МЕТОДИЧКИ ВИДИЦИ

Тематски број

TEACHING AND LEARNING DURING THE COVID-19 PANDEMIC: THE RISE OF ELEARNING

Нови Сад, 2023.

Методички видици

САДРЖАЈ

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ПРЕДГОВОР

Тематски број часописа *Методички видици* „Teaching and learning during the COVID-19 pandemic: The rise of eLearning" бави се проблематиком која је изузетно актуелна, наставом страних језика током пандемије у земљи и свету. Идеја за објављивање тематског броја јавила се још на самом почетку пандемије, будући да су се у врло кратком периоду морала пронаћи најадекватнија решења која би задовољила потребе онлајн наставе и испунила очекивања студената. Професори се и данас суочавају са великим изазовима везаним за употребу савремених технологија у настави, јер морају да обнове постојеће и развију нове моделе и начине учења, који су знатно другачији од традиционалног преноса знања.

Тематски број садржи 15 оригиналних, стручних и професионалних радова аутора из 11 земаља, на српском, француском, енглеском, руском, кинеском, хрватском и румунском језику. Аутори су настојали да размене искуства у вези са педагошким импликацијама информационо-комуникационих технологија, употребом различитих технологија у настави, те ставовима студената о преласку из учионица у онлајн простор. Такође су указали на одређене недостатке и проблеме са којима су се суочавали у току рада, као и утицај који је онлајн настава имала на образовне системе широм света током глобалне пандемије.

Захвалност за сарадњу и корисне савете у настајању тематског броја „Teaching and learning during the COVID-19 pandemic: The rise of eLearning", отвореност часописа за научну афирмацију методике наставе из области елеарнинга и примене савремених технологија у настави дугујемо главној и одговорној уредници часописа *Методички видици*, проф. др Биљани Радић-Бојанић, рецензентима и свим сарадницима.

Доц. др Ивана Иванић
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PREFACE

The thematic issue of the journal *Methodical Perspectives* entitled "Teaching and learning during the COVID-19 pandemic: The rise of eLearning" deals with the issue that is particularly current, i.e. teaching foreign languages during the pandemic in Serbia and around the world. The idea to compile a thematic issue occurred at the beginning of the pandemic since in a short period of time teachers had to find the most adequate solutions to satisfy the needs of online teaching and fulfill the students' expectations. Even today teachers face great challenges regarding the use of information technologies in the classroom because they have to revise the existing and develop new models and ways of learning, which are significantly different from the traditional transfer of content and skills.

The thematic issue comprises 15 papers, some of which are based on original research while others convey valuable professional and teaching experiences, written by authors from eleven countries in Serbian, French, English, Russian, Chinese, Croatian and Romanian languages. The authors have tried to relay their experiences regarding the pedagogical implications of using IT and various types of apps in the classroom as well as students' attitudes about relocating learning to the online space. They also investigated certain drawbacks and problems that they faced in online teaching, as well as the influence that online teaching has had on the educational systems around the world during the global pandemic of the corona virus.

I owe gratitude for the cooperation and useful advice in compiling and editing the thematic issue "Teaching and learning during the COVID-19 pandemic: The rise of eLearning", as well as for the journal's openness for the scientific affirmation of the methodology of eLearning and application of IT in foreign language learning, to the editor-in-chief of the journal *Methodical Perspectives*, Professor Biljana Radić-Bojanić, the reviewers and all associates.

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E-LEARNING AS A COMPLEMENTARY MECHANISM TO TEACH POLITICAL SCIENCE – BETWEEN THE VOID OF THE CLASSROOM AND THE DEMANDS OF AN ONLINE GENERATION

ABSTRACT: Online teaching has occupied a prominent place in the training process of new generations, whether through formal models of education and training, or through informal education and training. The pandemic caused by the SARS-COV-2 coronavirus has had an effect on the way societies function, having produced the need to adapt work and educational contexts to the demands associated with physical distancing. This paper derives from a reflection that takes into account the pedagogical dimensions associated with the context of the classroom, with the need to adapt training to the online model, at a time when digitalization occupies a leading place in the western way of life. For this purpose, the teaching experience in the academic year 2020/2021 at the University of Beira Interior is based on a characterization of the pedagogical models associated with Political Science teaching.

Key words: e-learning, political science, online generation, hybrid regime, educational model, university, COVID-19.

Е-УЧЕЊЕ КАО ОДГОВАРАЈУЋИ МЕХАНИЗАМ ЗА НАСТАВУ ПОЛИТИЧКИХ НАУКА – ИЗМЕЂУ ПРАЗНИХ УЧИОНИЦА И ЗАХТЕВА ОНЛАЈН ГЕНЕРАЦИЈЕ

АПСТРАКТ: Онлајн настава је заузела истакнуто место у процесу обуке нових генерација, како кроз формалне моделе образовања и обуке тако и кроз неформално образовање и обуку. Пандемија изазвана вирусом корона утицала је на начин функционисања друштва, произвевши потребу за прилагођавањем радног и образовног контекста захтевима повезаним са физичким дистанцирањем. Овај чланак произлази из рефлексије која узима у обзир педагошке димензије повезане са контекстом учионице, са потребом прилагођавања обуке онлајн моделу, у време када дигитализација заузима водеће место у западном начину живота. У ту сврху, наставно искуство у академској 2020/2021. години на Универзитету у Беири Интериор заснива се на карактеризацији педагошких модела повезаних са наставом политичких наука.

1. INTRODUCTION

The university education system carries a centennial history of pedagogical models centered on the transmission of knowledge. As the university is a secular institution, there is a process of consolidation and rooting of teaching models, centered on a functional hierarchy and that was fed by the "master-disciple" strand, in what can be called the "art of teaching" (Pintassilgo 2014). The formal and traditional aspects of knowledge transmission have given rise to deep reflections on the evolution of education, in different civilizational contexts (Brown & Luzmore 2021), which allows to decode models of knowledge transmission and to frame new solutions in the light of a different historical continuity perspective.

The model was based on an elitist perspective of teaching and access to knowledge, both due to the reduced number of literate people and the societal structure at the time, in a clear distinction between groups that needed/deserved to be given instruction. The process of universalization of education is long, and it is far from being concluded, as it can be demonstrated by the comparative tables of access to primary/basic education and by the data made available by The World Inequality Database on Education (WIDE) (UNESCO Institute for Statistics)[1]. We can list several reasons associated with the difficulty of accessing education and any training model, namely the lack of qualified resources in the pedagogical aspect, gender issues, child labor, cultural, historical, religious and social issues, as well as the differences between countries (Marks 2005). This dimension is accompanied by the evolution of society, namely the affirmation of a set of social and political rights, as well as the formulation of the concept of citizenship, in a process guided by the State, but with the contribution of institutions such as the Church or specific social groups. Despite this finding, several studies (Heath & Clifford 1990) point to limited progress in the attenuation of the aforementioned inequalities during the 20th century.

The emancipation of the educational process, as a fundamental mechanism for the affirmation of the individual, corresponds to a fundamental foundation for understanding the structural changes in society, as well as for framing the political and social processes that characterize the history of humanity in the last 200 years.

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[1] The data can be consulted at: https://www.education-inequalities.org.

In fact, liberal revolutions (in Britain, the USA, and France) made it possible to guarantee a set of rights based on the model of the Universal Declaration of Human Rights, which enshrines the right of everyone to access education (article 26[2]). Obviously, the ratification of the aforementioned declaration implies the adoption of public policies that can ensure the structures and the training process, in a model that has been characterized by a possible standardization in the Western context, although with very distinctive characteristics and rules between the different States.

The affirmation of higher education corresponds to a specialization and requires a distinctive pedagogical model, considering the ability previously acquired by students to analyze and reflect on the topics addressed. This level of education is characterized by greater student responsibility in the learning process, and during the second half of the 20th century the student-centered teaching process was disseminated, that is, taking into account these individuals' abilities, skills, interest and responsibility (Morgado 2001).

This new perspective entails a paradigm shift in the "teacher-student" relationship and at the same time alters the standards and pedagogy instruments used. There was no substitution of the more "masterful" perspective of teaching, in the "master-disciple" model, but the need to cohabit different models, considering the demands of teaching, the functioning of society and the changes registered in the functioning of communities. It is not our purpose to discuss the historical course of the teaching/training model, but rather to open space for the discussion around the potential of distance learning, a result of the dissemination of the internet, as well as the adoption of educational policies focused on education universal access, regardless of the region of each individual. This paper starts with the discovery of the consolidation of distance learning, as an alternative and complementary model to face-to-face teaching, and it aims to reflect on the adaptation of the pedagogical system to a generation centered/dependent on the internet and social networks. Will there be room to reconcile pedagogical models that aim to integrate the traditional model of knowledge transmission, with new platforms and disruptive mechanisms of interaction between professors and students? Although this path is already visible in several universities and

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[2] "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit". Available at: https://www.un.org/en/about-us/universal-declaration-of-human-rights.

educational institutions, with multiple studies on the advantages and disadvantages of online teaching, as well as on the potential of the internet in the educational process, the recent pandemic generated by the SARS-COV-2 coronavirus introduced an accelerated step in the need to adapt teaching models, producing a significant change in the structure of educational institutions on a global scale. In fact, "with the situation that came suddenly and the whole campus were temporarily closed, lectures and students were forced to study from home" (Sakkir, Dollah & Ahmad 2021: 10).

The lockdown decreed by several States and the closure of schools led to the sudden change to a 100% online teaching model, and in several states schools/educational institutions, as well as households were not prepared (logistics, material, etc.) for such a significant change, especially in countries with significant socio-economic disparities (Wenczenovicz 2020). While it is true that several institutions presented an academic offer with hybrid models and others with the availability of curricular units and courses entirely online, others did not have the conditions to implement this change. This was a significant challenge for political institutions, particularly in the local context, with the adoption of educational policies and strategies in the face of the challenges generated by COVID-19 (Marques da Silva 2021). In fact, "community resilience and local government are relevant aspects to analyze proactivity and reaction to stressful situations" (Marques da Silva 2021: 661), in an action that has to be framed with the action of households and all the agents involved in the teaching-learning process. The disruption felt in the educational process was felt differently by groups that make up society, with an emphasis on studies that focus on the impact on students in mobility situations, with the finding that "there has been considerable disruption to their well-being, including strong feelings of isolation, a deepening of financial difficulties and, in regard to academic life, the transfer of studies onto online platforms" (Malet Calvo et al. 2022).

In order to narrow our analysis, we structure this paper in three key points, namely: i) online teaching – opportunities and obstacles; ii) online teaching as a solution to the school lockdown – the Portuguese case and iii) teaching political science through a hybrid model – between the void of the classroom and the demands of an online generation.

Although the imminently descriptive and reflective approach is recognized, it seeks, through the use of pedagogical models, to contribute to the presentation of alternatives that aim to reconcile the two teaching models, based on the teaching experience at the University of Beira Interior (2020/ 2021).

2. ONLINE TEACHING – OBSTACLES AND OPPORTUNITIES

Online teaching corresponds to a model of training and transmission of knowledge based on the evolution of new information technologies, having registered a very significant growth in recent decades, both due to technological evolution and the promotion of new models of life in societies. Some studies suggest that online teaching could become mainstream even during the present decade, which derives from the spread of the internet and the affirmation of an "online-dependent" generation (Palvia et al. 2018). In fact, "the diffusion of the internet (and its accompanying digital divides) has occurred at the intersection of both international and within-country differences in socioeconomic, technological, and linguistic factors" (Chen & Wellman 2004: 25).

This path was accompanied by an update of the knowledge and pedagogical tools made available by the teachers, in a process of specialization of the distance training model, substantiated by the creation of institutions specialized solely in this training model. With the universalization of access to education and mass training policies, there was a need to look for alternative teaching models to face-to-face teaching, whether due to logistical issues (spaces to provide training; origin of students; costs associated with the face-to-face aspect, predominance of information in English, lack of adequate technological support) (Chen & Wellman, 2004), or to strategic issues (diversification of training models, option to expand the scope of training provided, internationalization of training).

The proliferation of internet access was not transversal or similar in all parts of the world. In fact, "the digital divide involves the gap between individuals (and societies) that have the resources to participate in the information era and those that do not (Chen & Wellman 2004: 19). In other words, we are facing a teaching model that cannot be modeled on all institutional and/or geographical realities, but rather represents a complement to face-to-face training or presents itself as something very distinctive, although not a competitor to face-to-face training. Online teaching cannot be understood/perceived as a way to facilitate the learning process, in a kind of "evaluation bypass" supported by an argument centered on pedagogical innovation (Middleton 2010).

The path is supported by a set of advantages, traditionally associated with the online model, namely the greater flexibility in the creation and availability of the pedagogical offer, the possibility of promoting autonomous work, capable of promoting more introverted students, the possibility of reconciling this model of teaching with the performance of other activities (e.g. worker-students), the reduction of costs associated with attending face-to-face teaching, especially for

students residing in more remote locations and the organization of the degree itself, with material made available online, is less dependent on changes arising from the face-to-face circuit and ensures more efficient platforms to promote communication between teachers and students, ensuring regular feedback on the activity performed by students (Davis, Gough & Taylor 2019). Although a number of advantages are identified in the process, it is important to bear in mind that the digital world and online teaching entail a set of obstacles and difficulties for its implementation, namely: the reliability of the internet connection, the need for specific technical support/professional, the training of all agents involved in this process, the cost of materials/devices needed to access training, the adaptation of the contents taught to an online environment, a possible greater isolation of the training/learning process, maybe leading to misinterpretations/analysis of the available content and a greater difficulty in cementing interpersonal relationships, which is essential in the context of creating healthy learning environments (Davis, Gough & Taylor 2019). In turn, the promotion of online teaching can make it more difficult to separate learning times from other daily management times (work, leisure).

If it is true that no model guarantees absolute answers to the effectiveness of the teaching-learning model, nor does it apply to the universality of existing scenarios, the combination of online teaching and face-to-face teaching can represent an asset for the reformulation of teaching (Ibrahim & Padilla-Valdez 2021), through a strategy of integration and adaptation of digital tools to the skills to be acquired by students.

2.1. Student-centered learning

Technological innovation does not occur exclusively through channels/instruments for disseminating information or the platforms used to deliver training, but rather through communication processes and the creation of pedagogical solutions that encourage and dynamize the learning process, involving students directly in the knowledge acquisition process.

This student-centered teaching model, as opposed to the traditional teacher-centered teaching model, implies a new look at valuing the teaching-learning process, centered on five key areas: the balance of power (allowing greater sharing of the teacher's power to students, in a balance that aims to make the student co-responsible for the learning process; the function of content (representing not only an end to be achieved, but a means to ensure students' success); the role of the teacher (perceived as a guide that closely follows the

learning process); the responsibility for learning (assigned, in a more evident aspect, to the student) and the purpose and processes of evaluation (adapted to the main objective – to promote learning) (Weimer 2002). It is not about emphasizing the "study at home", but rather fostering a teaching model in the school space, centered on valuing the role of the student, who goes from being a mere receptor, to becoming a transforming agent and modeler of the teaching process, highlighting the process of self-training and self-learning (Morgado 2001). The student-centered teaching model enhances a set of opportunities, requiring the teacher to be open to sharing the responsibilities traditionally assigned in the classroom context. This path is evidenced by the clarification of responsibilities, namely through the elaboration of the syllabus for each subject/curricular unit (Eberly, Newton & Wiggins 2001). The syllabus ends up corresponding to an action guide for the curricular unit, with a set of premises and rules that guide the functioning of each course. The need to implement online teaching, as a result of the face-to-face lockdown in the education sector, allows for a continuous affirmation of student-centered teaching, given the smaller component of face-to-face contact with teachers, and it also represents a different attitude of the individual in the process of knowledge transmission and acquisition (Tavangarian et al. 2004).

It is through this niche of opportunity, and avoiding entering into the broad conceptual debate between "e-learning" and "online learning" (Moore, Dickson-Deane & Galven 2011), that we intend to analyze the affirmation of online teaching in Portugal during the pandemic caused by Covid-19, more specifically in the field of Political Science.

3. ONLINE TEACHING AS A SOLUTION TO THE SCHOOL LOCKDOWN – THE PORTUGUESE CASE

The pandemic caused by the SARS-COV2 coronavirus promoted a lockdown of significant proportions in various sectors of society. The first cases emerged in early December 2019, spreading across the globe during 2020, with a pandemic being declared by the WHO on March 11, 2020[3] (the first case in Portugal was registered on March 2, 2020[4]).

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[3] Info available here: https://news.un.org/pt/story/2020/03/1706881.
[4] Info available here: https://expresso.pt/sociedade/2020-03-02-Ministra-confirma-primeiro-caso-positivo-de-coronavirus-em-Portugal.

The education sector was no exception, with the closure of thousands of schools at all levels of education during the 2020/2021 academic year, with the first decision in this regard being taken on March 12, 2020 (effective as of March 16, 2020)[5]. The adaptation to online teaching was made progressively and not immediately, since the traditional teaching structure was not prepared for a global dissemination of distance learning, both due to the absence of fundamental equipment for this teaching model (computers and access to the internet), as well as the need to adapt the teaching model to the characteristics of the virtual aspect. Assunção Flores and Marília Gago (2020) analyzed the Portuguese response to the closure of schools, with a special focus on teaching/training teachers, recording an impact on the professional development of teachers due to a shorter length of the face-to-face context. The government adopted a set of measures to mitigate this change, namely the creation of action guides, as well as of instruments to support online teaching, such as the "Estudo em Casa" platform, made available on the television channel "RTP Memória", the promotion of training actions for a quick adaptation to online teaching and the provision of fundamental material tools for access to digital[6]. In fact, "the transition from face-to-face to online teaching has entailed some pedagogical challenges, not only in terms of teaching methods but also with regard to assessment strategies and tools" (Flores & Gago 2020: 510), which implied the need to adopt more transversal plans and strategies, taking into account each scientific area and each level of education.

In a study on students' adaptation to online teaching in the Portuguese context, Flores et al. (2022) indicate that the "previous experience of online teaching and learning was related to a positive student adaptation to the closure of higher education institutions", which corroborates the need to create mechanisms that mitigate these disparities in access to knowledge and which are produced by different social and economic contexts. Stated in this way, it is evident that the adoption of new pedagogical models or IT tools must take into account a broader set of factors that affect the context of the educational establishment, the surrounding social fabric, as well as the ability to integrate the aforementioned tools in the context of regular/daily education. In turn, the age group on which the

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[5] Info available here: https://eco.sapo.pt/2020/03/12/coronavirus-governo-decreta-fecho-das-escolas-ate-9-de-abril-encerra-discotecas-e-reduz-lotacao-dos-restaurantes.

[6] The supply of computers ended up generating some controversy, due to the successive delays in the implementation of this measure. Info available here: https://www.rtp.pt/noticias/covid-19/60-dos-alunos-sem-computador-prometido-pelo-governo_v1337305.

training model focuses is one of the relevant factors for the choice of pedagogical methods and tools. Although there is a growing number of internet users and IT platforms, Portugal continues to record values below the European Union average, with only two regions of mainland Portugal (Lisbon and Vale do Tejo, and Algarve) registering more than 80% of family members accessing the internet at home[7]. These data are complemented with existing information on the possession of a computer at home, and in 2017 only 71% of households had this equipment in their homes[8].

If the assessment of the impact of online teaching and the consequences of the face-to-face closure of teaching establishments implies a more mature set of studies and surveys, as well as a greater temporal distance, it is important to mention that, in structural terms, the response given in the education sector made it possible to ensure the regular functioning of the academic year, as well as to process all the necessary assessment elements in each teaching cycle. Despite this finding, a report prepared by the International Labor Organization (2020), entitled "Youth & COVID-19: Impacts on jobs, education, rights and mental well-being" found that about 65% of the students surveyed (more than 12,000 responses obtained) claim to have learned less during the pandemic period, also registering a very significant disparity in access to online education between students living in high-income countries (65%) compared to students residing in low-income countries (18%)[9].

These data are corroborated by a study carried out in the Portuguese context (Flores et al. 2021), in which more than 2700 higher education students were surveyed during the 2nd semester of the 2019/2020 academic year. The study points to a negative view of the institutional responses given in the management of the crisis, as well as the way in which the individual adaptation to the new teaching conditions was carried out, with a significant number of students (75% and 71%) showing tiredness and stress in the face of internal and contextual resources in distance learning.

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[7] Info available here: https://www.publico.pt/2021/02/20/infografia/transicao-digital-uniao-europeia-585.

[8] Info available here: https://www.pordata.pt/Portugal/Agregados+dom%c3%a9sticos+privados+com+computador++com+liga%c3%a7%c3%a3o+%c3%a0+Internet+e+com+liga%c3%a7%c3%a3o+%c3%a0+Internet+atrav%c3%a9s+de+banda+larga+(percentagem)-1158-9360.

[9] The same study points out two fundamental concerns of students for the coming years: employability and concern about the psychological impact of lockdown.

The flexibility of the teaching model operated after the closure of educational institutions (March 2020) also depended on access and adaptation to the use of online platforms (e.g. Colibri/Zoom, Microsoft Teams) or a closer look at the platforms already made available by educational institutions (e.g. Moodle), in a process that guided educational agents towards a more intensive use of e-mail and platforms for the provision of pedagogical content. The success of the response in the education sector to the challenges of the pandemic cannot be measured by school results, but by using a broader set of indicators, considering the context and exceptionality of the period experienced, in a process that accompanies the necessary reforms to ensure a merit-based education system accessible to all.

4. TEACHING POLITICAL SCIENCE – BETWEEN THE VOID OF THE CLASSROOM AND THE DEMANDS OF AN ONLINE GENERATION

The 2020/2021 school year was marked by the adoption of an almost exclusively online regime, in continuity with the process adopted in the second half of the 2nd semester of the previous school year, when the closure of educational institutions was decreed for the first time in Portugal, in a response to the proliferation of SARS-COV-2 infection cases. After a more demanding period of adaptation, as a result of the change in the teaching model during the school year, the 2020/2021 school year had already been prepared/organized considering the strong possibility of continuing in the online model, namely in the context of higher education. Adaptation to a new teaching model is based on previously defined characteristics (previous experience in the use of digital platforms, access to the internet, possession of the necessary IT tools for monitoring classes, economic and social context of the agents involved, training in the context of online pedagogy), but it must also consider the specificity of each scientific area.

Political Science assumes itself as a multidisciplinary and comprehensive subject (Pasquino 2002), based on the objective identification of the object of study (what is politics?) and research models suitable for the study of political and social phenomena. The autonomy of this subject does not entail scientific isolation, but rather the affirmation of a path of consolidation of its object of study and of the respective methodology. In this domain, the increasing space of the empirical-quantitative approach stands out, in a process that does not devalue the conceptual and theoretical dimension but integrates this dimension in an analysis aimed at identifying explanations and determinants for political phenomena and behaviors.

4.1. Methodological approach

As mentioned earlier, the approach adopted reflects an imminently descriptive and reflective dimension on the transition process from face-to-face teaching to online teaching during the pandemic period. For the present study, we funnel the analysis based on the experience of teaching the curricular unit "Introduction to Political Science" in the academic year 2020/2021 at the University of Beira Interior, which took place online (resorting to Moodle and Zoom). We are looking at an exhaustive view of the pedagogical options and practices adopted in the teaching of the aforementioned curricular unit, using a qualitative approach and participant observation as research techniques. The objective and main contribution is to obtain an exhaustive analysis of the functioning of the curricular unit in a virtual context, in a model that requires direct participation, with the teacher being a fundamental element in the teaching process. In other words, there is a need to ensure teachers' integration in the reality to be studied, playing a certain role that facilitates the direct observation (Malinowski 2014/1922). In fact, any observation model allows for a greater clarification and understanding of the reality to be studied, as well as for a deeper understanding of the applied models, also contributing to a specific holistic view of the analyzed study object (Evertson & Green 1986), highlighting a mission of observation and recording of the main activities and behaviors developed (spectator-actor model).

However, as this is an exploratory study, it was decided to record a set of global information about the Curricular Unit's functioning, namely: number of students; number of sessions/classes; number of attendances; number of evaluation elements; success rate in the curricular unit; description of materials used[10].

4.2. Online teaching in Political Science – a contribution to the study of teaching in Covid times

The curricular unit ran from September 2020 to February 2021, in a period characterized by the adoption of online teaching (100% virtual component), both in teaching and in the development of assessment elements. The curricular unit under analysis (Introduction to Political Science) is part of the study plan for the Degree in Political Science and International Relations at the University of Beira Interior

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[10] With regard to ethical issues, as there is no identification of attitudes, behaviors or student data, it is noted that the study complies with all the information protection indications.

(https://www.ubi.pt/en/discipline/15444). At first, with a global approach to the operation and characteristics of the curricular unit, it is important to mention that the Curricular Unit worked with the use of two platforms (Zoom and Moodle), having been made available and presented, during the first class, the subject's syllabus. The online classes were taught through the Zoom platform, while the Moodle platform allowed for the registration of the fundamental information regarding the subject (all contents). With regard to student participation, there is a considerable number of students enrolled, but a number far below the number of students evaluated (64% of students), which can mean a greater difficulty in moving to online teaching for a significant number of students.

Number of students enrolled	Number of students evaluated	Number of students approved (continuous assessment)	Number of students approved (exam)	Success rate	Number of online classes	Average attendance of students in online sessions	Number of evaluation elements
70	45	35	6	59% / 91%	15	29	3

Table 1. Curricular Unit operating data

In view of these data, there is a high percentage of students approved (91% of students evaluated)[11]. All classes were taught using the Zoom platform, with the same link being maintained for all sessions, facilitating student access[12]. In each session, the number of attendances was recorded, and the average attendance in the sessions was 29 students (64% of the evaluated students or 41% of the enrolled students), a number that can mean a greater difficulty in moving to online teaching regarding a significant number of students. The subject had three assessment elements (continuous assessment model), namely: an attendance and two reports, the assessments being carried out using support materials, so that students focused on aspects concerning greater reflection and interconnection of contents, as well as an analysis and understanding of texts provided by the teacher. 34 texts were made available on Moodle, divided by each topic of the Curricular Unit, and each topic corresponded to a support presentation (12 presentations were made available to support the study). The option for creating this material aimed at facilitating the monitoring of the class, as well as to ensure a guideline for the study for students (both those who attended classes and those who did not have this opportunity). The

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[11] If the analysis focuses on the total number of students enrolled, the academic success rate stands at 59%.

[12] Access to the class was free, without a password.

platform allows for significant interaction, having created a forum for doubts, although there is a residual use of it. The students chose to ask their questions in the class context or via e-mail. In the management of the curricular unit, it is also worth mentioning the availability of two discussion videos on central concepts of political science, as well as the holding of an online debate on the left/right dichotomy. The greater interaction in the training process corresponds to a fundamental foundation that aims to reconcile the traditional teaching model (teacher-centered) to the student-centered teaching model, allowing for the availability of various tools, conducive to academic success. One of the current pillars for understanding pedagogical dynamics is the need to adapt materials and the pedagogical model to the characteristics of each scientific area. Despite the use of a significant diversity of methods and techniques, the approach to a more theoretical discipline requires a significant expository aspect, which can be more complex in a class model which is 100% virtual. It is therefore important to look at online teaching as a complement to face-to-face teaching (and not a substitute), creating pedagogical paths and options that correspond to the appreciation of face-to-face teaching, but taking into account the existence of a generation increasingly dependent on digital platforms and internet usage.

In a study carried out on different teaching models, "Introduction to American Government", Bolsen, Evans & Fleming (2016) tested four options, namely: traditional model (100% face-to-face class with text analysis); breakout model (50% face-to-face class with 50% face-to-face small-group breakout discussion sections moderated by graduate students), blended model (with an online text and face-to-face full-class meetings, taught with a blend of lecture and discussions) and 100% online model. From the analysis to the results, there was a greater degree of dropout in students who followed the course 100% online, although this model reveals a significant number of students interested in discussing and getting involved in political activity. Likewise, there was a higher level of knowledge in students who followed the course in a hybrid mode or 100% online, compared to the traditional model, which may be associated with reading habits in the traditional format.

However, it is important that the model adopted directly overlaps with a very varied set of determinants (socioeconomic status, academic engagement, age, institutional context) (Bolsen, Evans & Fleming 2016). In this way, the first mission in the teaching context is related to a more transversal analysis of the enrolled students, in a process that aims to adapt the materials and the pedagogical model to each class. Teaching must be adequate and flexible to each reality,

avoiding standard responses to disparate realities, but the availability of a complementary solution between online teaching and face-to-face teaching corresponds to an opportunity to maximize student involvement and ensure a diversity of pedagogical tools in the teaching-learning process.

5. CONCLUSION

Between the void of the classroom and the emergence of a generation dependent on the online, there is a space for teaching social sciences, more specifically political science. The experience lived during the lockdown in the 2020/2021 school year "forced" educational institutions to adapt the pedagogical model, creating a generation that carried out part of their academic career without the experience of the face-to-face context.

While it is certain that new studies will be needed to measure the impact of this void in the classroom, the opportunities created to foster new tools and teaching approaches can be used for mixed/hybrid approaches, meeting the specificity of an increasingly technology and the fact that knowledge is disseminated across multiple platforms, just a click away. The mere traditional approach, with the use of textual instruments, is no longer attractive for the current context and, although we do not advocate its replacement, it is important to complement this teaching model with mechanisms that encourage student participation and involve them in an environment of sharing and building mutual knowledge.

Political Science occupies a prominent place in the study and analysis of classic and central authors for the understanding of society organization, and it also plays an increasingly important role in the establishment of relationships between phenomena that allow the redesign of the scientific knowledge produced in the sphere of political and social relations.

The experience of observing the functioning of a curricular unit in the academic year 2020/2021 allowed us to identify the added value of the online space, the constant dialogue and the creation of instruments to support the study, but it also allowed us to verify that teaching requires the face-to-face contact and a reflection on the classroom context.

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Е-УЧЕЊЕ КАО ОДГОВАРАЈУЋИ МЕХАНИЗАМ ЗА НАСТАВУ ПОЛИТИЧКИХ НАУКА – ИЗМЕЂУ ПРАЗНИХ УЧИОНИЦА И ЗАХТЕВА ОНЛАЈН ГЕНЕРАЦИЈЕ

Резиме

Већа интеракција у процесу обуке има за циљ помирење традиционалног модела наставе (усредсређеног на наставника) са моделом наставе усредсређеног на студента, омогућавајући доступност различитих алата за постизање академског успеха. За разумевање педагошке динамике потребно је прилагођавање материјала и педагошког модела карактеристикама сваке научне области. Онлајн настава је заузела истакнуто место у процесу обуке нових генерација како кроз формалне моделе образовања и обуке тако и кроз неформално образовање и обуку. Пандемија изазвана вирусом корона утицала је на начин функционисања друштва, произвевши потребу за прилагођавањем радног и образовног контекста захтевима повезаним са физичким дистанцирањем. У контексту универзитета, учење на даљину било је масовно, уз коришћење више дигиталних платформи. То је подразумевало реорганизацију образовног система и прилагођавање модела обуке новој реалности. Појавила се и потреба за реорганизацијом наставе политичких наука, предмета који осим теоријске компоненте, има и све релевантнију емпиријску димензију. Овај чланак произлази из рефлексије која узима у обзир педагошке димензије повезане са контекстом учионице, са потребом прилагођавања обуке онлајн моделу, у време када дигитализација заузима водеће место у западном начину живота. У ту сврху се и наставно искуство у академској 2020/2021. години на Универзитету Беира Интериор у Ковиљи у Португалу заснива на карактеризацији педагошких модела повезаних са наставом политичких наука.

Кључне речи: е-учење, политичке науке, генерација онлајн, хибридни режим, образовни модели, колец, КОВИД-19.

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MOTIVATION AND UNCERTAINTY IN SECOND LANGUAGE ACQUISITION: COHERENCE AND DISRUPTIONS IN ONLINE COMMUNICATION WHILE LEARNING ROMANIAN IN NORTH MACEDONIA

ABSTRACT: Recent initiatives to promote digital education exhorting in literacy and soft skills as computational thinking have required redefining curricula, teaching and learning methods adapted to a new channel of communication. Less attention has been paid to the psychological dimensions of learning and teaching Romanian as a second language, especially to language awareness and motivation of learners in the field. Beginning with what is generally known as communication schemata and ethnography of communication this article analyzes the strategies used in a narrow strip of learning and teaching Romanian as a foreign language in North Macedonia through online classes and workshops of lexicography and translations.

Key words: awareness, motivation, digital communication, second language acquisition, Romanian as a second language, uncertainty, dialogical contexts, methodology research.

МОТИВАЦИЈА И НЕСИГУРНОСТ У УСВАЈАЊУ ДРУГОГ ЈЕЗИКА: КОХЕРЕНЦИЈА И ПРОБЛЕМИ У ОНЛАЈН КОМУНИКАЦИЈИ ПРИ УЧЕЊУ РУМУНСКОГ ЈЕЗИКА У СЕВЕРНОЈ МАКЕДОНИЈИ

АПСТРАКТ: Дигитално образовање које подстиче писменост и вештине попут компјутерског размишљања и недавне иницијативе за његово промовисање захтевале су редефинисање наставних планова и програма, метода подучавања и учења, прилагођених овом новом каналу комуникације. Наиме, мање пажње је посвећено психолошким димензијама учења и подучавања румунског као страног језика, посебно постојању свести о језику и мотивацији ученика или студената за учење језика у пракси. Почевши од општепознатих чињеница, као што су комуникационе

шеме и етнографија комуникације (друштвена и културна правила, норме и вредности), овај чланак анализира стратегије које се користе у уском појасу учења и подучавања румунског као страног језика у Северној Македонији кроз онлајн часове и радионице лексикографије и превода.

Кључне речи: свест, мотивација, дигитална комуникација, усвајање другог језика, румунски као страни језик, дијалошки контексти, методолошко истраживање.

1. INTRODUCTION – CONCEPTS, INTERFERENTIAL FIELDS, OBJECTIVES AND POTENTIALITIES IN SECOND LANGUAGE ACQUISITION. THEORETICAL BASES OF INCREASING LANGUAGE AWARENESS AND CULTURAL MOTIVATION OF LEARNERS

In the last years, the COVID 19 pandemic has created new possibilities for learning and teaching online, which implied digital communication, curricula development and performing a rich set of methods to be used along this specific mediated interaction. All actors of the process became sort of *digital nomads* organized in *tribes* and occupying *territories* (Trowler & Becher 2001: 37–38). Therefore, the roles and functions described in communication schemata (Jakobson 1960: 144–157): conveyer, receiver, messages, context, referent, code and channel acquired new dimensions in the adaptative online communication context. Together with ideas and knowledge the messages circulating between sender and receiver contain emotions, feelings and uncertainty. The phatic elements of interaction might prove the right functioning of the channel. It also implies some addressing forms and performing modalities to check the continuous involvement of the actors and the coherence and cohesion of the messages or texts created and exchanged by the participants.

The field of second language acquisition has benefited over the years from numerous studies (Bollinger 1980; Crystal 1988; Klein 1986; Malmqvist 2005), which defined various aspects of learning and teaching or methodology to be used in the classes. Quite recently the anthropological, cross-cultural and discursive dimensions of learning and teaching languages (Fairclough 1989, 1999; Kramsch 1992, Bourdieu 2001), mostly seen as communication, interactional and meaning negotiation came into focus of the scientists who consider a language as identity marker.

A common endeavor of those who teach different foreign languages including Romanian to student from other countries marked a paradigmatical change from the structuralist perspective to functional-cognitive one which includes *expressions of social control* (Bernstein 1992: 120) as well as to discourse, philosophical and socio-pragmatical dimensions of learning and

teaching. Decoding implicit and explicit meaning as a *sum of all values possible to be identified by a receiver in an enunciation* (Kerbrat-Orecchionni 1982: 314) implies involving the students in a discursive, hermeneutical, and pragmatical practice as well. However, less attention has been paid to the psychological dimensions of languages learning and teaching as awareness, motivation and uncertainty. Some links between language and mind as possibilities of meaning conceptualization and representations of realities (Vygotski 1978, 1986; Sperber & Wilson 1986, Crapanzano 1981, 2006; Bourdieu 2001, Chomsky 2006) underline the modalities of codifying realities in cognitive frames or scenes and opened the possibility of multiple interpretations and language transfer in second language acquisition.

In fact, this article continues the author's interest in the content and methodology of Romanian as a second language materialized in previous articles (Stanciu 2011, 2015a,b, 2016, 2019, 2020a,b, 2021). In addition, within this article I am using two new concepts like online curriculum, a notion which emerged in response to the rise of using information technology in education (Perkins et al. 1997; Lauer 1996; Koutselini 1997) mostly referring to ways of supporting skills in the field of learning to learn. In introducing the concept of *online curriculum for critical thinking* (Lauer 1996: 29) mentioned some interesting questions: 'What can be done about the fragmentation and over-specialization of the traditional disciplines? How can students integrate what they learn for application to lifelong human issues?'. New computer technologies appear to have contributed to an increase in cross-cultural studies, while there is a simultaneous concern about the need to address generic skills across all disciplines. An online or meta-curriculum is a specific approach to address the transdisciplinary challenges in the field of second language acquisition and it makes arise theoretical and practical questions: how to define a curriculum to be used in online environment, how to create the conditions where teachers can use it, how the university assessment system can recognize it, and how the students and teachers can be equipped with the confidence that transdisciplinary approaches are worthwhile.

