u nastavi engleskog jezika kao edukacijskog sredstva u RH. Zanimalo nas je koliko su ispitanici spremni koristiti robote u nastavi te na koje bi načine primijenili robota kao edukacijsko sredstvo u obrazovnom procesu. U ovom istraživanju sudjelovali su budućí učitelji engleskoga jezika (N = 70) koji su u sklopu jednoga kolegija svojega studija sudjelovali na radionici na kojoj su slagali i učili programirati robota crtača. Istraživanje je provedeno u dva dijela – pomoću polustrukturiranog intervjua s fokus grupom (N = 6) i online upitnika (N = 54). Rezultati su pokazali da su stavovi ispitanika pozitivni prema korištenju robota u nastavi engleskoga jezika (ponajviše uz kvalitetnu prethodnu edukaciju o načinu korištenja robota) te da ispitanici uviđaju prednosti (npr. povećanje motivacije i samopouzdanja učenika), ali i nedostatke (npr. održavanje robota, programiranje, cijena) korištenja robota u nastavi engleskoga jezika. Iako je obrazovni robot novo edukacijsko sredstvo u RH, uz primjerenu edukaciju učitelja i budućih učitelja o njegovoj uporabi, zaključujemo da je to edukacijsko sredstvo koje je dobro došlo u obrazovni proces i koje je potrebno uvoditi u nastavu engleskoga jezika.

Ključne riječi: konstruktivizam; robot kao edukacijsko sredstvo; stavovi budućih učitelja engleskog jezika; učenje i poučavanje engleskog jezika

Kompetencije nastavnika stranih jezika iz perspektive studenata neofiloloških studija

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SAŽETAK

U svjetlu suvremenih spoznaja, studijski programi u okviru inicijalnoga obrazovanja nastavnika trebali bi se temeljiti na tzv. kompetencijskom pristupu (Vizek Vidović, 2009), pri čemu se u području nastave stranih jezika obično govori o generičkim kompetencijama i područno-specifičnim kompetencijama (Borg, 2006). Cilj je ovoga rada promotriti kompetencije nastavnika stranih jezika iz perspektive studenata neofiloloških diplomskih studija nastavničkoga usmjerenja na Filozofskom fakultetu Sveučilišta u Zagrebu i ispitati stavove studenata o pojedinim sastavnicama nastavničke kompetencije u području stranih jezika, prikupiti podatke o tome u kojoj mjeri smatraju da im inicijalno obrazovanje omogućuje stjecanje tih pojedinih sastavnica te utvrditi njihovu percepciju ostalih čimbenika koji utječu na razvoj nastavničke kompetencije. Rezultati istraživanja ukazuju na značajne razlike između percipiranih potreba budućih nastavnika i sadržaja koji su im ponuđeni tijekom studija te otkrivaju niz čimbenika koji utječu na razvoj njihove nastavničke kompetencije. Na kraju rada daju se prijedlozi za unaprjeđenje nastave na diplomskoj sveučilišnoj razini neofiloloških studijskih grupa, posebno u svjetlu reforme programskih kurikula.

Ključne riječi: inicijalno obrazovanje nastavnika; kompetencijski pristup; kurikulum; nastavničke kompetencije; stavovi studenata

UVOD

Suvremeni pristup poučavanju temelji se na ishodima učenja, što nužno postavlja pred nastavnike nove zahtjeve, mijenja njihovu ulogu u nastavnom procesu i traži od njih posjedovanje širokog raspona znanja i vještina. Već u fazi inicijalnoga obrazovanja nastavnika preporučuje se da se u okviru studijskoga programa budućim nastavnicima osigura dubinsko znanje i razumijevanje pojedinih predmetnih sadržaja, omogućí primjerena kombinacija teorijskih spoznaja i praktičnoga pedagoškog iskustva, pobudi kod studenata istraživački i refleksivni duh te da ih se potakne na samostalnu analizu obrazovnoga konteksta radi prilagođavanja potrebama učenika (Kelly i sur., 2004; ETUCE, 2008; Vizek Vidović i Domović, 2013).

Recentna promišljanja o ovoj temi spominju tzv. kompetencijski pristup obrazovanju (Vizek Vidović, 2009), a u tom se smislu obično govori o generičkim i područno-specifičnim kompetencijama (Borg, 2006). Generičke kompetencije odnose se na opće, zajedničke kompetencije, prenosive u različita područja znanja. Iako nisu usko povezane sa strukom, potrebne su za djelovanje u profesionalnom okruženju i pridonose kvaliteti nastave. Područno-specifične kompetencije odnose se na stručno područje, tj. svojstvene su određenoj disciplini. Tijekom posljednjih petnaestak godina oblikovani su različiti referentni i kompetencijski okviri usmjereni na definiranje specifičnih kompetencija nastavnika stranih jezika (nadalje: SJ). Kelly i sur. (2004) sastavili su referentni okvir *Europski profil nastavnika jezika za 21. stoljeće* i ponudili popis ključnih sastavnica obrazovanja nastavnika SJ-a podijeljenih u četiri kategorije: struktura (organizacija obrazovanja nastavnika), znanje i razumijevanje (koncepti koje bi nastavnici trebali znati i razumjeti o procesu poučavanja i učenja SJ-a), strategije i vještine (postupci i vještine kojima bi trebali vladati u situacijama poučavanja i učenja) te vrijednosti (opće društvene i kulturološke vrijednosti koje treba promicati i za njih se zalagati u procesu poučavanja SJ-a). Te bi sastavnice trebalo razvijati tijekom inicijalnoga obrazovanja, ali i cjeloživotnoga učenja u okviru struke. *Europski portfolio za obrazovanje nastavnika jezika* (engl. EPOSTL) (Newby i sur., 2007) dokument je namijenjen budućim nastavnicima SJ-a u fazi inicijalnoga obrazovanja i usredotočen je na promišljanje o nastavničkim kompetencijama, praćenje napretka i samovrednovanje razvoja tih kompetencija. Osmišljen je u obliku deskriptora koji pokrivaju više područja kompetencija za koje se procjenjuje da su potrebne nastavnicima: kontekst, metodologija, resursi, planiranje nastave, izvođenje nastave, samostalno učenje i vrednovanje učenja. Osim europskih kompetencijskih okvira oblikuju se i nacionalni okviri koji nastoje odgovoriti lokalnim zahtjevima i potrebama, ali i okviri za pojedine jezike, primjerice *Cambridge English Teaching Framework* (UCLES, 2018) za engleski kao SJ ili *Las competencias clave del profesorado de lenguas segundas y extranjeras* (Instituto Cervantes, 2012) za španjolski kao drugi ili SJ. U Hrvatskoj je oblikovan referentni okvir *Kompetencije učitelja i nastavnika stranih jezika u osnovnoj školi u Republici Hrvatskoj* koji sadrži opise kompetencija koje učitelji/nastavnici SJ-a u osnovnoj školi moraju steći, održavati i razvijati (Radišić i sur., 2003). Kompetencije su podijeljene u dva područja: (i) kompetencije specifične za predmet (SJ) – komunikacijske jezične kompetencije, interkulturalna kompetencija te glotodidaktička i metodička znanja/vještine i (ii) odgojno-obrazovne kompetencije, koje obuhvaćaju pedagoško-psihologijske kompetencije te kompetencije vezane za cjeloživotno obrazovanje. Treba spomenuti i okvir *Kompetencijski profil učitelja stranog jezika za razvoj višejezične i međukulturalne kompetencije učenika* (Knežević, 2015) osmišljen kao dopuna postojećim okvirima i usmjeren na temu višejezičnosti i multikulturalnosti kao sastavnicu područno-specifičnih kompetencija nastavnika SJ-a. Spomenuti referentni dokumenti sastoje se dakle od niza kompetencija koje se odnose na znanja, vještine i stavove te omogućuju nastavnicima u različitim fazama obrazovanja i karijere razviti učinkovite oblike nastavne prakse.

Proveden je i veći broj istraživanja o stavovima i percepciji nastavnika u različitim fazama karijere o navedenoj problematici, a posebno se istraživala razina usvojenosti pojedinih kompetencijskih područja tijekom ili nakon visokoškolskog obrazovanja

(Şallı-Çopur, 2008; Choi, 2012; Martinez Agudo, 2017; Tican i Deniz, 2019). U hrvatskom kontekstu Mihaljević Djigunović i Mardešić (2009) usporedile su stavove diplomiranih nastavnika SJ-a, studenata SJ-a nastavničkoga smjera na Filozofskom fakultetu u Zagrebu i studenata razredne nastave s „pojačanim” engleskim jezikom s Učiteljskog fakulteta u Zagrebu prema općim i specifičnim kompetencijama važnim za nastavničku profesiju te stupnju do kojeg su ih uspjeli razviti tijekom studija. Rezultati su pokazali da svi ispitanici smatraju važnima sve ispitane kompetencije i da je njihovo stjecanje u okviru studija manje od njihove procijenjene važnosti, kao i da je njihovo stjecanje mnogo manje zastupljeno na neofilološkim studijima nego na učiteljskom studiju. U istraživanju provedenom sa studentima primarnoga obrazovanja i engleskog jezika na Učiteljskom fakultetu u Zagrebu Cindrić, Andraka i Bilić-Štefan (2014) ispitale su stavove studenata o utjecaju kolegija Metodичke vježbe na razvoj općih i specifičnih kompetencija važnih za učitelje engleskog jezika te na oblikovanje njihove svijesti o važnosti tih kompetencija i područja znanja za struku. Rezultati pokazuju da je kolegij imao pozitivni utjecaj na stavove studenata o važnosti spomenutih kompetencija i područja znanja u nastavničkoj profesiji te studenti smatraju da su tijekom studija razvili gotovo sve ponuđene generičke i specifične kompetencije. Knežević (2015; 2017) je istražila zastupljenost sadržaja za razvoj višejezične i multikulturalne kompetencije u studijskim programima koji obrazuju učitelje i nastavnike engleskog i njemačkog jezika u Hrvatskoj, kao i stavove studenata i pripravnika o važnosti i stečenosti pojedinih sastavnica te kompetencije. Utvrđeno je da je zastupljenost obje kompetencije u studijskim programima vrlo mala ili neznatna te da ispitanici procjenjuju važnost kompetencija većom od stečenosti. U istraživanju o koristi samovrednovanja u obrazovanju budućih nastavnika Mardešić (2017) je ispitala reflektivni model sa studentima nastavničkih usmjerenja engleskog, talijanskog i francuskog jezika triju hrvatskih sveučilišta korištenjem Europskog portfolija za obrazovanje nastavnika jezika, obrasca za samovrednovanje prakse i polustrukturiranim intervjuom. Statistička analiza rezultata samovrednovanja prema deskriptorima Europskog portfolija pokazala je da aktualni studijski programi najviše razvijaju skupine kompetencije vezane za kontekst i metodologiju učenja te planiranja i izvođenja nastave, dok najmanje razvijaju kompetencije iz skupine samostalnoga učenja i vrednovanja učenja.

METODOLOGIJA ISTRAŽIVANJA

CILJ ISTRAŽIVANJA I ISTRAŽIVAČKA PITANJA

Cilj je ovoga istraživanja promotriti kompetencije nastavnika SJ-a iz perspektive studenata neofiloloških studija. Ispitat će se stavovi studenata o pojedinim sastavnicama nastavničke kompetencije u području SJ-a, prikupiti podatke o tome u kojoj mjeri smatraju da im inicijalno obrazovanje omogućuje stjecanje pojedinih sastavnica navedenih kompetencija te utvrditi njihovu percepciju ostalih čimbenika koji mogu utjecati na njezin razvoj. Na kraju se želi prikupiti podatke o promišljanjima ispitanika o područjima unaprjeđenja inicijalnoga obrazovanja nastavnika u okviru neofiloloških studijskih programa.

ISPITANICI

Ispitanike je činilo 53 studenta diplomskoga studija nastavničkih usmjerenja na više neofiloloških studija (engleski, njemački, francuski, španjolski, talijanski i ruski jezik) na Filozofskom fakultetu Sveučilišta u Zagrebu. Većina su ispitanika žene (90,6 %), a dob je ispitanika između 22 i 28 godina ($M=24,5$; $SD=1,64$). Podjednako su zastupljeni ispitanici druge godine diplomskoga studija (49,1 %) i apsolvanti (50,9 %). Od svih ispitanika 56,6 % studira dva SJ-a, a od njih je 43,3 % na obje studijske grupe odabralo nastavnički smjer.

METODE PRIKUPLJANJA I OBRADE PODATAKA

Za potrebe istraživanja prikupljeni su kvalitativni i kvantitativni podaci pomoću upitnika te polustrukturiranog intervjua. U prvom dijelu upitnika prikupljeni su demografski podatci. U drugom dijelu ispitanicima je ponuđena skala s 18 generičkih kompetencija ($\alpha = 0,89$) i 24 područno-specifične kompetencije ($\alpha = 0,94$) odabrane na temelju postojećih referentnih okvira (Gonzales i Wagenaar, 2003; Kelly i sur., 2004; Newby i sur., 2007; Mihaljević Djigunović; Mardešić; 2009) i prilagođene za potrebe ovoga istraživanja te su na Likertovoj skali od pet stupnjeva (od 1 – nimalo do 5 – izrazito) iskazivali u kojoj mjeri smatraju da su pojedine kompetencije važne za nastavničku profesiju i u kojoj mjeri smatraju da im inicijalno obrazovanje omogućuje stjecanje pojedinih sastavnica nastavničke kompetencije. Trećim se dijelom upitnika željelo utvrditi u kojoj mjeri (procjena na Likertovoj skali od pet stupnjeva (od 1 – nimalo do 5 – izrazito)) i na koji način (otvorena pitanja) ispitanici smatraju da osobnost nastavnika, praksa u okviru studija, prethodno iskustvo učenja i razina znanja SJ-a utječu na razvoj nastavničke kompetencije. Upitnik se ispunjavao u elektroničkom obliku, što je trajalo do 15 minuta, a za analizu podataka (deskriptivna statistika i t-test) primijenjen je program SPSS 23. U 30-minutnom polustrukturiranom intervjuu u dvije skupine bio je uključen poduzorak od deset ispitanika – po pet studenata druge godine diplomskoga studija i apsolvanta. Tematska područja uključivala su razgovor o produbljenim stavovima o općim i specifičnim kompetencijama važnima za nastavničku profesiju, o percepciji čimbenika koji utječu na razvoj te kompetencije, kao i o prijedlozima za unaprjeđenje sveučilišne nastave. Intervju je snimljen i transkribiran.

REZULTATI ISTRAŽIVANJA

U nastavku ćemo prikazati prikupljene rezultate istraživanja o kompetencijama nastavnika SJ-a. Prvo ćemo se usredotočiti na generičke kompetencije te na studentsku percepciju važnosti tih kompetencija za nastavničku profesiju i procjenu razine njihove usvojenosti tijekom inicijalnoga obrazovanja, a zatim ćemo u istom smislu promotriti stavove studenata o područno-specifičnim kompetencijama. Na kraju ćemo prikazati čimbenike za koje ispitanici smatraju da utječu na razvoj njihove nastavničke kompetencije i studentski pogled na moguće unaprjeđenje inicijalnoga obrazovanja nastavnika u okviru neofiloloških studija.

GENERIČKE KOMPETENCIJE

Rezultati vrednovanja važnosti i stečenosti generičkih kompetencija (skala prema Gonzales i Wagenaar, 2003 te Mihaljević Djigunović i Mardešić, 2009) koje možemo promatrati kao kombinaciju znanja, vještina i stavova koji su preduvjet kako uspješnoga učenja tako rada i života današnjice prikazani su u Tablici 1.

Tablica 1. Percepcija važnosti generičkih kompetencija za nastavničku profesiju i razine njihove stečenosti tijekom inicijalnoga obrazovanja

	Važnost		Stečenost na studiju		t (df=52)	p
	M	SD	M	SD		
Interpersonalne vještine	4,77	,505	3,58	1,134	8,049	,000
Sposobnost primjene znanja u praksi	4,77	,505	3,32	1,014	9,599	,000
Razumijevanje raznolikosti i multikulturalnosti	4,73	,486	3,73	,943	7,914	,000
Sposobnost prilagodbe na nove situacije	4,67	,510	3,07	1,034	10,469	,000
Donošenje odluka	4,64	,522	3,26	1,211	7,777	,000
Etičnost	4,64	,653	3,09	1,228	10,064	,000
Sposobnost kritike i samokritike	4,62	,562	3,66	,939	7,454	,000
Sposobnost učenja	4,56	,537	3,77	,973	5,960	,000
Sposobnost analize i sinteze	4,52	,638	3,45	1,029	7,074	,000
Društvena odgovornost	4,37	,790	3,34	1,223	5,562	,000
Usmeno i pisano izražavanje na materinskom jeziku	4,28	,817	2,67	1,105	9,149	,000
Opća kultura	4,20	,716	3,13	1,127	8,009	,000
Osnovno poznavanje rada na računalu	4,17	,699	2,54	1,185	10,008	,000
Timski rad	4,15	,863	3,66	1,159	3,188	,002
Sposobnost sažimanja literature	4,03	,854	3,77	,933	1,631	,109
Rad u interdisciplinarnim timovima	3,98	,746	2,73	1,179	7,824	,000
Istraživačke vještine	3,71	,863	3,52	1,030	1,237	,222
Znanje drugog jezika	3,39	,947	3,34	1,223	,293	,771

Kvantitativni podatci pokazuju da ispitanici vrlo veliku važnost pridaju gotovo svim ponuđenim generičkim kompetencijama. Smatraju da su generičke kompetencije koje pridonose nastavničkoj profesiji u prvom redu sposobnost primjene znanja u praksi ($M=4,77$; $SD=0,50$), interpersonalne vještine ($M=4,77$; $SD=0,50$), razumijevanje raznolikosti i multikulturalnosti ($M=4,73$; $SD=0,48$), kao i sposobnost prilagodbe na nove situacije ($M=4,67$; $SD=0,51$), etičnost ($M=4,64$; $SD=0,65$) i sposobnost donošenja odluka ($M=4,64$; $SD=0,52$). Kao najmanje važne kompetencije ispitanici ocjenjuju znanje drugog jezika ($M=3,39$; $SD=0,94$), istraživačke vještine ($M=3,71$;

$SD=0,86$) i rad u interdisciplinarnim timovima ($M=3,98$; $SD=0,74$). U odnosu na procjenu u kojoj im mjeri inicijalno obrazovanje omogućuje stjecanje pojedinih kompetencija, vrijednosti se uglavnom nalaze oko sredine ponuđene skale. Ispitanici smatraju da su tijekom inicijalnoga obrazovanja od ovih kompetencija u najvećoj mjeri mogli steći sposobnost sažimanja literature ($M=3,77$; $SD=0,93$), sposobnost učenja ($M=3,77$; $SD=0,97$) i razumijevanje raznolikosti i multikulturalnosti ($M=3,73$; $SD=0,94$). U okviru sadržaja ponuđenih tijekom studija najmanje su zastupljene generičke kompetencije koje se odnose na osnovno poznavanje rada na računalu ($M=2,54$; $SD=1,18$), usmeno i pisano izražavanje na materinskom jeziku ($M=2,67$; $SD=1,10$) te rad u interdisciplinarnim timovima ($M=2,73$; $SD=1,17$). Rezultati t-testa pokazuju da postoji statistički značajna razlika ($p<0,05$) između percipirane važnosti generičkih kompetencija za nastavničku profesiju (viša) i njihove stečenosti tijekom inicijalnoga obrazovanja (niža) kod svih kompetencija osim znanja drugog jezika, istraživačkih vještina i sposobnosti sažimanja literature.

Kvalitativni podatci također govore u prilog kvantitativnim podacima. Ispitanici procjenjuju da su sve generičke kompetencije vrlo važne za nastavnu praksu, ali da se dio njih stječe tijekom odrastanja i prethodnih faza obrazovanja. Zadovoljni su teorijskim znanjem koje stječu na fakultetu, ali ističu manjak praktičnoga znanja, odnosno zalažu se za više raznolikih prilika, kako u okviru sadržaja na fakultetu tako i u sklopu studentske prakse, koje bi im omogućile razvijanje sposobnosti primjene znanja u stvarnim profesionalnim situacijama i prilagodbu na nove situacije. Za većinu ostalih generičkih kompetencija procjenjuju da će ih dodatno razviti u radnom okruženju i iskazuju spremnost da tome pridonese svojim zalaganjem.

PODRUČNO-SPECIFIČNE KOMPETENCIJE

Područno-specifične kompetencije svojstvene su određenoj disciplini ili struci i upravo su one temelj sveučilišnih programa (Gonzales i Wagenaar, 2003). Rezultati procjene njihove važnosti i stečenosti prikazani su u Tablici 2.