Intellectual efforts to grapple with the nature of trans-disciplinarity in its relation to knowledge go alongside an awareness of deficiency in traditional educational organization (Barnett 2022). Among them the statement that 'knowledge has retained a separateness even while it has understood itself as a machine through which humanity can exercise control over and an exploitation of the world' suggests an intractable difficulty in navigating the space between

conceptual categories, human understanding and ecological flourishing' (Barnett 2022: 123).

Some researchers from different countries have focused in the last decades on *language awareness* and cultural motivation in learning a foreign language and the literature review synthesized the main concepts to be used within this article. Many of them (Frank & Rinovolucri 1983, Hawkins 1981, 1984, Scott 1986, Van Lier 1996, Andrews 2003, Svalberg 2007) agreed with the point that the modality in which a student acquire a specific language awareness together with specific knowledge in the field (mostly lexis, grammar and pragmatical ingredients) will be setting the learning predisposition and engage him/her in a long-lasting motivating process. Defined as ,,sensitive openness of an individual to language interiorization and an attempt to an understanding of language role in social life", *language awareness* has like main objectives and goals: bridging knowledge between mother tongue and a foreign language to be learnt and taught, extrapolating a deep knowledge of mother tongue to a target language, separating the meaning and the structures of a newly learnt language from the structure of mother tongue and consolidation of cultural and communicative competences in this *intercultural meeting point* (James & Garret 1992: 16) usually performed in an institutionalized context like schools and universities.

In the opinion of some other specialists in cultural and linguistic anthropology and second language acquisition the main domains of language awareness are affectivity, cognition, social aspects of interaction, language performance and the ability to acquire and to use self-confidently cultural and symbolic power of language (Bourdieu 2001, Kramsch 1992) and most recently uncertainty. Thought as an activity meant to personalize language learning and to encourage every student to use transgressively and reversibly a language in order to reach a *relevant, cognitive and personalized communication* (Sperber & Wilson, 1986: 189), the awareness helps the students with lexis and grammar interiorization and when reaching proficiency, it might lead the learner to a nuanced and self-confident usage of a language. Therefore, learning a language does not remain only a functional-cognitive and intelligent process of organizing a language in clusters and texts seen as modalities of evoking events (Croft 1991: 16), but rather one which implies cultivating *high affective affinities* (Frank & Rinovolucri, 1983: 42) like emotions and self-motivation. Linguistic education and in extension the cultural one should challenge the students and attract them to participate in debates as *contexts of communicative interactions* (Van Lier, 1991: 129), a deep comprehension of a new language *learnt with their souls and brains* (Scott 1986:

74). Classes, seminars and workshops can generate an environment where the students may practice their language skills spanning from comprehension, listening, reading, writing as modalities of representing realities in cognitive frames.

The advantages of functional-cognitive approaches are visible in the conscious development of linguistic models, which bring together lexis, grammar, discourse and philosophical and discursive categories (causality, time, space, inference, referentiality, speech acts), units and rules through which the learner reflects the ability to meditating on life, to formulating arguments and to nuancing the discourse in a personal manner. In fact, the deepening of comprehension and the evolvement of linguistic abilities should go hand in hand with the level of language awareness and the level of motivation specific to learner and environment where people learn a new language. In this context the teacher should encourage the students in processing and transferring a significant quantity of information that might transform the learners in *effective and self-confident users of the target language*.

Operating with creative and ideal linguistic models, the main actors of communication, sender and receiver play interchangeable roles in a dialogic context of conversations and debates because they arise questions and give answers, convey messages to each other together with emotions and reference using a virtual channel of online communication and a specific sometimes mixed code made of mother tongue, helping intermediary language and target language.

My main argument on progressive value of uncertainty is that this communication space is tractable through new perspectives on the relationship between technology, education and their effects on educational environment. Rather than focus on the categories of knowledge or technology, I instead focus on the *effects* of overpassing strict specialization and on using cross-and inter-disciplinary concepts and technological proliferation on the environment. The digital world has been replaced with deeper post-digital questions concerning organic adaptative processes that react to environmental ambiguity. My main question can be framed as follows: If we can understand the dynamics of uncertainty is there a way of restructuring human relations around it so that the human dialogical communication that might become central to learning and can rather temper than exacerbate uncertainty. This assumption requires creating and answering some main questions such as an operationalizable link between theory of uncertainty and online learning and teaching; a design for an online curriculum and an operational organization of its implementation; a set of methods for

examining the dynamics of this design implementation. To address the first question, I reflected the possible links between theories in cybernetics and their possibilities to being used in second language acquisition. Since human development is intrinsically connected to environment, I suggest that an online curriculum is an acknowledgement that digital technology is intrinsically connected to thinking and learning, much in way that some philosophers of technology relate process of language *individualization and information personalization through technology* (Simondon 2016: 217; Hui 2019:154).

2. AWARENESS, MOTIVATION AND UNCERTAINTY IN ONLINE COMMUNICATION AS MAIN FORMS OF LEARNING AND TEACHING ROMANIAN. A CASE STUDY IN NORTH MACEDONIA

Integrating linguistic knowledge into a foreign cultural context, the teacher of a foreign language assumes three main important roles as *experienced language user*, *native and reflexive speaker of a mother tongue* and *skilled communicator on cultural and linguistic topics* (Cots & Arno, 2005: 73). Therefore, leading the students from basic comprehension to code-switching and proficiency implies the creation of a communicative context and an improvement of *interaction strategies* (Storch, 2002: 124) through opening cultural and ludic perspectives on learning and teaching and maintaining *play illusions* (Huizinga, 1980: 10–11) by *suggesting freedom of speech and inserting humor in teaching* (Bell 2002, 2006) as well as by speculating the subtleness of silent and verbal communication.

Beside knowing perfectly his teaching field of mother tongue a language instructor may create adequate situations of interactive communication and stimulate the language awareness through cultivating students' wish to comprehend all parts of target language, lexis, etymological incursions, theoretical and practical grammar (VanPatten 1996: 312) together with an inner desire of self-development and cultural assimilation of a new language. That's why it is crucial at the beginning of the process to assess and acknowledge *both learners and teachers own limits* (Andrews & McNeill, 2005: 163) in order to establish learning objectives and overpass all possible barriers, difficulties and obstacles all along the process. As a consequence, language interiorization and assimilating the tools of cognition imply discovering the relevant parts of the language useful for *communication* and *cognition* (Sperber & Wilson 1986: 73) which can make the participants in the process (learner and teacher) able to realize an *effective interaction* (Svalberg 2007: 299) regardless communication channel.

The rise of confidence promoted by early digital pioneers in education has been overshadowed by increasing uncertainty of communication through online technology and the manifest complexity of its social impact. The concept of the post-digital points to this relationship between technology and uncertainty, not least in the difficulty of finding a term which conveys the *messy and paradoxical condition of art and media after digital technology revolutions*. One way of characterizing this is to measure the proliferation of technological options, which must (as with all proliferation) lead to increasing difficulty in choosing and coordinating effective action. Whether technology was seen as *an extension of existing capabilities* (McLuhan 2012), *amplifications* (Illich 2001: 59), *reordering of nature of language* (Heidegger 1978: 63) or changes to the means of production and social relations (Marx 1990: 184), an additional option means that the complexity of choosing whether to use a new method or stick with the old method increases.

In facing of the explosion of technology in the virtual environment produced by the internet and social media, the challenge for individuals is to choose o modality to organize the language and the mind. In the wake of this technologically-induced uncertainty, universities, governments and schools have been promoting 'digitalization' on the curriculum, alongside skills such as 'computational thinking' (Wing 2008: 223). However, efforts to instill this or even to define it have proved challenging (Lye & Koh 2014; Weintrop et al. 2016; Shute et al. 2017). The focus of such efforts often involves teaching academic, linguistic and technical skills within the established frameworks of the traditional curriculum. In this context of new virtual realities, a curriculum to be used in online teaching was developed at the Faculty of Philology in University of Skopje, North Macedonia. The communication skills of the students throughout this mediated virtual channel registered a visible progress led the teams involved in the process to find the right approximation of the meaning and structures spanning from short answers and sentences to complex paragraphs and texts. At the psychological level of learning, their majority became self-confident users of language, assumption proved through the results in writing significant parts of three dictionaries (Macedonian-Romanian, Romanian-Macedonian and Albanian-Romanian) stratifying meaning at three levels (proper, secondary and metaphorical), collecting a rich inventory of phrases discovered and used in the classes and in the translations workshops. A gradual strategy of learning by discovering through comparison and contrastive analysis lexical and grammatical collocations and sentences with similar structures and meaning contributed to a deeper

comprehension and to refinement of speaking and writing skills as well as cultivating critical thinking. All these modalities of learning and teaching are subsumed to whole language immersion, involve the learners in communication and playful lexical and grammatical games and exercises.

Online communication has implied in the context of the pandemic a specific channel of communication from face-to-face interaction to a cybernetic and virtual model of interaction. Consider that any viable entity a learner, a teacher or an institution, each must maintain a distinction between their own *cultural and linguistic identity* and their *learning environment* (Beer 1994a: 39; Spencer-Brown 2010: 213). Such a distinction might contain and cultivate a dose of uncertainty generated by the attempt to discovering what happens within the boundaries and what belongs outside, what is *marked* and what remains *unmarked* in a nuanced *discourse usage of language* (Spencer-Brown 2010: 33).

A first step in the process of getting familiar with a new language and the culture encoded in regardless the channel through which the interaction was realized started by searching and finding common points in grammar and lexis that can bridge knowledge in second language acquisition. Over the time with the deepening knowledge in the field, building lexis and understanding grammatical structure some hypotheses can be formulated among those referring to dreaming and *inhabiting a language* (Heidegger 1994: 48–49, 123) or considering it as a *part of speaker's cultural habitus* (Bourdieu 1977: 78–79). As a consequence, the process of learning a new language does not imply only knowledge but rather accumulations in the field of affectivity as students' motivated involvement or cognitive and social dimensions like learning a language for using it as a mean of representing realities or acquiring a language as a tool for communication and social integration or as an identity marker.

The process of learning and teaching Romanian reveals a continuous attempt of cultural adaptation to a specific context, lexis comprehension and the interiorization of grammar not only like a system of inflectional rules but rather like an affective and cognitive act of interiorization and transferring collocations, clusters and meaning from mother tongue to the assimilation of a target language. In the case of Romanian language and literature, the etymological incursions and the explanatory capacity of grammar may improve the language abilities of the students. Considering language as an instrument of acquiring knowledge, getting involved in communication acts and a mean of meaning conceptualization and encoding realities I started from assessing the cultural and linguistic background of the students of different ethnicities (Albanian, Macedonian, Serbian).

Numerous similarities between their mother tongue (Albanian) and the language of communication (Macedonian) allowed me discovering some common etymological tracks like substratum, lexis and structures supposed to belong to Romance Speaking Balkans (traditional and modern) such as a broad range of words with Latin origins, verbal complex clusters and even representations of mentalities in languages. Curriculum design and its process of implementation together with classes preparation allowed me involving the students in projects related to different levels like language, culture and civilization, pre-modern literature, workshops of lexicography and translations. The main focus of all didactic activities was on generation adequate speech acts in communication situations, usage of the language as an instrument of communication, stimulating language creativity and improving argumentative potential of learners. From curricula to class activities two pedagogical principles of *accessibility* and *graduality* were followed along the way. Building and boosting lexis implied leading groups of students from basic meaning of the words and deep comprehension to specialized terminologies and metaphoric meaning of phrases. Some vocabulary for information technology, lexicography and translation theories have been considered for conceptual construction of the courses, seminars and workshops. The selection of *authentic texts* from a corpus which includes literature, terminologies, journalistic and rhetorical samples but also multimodal one (pictures, audio tracks and video), which have been integrated into didactic scenarios adapted to different levels of study: simple for basic level, with an average level of difficulty for intermediate level and quite complex for advanced. The main goal of such selection was to deepen the understanding and to assess the comprehension by requiring feedback from students through questions, exercises, games and etymological roots' retracing. All possible multilevel competences were performed by listening and watching, reading, answering questions, speaking and creative writing. For the intermediate and advanced levels, the development and refinement of comprehension implied subtle reading and explanations focusing on syntax and semantics of collocations as well as on discursive and pragmatical components of the language like phatic conversation, discourse markers, spatial and temporal deixis, clitic clusters in the verbal complex, forms of addressing, modalities to check right functioning of communication channel, expressive nuances of the collocations and phrases.

In order to measure the effectivity of all activities (courses, seminars, workshops), I have used assessing diagnostic items for culture and language competences as follows:

a. Understanding the basic meaning of a word through tracing its etymon and integrating in semantic relations like antonymy, polysemy and synonymy, refining the secondary deviated meanings of a word and stratifying meaning in abstract and symbolic collocations.

b. Identifying the indexes of classification like gender and those of inflection (case, diathesis, tense, person, number);

c. establishing syntactic functions in relations with the semantics at the levels of groups and complex sentences;

d. Differentiating parameters and universals in Romanian language through comparison with Albanian and Macedonian such as animated-non-animated, syntactic results of topicalization,

e. Understanding and identifying the role of discourse connectors and markers in the structure of a text for realizing cohesion, coherence and expressing argumentative structure of enunciation.

As a finality of all modalities to receive indirect and subtle feed-back and as a modality of assessing cultural competences on a suggested topic I have inserted in every class at least an exercise of creative writing and let the final open through personal interpretation of a controversial topic.

For the modules of literature, lexicography and translations I have been using the method of cultural portfolio as the best modality of collaborative problem solving and involving students in teams, where they can use their specific abilities in different fields spanning from information technology, foreign languages, philology, cultural studies, journalism and communication. Working individually or in small project teams allowed me to lead at least a part of my students to performance and success and to build relationships based on trust (Rose & Schlichter 2013: 29). Some of them participated in international competitions of dictation, literatures, local venues and generated samples of subjective literature (diaries, poetry and translations contests), journalistic texts like reportages, documentaries, PowerPoint presentations and videos.

An educational online model can be constructed where and when individuals, teachers and learners are seen as adaptive to flexible systems and able to work in an uncertain or ambiguous environment. Adaptation to the environment means balancing and negotiating the uncertainties in the learning and teaching online environment with the uncertainties specific to the person, which were

divided as *internal uncertainty* and *external uncertainty* (Luhmann 1996: 86). Creative linguistic activities as etymological incursions, lexical games and phatic conversations, discussions and debates on different cultural topics were used in defining and stratifying meaning in lexicography workshop or in defining right semantic equivalents in the translation workshop allow a deeper language comprehension, create the premises of inner uncertainties to be expressed in a *dialogic space* (Wegerif 2010: 53) and allow students to deepen their inquiries, to rise questions and to try answering them both within the course and beyond it in individual activities and workshops of lexicography and translations. I have found these learning and teaching contexts particularly valuable in thinking about digitalization and online teaching because it situates technology within the dynamic balance between external uncertainty and internal uncertainty. This approach to learning and teaching also reflects the insights into *physiological organization of mind and language* (Beer 2007: 34), *management of cybernetics*, *middle-out development in cellular systems* (Noble 2002 2008) as opposed to top-down or bottom-up organization. As a middle-out process, digital or online communication takes place in a specific environment and it results in a continuously increasing uncertainty to which individuals and institutions have to adapt through conversations, debates and dialogue. Learning in this virtual context implies dialogical adaptation and communication not focused only on technology itself, but rather on the uncertainty it generates. Unlike other approaches to digitalization, technology is not there as a thing to be taught, but a catalyst in the environment to coordinate expectations and discussion around inherent uncertainty. Used in this way, digitalization can be exploited as a way of realizing a deeper meaningful coordination of expectations between teachers and students.

Since each individual either teacher or student has to balance the internal individual uncertainty with the one of the environment or institution due to online communication can be seen to cause a disruption to each student's internal uncertainty management. In the context of an invitation to discuss, experiment and create, those aspects of internal uncertainty which had been managed by the individual's metasystem are projected into the social domain through activities and presentations. Teachers can facilitate this process as creator of communication context and discourse creation, but there are many issues which arise where they can be uncertain. Through this exploitation of uncertainty, combined with creative activities, the loop between thought, communication and action can be explicitly operationalized through institutional structures and pedagogy.

In this way, the different environmental contexts for dialogue (for example, topics, activities, technologies, face-to-face or online) must be considered, since each context carries different levels of uncertainty: understanding the institutional dimensions of uncertainty sheds further light on the ways learners and teachers navigate and construct a *dialogic space*. In the conventional educational system, the principal environmental context is provided by the curriculum.

While appreciating the necessity for curriculum attenuations, an educational approach more closely oriented to an online curriculum might create the opportunity for a significant progress in the classes of Romanian language and literature as well as in those of culture and civilization by studying processing of movement patterns. This can only happen by loosening the structural constraints of the institutional frame and unlock creativity and imagination of learners and teachers. In this spirit I developed innovative classes through educational experiments approved by the Department of Romance Languages and Literature while reframing the didactic context and suggesting to both participants in the process as learners and teachers:

1. freedom to creatively change the structure of teaching, with teachers acting as facilitators coordinating small groups of students in activities shared across the whole academic year;

2. flexibility in assessment which was portfolio-based and assessed using *multimodal patchwork texts* (Winter 2003: 24);

3. flexibility in the timetable especially in the case of workshops when the students can dedicate time and find the right motivation to work outside of official program;

4. flexibility in use of the online campus and personal facilities while going to virtual teaching in 2020 by dividing the students into small groups or even working with individuals.

As it was pointed out, all institutions are like *physiological bodies* (Beer 1994b: 49, Brooks & Wiley 1988: 72) having functionally differentiated components that continually coordinate their operations with one another. While these functions serve to manage different areas of uncertainty, they also serve to reinforce the reality of the distinction between different practices and artifacts of education of those functions: classrooms, timetables, curricula, textbooks, computers, teachers, budgets. It shows the varying specifics and generalities that relate institutionally-organized disciplines to technologies and trans-disciplinarity.

The pandemic was instrumental in bringing people together to fit the restrictions of coordinating dialogue online, while the technological themes proved to be a catalyst for innovation which retained the original spirit of the course.

Weekly design meetings were used to test various ideas with the students during the workshops of lexicography and translations. A further benefit was the use of technology in the first two iterations involved dealing with audio/video equipment which sometimes didn't work, the shift to online-only meant that many of these issues became irrelevant as video was the principal means of communication. The approach to team teaching, dialogical pedagogy, and flexibility of assessment all contributed to this. This showed itself through further co-design sessions where teacher was open to exploring new possibilities on the understanding that the educational objective was to get students to talk to each other. The course design using Microsoft Teams, Zoom, Google Meet used a wide variety of technologies, deploying a kind of tool-oriented pedagogy. This facilitated deeper engagement with the students and increased the language awareness and cultural motivation. The online experience provided a new dimension in understanding the relationship to technology, particularly programming and video processing, making presentations for cultural portfolios. The exercise of comparison and reflection served the dual pedagogic purpose of encouraging the students to read around the subjects they were engaging in the classroom, while providing some cohesion to the range of topics and activities which they encountered. Data collected from this exercise provides an indicator of both the level of intellectual engagement that the students had with the topics, and of the emerging structure of their understanding (Johnson et al. 2020: 53) particularly as it relates to the journey from the specifics of their disciplines to transdisciplinary issues.

In addressing these broader topics of conversations and debates in the course, questions, problems, objects and sometimes people in the form of external experts were presented in the environment alongside videos, tools and activities, each of which articulate uncertainties and contradictions. To understand someone's utterance as meaningful is then to recognize that they select utterances in a similar way. In this sense, agreement is what was called a *tuning-in to the inner world of the other* (Schutz 1967: 128, Leydesdorff 2017: 314). This mutual tuning-in or expectation coordination of expectations can be understood as the function of the relationship between the *anticipatory mechanism* of the curricula developer (teacher or lecturer) and the *individual internal emotions management* of each actor involved in the process.

My didactic activity provides some indicators on the intellectual development and discussion, on the dialogical and structural nature of conversations, debates and projects I involved my students. It suggests that there is a need for continuous adaptations of content and methods to find ways in which personal interests of students in learning Romanian culture and language can be deepened through personalized *dialogical* and *technological engagement* as key-concepts of my online curriculum.

3. CONCLUSIONS

The field of second language acquisition benefits from a plethora of studies both theoretical and practical oriented to anthropological, social, economic and social dimensions of learning and teaching. Therefore, teaching and learning Romanian as a foreign language imply at least two main directions of development: an integration of linguistic policies into European and global context based on multilingualism as a part of European citizenship and assuming the role of language in identity construction correlated with the values of differences, specificities and cultural, ethnic and religious tolerance.

Learning and teaching Romanian as a second language might become an open field which allows creative involvement of human and material resources in online and in class organization as contexts of language awareness development and cultivation of cultural motivation among the students. Cultural projects related to learning and teaching Romanian as a second language might become a platform for sharing ideas and framing new didactic realities in the field.

A student who become aware of the importance of a new language as a tool for communication and intercultural identity might remain motivated for a long-lasting process and allocate enough energy and time to acquire it at the highest possible level. Meanwhile the language instructor plays an essential role in defining and selecting content and methods to be used in the classes but also in motivating students and keeping them closer in research and working teams.

Operating with presumably ideal learning and teaching models that reflects personal acquisition in the fields of native culture and language, the language instructor and the learners as main actors in the process of second language acquisition are required to adapt their communicative strategies to the cultural context in order to educate in a foreign country an efficient and self-confident user of a foreign language in an allogenic environment, cultivate the idea of education as communication and partnership, create a platform for expressing human values and cultural identities.

Digitalization in education is not an easy process with linear implementation of an imagined learning paths. Asking about whose didactic constructions matter and how diverse didactic scenarios of present and of future can be coordinated can help individuals and institutions align themselves better to a fast-changing technological environment, taking learners and teachers on a journey that embraces new practices. My experience with a small group of students over a period of almost two years has shown this can be done with a combination of collaborative problem solving based on small projects, team teaching, co-design, dialogical education, active learning, tool-based pedagogy and flexibility in curriculum and assessment. I found the dialogue like the most appropriate educational response to the increasing complexity of the technological environment, which highlights the importance of facilitating the student and teacher journeys from the specifics of their disciplinary studies towards the transdisciplinary opportunities presented by technology.

Language awareness and motivation are essential in the process of learning and teaching a second language and cultivating uncertainty might become a method of creating communicative contexts for collaborative problem solving, debating on the main cultural and even linguistic topics and increasing learners and teachers' involvement and self-motivation in the process. Recent attempts in defining the conceptual frames of language awareness, cultural motivation and using uncertainty as an educational development tool should be assimilated by the main actors involved in the field of second language acquisition (learners, teachers, institutions) because they can create on the one hand new premises of creative reflection on language teaching and on the other hand, they open new perspectives in sharing ideas and exchanging knowledge and methods in the field.

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МОТИВАЦИЈА И НЕСИГУРНОСТ У УСВАЈАЊУ ДРУГОГ ЈЕЗИКА: КОХЕРЕНЦИЈА И ПРОБЛЕМИ У ОНЛАЈН КОМУНИКАЦИЈИ ПРИ УЧЕЊУ РУМУНСКОГ ЈЕЗИКА У СЕВЕРНОЈ МАКЕДОНИЈИ

Резиме

Дигитално образовање, које подстиче писменост и вештине попут компјутерског размишљања, и недавне иницијативе за његово промовисање захтевале су редефинисање наставних планова и програма, метода подучавања и учења, прилагођених овом новом каналу комуникације. Као главни аргумент у чланку истиче се чињеница да је коришћење новог наставног плана и програма прилагођеног раду на мрежи генерисао неку врсту неизвесности, изазвану више употребом технологије него недостатком индивидуалних вештина. Користећи концепт неизвесности, у раду је описан ко-дизајниран и дијалошки приступ за подршку ученицима и наставницима у употреби трансдисциплинарних могућности које ИКТ пружају, а које подржава кибернетички модел интерсубјективности. Пажња је усмерена на прогресивну моћ неизвесности у овом контексту, а циљ нам је био да пронађемо начине на које она може да подстакне дијалог, повећа мотивацију и изазове наставнике и ученике да се упусте у експериментисање. Докази за то представљени су у студији случаја са Катедре за романске језике, где је посматран дијалошки модул о дигитализацији и интердисциплинарности за заједничко решавање проблема у оквиру наставних и ваннаставних активности. Анализирајући податке из централних и маргиналних активности ових практичних курсева и радионица, фокусирали смо се на неговање апстрактних и мање мерљивих вредности попут повећања мотивације ученика за навигацију у трансдисциплинарном простору и сугерисање веза између културе и језика, језика и ума и сл.

Кључне речи: свест, мотивација, дигитална комуникација, усвајање другог језика, румунски као други језик, неизвесност, дијалошки контексти, методолошко истраживање.

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新冠疫情下的线上汉语教学：中国与塞尔维亚汉语教学经验比较及对策

摘要：新冠疫情对全球传统师生对面的教育方式提出了挑战。受疫情影响，中国与塞尔维亚高校面授课纷纷停课。为不影响教学大纲，线上汉语教学显得尤为重要。本文针对在疫情期间诺维萨德大学哲学院与黑龙江大学国际文化教育学院进行的线上汉语教学过程中出现的问题分析，然后提出相应的解决对策。

关键词：线上汉语教学；疫情期间；问题；对策

TEACHING CHINESE LANGUAGE ONLINE DURING THE COVID-19 PANDEMICS: ANALYSIS OF EXPERIENCES OF TEACHING CHINESE LANGUAGE IN CHINA AND SERBIA

ABSTRACT: The COVID-19 pandemics has challenged traditional "face-to-face" form of education equally for teachers and for students around the world. Due to disadvantageous and unfavourable epidemiological situation classroom ("face-to-face") teaching at Chinese and Serbian universities was suspended. In order to avoid delays in the implementation of the curriculum, we started online classes at both universities. In this paper, we compare and analyze the problems that appeared during the online teaching processes of Chinese language learning at the Faculty of Philosophy of the University of Novi Sad and at the Faculty of International Culture and Education of Heilongjiang University in China during the COVID-19 pandemics and then propose possible solutions for the existing problems.

Key words: Chinese online teaching, pandemic, problems, solutions.

引言：

"一带一路"倡议的实施，为沿线国家的汉语教育带来了新机遇。作为"一带一路"沿线国家的塞尔维亚，日益重视汉语教学，因此越来越多的塞尔维亚民众开始学习汉语。2015年诺维萨德大学哲学院成功地汉语课程纳入诺维萨德大学的学分课程。

自2020年冬季学期以来，疫情给教师和学生带来了很大的影响：教师改变了课堂传统的教学模式和教学内容，学生改变了学习方式而疫情影响了他们的学习动机。

由于受到新型冠状病毒的影响，中国内地高校和全球孔子学院、汉语教育机构等都已经长期饱受无法面授授课的残酷问题。为了响应国家和社会地号召，"停课不停学"的战略方针应运而生。各高校和海外孔子学院纷纷打出了"线上教学"的长期战略。一时间，可谓"八仙过海各显神通"。要了解疫情期间线上汉语教学模式的现状，找到问题所在，才能有效提高线上汉语教学的质量。

1. 疫情期间线上教学的必要性

如今中国经济和综合国力的飞速发展使中外国际合作和沟通越来越紧密。正如习总书记提出的："人类命运共同体。"一样，中国和世界的关系已经是达到了"鱼和水的关系"。加强合作交流已经不单是中国的单方意愿也是国际各国跟中国保持合作关系的基本诉求保障。疫情期间导致全球的发展都受到了严峻的影响，我们作为汉语推广人作为语言和文化传播的使者，更要在这样的关键时刻为全球有学习汉语意愿的广大莘莘学子们保驾护航。所以疫情期间的线上汉语教学刻不容缓。

2. 疫情期间线上汉语教学模式对比

2.1 黑龙江大学国际文化教育学院的线上授课情况

一方面，黑龙江大学国际文化教育学院很多海外来华留学生多数是在中国国内攻读汉语类相关的专业学位。疫情期间为了不耽误学生们学期内的教学任务确保让来华留学生们按时完成学业顺利毕业。黑龙江大学国际文化教育学院开展了以"钉钉"、"微信视频"、"腾讯会议"和"跟谁学"等相关的平台

软件进行线上授课。另一方面，海外孔子学院和相关的汉语培训机构为了让学生们疫情期间"不掉队"，也在海外开展了线上教学，常用的线上平台有Zoom、Google会议、Quizlet、Youtube等相关的平台社交软件。由于来华留学生目前都没有返回中国，考虑到留学生们在不同国家有时差的问题以及海外孔子学院的学生们由于受到疫情的影响也都在家照顾家人，不能及时上网课。为了确保每一名学生都"不掉队"能按照自己的时间合理的有计划的进行汉语学习一般老师们的授课方式多为录播和直播个别老师还采用录播和直播相结合的授课方法。

2.2 诺维萨德大学哲学院的线上授课情况

在疫情的影响下诺维萨德大学哲学院从线下教学转变为线上教学为主，不存在时差的问，大家的上课时段相对统一。汉语教学中应用软件多为Zoom（同步教学）和Moodle（异步教学）平台。

网络平台是连接教师和老师的重要工具。Zoom平台可以用作虚拟教室，在这个教室里教师可以直接与学生交流，以及与他们共享屏幕上开的音频、视频或文本材料。由于汉语的特殊性，网上教学必须包括口语、听力和书写的练习，这些都很重要。Zoom平台的白板提供学生书写汉字的可能性，通过聊天框中学生们可以打出字做听写或做翻译。这个平台的特色是分组功能。该功能可以设置时间和小组人数，能有效地进行课堂小组讨论。

Moodle平台提供有录播功能的教学工具，所以学生可以通过回放重新学习。传上在Moodle平台的教学内容（音频、视频、文本、作业以及不同类型的练习题）学生可以无限次进行观看。教师也可以设定最后期限前学生必须完成指定的作业或练习。我们要强调Moodle平台上的问卷选项，它让教师了解学生的想法，并在课堂上能做出某些改进。不过，Moodle平台师生互动性比较低，所以不能独立用。

<div align="center">3.</div>

疫情期间黑龙江大学国际文化教育学院和诺维萨德大学哲学院线上汉语教学模式存在的共性问题

3.1、经验不足线上授课模式不合理

由于新冠疫情爆发席卷全球，汉语教师受疫情所迫无奈把我们擅长的线下授课被迫搬到了线上。这使我们的绝大多数老师措手不及只能仓促应战。原有的线下教学方法和教学技巧在线上无法全部的展现出来。在整个汉语教学当中我们失去了"以学生为中心"的教学设计。每次上课，学生们如同"听广播"自学一样，打开电脑全是老师们如"井喷一般"的PPT和老师不间断地授课。与学生之间基本上没有互动。线上直播教学不仅要求教师有基本的教学技能，而且还需要在探索直播软件的性能。年轻的汉语教师在应对突如其来的线上教学还勉强顶得住，但是对于一些年龄较大的汉语教师在新软件和新平台的熟悉和使用上都存在着很大的熟悉和使用困难，需要花费大量的时间去摸索和熟悉。

3.2 目前的线上教学模式和考评存在障碍

在线上教学过程中，我们依然采用的是传统的线下教学模式，只不过把教室上的传统教学转换到互联网上。我们发现把原有的线下教学搬到线上操作导致很多学生极其不适应参与感极低。对学生的课程反馈和考评也依然是传统的布置作业和批改作业。因为不能面对面或拿着作业本批改作业，只能依靠互联网来回上传和下载。这无疑是加重了学生们和老师的课业负担，师生双方都觉得非常麻烦。我们没有利用好互联网大数据的信息采集功能，缺乏对学习者在学习过程中的评价。特别是在中国攻读学位的海外留学生们，由于时差的关系，每天的直播课不能做到全员出勤，这对学生的上课考勤也带来了很大的麻烦。

3.3 目前没有专业的第二语言网络教学平台

当下，已知的网络平台只提供直播和录播的相关功能。部分好一点儿的平台除上述功能外，还有点对点功能、实时互动功能、上传下载功能。这些平台大多适合非语言学科的教学，但是对于外语和汉语作为第二语言学习者

们来说并**不完全适用**，已有功能还**不能满足第二语言教学**的课堂要求。所以**亟待**开发一项专业的**第二语言教学网络平台**。

线上汉语教学**可能不能完全替代**教室内的教学因为**不能提供同水平优质**的汉语教育。在线教学缺少语言教学在场性和对话性，所以很多学生来说吸引力不够。教学效果比不上线下教学。

3.4 *孤立感会决定线上学习*的成败

学习是一个社会过程，孤立学习并不会导致成功的教育。线下教学不仅可以使师生在课堂上互动，而且了解互相的习惯，还可以在下课后加强互动。线上课不但拉远教师和学生的距离，而且教师对学生了解很少。网上教学过程中，教师经常不能及时发现学生是否在网络教室上课还是已经下线的问题。由于学生闭摄像头，有的学生还打不开麦克风，教师经常无法观察到学生的学习状态也不能捕捉到学生的学习反应。这样会使学生的注意力下降而且教学效率降低。因为习惯了传统教学模式，而缺少教师的现场指导，有的学生很难适应线上教学。一些学习自制力较差的同学会忍不住在上课玩手机，玩电脑或者干与课堂无关的时情。教师无法第一时间掌控学生们的课堂动态。

4.

四、疫情期间黑龙江大学国际文化教育学院和诺维萨德大学哲学院线上汉语教学模式存在的差异

4.1 *教学对象不同*

黑龙江大学为适应21世纪高等教育国际化发展趋势，依托外语学科传统优势，确立了开放、互动、多层次、国际化的办学模式，成立了国际文化教育学院，并于2001年开始正式招收中外合作办学项目的全日制本科学生。作为黑龙江大学二十八个本科基础教学单位之一，国际文化教育学院集教学、管理、服务于一体，通过教育资源的互补与共享，积极探索"以学生交流为手段，全面促进国际交流与合作，大力推进全方位开放式办学"之路，努力培养具有国际竞争力的复合型人才。该院最大的特色是培养来华留学生进行汉语教学，待学生汉语水平达到一定标准和要求后可以申请转到其他学院进行相关专业的学习，也可以直接在本院攻读汉语言文学专业和汉语言商务专业。

所以来华留学生大多是为了攻读学位和汉语进修，就学生而言有明确的学习目的和学习动机，学生的主动学习意识强。所以在线上授课中尽管受到多方面因素的影响，但是受学位和进修毕业证的制约，学生们的学习都很努力整体线上授课效果反馈相对较好。

诺维萨德大学哲学院隶属诺维萨德大学，是一个现代化的科学教育学院，哲学院目前拥有18个学系，但目前该学院没有汉语专业学位。超过45个经认证的研究项目，涵盖所有三个研究层次。该学院有14个中心，塞尔维亚语作为主要外语中心，在哲学院有大量的外国人学习塞尔维亚语。语言中心向学生和公众开放，除世界上使用的其他语言外，还开设了葡萄牙语、土耳其语和波斯语课程。孔子学院(2014年成立)可以学习中国语言和文化。学生们选择学习汉语的原因是一部分人是因为专业要选择公共外语作为专业辅修学分，另一部分就是汉语兴趣课。学生们的学习目的和学习动机相对不够强，水平也是参差不齐。所以有的学生们的线上授课效果反馈相对较弱。

4.2 教学情况不同

黑龙江大学国际文化教育学院主要是以"国际中文教育"为背景为海外来华留学生的汉语专业学习做人才培养方案。致力于培养具有扎实的汉语语言学专业知识和开阔的国际化学术事业的语言学人才，在学科建设、课程建设和师资队伍建设等方面展示出专业化和国际化的鲜明特色，已在国内外学界有一定的学术影响。所以在网络授课环境中有良好的师资团队和专业的配套使用教材，即便是在线授课也有一定的水平和标准。学生们在网课环境中更多的是学习专业的汉语知识。针对专业知识学院开设的课程有汉语综合课、汉语听力课、汉语会话课、汉语写作课、汉语正音课、视听说课、惯用语俗语课、商务汉语课、古代汉语课、中华文化课、中国旅游地理课、第二语言习得与学习等相关课型。

诺维萨德大学哲学院是一个综合性的社会科学学院，该学院也有孔子学院。除了开展了汉语基础课之外，还针对中华艺术、中医、武术、烹饪等各类中国文化交流课及相关活动；结合学科特色，把茶文化传播打造成学院的特色和亮点。所以在教学大纲上多以HSK等级为依托进行人才培养，在海外主打"基础的国际中文教育"。所以在课型设计上是汉语和中国文件兼备。每个班级每个星期的课时也相对在中国本土较少一些。

4.3 网络环境不同

黑龙江大学国际文化教育学院的留学生生源群体主要来自亚洲、欧洲、北美洲、南美洲以及非洲，基本上达到了全球覆盖。由于每个地方每个国家的互联网发展程度参差不齐甚至个别地区还存在战争战乱，所以学生们在上线上课程时网络信号的好坏也是形形色色多种多样。这就导致在教学过程中会出现学生突然断网、掉线、延迟、不能接受音频和视频以及PPT卡顿等情况。这些情况大大影响了网络教学的授课质量。

诺维萨德大学哲学院的学生主要来自塞尔维亚本土或者是周边邻近国家。在互联网发展上相对较好，而且在地理距离上相对较近，信号中转跳转次数少所以网络信号相对稳定整体网络较好。在网上在线授课整体网络环境好，整个教学过程中相对流畅。

5. 疫情防控期间的线上汉语教学模式的对策

5.1加强汉语教师的网络教学技能，提高信息化教学意识

首先，如今在线上进行汉语教学的老师要进行教学思维"破圈儿"。我们要打破如今网络教学中"以老师为主导、为中心"唱独角戏的授课模式，逐渐转为"以学生为中心"教师转移到"幕后设计"中去。其次，要组织培训提升教师的网络教学技能，使网络教学更有趣味性，提升信息化教学的能力。用网络开展教学活动，用信息化的大型数据采集分析教学评价等情况。

5.2打好线上教学研究的基础，完善线上教学考评

目前，线上汉语教学与互联网的深度融合问题、互联网教学规律、线上汉语教学课程的总体设计、网络考核考评等一系列问题都需要进行常态化的深入探讨和研究。在设计线上教学时，要充分考虑学习者的线上授课的接受情况，运用信息化手段提升在线授课环境。运用大数据对课程进行分析，做好学生考评和线上课程评估。结合网络数字化的总评情况进行科学分析，因材施教，提升线上汉语教学的质量。

5.3 *改善网络教学平台环境，研发适合第二语言学习的专业网络教学平台*

目前的网络教学平台针对第二语言教学还有很多的局限性。已有功能的不完善导致我们在线上教学过程中如同被束缚了手脚。需要开发适合第二语言教学的在线平台。完善的第二语言教学平台应具备：线上教学、线上交互、语言学习评测、教学考评、自主学习、合作学习、AI智能学习于一体的综合性语言教学平台。这是需要花费大量时间和精力去做研发才可以，因为专业的网络平台研发人员不懂国际中文教育，懂国际中文教育的老师又不懂的软件开发。所以要组织完善的科研团队有针对性地进行软件开发，做出适合"网上汉语教学"的专业平台。

5.4
在没有完善的教学平台之前要尽可能找出行之有效的方法，避免导致认知负荷

在未知领域创新探索本身就是一项挑战。为了应对突如其来的网络授课我们需要用更多的时间来学习训练自己。我们要找出行之有效的方法如果在未知领域花费大量的时间和精力去学习就会产生严重的认知负荷，我们要避免认知负荷的产生。如果有针对性地使用，音频和视频等网络元素也可以帮学生激发出他们的正向的积极性和学习的动机，从而提高教学质量和效率。运用社交网站的师生互动可以提高线上教学的质量。通过互动可以激发出学生们的学习热情。

为了加强互动性，教师在备课时可以多设计一些互动性的环节，如提问、小组讨论等等。在传统线下教学中，一些学生面对教师提的问题会羞于回答。但把这些学生置身于网络环境中，则没有面对面的尴尬。

采用在线互动工具对语言学习者的效果会有很大的帮助。这样会增强学生学习的主观能动性，使得教学过程更容易、更简单。以下是几种最常用的工具：

Quizlet是一个很好的工具，用于创建测验、生词卡和其他汉语学习类的小游戏，学生可以通过使用Quizlet来提高自己的汉语学习热情。

我们还使用Educa
play，它可以创建纵横填字游戏、连接概念的游戏、制作互动视等等。H5P与

之类似，该软件**易于使用**，并**提供多种互动内容**：**多**项选择**游**戏、**互**动视频。
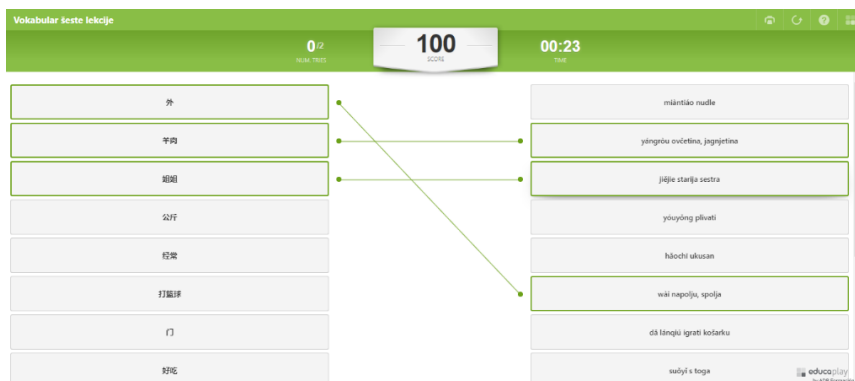
图1 、Educa play **工具**

Poll maker

调查**工具是一**种进行调查**的工具，也是演讲期间提出简短**问题**的工具**。它类**似于**Mentimeter，允许用户在演示**过程中提问和收集反馈。学**生通**过手**机输**入答案，例如Kahoot！

图2、Mentimeter**工具**

针对于线上教学我们还可以通过一些通俗易懂的电视剧或者卡通片来提高汉语学习者的学习热情。毕竟网课跟线下课程不一样，学生们很难有良好的汉语语言环境。为了模拟汉语环境以下影视作品可以推荐给学生们进行自主观看。对于初级汉语学习者来说最重要的是识记。选择内容往往时间不比

过长，需要挑选内容简单，声话高度一致，而且词汇主题集中分布，语句重复率高的视频作品非常适合辅助教学。这里我推荐初级学习者看《小猪佩奇》。该动画片有很多语种，不同国家都对应有不同的版本，学生在看的时候也更好理解。除了《小猪佩奇》之外我们还可以挑选汉语配音内容生活化的动画片供学生观看如《樱桃小丸子》和《中华小当家》等等。

对于成人或者中高级的汉语学习者，可以推荐他们观看《我爱我家》、《编辑部的故事》、《家有儿女》等。

图3、《编辑部的故事》

结束语

综上所述，线上汉语教学模式的研究对目前的线上汉语教学十分重要，疫情期间我们将长期处于线上教学的现状，未来还将持续多久我们不从而知。这对汉语教学来说既是机遇也是挑战。我们一直沿用传统的线下教学模式进行汉语教学已有几十年，如今的线上教学已经颠覆了传统意义上的教学。它正进行着一场突破传统教育模式的"科技革命"。我们应做好长期的准备，要把线上汉语教学遇到的一系列新问题进行常态化深入研究和分析。这将为日后汉语教学和中国文化的推广有着深远的意义。

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ONLAJN NASTAVA KINESKOG JEZIKA U VREME PANDEMIJE COVID-19: ANALIZA ISKUSTAVA NASTAVE KINESKOG JEZIKA U KINI I SRBIJI

Rezime

Epidemija virusa COVID-19 je, počev od letnjeg semestra 2020. godine, u velikoj meri uticala na nastavnike i učenike širom sveta. Nastavnici su morali da promene tradicionalni oblik nastave i prilagode nastavne sadržaje, a učenici su bili primorani da promene metode učenja, jer je epidemija kod većine uticala na njihovu motivaciju za učenje. Obustavljen je frontalni oblik nastave i na kineskim i na srpskim univerzitetima. Da ne bi došlo do kašnjenja u realizaciji nastavnog plana i programa, redovno održavanje onlajn nastave kineskog jezika na oba univerziteta bilo je izuzetno važno. U ovom radu uporedili smo i analizirali probleme koji su se pojavili u onlajn nastavnom procesu učenja kineskog jezika na Filozofskom fakultetu Univerziteta u Novom Sadu i na Fakultetu za međunarodnu kulturu i obrazovanje Univerziteta Heilongjiang u Kini tokom epidemije, a zatim predložili moguća rešenja uočenih problema, jer samo razumevanjem novonastale situacije i otkrivanjem problema možemo efikasno poboljšati kvalitet onlajn nastave kineskog jezika.

Ključne reči: onlajn nastava kineskog jezika, pandemija, problemi, rešenja.

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ПРЕПОДАВНИЕ ФИЛОЛОГИЧЕСКИХ ДИСЦИПЛИН В УСЛОВИЯХ КОРОНАВИРУСА: ОПЫТ ВУЗОВ РАЗНОГО ПРОФИЛЯ

АННОТАЦИЯ: Статья посвящена особенностям преподавания филологических дисциплин (иностранный язык (русский), иностранный язык (сербский), деловой иностранный язык (русский), лексико-грамматические основы русского языка, письменная речевая практика, риторика, русский язык и культура речи) в период пандемии коронавируса. Описываются трудности, с которыми столкнулись преподаватели российских вузов во время дистанционного обучения. Как один из способов преодоления данных трудностей, рассматривается обращение к интернет-сервисам, позволяющим использовать интерактивные методы и формы обучения. Наиболее подробно анализируются особенности использования таких интернет-сервисов, как MyQuiz, LearningApps, Liveworksheets и Skysmart Класс. Определяется, что в условиях вынужденного дистанционного обучения использование данных интернет-ресурсов показало свою результативность. Обозначаются плюсы и минусы использования данных интернет-сервисов в вузовской аудитории. Рассматриваются примеры заданий и материалов, способствующих эффективному усвоению учебного материала при онлайн-обучении. Делается вывод о том, что накопленные учебные материалы следует использовать и при занятиях офлайн.

Ключевые слова: преподавание, дистанционное обучение, филологические дисциплины, риторика, русский язык и культура речи, русский как иностранный, сербский как иностранный, коронавирус, пандемия.

Иван З. Голушин, Ольга А. Попова

TEACHING PHILOLOGICAL DISCIPLINES IN THE CONDITIONS OF CORONAVIRUS: EXPERIENCE OF UNIVERSITIES OF DIFFERENT PROFILES

ABSTRACT: The paper focuses on the peculiarities of teaching philological disciplines (foreign language (Russian), foreign language (Serbian), business foreign language (Russian), lexical and grammatical categories of the Russian language, Russian language and culture) during the COVID-19 pandemic. The difficulties encountered by teachers of Russian universities during distance learning are described. As one of the ways to overcome these difficulties, an appeal to Internet services is considered that allows the use of interactive methods and forms of education, such as MyQuiz, LearningApps, Liveworksheets and Skysmart Class. It is determined that in the conditions of forced distance learning, the use of these resources has shown its effectiveness. Examples of tasks and materials that contribute to the effective assimilation of educational material in online learning are considered. It is concluded that the accumulated educational materials should be used in offline classes as well.

Key words: teaching, distance learning, philological disciplines, Russian language and culture of speech, Russian as a foreign language, Serbian as a foreign language, COVID-19 pandemic.

1. ВВЕДЕНИЕ

Пандемия коронавируса, как известно, застигла врасплох весь мир. Человечество лицом к лицу столкнулось с возможностью собственного исчезновения, что неминуемо привело к сильнейшему психологическому потрясению и переосмыслению многих жизненных ценностей. То, что раньше воспринималось как возможное катастрофическое будущее, неожиданно стало реальностью, к которой пришлось приспосабливаться. Возникла острая необходимость найти способы существования, коммуникации и ведения профессиональной деятельности в новых для человечества условиях.

Введение ограничений, запрета выходить на улицу, требований соблюдать социальную дистанцию привело к росту внимания к различным интернет-ресурсам, предоставляющим возможность дистанционного общения. В России в качестве таких ресурсов активно использовался Skype (Skype), известный многим на протяжении двух последних десятилетий, Microsoft Teams и Zoom (Zoom), получившие широкое распространение именно в период пандемии. О популярности Zoom, или «зума», свидетельствует, в частности, большое количество неологизмов, связанных с этим понятием и возникших в русском языке в эпоху коронавируса. Так, к примеру, в Словаре русского языка коронавирусной эпохи, подготовленном

Отделом современной русской лексикографии Института лингвистических исследований РАН (2021), словообразовательное гнездо с начальным компонентом *зум* (Zoom) включает в себя 226 (!) новых словообразований, среди которых можно назвать такие, как *зумить, зумиться, зумбариться, зумбиться* ('общаться посредством компьютерного сервиса Zoom'), *зумерничать* ('проводить видеоконференции в сумерки'; новообразование представляет собой обыгрывание русского слова *сумерничать*, то есть 'отдыхать, беседовать в полумраке'), *зумер* ('участник видеосвязи'), *беззумие* ('прерывание видеосвязи по каким-либо причинам'; в данном случае обыгрывается слово *безумие* – 'сумасшествие'), *зумби* ('люди, одержимые общением через зум'; данный неологизм возник в результате обыгрывания слова *зомби* – 'оживший мертвец') и многие другие (Словарь: 2021).

Широкое внедрение платформы Zoom для проведения онлайн-встреч, видеоконференций, мобильной совместной работы вскрыло ряд проблем, связанных с нехваткой мощности и количества компьютерных ресурсов для организации бесперебойного дистанционного взаимодействия. Эту проблему пришлось решать и российским педагогам: учителям школ, преподавателям средних и высших учебных заведений, оказавшимся неготовыми к осуществлению учебного процесса в дистанционном формате. Многие учебные заведения, особенно в первые месяцы пандемии, не могли предоставить преподавателям и учителям специальных платформ для проведения занятий в онлайн-режиме; педагоги, в свою очередь, также не обладали необходимыми навыками для преподавания учебных дисциплин *на удаленке* (выражение также возникло в период пандемии).

Встал вопрос: как работать дальше? И данный вопрос многим преподавателям пришлось решать самостоятельно, разыскивая в интернете различные интерактивные ресурсы для организации обучения, создавая практические и творческие задания, осваивая неизвестные ранее интернет-платформы и открывая для себя новые возможности (Попова, Пепеляева 2022: 71). За последние два года в России появилось множество научных исследований, фокус которых сместился на опыт онлайн-работы в условиях коронавирусной пандемии, анализ положительных и отрицательных моментов в работе с различными интернет-платформами и интерактивными ресурсами во время дистанционного обучения, а также на качество освоения преподаваемых дисциплин. Так, например, в одном из первых исследований, посвященных обучению иностранным языкам во время коронавирусной пандемии, Ю.М. Шемчук (Шемчук 2020: 89) описывает организацию

процесса обучения иностранному языку, а также говорит о раскрывшемся потенциале использования различных онлайн-платформ и онлайн-ресурсов. М.Н. Федунова (Федунова 2021: 119) в своей работе проводит сравнение традиционных очных методов преподавания иностранного языка с дистанционным обучением в условиях пандемии в неязыковом вузе, выявляет характерные проблемы в процессе онлайн-изучения иностранных языков и делает выводы об ограниченной эффективности дистанционного обучения для достижения главных целей и задач при обучении иностранному языку в вузе. Ю.И. Семич и И.Н. Аксенова (Семич, Аксенова 2021: 493) выделяют ряд отличительных признаков сетевой модели дистанционного обучения и предлагают некоторые стратегии повышения мотивации изучения иностранного языка при переходе на сетевое дистанционное обучение.

В данной статье мы рассмотрим опыт преподавания филологических дисциплин в вузах разного профиля: в Пермском национальном исследовательском политехническом университете и Санкт-Петербургском университете Министерства внутренних дел Российской Федерации. В Пермском национальном исследовательском политехническом университете на гуманитарном факультете нами (точнее, одним из авторов данной статьи) в период пандемии преподавались такие учебные дисциплины, как иностранный язык (русский), иностранный язык (сербский), деловой иностранный язык (русский), лексико-грамматические основы русского языка и письменная речевая практика. Курсанты и слушатели Санкт-Петербургского университета МВД под руководством другого автора данной статьи изучали такие филологические дисциплины, как русский язык и культура речи и риторика.

Целью нашего исследования является анализ проблем, с которыми в период пандемии коронавируса пришлось столкнуться преподавателям и студентам (курсантам), описание путей и способов преодоления данных трудностей и выявление различий в организации и проведении дистанционного обучения в условиях двух обозначенных выше вузов.

В качестве методов исследования можно назвать такие, как анализ, предполагающий, в частности, исследование современных концепций и теорий преподавания филологических дисциплин в вузе; наблюдение, обобщение, позволяющие интерпретировать и сопоставлять полученные результаты; педагогический эксперимент, заключающийся в пробном использовании существующих программных приложений, разработке новых заданий и материалов и их внедрении в практику преподавания.

2.1. Трудности и пути их преодоления

В Санкт-Петербургском университете МВД филологические дисциплины (русский язык и культура речи, риторика) изучаются на первом курсе. Рабочая программа данных дисциплин предполагает проведение как лекционных, так и практических занятий. Особенностью организации учебного процесса в период пандемии в университете МВД стало то, что полностью на дистанционное обучение данный вуз был переведен только «первой ковидной весной», то есть весной 2020 года, когда большинство населения России, в связи с правительственным указом, находилось на карантине. Однако уже в сентябре 2020 года занятия в данном вузе были организованы очно, и на дистанционное обучение временно переводились лишь отдельные группы, в которых число заболевших учащихся превышало установленный порог.

В таких условиях преподаватели зачастую сталкивались со следующей проблемой: если в один день по расписанию были запланированы занятия как у групп, обучающихся очно, так и групп, находящихся на карантине, то преподавателю следовало прибыть на рабочее место, то есть в университет, провести очные пары, а потом найти возможность выхода в интернет (что не всегда было просто) для проведения занятий онлайн. Если же это была лекция, которая читается для всего потока, то преподаватель должен был провести ее очно для присутствующих групп, а потом дополнительно, в онлайн-режиме, прочитать ее группе, переведенной на дистанционное обучение.

Сам процесс дистанционного обучения в университете МВД в период коронавирусной пандемии был организован с помощью программного обеспечения BigBlueButton (BigBlueButton), к которому имели доступ все преподаватели и курсанты. Проведение занятий в Skype или Zoom не практиковалось. Онлайн-лекции проходили, как правило, в традиционном формате: преподаватель загружал презентацию и пошагово излагал учебный материал, периодически задавая вопросы курсантам, чтобы поддерживать обратную связь и избегать возникновения чувства «вещания во Вселенную» или «разговора с компьютерным экраном», которое неминуемо появлялось при длительном молчании аудитории. По правилам, и преподаватель, и курсанты должны были включать камеру (при этом курсантам следовало находиться на онлайн-занятиях в форме), однако очень часто при попытке включения видеосвязи обучающихся «выбрасывало» с занятия (или они

делали вид, что их «выбрасывает»), все зависало, и камерой пользовался только преподаватель.

Вообще при проведении дистанционных занятий проблемы технического характера возникали достаточно часто: при перегрузке системы программное обеспечение давало сбой, и участники образовательного процесса (преподаватели или курсанты) не могли зайти в вебинарную комнату, чтобы присоединиться к конференции. Кроме того, нередко появлялись проблемы со звуком да и с интернет-соединением в целом.

Однако если с проведением лекций все было более или менее понятно, то при организации практических занятий трудностей было больше. Кроме описанных выше проблем технического характера, следовало решить и проблемы, связанные со способом подачи, отработки и контроля усвоения учебного материала. Так, в частности, главной целью преподавания риторики является выработка умения выступать перед аудиторией. Рабочая программа дисциплины построена таким образом, что на практических занятиях мы постепенно осваиваем с курсантами разные этапы подготовки и произнесения публичной речи, идя от формулирования темы, составления плана выступления, написания отдельных его частей к созданию конечного продукта – готового текста (информационного, этикетного, аргументирующего и пр.), который произносится перед учебной аудиторией с соблюдением всех требований, предъявляемых к оратору. Но в условиях дистанционного обучения многим курсантам не удавалось выступить на занятии, поскольку мы постоянно сталкивались с описанными выше техническими проблемами. В результате пришлось видоизменять форму подготовки и подачи публичного выступления: курсантам было дано задание записать свою речь на камеру и прислать ее преподавателю. Конечно же, такое выступление было менее показательно и продуктивно, чем непосредственная работа в аудитории, но обучающиеся, по крайне мере, приобретали навык «говорения на камеру».

Постепенно становилось понятно, что традиционные способы аудиторной работы в условиях пандемии были сложно применимы и недостаточно эффективны, в связи с чем их пришлось сочетать с различными интерактивными методами, возможность использования которых открывало обращение к представленным в интернете ресурсам.

В похожей ситуации оказались и преподаватели гражданских вузов, в том числе Пермского национального исследовательского политехнического университета. Самое большое отличие заключалось лишь в том, что здесь на

дистанционный формат обучения были переведены все группы студентов, и преподавателю не нужно было разрываться между офлайн- и онлайн-занятиями.

В Пермском национальном исследовательском политехническом университете процесс обучения также был организован на базе BigBlueButton, однако преподаватели могли пользоваться и такими платформами, как Skype и Zoom. С технической и организационной стороны проблемы были те же, что и в университете МВД: система очень часто давала сбои, в связи с чем и приходилось использовать альтернативные платформы для проведения занятий, а невозможность обращения к традиционным способам подачи учебного материала приводила к необходимости искать новые информационно-коммуникативные технологии обучения.

Открытие и освоение новых интернет-ресурсов и новых интерактивных технологий обучения происходило постепенно. В результате одни технологии не прошли проверку временем, поскольку их использование в вузовской аудитории оказалось непродуктивным и неудобным. Другие же, напротив, закрепились в практике преподавания и продолжают использоваться нами до настоящего времени.

В данной статье мы наиболее подробно остановимся на возможности обращения к таким интернет-ресурсам, как MyQuiz (MyQuiz), LearningApps (LearningApps.org), Liveworksheets (Liveworksheets) и Skysmart (Skysmart Класс).

2.2. Использование интернет-сервисов в период пандемии

Пожалуй, одним из наиболее любимых студентами и курсантами интернет-сервисов стало веб-приложение MyQuiz, разработанное международной IT-компанией WaveAccess. Данное приложение доступно на русском и английском языках и позволяет создавать и проводить различные викторины, а также предоставляет возможность пользоваться уже готовыми викторинами по разной тематике. Данные викторины проводятся в режиме реального времени, при этом участвовать в викторине могут до 100 тысяч человек.

Данное веб-приложение используется нами, как правило, для контроля знаний студентов и курсантов, но может быть применено и в качестве развивающего метода обучения (Попова 2021: 148). В последнем случае обучающиеся сами должны разработать викторину по предложенной

преподавателем теме, после чего данная викторина решается всей учебной группой.

Рассмотрим основные преимущества использования веб-приложения MyQuiz в условиях дистанционного обучения:

1. Данный сервис доступен в браузере с любого устройства, имеющего выход в интернет. Это означает, что для его использования достаточно наличие телефона, ноутбука, компьютера.

2. Разработка новых викторин (или тестов) не занимает много времени, поскольку процесс их создания довольно прост. Достаточно выбрать название викторины, после чего перейти к формулировке вопросов. Сервис предоставляет возможность использования пяти видов вопроса: вопрос с готовыми вариантами ответа (участникам необходимо выбрать правильный вариант); открытый вопрос (следует самостоятельно ввести ответ); вопрос-голосование; изображение (отвечая на вопрос, необходимо выбрать верное изображение); рисование (ответом участника на вопрос должен стать самостоятельно выполненный рисунок, понятный для искусственного интеллекта; при этом создателю викторины предлагается список объектов, которые искусственный интеллект может разобрать).

3. Для проведения викторины не важен формат обучения; ее удобно проводить как во время очных, так и во время дистанционных занятий. В необходимый момент преподаватель просит обучающихся зайти на сайт MyQuiz и ввести код викторины (он присваивается каждой викторине во время ее разработки). Когда преподаватель видит, что все участники присоединились к заданию, он нажимает кнопку «Начать» и запускает процесс игры. Все участники начинают решать тест одновременно и также одновременно его заканчивают.

4. Преподавателю не нужно тратить время на проверку работ обучающихся, так как после окончания викторины формируется рейтинг участников с указанием набранных ими баллов и времени, потраченного на ответы. Данный рейтинг, при необходимости, может быть отправлен на почту преподавателю.

5. Поскольку викторина проводится в режиме реального времени и на каждый вопрос дается порядка 25-30 секунд (данный параметр можно регулировать), обучающиеся не успевают списать ответ у друг друга либо найти его в интернете, тем более что при определении лидера учитывается не только правильность, но и быстрота выполнения задания.

6. После каждого вопроса высвечивается правильный ответ, в связи с чем обучающиеся могут видеть свои ошибки и корректировать свои знания.

7. Решение викторины не требует большого количества времени (в среднем на тест из десяти заданий тратится около пяти минут), поэтому приложение MyQuiz удобно использовать для контроля знаний обучающихся как в начале, так и в конце занятия.

8. Как было отмечено выше, в создании викторины могут участвовать и сами студенты или курсанты, что им также очень нравится. В таком случае именно учащийся-разработчик называет код викторины, к выполнению которой может присоединиться и преподаватель, наравне со всеми решая предложенные задания и одновременно с этим проверяя правильность формулирования обучающимся вопросов и ответов викторины.

9. Решение тестовых заданий, представленных в виде онлайн-викторины, вызывает у обучающихся, как правило, большой интерес и всплеск положительных эмоций, а присутствующий при этом соревновательный элемент усиливает их азарт, превращая вид учебного контроля в увлекательную игру.

В качестве недостатков использования MyQuiz во время учебных занятий можно назвать следующие:

1. Преподаватель не может посмотреть ошибки каждого обучающиеся индивидуально, потому что во время решения теста свои ответы видят только сами участники, преподавателю доступен лишь общий рейтинг.

2. Место в рейтинге не всегда может соответствовать реальным знаниям обучающихся, поскольку случается, что участники викторины выбирают неверный ответ второпях или по невнимательности, а возможности исправить ответ система уже не дает.

3. На результат участника может также повлиять сбой интернет-соединения, от которого никто не был защищен во время дистанционного обучения.

Учитывая обозначенные нюансы обращения к веб-приложению MyQuiz, мы сопровождали его использование другими формами контроля, позволяющими преподавателю отследить ошибки, совершаемые обучающимися при выполнении практических заданий, и впоследствии на занятии обсудить их. В качестве такого интернет-ресурса нами был выбран, в частности, Skysmart Класс – приложение, предоставляемое онлайн-школой Skysmart. Данное приложение ориентировано на школьную аудиторию,

однако мы достаточно успешно использовали его на занятиях по русскому языку и культуре речи в вузе.

Skysmart Класс позволяет выбирать необходимый школьный предмет (в нашем случае – русский язык), класс (мы использовали материал для 10 и 11 классов), вид работы (интерактивные задания, тренажеры для подготовки к экзаменам, контрольные работы), раздел курса (например, языковые нормы, функциональные стили и т.п.) и упражнения к нему. К примеру, при повторении орфографических норм можно подготовить для обучающихся задания, связанные с правописанием одной и двух Н в разных частях речи. Для этого следует проанализировать предлагаемые на сайте упражнения, связанные с отработкой данного правила, и выбрать задания, наиболее подходящие для вузовской аудитории. При выборе практических заданий приложение автоматически рассчитает примерное время, требуемое для их выполнения (к примеру, пять упражнений на двадцать одну минуту, семь упражнений на тридцать минут и т.д.).

После выбора упражнений можно определить дату, когда обучающиеся должны закончить выполнение данного задания (например, сегодня, завтра, 3 июля и т.д.), ограничить время, отведенное на его выполнение (тридцать, сорок, пятьдесят минут и т.д.). В результате преподаватель получает готовое задание и ссылку на него, которую он может отправить обучающимся любым удобным способом, будь то электронная почта или какой-либо мессенджер. В своем личном кабинете преподаватель может отслеживать, кто из обучающихся приступил к выполнению задания, а кто еще не начинал. Когда обучающийся заканчивает выполнение задания, программа автоматически подсчитывает его результат (по 100-балльной системе) и выставляет оценку (по 5-балльной системе).

Skysmart Класс, на наш взгляд, является очень удобным интернет-ресурсом, но и он имеет свои плюсы и минусы применительно к преподаванию филологических дисциплин в период пандемии. Выделим сначала положительные стороны данного веб-приложения:

1. Преподаватель практически не прикладывает усилий для подготовки и проверки заданий. Его работа заключается в выборе необходимых упражнений.

2. Преподаватель может просматривать работу каждого обучающего, видеть и анализировать его ошибки, а потом обсуждать их на занятии, подготавливая дополнительный материал для отработки наиболее сложных моментов.

3. Анализируя работы обучающихся, преподаватель, на свое усмотрение, может корректировать оценки, выставленные системой, а может оставлять их без изменений.

4. При использовании приложения Skysmart Класс не возникает трудностей, связанных с нестабильным интернет-соединением, поскольку на выполнение задания преподаватель предоставляет один-два дня, и обучающиеся могут приступить к работе в любое удобное для себя время.

В качестве недостатка Skysmart Класс для преподавания филологических дисциплин в вузе можно обозначить ограниченность упражнений, представленных на данной образовательной платформе, школьной программой, что вполне естественно, ведь для школы это приложение и было разработано. Однако для рассмотрения отдельных тем, включенных в программу вузовских дисциплин, данную платформу, как отмечалось нами выше, очень удобно использовать.

Из ориентации Skysmart Класс на школьную программу следует также некоторый нюанс, который обучающимся необходимо учитывать при регистрации: система просит их ввести данные о себе, в том числе выбрать номер и литеру класса (с 1-го по 11-ый). Чтобы не возникало сложностей при регистрации, нужно заранее договориться, какой класс выберет каждая учебная группа: 11 А, 11 Б, 11 В и т.п.

Как мы отметили выше, веб-приложения MyQuiz и Skysmart Класс использовались нами в основном для контроля знаний обучающихся. Для отработки отдельных теоретических положений и практических навыков мы нередко обращались к интернет-платформе LearningApps, которая была создана Центром Педагогического колледжа информатики образования PH Bern в сотрудничестве с Майнцским университетом имени Иоганна Гутенберга и Университетом прикладных наук Циттау/Герлиц. Интерактивные модули, представленные в данном веб-приложении, доступны на таких языках, как русский, английский, немецкий, французский, испанский, итальянский и др.

Интернет-сервис LearningApps располагает достаточно широкой базой готовых заданий по различным учебным дисциплинам, но, поскольку данное приложение, как и Skysmart Класс, ориентировано в основном на школьную программу, для использования в вузе желательно разрабатывать свои интерактивные модули. Для создания новых упражнений веб-приложение предлагает широкий набор шаблонов, при помощи которых можно придумывать задания разных типов: «Найти пару», «Классификация»,

«Хронологическая линейка», «Простой порядок», «Ввод текста», «Сортировка картинок», «Викторина с выбором правильного ответа», «Заполнить пропуски», «Аудио/видео контент», «Кто хочет стать миллионером?», пазл «Угадай-ка», «Кроссворд», «Слова из букв», «Где находится это?», «Угадывание слов» (или «Виселица»), «Скачки», «Парочки», «Оцените», «Викторина с вводным словом», «Таблица соответствий», «Заполнить таблицу». Кроме обычного текстового редактора, приложение позволяет загружать аудио- и видеофайлы, которые также могут быть использованы преподавателем при разработке интерактивных модулей. Например, для отработки орфоэпических норм можно создать задание, с помощью которого обучающиеся смогут прослушать разные варианты произношения звука или сочетаний звуков и выбрать правильный ответ.

Разработанные преподавателем модули сохраняются в специальной папке «Мои упражнения». Чтобы пригласить обучающихся к выполнению какого-либо упражнения, достаточно им отправить ссылку на него. Чтобы преподаватель мог контролировать процесс выполнения заданий обучающимися, они также должны быть зарегистрированы на данной платформе и иметь здесь свой аккаунт.

Веб-сервис LearningsApps использовался нами при преподавании таких дисциплин, как русский язык и культура речи, иностранный язык (русский) и иностранный язык (сербский). В качестве примера использования данного сервиса на занятиях по русскому языку и культуре речи в Санкт-Петербургском университете МВД рассмотрим созданные нами интерактивные модули по темам «Языковые нормы» и «Функциональные стили современного русского языка». Как было отмечено выше, шаблон задания можно выбрать любой. Так, для закрепления знаний курсантов по теме «Языковые нормы» мы выбрали форму знакомой всем с детства игры «Угадывание слов» («Виселица»). Данный вид задания включает в себя вопросы, на которые курсант должен самостоятельно ответить, выбрав необходимые буквы. При правильном ответе на вопрос курсант переходит на следующий уровень (к следующему вопросу). Если же курсант выбирает неверные буквы, закрашиваются лепестки цветка, играющего роль виселицы.

При изучении тем, посвященных функциональным стилям речи, мы выбрали форму игры «Кто хочет стать миллионером?». Данная игра включает в себя шестнадцать вопросов, к каждому из которых прилагаются четыре варианта ответа. Если курсант выбирает правильный ответ на вопрос, он получает призовые баллы и переходит на следующий уровень. При

ошибочном ответе курсанту предлагается еще раз выполнить задание, благодаря чему он может тренироваться и корректировать свои знания.

Нередко на занятиях мы обращались к такому шаблону, как «Найди пару». В частности, он использовался нами при рассмотрении темы «Лексические нормы». К примеру, для того, чтобы курсанты лучше распознавали паронимы и не смешивали их в речи, нами было создано упражнение «Найди пару парониму». В данном упражнении курсантам предлагается распределить по парам двадцать словосочетаний с паронимами, что способствует лучшему запоминанию паронимических пар и их правильному использованию в речи.

Кроме того, шаблон «Найди пару» широко использовался нами на занятиях по русскому языку как иностранному и сербскому языку как иностранному в Пермском национальном исследовательском политехническом университете. Мы разрабатывали различные упражнения, предполагающие нахождение синонимических и антонимических пар, а также соотнесение слов и их значений. Для преподавания русского как иностранного мы иногда пользовались базой готовых заданий, однако для уроков сербского языка необходимо было разрабатывать новые интерактивные модули, поскольку упражнений по сербскому языку на данной платформе не представлено, по крайней мере их нет в открытом доступе. Но на создание ряда упражнений нас вдохновили имеющиеся в приложении LearningsApps задания, направленные на изучение различных славянских языков (словацкого, чешского, польского, украинского и белорусского).

Так, к примеру, при изучении терминов родства в сербском языке мы сначала обратились к шаблону «Слова из букв». Смысл данного задания заключался в том, что студенты в большом квадрате, заполненном буквами, должны были отыскать и выделить слова, обозначающие термины родства. Далее эти слова закреплялись нами посредством шаблона «Найди пару». При выполнении данного задания, которое мы назвали «Ko je ко?» («Кто есть кто?»), студенты должны были соотнести термины родства и их значения. Другим вариантом игры «Найди пару» стало упражнение, в котором студентам предлагалось соотнести термины родства по принципу пола (мужской – женский), типа: *отац – мајка, брат – сестра, син –ћи, деда – баба, унук – унука, стриц – стрина, ујак – ујна, тетак – тетка* и т.д.

Интересно было также использование шаблона под названием «Заполнить пропуски». К этому типу задания мы обращались как при

изучении сербской грамматики, так и при развитии навыков аудирования. В первом случае разрабатываемые упражнения представляли собой текст с различными пропусками, которые требовалось заполнить (например, определить окончания существительных или правильную форму глагола *быть* в утвердительной и отрицательной конструкции и т.п.). При аудировании к тексту с пропусками прилагался видеофрагмент, с которым студентам следовало ознакомиться и на его основании заполнить пропуски в тексте недостающими словами.

При использовании в учебном процессе веб-приложения LearningsApps нами не было выявлено каких-либо трудностей. Особенностью данного интернет-ресурса является его ярко выраженный игровой характер, что позволяет обучающимся на некоторое время отвлечься от сложных теоретических аспектов и отдохнуть. Однако этот же игровой характер исключает, на наш взгляд, возможность объективного оценивания, поэтому мы не ставили отметки за задания, выполняемые обучающимися на данной платформе.

Чтобы совместить элементы игры с достаточно глубокой проработкой учебного материала, в период пандемии мы обращались также к такому сервису, как Liveworksheets, позволяющему создавать интерактивные рабочие листы и интерактивные рабочие тетради практически на любом языке, в том числе на русском и сербском. Кроме большой базы уже готовых заданий, данный сервис позволяет разрабатывать собственные интерактивные упражнения, с возможностью добавления видео с YouTube и mp3 файлов. Как и LearningsApps, сервис Liveworksheets дает возможность создавать задания разных типов: выбор правильного ответа, самостоятельный ввод текста, викторина, перетягивание слов и их сопоставление, задания на аудирование и говорение (произношение) и др. Важно, что при работе с интерактивными листами, созданными преподавателем, обучающиеся могут видеть свои ошибки и исправлять их, тем самым укреплять свои знания по рассматриваемым темам.

Конструктором Liveworksheets мы пользовались в основном на занятиях по русскому как иностранному, по сербскому как иностранному, а также по дисциплинам деловой иностранный язык (русский), лексико-грамматические основы русского языка и письменная речевая практика. Огромным плюсом данного сервиса является то, что здесь представлен большой выбор готовых интерактивных разработок по названным учебным дисциплинам, и эти задания можно использовать бесплатно, отправляя

студентам ссылку на них. Так, к примеру, на данном сайте можно найти замечательные интерактивные листы для занятий по русскому как иностранному. В данные интерактивные листы включены различные типы заданий, позволяющие углублять знания по лексике и грамматике, развивать навыки говорения, аудирования, чтения и письма.