Kvantitativni podatci pokazuju da ispitanici izrazito veliku važnost pridaju gotovo svim ponuđenim područno-specifičnim kompetencijama, a najvažnijima smatraju praktično znanje SJ-a (uporabu jezika) ($M=4,88$; $SD=0,31$), sposobnost motiviranja učenika ($M=4,86$; $SD=0,34$), upravljanje razrednim ozračjem i interakcijom ($M=4,83$; $SD=0,37$) te u nešto manjoj mjeri razumijevanje procesa poučavanja SJ-a ($M=4,79$; $SD=0,40$), sposobnost prilagodbe nastave sposobnostima i potrebama učenika ($M=4,79$; $SD=0,53$) i interpersonalnu kompetenciju ($M=4,77$; $SD=0,42$). U tu skupinu kompetencija možemo ubrojiti i sposobnost analize potreba učenika ($M=4,75$; $SD=0,47$), odabir nastavnih materijala ($M=4,71$; $SD=0,45$) te usmjerenost prema učeniku ($M=4,71$; $SD=0,49$). Kao najmanje važne kompetencije ispitanici procjenjuju istraživačku ($M=3,90$; $SD=0,81$) i digitalnu kompetenciju ($M=3,96$; $SD=0,70$). U odnosu na procjenu u kojoj su im mjeri programi neofiloloških studija omogućili stjecanje pojedinih kompetencija, vrijednosti se uglavnom nalaze oko sredine ponuđene skale, a ističu se razumijevanje procesa učenja SJ-a ($M=4,41$; $SD=0,69$), svijest o čimbenicima koji utječu na učenje jezika ($M=4,32$; $SD=0,84$), razumijevanje procesa

Tablica 2. Percepcija važnosti područno-specifičnih kompetencija za nastavničku profesiju i razine njihove stečenosti tijekom inicijalnoga obrazovanja

	Važnost		Stečenost na studiju		t (df=52)	P
	M	SD	M	SD		
Praktično znanje SJ-a (uporaba jezika)	4,88	,319	3,69	,8679	9,616	,000
Sposobnost motiviranja učenika	4,86	,341	3,39	,967	10,797	,000
Upravljanje razrednim ozračjem i interakcijom	4,83	,379	3,09	1,060	11,735	,000
Razumijevanje procesa poučavanja SJ-a	4,79	,409	4,30	,774	4,338	,000
Sposobnost prilagodbe nastave sposobnostima i potrebama učenika	4,79	,532	3,22	,933	11,084	,000
Interpersonalna kompetencija	4,77	,422	3,64	1,020	7,543	,000
Sposobnost analize potreba učenika	4,75	,476	3,30	1,011	10,091	,000
Odabir nastavnih materijala	4,71	,454	3,77	,775	8,392	,000
Usmjerenost prema učeniku	4,71	,495	3,60	1,006	7,463	,000
Razumijevanje procesa učenja SJ-a	4,67	,613	4,41	,691	2,368	,022
Vrednovanje i testiranje učenikove komunikacijske kompetencije	4,66	,516	3,58	1,116	7,307	,000
Svijest o čimbenicima koji utječu na učenje SJ-a	4,64	,623	4,32	,849	2,824	,007
Vremenska organizacija sata	4,60	,566	3,67	1,052	5,988	,000
Intrapersonalna kompetencija	4,54	,539	3,43	1,083	7,344	,000
Interkulturalna kompetencija	4,49	,575	3,75	1,017	5,148	,000
Izrada nastavnih materijala	4,47	,607	3,50	1,102	5,651	,000
Sposobnost učenja samopromatranjem	4,35	,736	3,37	1,004	7,360	,000
Teorijsko znanje SJ-a	4,34	,677	4,28	,717	,409	,684
Sposobnost učenja na temelju promatranja drugih	4,30	,722	3,43	1,028	5,783	,000
Sposobnost provođenja nastavnog plana i programa	4,28	,717	3,13	,981	6,807	,000
Iskustvo u izradi nastavnog plana i programa	4,03	,758	3,35	1,001	4,621	,000
Sposobnost integracije drugih sadržaja u nastavu jezika (CLILL)	4,03	,758	2,94	,988	7,043	,000
Digitalna kompetencija	3,96	,706	2,90	1,060	6,785	,000
Istraživačka kompetencija	3,90	,814	3,71	,863	1,347	,184

poučavanja SJ-a ($M=4,30$; $SD=0,77$) i teorijsko znanje SJ-a ($M=4,28$; $SD=0,71$) kao najzastupljenije kompetencije. Najmanje su zastupljene područno-specifične kompetencije koje se odnose na digitalnu kompetenciju ($M=2,90$; $SD=1,06$), sposobnost integracije drugih sadržaja u nastavu jezika (CLILL) ($M=2,94$; $SD=0,98$), upravljanje razrednim ozračjem i interakcijom ($M=3,09$; $SD=1,06$) te sposobnost provođenja nastavnoga plana i programa ($M=3,13$; $SD=0,98$). Rezultati t-testa pokazuju da postoji statistički značajna razlika ($p < 0,05$) između percipirane važnosti područno-specifičnih kompetencija za nastavničku profesiju (viša) i stečenosti tih kompetencija tijekom inicijalnoga obrazovanja (niža) kod svih kompetencija osim teorijskoga znanja SJ-a i istraživačke kompetencije.

Kvalitativni podatci također govore u prilog kvantitativnim podacima. Ispitanici smatraju da su područno-specifične kompetencije ključne za njihovo profesionalno djelovanje. Pritom posebno naglašavaju praktično znanje SJ-a kao preduvjet bavljenja strukom i poveznicu između svih ostalih kompetencija te znanje iz metodike nastave SJ-a. Inicijalno obrazovanje omogućilo im je osvješćivanje složenosti nastavničke profesije, što je dovelo do toga da je dodatno cijene. Također, teorijska znanja stečena u okviru studijskoga programa u određenoj su im mjeri pomogla da razviju neke od područno-specifičnih kompetencija, no nedovoljno. Ispitanici smatraju da stupanj razvijenosti pojedine kompetencije kod nastavnika ovisi i o mnogim dodatnim čimbenicima, od njegove osobnosti do okruženja i učenika s kojima radi. Kao posebno zahtjevnu kompetenciju ističu vremensku organizaciju sata te smatraju da je za razvijanje te kompetencije nužno radno iskustvo. Kao i kod generičkih kompetencija, za većinu ostalih područno-specifičnih kompetencija procjenjuju da će ih dodatno razviti u radnom okruženju i iskazuju spremnost da tome pridonesu svojim zalaganjem.

ČIMBENICI KOJI UTJEČU NA RAZVOJ NASTAVNIČKE KOMPETENCIJE

Osim podataka o percepciji važnosti pojedinih kompetencija za nastavničku profesiju i njihovoj stečenosti tijekom inicijalnoga obrazovanja, željeli smo prikupiti kvantitativne i kvalitativne podatke o čimbenicima koji, po mišljenju ispitanika, utječu na razvoj nastavničke kompetencije. Prikupljeni podatci ukazuju na važnu ulogu sljedećih čimbenika u razvoju nastavničke kompetencije: osobnost nastavnika, praksa u okviru studija, prethodno iskustvo učenja i razina znanja SJ-a.

Osobnost nastavnika čimbenik je za koji ispitanici procjenjuju da ima iznimno važnu ulogu u razvoju nastavničke kompetencije ($M=4,66$; $SD=0,56$). Pritom smatraju da je najvažnije da nastavnik bude osoba koja je motivirana za rad ($M=4,92$; $SD=0,26$). Nadalje, vrlo su važni komunikativnost ($M=4,90$; $SD=,29$), pravednost ($M=4,84$; $SD=0,36$), kolegijalnost ($M=4,79$; $SD=,45$) i otvorenost ($M=4,67$; $SD=0,51$), kao i želja za učenjem i usavršavanjem ($M=4,64$; $SD=0,52$). Najmanje važnom osobinom smatraju smisao za humor ($M=3,88$; $SD=0,80$).

Praksa u okviru studija ($M=4,56$; $SD=0,72$) navodi se kao ključni element studijskih programa koji predstavlja mjesto susreta teorijskoga znanja i obrazovne stvarnosti.

Kvalitetna organizacija prakse u smislu dovoljnoga broja sati, omjera broja sati koji se promatraju i izvode te jasnih zadataka, ciljeva i očekivanja postavljenih pred studenta jedan je od stupova na kojima počiva inicijalno obrazovanje nastavnika. Pritom se naglašava iznimno važna uloga mentora kao profesionalnoga uzora i potpore u stjecanju nastavničkih kompetencija. Kvalitetna stručna komunikacija s mentorom i relevantne povratne informacije, po mišljenju ispitanika, važan su čimbenik njihova osobnoga i profesionalnoga razvoja tijekom studija.

Prethodno iskustvo učenja također u velikoj mjeri oblikuje razvoj budućih nastavnika SJ-a ($M=4,35$; $SD=0,70$). Ispitanici u prvom redu ističu utjecaj načina poučavanja ($M=4,56$; $SD=0,60$) i samog jezika ($M=4,47$; $SD=0,66$) te ulogu nastavnika ($M=4,45$; $SD=0,77$) i razrednoga okruženja ($M=4,35$; $SD=0,70$). Međutim, zahvaljujući kompetencijama koje steknu tijekom studija mogu se odmaknuti od svojih iskustava, kritički ih promotriti i donositi informirane odluke u vlastitoj nastavnoj praksi.

Razina znanja stranog jezika u smislu sposobnosti uporabe SJ-a na vrlo visokoj razini također je prepoznata kao vrlo važna sastavnica nastavničke kompetencije, ali i čimbenik koji može snažno utjecati ($M=4,32$; $SD=0,67$) na usvajanje većine ostalih područno-specifičnih kompetencija. Naime, nedovoljno vladanje SJ-om onemogućuje budućega nastavnika da se u izvedbi nastave usredotoči na primjenu stručnih koncepata, a može imati i negativni učinak na afektivnu dimenziju poučavanja. Ispitanici posebno ističu važnost dobrog vladanja vještinom govora.

PODRUČJA UNAPRJEĐENJA INICIJALNOG OBRAZOVANJA U OKVIRU NEOFILOLOŠKIH STUDIJSKIH PROGRAMA

Nakon što smo iz studentske perspektive promotrili kompetencije nastavnika SJ-a i čimbenike koji utječu na razvoj nastavničke kompetencije, izložiti ćemo prijedloge ispitanika za unaprjeđenje inicijalnoga obrazovanja u okviru neofiloloških studijskih programa. Prijedlozi se uglavnom odnose na dva područja: dodatno unaprjeđenje komunikacijske kompetencije na SJ-u i praktična primjena teorijskoga znanja iz područja glotodidaktike i metodike.

Ispitanici smatraju da im u okviru studija treba omogućiti dodatno jezično usavršavanje, i to posebno na razini jezične (govorne) proizvodnje. Zalažu se za više interakcije s izvornim govornicima te za situacije učenja koje bi ih dodatno pripremile za stvarne komunikacijske situacije i interakciju na SJ-u. Korisna bi im bila i dodatna praktična znanja povezana s međukulturalnom kompetencijom.

U odnosu na sadržaje koji su im ponuđeni u okviru glotodidaktičkih i metodičkih kolegija zalažu se za daljnje usklađivanje sadržaja tih kolegija kako bi se izbjegla ponavljanja, posebno u okviru iste studijske grupe. Iako su svjesni važnosti teorijskoga znanja, predlažu više prilika za praktičnu primjenu naučenih sadržaja, kako u okviru kolegija na fakultetu tako i u okviru studentske prakse. Iskustva vezana za studentsku praksu uglavnom su pozitivna, ali ispitanici se zalažu za veću ujednačenost studijskih

programa u smislu broja sati, strukture i očekivanja od studenata. Praksa bi im trebala dati sveobuhvatniju sliku rada u institucionaliziranom okruženju, što nije uvijek slučaj, a postoji i potreba za jasnijim definiranjem uloge mentora u školama. Ispitanici ističu i potrebu za čvršćom vezom i boljom usklađenošću studentske prakse i nastave na fakultetu.

RASPRAVA

Rezultati provedenoga istraživanja ukazuju na dobre strane inicijalnoga obrazovanja nastavnika unutar neofiloloških studijskih grupa, ali upozoravaju i na neke manjkavosti.

Ispitanici pridaju veliku važnost kako općim tako i područno-specifičnim kompetencijama, pri čemu određenu prednost daju potonjima. Opće kompetencije već su u određenoj mjeri stekli u prethodnim fazama obrazovanja ili tijekom osobnoga sazrijevanja te smatraju da je funkcija nastavničkih usmjerenja diplomskih studija u okviru odabranih neofiloloških studijskih grupa upravo razvoj područno-specifičnih kompetencija nužnih za bavljenje odabranom strukom. U velikoj su mjeri svjesni da je stjecanje kompetencija proces, a inicijalno obrazovanje predstavlja početnu fazu njihova profesionalnoga razvoja tijekom koje su osvijestili mnoge značajke i vidove spomenutih kompetencija. Također, usvojili su i temelje svih ponuđenih kompetencija, što se u prvom redu odnosi na metodičko znanje, znanje SJ-a, razumijevanje procesa učenja i poučavanja SJ-a te svijest o čimbenicima koji utječu na usvajanje jezika, što potvrđuje rezultate prethodnih istraživanja (Cindrić, Andracka i Bilić-Štefan, 2014; Mardešić, 2017). Međutim, puninu tih kompetencija spoznat će kroz budući osobni razvoj, radno iskustvo i cjeloživotno obrazovanje. U tom smislu treba promatrati i rezultate istraživanja koji ukazuju na značajne razlike između percepcije važnosti kompetencija i razine njihove usvojenosti u okviru inicijalnoga obrazovanja (što je u skladu s rezultatima istraživanja Mihaljević Djigunović i Mardešić (2009)). Iako inicijalno obrazovanje studentima nikako ne može omogućiti potpunu usvojenost nastavničkih kompetencija, postoji prostor za produbljeni razvoj u određenim područjima. U prvom se redu to odnosi na bolju integriranost teorijskih i praktičnih znanja u okviru glotodidaktičkih i metodičkih kolegija, pri čemu bi studentima trebalo omogućiti više prilika za primjenu stečenoga znanja (primjerice u obliku seminara i vježbi). Naime, kao područja u kojima postoje velika odstupanja između percipirane važnosti kompetencija i njihove zastupljenosti u okviru inicijalnoga obrazovanja ispitanici navode neke kompetencije koje bi se mogle produbiti već u ovoj fazi karijere, primjerice interpersonalne vještine, etičnost, sposobnost analize i sinteze, rad na računalu, integracija drugih sadržaja u nastavu jezika ili analiza učenikovih potreba. Navedena unaprjeđenja moguća su u okviru redefiniranja sadržaja postojećih kolegija ili ponude novih sadržaja. Drugo područje mogućega unaprjeđenja odnosi se na samo praktično znanje SJ-a, tj. uporabu jezika (područje koje je identificirao i Martinez Agudo (2017)), osobito jer se radi o kompetenciji koju su studenti izdvojili kao najvažniju (kao i u Choi (2012)). Iako neofilološki studijski programi predviđaju dosezanje vrlo visoke razine znanja SJ-a, ispitanici očekuju sudjelovanje u raznolikijim komunikacijskim aktivnostima s posebnim naglaskom na vještinu govora. Poticajno

akademsko okruženje i relevantne povratne informacije o njihovoj jezičnoj proizvodnji trebali bi ih dodatno osnažiti i pripremiti za izazove uporabe SJ-a u prirodnom i u profesionalnom okruženju. Pritom bi izrazito važnu ulogu kao izvoditelji nastave mogli imati izvorni govornici, pod uvjetom da posjeduju odgovarajuća metodička i psihološko-pedagoška znanja i vještine nužne za kvalitetan rad u nastavi.

Ispitanici su ukazali i na niz čimbenika za koje smatraju da igraju važnu ulogu u razvoju nastavničke kompetencije. U prvom redu ističu se različiti vidovi nastavnikove osobnosti, od kojih je najvažnija motivacija za bavljenje strukom. To je, čini se, preduvjet za sve postupke budućih nastavnika usmjerene prema razvoju nastavničkoga identiteta i nastavničke kompetencije. U okviru svojih neofiloloških studija ispitanici su izabrali nastavnički smjer najčešće zato što su motivirani za prenošenje znanja te smatraju da će im takva vrsta obrazovanja omogućiti stjecanje zanimanja prepoznatog na tržištu rada. Međutim, ispitanici naglašavaju da upravo o razini motivacije nakon studija ovisi u kojoj će se mjeri nastaviti razvijati tijekom daljnjih faza svoje karijere te sudjelovati u cjeloživotnom učenju u struci. Unutar samog studija posebno naglašavaju ulogu studentske prakse kao jednog od stupova na kojima počiva njihovo inicijalno obrazovanje. Čini se nužnim u određenoj mjeri redefinirati i uskladiti organizacijska i sadržajna pitanja povezana sa studentskom praksom kako bi u punom smislu postala mjesto susreta teorije i prakse, akademskoga i školskoga okruženja, a često želja i stvarnosti. Samo će tako studentska praksa dobiti svoju punu svrhu u okviru inicijalnoga obrazovanja, postati pravi prozor u profesionalni svijet svim studentima nastavničkih usmjerenja neofiloloških studijskih grupa i omogućiti im unaprijeđenje nastavničkih kompetencija tijekom ove faze njihova profesionalnoga razvoja.

ZAKLJUČCI

Inicijalno obrazovanje nastavnika SJ-a vrlo je važna faza njihove profesionalne karijere te se pred studijske programe koji obrazuju buduće nastavnike postavljaju raznoliki ciljevi povezani s razvojem nastavničke kompetencije. Iako broj i studijska struktura ispitanika ovoga istraživanja ne omogućuje detaljnu analizu razvijanja nastavničkih kompetencija u različitim studijskim programima (u kojima bi ubuduće bilo dobro ispitati i kako pojedini kolegiji pridonose njihovom stjecanju), već i ovi rezultati ukazuju na neke dobre strane inicijalnoga obrazovanja nastavnika unutar neofiloloških studijskih grupa, ali upozoravaju i na neke manjkavosti. U okviru studijskih programa naglasak se stavlja na znanje, razumijevanje i promišljanje o konceptima povezanima s procesom poučavanja i učenja SJ-a, što je i razumljivo jer je riječ o sveučilišnim studijima. Takav pristup omogućuje studentima šire obrazovanje unutar struke i predstavlja okvir njihova budućega profesionalnog djelovanja, ali ih u nedovoljnoj mjeri priprema za radno okruženje koje ih očekuje. U tom smislu budućim nastavnicima treba omogućiti dodatno razvijanje određenih kompetencija odnosno vještina i strategija koje bi trebali primijeniti u situacijama poučavanja. Inicijalno obrazovanje trebalo bi uključivati primjereniju kombinaciju teorijskih spoznaja i praktičnoga (jezičnog i pedagoškog) iskustva koja bi budućim nastavnicima omogućila da s više samopouzdanja uđu u profesionalni svijet za koji su se obrazovali u akademskom okruženju.

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PRILOG 1. ANKETA

Spol: M Ž

Dob:

Godina studija: 2. god. diplomskog studija absolvent

Navedite na kojem ste studiju (ili studijima) stranih jezika upisali nastavnički smjer:

Zašto ste odabrali nastavnički smjer?

Koja je Vaša druga studijska grupa i smjer?

Opće kompetencije

Molimo procijenite od 1 (nimalo) do 5 (izrazito) koliko su, po vašem mišljenju, VAŽNE sljedeće opće kompetencije nastavnika stranog jezika.

Timski rad		1	2	3	4	5
Rad u interdisciplinarnim timovima		1	2	3	4	5
Razumijevanje raznolikosti i multikulturalnosti		1	2	3	4	5
Sposobnost analize i sinteze		1	2	3	4	5
Sposobnost primjene znanja u praksi		1	2	3	4	5
Sposobnost prilagodbe na nove situacije		1	2	3	4	5
Sposobnost učenja		1	2	3	4	5
Sposobnost kritike i samokritike		1	2	3	4	5
Donošenje odluka		1	2	3	4	5
Osnovno poznavanje rada na računalu		1	2	3	4	5
Etičnost		1	2	3	4	5
Interpersonalne vještine		1	2	3	4	5
Znanje drugog jezika		1	2	3	4	5
Usmeno i pisano izražavanje na materinskom jeziku		1	2	3	4	5
Istraživačke vještine		1	2	3	4	5
Opća kultura		1	2	3	4	5
Sposobnost sažimanja literature		1	2	3	4	5
Društvena odgovornost		1	2	3	4	5

Molimo procijenite od 1 (nimalo) do 5 (izrazito) u kojoj mjeri smatrate da vam STUDIJ omogućava stjecanje navedenih općih kompetencija nastavnika stranog jezika.

Timski rad		1	2	3	4	5
Rad u interdisciplinarnim timovima		1	2	3	4	5
Razumijevanje raznolikosti i multikulturalnosti		1	2	3	4	5
Sposobnost analize i sinteze		1	2	3	4	5
Sposobnost primjene znanja u praksi		1	2	3	4	5
Sposobnost prilagodbe na nove situacije		1	2	3	4	5
Sposobnost učenja		1	2	3	4	5
Sposobnost kritike i samokritike		1	2	3	4	5
Donošenje odluka		1	2	3	4	5
Osnovno poznavanje rada na računalu		1	2	3	4	5
Etičnost		1	2	3	4	5
Interpersonalne vještine		1	2	3	4	5
Znanje drugog jezika		1	2	3	4	5
Usmeno i pisano izražavanje na materinskom jeziku		1	2	3	4	5
Istraživačke vještine		1	2	3	4	5
Opća kultura		1	2	3	4	5
Sposobnost sažimanja literature		1	2	3	4	5
Društvena odgovornost		1	2	3	4	5

Područno-specifične kompetencije

Molimo procijenite od 1 (nimalo) do 5 (izrazito) u kojoj mjeri su, po vašem mišljenju, VAŽNE sljedeće specifične kompetencije nastavnika stranog jezika.