Поскольку сервис Liveworksheets располагает большой базой готовых заданий на сербском языке, мы часто обращались к нему для закрепления учебного материала по лексике и грамматике, а также нормам произношения и правописания сербского языка. В частности, мы использовали интерактивные листы, посвященные формам глагола, где студентам предлагалось выполнить следующие задания: найти в тексте аорист, выписать его, определить лицо, род, число; образовать все возможные формы глагола *направити*; просклонять глагол *вежбати* по лицам в имперфекте; соотнести глагол и его форму из правой и левой колонок и т.д. По другим частям речи (существительным, прилагательным, местоимениям и т.д.) на данном сайте также представлен богатый интерактивный материал, который мы неоднократно использовали на учебных занятиях и во время самостоятельной работы студентов. Работая с сервисом Liveworksheets, поначалу мы обращались только к готовым учебным материалам, созданным и опубликованным на данном сайте коллегами-преподавателями. Однако, познакомившись подробнее с данным конструктором, мы разработали несколько собственных интерактивных листов, которые также успешно применяли в учебном процессе.

3. ЗАКЛЮЧЕНИЕ

Таким образом, можно заключить, что преподавание филологических дисциплин в условиях коронавирусной пандемии было ознаменовано как сложностями, так и новыми открытиями. Описанные выше интернет-ресурсы и способы работы в вузовской аудитории были обнаружены и освоены нами благодаря вынужденному переходу на дистанционное обучение. В настоящее время, проводя очные занятия, мы по-прежнему обращаемся к интерактивным заданиям и в полной мере задействуем базу, разработанную нами в период пандемии. Хочется подчеркнуть, что богатые возможности, предоставляемые интернет-сервисами для создания дидактических материалов, могут использоваться в вузах разного профиля для преподавания широкого круга филологических дисциплин. Разрабатываемые задания могут успешно применяться как для отработки новых знаний, так и для оценивания

степени их усвоения, во многом облегчая работу преподавателя и усиливая мотивацию студентов и курсантов к изучению материала.

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ИНТЕРНЕТ-ПЛАТФОРМЫ

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Liveworksheets. URL: <https://www.liveworksheets.com/>.

MyQuiz – онлайн викторины в режиме реального времени. URL: <https://myquiz.ru/>.

Skype. URL: <https://www.skype.com/ru/>.

Skysmart Класс. URL: <https://edu.skysmart.ru/>.

Zoom. URL: <https://zoom.us/>.

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ПРЕДАВАЊЕ ФИЛОЛОШКИХ ДИСЦИПЛИНА У УСЛОВИМА КОРОНА ВИРУСА: ИСКУСТВА УНИВЕРЗИТЕТА РАЗЛИЧИТИХ ПРОФИЛА

Резиме

Рад је посвећен специфичности предавања филолошких дисциплина (Страни језик (руски), Страни језик (српски), Пословни страни језик (руски), Лексичко-граматичке основе руског језика, Писмена говорна пракса, Реторика, Руски језик и култура изражавања) за време пандемије коронавируса на двама руским универзитетима различитих профила – Пермском националном истраживачком политехничком универзитету и Санктпетербуршком универзитету Министарства унутрашњих послова Руске Федерације. У њему се описују проблеми с којима су се суочили предавачи на поменутим универзитетима за време наставе на даљину, као и веб-сервиси који су помогли у превазилажењу истих. Као један од начина за превазилажење проблема размотрена је употреба интернет-сервиса који омогућавају коришћење интерактивних метода и форми наставе. Детаљно се анализирају специфичности коришћења интернет сервиса *MyQuiz*, *LearningApps*, *Liveworksheets* и *Skysmart Class*. У условима принудне наставе на даљину коришћење датих интернет-ресурса показало је своју резултативност. У раду се описују позитивне и негативне стране употребе датих интернет-сервиса. Веб-апликација *MyQuiz* користи се за проверу знања студената. Она омогућава предавачима не само да састављају квизове

различитог типа, већ им даје и могућност коришћења квизова на разне теме који већ постоје у њеној бази. *Skysmart Class* је друга веб-апликација која се користила за проверу знања студената. За разлику од апликација *MyQuiz*, *Skysmart Class* се показала ефикаснијом – предавач у њој може да прегледа рад сваког студента, да анализира грешке, а затим их објасни на часу. Веб-сервис *LearningsApps* коришћен је у настави за утврђивање знања. Он пружа велике могућности за рад са студентима, јер омогућава предавачу да осмисли сопствене интерактивне модуле како са писменим тако и са вежбама аудирања. Сервис *Liveworksheets* нам је, као и *LearningsApps*, омогућио да објединимо елементе игре са утврђивањем наставног материјала. Велики плус овог веб-сервиса за предаваче је у томе што има велику базу већ припремљених вежби. Долази се до закључка да је наставне материјале прикупљене за време наставе на даљину могуће и потребно користити и у редовној настави.

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МЕТОДИКА НАСТАВЕ РУСКОГ ЈЕЗИКА 2 НА ФИЛОЗОФСКОМ ФАКУЛТЕТУ У НОВОМ САДУ У ДОБА ПАНДЕМИЈЕ КОВИДА-19 (МИКРОСТУДИЈА СЛУЧАЈА)

АПСТРАКТ: Рад представља својеврсну микростудију случаја посвећену начинима превазилажења препрека које је пандемија вируса ковид-19 поставила пред извођење наставе и испита из курса Методика наставе руског језика 2 на Филозофском факултету Универзитета у Новом Саду. Ауторка рада наводи различите моделе који су се могли искористити у околностима које су, по први пут у новијој универзитетској пракси, студенте, а посебно предаваче ставиле пред веома захтевне изазове. Наиме, због специфичности самог предмета, као и оцењивања студентских постигнућа, предметни наставник (ауторка), испит је организовао у облику часа на даљину којем су присуствовали студенти Филозофског факултета који руски уче као страни језик на нивоу Б1. Резултати, и квалитативни и квантитативни, показали су да је одабрани приступ био посве оправдан, те се он намеће као евентуални модел који би се могао и убудуће примењивати у ситуацијама налик оној изазваној пандемијом.

Кључне речи: методика наставе руског језика, пандемија ковида-19, настава на даљину, Филозофски факултет, Нови Сад.

METHODOLOGY OF TEACHING RUSSIAN LANGUAGE 2 AT THE FACULTY OF PHILOSOPHY IN NOVI SAD DURING THE PANDEMIC OF COVID 19 (MICRO-CASE STUDY)

ABSTRACT: The paper presents somewhat of a micro-case study dedicated to the ways of overcoming the obstacles that the COVID-19 pandemic posed to the teaching and examination of the course *Methodology of teaching Russian language 2* at the Faculty of Philosophy of the University of Novi Sad. Furthermore, the author describes a specific model that was applied and which, at a given moment, was optimal. Due to the specificity of the course itself as well as the assessment of the achievements of the students, the author of the paper, who was also the course tutor, organized the exam in the form of a distance class attended by students of the Faculty of Philosophy who study Russian as a foreign language at the B1 level. Qualitative and quantitative results showed that the chosen approach was justified and it is emerging as a possible model that could be applied in the future in situations similar to the one caused by the pandemic.

Key words: Russian language teaching methodology, COVID 19 pandemic, distance learning, Faculty of Philosophy, Novi Sad.

1. УВОД

Иако је пандемија вируса ковид-19 оставила знатан одјек у домаћој научној продукцији (и) у виду чланака посвећених извођењу наставе уживо, онлајн и по комбинованом моделу у временима потпуног и/или делимичног „затварања”, сматрамо да ниједан осврт на искуства стечена у периоду од марта 2020. године до данас – није наодмет.[1] Наиме, размењивање искустава наставника (универзитетских, али и оних ангажованих на основном и средњошколском нивоу) може бити веома корисно за упознавање различитих модела којима су они превазилазили ситуацију у којој су се они и њихови ученици/студенти нашли. Отуд и овај рад представља својеврсну микростудију случаја – преношење једног дела искустава стечених током извођења наставе и одржавања испита из курса Методика наставе руског језика 2, који је део силабуса студената руског језика и књижевности на Одсеку за славистику Филозофског факултета у Новом Саду. Осим тога, ауторка даје и конкретни модел који је примењен, по много чему специфичан, и који је у датом тренутку представљао оптималан начин превазилажења новонастале ситуације.

Заправо, како је то обично и случај са предметима чији је циљ да студенте оспособе за подучавање других језика, и настава из предмета Методика наставе руског језика на Одсеку за славистику одвија се у два семестра, у седмом и осмом, и у два различита формата. Наиме, док у седмом семестру студенти слушају теоријску наставу у оквиру курса Методика наставе руског језика 1, са недељним фондом од три часа (два часа предавања и један час вежби), осми је семестар предвиђен за примену стечених знања, тј. хоспитовање и практично извођење наставе, што је формализовано као курс Методика наставе руског језика 2. Недељни фонд часова из предмета Методика наставе руског језика 2 јесте знатно другачији него код курса који му претходи, будући да наспрам три часа вежби не стоји ниједан час предавања. То, заправо, значи да студенти после одслушаних часова са предметним наставником подробно коментаришу и описују часове којима су присуствовали, износе своја запажања (и, што је веома битно, евентуалне недоумице, нелагодности, а понекад чак и страхове), потом о начину рада

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[1] Нажалост, нарочито имајући у виду суморне прогнозе о „новој реалности”, коју ће у будућности, између осталог, одликовати неки други, чак и тежи изазови у виду нових пандемија.

предметних наставника у школама, одабиру наставних метода и наставних средстава, типовима часова и свим другима аспектима часа. Осим тога – што сматрамо нарочито важним – будући свршени професори руског језика и књижевности том приликом износе и своје идеје о евентуалним другачијим начинима обраде конкретних наставних јединица које су имали прилику да виде, што представља веома битно искуство – практично иницијално – које ће им бити од веома велике помоћи у будућој каријери. Према предвиђеном плану, студенти посматрају укупно шеснаест часова, који се одржавају у три новосадске школе – једној основној и две гимназије,[2] после чега држе један пробни час у једној од наведених школа. Тако стичу право на полагање испитног часа. До избијања пандемије вируса корона студенти Одсека за славистику хоспитовали су у једној основној школи и две гимназије. Наиме, реч је о основној школи „Душан Радовић” и гимназијама „Лаза Костић” (опште усмерење) и „Јован Јовановић Змај”, у којој настава руског језика живи још само у билингвалним одељењима, која су природно-математичког усмерења, али су специфични по томе што се настава одвија само на руском језику (или би тако требало да се одвија). Веома је значајно што студенти током хоспитовања у овим школама имају прилику да виде наставу руског језика с различитим узрасним групама ученика – и основношколским и средњошколским, те, што је подједнако битно, с различитим ученичким предзнањем – у једној од гимназија преовладавају почетници, док се у другој настава одвија само на страном језику, при чему у одељењима скоро без изузетка буде и ученика којима је руски матерњи језик. Осим тога, студенти имају прилику да виде како изгледа настава по ИОП-у будући да ње у основној школи коју посећују има у сваком разреду, те се и на тај начин упознају с једним од могућих изазова у свом будућем професионалном животу.

Сасвим је разумљиво да је избијање пандемије 2020. године умногоме изменило начин извођења наставе и на микро и на макро плану, у чему изузетак нису представљала ни наша оба поменута курса. Ипак, због своје специфичности која подразумева боравак у учионици, пред нарочито великим изазовом нашла се настава из Методике наставе руског језика 2, али

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[2] Нажалост, број школа и њихова врста унапред су познати и безмало годинама непроменљиви, јер је настава руског језика у новосадским школама (наравно, то важи и за целу Републику Србију) данас тек бледи одсјај некадашње када је у питању заступљеност тог језика.

и сама завршна провера знања. На четврту годину студијског програма Руски језик и књижевност школске 2019/2020. године – оне која нам је у нарочитом фокусу будући да је прва пандемијска и по томе нарочито важна – уписана су 24 студента, што је број који можемо сматрати релативно високим, имајући у виду тренд који већ годинама постоји на Одсеку за славистику Филозофског факултета у Новом Саду. С обзиром на то да је ванредна ситуација због избијања епидемије у Републици Србији проглашена 15. марта 2020. године (*Службени гласник РС*, бр. 29) те да су на нашем матичном факултету мере почеле чак и нешто раније, дата генерација студената је наставу из предмета Методика наставе руског језика 1 слушала уживо током свог седмог семестра, као што је био случај и претходних година. Међутим, с обзиром на то да су све образовне установе због епидемије биле принуђене да безмало преко ноћи пређу на алтернативне моделе наставе,[3] хоспитовање у школама није могло да се реализује и испрва се чинило да се ради о нерешивом проблему. Школе су се махом определиле за Гугл учионице (енг. Google classroom), чему је, претпостављамо, допринела недовољна упућеност већине наставног кадра и управа школе у друге могуће ресурсе наставе путем интернета, као и њихова затеченост новонасталом ситуацијом. С обзиром на то да Гугл учионице одликује одређена, назовимо је тако, једносмерност, тј. да омогућују само пасивно праћење наставе, нисмо желели да се студенти укључују у такав начин извођења/праћења наставе, јер би се њихова улога свела на пуко посматрање и била би изразито пасивна. Осим тога, на телевизијским програмима јавне медијске куће убрзо су почели да се емитују снимљени часови из свих школских предмета, при чему су страни језици у том погледу представљали изузетак. Наиме, заступљени су били часови оних страних језика који преовладавају у основним и средњим школама, међу које руски језик, нажалост, из различитих разлога, (више) не спада.

Када је у питању настава на Филозофском факултету у Новом Саду у време непосредно после проглашења ванредног стања, ситуација се није умногоме разликовала од оне у примарном и секундарном образовању, те су и ту модели њеног извођења били разнолики и практично су, барем у самом почетку, зависили од креативности наставника и њихових преференци. Наставницима је дата могућност избора алтернативног начина извођења наставе, те су се неки одлучивали за Гугл учионице, други су само слали

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[3] И – као што зна свако ко је имао додира са тадашњим моделима извођења наставе – прилично неуједначене, чак и унутар једне исте школе.

наставни материјал студентима, неки су користили платформу *Мудл* (енг. Moodle), а они најспретнији организовали су наставу преко платформи *Зум* (енг. Zoom), *Гугл мит* (енг. Google Meet) и сличних, с којима су се многи тек тада, силом прилика, сусрели и према којима су осећали отпор.

2. СТУДИЈА КОНКРЕТНОГ СЛУЧАЈА

С обзиром на то да је Методика наставе руског језика 2 веома специфичан предмет, будући да подразумева хоспитовање и опсервацију угледних часова, проблем с којим смо се суочили био је заиста велик и, само на први поглед, нерешив. Стога смо се због немогућности праћења наставе у школама одлучили за једино могуће решење. Да би се што боље искористило време преостало за извођење наставе у летњем семестру, који се већ приближавао својој половини, план нам је био да се студенти, готово одмах по избијању ванредних мера, прикључе настави на даљину из предмета Руски језик по избору, ниво Б1, чији смо ми такође били носилац и једини реализатор. Будући да је извођење тог курса било знатно отпорније на нови модел извођења наставе, тј. да мање зависи од употребљеног медија, његова настава ни у једном тренутку није прекинута, те је транзициони период у потпуности изостао. Преко платформе *Зум* студенти који су редовно слушали Руски језик по избору, без икаквих прекида због епидемије, похађали су наставу, која је организована већ 19. марта, те су им се наредне седмице у својству посматрача прикључиле и њихове старије колеге русисти. Наравно, на исти су начин извођене и консултације са предметним наставником у вези с одржаним часовима, те је у потпуности испоштована уобичајена, претпандемијска пракса, тако битна за методичке предмете. Осим тога, за потребе наставе из овог предмета отворена је и Гугл учионица, како би и израда и исправак домаћих задатака, које сматрамо неопходнима, могао да се изводи несметано. Међутим, и тада се видело (можда још и јасније него раније) оно чему сведочи сваки наставник – нису сви студенти једнако редовно, прилежно и савесно учествовали у оваквом виду наставе, за шта постоје различити разлози, објективни и субјективни. Наиме, док поједини студенти заиста нису имали неопходне ресурсе за праћење оваквог модела наставе (техничке или финансијске), или су пак били спречени да похађају наставу из здравствених разлога, други су, претпостављамо, дату ситуацију видели као погодан начин да избегну своје обавезе. Напомињемо да ове разлоге нисмо истраживали, јер нисмо желели да улазимо у веома осетљиво подручје које се врло лако могло тицати финансијских прилика студената и

евентуалне последичне вршњачке стигматизације. У питању су само наше спекулације, иза којих, међутим, стоји већ двоценијско искуство извођења факултетске наставе и рада са студентима.

Предуслов за полагање испита из Методике наставе руског језика 2 јесу положени испити из предмета Методика наставе руског језика 1, Фонетика руског језика 1 и 2, Морфологија руског језика с анализом грешака 1 и 2 и Синтакса руског језика 1 и 2, као и одслушани угледни часови и одржан пробни час у једној од школа. Студенти који су остварили услове за полагање испита из датог предмета право полагања испита први пут имају у јунском року, што је у време пандемије пред предметног наставника поставило нови изазов. Наиме, и поред тога што су се на Филозофском факултету у Новом Саду испити, за разлику од наставе, и током епидемије изводили искључиво уживо, такав начин полагања испита из предмета Методика наставе руског језика 2 није био могућа опција, јер се настава у школама одвијала онлајн и то, као што смо већ поменули, махом преко Гугл учионица, које нам због своје природе нису омогућавале спровођење испита.

Будући да је организација испита из датог предмета представљала веома велики изазов за наставника, детаљно смо размотрили могуће начине превазилажења датог проблема. Размишљали смо о различитим модусима извођења провере знања јер, с једне стране, нисмо желели да студенте у време тада присутне опште неизвесности лишимо могућности излажења на испит, односно, с друге, да, колико је у том тренутку било могуће, што више испунимо професионалне захтеве који се постављају пред сваког наставника. Једно од могућих решења било је да студенти добију фиктивну наставну јединицу и да напишу припрему за реализацију часа. Ипак, то решење смо врло брзо одбацили као неприкладно, јер студенти током седмог семестра на часовима вежби у оквиру курса Методика наставе руског језика 1 већ детаљно уче како се пише припрема и имају задатак да је напишу и презентују, те би пред њих био постављен већ познати задатак. Тиме би завршна провера знања практично била обесмишљена. Дакле, то умањује могућност реалног оцењивања студента из овог предмета, јер студент нема прилику да у пракси примени активности које је предвидео за дати час. Друго могуће решење било је да студенти ту своју припрему представе у виду презентације и да детаљно објасне на који начин су планирали да изведу предвиђене активности. Међутим, и то решење смо искључили из разматрања као неприкладно, јер, као ни претходно, ни оно не омогућава наставнику да стекне увид у вештине студента у учионици и на часу, и у непосредној комуникацији с ученицима,

како превазилази могуће проблеме на часу, у за њега неуобичајеном окружењу, како објашњава ново градиво, те како влада руским језиком у непосредној комуникацији. Треће могуће решење, које се не разликује битно од претходног, било је да студенти, по угледу на часове који су емитовани на државној телевизији, припреме и представе задате наставне јединице. Ипак, и њега смо одбацили као неодговарајуће из истих разлога које смо навели у вези са претходна два начина организовања испита. Коначно, последње решење, и – с ове дистанце рекли бисмо заиста најцелисходније – састојало се у томе да студенти одрже онлајн час својим колегама који руски језик уче као језик по избору на нивоу Б1. Наравно, свесни смо тога, ни такав начин одржавања испита није био без мане, пре свега због чињенице да се часови одржавају онлајн, те да реализација активности на часу умногоме зависи од околности на које се не може утицати – квалитета интернет везе, у то време нарочито оптерећене и непоуздане. Још једна мана оваквог извођења наставе јесте та што сви студенти раде само с једним узрастом и то са својим вршњацима, што наставника лишава могућности да стекне увид у то колико је студент способан да осети узраст којем предаје и да му прилагоди начин презентације градива и однос према њима. Са друге стране, као знатно претежнија у односу на евентуалне недостатке, стоји чињеница да таква ситуација може да покаже (и, уверени смо, показала је) како студент преовладава непредвиђене ситуације, које су на часу увек могуће, било да се он одвија онлајн или непосредно.

На срећу, резултати испита, како они који се тичу студентске реализације тако и они који се тичу (крајње необично, али опет студентске) рецепције часа – били су више него задовољавајући, о чему сведочи и квалитативна и квантитативна анализа часова. Оно што треба на овом месту нагласити јесте да циљ овога рада није давање општег прегледа утицаја наставе на даљину на реализацију испита из методике наставе руског или било којег другог језика као страног,[4] већ, како смо напоменули, само својеврсна илустративна микростудија случаја. Стога ћемо се осврнути на свега два испитна рока – јунски рок школске 2019/2020. и јунски рок 2018/2019. године. Дакле, у питању је први излазни рок после почетка пандемије и онај који му је претходио годину дана. У првом року на испит из Методике наставе руског језика школске 2019/2020. године изашло је једанаест студената, што је чинило скоро половину уписаних на четврту годину студија. Оваква излазност, за дати

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[4] Уосталом, такав циљ подразумевао би рад који би обимом умногоме премашио захтеве који се постављају пропозицијама часописа.

предмет и испит сразмерно висока, може се објаснити и чињеницом да је ситуација с епидемијом и даље била крајње неизвесна, те да студенти нису могли претпоставити како ће се настава у основним и средњим школама одвијати у септембру. Додатни стимулишући фактор за што журније полагање испита представљала је чињеница да током септембарског испитног рока наставе на факултету нема, те нема ни потенцијалних студената којима би се испитни часови могли одржати онлајн, што би, сасвим јасно, могло представљати проблем студентима који планирају да своје студирање приведу крају до краја текуће школске године. Број пак и природа наставних јединица остали су попут оних из претходних рокова и година – разноврсни, те су ишли од обраде текста, граматике или лексике, преко говорних вежби до обраде културолошке теме. Иако су часови организовани у крајње незахвалним и неповољним условима, студенти су врло озбиљно схватили задатак који је пред њих постављен. Резултати су били више него добри, о чему сведоче и оцене – пет осмица, три деветке и чак три десетке, што даје просечну оцену 8,82. При томе, важно је истаћи да је критеријум за оцењивање остао непромењен, тј. да није био нимало ублажен због специфичности новонастале ситуације и неуобичајеног формата одржавања испита.

Са друге стране, у јунском испитном року школске 2018/2019. године на испит из предмета Методика наставе руског језика 2 изашло је десет студената. Задате наставне јединице су такође биле разноврсне – обрада граматике или текстова, утврђивање граматике, утврђивање лексике, али и обрада културолошких тема. И у овом испитном року су најбољи и најсавеснији студенти остварили блиставе резултате, те је било чак пет десетки, али је, наспрам тога, стајала једна седмица те чак четири шестице, па је и просечна оцена била нешто нижа – 8,10.

Дакле, како се може видети, резултати из двају рокова су сасвим самерљиви, и када је у питању излазност и када је у питању просечна оцена. Оно, међутим, што се јавља као оштра разлика међу њима јесте изостанак најнижих прелазних оцена на испиту одржаном онлајн, али и нешто мањи број највиших оцена, те стање у том року можемо оценити као сасвим уједначено, без присутних екстрема на обе стране скале за оцењивање. Са друге стране, док је 2019. године било чак 50% десетки, наспрам њих је стајало тек нешто мање шестица (40%). Наравно, два рока и 21 студент нису ни изблиза довољни за извођење иоле валидних начелних закључака, јер се разлике могу објаснити и особеностима двеју генерација и сваког појединца унутар њих, али сматрамо да се описано стање ипак може сматрати индикативним. Наиме, чињеница да су

студенти на онлајн испиту показали боље резултате него њихове старије колеге годину дана раније, могла би се приписати нешто опуштенијој атмосфери у којој су се налазили приликом извођења часа: не само да им је окружење било познато (како оно њиховог дома тако и оно интернетско), већ су им и реципијенти били генерацијски сасвим блиски, што је често стимулишући фактор. Не смемо при томе заборавити ни чињеницу да су студенти–слушаоци били веома колегијално настројени и расположени да својим залагањем на часу помогну колеги који изводи час и да тако оствари што бољи резултат на испиту. Такво наше мишљење утемељено је и на искуству које смо стекли у наредним семестрима током којих је одржавана настава на даљину и током којих се показало да студенти током те врсте наставе заиста неретко бивају расположенији за час, барем када је у питању учење страног језика.

3. ЗАКЉУЧНЕ НАПОМЕНЕ

Иако је непосредна настава онај облик наставе којем бисмо и сами увек дали предност због читавог низа различитих чинилаца, имајући у виду наше искуство, можемо закључити да је пандемија – у много чему и за појединца и за друштво, пошаст без преседана у овом столећу – ипак имала и неке позитивне ефекте на извођење наставе, не само у нашем конкретном случају. Наиме, када је у питању она страна која је задужена за реализацију наставе – наставничка, под тим позитивним ефектима пре свега мислимо на упознавање нових технологија за реализацију наставе на даљину, али и организовање испита у донедавно незамисливим условима, што је, надамо се барем, колегама дало нови професионални подстрек, али и – кажемо то јер заиста тако мислимо – прилику да и себе и своје могућности сагледају у друкчијим околностима и да се унапреде у професионалном смислу. Наиме, многи наставници који су зазирали од свега што представља искорак у односу на традиционалне методе наставе, сада су, истина често невољно, морали да се упознају са савременом наставом, што, уверени смо, не може остати сасвим без позитивних последица по њихов будући рад. Са друге стране, како је показало наше искуство, не само оно овде описано, ни студенти нису били (знатно) ускраћени таквим видом наставе (барем уколико је на професорској страни катедре стајао онакав наставник каквом би сви требало да тежимо). Стога је наш мотив за представљање ове микростудије случаја пре свега управо био да покажемо и докажемо како и настава једног овако специфичног предмета, какав је Методика наставе руског језика 2, а чије је извођење на даљину донедавно

било практично незамисливо, ипак успешно може да се изведе без негативних последица по студенте, али и наставнике.

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METHODOLOGY OF TEACHING RUSSIAN LANGUAGE 2 AT THE FACULTY OF PHILOSOPHY IN NOVI SAD DURING THE PANDEMIC OF COVID 19 (MICRO-CASE STUDY)

Summary

The paper presents a micro-case study which tackles the ways of overcoming the obstacles that the COVID-19 pandemic posed to the teaching and examination in the course Methodology of teaching Russian language 2 (Metodika nastave ruskog jezika 2) at the Faculty of Philosophy of the University of Novi Sad. The author, who is also the course tutor, presents four e-examination models that could have been used during the unprecedented challenge that the pandemic brought. However, one model stood out as the optimal in the given circumstances and therefore was applied. Namely, due to the specificity of the course itself as well as the assessment of the achievements of the students, the author of the paper organized a distance examination attended by students of the Faculty of Philosophy who study Russian as a foreign language at the B1 level. Although the obtained results can be criticized for the fact that the author of the paper focused on two previous school years and one exam period each (June 2018/2019 and June 2019/2020), as well as a smaller number of students (21 in total), in the author's opinion they can be considered sufficiently relevant and indicative. Namely, the results showed that there is no significant difference between the achieved average grades (2018/19 – 8.10; 2019/20 – 8.82), while, on the other hand, the grade structure appears as a sharp contrast. Here we bear in mind the fact that in the last pre-pandemic year there was a clear contrast regarding grades, since the exam recorded 50% (five out of ten) of the highest and 40% (four out of ten) of the lowest passable grades, while in the first year of the pandemic the lowest grades were completely absent. Since the same evaluation criteria were maintained, the said difference can be attributed to two things: firstly, the individual differences between students and student generations, and secondly, the fact that students who took the e-exam were exposed to a lower level of stress since they took the exam from their home, i.e. from a familiar environment. The author of the paper inclines towards the latter interpretation.

 Key words: Russian language teaching methodology, COVID 19 pandemic, distance learning, Faculty of Philosophy, Novi Sad.

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CONSIDÉRATIONS SUR LA DIDACTIQUE EN LIGNE DE LA LEXICOLOGIE FRANÇAISE EN CONTEXTE UNIVERSITAIRE MOLDAVE

RÉSUMÉ: Dans l'article nous proposons une étude de la didactique de la lexicologie française à distance avec la mise en relief des spécificités du contexte dans lequel cette didactique se réalise. On débute avec la présentation des contenus à didactiser pour s'arrêter en détails à la méthodologie et la différence avec la didactique en présentiel. Tout ça pour montrer que la didactique en ligne peut souvent résoudre les problèmes que celle en présentiel ne peut pas résoudre. Nous faisons référence, par exemple, au problème épineux du subjectivisme dans l'évaluation des apprenants. Dans la didactique générale on met en place toute une liste de méthodes efficaces d'enseignement et d'apprentissage. Toutes ces méthodes peuvent être appliquées avec succès en didactique en ligne.

Mots clé : didactique, enseignement, apprentissage, évaluation, méthode, enseignant, apprenant.

ONLINE DIDACTICS OF FRENCH LEXICOLOGY IN THE MOLDOVA UNIVERSITY CONTEXT

ABSTRACT: The paper deals with a study of the teaching and learning of French lexicology online by highlighting the specificities of the context in which this activity is carried out. We start with the presentation of the course content, then consider the methodology in detail and focus on the difference between online and face-to-face teaching. The analysis shows that online teaching can often solve several problems that face-to-face teaching cannot, for example, the issue of the subjective assessment of learners. Although general didactics offers a whole list of effective methods of teaching and learning in the face-to-face context, all these methods can also be successfully applied in online teaching.

Key words: applied linguistics, teaching, learning, evaluation, method, teacher, learner.

1. INTRODUCTION

À l'époque des ordinateurs et de hautes technologies d'information et de communication le système d'éducation a subi des transformations colossales dans le sens que les technologies en question ont commencé à être intégrées

progressivement en classe ouvrant de nouvelles possibilités d'enseignement, d'apprentissage et même d'évaluation. Les possibilités dont nous parlons visent encore la modification du type de classe. Ainsi, la classe en présentiel cède peu à peu la place à la classe à distance, car ce nouveau type de classe augmente les opportunités des apprenants à faire des études dans l'institution qui les attire, même si celle-ci se trouve de l'autre côté du continent ou dans l'autre hémisphère de la planète.

Comme le démontre la triste expérience des années 2020–2022, la classe à distance s'est avérée indispensable au cas des épidémies planétaires où le contact direct entre les gens était plus qu'inquiétant.

Si l'on considère de près l'expérience de la didactique en matière d'enseignement, d'apprentissage et d'évaluation à distance, il y a des pays qui jouissent d'un réseau très bien développé d'institutions pédagogiques où cette didactique du nouveau type est très bien mise en place. Cela se réfère en égale mesure aux institutions d'enseignement universitaire, pré-universitaire ou professionnel.

À la différence de ces pays, la didactique à distance, appelée encore « en ligne » dans les institutions d'enseignement moldaves, soient-elles pré-universitaires, universitaires ou professionnelles, est liée, principalement, à la période où tout le monde a dû combattre contre la COVID-19. L'épidémie a mis tous les pédagogues moldaves dans la situation à apprendre en 24 heures à enseigner en ligne toutes les disciplines et les élèves et les étudiants à apprendre à travers un ordinateur, un portable, une application du type Skype, Zoom ou Google Meet.

La provocation a été des plus inattendues, car elle demandait de la part des enseignants, mais également des apprenants des compétences doubles, autrement dit des compétences dans deux domaines différents du savoir – l'informatique et la discipline enseignée ou apprise. Les institutions en question ont fait preuve d'une rapidité colossale dans leur intention de faire face à cette provocation et ont proposé des séminaires en ligne pour instruire les pédagogues dans la didactique à distance. Et les bons résultats ne se sont pas laissé attendre, car les enseignants et les apprenants ont mis en place un enseignement, un apprentissage et même une évaluation des résultats des plus divers et motivés par le contexte.

La didactique en ligne, différente, en somme, de la didactique axée sur l'utilisation des technologies d'information et de communication ou des technologies d'information et de communication didactiques, est une activité en classe qui se fait entièrement moyennant l'internet ou l'intranet. Elle se fait ayant à

la base des applications spéciales pour mettre en contact verbal, auditif et visuel, les acteurs du processus didactique. Dans ce cas, le contact en question est de nature limitée, surtout dans sa composante visuelle : on ne peut pas voir ce que la caméra ne montre pas. Par conséquent, ce type de didactique se confronte à certains obstacles, ce qui nous fait penser aux atouts et aux inconvénients de son application en classe, on pourrait même parler des risques.

Selon nous, les atouts principaux sont les suivants :

‒ restriction du contact physique direct entre les gens (qui, au cas des épidémies, diminue totalement le risque d'infection et de la propagation de la maladie) ;

‒ possibilité d'explorer à tout moment des sources pédagogiques de valeur qu'on trouve sur la toile (dictionnaires, livres, guides, manuels, images, vidéos etc.) ;

‒ possibilité de passage rapide d'une source de documentation à l'autre ou de travail concomitant sur deux ou même plusieurs pages électroniques différentes ;

‒ possibilité de voir à tout instant un texte écrit ou un matériel visuel à de différents zooms, réglés par l'enseignant ou même l'apprenant lui-même ;

‒ possibilité de faire appel sur place à des documents auditifs authentiques ;

‒ possibilité d'entrer en dialogue à une grande et souvent à une très grande distance avec des parleurs natifs dans le cas des classes de langues étrangères ;

‒ possibilité de travailler des sources en différentes extensions – doc, pdf, rif etc. ;

‒ possibilité de travailler à chaque instant l'articulation en langue étrangère, tout ça à travers les moteurs de synthèses de la parole à la manière des natifs.

‒ Les inconvénients de base sont liés souvent :

‒ au fait que les enseignants et souvent les apprenants possèdent insuffisamment de compétences sur les plateformes qui sont créées pour l'enseignement à distance ;

‒ aux perturbations sonores qui apparaissent lors de la communication orale concomitante de plusieurs personnes en classe à distance ;

‒ à l'impossibilité souvent de suivre de prêt les apprenants pour qu'ils gardent l'originalité des activités qu'on leur propose ;

‒ aux pannes d'électricité et de connexion à l'internet qui surviennent souvent lors des classes en ligne ;

- à la vitesse insuffisante de l'internet pour assurer une bonne connexion.
- Les risques sont liés principalement :
- à l'influence négative de la radiation de l'ordinateur sur le corps humain en général et les yeux en particulier ;
- au fait que les enseignants et les apprenants doivent se trouver des heures entières connectés à une application ; si cette connexion se fait à travers un ordinateur, ils doivent rester en position verticale, difficile à supporter une longue période de temps.

2. DIDACTIQUE EN LIGNE DE LA LEXICOLOGIE FRANÇAISE EN CONTEXTE UNIVERSITAIRE MOLDAVE

Par le titre annoncé on sous-entend, sur les pages de cet article, l'enseignement, l'apprentissage et l'évaluation de la lexicologie française comme cours théorique et pratique, prévu, dans les universités moldaves, pour les étudiants en deuxième année.

2.1. Didactique du lexique et didactique de la lexicologie. Points de touche et différences

Mais avant de passer à la didactique de la lexicologie comme science on croit nécessaire de mettre en valeur la distinction de la didactique de cette discipline de la didactique du lexique, car ces deux types de didactique font souvent confusion et cette distinction est une chose essentielle dans notre cas. Il est indiscutable que la didactique du lexique fait partie, dans la bonne majorité des cas, de la didactique de la lexicologie, mais cette science ne se réduit pas à ce but seulement.

2.2. Didactique du lexique

À l'heure actuelle, dans la didactique du lexique, on enregistre habituellement deux types d'approche : une qui prescrit un enseignement qui ouvre un apprentissage systématique et spécifique des unités lexicales de la langue, quelles que soient leur structure et complexité, et l'autre liée aux activités d'expression et de communication, autrement dit d'apprentissage des unités lexicales en contextes d'emploi.

Rappelons que toute interprétation langagière se fait en contexte, compte tenu de la variabilité de l'unité lexicale. Par conséquent, la didactique du lexique se veut, en définitive, une didactique du contexte d'emploi.

Le contexte, dans ce cas, a aussi son rôle et le didacticien doit en tenir compte. Les notions de « réseau sémantique », de « fonction lexicale » ou de « nature lexico-grammaticale » font directement ou indirectement allusion à la faculté des unités lexicales de se combiner et de former des structures complexes qui se veulent également enseignées et apprises, si l'on prétend parler de la didactique du lexique.

La mise au centre de la didactique du lexique des notions de contexte et cotexte fait aboutir premièrement à la didactique de la lecture ou à celle de l'écriture, développées surtout dans les années 1980-2000, puis à celle basée sur la référence lexicale, le processus cognitif, la catégorisation (théories du prototype), la théorie du discours et de l'énonciation, la composante sociolinguistique qui met en place la variété des usages etc.

Par conséquent, si la didactique du lexique a appris à mettre en valeur les découvertes d'ordre linguistique, sémiotique, sociolinguistique etc., elle s'est approchée encore et encore de la didactique de la lexicologie comme discipline linguistique.

2.3. Didactique de la lexicologie

La lexicologie comme branche de la linguistique a comme objet d'étude le lexique d'une langue (Cappeau 2008 : 56), tout ça dans une perspective synchronique et diachronique.

La didactique d'une discipline qui se préoccupe du lexique d'une langue n'est pas totalement la didactique de ce lexique. C'est la didactique d'un champ de recherche, en premier lieu, qui met en place un métalangage à apprendre. De façon générale, la didactique en présentiel prend en charge deux choses : (1) des contenus à didactiser selon (2) une méthodologie spécifique.

2.4. Contenus à didactiser

Les contenus à enseigner, apprendre et évaluer dans la lexicologie française peuvent être présentés par deux termes génériques, et notamment ceux de « réalité incidente » (décrite dans des termes d'orthographe, de prononciation) et de « réalité explicite » (décrite à travers les rapports de synonymie, polysémie, antonymie, homonymie; l'étymologie; le contour socio-culturel et territorial etc.).

Dans la « réalité incidente » on identifie quelques composantes de base à didactiser (Calaque & David 2004 : 36), et notamment :

– la typologie des unités lexicales selon leur côté expressif (oral ou écrit) (Auroux, 1992) ;
– les différences lexicales imposées par l'homonymie (l'homophonie et l'homographie) ;

Dans la « réalité explicite » l'intérêt du didacticien portera, en premier lieu, sur :

– les schémas de formation des unités lexicales en français (Babin 1998; Calaque 2002 : 24) ;
– les types de l'emprunt ;
– les types de synonymie ;
– la synonymie relative des unités lexicales ;
– les motifs de l'apparition de la polysémie ;
– les types de polysémie ;
– les faux antonymes ;
– les registres de la langue ;
– ces variations territoriales.

2.5. *Méthodes de didactisation de la lexicologie française*

La didactique comme science a décrit une multitude de méthodes d'enseignement d'une langue, mais qui s'avèrent être également efficaces pour la didactique du métalexique. Nous en donnons ci-dessus quelques-unes. Ainsi, selon Landsheere (Landsheere 1992: 130), il faudrait appliquer :

(1) des méthodes *directes* d'instruction, centrées, en bonne partie, sur l'activité de l'*enseignant* (l'*exposition des faits*, l'*explication*, l'*observation*, la *démonstration*, le *travail à la base du manuel* etc.);

(2) des méthodes d'instruction *indirectes*, centrées sur les *apprenants* et qui s'avèrent efficaces quand :

    (a) elles ont pour but le développement (chez les apprenants) des capacités et des performances de pensée (et encore, à la française, bien sûr) ou

    (b) elles visent à former des attitudes et à développer des habiletés impersonnelles (ici s'inscrivent de telles méthodes comme la problématisation, l'étude des cas, la modélation, la simulation etc.);

(3) des méthodes d'instruction *de type interactif* qui ont pour caractéristique de base le fait qu'elles mettent les acteurs de l'interaction éducative dans

une relation de partenariat, favorisant la réunion des apprenants en groupes pour réaliser des tâches (on cite ici la *conversation*, les *débats*, la *solution des tâches en groupes*, le *brainstorming*, l'*apprentissage par la coopération* etc.);

(4) des méthodes d'instruction *de type expérimental*, centrées sur les apprenants où l'on met l'accent surtout sur le processus d'apprentissage (on cite ici l'*exercice*, le *learning by doing*, les *travaux pratiques*, les *projets*, l'*apprentissage par l'investigation et la découverte*);

(5) des méthodes d'instruction *facilitant l'étude indépendante et différentielle* où les acteurs de base sont les apprenants et le rôle de l'enseignant est réduit au minimum (les apprenants sont évalués, mais ils peuvent aussi s'autoévaluer et cela stimule leur pensée critique).

Les méthodes énumérées peuvent être classifiées encore selon d'autres critères (Cerghit 1997: 23), comme celui :

a) *historique* qui met en place les méthodes *traditionnelles, classiques* (l'*exposition*, la *conversation*, l'*exercice* etc.) et *modernes* (la *méthode de l'algorithme*, la *problématisation*, le *brainstorming,* l'*instruction programmée* etc.);

b) de l'*extension de la sphère de l'applicabilité* selon lequel on identifie des méthodes *générales* (l'exposition, le cours magistral, la conversation, etc.) et *particulières* ou spéciales (pour enseigner un sujet plus restreint; ici s'inscrit l'*exemple*);

c) de la *modalité principale de présentation des connaissances* qui nous permet de parler des méthodes *verbales* (basées sur le métaterme écrit ou articulé) et *intuitives* (basées sur l'observation directe des objets, des phénomènes);

d) du *degré de participation des apprenants aux activités*, qui nous permet de parler des méthodes *expositives* (appelées encore passives), (centrées sur la mémoire reproductive et l'écoute passive de l'enseignant) et *actives*, qui permettent d'explorer personnellement la réalité étudiée ;

e) de la *fonction didactique principale*, qui nous aide à décrire les méthodes d'enseignement et de communication avec la fonction de base de consolidation, de vérification et d'appréciation des résultats ;

f) de la *modalité d'administration de l'expérience* qui va être cumulée*, principe qui nous fait distinguer les méthodes *algorithmiques* ou *euristiques* (la dernière basée sur la propre découverte et la solution du problème);

g) de la *forme d'organisation du travail*, qui met en place les méthodes *individuelles,* celles d'*enseignement-apprentissage en groupe* (homogène ou hétérogène), les méthodes *intègres*, qui visent tous les apprenants de la salle; les méthodes *combinées* ;

h) de l'*axe de l'apprentissage, mécanique* (à travers la réception) ou *conscient* (à travers la découverte), qui met en place l'exposition, la démonstration, la conversation euristique, l'observation dirigée, l'instruction programmée, l'étude des cas etc.);

i) du *changement produit chez l'apprenant,* qui met en valeur les méthodes *hétérostructurales* (quand la transformation se produit à travers autrui comme dans le cas de l'exposition, de la conversation, de l'étude des cas, de la problématisation etc.) ou *autostructurales* (quand l'apprenant s'autotransforme comme dans le cas de la découverte, de l'observation, de l'exercice etc.

Comme l'atteste C. Cucoş (à voir Cucoş 2006: 291), toutes ces méthodes doivent agir ensemble, si l'on veut que le résultat soit positif dans le cas de la didactique d'un sujet quelconque.

Toutes les méthodes présentées peuvent être mises en pratique dans la didactique de la lexicologie française en présentiel et à distance.

Quand la didactique est à distance, certaines spécificités s'imposent, et notamment :

– dans le cours magistral on peut faire appel plus souvent à des corpus conçus en Power Point ou dans d'autres extensions ;

– dans la découverte comme méthode de didactisation on peut appliquer des sites ou laisser aux apprenants à trier des sites pour découvrir les choses ou la vérité des choses qui les intéressent ;

– dans l'application de la problématisation dans la didactique à distance on peut donner un champ d'investigation plus ample grâce aux possibilités offertes par la toile et l'ordinateur ;

– dans la démonstration on peut faire appel à de courtes vidéos qui servent très bien de preuve à ce que l'on affirme ;

– le travail en groupe est rendu plus difficile à cause du fait que les participants sont à distance et la connexion électronique n'est pas toujours en mesure à assurer une collaboration efficace ;

– le professeur doit choisir attentivement les activités proposées aux apprenants pour ne pas les mettre en embarras à cause de la distance ;

- le professeur peut proposer avec succès des activités en accord avec le niveau de perception individuelle de l'apprenant ;
- le professeur peut proposer des activités liées au triage des unités lexicales du français en accord avec certains principes et tout ça à travers des moteurs en ligne.

Maintenant nous nous proposons d'analyser en détail chaque méthode décrite par les savants comme une qui sert à la didactisation de la lexicologie française.

L'*exposition*

Dans l'enseignement en ligne de la lexicologie française, l'exposition est probablement la méthode clé, car elle confine à la méthode du cours magistral. Il y a quelques exigeances envers l'exposition en classe, et notamment elles portent sur le débit de la parole de l'enseignant. Le débit doit être toujours modéré dans l'exposition métalinguistique en langue étrangère. En didactique à distance le débit modéré est une première exigeance pour éviter les interférences sonores qui empêchent l'interprétation. L'exposition peut se faire moyennant un corpus bien structuré qui introduise de la clarté dans le discours.

La *conversation*

Dans la didactique en ligne de la lexicologie française la conversation peut être portée lors des séminaires, le plus souvent, ou des cours magistraux, le moins souvent, entre l'enseignant et un seul apprenant, tout ça pour éviter le brouillage. La conversation a, dans ce cas, la forme d'un échange réciproque de répliques (à microphones connectés, puis déconnectés pour assurer la bonne audience) qui viennent l'une après l'autre de la part des deux interactants. Les sujets des conversations peuvent être des plus divers.

L'*exercice* reste dans la didactique en ligne une des principales méthodes qui s'avèrent très efficaces surtout dans l'apprentissage. On distingue ici de différents types d'exercices – d'application, de renforcement, de récapitulation. Grâce aux TICs, ces exercices peuvent être interactifs, inclus dans des manuels numériques, d'autocontrôle etc.

La méthode de l'*algorithme* convient parfaitement pour la didactique en ligne des types d'unités lexicales en français. Parler structure des unités complexes, composées, locutionnelles, phraséologiques, c'est mettre en place l'algorithme de leur création.

La *problématisation* en didactique à distance de la lexicologie française est une des méthodes clé dans le développement surtout des facultés de pensée. En ligne, cette méthode peut être appliquée pour faire analyser aux apprenants des situations d'une complexité à part, présentées souvent par des vidéos reproduisant le parler des régions françaises, des T.O.M. et des D.O.M. Les TICs le permettent à l'heure actuelle.

Le *brainstorming* est la méthode idéale pour les séminaires à distance en lexicologie, car il rend possible l'exposition d'une position, d'un avis etc.

L'*exemple,* en didactique à distance de la lexicologie, est la méthode la plus voulue par l'apprenant, car une langue étrangère comme le français doit s'exemplifier dans l'exposition théorique ou pratique. L'exemple n'est seulement l'arme de la conviction de l'enseignant, mais également de l'apprenant. Argumenter à travers des exemples c'est ce que la lexicologie a à apprendre. Les TICs permettent l'affichage à l'écran des exemples, ce qui augmente la force de conviction des assertions.

La *démonstration*

La démonstration fait partie des opérations de la logique. En cours magistraux, la démonstration va de paire avec l'exposition. Faire une démonstration en ligne lors du cours de lexicologie, c'est nécessaire et utile, car ça rassure sur les choses. Comme source de démonstration peuvent servir toutes les unités du français à un contour spécifique.

L'*étude des cas*

L'internet permet de répertorier un vaste matériel qui porte sur la lexicologie du français. On y trouve la typologie de ses unités, leur complexité etc. Proposer aux apprenants des activités en ligne sommées sous le titre « étude des cas », c'est leur proposer quelque chose qui débouche sur une investigation scientifique.

L'*observation dirigée*

Comme discipline théorético-applicative qui se prête facilement à la didactisation, la lexicologie enseigne une observation dirigée des phénomènes lexicaux d'une langue. Dans un contexte digital, cette observation peut être des plus riches, car elle peut être répétée, reprise, menée là où il faut. L'enseignant n'a qu'à formuler des tâches d'apprentissage et laisser aux apprenants à découvrir le vrai état des choses dans le lexique. D'habitude, l'observation est singulière. Elle

est pluriaspectuelle dans le cas, par exemple, de l'observation projetée sur une vidéo. Par exemple, l'observation des gens parlant le breton ou le garcon dans une vidéo produite en France.

2.6. L'évaluation en ligne dans le cadre de la lexicologie française

L'évaluation est un processus des plus compliqués, car elle est souvent sujet de critique et du mécontentement. La critique porte essentiellement sur sa justesse.

Il n'est pas secret que l'évaluation se fait souvent sur des principes subjectifs. C'est pourquoi la didactique contemporaine identifie plusieurs principes qui se voient dans l'évaluation:

- l'*effet Halo* – une observation, une constatation qui est potentiellement inexacte, car elle se base sur l'erreur par rapport à un trait de la personnalité qui entraîne une généralisation fausse (Sullman) ;
- l'*erreur d'anticipation* – quand l'enseignant évalue l'apprenant sur ses mérites précédents ;
- l'*effet doux*, quand l'évaluateur est moins exigeant envers les apprenants qu'il connaît bien ;
- l'*erreur de générosité* – tendance de l'évaluateur de trouver des motifs pour que l'évaluation soit obligatoirement positive ;
- l'*erreur de la tendance centrale* – quand les évaluateurs ont la tendance de donner des qualificatifs moyens à tous les apprenants sans tenir rigureusement compte de leurs compétences et performances ;
- l'*erreur de similarité* – quand l'évaluateur voit chez l'apprenant les traits de caractère qu'il a lui-même ;
- l'*erreur du contraste* – quand un apprenant est évalué en comparaison avec un autre ;
- l'*effet de l'ordre* – quand on rapporte quelque chose à une classe sachant que ça a certaines propriétés ;
- l'*erreur logique* – quand l'évaluateur pense qu'il évalue une chose, mais, à vrai dire, il évalue complètement une autre chose ;
- l'*erreur de la légèreté* / la *dureté* de l'évaluation ;
- l'*effet récent* – quand l'évaluateur se rappelle seulement les dernières performances de l'apprenant.

À la base de toutes ces difficultés et erreurs dans l'évaluation des apprenants se trouve le facteur humain. Il semble que l'évaluation automatique à

travers un moteur puisse éliminer beaucoup de ces imperfections dans l'évaluation. Le moteur dont on parle se rencontre souvent sur la toile et il est conçu à opérer une évaluation plus ou moins objective.

3. CONCLUSION

La didactique à distance de la lexicologie française a ses spécificités dans les notions d'atouts et d'inconvénients. Mais cette didactique, à ce que le démonstre notre étude, a plus d'atouts. Cette didactique prend en charge des contenus aussi diffétents qu'intéressants. Dans ces contenus s'inscrivent l'aspect expressif des unités lexicales du français, les relations des unités qui mènent à la formation des vocables de différente complexité: dérivés, composés, locutions, unités phraséologiques. Outre acela, les relations entre les unités s'inscrivent dans la synonymie, l'antonymie, l'homonymie etc. La didactique de ces unités prend en charge une méthodologie des plus complexes, méthodologie qui regroupe des méthodes et des procédures les plus diverses. La didactique prend en charge le critère interactif de l'enseignant et de l'apprenant. De ce point de vue on distingue la didactique en présentiel et celle à distance.

Comme le démontre notre étude, le deuxième type de didactique s'avère souvent résoudre les problèmes du premier type, et notamment la mise efficace en relief des phénomènes, la rapidité du travail des données, l'accès aux données authentiques, l'exemple d'un mécanisme effectif etc.

Il est souhaitable que dans la République de Moldova mette en application régulière la didactique en ligne par rapport à toutes les branches du savoir, car cette didactique a plus d'atouts que d'inconvénients. Un des atouts majeurs est le fait qu'elle permet une évaluation plus ou moins objective des résultats obtenus lors du processus didactique dans de différents types d'institutions éducatives.

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ДИДАКТИЧКА РАЗМАТРАЊА ОНЛАЈН НАСТАВЕ ФРАНЦУСКЕ ЛЕКСИКОЛОГИЈЕ У КОНТЕКСТУ УНИВЕРЗИТЕТА У МОЛДАВИЈИ

Резиме

У раду разматрамо онлајн подучавање дидактике француске лексикологије са истицањем специфичности контекста у коме се ова дидактика спроводи. Почињемо са представљањем садржаја који се учи, са детаљним приказивањем методологије и указивањем на разлике у односу на наставу лицем у лице. Желели смо да покажемо да онлајн настава често може да реши проблеме које настава лицем у лице не може. Општа дидактика предлаже читав низ ефикасних метода подучавања и учења, али све ове методе могу се успешно применити и у онлајн настави. Анализирали смо сваку методу у онлајн окружењу да бисмо видели њене предности и недостатке и трагали за најбољом методом у онлајн дидактици француске лексикологије. Студије су показале да се у молдавском универзитетском контексту више користе предавања, демонстрације и примери, али и да електронске апликације дају могућност примене ових метода на ефикаснији и разноврснији начин. Надамо се да је наше истраживање дало одговоре на нека од важних питања везаних за ову тему. Онлајн дидактика универзитетских дисциплина је у Републици Молдавији предмет који се још увек развија кроз истраживања, што указује на изузетан значај ове дисциплине.

Кључне речи: дидактика, настава, учење, евалуација, метод, наставник, ученик.

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UNIVERZITETSKA ONLAJN NASTAVA JEZIKA, KNJIŽEVNOSTI I KULTURE U AP VOJVODINI[1]

APSTRAKT: S obzirom na značajne promene koje su nastale u celom svetu usled pandemije virusa Kovid-19, kao i dužinu trajanja onlajn modaliteta izvođenja nastave, na koji su škole, fakulteti i druge obrazovne ustanove morale da se preusmere, u radu istražujemo kako su univerzitetski nastavnici jezika, književnosti i kultura u AP Vojvodini odgovorili na najveći izazov obrazovanja današnjice. Za potrebe istraživanja sprovedena je Gugl Forms (eng. *Google Forms*) anketa u kojoj su učestvovali nastavnici stranih i maternjih jezika sa svih državnih i privatnih univerziteta u Vojvodini. Cilj istraživanja bio je da se ispitaju načini održavanja nastave u pandemijskim uslovima, poteškoće sa kojima su se suočavali nastavnici i rešenja kojima su ih rešavali. Rezultati ovog istraživanja treba da dovedu do uvida u glavne probleme u izvođenju onlajn nastave, uslove i način rada, korišćenje univerzitetske platforme Mudl (eng. *Moodle*), te druge najkorišćenije e-platforme i digitalne alate, kao i glavne prednosti i nedostatke, uz postignuto (ne)zadovoljstvo nastavnika ostvarenom nastavom.

Ključne reči: Kovid-19, onlajn nastava, nastava jezika, književnosti i kultura, Mudl (*Moodle*), platforme za e-učenje.

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ONLINE UNIVERSITY TEACHING OF LANGUAGE, LITERATURE AND CULTURE IN AUTONOMOUS PROVINCE OF VOJVODINA

ABSTRACT: Considering the significant changes that have occurred throughout the world due to the COVID-19 pandemic, as well as the duration of the online teaching modality, we will investigate how university teachers of Language, Literature and Culture in Autonomous Province of Vojvodina responded to the biggest challenge of today's education. For the purposes of the research, a Google Forms survey was conducted in which foreign and native language teachers from universities in Vojvodina participated. The aim of this research was to examine the ways of teaching in pandemic conditions, the difficulties faced by teachers and the solutions they found to overcome them. The results should offer to an insight into the main problems in conducting online classes, conditions and working methods, the use of the university platform Moodle and other most used e-platforms and digital tools, as well as the main advantages and disadvantages, along with (dis)satisfaction of teachers with the achieved teaching.

Key words: COVID-19, online teaching, language, literature and culture teaching, Moodle, e-learning platforms.

1. UVOD

Pionirski pokušaji uvođenja nastave na daljinu datiraju od 18. veka, a koncept tog oblika nastave usavršavao se u skladu sa opštim razvojem civilizacije, od pošte i dopisnih škola (Holmberg 2005: 13, Tait 2003: 1) do informacionih tehnologija, računara i interneta kao mreže koja omogućava prenos podataka i interakciju u realnom vremenu (Taylor 2001). Ono što je nedostajalo sve do 2020. godine jeste globalizacija kulture komunikacije na daljinu, koja je bila preduslov za omasovljavanje raznih vidova onlajn nastave, a nju je podstaklo širenje pandemije virusa Kovid-19 na celoj planeti. Iako su izolacija i nezadovoljena prirodna potreba čoveka kao društvenog bića – potreba za kontaktom – bili u velikoj meri prisutni (Cortez, Schrijver 2021; Lovillo, Martì 2021; Chung, Subramaniam, Daas 2020), sve obrazovne institucije su morale da se u najkraćem roku prilagode novonastalim okolnostima i pređu sa tradicionalne nastave u učionici na onlajn nastavu u virtuelnom prostoru. S obzirom na odsustvo pravovremene obuke iz sprovođenja onlajn nastave, kao i naglost prelaska u drugi format, sasvim očekivano su se svi učesnici nastavnog procesa suočili sa brojnim izazovima. U ovom radu prikazaćemo kako su na izazove odgovorili nastavnici i saradnici visokoobrazovnih ustanova u AP Vojvodini. U fokusu našeg istraživanja bili su načini održavanja e-nastave iz predmeta koji su po svojoj sadržini usmereni na visok nivo interaktivnosti, a to su jezici (strani i maternji), književnost i kultura. Drugi deo istraživanja je usmeren na korišćenje platforme Mudl kao najrasprostranjenije

univerzitetske platforme, koja je bila dostupna i pre pandemije. Dobijeni rezultati treba da nam ukažu na najzastupljenije tendencije u univerzitetskoj onlajn nastavi na predmetima iz jezika, književnosti i kultura (JKK), probleme i strategije koje su korišćene u premošćavanju istih, i najzad perspektivu e-nastave u postpandemijskom periodu. Pod nastavom JKK podrazumevamo nastavu iz maternjeg (srpski, mađarski, slovački, rumunski, rusinski) i stranih jezika koji se izučavaju na fakultetima u Vojvodini (engleski, nemački, francuski, ruski, italijanski i španski), nastavu književnosti na tim jezicima i nastavu kulture sa elementima civilizacije.

1.1 Platforma Mudl

Mudl (eng. *Moodle*, sa značenjem *Modular Object-Oriented Dynamic Learning Environment*) je vrlo popularan sistem učenja na daljinu, tzv. LCMS sistem (eng. *Learning Content Management System*), koji je rezultat doktorske disertacije australijskog naučnika i predavača Martina Dugimasa (Dougiamas, Taylor 2003). Ovaj softverski paket razvijen je korišćenjem PHP jezika, pogodnog za obezbeđivanje nezavisnosti od platforme, a dizajniran je da pomogne predavačima u stvaranju kvalitetnih onlajn kurseva, kao i u upravljanju rezultatima svojih učenika. Mudl koriste individualni instruktori, škole i univerziteti radi unapređivanja nastave pomoću veb-tehnologija. Napravljen je na visoko modularan način i koristi razne vrste tehnologija kao što su: deljene biblioteke, apstrakcije i kaskadni stilovi za definisanje interfejsa, koje omogućavaju proširivost postojećeg sistema, dok korišćenje XML tehnologija obezbeđuje nezavisnost interfejsa i samog koda Mudla (Milićević, Milićević, Milić 2014: 76–77). Prema podacima iz avgusta 2022. godine u svetu ima 328 miliona registrovanih korisnika Mudla[2], a platforma je dostupna na 110 jezika, uključujući i srpski na oba pisma (latinica i ćirilica). U Srbiji se registruje sve veći broj instalacija na platformu, te je tako u 2011. godini zabeleženo 163 nove instalacije, a u 2020. čak 454, dok je u 2021. godini taj broj bio znatno uvećan, na 2024 instalacije[3], što je očigledno bilo podstaknuto uslovima rada u pandemijskim okolnostima. Nove instalacije ne ukazuju na ukupan broj korisnika Mudla, koji je naravno mnogo veći, nego na broj registrovanih institucija, škola, fakulteta i privatnih instruktora. Mnogi fakulteti u AP

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[2] Podaci su preuzeti sa zvaničnog sajta Mudla https://www.moodle.org i https://www.stats.moodle.org. Pristupljeno 1. 8. 2022.

[3] Statistički podaci o broju instalacija u Srbiji mogu se pratiti na sajtu: https://www.stats/moodle.org/sites/index.php?country=RS. Pristupljeno 2. 8. 2022.

Vojvodini su i pre pandemije imali instaliranu Mudl platformu ili Sovu[4], kao prilagođenu platformu za potrebe univerzitetske nastave, ali takođe bazirane na Mudlu. To sve govori u prilog značaja ove platforme i prepoznavanja njene upotrebljivosti u edukativne svrhe.

2. METODOLOGIJA ISTRAŽIVANJA

Kako bismo stekli bolji uvid u način izvođenja onlajn nastave na visokoobrazovnim institucijama u AP Vojvodini, početkom 2022. godine sproveli smo istraživanje koje je obuhvatilo mišljenje i stavove nastavnika i saradnika sa fakulteta u AP Vojvodini koji drže nastavu iz jezika, književnosti i kultura. Anketa je pripremljena sa ciljem da utvrdimo stavove nastavnika o onlajn nastavi koju sprovode, digitalizaciji nastavnog materijala, zadovoljstvu korišćenjem različitih platformi, te učešćem i postignutim rezultatima studenata iz perspektive nastavnika.

Istraživanje je sprovedeno onlajn putem[5], a uzorak je činilo 73 nastavnika i saradnika sa svih 13 državnih fakulteta u AP Vojvodini (Filozofski fakultet, Fakultet tehničkih nauka, Poljoprivredni fakultet, Medicinski fakultet, Tehnološki fakultet, Prirodno-matematički fakultet, Akademija umetnosti i Fakultet sporta i fizičkog vaspitanja u Novom Sadu; Ekonomski fakultet, Građevinski fakultet i Učiteljski fakultet na mađarskom nastavnom jeziku u Subotici; Tehnički fakultet „Mihajlo Pupin" u Zrenjaninu i Pedagoški fakultet u Somboru), kao i šest privatnih fakulteta sa nastavom JKK (Fakultet za pravne i poslovne studije „Dr Lazar Vrkatić", FIMEK – Fakultet za ekonomiju i inženjerski menadžment, Pravni fakultet za privredu i pravosuđe, Farmaceutski fakultet Novi Sad, Fakultet za sport i turizam TIMS, Singidunum u Novom Sadu).

Anketa namenjena univerzitetskim nastavnicima predmeta jezika, književnosti i kultura u AP Vojvodini, osim opštih generalija, obuhvatila je 22 pitanja, koja su poslužila za dve oblasti istraživanja: 1. način sprovođenja nastave u pandemijskim uslovima, kvalitet i zadovoljstvo nastavom, kao i uspešnost u postizanju

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[4] Sova je platforma za e-učenje na Univerzitetu u Novom Sadu, nastala kao rezultat Erasmus+ projekta MILETUS, na kojem je UNS bio jedan od partnerskih institucija. Platforma je od 2018/2019. godine korišćena u redovnoj nastavi na Fakultetu tehničkih nauka i Tehnološkom fakultetu u Novom Sadu, a kasnije i na drugim fakultetima (Pravni fakultet, Medicinski fakultet, Fakultet sporta i fizičkog vaspitanja, Akademija umetnosti u Novom Sadu, itd.). Više o tome na: https://sova.uns.ac.rs/. Pristupljeno 31. 7. 2022.

[5] Pristup linku radi učešća u anketi bio je moguć do 7. februara 2022. godine: https://docs.google.com/forms/d/18YAaq0TmFOiDFD1MvI88EVrDXhENOxCuFl2qfOfeJ -A/edit?urp=gmail_lin.

interaktivnosti, 2. korišćenje univerzitetske Mudl platforme i načini njene upotrebe. Od ukupno 73 anketiranih nastavnika 83,56% ispitanika je bilo ženskog pola (61), a 16,43% muškog (12). Anketirani su nastavnici i saradnici iz oblasti jezika, književnosti i kulture i to najviše iz anglistike (jezik, književnost, prevođenje) (49,31%), potom slede nastavnici i saradnici za srpski jezik, književnost i folklor (10,95), italijanski jezik, književnost i kulturu (6,84%), francuski jezik, književnost i kulturu (6,84%), nemački jezik i književnost (6,84%), mađarski jezik, književnost i kulturu (5,47%), ruski jezik i književnost (4,1%), španski jezik, književnost i kulturu (4,1%), slovački jezik (2,73%), opštu lingvistiku (1,45%) i rumunsku književnost (1,37%). Od ukupno 22 pitanja, veći deo (17) bio je kombinovanog tipa, sa unapred ponuđenim odgovorima i rubrikom „ostalo", gde su ispitanici mogli izneti svoj drugačiji odgovor ili komentar. Anketa je sadržala tri pitanja otvorenog tipa na koje su ispitanici odgovarali po sopstvenom nahođenju. Analizom sadržaja datih odgovora kreirane su kategorije odgovora u koje su odgovori potom svrstavani. Radi analize podataka korišćene su tehnike deskriptivne statistike.

3. REZULTATI ISTRAŽIVANJA I DISKUSIJA

Prva grupa pitanja odnosila se na način držanja nastave tokom trajanja pandemije virusa Kovid-19, te koje su platforme najviše korišćene u onlajn nastavi. Ispostavilo se da je dominantan oblik nastave jezika, književnosti i kulture tokom pandemije bio kombinovani – 69,86%, dok je samo onlajn nastavu imalo 21,92% anketiranih nastavnika. Mali procenat ispitanika imao je sve vreme nastavu uživo – 6,85%, a snimljena predavanja bez mogućnosti interakcije u realnom vremenu je držao najmanji broj nastavnika (samo 1,37%). Najkorišćenija platforma u onlajn nastavi bila je Zum (eng. *Zoom*), koja je doživela globalni uspeh u vreme lokdauna (Badovinac, Vlaškalić 2021), kao i tokom trajanja pandemije (Eraković, Topalov 2021). Sledeća po redu je platforma Mudl, dakle univerzitetska, a među platformama koje su našle širu primenu istakle su se još *Google Meet, Microsoft Teams, Big Blue Button* i *Google Classroom* (Grafikon 1).
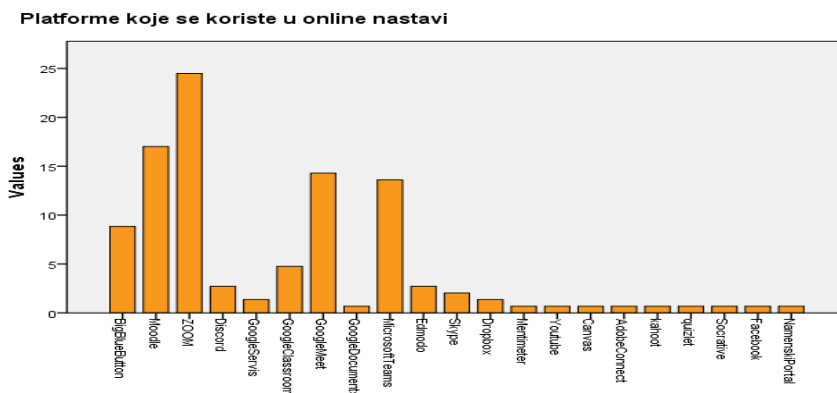
Grafikon 1. E-platforme u univerzitetskoj onlajn nastavi JKK u AP Vojvodini

Zanimao nas je i stepen interaktivnosti u ostvarenoj onlajn nastavi i koliko su sami nastavnici bili zadovoljni postignutim. Zanimljivo je da su anketirani nastavnici u pozitivnom svetlu doživeli kvalitet internet veze, tako da on nije u većem značaju uticao na kvalitet onlajn nastave. Naime, 30,14% ispitanika ocenilo je internet vezu kao „odličnu", dok ga je 27,4%, okarakterisalo kao „veoma dobru". To znači da je 57,44% nastavnika imalo mahom pozitivna iskustva sa konekcijom. Više od trećine nastavnika, tj. 38,36%, ocenilo je svoju internet vezu „dobrom", dok je zaista lošu internet konekciju sa stalnim neželjenim isključenjima studenata na svakom času imalo samo 4,11% nastavnika. Ipak, negativna iskustva nastavnika sa internetom i samo jedan problematičan čas u smislu čestih prekida konekcije, te neželjenih (ujedno i nekontrolisanih) isključenja samog nastavnika dovodila su do upadljivog odsustva studenata na narednom času, o čemu je bilo reči na onlajn Forumu[6], gde se raspravljalo o rezultatima ankete. To znači da studenti u nastavniku vide i traže osobu koja će u potpunosti kontrolisati kompletan nastavni proces, a to se odnosi i na internet vezu, iako ona uopšte nije u nadležnosti nastavnika. Studenti se u onlajn kontekstu često oslanjaju na nastavnika kao autoritativnog eksperta, uprkos savremenim tendencijama koje nastavniku dodeljuju ulogu delegatora i facilitatora nastavnog procesa (Tigelaar et al., 2004).

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[6] Na onlajn forumu *Jezici, književnosti i kulture u onlajn nastavi. Nova uloga univerziteta u Vojvodini*, održanom 21. maja 2022. godine otvoreno se diskutovalo o rezultatima istraživanja, što je dovelo do rasvetljivanja pojedinih pitanja.

Pošto je većina nastavnika organizovala oblike sinhrone onlajn nastave koja je trebalo da zameni održavanje časa u učionici po datom rasporedu, veoma nas je zanimalo kako su se studenti uključivali i koliko su bili redovni na onlajn časovima u realnom vremenu. Većina nastavnika (58,9%) držala je čas tako što su se studenti povremeno uključivali mikrofonom, kako bi dali odgovor nastavniku ukoliko su prozvani, ali i da iznesu neki svoj komentar. Čak 20,55% nastavnika navodi da studenti uključuju mikrofone samo ako ih nastavnik prozove, a nikako na svoju inicijativu i/ili potrebu, i to navode kao negativan aspekt onlajn nastave. Manji broj nastavnika (5,48%) navodi potpunu pasivnost studenata tokom predavanja. Kada je reč o sinhronoj onlajn nastavi samo 8,22% nastavnika je navelo da studenti slušaju predavanje sa uključenim kamerama i mikrofonima, što je priželjkivan i poželjan model ponašanja studenata (Prikaz 1). Uključeni mikrofon i/ili kamera tokom onlajn nastave činili su važan elemenat, neophodan za uspostavljanje interakcije i komunikacije sa studentima, ali i za uvežbavanje znanja i veština na predmetima iz jezika, književnosti i kultura. Stoga ne čudi što su anketirani nastavnici izdvojili tri osnovne grupe problema u onlajn nastavi: 1. slabu interaktivnost u nastavi, 2. neredovno uključivanje studenata, 3. praćenje nastave bez uključivanja kamere i/ili mikrofona.
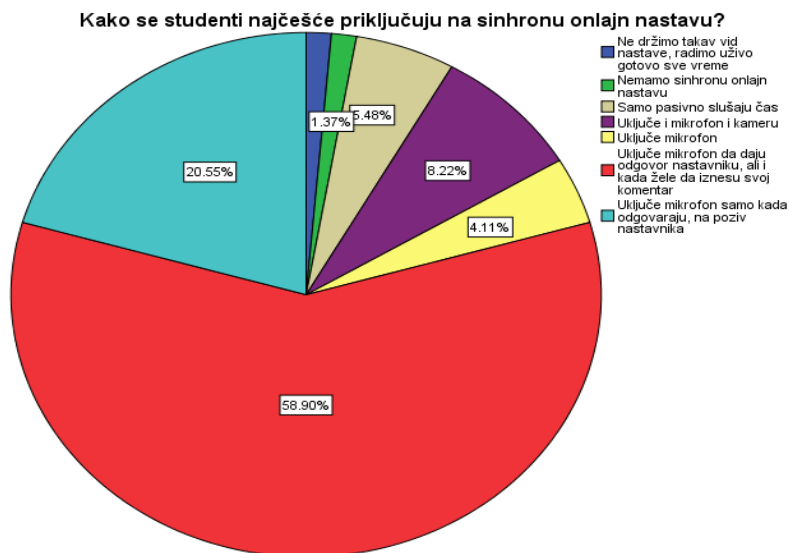
Grafikon 2. Uključenje studenata na sinhronu onlajn nastavu.

S obzirom na poteškoće u podsticanju interaktivnosti preko e-platformi sasvim je očekivano da je ovo bio najzastupljeniji problem u univerzitetskoj nastavi JKK u AP Vojvodini. Kao što vidimo u *Grafikonu 2*, 4,11% anketiranih nastavnika tvrdi da nastava koju inače drže u osnovi nije interaktivna, te taj uslov nije ni bilo nužno zadovoljiti. U svim ostalim slučajevima interaktivnost je bila neophodna kako bi se svi nastavni elementi pravilno usvojili. Odsustvo interaktivnosti u onlajn nastavi, kao i nemogućnost da je drugim sredstvima nadomeste istaklo je 13,69% ispitanika, dok je 12,32% izrazilo nezadovoljstvo stepenom interaktivnosti u nastavi. Dakle, 25,01% nije uspelo da ostvari interaktivnost u sprovedenoj onlajn nastavi. Samo 9,58% nastavnika je bilo izuzetno zadovoljno komunikacijom sa studentima u onlajn formatu, a najveći broj ispitanika (57,89%) je imao zadovoljavajuću, ali ipak nisku ocenu postignute interaktivnosti na onlajn času, što i dalje ukazuje na velike probleme u ovom segmentu onlajn nastave, posebno kada se uzme u obzir da je anketa sprovedena nakon 4. semestra od početka pandemije. Prethodno stečena iskustva su sigurno mnogima pomogla, ali ono što je ostalo nerešeno jeste činjenica da još uvek ne postoji e-platforma za učenje koja obezbeđuje visok stepen interaktivnosti u realnom vremenu. Interaktivnost i dalje u velikoj meri zavisi od snalažljivosti samih nastavnika i kombinacije korišćenih digitalnih alata.