Praktično znanje SJ-a (uporaba jezika)		1	2	3	4	5
Teorijsko znanje SJ-a		1	2	3	4	5
Razumijevanje procesa učenja SJ-a		1	2	3	4	5
Svijest o čimbenicima koji utječu na učenje SJ-a		1	2	3	4	5
Razumijevanje procesa poučavanja SJ-a		1	2	3	4	5
Iskustvo u izradi nastavnog plana i programa		1	2	3	4	5
Sposobnost provođenja nastavnog plana i programa		1	2	3	4	5
Sposobnost integracije drugih sadržaja u nastavu jezika (CLILL)		1	2	3	4	5
Sposobnost prilagodbe nastave sposobnostima i potrebama učenika		1	2	3	4	5
Vremenska organizacija sata		1	2	3	4	5
Vrednovanje i testiranje učenikove komunikacijske kompetencije		1	2	3	4	5
Odabir nastavnih materijala		1	2	3	4	5
Izrada nastavnih materijala		1	2	3	4	5
Upravljanje razrednim ozračjem i interakcijom		1	2	3	4	5
Usmjerenost prema učeniku		1	2	3	4	5
Sposobnost analize potreba učenika		1	2	3	4	5
Sposobnost motiviranja učenika		1	2	3	4	5
Interpersonalna kompetencija		1	2	3	4	5
Interkulturalna kompetencija		1	2	3	4	5
Intrapersonalna kompetencija		1	2	3	4	5
Sposobnost učenja na temelju promatranja drugih		1	2	3	4	5
Sposobnost učenja samopromatranjem		1	2	3	4	5
Istraživačka kompetencija		1	2	3	4	5
Digitalna kompetencija		1	2	3	4	5

Molimo procijenite od 1 (nimalo) do 5 (izrazito) u kojoj mjeri smatrate da vam STUDIJ omogućava stjecanje navedenih specifičnih kompetencija nastavnika stranog jezika.

Praktično znanje SJ-a (uporaba jezika)	1 2 3 4 5
Teorijsko znanje SJ-a	1 2 3 4 5
Razumijevanje procesa učenja SJ-a	1 2 3 4 5
Svijest o čimbenicima koji utječu na učenje SJ-a	1 2 3 4 5
Razumijevanje procesa poučavanja SJ-a	1 2 3 4 5
Iskustvo u izradi nastavnog plana i programa	1 2 3 4 5
Sposobnost provođenja nastavnog plana i programa	1 2 3 4 5
Sposobnost integracije drugih sadržaja u nastavu jezika (CLILL)	1 2 3 4 5
Sposobnost prilagodbe nastave sposobnostima i potrebama učenika	1 2 3 4 5
Vremenska organizacija sata	1 2 3 4 5
Vrednovanje i testiranje učenikove komunikacijske kompetencije	1 2 3 4 5
Odabir nastavnih materijala	1 2 3 4 5
Izrada nastavnih materijala	1 2 3 4 5
Upravljanje razrednim ozračjem i interakcijom	1 2 3 4 5
Usmjerenost prema učeniku	1 2 3 4 5
Sposobnost analize potreba učenika	1 2 3 4 5
Sposobnost motiviranja učenika	1 2 3 4 5
Interpersonalna kompetencija	1 2 3 4 5
Interkulturalna kompetencija	1 2 3 4 5
Intrapersonalna kompetencija	1 2 3 4 5
Sposobnost učenja na temelju promatranja drugih	1 2 3 4 5
Sposobnost učenja samopromatranjem	1 2 3 4 5
Istraživačka kompetencija	1 2 3 4 5
Digitalna kompetencija	1 2 3 4 5

Ostali čimbenici koji utječu na razvoj nastavničkih kompetencija

Osobnost nastavnika

Molimo procijenite od 1 (nimalo) do 5 (izrazito) u kojoj mjeri smatrate da osobnost nastavnika utječe na razvoj nastavničkih kompetencija. 1 2 3 4 5

Molimo procijenite od 1 (nimalo) do 5 (izrazito) u kojoj mjeri smatrate da je važno da nastavnik stranog jezika posjeduje sljedeće karakteristike.

Komunikativnost	1 2 3 4 5
Simpatičnost	1 2 3 4 5
Empatičnost	1 2 3 4 5
Motiviranost	1 2 3 4 5
Organiziranost	1 2 3 4 5
Fleksibilnost	1 2 3 4 5
Pravednost	1 2 3 4 5
Poštovanje	1 2 3 4 5
Kolegijalnost	1 2 3 4 5
Otvorenost	1 2 3 4 5
Kreativnost	1 2 3 4 5
Inovativnost	1 2 3 4 5
Smisao za humor	1 2 3 4 5
Želja za učenjem/usavršavanjem	1 2 3 4 5

Postoje li druge karakteristike za koje smatrate da je važno da ih posjeduje nastavnik stranog jezika?

Studentska praksa

Molimo procijenite od 1 (nimalo) do 5 (izrazito) u kojoj mjeri smatrate da studentska praksa utječe na razvoj nastavničkih kompetencija. 1 2 3 4 5

Molimo objasnite na koji način studentska praksa utječe na razvoj nastavničkih kompetencija.

Molimo navedite koje karakteristike treba zadovoljiti kvalitetna studentska praksa kako bi bila što učinkovitija.

Prethodno iskustvo učenja stranih jezika

Molimo procijenite od 1 (nimalo) do 5 (izrazito) u kojoj mjeri smatrate da prethodno iskustvo učenja stranog jezika utječe na razvoj nastavničkih kompetencija.

1 2 3 4 5

Molimo procijenite od 1 (nimalo) do 5 (izrazito) u kojoj mjeri smatrate da sljedeći elementi iskustva učenja stranog jezika utječu na vaš profesionalni razvoj?

Nastavnik	1 2 3 4 5
Mentor	1 2 3 4 5
Način poučavanja	1 2 3 4 5
Udžbenik	1 2 3 4 5
Sam jezik	1 2 3 4 5
Nastavni sadržaji	1 2 3 4 5
Razredno ozračje	1 2 3 4 5
Kolege	1 2 3 4 5

Molimo objasnite na koji način prethodno iskustvo učenja stranog jezika utječe na razvoj nastavničkih kompetencija.

Razina znanja stranog jezika

Molimo procijenite od 1 (nimalo) do 5 (izrazito) u kojoj mjeri smatrate da razina znanja stranog jezika utječe na razvoj nastavničkih kompetencija.

1 2 3 4 5

Molimo objasnite na koji način razina znanja stranog jezika utječe na razvoj nastavničkih kompetencija.

Foreign Language Teacher Competences from the Perspective of Students of Modern Languages

ABSTRACT

In the light of contemporary approaches, it is already during initial teacher education that the study programmes should be based on the so-called competence-based approach (Vizek Vidović, 2009) which is, in the area of foreign language teaching, usually reflected in generic and subject-specific competencies (Borg, 2006). The aim of this paper is to examine foreign language teacher competence from the perspective of graduate students of modern languages at the Faculty of Humanities and Social Sciences in Zagreb, i.e., to explore their attitudes to individual elements of teacher competence in the field of foreign languages; to gather data about the extent to which they consider that the initial education enables them to acquire these elements, and to discover their perception of other factors which may influence the development of teacher competence. The research results show significant differences between the perceived needs of future teachers and the content offered to them during their studies, and reveal a number of factors that influence the development of their teaching competence. Finally, proposals are given to improve teaching practices within university graduate programmes of modern languages study groups, especially in the light of the reform of programme curricula.

Keywords: *competence-based approach; curriculum; foreign language teacher competence; initial teacher education; student attitudes*

Uporaba informacijsko-komunikacijske tehnologije u poučavanju jezika: stavovi i iskustva nastavnika

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Božidar Kovačić

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Izvorni znanstveni rad

SAŽETAK

U današnje vrijeme brzoga i sveobuhvatnoga razvoja informacijsko-komunikacijske tehnologije (nadalje IKT) neminovan je njezin utjecaj na obrazovanje i pristup nastavi. Mogućnosti primjene su mnogobrojne, kao i aspekti nastave u kojima se koristi IK tehnologija. U poučavanju jezika IKT može služiti kao koristan alat za razvoj svih četiriju jezičnih vještina te može biti izvorom autentičnih materijala čime se pridonosi dinamičnosti nastave i mogućem rastu motivacije za učenje jezika. No iako se učenici rođeni u jeku informacijske revolucije mogu smatrati informacijskim urođenicima, jer su okruženi tehnologijom od samog rođenja, nastavnicima uglavnom treba podrška pri integriranju IKT-a u nastavu, što su potvrdila i nedavna istraživanja u Europi i Hrvatskoj.

Cilj je ovoga rada istražiti iskustva i stavove dijela hrvatskih nastavnika jezika (s područja Primorsko-goranske županije) prema korištenju IKT-a u poučavanju, kao i njihova mišljenja o potrebi za dodatnom edukacijom i razvijanjem digitalnih kompetencija, kako među mlađom generacijom nastavnika (manje od 10 godina iskustva) koji su visokoškolsko obrazovanje stjecali za vrijeme visoke zrelosti IKT-a, tako i među zrelijim nastavnicima. Podatci su prikupljeni koristeći *online* anketni obrazac među 38 nastavnika raznih jezika (hrvatski, engleski, francuski, talijanski, njemački) koji rade u osnovnim, srednjim ili školama stranih jezika, te budućim nastavnicima (apsolventi nastavničkoga modula koji su radili ili rade u školama stranih jezika). Rezultati su pokazali kako nastavnici smatraju da korištenje IKT-a u nastavi ima pozitivan utjecaj na učenje i poučavanje jezika te da se u nastavi često služe IKT-om, ponajviše alatima za izradu kvizova i alatima za izradu materijala za učenje. Istovremeno, rezultati potvrđuju potrebu za većom edukacijom nastavnoga kadra u korištenju IKT-a različitim oblicima (*online*) radionica.

Ključne riječi: edukacija nastavnika; informacijsko-komunikacijska tehnologija; nastava (stranih) jezika; poučavanje jezika potpomognuto računalnom tehnologijom; učenje jezika

UVOD

Razvojem informacijsko-komunikacijskih tehnologija (IKT), sve se više naziru njihove primjene u različitim poljima ljudske djelatnosti, pa tako i u obrazovanju. Mogućnosti korištenja informacijske tehnologije mnogobrojne su i može ih se uključiti u raznovrsne aspekte nastave – od samog poučavanja, preko izrade materijala pa sve do učeničkih uradaka i projekata.

No, vrlo je važno znati odabrati kako na najefikasniji način integrirati tehnologiju u svakodnevnu nastavu kako bi ona imala pozitivan utjecaj na lakoću usvajanja gradiva, motivaciju učenika i suradnju između učenika, a osim toga, i na jednostavnost izrade nastavnih materijala. Razvojem tehnologija i promjenama školskoga sustava, sve više učionica ima pristup prijenosnim računalima, projektorima, pametnim pločama i ostalim tehnologijama koje ranije nisu bile toliko lako dostupne. Štoviše, u današnje vrijeme učenici se odgajaju uz različite oblike tehnologije pa je veliki broj učenika veoma vješt s njom. Prensky (2001) današnje generacije djece naziva digitalnim urođenicima (engl. *digital natives*) koji su od samog rođenja okruženi tehnologijom i s njom odrastaju. Na taj se način razlikuju od svih prethodnih generacija (tzv. digitalni došljaci, engl. *digital immigrants*) te je nastavnicima, koji nisu odrastali uz tehnologiju, ponekad teško ići ukorak s učenicima. Zbog toga izniman značaj ima edukacija nastavnika koja se može provoditi uživo, u tzv. *face to face* (engl., *f2f*) obliku, ili mrežno putem npr. MOOC (engl. *Massive Open Online Course*) tečaja.

Međutim, neminovno dolazi do pitanja koliko su nastavnici upoznati s različitim tehnologijama koje mogu iskoristiti tijekom izvođenja nastave te služe li se oni aktivno tehnologijom i uključuju li je u svoju nastavu ili su ipak neskloni tome. U ovom radu predstavljeni su rezultati istraživanja kojim se pokušalo prikupiti stavove i iskustva nastavnika vezane uz korištenje informacijsko-komunikacijske tehnologije u nastavi jezika u školama u Hrvatskoj.

Rad ima sljedeću strukturu: u prvom je poglavlju dan pregled recentnih istraživanja i relevantne literature iz područja primjene IKT-a, potom je opisana istraživačka metodologija i predstavljeni su dobiveni rezultati, u trećem su dijelu rada interpretirani dobiveni rezultati te opisane implikacije dobivenih rezultata za nastavnu praksu i usavršavanje nastavnika jezika i na kraju se rad zaključuje sažimanjem osnovnih nalaza.

PREGLJED LITERATURE

U ovome je poglavlju predstavljen pregled relevantne literature: recentna istraživanja o primjeni IKT-a u nastavi jezika koja su provedena u Hrvatskoj i Europi te izvještaj o načinima primjene IKT-a u poučavanju jezika.

DOSADAŠNJA ISTRAŽIVANJA

U novije je vrijeme sve veći broj istraživanja u polju primjene IKT-a u obrazovanju. Ona se uglavnom bave problemima povezanima s izradom nastavnih materijala te samom izvedbom nastave uz primjenu IKT-a (npr., Jeong, 2017; Martínez Hernández, Vargas Cuevas Junior i Ramírez Valencia, 2018; Torrano-Guillamón, Cascales-Martínez i Carillo-García, 2019). Druga se pak bave ispitivanjem stavova nastavnika prema IKT-u te propituju njihovu razinu spremnosti i educiranosti za primjenu IKT-a u nastavnoj praksi.

Prema Shah i Empungan (2015), koje su istraživale stavove srednjoškolskih nastavnika engleskog jezika o korištenju IKT-a (npr., računalne opreme poput digitalne kamere ili projektora, računalnih programa poput *web 2.0* alata, dostupnosti jezičnoga računalnog laboratorija i sl.) u nastavi književnosti u Maleziji, IKT se ne koristi na zadovoljavajućoj razini. U istraživanju su anketirani nastavnici iskazali pozitivna mišljenja prema korištenju IKT-a, no istovremeno su naveli da računalnih resursa, i hardverskih (računala i oprema) i softverskih (računalni alati), nema dovoljno u njihovim školama. Također, ispitanici su istaknuli nedostatak kvalitetne edukacije nastavnika za korištenje IKT-om kao ograničavajući čimbenik u njezinoj uspješnoj primjeni u nastavi.

Nikolopoulou i Gialamas (2016) istražili su percepcije srednjoškolskih nastavnika u Grčkoj o preprekama u korištenju IKT-a u nastavi. U istraživanju je sudjelovalo 119 nastavnika koji se više puta tjedno ili mjesečno koriste računalom za pripremu i provedbu nastave. Da bi se istražili njihovi stavovi, primijenjen je anketni upitnik koji se sastojao od 26 izjava, a u kojem su nastavnici, na ponešto izmijenjenoj Likertovoj ljestvici, određivali u kolikoj se mjeri slažu s određenim izjavama. Rezultati istraživanja pokazali su da se nastavnici najviše slažu s izjavama o dovoljnoj potpori za uključivanje IKT-a u nastavu i nedostatku vremena za osmišljavanje načina primjene tehnologije u nastavi. Od ostalih visokorangiranih izjava važno je istaknuti i nedostatak vremena za dodatnu edukaciju nastavnika u korištenju IKT-a, kao i nedovoljno odvajanje vremena u rasporedu u kojem bi učenici koristili računala tijekom nastave.

Janjić, Librenjak i Kocijan (2017) istraživale su primjenu alata Memrise i Quizlet u nastavi stranih jezika u Hrvatskoj, a istraživanje je uključivalo manji uzorak od svega 20 nastavnika. Prema objavljenim rezultatima, 85 % ispitanih nastavnika stranoga jezika izrazilo je želju pokušati primijeniti digitalne alate u svojoj nastavi dok su svi ispitanici istraživanja iskazali želju dalje se educirati o mogućnostima primjene različitih oblika tehnologije u nastavi stranoga jezika.

Opsežnije međunarodno istraživanje (Aşık, Köse, Ekşi, Seferoğlu, Pereira i Ekiert, 2020) kojim se ispitivalo stavove i iskustva nastavnika engleskog jezika iz Turske, Portugala i Poljske o integraciji IKT-a u nastavu, otkrilo je da su iskustva nastavnika iz navedenih europskih zemalja veoma slična. Prema dobivenim rezultatima, nastavnici su umjereno pripremljeni za korištenje IKT-a u nastavi, ali istovremeno smatraju da im je potrebno više edukacije. Također, istraživanjem se utvrdilo da se nerijetko javljaju problemi vezani za nedostatak resursa, nedovoljnu potporu nastavnicima od strane

vlastitih institucija i manjak kvalificiranih predavača koji bi nastavnike poučili metodama integracije IKT-a u nastavu.

IKT U NASTAVI JEZIKA

Oblici IKT-a koje možemo koristiti u nastavi jezika mnogobrojni su. Prema njihovoj vrsti, tehnologije možemo podijeliti u tri osnovne kategorije. One su (1) sustavi za upravljanje učenjem i virtualne učionice, (2) digitalni obrazovni alati i (3) repozitoriji obrazovnih sadržaja (Radić Branislavljević i Milovanović, 2014; Pović, Veleglavac, Čarapina, Jaguš i Botički, 2015).

Kao što se može primijetiti, dosad navedene kategorije programske (softverske) su prirode. Međutim, navedenu podjelu treba proširiti i dodatnom kategorijom: onom koja se odnosi na (4) hardverske tehnologije, primjerice, pametne ploče ili mrežne kamere (Pović i sur., 2015). U poglavljima koja slijede detaljnije je razmotrena svaka od navedenih kategorija tehnologija.

SUSTAVI ZA UPRAVLJANJE UČENJEM

Sustavi za upravljanje učenjem (engl. *Learning Management System*, LMS) definiraju se kao alati koji omogućavaju učenje i poučavanje na daljinu kroz administriranje procesa učenja i poučavanja. U često korištene sustave za upravljanje učenjem ubrajamo *Moodle*, *Canvas*, *TalentLMS*, *Blackboard* i brojne druge koji korisniku omogućavaju objavu materijala za učenje, planiranje i provedbu refleksivnih i suradničkih aktivnosti, postavljanje i moderiranje rasprava u kojima mogu sudjelovati svi učenici, stvaranje *online* kvizova i vježbi za (samo)provjeru znanja učenika te pružanje povratne informacije (Seljan, 2019). Na taj način učenicima su materijali za učenje jezika te za razvoj svih četiriju jezičnih vještina (čitanje, pisanje, govorenje i slušanje) dostupni bilo kada i bilo gdje, pod uvjetom da učenik ima pristup internetskoj vezi.

Povezani sa sustavima za upravljanje učenjem svakako su i virtualne učionice koje nastavnicima omogućavaju dijeljenje predavanja u videoformatu, moderiranje aktivnosti čavrljanja, dizajniranje i provođenje interaktivnih aktivnosti i zadataka te automatsko generiranje povratne informacije svakom učeniku (Martin i Parker, 2014). Primjeri virtualnih učionica su *Edpuzzle*, *Explain Everything* i *Screen-cast-o-matic*.

DIGITALNI OBRAZOVNI ALATI

Digitalni obrazovni materijali mogu se definirati kao bilo koji digitalni sadržaji koji se koriste u nastavi, odnosno učenju i poučavanju. Primjerice, digitalni nastavni materijal može biti e-knjiga, interaktivni radni listić, videozapis, animacija ili prezentacija. Oni se mogu izraditi koristeći bilo koji od velikog broja široko dostupnih i često besplatnih alata što predstavlja brz i učinkovit način stvaranja sadržaja za nastavu jezika koji se vrlo lako mogu i dijeliti. Smatra se da pri poučavanju jezika, koje je orijentirano na receptivne i produktivne jezične vještine te na jezičnu fluentnost

(vokabular) odnosno točnost (gramatika), digitalni obrazovni alati mogu pridonijeti autentičnosti procesa učenja i povezivanju naučenoga sa stvarnim životom (Radić Branisljević i Milovanović, 2014).

Među digitalne obrazovne alate možemo ubrojiti alate za izradu i pregled videozapisa (npr. *Youtube* ili *Vimeo*), alate za izradu prezentacija i plakata (npr. *Google Slides*, *Prezi* ili *Canva*), alate za glasovanje (npr. *Mentimeter*), alate za digitalne priče (npr. *Storybird* ili *Sutori*), alate za izradu kvizova (npr. *Kahoot* ili *Quizlet*), te alate za komunikaciju (npr. *Edmodo* učionica ili društvene mreže poput *Facebooka*).

Nastavnici te alate mogu koristiti za izradu vlastitih materijala, prikazivanje kratkih filmova ili priča tijekom nastave, izradu kvizova ili kao podršku natjecanjima (primjerice, alati za glasovanje). Međutim, svim navedenim alatima mogu se koristiti i učenici za izradu projekata pogotovo ako se uzme u obzir da veliki broj alata omogućava određeni vid suradnje među korisnicima.

REPOZITORIJI OBRAZOVNIH SADRŽAJA

Repozitoriji obrazovnih sadržaja najčešće su mrežna sjedišta koja korisnicima omogućavaju čuvanje, dijeljenje, opis, kategorizaciju i pretraživanje obrazovnih sadržaja na udaljenom poslužitelju, a vrlo su često organizirani u obliku sustava za upravljanje učenjem (Pović i sur., 2015). Primjeri takvih sjedišta su Baltazar, MERLOT, Eduvizija i Portal Nikola Tesla.

U posljednje se vrijeme mnoge priznate udžbeničke izdavačke kuće odlučuju na pokretanje vlastitih interaktivnih repozitorija. Oni su, doduše, usko vezani za udžbenike i radne bilježnice pojedinih izdavača, no imaju istu osnovnu svrhu pohrane nastavnih i izvannastavnih materijala. Tako je izdavačka kuća Profil Klett razvila sustav IZZI, Školska knjiga sustav Školski portal (Digitalni kutak), dok je Alfa portal (Virtualni kabinet) vlasništvo izdavačke kuće Alfa. Ovdje valja spomenuti i brojne mrežne zajednice nastavnika gdje je moguće besplatno pohraniti i javno objaviti obrazovne materijale vlastite izrade kao što su *LeMill*, *OER Commons*, *Openstax*, *EDSITEment!* ili *Wordwall*.

Iako nisu repozitoriji u pravome smislu riječi, mobilne i mrežne aplikacije i igre za učenje jezika također predstavljaju izvor (no ne i mjesto za pohranu) gotovih materijala za učenje koji se mogu primijeniti u nastavi jezika. Istraživanja su pokazala da se takav softver koristi za razvoj vještina rješavanja problema te za poučavanje pomoću zadataka (engl. *task-based language teaching*), čime se učenje odvija na autentičan i dinamičan način. Pritom učenici mogu postavljati vlastite ciljeve učenja te samostalno regulirati tempo učenja i napredak (Kukulka-Hulme i Viberg, 2017). Neke od najpoznatijih i najčešće korištenih aplikacija za učenje jezika danas su *Duolingo*, *Memrise* i *Busuu*.

HARDVERSKE TEHNOLOGIJE

Nekad dominantne hardverske tehnologije koje su se koristile u nastavi, poput uređaja za reprodukciju CD-a, grafoskopa ili stolnih računala, u novije vrijeme sve više zamjenjuju prijenosna računala i pametne ploče koje objedinjuju funkcionalnost većega broja ranije korištenih uređaja. Pametne ploče interaktivni su uređaji za poučavanje i prezentaciju sadržaja pomoću kojih se omogućuje reprodukcija videozapisa, pregledavanje digitalnog udžbenika i radne bilježnice, pristup *online* sadržajima, pisanje, crtanje, prezentiranje i mnoge druge radnje za koje je ranije bio potreban veći broj zasebnih uređaja. Korisnici (učenici i nastavnici) mogu upravljati projiciranim sadržajem dodirom prsta na površinu ploče (Radić Branislavljević i Milovanović, 2014). Osim toga, među hardverske tehnologije ubrajamo i različite ulazne uređaje računala poput mrežne kamere koja nam omogućava prijenos žive slike s predavanja ili mikrofona i slušalica koji nam omogućavaju prijenos zvuka.

Hardverske tehnologije, dakle, čine osnovu primjene IKT-a u nastavi, element koji takvu primjenu uopće čini mogućom. No, još je važnije kako te elemente svrhovito upotrijebiti za postizanje očekivanih ishoda učenja.

ISTRAŽIVANJE

Kao što je vidljivo iz pregleda literature, dosadašnja su istraživanja primjene IKT-a u nastavi jezika uglavnom dovela do zaključaka da iako među nastavnicima postoji pozitivan stav prema tehnologiji i želja za njenom primjenom u nastavi, vrlo često nisu primjereno pripremljeni za takvo što ili im nedostaju osnovni (tehnološki) uvjeti. Stoga istraživanje opisano u idućem dijelu radu ima dva osnovna cilja: (1) utvrditi stavove i navike dijela hrvatskih nastavnika kada se radi o primjeni IKT-a u nastavi jezika i (2) odrediti načine (osnovne i dodatne) edukacije koje je potrebno ponuditi sadašnjim i budućim nastavnicima kako bi bili sigurni(ji) u vlastite vještine IKT-a.

Ovdje je svakako potrebno napomenuti da su podatci iz provedenoga istraživanja prikupljeni netom prije početka svjetske pandemije koronavirusa koja je krajem 2019. odnosno početkom 2020. godine poremetila sve aspekte svakodnevnoga života, uključujući dakako i obrazovanje. Stoga je rezultate koji su prikazani u nastavku ovoga rada, kao i odgovarajuću raspravu, potrebno promatrati u kontekstu vremena neopterećenoga hitnim i „prisilnim“ prelaskom na *online* nastavu, a koje je karakterizirano gotovo isključivom primjenom IKT-a za izvođenje nastave.

METODOLOGIJA

Podatci za istraživanje prikupili su se koristeći online anketni upitnik. Upitnik je bio izrađen upotrebom alata *Google Forms*, a u obliku poveznice distribuirao se nastavnicima jezika u nekoliko nasumično odabranih osnovnih (4) i srednjih (3) škola te škola stranih jezika (2) s područja grada Rijeke i Primorsko-goranske županije, kao i budućim nastavnicima – studentima posljednje godine diplomskoga studija jezika na Filozofskom fakultetu u Rijeci – koji imaju određenoga iskustva u nastavi. Poruke

elektroničke pošte s molbom za ispunjavanjem upitnika poslana su u dva navrata tijekom 2019. godine: u prvoj polovici svibnja i prvoj polovici listopada.

INSTRUMENT

Anonimni anketni upitnik sastojao se od ukupno 11 pitanja različitih tipova uključujući pitanja višestrukoga odabira, pitanja dvostrukoga odabira, pitanja s kratkim odgovorima i pitanja otvorenoga tipa. Pitanja upitnika moguće je podijeliti u 4 tematske skupine: (1) demografski podatci ispitanika, (2) stavovi prema uporabi IKT-a u nastavi i navike nastavnika, (3) mišljenje o uporabi IKT-a u privatnim i javnim školama i (4) stavovi o IKT edukaciji.

Svrha prve skupine pitanja identifikacija je nastavnika i prikupljanje osnovnih demografskih podataka o njima. Prvu skupinu sačinjavala su tri pitanja (u zagradama ispod pojedinoga pitanja opis je ponuđenih odgovora):

1. *Koliko dugo predajete?*
(*Budući nastavnik / Manje od 5 godina / Više od 5 godina / Više od 10 godina*)
2. *Koji jezik predajete?*
(*kratki, otvoreni odgovor*)
3. *U kojoj instituciji predajete?*
(*Osnovnoj školi / Srednjoj školi / Školi stranih jezika*)

Naredna tri pitanja upitnika usmjerena su na iskustva nastavnika u uporabi IKT-a u nastavi (važnost i učestalost korištenja te identifikacija omiljenih digitalnih alata), a poslužila su za otkrivanje stavova i preferencija nastavnika prema korištenju digitalnih alata:

4. *Smatrate li da suvremene tehnologije u nastavi jezika imaju pozitivan utjecaj na učenje i poučavanje?*
(*izmijenjena Likertova ljestvica od 5 stupnjeva, gdje 1 odgovara U potpunosti se ne slažem., a 5 U potpunosti se slažem.*)
5. *Koliko se često koristite novim tehnologijama pri poučavanju ili stvaranju nastavnih materijala?*
(*izmijenjena Likertova ljestvica od 5 stupnjeva, gdje 1 odgovara Veoma rijetko., a 5 Veoma često.*)
6. *Kojim se alatima služite za izradu materijala ili tijekom nastave?*
(*Alatima za izradu kvizova / Alatima za izradu materijala za učenje / Alatima za glasovanje / Alatima za komunikaciju / Platformama online učenja / Alatima za digitalne priče / Alatima za reprodukciju video zapisa / Ostalo*)

Sljedeći dio anketnoga upitnika usmjeren je na prikupljanje mišljenja nastavnika o korištenju IKT-a u nastavi u javnim školama u odnosu na privatne ustanove za učenje jezika te razlozima za takvo mišljenje. Navedenu skupinu čine dva pitanja:

7. *Smatrate li da se u školi stranih jezika češće služe novim tehnologijama pri poučavanju jezika nego u javnim školama?*
(Da. / Ne. / Ne znam.)
8. *Ako da, zašto?*
(otvoreni odgovor)

Posljednja tri pitanja anketnoga upitnika usmjerena su na prikupljanje mišljenja nastavnika o edukaciji za korištenje novih tehnologija i digitalnih alata u nastavi, posebice njihove stavove o dostatnosti takvoga obrazovanja i preferiranim oblicima istoga. Kako bi se od nastavnika dobila široka lepeza prijedloga, jedno od pitanja osmišljeno je kao pitanje otvorenoga tipa gdje su nastavnici mogli iznijeti sve prijedloge formata obrazovanja i njihove detalje. Pitanja koja čine ovu skupinu su:

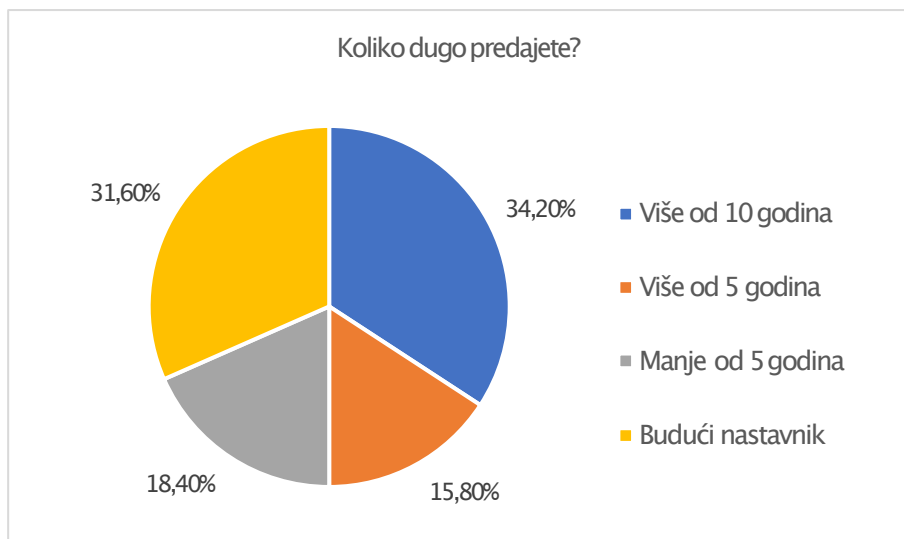
9. *Smatrate li da je potrebno više edukacije nastavnika za korištenje novih tehnologija?*
(Da. / Ne.)
10. *Kako bi se provodila ta edukacija?*
(otvoreni odgovor)
11. *Pohadate li online tečaje vezane za korištenje suvremenih tehnologija?*
(Da. / Ne.)

ANALIZA I INTERPRETACIJA PODATAKA

ISPITANICI

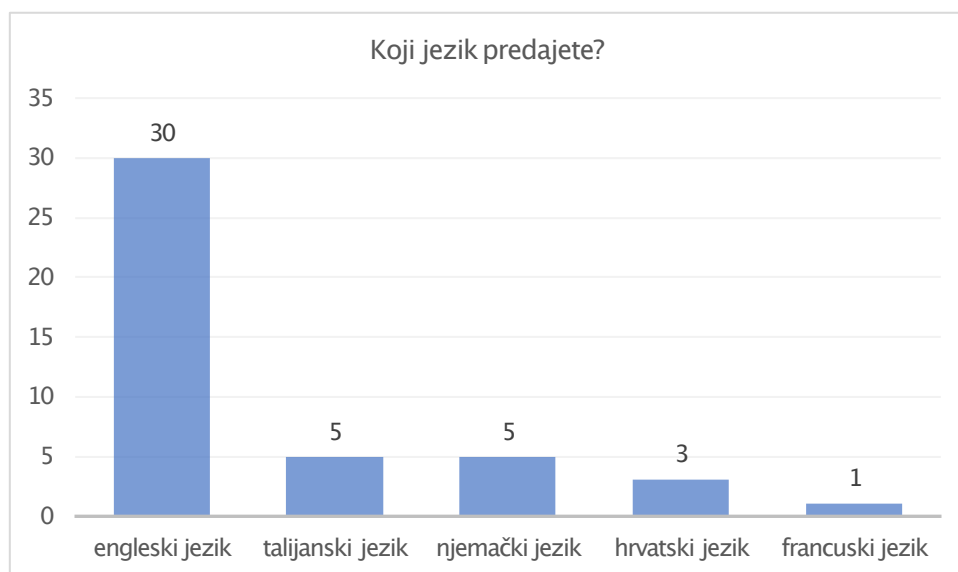
U istraživanju je sudjelovalo ukupno 38 nastavnika i budućih nastavnika jezika (apsolvenata Filozofskog fakulteta u Rijeci koji pohađaju nastavnički modul). Od navedenoga broja njih 34,2 % može se smatrati prilično iskusnima jer poučavaju više od deset godina, dok 15,8 % iskusnih ispitanika poučava više od pet godina. Među manje iskusnim nastavnicima nalazimo 18,4 % onih koji poučavaju manje od pet godina, te 31,6 % budućih nastavnika koji su dosadašnje iskustvo prikupili na studentskoj praksi i/ili praćenju nastavnoga procesa u školama. Raspodjela sudionika istraživanja po iskustvu u nastavi grafički je prikazana Grafikonom 1.

Ako se analizira predmet koji ispitanici poučavaju (Grafikon 2), velika većina, tj. njih tridesetero (ili 78,9 %) poučava engleski jezik. Po petero ispitanika poučavaju njemački i talijanski jezik, troje poučava hrvatski (kao prvi) jezik, dok samo jedan ispitanik poučava francuski jezik. Naime, mnogi sudionici istraživanja zapravo su nastavnici dvaju, a ne samo jednoga jezika te često u školi u kojoj su zaposleni poučavaju oba. Ispitanici koji poučavaju više od jednoga jezika anketni upitnik ispunjavali su samo jednom kako bi se dobila ukupna slika njihovih stavova prema IKT-u i prakse za cjelokupni nastavni (jezični) rad, a ne slika za svaki jezik zasebno (izvan opsega trenutačnoga istraživanja).

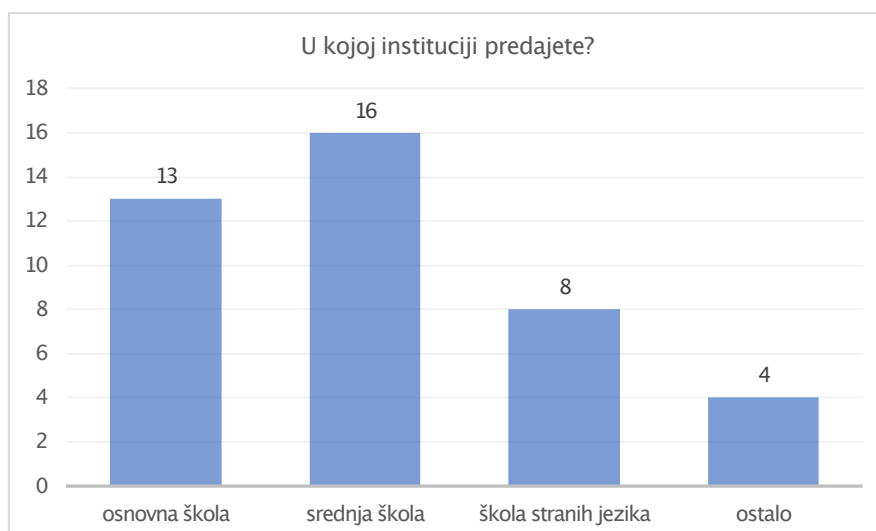


Grafikon 1. Iskustvo sudionika istraživanja u nastavi jezika

Potrebno je također istaknuti da trinaest nastavnika (38,2 %) koji su popunili anketu poučava u osnovnoj školi, njih šesnaest (47,1 %) navodi da poučavaju u srednjoj školi, dok osam budućih nastavnika (23,5 %) radi u školi stranih jezika. Kao i u slučaju jezika koji poučavaju, pojedini nastavnici mogu raditi u većem broju škola ili mogu dodatno, uz posao u osnovnoj i/ili srednjoj školi, raditi u školi stranih jezika. Za četiri sudionika istraživanja (10,5 %) koji nisu odgovorili na ovo pitanje, možemo pretpostaviti da još ne rade u struci, već su samo imali priliku sudjelovati u hospitacijama za buduće nastavnike tijekom jednog semestra posljednje godine studija. Podatci o školama u kojima ispitanici rade grafički su prikazani Grafikonom 3.



Grafikon 2. Jezici koje sudionici istraživanja poučavaju

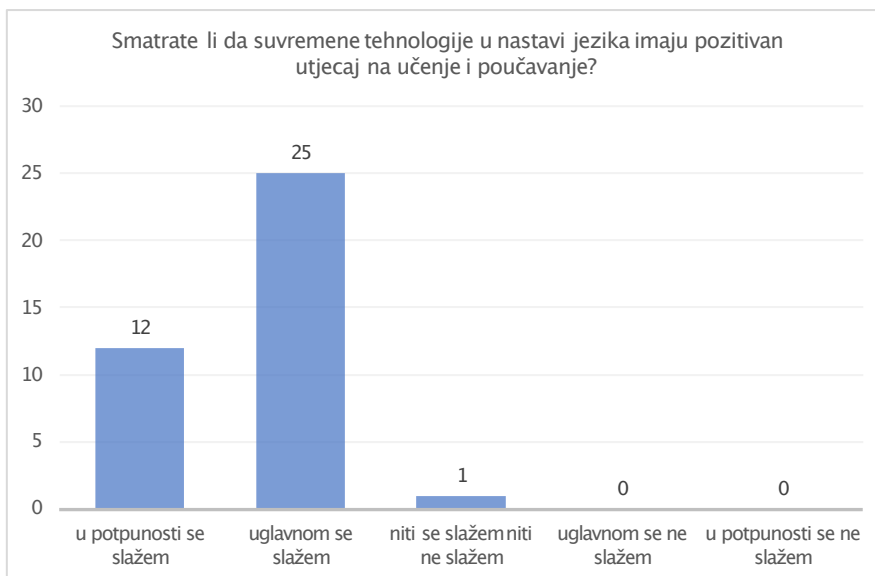


Grafikon 3. Škole u kojima su sudionici istraživanja zaposleni

ISKUSTVO NASTAVNIKA U UPORABI IKT-A U NASTAVI JEZIKA

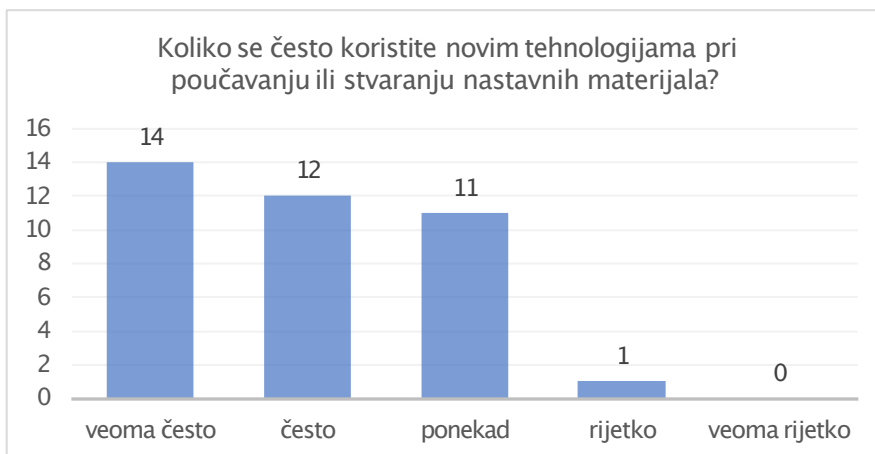
Rezultati dobiveni anketnim upitnikom pokazali su da su stavovi nastavnika jezika prema uporabi IKT-a u nastavi uglavnom pozitivni (Grafikon 4). Na to ukazuju podatci dobiveni odgovorom na 4. pitanje anketnoga upitnika prema kojima je dvanaest ispitanika (31,6 %) odgovorilo da se u potpunosti slažu s tvrdnjom da suvremene tehnologije u nastavi jezika imaju pozitivan utjecaj na učenje i poučavanje dok se dvadeset i pet nastavnika (ili 65,8 %) koji su sudjelovali u istraživanju uglavnom slaže s tom tvrdnjom. Preostalih 2,6 % ispitanika (odnosno samo jedan ispitanik) izrazio je neutralan stav prema navedenoj tvrdnji. Negativan stav prema uporabi IKT-a, pa i u najmanjoj mjeri, nije iskazao ni jedan ispitanik. Ipak, rezultate dobivene ovom česticom trebalo bi uzeti s određenim oprezom jer zbog mogućega nedostatka u metodologiji (čestica se, zapravo, može interpretirati kao da se sastoji od dva dijela – utjecaja na učenje i utjecaja na poučavanje – za koje ispitanici mogu imati oprečne stavove) ispitanici nisu mogli odvojeno iskazati stupanj slaganja s pojedinačnim komponentama. U ovoj se analizi pretpostavlja da su zbog veznika „i“ u obzir uzete obje komponente pri iskazivanju stupnja slaganja.