- zadovoljavajuće interaktivna nastava -57,89%
- nije interaktivna i to mi smeta -13,69%
- nije dovoljno interaktivna i to mi smeta - 12,32%
- veoma interaktivna nastava - 9,58%
- nije interaktivna ali mi to ne smeta - 4,1%
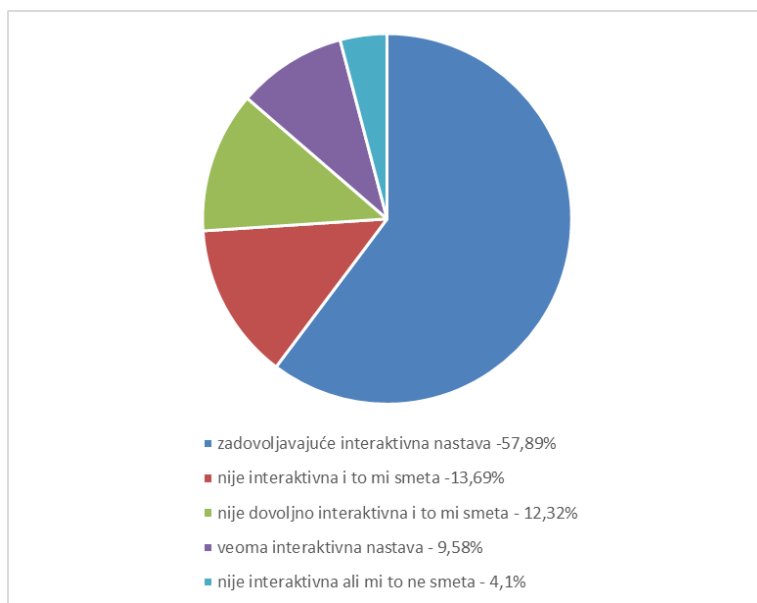
Grafikon 3. Interaktivnost u onlajn nastavi

Prema Grafikonu 4. nastavnici su kao uspešne aktivnosti u onlajn nastavi istakli sledeće: 1. diskusiju, 2. prezentacije, 3. vežbe jezičkih veština, 4. komunikaciju, dok su među manje zastupljene i manje uspešne aktivnosti svrstali: 1. vežbe čitanja, 2. odgovore na pitanja, 3. ankete, 4. rešavanje zadataka, 5. debate, 6. kviz, 7. vežbe slušanja, 8. rad na tekstu i 9. grupni rad. Raznovrsnost odgovora na ovo pitanje stavlja nam do znanja da su nastavnici JKK generalno dobro pripremljeni za podsticanje interaktivnosti na času i da imaju već izgrađene tehnike i metode rada. Ipak, otežano snalaženje u drugačijim uslovima ukazuje na nespremnost i/ili nevoljnost nastavnika da menjaju metode rada, pogotovo ako su upravo njima u prethodnom radnom iskustvu postizali uspeh u učionici.
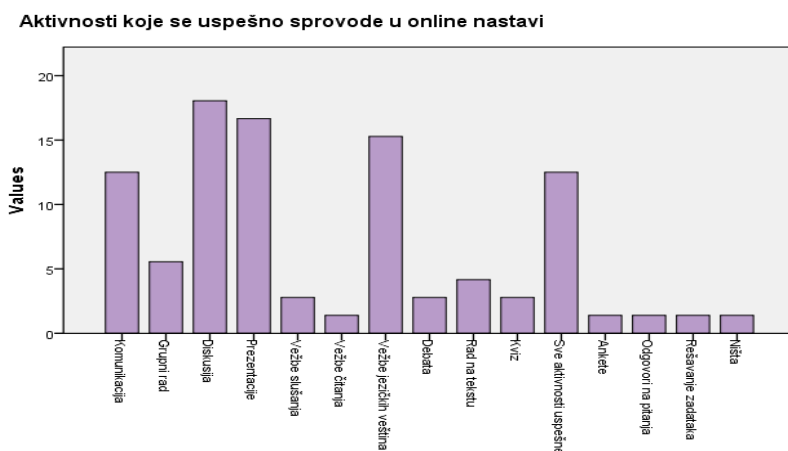
Grafikon 4. Uspešnost aktivnosti u onlajn nastavi

3.2 Način korišćenja univerzitetske platforme Mudl tokom pandemije Kovid-19

S obzirom na činjenicu da je platforma Mudl bila instalirana na univerzitetima u Vojvodini i pre pandemije, u istraživanju smo pošli od pretpostavke da će upravo navedena platforma biti najzastupljenija u nastavi. Iako smo imali solidnu procenu, nakon uvida u rezultate istraživanja utvrdili smo da se Mudl ipak nalazi na drugom mestu po broju korisnika, nastavnika JKK, što smo videli na *Grafikonu 1*. Od anketiranih univerzitetskih nastavnika predmeta iz jezika, književnosti i kulture samo 42,47% koristi platformu Mudl. Ipak, nastavnici koji koriste Mudl uporedo sa ovom platformom koriste i druge platforme za e-učenje, u vidu dopune, obično za sinhronu onlajn nastavu. Kao što se vidi na *Grafikonu 5*, dopunske platforme korisnika Mudla koje se najviše koriste jesu

sledeće: *Zoom, Google meet*, *Microsoft Teams*, *Big Blue Button* i *Google Classroom,* dok su ostale prisutne u znatno manjem broju.
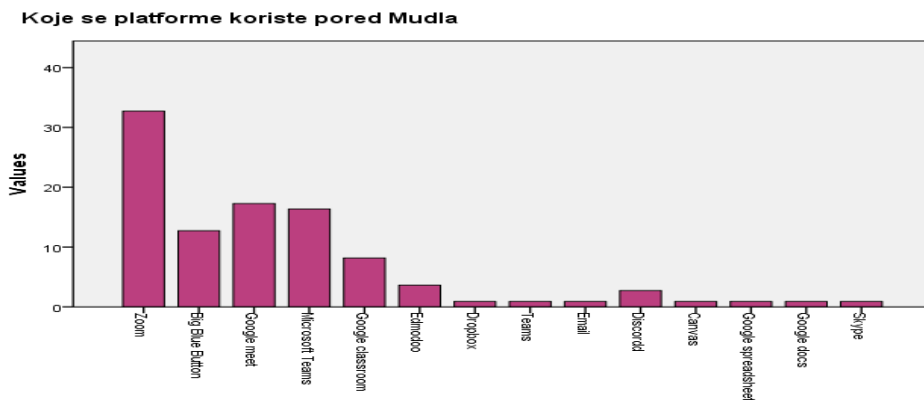
Grafikon 5. Dopunske platforme za e-učenje korisnika Mudla

Sa korišćenjem platforme Mudl 29,62% nastavnika JKK počelo je posle proglašenja pandemije, a 25,92% od akademske 2020/21. godine, 3,7% samo tokom letnjeg semestra 2020/21. i 3,7% od zimskog semestra 2021/22. Ovi rezultati pokazuju da više od polovine anketiranih korisnika (62,94%) Mudla pripada grupi novijih korisnika. Samim tim reč je o korisnicima koji su se usmerili na ovu platformu zbog nagle promene načina rada, a ne zbog postojanja želje za razvijanjem e-nastave. Sa druge strane, više od deset godina iskustva u upotrebi ove platforme ima samo sedam (4%) ispitanika, 11,11% između sedam i deset godina, 7,4% anketiranih korisnika Mudla ga koristi između pet i sedam godina i 11,11% četiri godine. Veoma nas je zanimalo i kako su nastavnici savladali upotrebu ove platforme u edukativne svrhe, te je 40% korisnika platforme Mudl izjavilo da je pohađalo kurs koji je organizovala obrazovna institucija, dok je 28,29% koristilo pomoć kolega (tzv. interno prenošenje znanja). 20% ispitanika je savladalo elemente korišćenja ove platforme uz pomoć video-tutorijala, dok su se svi ostali (11,71%) snalazili na drugačije načine. Taj podatak nam govori da je obuka za upotrebu platforme Mudl od izuzetne važnosti za nastavnike jezika, književnosti i kultura kojima je upotreba digitalnih alata i platformi relativno nova veština. Takođe je važno i celoživotno učenje, naročito u korišćenju ove platforme koja se povremeno ažurira i usavršava, te se s vremena na vreme pojavljuju nove verzije. Ipak, na osnovu ankete došli smo do podatka da čak 21,05% anketiranih korisnika Mudla ne zna koju verziju ove platforme koristi. Kako bismo imali uvid u najzastupljeniju verziju među univerzitetskim nastavnicima Vojvodine, te u kom

razmeru se oni nalaze u odnosu na svetski prosek, poslužili smo se i zvaničnim podacima[7] o procentualnoj zastupljenosti registrovanih korisnika Mudla u celom svetu naspram verzije koju koriste.

Ispostavilo se da najveći broj univerzitetskih nastavnika JKK u Vojvodini (52,63%) koristi verziju 3.0 Mudla, što je znatno više u odnosu na svetski prosek koji iznosi manje od 2% i čak nije ni uzet u detaljnije razmatranje na zvaničnom sajtu ove platforme. Verziju 3.1 koristi 15,78% anketiranih nastavnika naspram 10,5% ljudi u svetu, a samo 10,52% koristi najnoviju verziju 4.0, što je skoro tri puta manje od svetskog proseka – 29%. Podaci jasno ukazuju na nedovoljno institucionalno ulaganje u aktivnije uključenje ove platforme u nastavu i redovno ažuriranje, ali i neupućenost nastavnika u sve potencijale ove platforme i rezultate konstantnog rada drugih stručnjaka na njenom usavršavanju.

Kada su u pitanju dobre strane ove platforme, korisnici su najviše istakli mogućnost postavljanja audio i video materijala (22,45%), kapacitete platforme da služi kao dobar repozitorijum materijala (20,41%), mogućnosti provere znanja studenata (16,33%), postavljanje informacija na platformu (14,29%), što je ujedno znak da je studenti redovno posećuju, olakšano pregledanje domaćih zadataka i mogućnosti za interakciju (9,18%). Manjem broju nastavnika ova platforma olakšava i način računanja predispitnih bodova (7,14%).

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[7] Ove podatke smo preuzeli sa zvaničnog sajta Mudla, na kojem je dat procentualni prikaz o zastupljenosti registrovanih korisnika za sve verzije www.moodle.org. Pristupljeno 1. 8. 2022.

Dobre strane Mudla
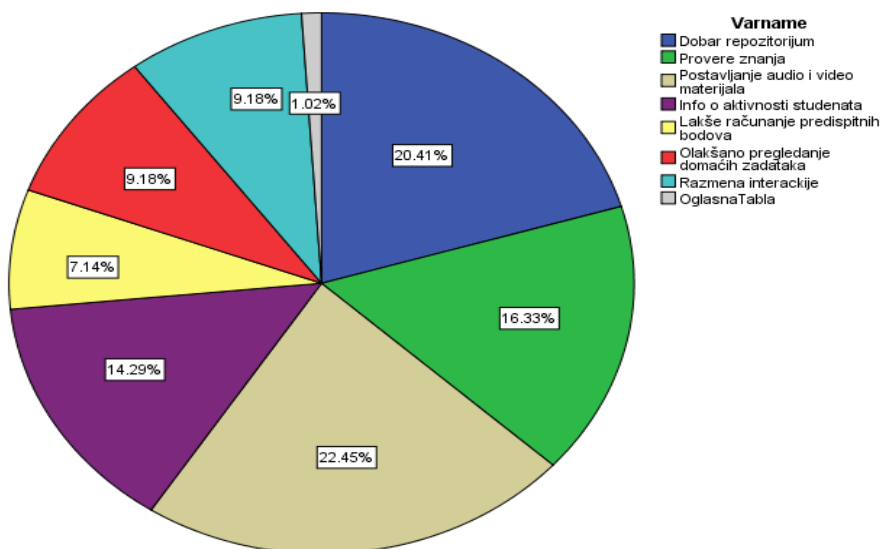
Grafikon 6. Prednosti platforme Mudl.

Od eventualnih smetnji prilikom korišćenja ove platforme nastavnici su naveli sledeće: komplikovanost u korišćenju (19,05%), nedovoljnu obučenost za upotrebu (9,52), nedovoljno elemenata za interaktivnost (9,52), dok su ostale smetnje, kao što su problemi tehničke prirode, sporost sistema, stara verzija, opšti nedostatak kontakta sa studentima, prisutne u najmanjoj meri (4,76%). Najveći broj anketiranih korisnika Mudla (23,81%) ipak je izjavio da nema smetnji, što je ujedno i grupa korisnika koja je najbolje savladala načine rada sa ovom platformom.
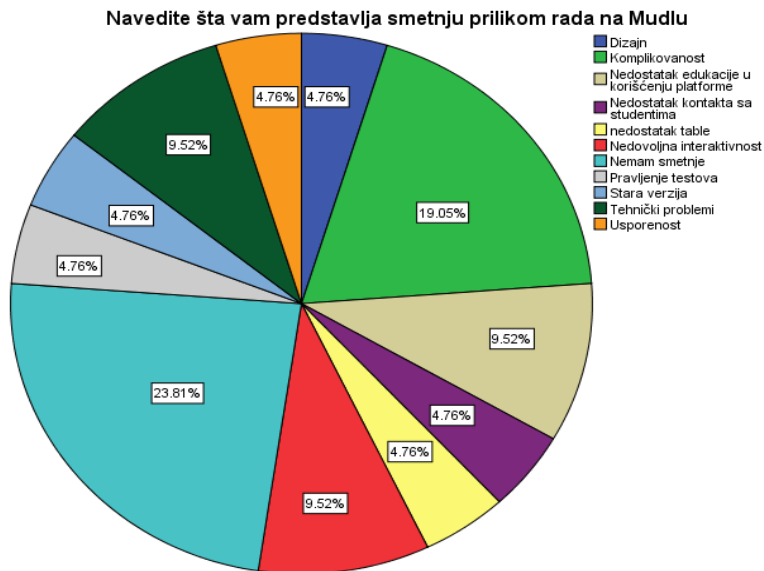
Grafikon 7. Nedostaci platforme Mudl

Kako bismo bolje shvatili načine na koje nastavnici jezika, književnosti i kultura koriste platformu Mudl, u jednom pitanju smo tražili da navedu najkorišćenije izvore, koji su u ponudi same platforme. Dobijeni odgovori u nekoj meri odgovaraju stavovima i mišljenjima nastavnika, utvrđenim u prethodnim pitanjima. Tako su se u samom vrhu najčešće korišćenih izvora našli upravo fajlovi i folderi, te URL izvori (*Grafikon 8*), što ide u prilog navedene prednosti Mudla, tj. procene da je dobar repozitorijum nastavnog materijala, ali i da omogućuje postavljanje audio- i video-sadržaja (*Grafikon 6*). Od ostalih resursa u okviru ove platforme nastavnici u velikoj meri koriste kvizove znanja i postavljanje domaćih zadataka, ali isto tako rado posežu za forumima i opcijom četa, čime postižu veću interaktivnost među studentima. Organizovanje same lekcije je takođe jedna od popularnijih opcija, dok se znatno manje koriste ankete, pravljenje knjige, multimedijalni dodaci tekstu ili slici, internet izvori, rečnik, *wiki* dodatak, odgovor, spoljni izvor, baza podataka, dok je najmanje korišćen resurs *IMS content package*, koji omogućuje korišćenje različitih materijala iskoristivih u više različitih sistema bez konvertovanja. Sve navedeno nam samo još jednom potvrđuje da većina korisnika platforme Mudl ne pripada grupi naprednih korisnika, te da bi bilo poželjno da prođu kroz dodatne obuke i obogate svoje kurseve dodatnim opcijama.

Korišćeni izvori/resursi u Mudlu
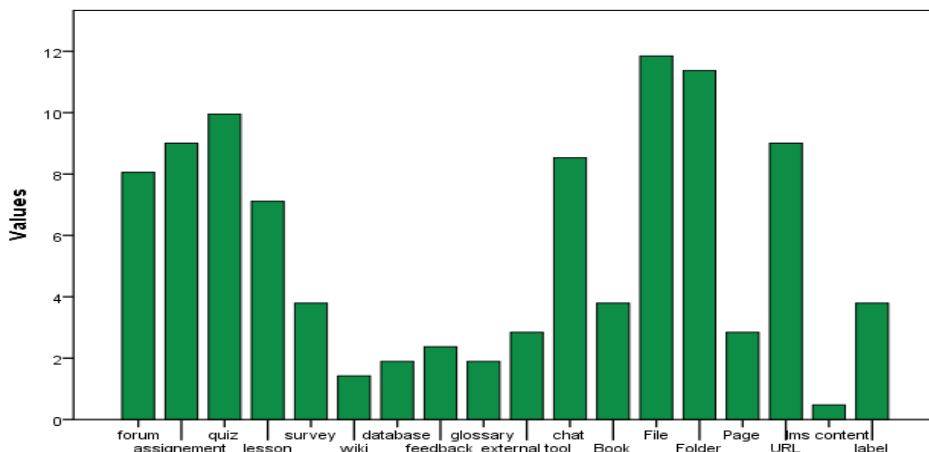
Grafikon 8. Korišćeni resursi u platformi Mudl

4. ZAKLJUČNA RAZMATRANJA I PREPORUKE

Osnovni cilj ovog rada bio je da utvrdimo način na koji je realizovana nastava jezika, književnosti i kultura na fakultetima u Vojvodini tokom pandemije, kao i da ispitamo mogućnosti njenog unapređenja. S obzirom na to da nastava iz navedenih predmeta podrazumeva visok stepen interaktivnosti između nastavnika i studenata, koja je u uslovima pandemije bila narušena, sproveli smo anketu koja je obuhvatila 73 nastavnika i njihova iskustva. Na osnovu dobijenih rezultata zaključili smo da su se nastavnici i saradnici iz predmeta jezika, književnosti i kultura na fakultetima u AP Vojvodini relativno dobro snašli u novonastaloj pandemijskoj reorganizaciji nastave, ali i da ima mnogo prostora za dalja usavršavanja. Na globalnom nivou onlajn nastava nije bila masovno organizovana pre pandemije, štaviše, sprovodila se kao dodatna aktivnost ili u sklopu osavremenjivanja postojeće nastave. Nedostatak prethodnog iskustva u onlajn nastavi, ali i upotrebi digitalnih alata nametnuo se kao jedan od najvažnijih, a situaciju je pogoršavao i rad od kuće, bez susreta sa kolegama i mogućnosti direktne razmene informacija. Iako je po rezultatima ankete većina nastavnika imala čak dosta dobre kućne uslove za rad i dobar kvalitet internet veze, manjem broju nastavnika bilo je neophodno obezbediti bolje uslove kako bi mogli zadovoljiti visoke kriterijume univerzitetske nastave. Iskustva u onlajn nastavi su takođe pokazala da je nužno da nastavnik ima dobru opremu, kvalitetnu i stabilnu internet konekciju. Naime, epizode loše veze, pucanja linka i „ispadanja" sa onlajn časa samog nastavnika negativno se odražavaju na želju i volju studenata da prisustvuju

tako loše priređenom času, što dovodi do slabije posećenosti studenata već na narednom času.

Velikom broju ispitanih nastavnika smetalo je priključenje studenata onlajn času bez uključivanja kamere, jer je to otežavalo interakciju na relaciji student–nastavnik. Sa druge strane, studentima je smetala stalno uključena kamera tokom onlajn nastave iz psiholoških i socioloških razloga. Najbolje rezultate za premošćavanje ovog problema postigli su nastavnici koji su studente delili u zasebne sobe (*rooms* na platformama), grupe gde imaju svoj prostor za rad i komunikaciju (npr. u okviru sinhronog rada preko *Google drive*) i bilo koji drugi virtuelni prostor u kojem nisu konstantno izloženi pogledima drugih učesnika. Ovakvim pristupom nastavi, nastavnici više nisu samo predavači, već postaju vodiči koji pomažu studentima da ostvare interaktivnost na relaciji student–student, podstiču vršnjačku kolaborativnost i sprovode ih jasnim uputstvima kroz onlajn format nastave. Ipak, s obzirom na visok procenat nastavnika kao novih korisnika e-platformi bez prethodnog iskustva u njihovom korišćenju, preporučljivo je da institucije obezbede informatičko-tehničku podršku i investiraju u stručnu obuku zaposlenih nastavnika u upotrebi e-platformi. Obuku bi trebalo da obave specijalizovani stručnjaci za onlajn nastavu, ali i stručnjaci za edukaciju iz digitalne pismenosti onim nastavnicima kojima je to potrebno. S obzirom na brze promene u IT sektoru, preporučljivo je da univerzitetski nastavnici imaju mogućnost da pohađaju kurseve za unapređenje znanja i veština u onlajn nastavi. Kako bi kurs bio namenski i visoke direktne primenljivosti poželjno je da se prethodno sprovede anketa među nastavnicima koji bi naveli nedostatke i probleme svoje onlajn nastave. Na taj način bi nastavnici signalizirali na čemu bi trebalo da se zasniva obuka, što bi instruktorima olakšalo koncepciju kursa i fokusiranost na konkretne probleme, a ne uopštene. U nekoj od narednih faza razvoja onlajn nastave JKK, osim obuka i seminara, trebalo bi naći načine za kontinuiranu međusobnu razmenu stečenih iskustava među nastavnicima, te isto tako kontinuirano praćenje rezultata studenata i usklađivanje sa njihovim realnim mogućnostima. Tek tada bi bilo omogućeno unapređenje onlajn nastave jezika, književnosti i kulture, uz povećanje njene primenljivosti i iskoristivosti u univerzitetskom kontekstu u uobičajenim, a ne samo pandemijskim uslovima rada.

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ONLINE UNIVERSITY TEACHING OF LANGUAGE, LITERATURE AND CULTURE IN AUTONOMOUS PROVINCE OF VOJVODINA

Summary

The aim of this research was to examine the ways of teaching in pandemic conditions and the difficulties faced by teachers of Language, Literature and Culture (LLC) in the Autonomous Province of Vojvodina. For the purposes of the research, a Google Forms survey was conducted, in which 73 foreign and native language teachers from all state and private universities in Vojvodina participated. Based on the survey results, the teachers from the LLC did relatively well in the new pandemic reorganization of teaching. The majority of teachers even have quite good home working conditions and the quality of the Internet connection, although it is still necessary to provide better conditions to a smaller number of teachers in order for them to be able to meet the high criteria of university teaching. Considering the high percentage of new users of e-platforms who had no previous experience in their use, it is recommended that institutions invest in professional training in the use of e-platforms for their teachers. The training should be carried out by specialized experts for online teaching, but with a previously conducted survey among teachers who would indicate the shortcomings and problems of their online teaching. Other types of support for teachers, apart from information technology, in organizing online classes would be very desirable. Thus, teachers are no longer just lecturers, but become guides through the online teaching format. The abundance of platforms and digital tools on the market still does not allow for sufficient interactivity and peer collaboration is a necessary element in studies in the social and humanistic fields. The next stages of the development of online teaching of LLC subjects, apart from training and seminars, are continuous monitoring of students' results and alignment with their real possibilities.

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ASINHRONO UČENJE STRANOG JEZIKA: PRIKAZ UNIVERZITETSKOG MODELA

APSTRAKT: Usled pojave pandemije virusne bolesti korona (COVID-19) obrazovni sistem u Srbiji je u kratkom vremenskom roku morao u potpunosti da pređe na onlajn nastavu. Ovaj rad predstavlja prikaz učenja strang jezika na daljinu na univerzitetskom nivou. Reč je o nastavi španskog kao izbornog jezika (nivo A1) na Filozofskom fakultetu Univerziteta u Novom Sadu (FFUNS) u asinhronom onlajn obliku tokom akademske 2019/2020. i 2020/2021. godine putem platforme Mudl. Isprobani su različiti tipovi vežbi koji imaju za cilj usvajanje i uvežbavanje jezičkih veština putem pomenute platforme. Cilj ovog rada je da prikaže uspešnost asinhronog oblika u učenju strang jezika, kao i njegove nedostatke, te da pokaže mogućnosti koje Mudl platforma može ponuditi u ove svrhe. U rad su uključeni i rezultati anketa koje su sprovedene na kraju obe akademske godine, a koje su imale za cilj da ispitaju stavove studenata o nastavi izvedenoj na ovaj način.

Ključne reči: učenje strang jezika na daljinu, onlajn usvajanje jezičkih veština, platforma Mudl, španski jezik.

ASYNCHRONOUS FOREIGN LANGUAGE LEARNING: RESENTATION OF A UNIVERSITY MODEL

ABSTRACT: With the pandemic caused by the coronavirus disease (COVID-19), the educational system in Serbia in a short period of time had to transition to online teaching. This paper presents a model of Remote Foreign Language Learning at the university level, that is, Teaching Spanish as an optional language (level A1) at the Faculty of Philosophy of the University of Novi Sad (FFUNS) in an asynchronous online form during the academic years of 2019/2020 and 2020/2021 by using the platform Moodle. Different types of activities employed for the purpose of practicing all language skills have been tested on the mentioned platform. The aim of this paper is to show the success of the asynchronous form used in Foreign Language Learning as well as its limitations, and to show the possibilities that the platform Moodle can offer for these purposes. The paper also includes the results of

a survey conducted at the end of both academic years with the intention of considering students' attitudes about completing the Foreign Language Learning course in the aforementioned manner.

Key words: remote foreign language learning, online acquisition of language skills, Moodle platform, the Spanish language.

1. UVOD

Zbog pojave pandemije marta 2020. godine, koja je prouzrokovana virusom korona (COVID-19), obrazovni sistem u svetu bio je primoran da preko noći unese mnoštvo promena u način organizovanja nastave. U Srbiji je to podrazumevalo potpuni prelazak na onlajn nastavu u toku letnjeg semestra 2019/2020. godine. Vlada Republike Srbije je 15. marta 2020. godine, usled nepovoljne epidemiološke situacije, uvela vanredno stanje i donela odluku o obustavljanju izvođenja nastave na svim visokoškolskim ustanovama, u srednjim i osnovnim školama i ustanovama za predškolsko vaspitanje i obrazovanje (*Službeni glasnik RS*, broj 30/2020 od 15. 3. 2020. godine) (Stojanović 2020: 124). Univerziteti pokreću nastavu na daljinu koristeći informaciono-komunikacione tehnologije (IKT). Na Filozofskom fakultetu Univerziteta u Novom Sadu je u tom trenutku već bila aktivna upotreba platforme Mudl (eng. *Moodle*)[1] a od novih alata počinju da se koriste Zum (eng. *Zoom*), Gugl mit (eng. *Google Meet*), Gugl učionica (eng. *Google Classroom*) i sl. Ovaj rad predstavlja prikaz načina na koji je organizovana nastava španskog jezika (nivo A1) na Filozofskom fakultetu Univerziteta u Novom Sadu (FFUNS) u asinhronom onlajn obliku tokom dve akademske godine (2019/2020. i 2020/2021) putem platforme Mudl. Autorke su isprobale različite tipove vežbi i aktivnosti u cilju usvajanja i uvežbavanja svih jezičkih veština putem pomenute platforme. Cilj rada je da se prikažu uspešnost asinhronog oblika u procesu učenja stranog jezika (i njegovi nedostaci), kao i da se prikažu mogućnosti koje Mudl platforma može da ponudi u ove svrhe. U drugom delu rada prikazani su rezultati ankete sprovedene na kraju obe akademske godine, a koje su imale za cilj da ispitaju stavove studenata o nastavi izvedenoj na ovaj način. Učesnici ankete bili su studenti prve godine na predmetu španskog jezika kao izbornog na FFUNS.

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[1] (http://www.moodle.com).

2. ELEKTRONSKO UČENJE – PLATFORMA MUDL

Elektronsko učenje obogaćuje proces svake vrste učenja, pa tako i učenja stranog jezika. Stoga se u nastavi već duži vremenski period, tačnije od 70-ih godina XX veka, upotrebljavaju informaciono-komunikacione tehnologije (IKT). Alati koji se koriste za e-učenje nazivaju se sistemi za upravljanje učenjem (eng. *Learning Management System* – LMS). Zahvaljujući prednostima njihove upotrebe, prostorna udaljenost ne predstavlja poteškoću, što je bilo ključno u vreme organizovanja nastave u novonastaloj situaciji tokom prvog talasa pandemije, ali i kasnije, u toku sprovođenja epidemioloških mera. Elektronsko učenje može biti *onlajn* (eng. *online*) kada podrazumeva upotrebu obrazovnog softvera, CD-ROMA i slično i *oflajn* (eng. offline) kada podrazumeva upotrebu platforme, veb-alata ili imejla (Ljubojević 2016: 19).

Mudle (eng. *Modular Object-Oriented Dynamic Learning Environment – Moodle*) predstavlja platformu-okruženje za učenje na daljinu, koja je osmišljena tako da studentima obogati iskustvo i znanje, omogućavajući im pristup materijalima za učenje, kursevima, aktivnostima, polaganju ispita, testova u potpunosti putem interneta. Platforma je takođe dizajnirana da pruži predavačima, administratorima i studentima siguran i integrisan sistem za kreiranje personalizovanog okruženja za učenje (Lalić et al. 2017: 2). Reč je o besplatnom softverskom paketu koji je dizajniran kao pomoć nastavnicima u kreiranju onlajn kurseva sa mogućnostima dinamične interakcije. Za korišćenje ove platforme od softverske opreme potreban je samo pretraživač (Gojkov Rajić, Šafranj 2019: 136).

Imajući na umu da digitalizacija nastavnih procesa predstavlja jednu od vodećih preporuka EU dokumenata koji se odnose na politiku obrazovanja (Prodanović, Gavranović 2021: 215), nastavno osoblje na FFUNS uvodi upotrebu savremenih tehnologija u nastavu. Kao besplatan *open sors* (eng. *open source*) softver, platforma Mudl se koristi kao dodatni alat na predmetima iz španskog jezika od školske 2012/2013. godine, prvenstveno za postavljanje dodatnog nastavnog materijala, predavanje domaćih zadataka i postavljanje raznih obaveštenja. Studenti su stekli naviku da proveravaju obaveštenja na platformi, kao i za svaku drugu društvenu mrežu na kojoj imaju otvoren profil.

Platforma Mudl je nastala 2003. godine kao doktorska disertacija Martina Dugiamasa (Martin Dougiamas[2]), a zasniva se na pedagoškim principima i koristi

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[2] https://dougiamas.com/

se za učenje na daljinu (eng. *remote/distance learning*)[3], kombinovano učenje (eng. *blended learning*)[4], obrnuto učenje (eng. *flippped learning*)[5], kao i druge pristupe elektronskom učenju (Gojkov Rajić, Šafranj 2019: 137). Među prednostima onlajn učenja u odnosu na tradicionalnu nastavu, prevashodno se ističe fleksibilnost po pitanju vremena i prostorne udaljenosti, jer student određuje kada i gde će učiti.

Mudl nudi najfleksibilniji skup alata koji podržava kombinovano učenje i 100% onlajn kurseve (Lalić et al. 2017: 2). Ova platforma je namenjena prvenstveno obrazovnim institucijama, a neke od glavnih karakteristika koje se odnose na učenje i podučavanje jezika su (Gojkov Rajić, Šafranj 2019: 138):

✓ Mudl predstavlja moćan LMS alat, a administratori mogu u potpunosti da kontrolišu njegove funkcije;

✓ Aktivnosti studenata čuvaju se u dnevnicima tako da nastavnici mogu proveriti koje aktivnosti su studenti uradili a koje nisu;

✓ Nastavnici mogu u potpunosti da kontrolišu izradu i rok predaje radova, da postavljaju vremenske okvire za izradu zadataka, testova, učešće na forumu i slično;

✓ Platforma Mudl omogućava različite strategije ocenjivanja i nudi mnoštvo tipova odgovora (Brandl 2005: 18), kviz, biranje odgovora iz padajućeg menija, prevlačenje reči, povezivanje, popunjavanje praznih kućica, obeležavanje odgovora, itd.

2.1. Asinhrono učenje jezika

Postoji nekoliko vrsta podele onlajn nastave, te se prema vremenu održavanja deli na sinhronu i asinhronu. Kod asinhronog onlajn učenja, studentu je data mogućnost da uči svojim ritmom, onda kada odredi vreme za to, što može biti problem ukoliko nije dobro organizovan i dovoljno motivisan da radi redovno. Platforma Mudl ima opciju ograničavanja rokova za izradu aktivnosti i postavljanje

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[3] Prenošenje znanja učenicima koji nisu fizički prisutni u učionici. Proces koji omogućuje pristup učenju kada su izvor informacija i učenik odvojeni u prostoru, vremenu ili oboje (Honeyman & Miller 1993).

[4] Mešovito učenje se definiše kao kombinacija tehnologije i nastave u učionici, gde se deo obuke i ocenjivanja sprovodi na mreži kako bi se poboljšali ishodi učenja i/ili smanjili troškovi (Banados, 2006: 534 u Whittaker 2013: 12 prema Ljubojević 2016: 19).

[5] Učenje u obrnutom smeru predstavlja didaktičku inovaciju. Uči se kod kuće da bi se znanje produbljivalo u učionici. Time se razvija autonomija u učenju.

domaćih zadataka i ostalih predispitnih aktivnosti koje nose bodove, te se podešavanjem strogih rokova studenti mogu motivisati na redovan rad.

Mudl je alat koji se prvenstveno koristi za asinhronu nastavu, ali postoji mogućnost besplatnog nadograđivanja opcije *Big Bule Button*, koja se koristi za sinhronu nastavu poput aplikacije Zum i njoj sličnih. To znači da predavanje može biti snimljeno kako bi bilo dostupno studentima za naknadno slušanje (čak i više puta). U toku samog predavanja ekran može biti podeljen i studenti imaju mogućnost da obeležavaju odgovore, podvlače, povezuju na samom ekranu. Mogu se gledati video-snimci i slušati audio-zapisi. Prezentacije u PPT formatu (eng. *PowerPoint*) ili dokumenti u *PDF*-u ili vordu (eng. *Microsoft Word*) mogu biti postavljeni, a student ih može direktno sačuvati na svom kompjuteru. Student može da postavi pitanje podizanjem virtuelne ruke ili pisanjem u ćaskaonici. Postoji opcija pomoću koje kompjuter umesto nastavnika nasumično proziva studenta da odgovori na postavljeno pitanje. Vođenje evidencija evidencije studenata je takođe olakšano. U toku predavanja nastavnik i studenti mogu da ispisuju beleške, a postoji mogućnost da beleške sa predavanja budu sačuvane kod svakog učesnika u kompjuteru.

Kada je reč o nastavnicima, Mudl nudi značajnu uštedu vremena. Premda je potrebno uložiti mnogo znanja, vremena i strpljenja u kreiranje kursa, podešavanje svih parametara, postavljanje materijala, pravljenje raznih vrsta aktivnosti, jednom kada je kurs kreiran, on se može koristiti, tj. reciklirati svake naredne godine (uz potrebna ažuriranja sadržaja u skladu sa potrebama nastave).

Značajan podatak je da je Mudl dizajniran tako da ima već generisane poruke i upozorenja pri korišćenju: „Da li ste sigurni da želite da zatvorite ovaj prozor”? „Odgovori će biti izbrisani ukoliko ih ne sačuvate” i slično što olakšava studentima upotrebu platforme. Imajući na umu da dobijaju sva upozorenja u datom trenutku, moguće je preduprediti eventualne izgovore studenata za neurađen zadatak ili aktivnost na vreme.

Premda Rasel (Russell 2001) smatra da ne postoji razlika u ishodima učenja između učenja na daljinu i tradicionalnog učenja jezika, ovde ćemo navesti pozitivne strane asinhrone nastave:

✓ Asinhrona komunikacija povećava sposobnost studenata da obrade informaciju;

✓ Vremenska i prostorna nezavisnost, samostalno određivanje tempa učenja;

✓ Ponovno korišćenje materijala koji su uvek dostupni (Holiver, Kurbatova & Bondar 2020: 3), što umnogome olakšava posao nastavniku, a i studentu koji je propustio deo gradiva iz bilo kog razloga.

✓ Samostalno učenje (eng. *learner autonomy*) pospešuje kvalitet učenja stranog jezika, priprema pojedince za celoživotno učenje i omogućava studentima da najbolje iskoriste mogućnosti za učenje u učionici i van nje (Gulbinskienė, Masoodi & Šliogerienė 2017: 182).

Uočeno je i nekoliko negativnih strana asinhrone nastave:

✓ Nedostatak fizičkog kontakta, izostaje neverbalna komunikacija koja je važna u učenju stranog jezika;

✓ Osećaj izolovanosti (Haythornthwaite & Kazmer 2008);

✓ Tehničke poteškoće, nerazumljive instrukcije i samostalno učenje (Holiver, Kurbatova & Bondar 2020: 5).

Kako smo ranije u radu pomenule, motivacija je od velike važnosti da bi ishod nastave bio uspešan, te u nastavku navodimo motivišuće i demotivišuće faktore upotrebe platforme Mudl u nastavi stranih jezika (Aikina & Bolsunovskaya 2020: 241–242):

1. Motivacija:
✓ studentsko angažovanje;
✓ korišćenje računara i mobilnih uređaja;
✓ dobijanje individualne povratne informacije od nastavnika;
✓ organizovan materijal za učenje koji je dostupan onlajn.

2. Demotivacija:
✓ tehnički problemi;
✓ strogi rokovi;
✓ nerazumevanje instrukcija;
✓ netačno automatsko ocenjivanje.

Studenti nailaze na razne tehničke probleme poput slabe internet veze. Često zaboravljaju ili ne vode računa o postavljenim rokovima za izradu zadatka ili aktivnosti. Nastavnik je u obavezi da pregleda svaku aktivnost naknadno da bi se uverio da je automatsko ocenjivanje prošlo bez grešaka i da student nije oštećen, jer Mudl ocenjuje prema prethodno postavljenom šablonu od strane nastavnika. Može se desiti da nastavnika iznenade neki studentski odgovori koji su tačni (npr. pri vežbanju boja, na pitanje *Koje je boje nebo?* Studenti, osim plave, navode i sivu boju). Ukoliko nastavnik nije prethodno uvrstio ovaj odgovor (siva boja) u tačne odgovore, Mudl ih neće prepoznati kao tačne.