Na pitanje o učestalosti uporabe IKT-a u nastavi, četrnaest nastavnika (36,9 %) potvrdilo je da se vrlo često služe novim tehnologijama u svrhu poučavanja ili stvaranja nastavnih materijala za učenike dok je nešto manje ispitanika, točnije dvanaest (31,6 %), izjavilo da se istima često koristi. Podaci su to koji pokazuju da više od dvije trećine ispitanika ne samo koriste određeni vid IKT-a, već redovito koristi određeni vid IKT-a. Među preostalim ispitanicima jedanaest (28,9 %) je onih koji IKT koriste ponekad (no ipak ga koriste) i samo jedan (2,6 %) koji to čini rijetko, a zanimljivo je da nitko od ispitanika nije odabrao opciju vrlo rijetko (Grafikon 5).



Grafikon 4. Stav sudionika istraživanja prema suvremenim tehnologijama za učenje i poučavanje

Kako bi se prikupili detaljniji podatci o navikama ispitanika prilikom uporabe digitalnih alata, odnosno podaci o konkretnoj vrsti alata koju koriste, sudionicima istraživanja ponuđen je veći broj alata (7 skupina) na odabir. Rezultati (Tablica 1) pokazuju da nastavnici najčešće koriste alate za izradu kvizova (njih 73,7 %) kao što su *Kahoot*, *Socrative* ili *Quizlet*, dok su drugi najpopularniji alati oni za pregled i izradu videozapisa (63,2 %), poput *Youtubea* ili *Vimea*. Nadalje, na treće mjesto najčešće korištenih alata svrstani su alati za izradu materijala za učenje (44,7 %) poput *Google Slidesa*, *Prezija* ili *Canve*, a na četvrtom su mjestu alati za komunikaciju (28,9 %) kao što su *Edomodo* ili *Facebook*. Iz rezultata je također vidljivo i da ispitanici najrjeđe koriste alate za glasovanje (15,8 %) i alate za izradu digitalnih priča (7,9 %). Dodatnu opciju *Ostalo*, koja je uvedena zato da bi ispitanici mogli samostalno popisati sve digitalne alate koje koriste, jer nisu navedeni u anketi, odabrao je samo jedan ispitanik (2,6 %), pri čemu je istaknuo korištenje mobilnih aplikacija za učenje jezika.



Grafikon 5. Učestalost integracije tehnologije u nastavu stranih jezika

Tablica 1. Uporaba digitalnih obrazovnih alata

Digitalni obrazovni alat	Postotak ispitanika koji se koristi alatom
Alati za glasovanje	15,8 %
Alati za izradu nastavnih materijala	44,7 %
Alati za komunikaciju	28,9 %
Alati za izradu kvizova	73,7 %
Alati za pregled i izradu videozapisa	63,2 %
Platforme za online učenje	18,4 %
Alati za izradu digitalnih priča	7,9 %
Ostalo	2,6 %

MIŠLJENJA NASTAVNIKA O UPORABI IKT-A U JAVNIM I PRIVATNIM ŠKOLAMA

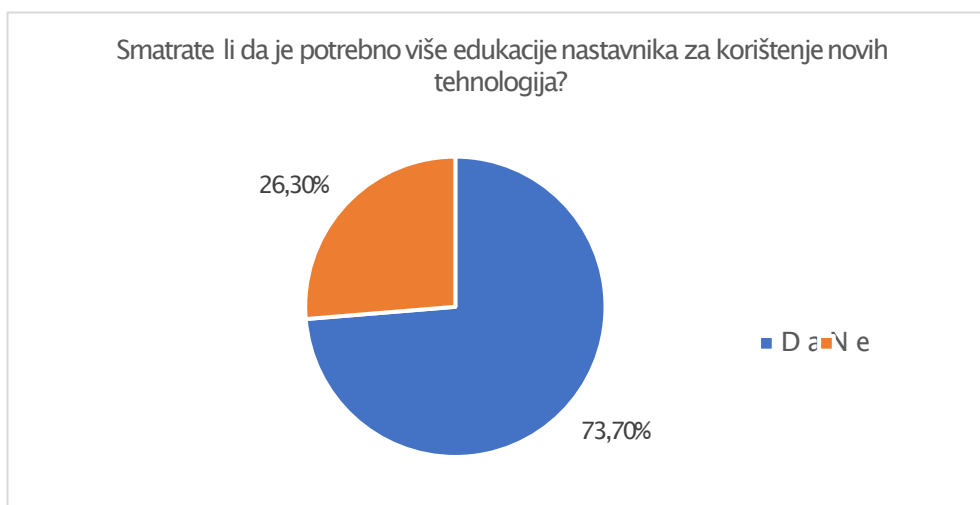
Mišljenja ispitanika o učestalosti uporabe novih tehnologija pri poučavanju jezika u javnim školama u odnosu na privatne škole stranih jezika pokazala su se podijeljenima. Naime, većina (57,9 % ispitanika) je izjavila kako smatra da se u školama stranih jezika ne služe češće novim tehnologijama nego li je to slučaj u javnim školama, dok manji dio (42,1 %) ispitanika misli da se IKT ipak češće koristi u privatnim školama.

S ciljem otkrivanja razloga zbog kojih ispitanici smatraju da se u privatnim školama nastavnici češće služe novim tehnologijama, od ispitanika je zatraženo i dodatno objašnjenje u obliku pitanja s otvorenim odgovorom. Prikupljeni odgovori ispitanika analizirani su tako da su dovoljno slični odgovori (odgovori s istom porukom odnosno razlogom, no različitim izborom riječi) zajednički kategorizirani. Prema tome najčešći razlog koji ispitanici navode jest njihova percepcija o boljoj opremljenosti privatnih škola (npr., „*imaju bolje uvjete za rad*“, „*bolje su opremljene i komercijalne prirode pa vode više računa o zadovoljstvu korisnika*“, „*više ulažu u opremu od MZO*“, „*bolja opremljenost i slobodnija primjena tehnologije*“), dok drugi pak smatraju da je razlog tomu i individualni pristup svakom učeniku te veća fleksibilnost privatnih škola (npr., „*bolja opremljenost i slobodnija primjena tehnologije*“, „*mogućnost individualiziranog pristupa*“, „*nemaju striktno određen kurikulum*“). Ostali razlozi pojavljivali su se u pojedinačnim slučajevima.

MIŠLJENJA NASTAVNIKA O EDUKACIJI ZA PRIMJENU IKT-A U NASTAVI JEZIKA

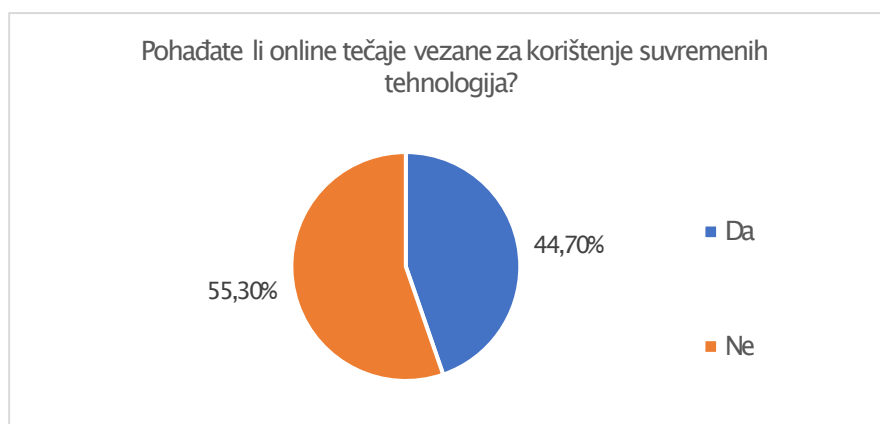
Na pitanje o potrebi za više edukacije nastavnika, bilo kao dio nastavnoga programa na visokom učilištu, bilo programima cjeloživotnoga učenja i dodatnoga usavršavanja, velika većina ispitanika (73,7 %) složila se da je ona potrebna. Samo 26,3 % posto nastavnika odgovorilo je da ne vide potrebu za dodatnom edukacijom (Grafikon 6).

Svaki od ispitanika dobio je priliku u anketnom upitniku predložiti i format dodatne edukacije nastavnika jezika, što su i učinili. Veliki dio ispitanika predložio je da buduće edukacije budu održane *online*, u obliku tečajeva odnosno mrežnih seminara ili online materijala (npr., „kroz webinar i sl.“, „*ljudi se danas educiraju koristeći se YouTubeom...tako da edukativni materijali dostupni na tom servisu ne zvuče kao loša ideja...modularni pristup, da netko tko zna određene stvari može preskočiti ono što zna*“). S druge strane, znatan je broj onih ispitanika koji smatra da se edukacije trebaju provoditi uživo, primjerice kao dio županijskih stručnih skupova i usavršavanja ili u obliku praktičnih radionica na radnome mjestu (npr., „*seminari u kojima će se nastavnicima objasniti kako koristiti tehnologiju*“, „*nizom praktičnih radionica gdje bi nastavnici vidjeli prednosti i nedostatke – načine na koje tehnologija funkcionira*“, „*predavanjima u informatičkom kabinetu jednom mjesečno s prezentacijom primjera dobre prakse*“).



Grafikon 6. Iskaz potrebe za dodatnom edukacijom nastavnika

Rezultati anketnoga upitnika otkrili su i u kojoj mjeri nastavnici pohađaju dostupne *online* tečajeve čija je tematika povezana s uporabom suvremenih tehnologija u nastavi. Tako je nešto manje od polovice ispitanika (44,7 %) potvrdilo da ne pohađa ni jedan takav tečaj, dok je 55,3 % ispitanika izjavilo da pohađa ili ga je pohađalo (Grafikon 7).



Grafikon 7. Pohađanje obrazovnih programa povezanih s upotrebom IKT-a u nastavi jezika

RASPRAVA

Rezultati istraživanja pokazali su da nastavnici u osnovnim i srednjim školama, kao i nastavnici u školama stranih jezika, smatraju da je veoma važno uključiti IKT u nastavu jezika što se često trude i činiti. Štoviše, rezultati ukazuju na visoku razinu služenja IKT-om tijekom nastave i/ili za izradu materijala za učenje te na generalno pozitivne stavove prema novim obrazovnim tehnologijama i digitalnim alatima. Jedan od razloga za rezultat toliko povoljan primjeni IKT-a može biti sklonost sudjelovanju u istraživanju onih pojedinaca koji IKT primjenjuju u nastavi, za razliku od onih koji IKT ne primjenjuju ili ga primjenjuju rijetko, pa ne vide svrhu sudjelovanja u takvom istraživanju. Promatrano s druge strane, uočeni pozitivni stavovi mogu se smatrati i jednim od glavnih razloga za uočenu visoku razinu uporabe IKT-a: kada bi stavovi nastavnika bili drugačiji, averzija prema tehnologiji zasigurno bi rezultirala i njezinim potpunim odbacivanjem. Stoga bi nadležne institucije, ponajprije nadležno ministarstvo koje bi trebalo biti glavni generator promjena u hrvatskom obrazovanju, morale iskoristiti trenutak i prepoznati želju i volju nastavnika za uporabom IKT-a u nastavi i prikladno ih poduprijeti u njihovom radu, kako financijski, tako i sa stručne strane. Nove tehnologije, naime, mogu uvelike olakšati stvaranje nastavnih materijala i obogatiti izvođenje nastavnoga procesa. Osim toga donose interaktivnost i omogućavaju pristup autentičnim materijalima za učenje što se često ističe kao cilj pri poučavanju (stranih) jezika. Učenicima navedene tehnologije nisu strane jer ih koriste u svakodnevnome životu, pa se uvođenjem IKT-a i u nastavu može dodatno ojačati njihova motivacija za usvajanjem znanja.

Rezultati istraživanja jasno su pokazali da ispitanici najviše koriste alate za izradu kvizova, alate za prikaz i stvaranje videozapisa te alate za izradu nastavnih materijala. Upravo su navedeni alati vrlo značajni za nastavu stranoga jezika jer omogućavaju stvaranje autentičnih prilika za usvajanje jezika (kod, primjerice, aktivnosti slušanja ili čitanja s razumijevanjem), a nastavnicima i učenicima nude pristup autentičnom jeziku izvornih govornika. Rezultati ukazuju i na to da bi trebalo poticati uporabu alata za komunikaciju i alata za stvaranje digitalnih priča koji se nešto rjeđe koriste u nastavi.

Potonji su alati idealni za poticanje razvoja produktivnih vještina pisanja i govora kod učenika te, istovremeno, omogućavaju izvođenje grupnih, suradničkih jezičnih aktivnosti i projekata pa predstavljaju neprocjenjiv dodatak u jezičnoj učionici.

Rezultati povezani s učestalošću uporabe IKT-a u privatnim školama stranih jezika nasuprot uporabi u javnim školama jedini su donekle iznenađujući. Naime, rezultati istraživanja pokazali su da unatoč često isticanim nedostacima javnoga obrazovanja u Hrvatskoj i svijetu, poput nedostatka sredstava i osnovne IKT opreme, velikog broja učenika po jednom nastavniku ili neosjetljivosti na suvremene trendove u poučavanju, nastavnici nemaju dojam da su javne škole u lošijoj poziciji u odnosu na privatne. Istraživanje opisano u ovome radu provedeno je u jeku testiranja, pripreme i provođenja obrazovne reforme u Republici Hrvatskoj (program Škola za život), koja, među ostalim, naglašava uporabu tehnologije u učenju i poučavanju, a usmjerena je i na osiguravanje IKT opreme svom nastavnom osoblju i učenicima koji sudjeluju u njezinoj provedbi (Ministarstvo znanosti i obrazovanja, 2019). Stoga je moguće da je takva, vrlo obuhvatna promjena u obrazovnom sustavu, utjecala na stajališta ispitanika i dobivene rezultate. No, i dalje se ne smije zanemariti da gotovo polovica ispitanika smatra da privatne škole stranih jezika češće i više upotrebljavaju IKT u nastavi pa bi odgovorni za javno obrazovanje u Hrvatskoj, u kojem se obrazuje mnogo veći broj djece nego u privatnim školama, trebali povući određene poteze kako bi se takva percepcija, ali i stvarno stanje, promijenili još više u korist javnoga obrazovanja.

Dio reforme su i pripreme nastavnika (stranih) jezika za njezino uspješno provođenje. Navedene su pripreme najvećim dijelom odrađene u obliku *online* seminara u sustavu za upravljanje učenjem *Loomen* te su obuhvaćale, među ostalim, i primjenu IKT-a (a samim time i digitalnih alata) u nastavi jezika. No, unatoč tome rezultati ovoga istraživanja pokazali da su anketirani nastavnici u velikom broju otvoreni za dodatnu edukaciju, a pored *online* okruženja, izrazili su želju za stjecanjem praktičnih kompetencija uživo u računalnim učionicama (radionice, seminari). Kombiniranjem dvaju pristupa nastavnici bi mogli sudjelovati u mješovitom obliku poučavanja koji je fleksibilniji te bi svaki nastavnik u svakom trenutku mogao odabrati oblik učenja/poučavanja koji mu više odgovara. Dakako, takav pristup zahtijevao bi dodatna financijska sredstava i resurse od strane organizatora dodatnoga obrazovanja koje je često gotovo nemoguće pronaći u postojećim proračunima.

Među zagovornicima dodatnoga obrazovanja u opisanom istraživanju postoji i velik dio budućih nastavnika jezika, zbog čega se otvara pitanje postoji li u sustavu visokog obrazovanja odgovarajuća priprema za sustavnu primjenu IKT-a u nastavi jezika. Pregledom postojećih obrazovnih programa može se utvrditi da na Sveučilištu u Rijeci, gdje studira veliki broj ispitanika, takve sustavne pripreme nedostaje. Naime, na studijskim programima jezika ne postoje kolegiji koji su usmjereni isključivo na navedenu tematiku, no ostaje mogućnost da se tema IKT-a u nastavi (učenju i poučavanju jezika) obrađuje kao dio nekog drugog kolegija, primjerice metodike poučavanja stranoga jezika. Takav pristup nipošto se ne može nazvati sistematičnim, pa je iskazana potreba za dodatnim obrazovanjem, čak i među budućim nastavnicima jezika, razumljiva.

Uz velik broj zahtjeva za dodatnim obrazovanjem, među rezultatima istraživanja pronalazimo i podatak da gotovo polovica ispitanika takvo obrazovanje ne pohađa. Takvo što može se pripisati nedostatku odgovarajućih tečajeva te činjenici da velik broj sudionika istraživanja još nije diplomirao, pa im navedeno obrazovanje možda nije dostupno kao što je to zaposlenim nastavnicima.

ZAKLJUČAK

Ukupno gledajući, većina dobivenih rezultata opisanoga istraživanja u skladu je s ranijim istraživanjima navedenim u pregledu literature ovoga rada: pozitivan stav nastavnika prema IKT-u, jaka sklonost nastavnika za uvođenjem IKT-a u nastavu, uviđanje važnosti dodatne edukacije radionicama i seminarima s demonstracijom primjera dobre prakse te potreba za ulaganjem u IKT resurse i obrazovanje nastavnika. Jedina je razlika dojam nastavnika o većoj učestalosti korištenja novih tehnologija u privatnim školama, koji je u ovom istraživanju ipak na strani javnih škola.

Budući rad trebao bi uključivati proširenu verziju opisanoga anketnog upitnika i veći broj ispitanika u više škola diljem Hrvatske kako bi se rezultati mogli uopćiti te istražiti stavove i mišljenja učenika osnovnih i srednjih škola prema uvođenju IKT-a u nastavu jezika.

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The Use of ICT in Language Teaching: Teachers' Attitudes and Experiences

ABSTRACT

Nowadays, that the development of information communication technology (ICT) is fast-paced and comprehensive, its impact on education and teaching methods is inevitable. It can be applied in numerous ways and in various aspects of teaching. In language teaching, ICT can be a very practical tool for developing all four language skills and can also serve as a source of authentic materials, therefore contributing to the teaching dynamics and increased motivation of students. However, although the students who were born at the time when information revolution was in full swing can be considered digital natives, since they have been surrounded by ICT from the moment they were born, the teachers need support in integrating ICT in their teaching process, which has been confirmed by some recently conducted research in Europe and in Croatia.

The aim of this paper is to examine the experiences and attitudes of a group of Croatian teachers (from Primorsko-Goranska County) relating to using ICT in teaching, as well as their opinions on the need for additional training and digital competences development. This need is relevant not only for the younger generation of teachers (with less than 10 years of work experience), who completed their university studies when ICT was already highly developed, but also for more experienced teachers. The data were collected using an online questionnaire form distributed to 38 teachers who teach various languages (Croatian, English, French, Italian and German) in primary, secondary and foreign language schools, as well as future teachers (language teacher graduates who have worked or are still working in foreign language schools). The results have shown that teachers believe that using ICT in teaching has a positive influence on language learning and teaching, and that they frequently use ICT in their teaching (mostly digital tools for creating quizzes and teaching materials). At the same time, the results confirm the need for additional teacher training for using ICT, in the form of various (online) workshops.

Keywords: *computer-assisted language instruction; foreign language teaching; information-communication technology; language learning; teacher education;*

Project-Based Learning in German Language Teaching - Teachers' Attitudes and Teaching Practice

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SUMMARY

Project-based learning (PBL) is a teaching method which has existed for a number of years. In recent times, PBL is being considered as the method which possibly meets the needs for developing competences of the 21st century individual. The contribution of this manner of learning and teaching with respect to developing critical thinking and problem-solving competences has been proved by numerous research studies in the field of both linguistic and non-linguistic subjects. In foreign language teaching and learning, PBL can have particularly positive impacts on language acquisition - students are active, they have the opportunity to use the foreign language in authentic situations and they are motivated to be creative in communication. However, studies in this area point to shortcomings when it comes to integrating PBL in teaching practice.

In order to examine primary school German language teachers' knowledge of PBL, to explore their opinions and attitudes about PBL and to gain insights regarding the implementation of PBL in their teaching practice, a questionnaire was given to a population of 101 primary school German language teachers mostly from Central Croatia. The results showed that the respondents were often uncertain in defining PBL. As the greatest advantage of PBL, they often stated that it was simply a step away from the usual teaching practice. Findings showed that younger respondents were less likely to integrate projects into their teaching practice than the older ones, although older respondents were more inclined to think negatively about PBL. Such findings point to the need for further teacher education in this area.

Keywords: *compulsory education; German as a foreign language; learning strategies; teaching methods; 21st century skills*

WHY PBL?

Internationalization, globalisation, and ongoing technical and digital development are causes of constant and accelerated processes of change in contemporary societies. In the attempt to answer to those challenges of change, over the last two decades, educational policies and scientific discussions have narrowed their focus to the issue of individual's competences for living and working in a contemporary dynamic personal and professional context. As a result, at the international level, several competency frameworks have been developed, such as OECD *Key Competences (DeSeCo)*, *P21 Framework* or *Council of Europe Recommendation on Key Competences for Lifelong Learning*. The analysis of these competence frameworks, conducted by the European Commission (SWD (2018)24 final), has demonstrated that almost all of them emphasize critical thinking, creativity and problem solving as relevant transversal competences.