3. UPOTREBA PLATFORME MUDL NA FFUNS U OKVIRU PREDMETA ŠPANSKI KAO IZBORNI JEZIK

U nastavi španskog kao izbornog jezika za nivo A1 koristi se udžbenik *Aula Internacional 1, nueva edición* (2015) izdavačke kuće Difusión iz Barselone (Španija). Svake školske godine organizuje se nastava za četiri grupe sa po 35 studenata koji uče španski jezik na nivou A1.1 (zimski semestar) i A1.2 (letnji semestar). Nastava je u toku letnjeg semestra 2019/2020. godine zbog pandemije virusa korona izvođena isključivo onlajn. Nastava španskog kao jezika po izboru organizovana je asinhrono u potpunosti preko platforme Mudl, koja je od početka školske godine bila u upotrebi za dodatne aktivnosti, te je i studentima i nastavnicima donekle bila poznata nova virtuelna stvarnost u kojoj će se odvijati nastava. Mudl platforma je korišćena za asinhrono učenje kroz interaktivne sadržaje koje su nastavnici kreirali i postavljali na platformu. U pitanju su bile individualne i grupne aktivnosti, vežbe i zadaci koji su u potpunosti pratili lekcije iz udžbenika *Aula Interncional 1*, kao i tok nastave koji je bio predviđen za nastavu uživo.

Dakle, nove nastavne jedinice predstavljene su kroz asinhronu nastavu, nastavnici su imali uvid u rad svakog studenta i slali su im povratne informacije direktno preko platforme; organizovali su predispitne obaveze kroz različite aktivnosti i ocenjivali ih direktno na Mudlu. Sve navedeno je umnogome olakšalo saradnju i komunikaciju između više predavača na istom predmetu (Blatešić, Borljin 2021: 29). Nastava preko Mudla u letnjem semestru 2019/2020. godine razlikuje se u odnosu na kurseve prethodnih akademskih godina, kada je ova platforma bila korišćena samo kao dopuna tradicionalnoj sinhronoj nastavi. Tada potencijal Mudla nije bio korišćen u potpunosti, jer za to nije bilo potrebe. Nove mogućnosti su se otvorile tek tokom prvog talasa pandemije.

Iako su aktivnosti na platformi Mudl vezane uglavnom za asinhroni vid e-nastave, studentima je sistemski omogućeno da dobiju povratne informacije o tačnosti svojih odgovora u relativno kratkom vremenskom periodu – odmah nakon završetka aktivnosti ili u unapred postavljenom vremenskom okviru. Na taj način je obezbeđeno kontinuirano podsticanje i praćenje rada studenata. Pokazalo se da veliki broj alatki koje platforma Mudl nudi zadovoljava potrebe nastave stranih jezika (Blatešić, Borljin 2021: 29).

Nastava u školskoj 2020/2021. godini organizovana je u kombinovanom modelu. Studenti su jednom nedeljno imali nastavu u sinhronom obliku – u zgradi Fakulteta ili putem Zuma ili *Big Blue Button*-a, dakle u realnom vremenu, dok je

drugi čas u toku nedelje organizovan asinhrono preko platforme Mudl. Pokazalo se da je kombinovana nastava sa dolascima na Fakultet poželjniji oblik nastave, ne toliko zbog ishoda učenja već zbog socijalizacije studenata. Posebno zato što su u pitanju bili brucoši koji su tek započeli studije i kojima je interakcija od ključne važnosti. Studenti i nastavnik su se sastajali jednom nedeljno i na taj način jačali međusobne veze i interakciju.

Ovde treba napomenuti da su ispiti od početka novonastale situacije organizovani isključivo uživo u zgradi Fakulteta, uz poštovanje epidemioloških mera, budući da Zakon o visokom obrazovanju ne dozvoljava polaganje ispita van zgrade Fakulteta. Ukoliko bi ovo bilo dozvoljeno, platforma Mudl ima i nudi razne mogućnosti za onlajn testiranje. Ove mogućnosti su bile isprobane za dodatne predispitne aktivnosti.

Što se tiče jezičkih veština i njihovog uvežbavanja i razvijanja putem platforme, u nastavku su prikazane mogućnosti za rad koje nudi Mudl.

Veštinu razumevanja pročitanog teksta (šp. *comprensión lectora*) moguće je uvežbavati na sledeći način: tako što ćemo postaviti sliku ili tekst. U našem slučaju je to tekst iz udžbenika *Aula Internacional 1* ili sa platforme *Campus Difusión*, gde postoji dodatni materijal koji prati udžbenik, a njegovo korišćenje je besplatno. Na ovaj način smo postigli da naše aktivnosti u asinhronom učenju budu identične onima iz udžbenika koji koristimo u nastavi u realnom vremenu. Studenti nisu osetili veliku razliku, jer im je vizuelno bio predstavljen njihov udžbenik samo na ekranu. Dakle, kada nastavnik postavi sliku ili tekst, postoji nekoliko opcija za rad na razumevanju pročitanog teksta: pitanja sa odgovorom Verdadero (tačno) / Falso (netačno) (V/F), dopisivanje odgovora u vezi sa pročitanim tekstom, povezivanje teksta sa leve i desne strane. Kada je u pitanju prevlačenje teksta, studenti dobijaju upozorenje da na telefonu može doći do poteškoća sa ovom aktivnošću, te im se savetuje rad na računaru. Nastavnik unapred postavlja rešenja i objašnjenja zašto je neki odgovor netačan, ukoliko predvidi moguće netačne odgovore ili direktno kod pitanja sa odgovorom Verdadero / Falso V/F, tako da student odmah dobija povratnu informaciju i broj osvojenih bodova. Kod dopisivanja odgovora, nastavnik mora da ga pročita i ručno unese ocenu.

Veština usmenog razumevanja (šp. *comprensión auditiva*) uvežbava se i razvija tako što nastavnik postavlja audio-snimak sa platforme *Campus Difusión*. Vrste aktivnosti su iste kao i kod razumevanja pročitanog teksta: pitanja sa odgovorom Verdadero / Falso, povezivanje teksta ili dopisivanje punog odgovora i slično.

Veštinu pismenog izražavanja (šp. *expresión escrita*) moguće je razvijati u vidu domaćeg zadatka na zadatu temu. Zadatak se može pisati direktno na platformi ili postaviti dokument na platformu. Nastavnik može oceniti zadatak direktno na platformi ili sačuvati dokument na svom kompjuteru, pa ga nakon ocenjivanja ponovo postaviti na Mudl. Za ocenjivanje na platformi, nastavnik raspolaže raznim opcijama – podvlačenje, precrtavanje, bojenje teksta raznim bojama, unošenje komentara i slično. Kada nastavnik upiše ocenu ili bodove na platformu, student dobija obaveštenje na imejl da je zadatak koji je predao pregledan i ocenjen. Direktno iz imejla ulazi u dati zadatak gde dobija individualnu povratnu informaciju.

Za uvežbavanje veštine usmenog izražavanja (šp. *expresión oral*) Mudl nudi najmanje opcija. Može se koristiti opcija *Big Blue Button*-a u realnom vremenu, gde je moguća interakcija. Postoji takođe i opcija da studenti snime i postave glasovni zapis koji će nastavnik poslušati i poslati mu korektivnu povratnu informaciju, a ocenu upisati u dnevnik aktivnosti. Najnovija verzija platforme Mudl ima opciju za snimanje i postavljanje linka koji vodi do audio-snimka direktno na platformu. S obzirom na to da ta verzija još uvek nije dostupna nastavnicima i studentima FFUNS, studenti su koristili sajt *Voocaroo*[6] i postavljali na Mudl link sa svojim audio-zapisima.

Dakle, osmišljavanje i postavljanje svake aktivnosti podrazumeva veliki posao za nastavnika koji treba da uloži mnogo znanja, kreativnosti i strpljenja. Priprema za nastavu svakako iziskuje više vremena nego pri tradicionalnom načinu izvođenja nastave, ali sav materijal ostaje dostupan za rad sa narednim generacijama studenata.

Moguće je uvoditi i elemente kulture pomoću fotografija i na taj način razvijati interkulturnu kompetenciju studenata. Nastavnik postavi fotografiju nekog hispanskog jela, na primer paelje (šp. *paella*), uz pitanje zatvorenog tipa (Sí/No). Takođe, studenti mogu sami da istražuju i da upisuju odgovor, čime se podstiče autonomija u učenju i samostalno istraživanje. Navedeno zapravo i jeste jedan od zahteva asinhrone nastave. Na isti način je moguće razvijati leksičku kompetenciju. Gramatička kompetencija se uvežbava na nivou A1, najviše uz vežbe sa padajućim menijem i biranjem tačnog odgovora ili upisivanjem odgovora u praznu kućicu.

Na kraju, važno je napomenuti da studenti imaju mogućnost da ponovo rade one aktivnosti koje ne nose bodove, koliko god puta je potrebno da bi savladali gradivo.

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[6] https://vocaroo.com/

4. ANKETA: STAVOVI STUDENATA PREMA ONLAJN NASTAVI NA PREDMETU ŠPANSKI JEZIK KAO IZBORNI (NIVO A1)

Da bi se ispitali stavovi studenata prve godine studija na FFUNS prema načinu organizovanja nastave na predmetu Španski jezik kao izborni (nivo A1) u toku vanrednog stanja i tokom trajanja epidemioloških mera, sastavljena je anketa na platformi Gugl upitnika (eng. *Google Forms*), koju su studenti popunili nakon završetka nastave. Istraživanje obuhvata uzorak od ukupno N=97 ispitanika, od kojih je N=44 pohađalo isključivo asinhronu nastavu školske 2019/2020. godine u letnjem semestru. Uzorak ispitanika od N=53 školske 2020/2021. godine pohađao je nastavu kombinovanog modaliteta. Opšta pretpostavka je da su studenti zadovoljni načinom organizovanja nastave i upotrebom platforme Mudl, ali da im je prihvatljiviji kombinovani tip nastave.

4.1. Rezultati ankete

U našem istraživanju korišćen je instrument za prikupljanje informacija u obliku skalarnog upitnika koji se sastoji od 16 pitanja, a koje su ispitanici ocenjivali odgovorima prema Likertovoj skali od pet podeoka gde odgovor 1 označava stav „Uopšte se ne slažem", odgovor 2 označava stav „Ne slažem se", odgovor 3 označava stav „Donekle se slažem", odgovor 4 označava stav „Slažem se", dok odgovor 5 označava stav „Potpuno se slažem"[7]. Takođe je bilo pitanja (pitanje br. 2 i pitanje br. 3) gde je opcija bio odgovor Tačno/Netačno; Analiza podataka je rađena deskriptivnom statistikom i dat je grafički prikaz.

Na prvo pitanje (v. Grafikon 1) *Ocenite koliko ste zadovoljni usvojenim znanjem tokom nastave* 36,4% ispitanika je dalo ocenu 4, dok je 34,1% dalo ocenu 5. Dakle, 70,5% ispitanika iz školske 2019/2020.
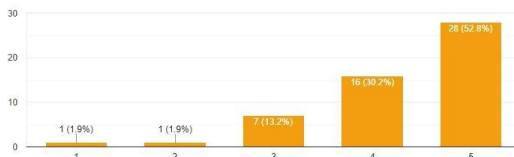

Grafikon 1. Anketa rađena 2019/2020. šk. godine

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[7] Prema ovoj analogiji, u nekim pitanjima su korišćeni sledeći odgovori za vrednost 1: „Uopšte nisam zadovoljan/na", „Uopšte nisam uživao/la", „Uopšte mi se ne dopada", „Vrlo nekvalitetan", odnosno odgovori za vrednost 5: „Veoma sam zadovoljan/na", „Veoma sam uživao/la", „Veoma mi se dopada", „Veoma kvalitetan".

godine je zadovoljno usvojenim znanjem.

Kada je reč o narednoj generaciji (v. Grafikon 2), 52,8% je dalo ocenu 4, dok je 30,2% dalo ocenu 5. Dakle, 83% ispitanika iz školske 2020/2021. godine je zadovoljno usvojenim znanjem.

Ocenite koliko ste zadovoljni usvojenim znanjem tokom nastave.
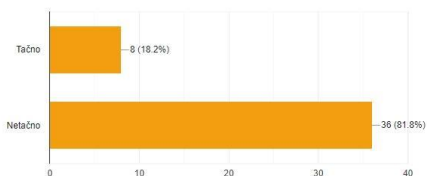53 responses

Grafikon 2. Anketa rađena 2020/2021. šk. g.

Sa konstatacijom *Nastava je bila previše zahtevna,* 81,1% učesnika ankete se školske 2019/2020, godine nije složilo, dok je naredne školske godine isto mišljenje iskazalo 60,4% ispitanika. To se može i videti na Grafikonima 3. i 4. Iako većina studenata iz obe školske godine smatra da nastava nije bila previše zahtevna, uočava se da je taj trend opao u narednoj generaciji.

Nastava je bila previše zahtevna.
44 responses

Grafikon 3. Anketa rađena 2019/2020. šk. godine

Nastava je bila previše zahtevna.
53 responses
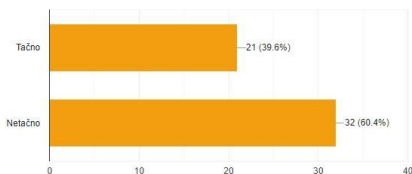
Grafikon 4. Anketa rađena 2020/2021. šk. godine

Kada je reč o rokovima za ispunjavanje obaveza, većina studenata obe generacije (90,9% 2019/2020. i 88,7% naredne godine) su složni u konstataciji da rokovi nisu bili prekratki (v. Grafikone 5. i 6).

Rokovi za ispunjavanje obaveza su bili prekratki.
44 responses

Grafikon 5. Anketa rađena 2019/2020. šk. g.

Rokovi za ispunjavanje obaveza su bili prekratki.

53 responses

- Tačno
- Netačno

88.7%

11.3%
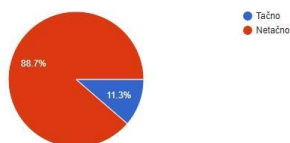
Grafikon 6. Anketa rađena 2020/2021. šk. godine

Na molbu *Ocenite kvalitet primera prezentovanih u nastavi* 36,4% je dalo ocenu 4, dok je 45,5% dalo ocenu 5. Dakle, 81,9% ispitanika iz školske 2019/2020. godine je zadovoljno primerima koji su imali svrhu uvođenja novog gradiva. Studenti naredne školske godine su vrlo slično odgovorili: njih 26,4% je dalo ocenu 4, dok je 64,2% dalo ocenu 5. Ukupno 90,6% ispitanika iz školske 2020/2021. godine je veoma zadovoljno primerima prezentovanih u nastavi. (v. grafikon 7 i 8).

Ocenite kvalitet primera prezentovanih u nastavi.
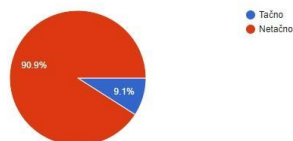
44 responses
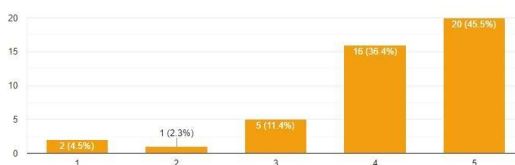
Grafikon 7. Anketa rađena 2019/2020. šk. godine

Ocenite kvalitet primera prezentovanih u nastavi.

53 responses
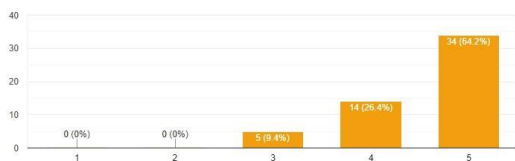
Grafikon 8. Anketa rađena 2020/2021. šk. godine

Na narednom pitanju je od studenata traženo da ocene dostupnost nastavnika tokom onlajn nastave i iz priloženog (v. Grafikone 9. i 10) se može videti da su obe generacije veoma zadovoljne dostupnošću nastavnika u toku nastave: u

Ocenite dostupnost nastavnika tokom nastave (putem imejla; Moodle platforme)

44 responses
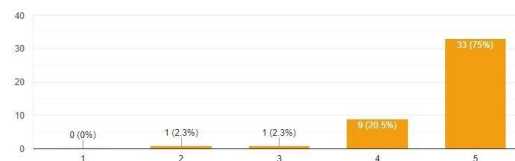
Grafikon 9. Anketa rađena 2019/2020. šk. g.

generaciji 2019/2020. njih 20,5% je izjavilo da je zadovoljno, a njih 75% da je vrlo zadovoljno dostupnošću nastavnika; u narednoj generaciji je njih 11,3% odgovorilo da je zadovoljno, dok je njih 88,7% odgovorilo da je veoma zadovoljno koliko im je nastavnik posvetio pažnje tokom školske godine.

Ocenite dostupnost nastavnika tokom nastave (putem imejla; Moodle platforme)
53 responses

Grafikon 10. Anketa rađena 2020/2021. šk. godine

Na pitanje *Da li vam je nastava bila zanimljiva* 22,7% je dalo ocenu 4, dok je 45,5% dalo ocenu 5. Dakle, 68,2% ispitanika iz školske 2019/2020. godine je uživalo tokom nastave. Kada je reč o narednoj generaciji, 22,6% je dalo ocenu 4, dok je 64,2% dalo ocenu 5. Dakle, 86,8% ispitanika iz školske 2020/2021. godine je uživalo tokom nastave španskog jezika (v. Grafikone 11. i 12.).

Da li vam je nastava bila zanimljiva?
44 responses

Grafikon 11. Anketa rađena 2019/2020. šk. godine

Da li vam je nastava bila zanimljiva?
53 responses
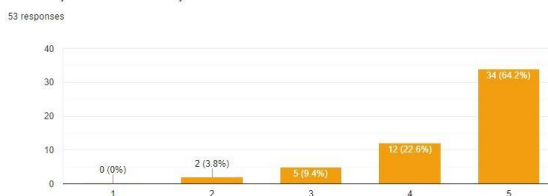
Grafikon 12. Anketa rađena 2020/2021. šk. godine

Naredno pitanje je ispitivalo jasnoću predstavljenog sadržaja predmeta. Generacija 2019/2020. se slaže da je sadržaj bio jasan (22,7% ispitanika je dalo ocenu 4, dok je 50% dalo ocenu 5). Generacija 2020/2021. se slaže sa svojim kolegama iz

Sadržaj predmeta je jasno predstavljen.
44 responses
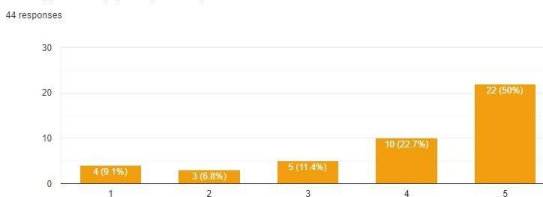
Grafikon 13. Anketa rađena 2019/2020. šk. godine

prethodne školske godine (18,9% je dalo ocenu 4, a 67,9% njih je dalo ocenu 5) što se može videti na Grafikonima 13. i 14.

Sadržaj predmeta je jasno predstavljen.
53 responses
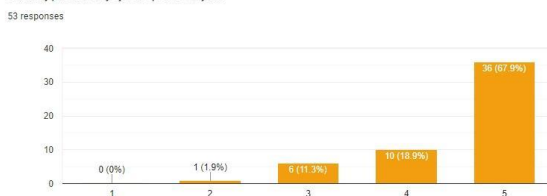
Grafikon 14. Anketa rađena 2020/2021. šk. godine

Većina studenata se slaže i da su vežbanja u vidu testova na Mudlu odgovarala sadržini lekcija i da su pitanja bila jasna i kvalitetna (v. Grafikone 15. i 16). U generaciji 2019/2020. njih 20,5% je dalo ocenu 4, a njih 63,6% je dalo ocenu 5 (ukupno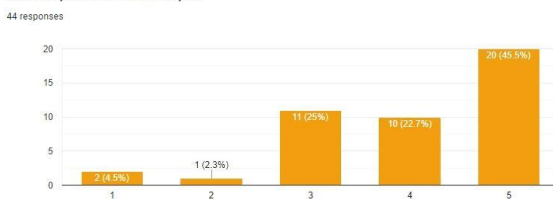 84,1%), dok je u narednoj generaciju ocenu 4 dalo 32,1% njih, a ocenom 5 koja je označavala potpuno slaganje sa konstatacijom je ocenilo njih 54,7%. (ukupno 86,8%).

Vežbanja (testovi) su odgovarali sadržaju lekcija i pitanja su bila jasna i kvalitetna.
44 responses
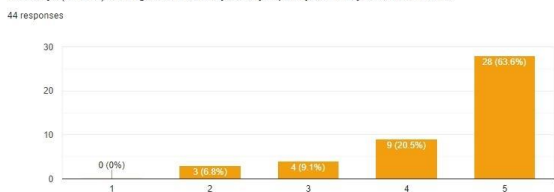
Grafikon 15. Anketa rađena 2019/2020. šk. godine

Vežbanja (testovi) su odgovarali sadržaju lekcija i pitanja su bila jasna i kvalitetna.
53 responses
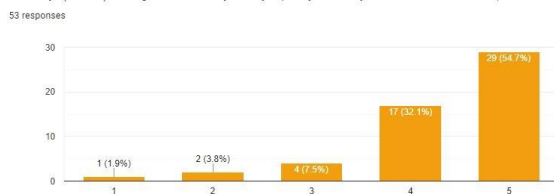
Grafikon 16. Anketa rađena 2020/2021. šk. godine

Sa konstatacijom da je nastavnik slao povratne informacije na vreme nakon urađenog vežbanja obe generacije se slažu (6,8% studenata 2019/2020. je odgovorilo ocenom 4, dok je 93,2% dalo ocenu 5; a 9,4%

Nastavnik je slao povratne informacije nakon urađenog vežbanja (testa) na vreme.
44 responses
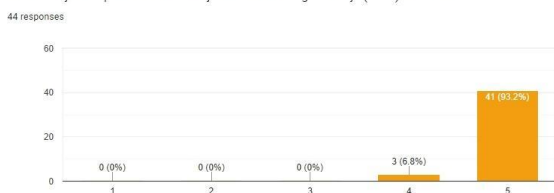
Grafikon 17. Anketa rađena 2019/2020. šk. godine

njih iz naredne generacije je dalo ocenu 4, a ocenom 5 je 88,7% ispitanika ocenilo ovu konstataciju) kako se vidi na Grafikonima 17. i 18.

Nastavnik je slao povratne informacije nakon urađenog vežbanja (testa) na vreme.
53 responses
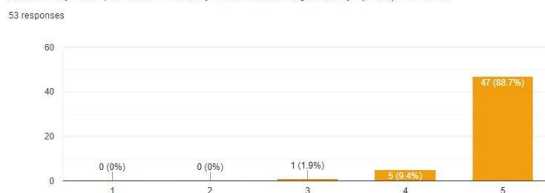
Grafikon 18. Anketa rađena 2020/2021. šk. godine

Kod narednog pitanja, 79,6% studenata (v. Grafikon 19) iz generacije 2019/2020. slaže se da su komentari koje su dobijali nakon urađenog vežbanja (testa) bili korisni (razjašnjavali su nedoumice, pružali dodatna objašnjenja i sl. (9,1% studenata dalo je ocenu 4, dok je 70,1% dalo ocenu 5). Naredna generacija je imala vrlo sličan stav – njih 18, 9% je dalo ocenu 4, dok je njih 79,2% ocenilo ovaj komentar ocenom 5, tj. u potpunosti se složilo (v. Grafikon 20).

Komentari koje sam dobijao/la nakon urađenog vežbanja (testa) bili su značajni (razjašnjavali su nedoumice/pružali su dodatna objašnjenja i sl.).
44 responses
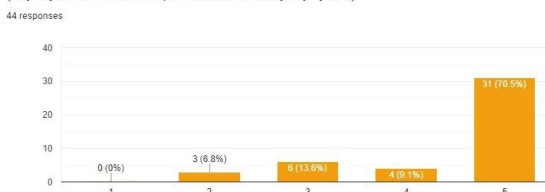
Grafikon 19. Anketa rađena 2019/2020. šk. godine

Komentari koje sam dobijao/la nakon urađenog vežbanja (testa) bili su značajni (razjašnjavali su nedoumice/pružali su dodatna objašnjenja i sl.).
53 responses
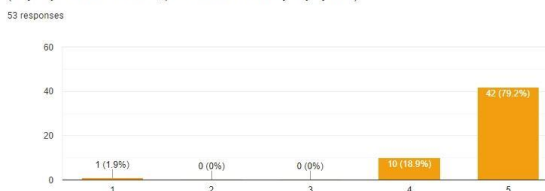
Grafikon 20. Anketa rađena 2020/2021. šk. godine

Na pitanje *Nastava iz ovog predmeta mi je oduzela previše vremena*, studenti iz generacije 2019/2020. su odgovorili na sledeći način: njih 59,1% je odgovorilo cenom 1 ili 2 ne slažući se sa navedenom konstatacijom, dok je 25% dalo

Nastava iz ovog predmeta mi je oduzela previše vremena.
44 responses
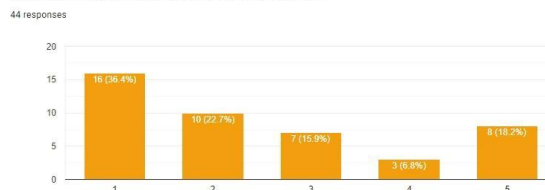
Grafikon 21. Anketa rađena 2019/2020. šk. godine

ocenu 4 i 5. Time su se izjasnili da im je nastava oduzela isuviše vremena, dok se njih 15,9% donekle složilo (v. Grafikon 21). Kod naredne generacije su odgovori slični: njih 47,2% je odgovorima 1 i 2 opovrgnulo konstataciju iz pitanja, a njih 32,1% se odgovorima 4 i 5 složilo, dok se njih 20,8% donekle složilo sa konstatacijom da im je nastava iz ovog predmeta oduzela previše vremena (v. Grafikon 22).

Nastava iz ovog predmeta mi je oduzela previše vremena.
53 responses
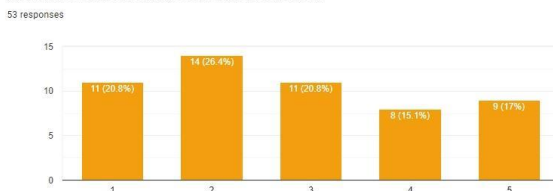
Grafikon 22. Anketa rađena 2020/2021. šk. godine

Naredno pitanje se ticalo stava studenata u vezi sa Mudlom kao platformom za onlajn učenje. U generaciji 2019/2020. (v. Grafikon 23) je bilo najviše odgovora sa ocenom da im se platforma dopala (34,1% je dalo ocenu 4, a 40,9% ju je ocenilo ocenom 5), što se ponovilo i naredne školske godine kada je 34% odabralo ocenu 4, a 37,7% je odabralo najvišu ocenu (v. Grafikon 24).

Ocenite Moodle kao platformu za onlajn nastavu.
44 responses
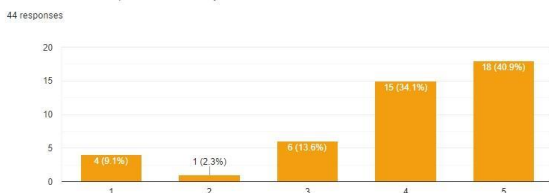
Grafikon 23. Anketa rađena 2019/2020. šk. godine

Ocenite Moodle kao platformu za onlajn nastavu.
53 responses
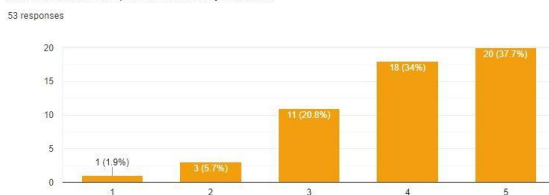
Grafikon 24. Anketa rađena 2020/2021. šk. godine

U narednom pitanju se od studenata tražilo da ocene tehnički kvalitet materijala koji je korišćen u nastavi. Odgovori su bili sledeći: generacija 2019/2020. je sa 75% odgovorila da je zadovoljna (22,7% je ocenilo tehnički kvalitet ocenom 4, a 52,3% je dalo maksimalnu ocenu), dok je 20,5% odgovorilo da su donekle zadovoljni, a generacija 2020/2021. je u udelu od 88,7% odgovorila da je zadovoljna (28,3% je ocenilo tehnički kvalitet ocenom 4, a 60,4% njih je dalo maksimalnu ocenu), dok je 11,3% njih donekle zadovoljno (v. Grafikon 25).

Ocenite tehnički kvalitet materijala koji je korišćen u nastavi.
44 responses
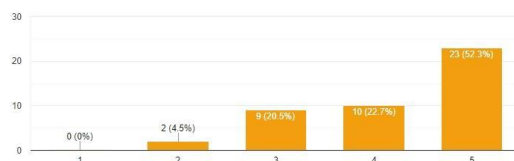
Grafikon 25. Anketa rađena 2019/2020. šk. godine

Ocenite tehnički kvalitet materijala koji je korišćen u nastavi.
53 responses
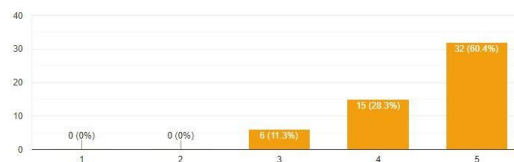
Grafikon 26. Anketa rađena 2020/2021. šk. godine

Naredna dva pitanja imala su mogućnost slobodnog odgovora, a ticala su se opšteg mišljenja studenata o nastavi izvedenoj na ovaj način. Studentu su isticali ono što im se najviše dopalo, kao i ono što im se najmanje dopalo tokom nastave. U generaciji 2019/2020, najviše je bilo komentara u kojima su navodili ono što im se najviše dopalo: rad od kuće, kreativan i savremen pristup nastavi, vežbanja koja su bila dostupna za rad neprekidno u određenom vremenskom okviru, materijal koji je bio sve vreme dostupan, dok su im se najmanje dopali količina gradiva i vežbi, kao i nemogućnost direktne komunikacije sa nastavnikom i kolegama. Naredna generacija je istakla zanimljivost gradiva i dostupnost profesora kao ono što im se najviše dopalo, dok je preobimnost zadataka bila ono što im se najmanje dopalo.

Poslednje pitanje bilo je vezano za stav o načinu organizovanja nastave. Bilo je potrebno da se studenti izjasne da li se slažu ili ne slažu sa konstatacijom *Više bih voleo/la da je nastava bila na fakultetu (uživo)*. Generacija 2019/2020. (v. Grafikon 27) se u obimu od 22,7% izjasnila da se ne slaže sa ponuđenom konstatacijom, dok se 56,8% ispitanika složilo, a 20,5% ispitanika se delimično složilo. Naredna generacija (v. Grafikon 28) je imala ubedljiviji stav da bi više volela da je nastava bila na fakultetu uživo: samo 5,7% se nije složilo sa ovom konstatacijom, a 73,6% ispitanika se izjasnilo da je konstatacija iz pitanja tačna, dok je njih 20,8% izjavilo da se delimično slaže.

Više bih voleo/la da je nastava bila na fakultetu (uživo).
44 responses
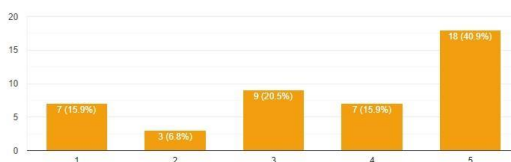
Grafikon 27. Anketa rađena 2019/2020. šk. godine

Više bih voleo/la da je nastava bila na fakultetu (uživo).
53 responses

Grafikon 28. Anketa rađena 2020/2021. šk. godine

4.2. Diskusija

Iako su odgovori na anketu ove dve generacije veoma slični, postoje razlike kod određenih pitanja koje bismo u daljem tekstu razjasnile. Veći procenat ispitanika iz generacije 2020/2021. smatra da je nastava bila prezahtevna u odnosu na kolege iz prethodne školske godine. To objašnjavamo činjenicom da je ta generacija imala kombinovanu nastavu, tj. pored nastave na Mudlu, imali su i čas uživo jednom nedeljno. Prisustvo nije bilo evidentirano, ali se sinhrona nastava nadovezivala na asinhronu, dok je generacija 2019/2020. imala isključivo asinhroni vid nastave, što svakako jeste manje zahtevan vid nastave. Zatim, generacija 2020/2021. je ubedljivija kada je stav o zanimljivosti nastave u pitanju, što se može objasniti stečenim iskustvom nastavnika: neki materijali su unapređeni, neki izostavljeni, neki pojednostavljeni, a neki prošireni u skladu sa potrebama studenata generacije 2019/2020. Takođe, razlika u odgovorima se uočava i kod

poslednjeg pitanja koji ispituje želje studenata u vezi sa održavanjem nastave uživo na fakultetu. Generacija 2020/2021. je ubedljivija u želji za nastavom uživo na fakultetu, što ne iznenađuje uzimajući u obzir činjenicu da su oni tada već drugu godinu za redom pohađali nastavu onlajn, te da ja došlo do većeg zasićenja onlajn nastavom.

Rezultati ove ankete su važni radi unapređenja verzije platforme Mudl koju FFUNS trenutno ima u upotrebi, budući da postoje naprednije verzije sa daleko većim brojem opcija za rad.

5. ZAKLJUČAK

U ovom radu je predstavljen način na koji je organizovana nastava španskog jezika (nivo A1) na FFUNS u asinhronom onlajn obliku tokom dve akademske godine (2019/2020. i 2020/2021) putem platforme Mudl. Prilagođavajući svoj rad zahtevima nastave, autorke su kreirale različite tipove vežbi i aktivnosti u cilju usvajanja i uvežbavanja svih jezičkih veština putem pomenute platforme. Cilj ovog rada bio je da se prikaže uspešnost asinhronog oblika u procesu učenja stranog jezika (i njegovi nedostaci), te da se da detaljan prikaz mogućnosti koju platforma Mudl može da ponudi u ove svrhe. Upotreba platforme Mudl u nastavi stranih jezika u velikoj meri olakšava nastavnicima ponovnu upotrebu već kreiranih kurseva i postavljenih sadržaja, budući da mogu ponovo da postave isti materijal ili deo materijala koji će ažurirati u skladu sa potrebama asinhrone nastave za datu školsku godinu. Takođe, jednom kreiran materijal moguće je dati studentima kao vid pripreme za završni ispit, naročito ukoliko nisu bili u mogućnosti da prate sinhronu nastavu iz bilo kog razloga, kao što je to bio slučaj u poslednje dve godine. Kada je reč o nastavi španskog kao stranog jezika za nivo A1, 80% gradiva se nalazi na platformi Mudl i moguće ga je postaviti tako da studentima bude dostupno po potrebi. Nastavnici španskog jezika nastavili su korišćenje platfome Mudl u školskoj 2021/2022. i 2022/2023. godini na većini predmeta.

U drugom delu rada prikazani su rezultati ankete koja je bila sprovedena na kraju obe akademske godine, čiji je cilj bio da ispita stavove studenata o nastavi na predmetu španskog jezika kao izbornog na FFUNS. Rezultati ankete su potvrdili da platforma Mudl predstavlja efikasan dodatni alat tradicionalnim formama u učenju stranih jezika. Ishodi učenja putem ove platforme bili su uspešni kada se uzmu u obzir konačne ocene na završnom ispitu iz ovog predmeta. Možemo zaključiti da je moguće uspešno organizovati nastavu stranog jezika u asinhronom obliku preko platforme Mudl, iako se kombinacija sinhrone i asinhrone nastave pokazala

adekvatnim odgovorom na aktuelne zahteve savremenih pedagoških aktivnosti. Premda je nastava asinhrona, nastavnik je prisutan, prati aktivnost studenata, nadgleda, usmerava, daje dodatna objašnjenja ukoliko je potrebno. Kako bi ovakav vid nastave imao pozitivne ishode, ključno je da studenti i nastavnici imaju razvijenu digitalnu kompetenciju u skladu sa zahtevima savremenog doba. Dok je za nastavnike potrebno organizovati obuku, smatramo da su studenti digitalni nomadi te da lako razumeju instrukcije koje dobiju na platformi.

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ASYNCHRONOUS FOREIGN LANGUAGE LEARNING:
PRESENTATION OF THE UNIVERSITY MODEL

Summary

With the pandemic caused by the coronavirus disease (COVID-19), educational systems, not only in Serbia, but also throughout the world, had to change their course in a short period of time. This unanticipated situation meant a complete or partial transition to online teaching. It is considered that computer-assisted learning (CAL) has a positive effect on the results achieved by students (Kozma 1994). This paper presents a model of Remote Foreign Language Learning at the university level. The object of this paper is the analysis of Teaching Spanish as an optional language at level A1 at the Faculty of Philosophy of the University of Novi Sad (FFUNS) in an asynchronous online form for two academic years (2019/2020 and 2020/2021) by using the platform Moodle. Different activities that aim for students to acquire and practice all language skills have been tested while employing the mentioned platform. Since it is not only the use of online tools that enhances learning but

also the strategies and materials implemented through those tools, this paper aims to show the success of the asynchronous form used in the process of Foreign Language Learning as well as its shortcomings, and the possibilities that the platform Moodle can offer for these purposes. In addition, the results of a survey conducted at the end of both academic years are included in the paper. Its purpose was to examine students' attitudes about Foreign Language Teaching organized in this fashion. The participants in the survey were first-year students of the optional Spanish language course at FFUNS. The results show that organizing Foreign Language Learning on Moodle is possible as the participants were pleased with the Spanish course management during the pandemic.