One of the methods of learning and teaching which contributes to the development of the above-mentioned competences is project-based learning. Here we note that PBL is not a recently developed concept and, according to Matijević and Radovanović (2011), its development can be traced along with the historical development of didactics. Hence, some twenty years ago, PBL was fervently promoted as the approach to learning which enables the students to acquire various strategies essential for life and work in the 21st century (Bell, 2010; Kaldi, Filippatou, & Govaris, 2011). This argument was founded on the range of research results which established the benefits of this learning and teaching method (e.g. Thomas 2000). However, nowadays, research and discussion within this area are not as frequent, and there is clearly a shortage of insights regarding the actual frequency and manner of integrating PBL in teaching.

Considering the fact that PBL is an open form of learning and teaching, it is challenging to find a consistent definition of the method (Bausch, Christ, & Krumm, 1995). This is why literature offers multiple ways of interpreting PBL. Yet, almost all of the depictions emphasize student-centred teaching and students' active and independent problem solving relying heavily on the inquiry approach as the main features of this teaching process (e.g. Blumenfeld, Soloway, Marx, Krajcik, Guzidal, & Palinscar, 1991; Thomas, 2000; Meyer, 2002; Matijević & Radovanović, 2011). Also, quite similar is the way many authors view the stages of PBL, hence, in literature we most frequently come across the following stages: defining the topic, establishing project objectives, defining project activities, carrying out project activities and evaluation (e.g. Munjiza, Peko, & Sablić, 2007; Tsiplakides & Fragoulis, 2009).

The first, and also most significant step in implementing PBL is defining the project topic, as it lays the foundation and sets all subsequent stages of project work. The topic is determined together by the students and the teacher, according to their interests, but also according to curriculum requirements. Establishing project objectives implies setting the basic framework for collaborative work. Questions such as *What do we wish to achieve by this project? How are we to achieve this? How will we present the results?* are asked at this stage. Closely related to this stage is the stage of defining project activities.

In this stage, procedures which lead to achieving the objectives are agreed upon. Decisions are made regarding forms of work (group work or independent work), procedures, sources of information, area of work – (in-class or out-of-class), etc. The stage of carrying out project activities implies collection, analysis and systematization of data, as well as presenting the obtained results. At the final stage, the stage of reflection, the achievement of defined objectives is examined by critically reviewing procedures and activities in respective stages of the project. This is also when potential difficulties and problems are identified, and when all newly obtained knowledge and insights are highlighted. Reflexion includes evaluation and self-evaluation (e.g. Munjiza, Peko, & Sablić, 2007; Tsiplakides & Fragoulis, 2009).

Teaching which is student-led and teacher facilitated, where students ask questions and are guided by research, develops their sense of responsibility for their own learning process, as well as independence and discipline (Bell, 2010). Furthermore, according to Kaldi, Filippatou, and Govaris (2011), other advantages of PBL, as mentioned in literature, are the development of communication skills, creativity and practical thinking as results of active research and independent decision-making. By applying different activities and methods, PBL also takes into consideration different learning styles (Blumenfeld et al., 1991), which in turn enables each student to find the most fitting way and resources for achieving educational objectives. Moreover, through collaboration in solving the research problem, students “learn the fundamental skills of productive communication, respect for others, and teamwork” (Bell, 2010, p. 41). In a nutshell, through PBL, students become critical thinkers and problem solvers (Bradly-Levine, Berghoff, Seybold, Sever, Blackwell, & Smiley, 2010). In that sense, it is not only reasonable to place focus on this type of teaching but also highly desirable to intensify discussions and research on the topic.

PBL IN FOREIGN LANGUAGE TEACHING

The above-described positive influence of PBL on students' knowledge acquisition and skill development is confirmed by numerous research in the field of non-linguistic subjects (e.g. Buljubašić-Kuzmanović, 2009; Kaldi et al., 2011; Žugaj, 2014), as well as in foreign language teaching (e.g. Tsiplakides & Fragoulis, 2009; Baş, 2011; Duman & Kuuk Yavuz, 2018).

The advantage of PBL in mastering a foreign language is first and foremost that it enables the use of language in real-life (or as real as possible) cultural and communicative context (Levine, 2004). By doing so, students are provided with opportunities to participate in activities in a foreign language which are authentic and perceived as meaningful (Tsiplakides & Fragoulis, 2009), which can have a positive influence on motivation for foreign language learning. An increase in motivation is also prompted by the opportunity for independent action, taking responsibility for one's own learning process, as well as linking one's individual strengths with others' strengths for the purpose of cooperation and achieving the project objective (Häuptle-Barceló,

2003). Independent research and discovery of new language structures, building on the acquired linguistic skills and knowledge, and the use of acquired language competences in a real-life context contribute to the development of students' self-confidence and encourage active involvement in language learning (Tsiplakides & Fragoulis, 2009). Apart from the above mentioned, in addition to expanding their language knowledge, this form of teaching enables students to relate the knowledge of language with the knowledge acquired in non-language subjects. In this way, during language lessons, students also develop critical thinking and problem-solving skills which are not exclusively related to issues of communication in a foreign language.

THE ROLE OF TEACHER IN PBL

The role of the teacher is crucial for successful PBL classes and for truly achieving all the described results. Although the teacher's role is somewhat altered in PBL in comparison to traditional forms of learning and teaching, the teacher still remains a significant stakeholder in the process. In order to meet the requirements posed by PBL, teachers must primarily demonstrate flexibility and the possibility to relativize their own, traditionally central, role in learning and teaching (Häuptle-Barceló, 2003). PBL is an entirely student-centred process in which the teacher takes on the role of moderator, mentor and helper (e.g. Bogнар & Matijević, 2002; Bell, 2010). According to Munjiza, Peko, and Sablić (2007), the teacher's tasks in PBL are: to expand students' previous knowledge for the purpose of preparing students for the acquisition of new knowledge and skills through PBL; to link the new know-how with previously acquired knowledge from different subjects, as well as with students' experiences from out-of-school contexts; to identify and analyse a problem as an introduction to the central project topic; to familiarize students with different problem-solving strategies; to encourage students to ask questions and seek the teacher's help; to encourage and prepare students to cooperate with one another and to develop students' self-criticism in evaluating their own work and the work of other students on the project. The basis for these tasks to be fulfilled adequately is „that teachers possess knowledge of content included in projects, understand how to explain or illustrate content and teach learning strategies, and hold belief systems compatible with a constructivist approach to teaching and learning“ (Blumenfeld et al., 1991, p. 382).

Despite all the advantages of PBL for the learning and teaching processes, and development of 21st century competences, it seems that, in most cases, teachers fail to meet the described requirements that this teaching method places before them. To be more precise, relevant literature continues to emphasize that PBL is rarely carried out at schools (e.g. Habok & Nagy 2016). As the most common obstacles for implementing PBL, Sitte and Wohlschlägl (2001), among other things, identify teachers' traditionalist attitudes, the fact that this type of learning and teaching is rather demanding, the pressure of the scope of curriculum-defined contents, the need for additional training for teachers and students for this type of work, and lastly, insufficient materials and financial means. The previously mentioned problems regarding the implementation of PBL in class are confirmed by other research. For instance, in their work, Bradley-Levine et al. (2010) refer to research which lists other obstacles to implementing PBL, such as

the fact that it is time-consuming, teachers' inability to control the flow of information, difficulties in balancing between encouraging students' independence and providing support, as well as difficulties with evaluation. In their own research, the same authors found that teachers "could see the value of PBL, but in their more tentative moments, they felt that PBL demanded more than might be humanly possible given the very real constraints of time, facilities, budgets, schedules, and accountability faced in their schools, district and state" (Bradly-Levine et al., 2010, p. 20).

In addition to what has been mentioned, it is important to broach the issue of teacher competences for implementing PBL. More precisely, research has shown that teachers are oftentimes poorly acquainted with the characteristics of projects and consider any change from the standard mode of learning and teaching to be PBL (Traub, 2012). Hence, teachers themselves are self-conscious and avoid implementing PBL despite being aware of the potential benefits (see Habok & Nagy, 2016; Shome & Natarajan, 2013).

The above described insights and research results provide a two-sided image. On the one hand, there is the evident positive effect of PBL on the development of students' competences, which is why this form of teaching has been an integral part of curricular documents in almost all the countries of the world, including Croatia. In the Republic of Croatia, PBL has been a recommended tool for almost two decades now (see MZOŠ, 2006), while its significance has been restated within the framework of the ongoing curriculum reform (see NN 07/19). On the other hand, there is a certain level of resistance on part of the teachers towards implementing PBL, the reasons for which may be found in objective difficulties, and possibly in a reflection of self-consciousness regarding their own competences (Bradly-Levine et al., 2010; Habok & Nagy, 2016). With that in mind, along with the limited research on implementing PBL in German language classes (lessons) in Croatia, we have decided to obtain more in-depth insights into this area and establish whether German teachers' attitudes and their teaching practice as regards PBL are comparable to findings from previous research. The aim of our research, its hypotheses, methodology and obtained results are presented in the following parts of this paper.

RESEARCH DESIGN

AIMS AND HYPOTHESES

The aim of the research was to investigate primary school German language teachers' knowledge of PBL, their opinions and attitudes about PBL and to gain insights regarding the implementation of PBL in their teaching practice. According to the research aims, the following hypotheses have been set:

H1: The majority of German language teachers are acquainted with PBL and its advantages and disadvantages.

H2: The majority of German language teachers rarely integrate PBL in their teaching because of different organisational limitations.

H3: The majority of German language teachers have positive attitudes towards the integration of PBL in their teaching.

H4: Younger teachers (age 22-29) have a more positive attitude towards PBL and integrate it more often in their teaching.

PARTICIPANTS AND PROCEDURE

The sample of participants included 101 primary school German language teachers from Central Croatia. The distribution according to participants' gender was 93% women and 7% men. The greatest number of teachers (51%) were between 30 and 39 years of age, while 29% belonged to the 40-49 age group, and 14% to the 22-29 age group. Teachers within the 50-59 age group were the least represented group (6%) (see Figure 1).

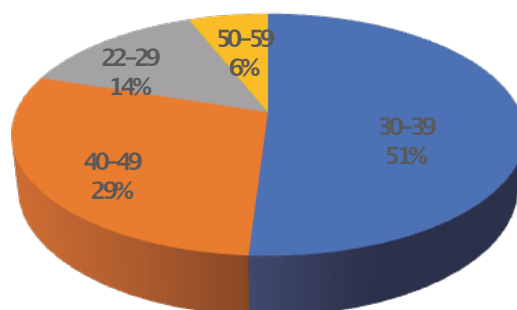


Figure 1 Distribution of participants according to their age

The majority of participants (45%) reported having between 11 and 20 years of work experience as German teachers, followed by 29% with 6 to 10 years of work experience, 17% with less than five years, and 9% with over twenty years of work experience.

The research was conducted in April and May 2018 using a questionnaire, which, apart from the participants' presented socio-demographic data, also collected information on teaching practice related to PBL and teachers' opinions and attitudes towards this type of teaching. Through four open-ended questions, we tested how familiar teachers were with PBL, its perceived advantages and disadvantages, as well as reasons for not implementing projects in their teaching practice. The frequency of implementing projects in one's own teaching and at the school level was examined through an assessment scale, and teachers' attitudes towards PBL were examined using a Likert-type scale comprising 19 items. The results obtained from data collected in this questionnaire are presented as follows.

RESULTS

DEFINING PBL AND ITS BENEFITS AND DISADVANTAGES

The open-ended questions on how the participants perceive PBL and its advantages and disadvantages were used to obtain information regarding familiarity of German teachers with PBL. The collected definitions of PBL were classified into 12 categories using the quality analysis method (see Figure 2).

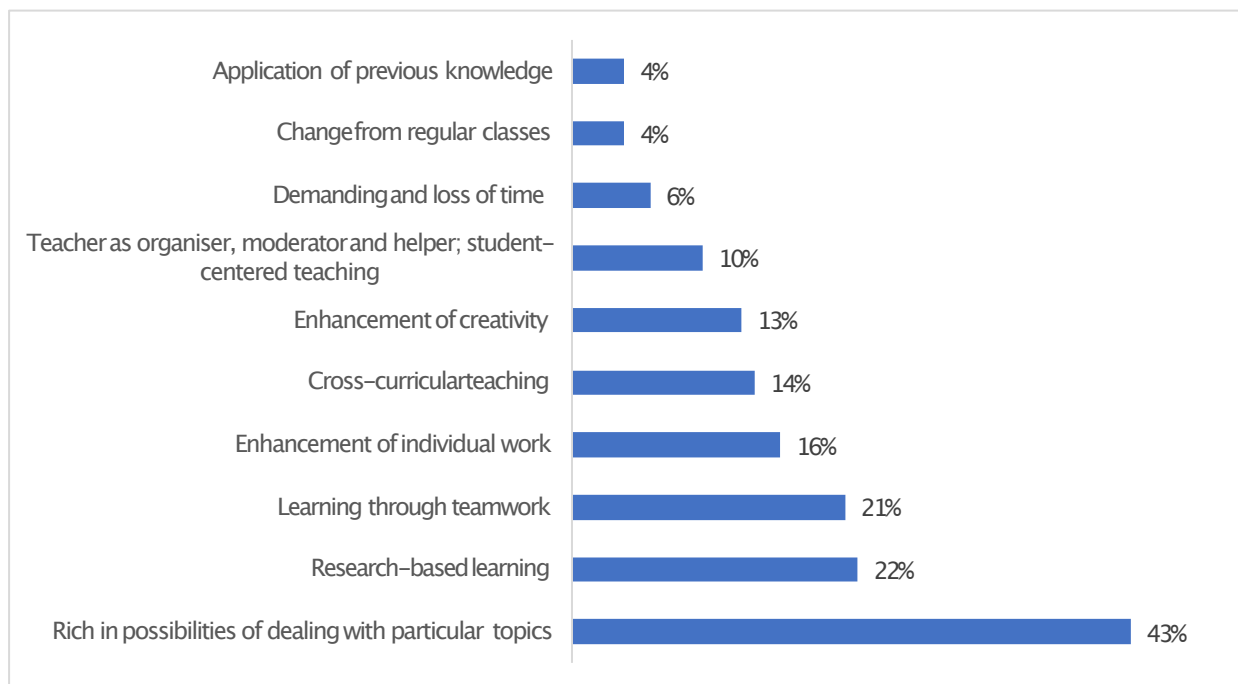


Figure 2 Most frequent definitions of PBL

The majority of respondents (43%) define PBL as *rich in possibilities of dealing with particular topics*, i.e. believe it to be a change from regular classes. Other definitions of PBL are, in fact, based on specific characteristics of projects, such as *research-based learning* (22%), *learning through teamwork* (21%), *enhancement of individual work* (16%) or as a process with an end-result presentation (18%). Only 10% of all teacher respondents define PBL as a *student-centred process, with teacher as organizer, moderator and helper*, which actually is, to an extent, the general definition of PBL.

In terms of teachers' opinions on advantages and disadvantages of PBL, Table 1 shows the respondents' answers grouped into 12 categories relating to the benefits of PBL and 11 categories relating to areas where it is lacking.

Among the listed advantages of PBL, the most prominent are *enhancement of teamwork* (33%), *change from regular teaching* (24%) and *strengthening interest and motivation* (24%). These three aspects are also stated in the definitions of PBL. Participants (20%) also find that *dealing with interesting and diverse topics* covered through projects is advantageous, and almost the same number of participants (19%)

see another advantage in *strengthening independence and responsibility*. An equal ratio of respondents see further benefits in *engaging the entire class in the work process* (13%) and *encouraging the development of creativity* (13%). Only 11% of all respondents see *research* as an advantage, 9% believe that the *development of different competences* and *correlation with other school subjects* are additional strengths of this type of teaching, while only 6% of participants are aware of the benefit of *experiential learning*.

Table 1 Identified advantages and disadvantages of PBL

Advantages		Disadvantages	
enhancement of teamwork	33%	time-consuming	49%
change from regular teaching	24%	additional costs and lack of teaching materials	16%
strengthening interest and motivation	24%	challenging organisation	15%
dealing with interesting and diverse topics	20%	uneven engagement of students	15%
strengthening independence and responsibility	19%	high requirements of curricula	15%
process	18%	evaluation	13%
engaging the entire class in the work process	13%	teachers' engagement outside working hours with no financial support	12%
encouraging the development of creativity	13%	lack of interest from school, students, colleagues, parents	8%
research	11%	easy to depart from the objective	4%
development of various competences	9%	students' different level of background knowledge	2%
correlation with other school subjects	9%	too demanding for students	1%
experiential learning	6%		

On the other hand, the greatest disadvantage of PBL perceived as such by almost a half of the respondents (49%) is that it is *time-consuming*. Furthermore, *additional costs and lack of teaching materials* is seen as a negative aspect by 16% of participants, while 15% of German teachers find weaknesses in *high requirements of curricula*, *demanding organisation* and *uneven engagement of students*. *Evaluation* is also listed as a disadvantage by 13% of the respondents, while 12% of them state that *teachers' engagement outside working hours with no financial support* is another negative aspect. Only 1% of the respondents believe that this method of learning and teaching is *too demanding for students*.

The presented results indicate that German language teachers are acquainted with PBL and its components, but are not able to clearly define this teaching method. A similar trend is evident in relation to the presented benefits of PBL. To be more precise, the most commonly listed definition of PBL, as well as the most commonly listed

advantage of this type of teaching partially includes characteristics of projects in teaching. However, there are characteristics which define project work more precisely, but which were mentioned by few participants or were completely omitted. Student-centred teaching, in which the teacher operates as an organizer, moderator and helper is the description which is best suited to the characteristics of PBL. It was, however, mentioned by only 10% of participants in the research. These results can be compared to Traub's findings (2012), which identified teachers' poor knowledge of the characteristics of projects.

Furthermore, the participants' perceptions of the greatest benefits of PBL are actually general characteristics, such as encouraging motivation and teamwork, and change in relation to standard teaching, whereas development of students' specific competences or the application of the acquired knowledge in real-life situations or experiential learning are not emphasized. Thus, our first hypothesis has only been partially confirmed. Teachers are partially acquainted with the characteristics of PBL and its advantages, while, on the other hand, they demonstrate a much higher level of awareness of the potential disadvantages of this form of learning and teaching. The challenges of PBL listed by German language teachers in our research are in line with the disadvantages identified in previous research (Bradly-Levine et al., 2010; Sitte & Wohlschlägl, 2001). Those challenges are, as demonstrated by the result shown below, the most common obstacles for implementing PBL in class.

FREQUENCY OF IMPLEMENTING PROJECTS IN GERMAN LANGUAGE TEACHING

Apart from German language teachers' opinions on PBL, the research also collected data on their teaching practice, i.e. the frequency (often, sometimes, or never) of implementing projects in German language teaching. The majority of the participants (81%) reported implementing projects in their teaching "sometimes", whereas 11% of the participants "never" implement projects. According to their own assessment, only 8% of the respondents "often" implement projects in their class (see Figure 3). In accordance with that result are the opinions of teachers on the number of projects which should be implemented during the school year (see Figure 4). More than a half of the respondents (64%) are of the opinion that only one or two projects should be carried out in the course of one school year. There are participants (30%) who state that four to five projects should be conducted, and those (3%) who are in favour of having more than five projects per school year in the classroom. On the other hand, another 3% of German language teachers are of the opinion that project work is unnecessary. Project weeks are implemented in only 24% of the schools in which the participants in this research are employed, whereas 76% of teachers state that project weeks are not organized in their schools.

In terms of reasons for not implementing projects, 59% of the participants list *shortage of time*. The second most frequent reason is *lack of interest from school leaders, students and colleagues* (22%). Other reasons are *workload arising from the teaching programme (curriculum)* (20%), *lack of financial support* (7%), *organizational problems* (6%) and *lack of self-motivation and specific ideas* (4%).

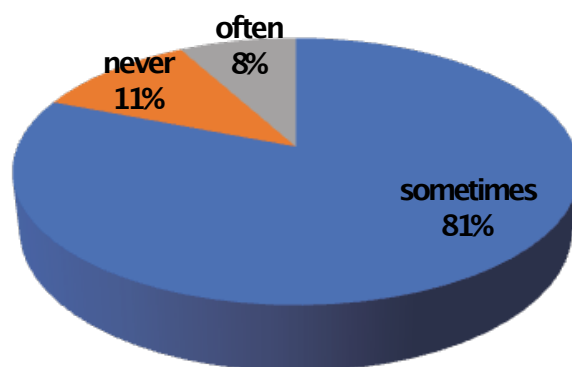


Figure 3 Frequency of implementing PBL in the teaching practice

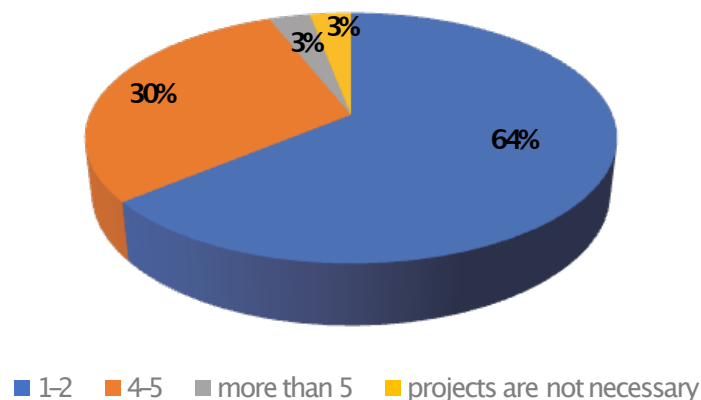


Figure 4 Opinions about frequency of projects in one school year

Hence, the results confirm the second hypothesis of this paper, that due to various organizational limitations German language teachers rarely integrate PBL into their practice. These findings are also comparable to the results from previous research; for instance, the one conducted by Shome & Natarajan (2013). Their respondents also identified shortage of time as the most critical resource constraint. Other constraints listed were large class size, inflexible school schedule and the disability to conduct projects in collaboration with other colleagues. Bradley-Levine et al. (2010) obtained similar results. In their study, the teachers pointed out that PBL, amongst other factors, takes more time, more technology resources and more support from the administration.

However, even though the explanations of German language teachers on why they fail to implement projects in their classes lead to the conclusion that the greatest obstacles are organizational factors, the results obtained from teachers' attitudes lead to a somewhat different interpretation.

GERMAN LANGUAGE TEACHERS' ATTITUDES TOWARDS PBL

To investigate the attitudes of German language teachers towards PBL, a 5-point scale was used. The teachers were asked to express the level of agreement or disagreement (1 = I don't agree at all; 5 = I strongly agree) with the 19 offered statements regarding PBL. In order to reduce the number of variables, a factor analysis was conducted. The analysis offered a 4-factor solution explaining 63% of total variance. The first factor, *influence of PBL on the teaching process and students' performance* (Cronbach Alpha = 0.912) is loaded with 8 items that relate to the role and development of students in PBL, and the quality of the teaching process by applying that method. The second factor comprises three items related to *demands of PBL on the teacher and students* (Cronbach Alpha = 0.617)¹. The third factor, *competences of teachers for PBL* (Cronbach Alpha = 0.715), is comprised of 4 items regarding teacher competences for implementing PBL, and specific difficulties of this teaching method such as, for instance, choosing a topic. The fourth and last factor is saturated with the total of three items relating to *Organisational requirements of PBL* (Cronbach Alpha = 0.596), including the time-consuming factor and development of additional materials. The mean values of respective factors are presented in Figure 5.

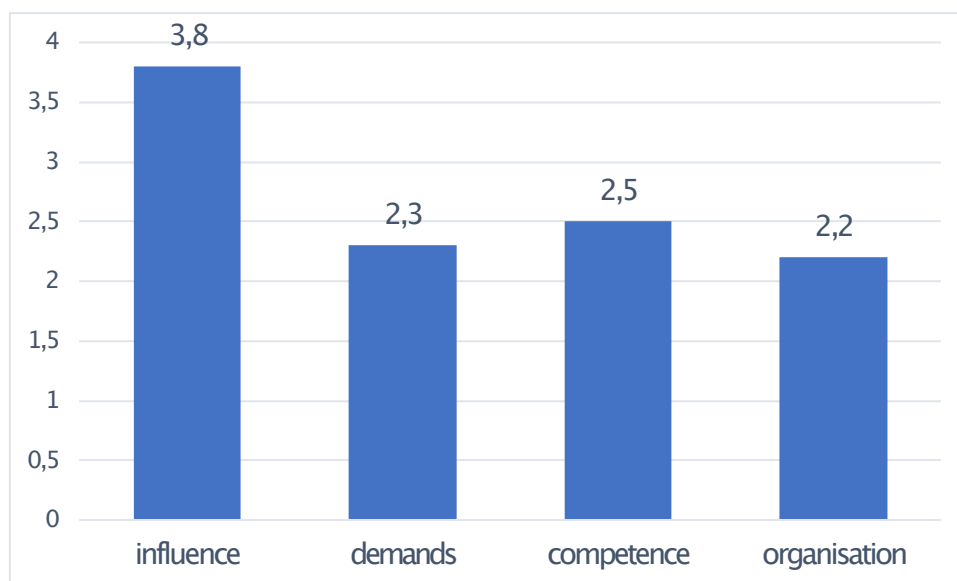


Figure 5 Average values of the obtained factors

The highest mean value for the factor *Influence of PBL on the teaching process and students' performance* ($M = 3.63$) points to teachers' developed awareness of the positive impact of PBL on the processes of learning and teaching, as well as students' achievements. Yet, the majority of the respondents have negative attitudes towards implementing this type of work into their own classes, which is reflected in the rather low mean values of factors *Demands of PBL on the teacher and students* ($M = 2.33$), *Competences of teachers for PBL* ($M = 2.0$) and *Organisational requirements of PBL* ($M = 2.0$). Also, the equally low mean values of factors *Competences of teachers for PBL* and *Organisational requirements of PBL* indicate that teachers' competences play a

¹The cause of the weaker reliability coefficient on the factors of demands and organization can be attributed to the small number of particles on those factors. This is to be taken into consideration in future research.

significant role in implementing or failing to implement PBL. The presented results lead us to the conclusion that German language teachers are aware of the usefulness of PBL for their students' development. However, the obstacle to carrying out PBL is not only to be found in the organizational demands of the method but in teachers' skepticism regarding their own competence.

The importance of the teacher's competences for implementing PBL becomes evident in the results presented below when the teacher's age and the frequency of implementing projects are correlated, as well as the teacher's age and the attitudes to PBL.

PBL AND THE AGE FACTOR

Although our initial assumptions were that younger teachers tend to implement PBL in their classes more frequently, the results point to the exact opposite. The analysis of variance (see Table 2) shows that teachers over the age of 40 implement projects in their teaching more often than teachers belonging to age groups 22 to 29 and 30 to 39. This difference is statistically significant.

Table 2 Frequency of implementation of PBL in one's teaching practice with respect to participants' age

	Age group	N	M	F	df	p
Frequency of projects	22-29	14	2.07	3.128	2	0.048
	30-39	51	2.12			
	40 and more	34	1.88			

1 = often, 2 = sometimes, 3 = never

Just as the assumption that younger teachers implement PBL more frequently than older teachers, the hypothesis that younger teachers have more positive attitudes towards PBL has also proved to be incorrect (see Table 3).

Table 3 Attitude towards PBL with respect to the participants' age

	Age group	N	M	F	df	p
Influence	22-29	13	3.83	0.722	2	0.488
	30-39	52	3.81			
	40 and more	35	3.99			
Demands	22-29	13	2.44	0.424	2	0.655
	30-39	52	2.37			
	40 and more	35	2.25			
Competence	22-29	14	2.61	0.131	2	0.877
	30-39	52	2.50			
	40 and more	35	2.49			
Organisation	22-29	14	2.71	3.847	2	0.025
	30-39	52	2.11			
	40 and more	35	2.36			

Although the mean values for respective factors presented in Table 3 indicate that teachers aged 22-29, compared to teachers aged 30-39 and over 40 years of age, in total have the most positive attitudes towards PBL, those differences are not statistically significant. The only statistical relevance in the differences between teachers aged 22-29 and their older colleagues is found in the factor *Organisational requirements of PBL* ($p= 0.025$). This would mean that younger teachers indeed do have more positive attitudes towards the organizational aspects of PBL, i.e. that they perceive this factor as less of an obstacle against the realization of project work than teachers from the other two age groups. Yet, the lack of statistically significant differences between the attitudes of younger and older teachers, and the more frequent implementation of projects by participants in the over 40 age group is more than surprising information. Taking into consideration that teaching methods are being modernized on a daily basis and that younger teachers were probably more exposed to teaching procedures which depart from the traditional frontal teaching during their own pre-service teacher training, it was to be expected that they would more frequently use contemporary methods, such as PBL. The explanations for results contrary to our hypotheses can be sought in the previously mentioned scepticism of teachers towards their own competences for project implementation. Both younger and older teachers admit to a lack of competences for implementing PBL; yet, teachers from the 40 and over age group who have more work experience than their younger colleagues seem to be more confident in managing the teaching process. This is how they most likely compensate for any potential lack in competences for PBL, and why they tend to implement it more often in their teaching.

CONCLUSION

PBL has been proved to encourage the development of students' 21st century skills. Accordingly, its implementation has been advocated in both linguistic and non-linguistic subjects. Therefore, project work has been an integral part of curriculum documents in Croatia for a number of years, the *Curriculum of the German Language for Primary Schools and High Schools* (NN 7/2019) being no exception. However, in spite of the recommendations to apply this teaching method in practice, our research results have proved that German language teachers rarely or hardly ever implement it into their teaching. Identified reasons for the lack of PBL are identical to those established by the majority of previous research and primarily relate to organizational aspects. Yet, apart from PBL being time-consuming, lack of support and interest from school leaders, other teachers, students and parents, limited resources and pressure to achieve learning outcomes defined by the curriculum, it seems that one of the main obstacles to the implementation of PBL into German language as a school subject is teachers' lack of competences. We are led to this conclusion by additional findings that younger participants, despite generally having more positive attitudes towards PBL, implement this teaching method less frequently than their older colleagues.

The overall findings of the research conducted indicate that teachers are basically aware of the advantages of PBL, however, they also possess an acute awareness of the challenges that this teaching method places before them. In order to make teachers feel more competent for the implementation of PBL and accordingly, more empowered to

overcome the identified obstacles, it is essential to intensify the inclusion of topics relating to the organization and implementation of PBL into pre-service and in-service training programs for German language teachers. Furthermore, although teachers' competences emerged as crucial for the implementation of any form of teaching, including PBL, the organizational barriers identified in our research should not remain neglected. Thus, for a more systematic and effective implementation of PBL, apart from empowering teachers, it is particularly important to ensure school support in this endeavour (Lam, Cheng, & Choy, 2010). Finally, the results of this research should be taken with caution, as the number of participants in the sample is relatively small. Additional, experimental research conducted on a larger sample should provide deeper insights regarding matters of integrating PBL into German language teaching, as well as into other school subjects.

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Projektno učenje u nastavi njemačkog jezika – stavovi nastavnika i nastavna praksa

SAŽETAK

Projektno učenje je nastavna metoda koja postoji već duži niz godina. U novije vrijeme se smatra metodom koja odgovara potrebama razvoja kompetencija za 21. stoljeće. Korist ovakvog načina učenja i poučavanja s obzirom na razvoj kritičkog mišljenja i vještina rješavanja problema dokazana je brojnim istraživanjima provedenima u području jezičnih i nejezičnih predmeta. U učenju i poučavanju stranih jezika projektno učenje ima izrazito pozitivan utjecaj na usvajanje jezika – učenici su aktivni, imaju priliku koristiti jezik u autentičnim situacijama i motivirani su za kreativnost u komunikaciji. Međutim, istraživanja također upućuju i na neke nedostatke integriranja projektnog učenja u nastavnu praksu.

Kako bi se ispitalo znanje nastavnika njemačkog jezika u osnovnim školama o projektnom učenju, njihova mišljenja i stavovi o projektnom učenju te stekao uvid o primjeni projektnog učenja u njihovoj nastavnoj praksi, anketni upitnik podijeljen je populaciji koju sačinjava 101 nastavnik njemačkog jezika u osnovnoj školi, uglavnom iz Središnje Hrvatske. Rezultati su pokazali da su ispitanici često nesigurni pri definiranju projektnog učenja. Kao njegovu najveću prednost su često naveli da je ono jednostavan pomak od uobičajene nastavne prakse. Rezultati su pokazali i da su mlađi ispitanici manje skloni integriranju projekata u nastavnu praksu nego što je to slučaj kod starijih ispitanika, iako stariji ispitanici o projektnom učenju imaju uglavnom negativno mišljenje. Takvi rezultati upućuju na potrebu za dodatnim stručnim usavršavanjem nastavnika u ovome području.

Ključne riječi: *obvezno obrazovanje; njemački kao strani jezik; nastavne metode; strategije učenja; vještine 21. stoljeća*

Kontrastivna analiza općeznanstvenih glagolsko-imeničkih kolokacija u njemačkom i hrvatskom jeziku

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SAŽETAK

U ovom radu govori se o kontrastivnoj analizi transdisciplinarnih glagolsko-imeničkih kolokacija koje služe jezičnom oblikovanju i opisu misaone znanstvene djelatnosti u hrvatskom i njemačkom jeziku. Analiza se ograničava na značenjska obilježja odabranih kolokacija u pisanom općeznanstvenom diskursu i području znanstvenoga jezika koje se prema svom tvorcu Ehlichu (1993) naziva 'svakodnevni znanstveni jezik ili znanstveni jezik svakodnevnice' (njem. *alltägliche Wissenschaftssprache oder wissenschaftliche Alltagssprache*) kao zanemarenoj sastavnici znanstvenoga jezika koja obiluje brojnim leksičkim sredstvima preuzetim iz općega u znanstveni jezik. Zbog prividne značenjske sličnosti pojedinih kolokacijskih sastavnica sa značenjima u standardnom jeziku, često dolazi do dvojbi i nesigurnosti prevoditelja kao izvornih govornika hrvatskoga jezika, a posebice studenata u akademskom pisanju i ovladavanju akademskim vještinama na njemačkom kao stranom znanstvenom jeziku. Korpusni pristup istraživanju odabran je kako bi se uočile tipične i karakteristične kolokacije uobičajene u suvremenom hrvatskom općeznanstvenom jeziku. Takav pristup pruža uvid u glagole i njihove imeničke kolokacije kojima se opisuju komunikacijski činovi u aktualnom (suvremenom) hrvatskom općeznanstvenom jeziku. U radu se polazi od pretpostavke da je jedino na temelju opisa i popisa primjera kolokacija iz korpusa moguće utvrditi potpune ili djelomične prijevodne istovrijednice, odnosno nepostojanje izravnih prijevodnih istovrijednica u njemačkom kao ciljnom znanstvenom jeziku.

Krajnji cilj rada jest ukazati na strategije prevođenja kolokacijskih obrazaca dvaju općeznanstvenih jezika i rasvijetliti moguće probleme studenata u ovladavanju kolokacijskim znanjima na semaziološkoj i onomaziološkoj razini.

Ključne riječi: *glagol; hrvatski; imenica; kolokacija; njemački; jezik; općeznanstveni*

UVOD

Tema ovoga rada su općeznanstvene kolokacije strukturnoga tipa glagol + imenica kojima se jezično izvodi i opisuje znanstvena djelatnost u njemačkom i hrvatskom jeziku. Radi se o vrsti kolokacija koje su se rekurentnom (ponovljenom) uporabom brojnih autora (kao i tijekom povijesnoga razvoja i procesa nastanka znanstvenoga jezika) ustalile u uporabi i postale uobičajene u znanstvenoj komunikaciji. Međujezična usporedba i utvrđivanje prijevodnih istovrijednica preduvjet je dobivanja uvida u kolokacijske strukture s dvjema leksičkim sastavnicama preuzetim iz općega u znanstveni jezik. Time se može uputiti na moguće leksičke nepodudarnosti na kolokacijskoj razini dvaju znanstvenih jezika kako bi se ta vrsta kolokacija učinila dostupnom sudionicima u pisanoj i govornoj znanstvenoj komunikaciji, budućim prevoditeljima, čitateljima znanstvene literature i autorima znanstvenih tekstova na njemačkom kao stranom jeziku kako bi ih na taj način mogli lakše integrirati u znanstveni tekst.

Istraživanje je ograničeno na odabrane primjere kolokacija uobičajenih u pisanom znanstvenom diskursu. Njihova osnova (imenica) je prozirna značenja i nije prepreka razumijevanju, dok je kolokator (glagol) idiosinkratičan i konvencionalno preferiran u određenoj jezičnoj i kulturnoj zajednici. Budući da su idiomatski-ustaljene i prethodno zadane te nezaobilazne u opisu znanstvene djelatnosti, nije ih moguće zamijeniti drugim leksičkim sredstvima pa je takvim kolokacijama potrebno posvetiti dodatnu pozornost i u sveučilišnoj nastavi njemačkog kao stranog jezika.

DEFINICIJA OPĆEZNANSTVENIH GLAGOLSKO-IMENIČKIH KOLOKACIJA

Istraživanje u radu ograničeno je na problematiku kolokacija strukturnoga tipa glagol_{kolokator} + imenica_{osnova} (njem. Nomen + Verb)¹ koje su tipične i karakteristične za (opće)znanstveni jezik², ali se pri tome pojavljuju i u drugim funkcionalnim stilovima poput novinskoga te nisu ograničene isključivo na primjenu u znanstvenom jeziku. To je razvidno iz sljedećih nasumično odabranih primjera preuzetih iz mrežnih izvora:

1. „...*bahnbrechende Forschungsergebnisse wurden von deutschen Medien nicht aufgegriffen*“ (‘njemački mediji nisu preuzeli revolucionarne rezultate znanstvenih istraživanja...’).
2. „...*während dieselben beim Erscheinen in englischsprachigen Zeitschriften eine große Aufmerksamkeit erhalten ...* (‘... dok isti znanstveni rezultati objavljeni u medijima engleskog govornoga područja dobivaju veliku pozornost’).
3. „*Diese These kann folgendermaßen entfaltet und erläutert werden*“. (‘Ova teza može se razviti i objasniti na sljedeći način’).
4. „*In der Arbeit wird der Frage nachgegangen*“. (‘U radu se proučava pitanje’).

¹Prvu širu korpusnu analizu odabranih primjera njemačkih općeznanstvenih glagolsko-imeničkih kolokacija s morfosintaktičkog i semantičkoga gledišta u njemačkom općeznanstvenom jeziku provela je Wallner (2014) te pokazala da postoji potreba da se one bolje obuhvate i prikažu u njemačkim jednojezičnim rječnicima kao i na potrebu kontrastivne usporedbe s drugim općeznanstvenim jezicima.

²Recentnije jezikoslovne rasprave o fenomenu općega leksika u znanstvenom jeziku provode se u području znanstvenoga jezika koje Ehlich (1993 i 1999) naziva *alltägliche Wissenschaftssprache* oder *wissenschaftliche Alltagssprache* ‘svakodnevni znanstveni jezik ili znanstveni jezik svakodnevnice’, a odnosi se na „fundamentalna jezična sredstva kojima se većina znanosti služi na isti ili sličan način“ (usp. Ehlich, 1993, str. 33). Pojam „*alltägliche Wissenschaftssprache*“ (AWS) povezan je uz sam nastanak i povijesni razvoj znanstvenih jezika i potrebe da se očuvaju znanstvena višejezičnost i europski nacionalni znanstveni jezici.

Jedna od kolokacijskih sastavnica (kolikator, tj. glagol *aufgreifen*) iz primjera (1) čije je značenje dobro poznato i iz općega jezika „podići/podignuti/podizati“ u suodnosu s osnovom (imenicom) u znanstvenom jeziku dobiva dopunsko, specijalizirano značenje koje često nije dovoljno pokriveno općim dvojezičnim rječnicima i ne proizlazi iz leksikografskih primjera pojašnjenja u strukturi rječničkoga članka, a pri tome vrši odgovarajuću funkciju u znanstvenom tekstu i doprinosi njegovoj koherentnosti. To postaje uočljivo tek kad se na odgovarajućim mjestima u tekstu izostavi kolikator (*aufgreifen*) jer se u tom slučaju ne generira znanstveni (kon)tekst. To se može promatrati i u autorskim komentarima u uvodima u vlastiti znanstveni rad, pri čemu kolokacije *Thema / Frage / Methode aufgreifen* 'baviti se temom / pitanjem / prihvatiti / preuzeti temu / pitanje / primijeniti metodu znanstvenog rada' imaju svoju tekstnu funkciju i važan su znak upozorenja čitatelju da se radi o strukturama znanstvenoga teksta. No često se zbog prividne sličnosti sa značenjem u općem jeziku ne prepoznaju značenja u znanstvenom kontekstu. Tim više što značenjske obavijesti i tekstne funkcije kolokacija u znanstvenom jeziku često nisu dovoljno dostupne i pokriveno postojećim njemačko-hrvatskim općim dvojezičnim rječnicima (usp. Šnjarić, 2018). Pravilna uporaba kolokacija (s odabirom primjerenoga kolikatora) odlika je izvrsnoga poznavatelja leksika i leksičkih relacija stranoga znanstvenoga jezika i kompetentnoga govornika koji zna na kojemu mjestu u tekstu može primijeniti kolokacije *Thema / Frage / Methode aufgreifen*. Stoga se općeznanstvene glagolsko-imeničke kolokacije mogu definirati kao tipične i karakteristične, prozirne ili poluprozirne, ali idiomatski-stabilne kombinacije riječi s preferiranim odabirom kolikatora. Posebno su uobičajene u znanstvenom pisanju u određenoj jezičnoj i znanstvenoj zajednici, tj. uobičajenije od nekih drugih koje bi također bile prihvatljive i moguće, ali nisu prihvaćene normom znanstvenoga pisanja.

METODOLOGIJA I CILJEVI

Jedan od ciljeva međujezične usporedbe i prijevodne analize njemačkih i hrvatskih glagolsko-imeničkih kolokacija jest ispitati i uvrđiti tipove i stupnjeve prijevodne istovrijednosti prema tipologiji koju su primijenili Reder (2006) i Stojić i Štiglić (2011) na temelju odabranih primjera njemačkih glagolsko-imeničkih kolokacija kojima se opisuju komunikacijski činovi u suvremenom općeznanstvenom jeziku. Opisat će se tipovi prijevodnih istovrijednica od potpunih i djelomičnih prijevodnih istovrijednica do provjere nepostojanja izravnih prijevodnih istovrijednica na razini kolokacijske strukture te uputiti na moguće leksičke nepodudarnosti kolokacijskih obrazaca u hrvatskom kao ciljnom znanstvenom jeziku. Imajući u vidu tako postavljen cilj bilo je potrebno prikupiti prijevodne istovrijednice u hrvatskom jeziku koje nisu u potpunosti dostupne u njemačko-hrvatskim općim rječnicima (usp. Šnjarić, 2018) već je sastavljen korpus na temelju kojeg su prikupljeni prijedlozi prijevodnih rješenja kolokacijskih struktura sa značenjskom funkcijom u hrvatskom općeznanstvenom jeziku.

Drugi cilj jest izraditi popis i opis općeznanstvenih glagolsko-imeničkih kolokacija na temelju rezultata istraživanja te na osnovi odabranih primjera rasvijetliti razliku između ovladanosti kolokacijskim sposobnostima na semaziološkoj i onomaziološkoj razini u ovom važnom području znanstvenoga jezika.

Stoga su predviđene dvije faze istraživanja:

Prva faza obuhvaća prikupljanje izvora i odabir njemačkih kolokacija iz njemačkoga rječnika *Digitales Wörterbuch der deutschen Sprache (DWDS)* (Berlin-Brandenburgische Akademie der Wissenschaften, 2020);

Druga faza obuhvaća sastavljanje suvremenoga korpusa hrvatskoga znanstvenog jezika koji bi poslužio za prikupljanje kolokacija i uočavanje prijevodnih istovrijednica te ponudio prijevodna rješenja u hrvatskome jeziku. Korpusnim pristupom uzima se u obzir potreba za utvrđivanjem kolokacija u uskoj povezanosti s odgovarajućim tekstnim vrstama jer se smatra da se tako najbolje može ukazati na probleme prijevodne istovrijednosti u tom području hrvatskoga znanstvenog jezika koji do sada nije dovoljno istražen. Korpus je sastavljen od tekstova znanstvenih članaka iz područja humanističkih znanosti objavljenih od 2015. do 2017. godine i dostupnih putem mrežnoga portala Hrčak. Korpus sadrži ukupno 450 000 pojavnica³. Korištenjem alata Sketch Engine izrađeni su supojavnički profili hrvatskih glagola te su opisana njihova značenja. Korpusni pristup doprinosi metodologiji uočavanja i utvrđivanju kolokacija u sinkronijskom stanju jezika. Zatim slijedi kontrastivna usporedba i prijevodna analiza s prikazom različitih tipova prijevodnih istovrijednica prema modelu koje je primijenila Reder (2006). Takvim pristupom može se doprinijeti sustavnom opisu i popisu opće-znanstvenih glagolsko-imeničkih kolokacija dvaju jezika, kao i razvoju metodologije utvrđivanja kolokacijskih prijevodnih istovrijednica u tom području znanstvenoga jezika.

MEĐUJEZIČNA USPOREDBA OPĆEZNANSTVENIH GLAGOLSKO- IMENIČKIH KOLOKACIJA

Rezultati međujezične usporedbe prikazani u Tablici 1. pokazali su da se kod analiziranih kolokacija većim dijelom radi o kolokacijama s djelomičnim prijevodnim istovrijednicama u hrvatskome jeziku. Kolokacije su prikupljane polazno od glagola. Od ukupno 11 njemačkih glagola prikupljene su 23 imeničke kolokacije, pri čemu je utvrđeno 12 djelomičnih i 11 potpunih prijevodnih istovrijednica u hrvatskom jeziku. Kolokacijska osnova (imenica) značenjski je prozirna i razumljiva, a kolikator (glagol) neproziran i višeznačan što zahtijeva poznavanje njegove značenjske inačice u kolokacijskom suodnosu s imenicom u njemačkom opće-znanstvenom jeziku te podrazumijeva ovladanost leksičkim znanjima ovoga područja jezika, a time i potrebu razlikovanja *semaziološke* i *onomaziološke* razine ovladanosti kolokacijskim sposobnostima. Takav naziv za dvije različite razine kolokacijskih znanja u području dvaju opće-znanstvenih jezika odabran je u naslanjanju na Roelckea (2002) koji je na temelju razmatranja i promišljanja odnosa semazioloških i onomazioloških podataka u pristupu obradbe značenja u strukturi rječničkoga članka u jednojezičnom njemačkom rječniku s pedagoškom funkcijom (*Wörterbuch Deutsch als Fremdsprache de Gruyter*,

³Pojavnicom (engl. token) smatra se „sve što se nalazi između dva znaka koja služe kao graničnici (svako individualno pojavljivanje); svaka pojava jezične jedinice u korpusu, na razini riječi svaki oblik uključen u leksem“ (Hrvatski mrežni rječnik - Mrežnik). Dodatni korpus sastoji se od disertacija preuzetih iz digitalnoga repozitorija Nacionalne sveučilišne knjižnice (NSK) Zagreb objavljenih od 2015. do 2017. godine, a sadrži ukupno 250 000 pojavnica.

Tablica 1: Prikaz prijevodnih istovrijednica

GLAGOLI	G-I KOLOKACIJE NA NJEMAČKOME JEZIKU	G-I KOLOKACIJE NA HRVATSKOME JEZIKU	POTPUNA PRIJEVODNA ISTOVRIJEDNICA	DJELOMIČNA PRIJEVODNA ISTOVRIJEDNICA	NEPOSTOJEĆA PRIJEVODNA ISTOVRIJEDNICA NA RAZINI KOLOKACIJSKE STRUKTURE U J2
aufgreifen	eine Methode / These / Frage	primijeniti / primjenjivati metodu / tezu / pitanje		x / x / x	
ableiten	eine Schlussfolgerung / eine Vermutung	izvući / izvlačiti zaključak / pretpostavku	x / x		
beleuchten	einen Kontext / ein Phänomen	osvijetliti / osvjetljivati razjasniti / razjašnjavati kontekst / pojasniti pojavu	x / x /		
bezweifeln	Angaben / Stichhaltigkeit / eine Darstellung	sumnjati u podatke / neoborivost / prikaz	x / x / x		
erfassen	im System / im Wesen	obuhvatiti / obuhvaćati / registrirati u sustavu / shvatiti bit	x	x	
erheben	Daten / zum Maßstab	prikupljati / prikupiti podatke / postaviti kao mjerilo		x / x	
erhellen	aus der Sicht / Aspekte / Hintergründe	rasvijetliti / rasvjetljivati s gledišta / aspekte / pozadinu	x / x / x		
erhärten	eine Vermutung / Theorie	potvrditi / potvrdivati pretpostavku / potkrijepiti teoriju		x / x	
herausgreifen	Themen / Beispiele	odabrati / odabirati teme / uzeti primjere / uzimati primjere		x / x	
nachfolgen	einer Frage	baviti se pitanjem		x	
nachgehen	einer Frage	baviti se pitanjem		x	

dGWDaF) ponudio iscrpan opis dviju različitih značenjskih perspektiva - semaziološkoj i onomaziološkoj⁴ kako bi ispitao koncepciju izrade rječnika.

Rezultati dobiveni kontrastivnom analizom njemačkih i hrvatskih općeoznanstvenih kolokacija (Tablica 1.) primijenit će se u semaziološkoj i onomaziološkoj analizi značenja koja slijedi u Tablici 2. Tako će se ilustrirati razlika između dvaju pristupa poznavanju temeljnih kolokacijskih značenja u znanstvenom jeziku.

OVLANANOST KOLOKACIJSKIM SPOSOBNOSTIMA

Na temelju provedene međujezične usporedbe moguće je zaključiti o vezi između utvrđenih stupnjeva prijevodnih istovrijednica i povezanosti s potrebom razlikovanja dviju različitih razina kolokacijskih znanja što je prikazano u Tablici 2.

U semaziološkom pristupu opisu značenja glagolsko-imeničkih kolokacija polazi se od kolokacijskih struktura njemačkoga kao stranoga jezika (J2) za koji se traže odgovarajuće prijevodne istovrijednice (izrazi) u hrvatskome kao ciljnom znanstvenom i materinskom jeziku (J1).

Tablica 2. Prikaz semaziološke i onomaziološke analize značenja

SEMAZIOLOŠKA PRIJEVODNA ANALIZA		ONOMAZIOLOŠKA PRIJEVODNA ANALIZA	
Semaziološka ili receptivna ovladanost kolokacijskim sposobnostima		Onomaziološka ili produktivna ovladanost kolokacijskim sposobnostima	
Kolokacije u njemačkome općeoznanstvenom jeziku	Kolokacije u hrvatskome općeoznanstvenome jeziku	Kolokacije u hrvatskome općeoznanstvenom jeziku	Kolokacije u njemačkome općeoznanstvenome jeziku
eine Schlussfolgerung / eine Vermutung ableiten	izvući/ izvlačiti zaključak / pretpostavku	primijeniti / primjenjivati metodu/ tezu / baviti se pitanjem	eine Methode / These / Frage aufgreifen
Kontext / Phänomen beleuchten	osvijetliti / razjasniti kontekst / pojavu	prikupljati podatke / postaviti kao mjerilo	Daten / zum Maßstab erheben
Angaben / Darstellung Stichhaltigkeit bezweifeln	sumnjati u podatke / prikaz / neoborivost	odabrati / odabirati teme /uzeti / uzimati primjere	Themen / Beispiele herausgreifen
Aspekte / Hintergründe erhellen	rasvijetliti aspekte / pozadinu	baviti se pitanjem	einer Frage nachgehen
im System erfassen/ im Wesen erfassen	obuhvatiti / obuhvaćati / registrirati u sustavu / shvatiti bit	baviti se pitanjem	einer Frage nachfolgen
eine Konzeption erarbeiten	Izraditi/ izrađivati koncepciju	potvrditi/ potvrđivati pretpostavku / potkrijepiti teoriju	eine Vermutung / Theorie erhärten

⁴Roelcke (2002, str. 202) pri tome polazi od bilateralnoga modela znaka, tj. od izraza i značenja. U takvom se pristupu općenito jezični izrazi pridružuju značenjima, odnosno značenjima u odgovarajućim kontekstima. Stoga se u semaziološkom pristupu opisu značenja polazi od izraza za koje se utvrđuje značenje u odgovarajućem kontekstu, a u onomaziološkom pristupu nasuprot tomu od značenja za koja se utvrđuju izrazi u određenim kontekstima (usp. Roelcke 2002, str. 203).

U onomaziološkom pristupu opisu kolokacija i traženju kolokacijskih značenjskih istovrijednica u radu se polazi od hrvatskih glagolsko-imeničkih kolokacija kako bi se kolokacijska problematika prikazala s gledišta potreba govornika s hrvatskim kao materinskim jezikom (J1). U tom slučaju značenja nisu prepreka sporazumijevanju i sudjelovanju u znanstvenoj komunikaciji jer su dobro poznata, budući da kolokacije vlastitoga materinskog jezika svaki govornik ima pohranjene u svom vlastitom umnom rječniku. Sada se nalazi pred težim zadatkom jer za njih mora pronaći odgovarajuću kolokacijsku strukturu (istovrijednicu), izraz kojim se opisuje kolokacijsko značenje u stranom znanstvenom jeziku (J2).

1. SEMAZIOLOŠKA OVLADANOST KOLOKACIJSKIM SPOSOBNOSTIMA

Rezultati semaziološke prijevodne analize otkrivaju niz ustaljenih kolokacija s prozirnim sastavnicama (Tablica 2.) koje nisu prepreka razumijevanju i potpunim prijevodnim istovrijednicama u njemačkom jeziku što ih čini neupadljivima. Semaziološka ovladanost kolokacijskim sposobnostima podrazumijeva ovladanost *receptivnim kolokacijskim znanjima* i odnosi se na razumijevanje kolokacijskoga značenja i prepoznavanje kolokacijske strukture. Ovdje se najčešće radi o potpunim značenjskim istovrijednicama u hrvatskom jeziku. Iz Tablice 2. razvidno je da se do razumijevanja kolokacijskih značenja kod potpunih prijevodnih istovrijednica može doći i samom intuicijom izvornoga govornika hrvatskoga jezika, npr. *eine Konzeption erarbeiten* 'izraditi koncepciju' pa čak i u slučajevima kada se radi o djelomičnoj prijevodnoj istovrijednici, npr. *im Wesen erfassen* 'shvatiti 'bit/suštinu' jer govornik ne traži gotovu prijevodnu istovrijednicu za primjenu u konkretnom tekstu (npr. u prevođenju) već samo nastoji razriješiti svoje značenjske dvojbe koje su prepreka razumijevanju teksta. Na ovoj razini znanja očekuje se pasivno prepoznavanje kolokacijskih struktura znanstvenoga jezika i dovoljna je pasivna ovladanost kolokacijskim znanjima kojima se mogu pokriti potrebe čitanja znanstvene literature. No semaziološka razina kolokacijskih znanja ujedno je temelj znanja i može se smatrati preduvjetom i pretpostavkom kasnije produktivne primjene u znanstvenom pisanju i znanstvenom prevođenju.

2. ONOMAZIOLOŠKA OVLADANOST KOLOKACIJSKIM SPOSOBNOSTIMA

Onomaziološki pristup opisu značenja polazi od odabranih primjera hrvatskih glagolsko-imeničkih kolokacija koje izvorni govornik (nesvjesno) ima u svom umnom rječniku i koja su mu kao govorniku s hrvatskim kao materinskim jezikom (J1) dobro poznata (*istaknuti problem / istražiti kontekst / temu / iznijeti argument / izraditi opis* i za koja traži prijevodne istovrijednice u stranom jeziku (J2) i pokušava ih izravno prevesti na strani jezik u odnosu 1:1, tj. riječ za riječ, što nije uvijek moguće: 'ein Problem herausheben / herausstellen', 'einen Kontext / ein Thema durchleuchten', 'eine

Beschreibung herausarbeiten / ausarbeiten' 'ein Argument heranziehen'. Time često nastaju prijenosne pogreške. Osobito ako se uzme u obzir činjenica da te kolokacije nisu dovoljno pokriveno postojećim jednojezičnim i dvojezičnim rječnicima. Rezultati onomaziološke prijevodne analize u Tablici 2. prikazuju problematiku hrvatskih autora ili općenito sudionika u znanstvenoj komunikaciji koja nastaje u slučajevima kada su tražene kolokacijske strukture u njemačkom kao ciljnom znanstvenom jeziku djelomične prijevodne istovrijednice s prozirnrom osnovom (imenicom) i neprozirnim kolokatorom (glagolom) i kada se zbog leksičkih nepodudarnosti kolokacijskih obrazaca više ne može osloniti na intuiciju izvornoga govornika i jednostavno pronaći prijevodnu istovrijednicu.

Kolokacijska problematika u području općeznanstvenoga jezika u brojnim slučajevima rezultat je prividne značenjske sličnosti pojedinih njemačkih glagola u ulozi kolokatora s općenitim (konkretnim) značenjima u suvremenom standardnom njemačkom jeziku (usp. Meißner, 2014). To često može stvarati poteškoće i prijenosne pogreške studenata s hrvatskim kao materinskim jezikom (J1) u znanstvenom pisanju i ovladavanju akademskim vještinama na njemačkom kao stranom znanstvenom jeziku. Osim toga općeznanstvene glagolsko-imeničke kolokacije mogu biti uzrok pojavljivanja značenjskih dvojbi i nesigurnosti prevoditelja u prevođenju znanstvene literature na hrvatski jezik. Tim više što se prevoditelj često ne može pouzdati u nepotpune značenjske podatke s prevelikim ili premalim brojem pojedinačnih prijevodnih rješenja koje nude postojeći tiskani opći dvojezični rječnici.

Radi se o najvišoj razini kolokacijskih znanja koja podrazumijeva sposobnost aktivne reproduktivne uporabe gotovih sintagmi i njihovu primjenu u konkretnom znanstvenom tekstu koja je preduvjet sudjelovanja u znanstvenoj komunikaciji. Razlog značenjskih dvojbi i nesigurnosti često je metaforičnost njemačkoga kolokatora (glagola) u općeznanstvenom jeziku, npr. *verfolgen* pratiti/progoniti *nachfolgen* 'slijediti / progoniti' što stvara privid razumijevanja značenja u kolokaciji s imenicom u znanstvenom kontekstu, dok bi primjerice jednako tako bio moguć i glagol *folgen* 'slijediti', no on se nije etablirao u znanstvenom jeziku. To dovodi do brojnih zabluda te kršenja kolokacijske norme neizvornih govornika njemačkoga jezika u znanstvenom pisanju.

Dva različita pristupa ovladanosti kolokacijskim znanjima, semaziološki i onomaziološki, uvjetovana su situacijom u kojoj dolazi do aktiviranja kolokacijskih znanja. Ako se aktiviraju za potrebe čitanja i razumijevanja znanstvene literature, radi se o pasivnim ili receptivnim kolokacijskim znanjima. Ako se kolokacijska znanja aktiviraju za potrebe pisane ili govorne znanstvene komunikacije, zahtijeva se aktivna reprodukcija kolokacijskih obrazaca i znanje o primjeni u odgovarajućem kontekstu te se radi o produktivnim kolokacijskim znanjima koja predstavljaju najvišu razinu kolokacijskoga znanja.

ZAKLJUČAK

Općeznanstvene glagolsko-imeničke kolokacije s dvjema leksičkim sastavnicama preuzetim iz standardnoga jezika važno su područje znanstvenoga jezika. Traže se na razini značenjskih inačica kolokatora (glagola) koji u kolokacijskom suodnosu s imenicom u znanstvenom jeziku dobiva dopunsko specijalizirano značenje koje se znatno razlikuje od doslovnoga i konkretnoga značenja u općem jeziku. Njima se jezično oblikuje znanstvena djelatnost u svim fazama znanstveno-istraživačkoga rada, pa je znanstveni tekst prožet tipičnim i karakterističnim kolokacijama u svim segmentima (sastavnim dijelovima jezičnoga oblikovanja) odnosno nastanka znanstvenoga teksta, od postavljanja predmeta znanstvenoga promatranja i oblikovanja istraživačkoga pitanja u autorskom uvodu u vlastiti rad, postavljanja, provjere, dokazivanja ili opovrgavanja prvobitne teze, obrazloženja, argumentiranja pa sve do dobivanja rezultata i donošenja novih znanstvenih spoznaja. Mogu se nazvati i transdisciplinarnim kolokacijama zajedničkim svim znanstvenim disciplinama.

Značenje glagola kolokatora često je dobro poznato u općem jeziku (*aufgreifen* 'podići / podizati', *anstellen* 'staviti / pričvrstiti', *aufstellen* 'postaviti/postavljati'), no ne i u znanstvenom. Razlog tomu jest metaforičnost njemačkoga kolokatora (tj. glagola) u općeznanstvenom jeziku, npr. *verfolgen* 'pratiti / progoniti', *nachfolgen* 'slijediti/progoniti', što stvara privid razumijevanja značenja u kolokaciji s imenicom u znanstvenom kontekstu, dok bi primjerice jednako tako bio moguć i glagol *folgen* 'slijediti', no on se nije etablirao i postao uobičajen rekurentnom uporabom autora u znanstvenom pisanju. To kod budućih prevoditelja, studenta i općenito svih sudionika u znanstvenoj komunikaciji s hrvatskim kao materinskim jezikom (J1) dovodi do brojnih zabluda te kršenja kolokacijske norme njemačkoga jezika u znanstvenom pisanju.

S obzirom na to da je općeznanstvenim glagolsko-imeničkim kolokacijama teško ovladati i da imaju ključnu ulogu u nastavi njemačkoga kao stranoga jezika na akademskoj razini, ovaj rad doprinos je rasvjetljavanju kolokacijske problematike, boljem razumijevanju i novom pristupu poučavanja specifičnih kolokacija.

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Contrastive Analysis of Verb-Noun Collocations in German and Croatian Common Language of Science

ABSTRACT

This paper offers a contrastive analysis of Croatian and German verb-noun collocations which are used to formulate and describe thought and scientific activity in the common language of science (Germ. alltägliche Wissenschaftssprache oder wissenschaftliche Alltagssprache, cf. Ehlich 1993).

The analysis is limited to semantic features of selected collocations from written scientific discourse, a neglected component of the scientific language abounding in numerous lexical means taken from general language. Due to the seemingly significant similarity of certain collocational constituents with their meanings in general language, translators and especially students mastering academic skills in German as a foreign language of science are often at a loss.

A corpus-based approach to the research was selected to identify the typical and characteristic collocations common in the contemporary general Croatian language. In this way, an insight into verbs and their corresponding nominal collocations describing the communication roles in the current Croatian and German general language will be gained. The paper is based on the assumption that such a description would allow us to determine complete or partial translation equivalents, i.e. the absence of direct translation equivalents and lexical gaps in two different national scientific languages.

The main aim of the paper is to point to the translation strategies of collocational patterns of two common languages of science and to clarify possible student problems in mastering collocational knowledge at the semasiological and onomasiological level.

Keywords: *common language of science; Croatian; collocations; German; noun; verb*



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