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THE EFFECTIVENESS OF TEACHING ESP (ENGLISH FOR SPECIFIC PURPOSES) ONLINE DURING THE COVID-19 PANDEMIC

ABSTRACT: The aim of this paper is to show how we managed to make a rapid switch from the on-site classes to the online ones because of the COVID-19 pandemic in the context of teaching English for Specific Purposes (ESP – Medical English) at the "Grigore T. Popa" University of Medicine and Pharmacy Iasi, Romania. The major issues were to keep our students' interest in our classes, making our courses and seminars as engaging as possible. The most important ideas that guided us throughout the process were not to forget that, while dealing with a foreign language course, we would have to try to improve the traditional skills (reading, speaking, writing and listening), while trying to find the best fitted activities to carry out such activities in the online medium.

Key words: English for specific purposes, online teaching, medical students, COVID-19 pandemic, online resources, artificial intelligence, reading, speaking, writing, listening.

ЕФИКАСНОСТ ОНЛАЈН ПРЕДАВАЊА ЕНГЛЕСКОГ ЈЕЗИКА СТРУКЕ ТОКОМ ПАНДЕМИЈЕ КОВИД-19

АПСТРАКТ: Циљ овог рада је да покаже успешност преласка на онлајн наставу због пандемије вируса КОВИД-19, у контексту наставе енглеског језика струке (ЕСЈ – Медицински енглески) на Универзитету за медицину и фармацију „Григоре Т. Попа", Јаши, Румунија. Главни изазов са којим смо се суочили био је како да задржимо интересовање наших студената за часове енглеског језика. Трудили смо се да наше курсеве и семинаре модернизујемо и учинимо што занимљивијим. Уз то, било је изузетно важно да током процеса онлајн предавања унапредимо традиционалне вештине (читање, говор, писање и слушање) и пронађемо најадекватније активности за обављање наведених активности у онлајн окружењу.

Кључне речи: енглески језик струке, онлајн настава, студенти медицине, пандемија КОВИД-19, онлајн ресурси, вештачка интелигенција, читање, говор, писање, слушање.

1. INTRODUCTION

In the aftermath of the pandemic, what plenty of us may have come to realize is that online teaching has brought forward multiple benefits in the long run. It is true that many universities have gone back to face-to-face classes at this point, in the hope of re-establishing a "normal" environment. However, what people should keep in mind is that they can still make use of tools and strategies they have come up with for online lectures, since online education has proven to be effective in various ways.

The transition from in-person classes to online ones presupposed a change of attitude on behalf of the teachers. They shortly became aware of the fact that their lectures needed to be adapted to the new online format, which was mostly foreign to everyone (simply because no one was particularly accustomed to it). The risk of a poorly-organized online class is that students can associate it with a mere video from the internet, which they can always leave playing in the background or even abandon it in no time, should it fail to be attractive. In one such case, teachers have to rethink the ways in which they deliver their information and how they structure it. As it was said in one study carried out after the first months of the pandemic, "Internet based learning means an individuals' confidence and self-belief in their ability to master an online course or online learning activity" (Rohmawati 2021). As expected, they are required to engage with their students differently, create a professional setting within a generally informal context, while still keeping it cordial, for the sake of reassuring students that they can always reach out to professors for further assistance. It is quite compelling that online education has challenged teachers not only to rethink how they are supposed to come forward, but also change the actual content of their courses, have them suited to the students' actual needs in some exceptional situations.

On the other side of the spectrum, students have had to reconsider their own attitudes towards university life and what it truly implies. Being secluded during lockdowns, many began to pay additional attention to their schedules and become more diligent than ever in order to not fall behind with weekly requirements. In some cases, young individuals started to learn how to juggle their student life with their jobs, getting to prioritize what proved to be beneficial to them. "Accessibility" is a significant keyword when it comes to online education, reminding us that students have had the chance to attend more classes than they would have before the pandemic. The same applies to conferences as well, which had an increasing number of participants over time, since neither teachers nor

students had to be concerned with travel expenses anymore and could afford to hold presentations in any corner of the world at ease.

As a way of maintaining a strong(er) interaction with students within an online system, some teachers have even altered their evaluation formats, opting for weekly assignments (all adding points to a final grade), final essays or even open-book exams. In the case of the latter, it goes to show that students' critical input was the main focus, since tests no longer relied on rote learning, but rather guaranteed a more active academic journey overall. These evaluation techniques are bound to be preserved from now on, as teachers and students keep returning to onsite classes. As demonstrated throughout the past two years, such procedures would lead to less stressful exam conditions and a more effective use of one's own set of abilities.

2. LEARNING CONTEXT

It is obvious that these are only changes that have taken place everywhere, no matter the teaching field. This paper is going to address the problem from the perspective of teaching English for Specific Purposes (ESP) to medical students at "Grigore T. Popa" University of Medicine and Pharmacy Iasi, Romania. What is worth mentioning from the very beginning is that the transition to the online medium was possible in one week only, the University being able to find resources to make the transition as smooth as possible. The existence of an e-platform that had been available both for students and teachers since 2010 probably made it easier for the majority of the academic staff to rapidly adapt to the new challenges. Before the pandemic we were required to upload all our didactic material in electronic format on the e-platform. This was a great thing because both teachers and students were ready to use these pre-existing materials. Nonetheless, that was only the beginning of a new era that meant the revisiting not only of such materials that we already had in electronic format, but also the re-thinking of strategies and methodologies to teach online. That happened fast and it was challenging mainly because we had to stay alert during the process, learning from mistakes and trying not to repeat them. Likewise, students – though we are not here to give a students' perspective – had to learn, in their turn, to adapt to the new challenges, which meant being able to attend online courses, focussing on keeping in mind some information that was delivered to them in a completely new way.

3. DIDACTIC STRATEGIES

We are aware of the fact that each university had its own strategy to cope with the challenges of the online system. At our university all classes, no matter whether it was a course or a seminar, were delivered synchronously, i.e. no course was pre-recorded and uploaded so that the students may watch it later. "The synchronous mode means that the teachers carry out online learning at a certain time in a week" (Damayanti & Irwan 2021). We believe that was a good thing because it maintained the teacher-student interaction and, though at a diminished scale, during a course, for instance, teachers could still pick up signs of misunderstanding or boredom. Actually, during online teaching we could say that the feedback a teacher could get about students' satisfaction was even more rapid than in the face-to face classes when students were more likely to pretend that they were listening to the teacher when, in fact, they would pay attention to something else. They could still do that online and probably distractions were by far too many, but most of the students did not care to leave the course if they were not interested. Even the absence of the turned on camera could be an indicator that students were not really there or, at least, not that interested. Coming back to the idea that all our ESP courses and seminars meant direct interaction between our teachers and students, we can say we preserved an important aspect of the effective teaching process. As we have already said, due to the existence of the e-platform, we were in no need to search for didactic materials from the very beginning. However, as we had started to get acquainted with the new teaching style, out of the wish to improve the didactic act we gradually started to discover how many opportunities were open to us and that it would be a pity not to make use of them. Even after the pandemic – if we can still sound that optimistic (taking into account the fact that in April we did return to the on-site classes) to say we are already experiencing the post-pandemic era – we could say that there are plenty of things that can still be used, things that have already proven their effectiveness and one should never give them up once we are back to the on-site format.

When referring to the way we adjusted to the online teaching system, we mainly have in view the teaching strategies and methodologies we had to use in order to make our classes as effective as possible, keep our students' interest (this being a major issue as, it has been proven, in the online format people are more likely to lose their interest more easily). This was not an easy thing to do, but, with some effort, we do believe that classes could be successful and students' interest could be kept, thus making the entire teacher's effort worthwhile. In order to talk about some ESP classes that were delivered online, we have to see what ESP as

such meant before the pandemic. ESP teachers know that it has been a challenge in the last decade or so to teach ESP. And we are not referring here only to the specificity of our ESP, i.e., Medical English, but to the whole idea of teaching English for specific purposes, no matter the field. With Medical English things have started to change a lot once we started to be confronted with globalization and the rapid development of technology. If we had not kept the pace with technology, we probably would not have been here today. Our world is continuously changing and unless we are willing to keep the pace and rhythm with it, we will not be able to provide a successful didactic act. Thus, globalization meant the realization that ESP is a great opportunity for foreign language teachers to overcome some traditional boundaries (which saw ESP as a mere transfer of specialized vocabulary) and go out there to tell students that teaching a foreign language is about teaching another culture. No matter how well we might speak a language, in the absence of cultural knowledge we would never be able to call ourselves proficient users of that foreign language. Years before the pandemic, we started to talk during our courses about the idea of being able to understand a foreign language in the context (cultural context) where it is produced. Because of the globalization, even Medical English as such had to be understood in the context of using it in a different healthcare system (more than a decade ago we started to see how many of our Romanian doctors made the decision to go abroad and carry their professional activities in a different cultural context). Thus, besides starting to deal in our courses with topics that would familiarize students with such notions, we also started to develop courses that would offer deeper insights into other healthcare systems (most of the time, as we taught English, references were made in relation to the British healthcare system). This is how we came to design an elective course on developing communication skills in English for health care professionals. A doctor's knowledge of medical vocabulary is undoubtedly not enough when it comes to dealing with an English-speaking patient, as the medical act is not a mere exchange of words either. The patient always has to be seen in his / her own context, meaning that we have to be aware of his / her cultural context in order to be able to adjust our way of interacting with him / her so as not to cause offence. Knowing that health choices are always culturally dictated also helps to better understand the patient. Thus, an elective course on developing such communication skills (that would focus on the idea of intercultural communication) also proved itself quite necessary and it was the job of the ESP teacher to design it. On the other hand, the development of technology also made us aware that medicine is not a field that was a stranger to that. Healthcare professionals among

each others, but also doctors and patients started to communicate via the online medium, so some notions on electronic communication were also necessary. Likewise, with the increased presence of healthcare professionals on social media, we also thought it would be important to touch upon some notions that were related to these ideas as well. They also had in view things that were related to cultural issues (the Internet as well is culturally sensitive) but also to the problem of communication. A doctor's online presence would still have to do with his / her possibilities to send a message to his / her target audience. Telemedicine was also a topic that we dealt with, even before the pandemic. Telemedicine was already a significant sector of the US healthcare system and wishing to keep our courses and seminars updated, we did select information related to the idea of telemedicine, focusing, of course, on elements that had something to do with our job, i.e. trying to see what may actually differ when trying to communicate with the patient in the online medium.

3.1. The COVID-19 pandemic and steps for skill improvement

The COVID-19 pandemic has definitely brought some new challenges that we would have never thought of, but basically it was a good thing medical students had access to that kind of information before. In a way we could say that they were more ready to face these new challenges. Indeed, as we have already said, the transition to the online medium did not seem that difficult for that reason. The pre-existence of the didactic materials in electronic format made it easier for us to start looking for new things that we could use now and benefit from. And that was exactly what we did. It did become important at that point that our job was still that of teaching a foreign language and besides all the additional information our students might get we still had to find ways to focus on the improvement of the most important skills: reading, speaking, listening and writing. That was the real challenge, to find ways to deal with all these activities at least as effectively as we used to deal with them in the face-to face classes: "Additionally, distance education has been counted as an efficient, focused, and significant way of acquiring knowledge, as well as keeping contact with shifts in this pandemic" (Lassoued et al. 2020). Probably that also had to do with the teacher's ability to adapt and keep control of his / her classes in this new format – that was undoubtedly a challenge for some of the teachers that may have not used the Internet that much before the pandemic; though accessible to anyone, it does require some technical skills that need to be learned. The good part was that soon enough teachers and people all over the world, in order to stay connected during such hard times that had never

been experienced before, started to share information, tips, experiences, and we could easily learn new things. Online workshops and conferences started being organized and teachers from all over the world with no restriction whatsoever started to communicate via the online medium. Sharing experiences at that point was a major thing. We not only learned about new techniques and activities we could use, but we also became aware of the endless possibilities we could find on the Internet in terms of applications that we could use in our classes and activities that were especially designed for these types of classes.

The star of the learning skills in the online classes definitely became listening. No one used to ignore that skill before, i.e. everyone knew its importance in the general context, but we always had to rely on technical devices that sometimes were not that easy to access. In the online classes we were in front of electronic devices already so we just needed some listening materials that we could use in our class. Fortunately, as we have already said, such materials were everywhere on the Internet. With the proper guidance provided by a good foreign language teacher, such materials could be selected and then used in classes. Databases such FutureLearn, for example (this database gathers contributions in so many areas and fields from important universities in the UK and other countries) used to provide such useful materials even long before the pandemic and it is no wonder that its popularity has significantly increased with the pandemic. This is only one example of such an online database that we could access in order to find useful materials from which our students could benefit. As far as foreign language classes are concerned, we are tempted to say that the listening activities became very widely used as it was easier than ever and students' response to such activities was very good (our students' generation during the pandemic – but even before that – was already spending a lot of time in the online medium and probably one of their favourite pastimes was that of listening to video materials in the form of podcasts or YouTube videos that are still very popular among young people), so that was a very appealing way to teach about various topics. For example, one such useful material that started from listening as an activity (but it could also be developed for other purposes), was a FutureLearn course, *Discover Dentistry* that was very much appreciated by both 1st and 2nd year students in Dental Medicine at our University. The course started with a video material (that was also provided with the script that could be previously uploaded by the teacher in Class Materials) entitled *Dentistry from the archive*, where professionals from the University of Sheffield gave a short history of dentistry, also touching upon the evolution of instruments, techniques and materials used in the dental office. The course went on

with details on a dental consultation (that was analyzed, in a different video material, by the dentist himself, along with the host of the course *The Dental check-up* and *Insight into the dental check-up*), meeting all the existing specialists in the UK system (*Meet the specialists, Talking heads*). Besides the listening comprehension exercise itself (that could be checked by the teacher by asking questions that had been previously prepared), out from these activities we could develop all sorts of new ones that could deal with some other aspects and skills of the English language. The first and foremost benefit was that of the listening exercise as we did get to listen to some native speakers. Apart from that, after completing the first target, we could go on developing some speaking activities dealing with cultural training. For example, after having watched such video material as *Meet the specialists*, we could easily turn to developing speaking skills by starting to talk about the resemblances and differences between the UK and the Romanian systems. Undoubtedly that would have also meant practicing cultural training. Our students would have been made to notice differences and consequently their impact upon either system. This is definitely only one example of how listening activities could be used for such purposes. No matter the topic, a teacher familiarized with the Internet searches would find endless possibilities to use such online resources in his / her class.

Speaking activities, in our own experiences, might have been the biggest challenge during the pandemic. Not being able to see all your students on camera, not being heard completely and at the same time by all your audience did create an extra challenge that might have affected the way in which we could carry on such activities. Sometimes students did not have a working mic, so they used to write their answers in chat so everybody could see them. Nonetheless, this was not a permanent thing and some speaking activities were smoothly carried out during online classes. As we could see in the previous example with the listening activities, any activity after all (even working on a grammar exercise) could have led to some conversational minutes and it did work that way many times. Probably the most enjoyable and organized speaking activities in ESP seminars were the ones in which students had mini-presentations on various topics (this activity could be either part of the Academic Writing module when students did have the choice to talk about academic topics or they could be part of some project assignments that had to do with the idea of cultural training). Such activities mainly had in view students' presentations that were followed by discussions with their colleagues. Students also practiced the idea of using PowerPoint presentations that came as a

visual support for their speech, increasing their knowledge on how to combine their narration with visual aids as we usually do in conference presentations.

The reading activities did not change that much during the online classes. The amount of reading materials was uploaded in advance, in students' Class Materials so they could new, before class, what we would talk about. This was definitely a plus, along with the fact that students could now easily download these materials and save them for further reference. The idea was to encourage students to read more, especially during times when we would stay too focussed on screens. Reading is also possible from a screen but it is worth knowing that, for a change, this could also be done from books in hard copy. However, just to make sure students would get to read the text needed in class, besides uploading all the reading materials in advance, teachers could also use the "share screen" function when wanting to use some reading materials. Having the text in front of their eyes might make even the more reluctant students want to see what the text is about. With writing activities we managed to improve the aspect of feedback. Writing activities were still required from the students during the pandemic (let us not forget that, for a while, that was the major task assignment we could require from them in order to grade them). Using Microsoft Teams to deliver our classes, we could easily see the benefits of the application when it came to assignments. Thus, assignments could be created in a special folder where students would upload their homework. Teachers would have the possibility to offer individual feedback to all the students after reading. That was a major beneficial change as compared to the on-site teaching, when such a feedback was very rare.

4. CONCLUSIONS

In terms of assessment and grading, which also were some issues of debate during the pandemic, we can say that the Testportal application provided by Microsoft Teams proved to be very effective in the sense that such tests could still be preserved in the on-site classes, assuming that we are going to still have a professional account on Microsoft Teams. The second semester carried out during the pandemic, i.e. starting with the fall of 2020, meant working with Testportal on a weekly basis. We tested students' involvement and real participation during class by asking them to complete such a weekly test in Testportal. Questions were created by the teacher, based on the information received by students one week before and the test designed based on whatever the teacher considered to be important for each group of students he / she worked with. Tthe configuration options allowed us to set the desired amount of time for each question, to shuffle

questions so that each student would get the same questions in a different order, and to make students receive their results as soon as they finished the test. That was a very effective way to deal with our ESP classes. On the one hand, it made our students want to pay as much attention as possible during class as they wanted to score high (all the tests at the end of the semester were supposed to give some percentage of their final score), and on the other it familiarized them with this kind of tests that they had never taken before. This was a really effective way of dealing with the ESP class had there been any attempts at false participation in class or lack of involvement.

Another issue that may be mentioned in relation to online classes, especially when dealing with Internet resources, is that some foreign language teachers have started to worry about the existence of these unlimited resources of materials that students can go to in order to improve their foreign language competencies. It is true that the pandemic has drastically changed the teaching process as "education is considered the crucial mechanism for developing knowledge and enhancing individuals' performance, while it has been seriously and adversely reformed by the pandemic" (Tumen et al. 2021). Indeed, today there are many applications that students may use, they can definitely access online resources to improve their knowledge on their own. As foreign language teachers we should not worry abut such things. Students may improve such skills on their own, outside the foreign language class, why should we worry about such a thing? We should even encourage them to do that. However, it is important to tell them that it is always good to look for such materials with the proper guidance because, no matter what the Internet offers, the selection of good materials has to be strict. A simple research of such online resources shows the fact that we still need a teacher's guidance in order to understand all the subtleties of a foreign language, let alone correct mistakes. Nonetheless, future studies that are going to be carried out will show better how this whole pandemic has impacted both teachers and students. Studies will have to address both perspectives in order to reach a more objective point of view. So far studies have shown that "The findings indicated that when teachers have more training, more skills, and more confidence, they could deliver more effective online teaching and learning" (Zou et al. 2021).

Last but not least, we should not forget that we live in the age of Artificial Intelligence (AI). Though many people may be reluctant to the very idea of AI, we should keep in mind that we have to benefit from all the good aspects of technology development. As long as we can find ways to improve our classes and our work with students, we should constantly try to keep ourselves updated and try

to smoothly adapt to these new contexts. Likewise, AI can give us many opportunities to benefit from. Specialists in the field could help us find ways to perfect the testing system (along with the automatic result students get on the test, for instance, based on the performance he / she has, he / she could be automatically indicated some grammar resources that would offer the necessary information that he / she lacked in the test). Based on test results, teachers could receive feedback on what some groups of students need more in terms of information and knowledge. Likewise, following the course attendance (which is not mandatory), teachers could see what topics are more enjoyed by students, progressively trying to get rid of those topics that do not keep the students engaged.

To conclude, we can easily say that despite the inherent challenges that the COVID-19 pandemic has brought on, online teaching did not necessarily mean a decrease of the didactic act, as some have said. Of course it did depend on each and everyone's possibility to adapt and adjust himself / herself to the new context, and the willing to cope in an effective way with the new situation. During the pandemic we adapted our curriculum so that it responded to the new context (for instance, as part of the students' Academic Writing training, we also chose to introduce such new topics as "how to deliver an online presentation" while before the pandemic we only used to talk about "designing an effective presentation"). Guests we used to have in our class every year no longer needed to be there, present on-site, as we could easily organize meetings in Microsoft Teams so as not to lose the tradition of giving our students the opportunity to listen to professionals coming from various fields of interest, with relevance in the medical field (some years before the pandemic we started to focus on the idea of familiarizing our students with the field of medical humanities, and we started to invite guests from the field of arts, such as writers, painters, actors). Once the pandemic started, we did not stop such activities, on the contrary, we increased them as we no longer depended upon the experts' presence in our city or the available number of seats in an auditorium. Therefore we do believe that such meetings should not stop even when the pandemic is over. Due to the development of technology, possibilities are endless nowadays, it just takes a little effort to look for the appropriate materials and methods to make our classes fun and interesting for our students, at the same time providing them with the necessary knowledge and information that will equip them with the proper skills necessary in their future professions.

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ЕФИКАСНОСТ ОНЛАЈН ПРЕДАВАЊА ЕНГЛЕСКОГ ЈЕЗИКА СТРУКЕ ТОКОМ ПАНДЕМИЈЕ КОВИД-19

Резиме

Брзи прелазак на онлајн наставу, проузрокован пандемијом вируса КОВИД-19, довео је до унапређења наставе енглеског језика струке (ЕЈС – Медицински енглески) на Универзитету за медицину и фармацију „Григоре Т. Попа”, Јаши, Румунија. На поменутим универзитету је већ постојала е-платформа и пре пандемије, што нам је омогућило да брзо и лако пређемо на онлајн наставу у потпуности. Непрестано смо покушавали да уз поштовање стандарда унапредимо наш начин рада и наставне материјале које користимо. Главни изазов са којим смо се суочили био је како да одржимо заинтересованост наших студената за часове енглеског језика. Трудили смо

се да наше курсеве и семинаре модернизујемо и учинимо што занимљивијим. Уз то, било је изузетно важно да током процеса онлајн предавања унапредимо традиционалне вештине (читање, говор, писање и слушање) и пронађемо најадекватније активности за обављање наведених вештина у онлајн окружењу. Активности смо тестирали у онлајн окружењу на платформи коју користимо са студентима. Упркос инхерентним изазовима које је донела пандемија вируса КОВИД-19, онлајн настава није нужно значила смањење дидактичког концепта који су професори замислили, као што се то покушава доказати данас. Наравно, све зависи од могућности сваког учесника овог процеса да се прилагоди новом контексту и спремности да се на ефикасан начин носи са новонасталом ситуацијом.

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TEACHING ROMANIAN FOR SPECIFIC PURPOSES ONLINE DURING THE COVID-19 PANDEMIC

ABSTRACT: Teaching Romanian for specific purposes is difficult in general and it often involves grouping students in teams according to their area of interest. Having a homogenous group of students with similar options for their future university studies is a rare occurrence in our university, thus teaching Romanian for specific purposes is seldom carried out with the whole class, and most likely involves "team work" activities. Starting with a questionnaire given to the preparatory year students in Petroleum-Gas University of Ploiești, the present paper analyzes the difficulties encountered while teaching Romanian for specific purposes online, first in an asynchronous manner, and then in real-time by means of videoconferencing. The last part of the paper discusses further how the experience of asynchronous teaching was used during the following semesters to improve synchronous and mixed teaching for the same discipline and with similar groups of students.

Key words: Romanian for specific purposes, online teaching, asynchronous teaching, synchronous teaching, team work, individual learning, organizing contents, questionnaire.

ОНЛАЈН НАСТАВА РУМУНСКОГ ЈЕЗИКА ЗА ПОСЕБНЕ НАМЕНЕ ТОКОМ ПАНДЕМИЈЕ КОВИД-19

АПСТРАКТ: Процес подучавања румунског језика за посебне намене је тежак и често укључује груписање ученика у тимове према области њиховог интересовања. Постојање хомогене групе студената са сличним интересовањима и могућностима за будуће универзитетске студије ретка је појава на нашем универзитету, тако да се настава румунског језика ретко изводи са целом групом, и често укључује активности назване „рад у тиму". На основу резултата истраживања и упитника, који је дат студентима припремне године на Универзитету за нафту и гас у Плоештију, овај рад анализира потешкоће са којима се студенти сусрећу током наставе румунског језика за посебне намене (најпре асинхроне наставе, а затим и наставе у реалном времену путем видео-конференције). У последњем делу рада говори се о употреби искуства асинхроне наставе током наредних семестара за унапређење синхроне и мешовите наставе за исту дисциплину и са сличним групама студената.

Кључне речи: румунски за посебне намене, онлајн настава, асинхрона настава, синхрона настава, тимски рад, индивидуално учење, организовање садржаја, упитник.

1. INTRODUCTION

The outburst of the Covid-19 pandemic in the spring of 2020 affected modern society in general generating implications in all sectors of human activity. The measures taken by the governments of the world, generally referred to by the term of "lockdowns", reached an unprecedented scale, with about half of the world's population being placed under a form of restriction (Standford 2020). One of the most common restrictions around the globe, which applied to Romania as well, was seen by some as a "closing of schools"` – face-to-face instruction was suspended and alternative methods of continuing education without physical interaction were used as emergency solutions. The methods and resources which were actually implemented to achieve the goal of continuing education were relatively diverse depending on the experience of each institution, or even of each teacher, with remote learning.

As the pandemic became even more severe and the lockdown was maintained for more than the two weeks planned initially, it became clear that face-to-face classes would not be considered "postponed" anymore and they needed to be replaced by some other form of education. The online environment appeared as a solution to the problem because it allowed communication to take place without physical contact, however, the exact manner in which classes would continue online was not clear from the beginning and this situation left room for experimentation. Many variants were used in the following months of remote learning: online platforms with learning resources, social media (Facebook, WhatsApp, Discord), phones and emails – all of which allowed education to continue in an asynchronous manner – and, eventually, the use of videoconferencing tools (Google Meet, Zoom) became widespread, which ensured real-time interaction between participants and allowed teachers to organize synchronous online classes.

The transition to online teaching was unprecedented and mostly experimental. Confusing as it may have been for the people directly involved, the process of implementing online teaching and learning was very interesting for researchers, thus a large number of academic papers on the topic of online teaching and its effects started to appear as early as the spring of 2020 (Erarslan 2021: 353). If we narrow down our focus to the teaching of languages online, we can still state that the literature related to this topic is very rich. Most articles about the online teaching of foreign languages focus on the impact of the new context on teaching and learning, while a lower, but significant, number of articles focus on the

perceptions of the participants and on the psychological effects of this sudden change (Erarslan 2021: 354).

Referring to the technical aspects of the transition from face-to-face education to remote education via the Internet, studies have shown that not all participants had equal opportunities of adapting to the new situation due to lack of appropriate technology, such as computers or smartphones, and due to an unreliable internet connection. Some researchers noticed a difference between high-tech and low-tech countries (Hazaea et al. 2021: 223), while others analysed the difference at the local and personal level, reporting inefficient or even absent internet connection or lack of devices within some communities and social categories (Almekhlafy 2020: 29; Atmojo & Nugroho 2020: 66; Novikov 2020: 294). Lack of computing skills and experience with online teaching was another problem emphasized by the studies (Bailey, Lee 2020: 187; Huang et al. 2021: 413; Sepulveda-Escobar & Morrison 2020) although the same studies which mentioned this problem admit that both teachers and students improved their abilities of working online over time if they had appropriate technology at their disposal (Erarslan 2021: 355; Yi & Jang 2020: 4).

Regarding the results of teaching foreign languages online as compared to the previous year (i.e. 2019), studies show that listening and speaking skills were less developed than writing and reading skills because the students had to do more homework received via written platforms or forum-type media such as Facebook or WhatsApp (Hartshorn & Mcmurry 2020; Karataş 2020) and real-time interaction was insufficient in many cases. The attempts to develop students' listening skill caused the most frequent problems (Rifiyanti 2020: 34).

2. METHODOLOGY

The present study is based on the author's experience as a teacher of Romanian for specific purposes at the Petroleum-Gas University of Ploiești during the Covid-19 outbreak in 2020 and 2021. The subjects of the study were students from the preparatory year, which means they were students who come to Romania one year before starting their university studies and attend classes of Romanian language and Romanian culture and civilisation in order to obtain a certificate for the B1 level in Romanian language, the minimum language requirement for admission in the Romanian universities.

During the 2019–2020 academic year, 14 students attended the preparatory year coming from countries such as Cuba, Gabon, Guinea, Iraq and North Korea. For these students, the first semester was a regular one, with face-to-face classes,

while the second semester was almost completely online (except for the first two weeks).

The next year, 2020–2021, our university implemented a system of mixed teaching, both online and face-to-face, according to the dynamics of the pandemic and to the needs of the students. During this second year of online teaching, the group of students was smaller due to the international situation. Although 10 students were initially enrolled in the preparatory year, two students from North Korea were not allowed to leave their country or to connect to the Internet for synchronous teaching sessions, thus, eventually, only 8 students were able to attend the classes. All classes during the 2020–2021 academic year were held with this group in a mixed manner: the students who had managed to come to Romania attended classes face-to-face with the observance of the regulations for the prevention and control of Covid-19, however two students from Turkmenistan could not leave their country due to the pandemic and were allowed to attend the classes online in the form of video sessions. The students who attended the classes during the 2020–2021 academic year were from the following countries: Angola, Jordan, Syria and Turkmenistan.

Most of the teaching during the 2020 March-May lockdown was carried out in an asynchronous manner by means of the e-learning platform already in use for the distance learning programmes of the university, while the online classes taking place in the autumn of 2020 and in 2021 were synchronous, via online platforms such as Google Meet and Zoom.

The present paper will analyse the way in which asynchronous teaching and learning was used as an emergency method for continuing the educational process during the 2020 lockdown. Asynchronous teaching will be compared afterwards with synchronous and mixed online and face-to-face teaching, which was implemented during the following two semesters, in the 2020–2021 academic year. It is important to mention that, at the end of the first semester of online teaching, we carried out a survey by means of a questionnaire in order to identify the students' difficulties with asynchronous teaching. The results of the questionnaire will be presented and interpreted in this study as well. The survey was instrumental in organizing the educational process during the second year of online teaching, when our goal was to avoid, as much as possible, the shortcomings of the asynchronous learning and to provide a more communicative environment for our students by means of video sessions and screen-sharing.

3. CASE STUDY

Teaching Romanian for specific purposes in our university is a difficult task in general for the teachers because more often than not our groups of students from the preparatory year are very heterogeneous in terms of academic trajectory and interests. Our university can prepare foreign students for three curriculum areas: Arts and Humanities, Social Sciences and Engineering.

3.1. Description of the context

Due to the small number of students and to the fact that the students arrive to Romania after the beginning of the academic year (in October), the groups are formed without taking into consideration the students' projected academic path, thus it is very possible discover that, in one group there are students interested in each of the curriculum areas. As a result, Romanian for specific purposes classes are seldom organised as frontal teaching activities and more often they involve "team work" or even individual work. The teacher needs to organize the learning contents, the methods used and the time of the seminar to facilitate team work as much as possible.

During the 2020 Covid 19 lockdown in Romania, although the contents of the seminar were still adapted according to the learning plan of the students, what used to be team work during the seminars turned into working with each student individually by means of mediated communication (the Internet and mobile phones). This unprecedented situation brought forth new challenges, difficult situations, but also new opportunities both for the teacher and for the students. In our university the decision to stop face-to-face classes was taken literally in the middle of the week, on Wednesday, 11 March 2020, and it was an emergency decision arriving one day after the Minister of Education at that time, Monica Anisie, had decided to suspend all classes in the general and high schools.

At the beginning of the lockdown the term of "online classes" was not even used in our university. In an interview given on 12 March 2020 to the online newspaper *Prahova online*, the Rector of Petroleum-Gas University of Ploiești actually stated that the classes in our university would be "suspended" and that the teachers would be encouraged to pursue research activities and to prepare lectures which were meant to be sent as written materials to the students by electronic means ("Cursurile de la UPG" 2020).

The emergency measure that the leadership of our university decided to implement at the beginning was to give everyone (teachers and students) access to an e-learning platform already in use for the distance learning programs in our university. This platform allowed teachers to post learning materials and

assignments and to check the papers submitted by the students in response to the assignments. This system of communication was more familiar to the teachers and more convenient for the management of the university who could check the activity on this platform with greater ease than on social media, on Google Meet and Zoom or on the WhatsApp groups. As a consequence, the main requirement for the teachers was to provide learning materials which would be posted on the platform each week and there was no mention about any form of synchronous teaching. The teachers were never instructed in the use of video conferencing tools such as Google Meet and Zoom and they were not even directed officially towards exploring these options of connecting online in real time with the students.

As the semester progressed, the teachers started finding out by word-of-mouth about the benefits of video conferencing and some even tried to figure it out by themselves or with the guidance of more savvy colleagues. Some teachers were relatively familiar with Zoom because it had been used during international conferences as a means to communicate with peers who could not be physically present to make their interventions.

However, many teachers were still reluctant to use these tools for various reasons. One reason was that they did not know these programs very well and could easily risk being caught off-guard in front of the students (thus losing authority). Another reason was that some teachers, especially the older generations, did not have the computer skills necessary for using such tools and last, but not least, there were some teachers who found videoconferencing from their own homes uncomfortable and even an intrusion to their privacy. The last reason, although might seem superfluous, is actually very common and it explains why the students themselves prefer to turn off their cameras during online video classes and why Google Meet and Zoom hurried to improve their digital background technology over the course of several months. Indeed, few people are happy to transmit live from their private homes several hours a day to a rather judgmental audience.

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3.2. *Organizing the content*

When required to provide written material for the classes of Romanian for specific purposes, I found myself in the situation of actually creating content not for one class, but for three at the same time because there were three subgroups of students with divergent interests in the preparatory year of 2019–2020. The two students from North Korea wanted to study architecture, a group of four Cuban students and the student from Iraq wanted to study petroleum engineering and the students from Gabon and Guinea wanted to study economy after graduating the preparatory year. The only element of similarity that I could find between the three teams was that they were relatively homogenous ethnically and this was actually an important piece of information that I kept in mind while actually writing the content for their asynchronous online classes.

The premises that I started from were that these students had access to the e-learning platform of the university, although, as I could learn later, two of them did not own a working computer at that moment and were struggling to write their assignments on smartphones or on borrowed computers.

I also knew from the experience of the previous years that the students from North Korea had restricted access to the Internet on their otherwise functional laptops and that I could not send them links to content situated outside the e-learning platform because it was very likely that they could not access that content. This meant that the papers related to architecture needed to be self-sufficient, they needed to contain all the necessary photos and all the explanations of specific terms. These materials also needed to provide historical context for the styles of architecture presented in the texts because, as I had discovered in the previous years of teaching preparatory year classes, students coming from this country do not study in school about other nations in the same manner as the Western students do and may not recognize pieces of information which are considered common knowledge in the Western culture like the names of major cities, such as Paris or Vienna and historical landmarks, such as the Roman Empire or the Middle Ages. What I could not provide for these students were audio materials because they were all on platforms such as YouTube and I had no guarantee they could access them.

The strong points of working with the students from North Korea are that they prove to be very attentive and willing to assimilate information, so giving them longer texts and extra explanations was rather beneficial and did not lead to information overload. They were also more likely to remember details from previous lessons, so asking them to write comparisons of buildings from different

ages based on suggestive pictures proved to be a good writing and vocabulary exercise.

The students coming from Cuba, Gabon, Guinea and Iraq had no restrictions regarding internet access, so I could send them links to videos and documentaries available online. They were also students with previous knowledge about their subject matter which meant that the teaching of the new specific terms in Romanian could be done by means of analogy with their own language or with English, a language they knew at least at an intermediate level.

One strategy which I repeated with these students was to find a suggestive video on the internet and use the transcription of the explanations given in the video as a basis for listening exercises. I usually searched for suggestive videos on websites or YouTube channels belonging to the government or to well-known companies to make sure that the materials used were authentic and correct. As other authors have stated before, the authenticity of the material is important for teaching language for specific purposes for at least two reasons: one reason is that the teacher, who is not a specialist in the subject matter, can be sure that the information transmitted is scientifically correct and another reason is the psychological one regarding the students – the students become more confident because they know they can use the language in the real professional environment (Adam et al 2009: 782).

If I could only find videos in English on topics related to the subject matter in focus that week, I still used them in the following way: I translated the explanations of the video into Romanian and I used the translation as a support text to introduce new vocabulary. The students were sent both the text of the translation and the link of the original video in English and thus they had two variants of the same message, one in a language they knew and the other one in the target language. I found this strategy to be an effective way to introduce new vocabulary or to replace the physical presence of the teacher with a source of information holding enough authority to be credible for the students.

The use of this multimodal approach (text with exercises and videos) was very soon appreciated by the students who sent messages on WhatsApp with positive feedback. The downside of this approach was that not all students could benefit from the implementation of this method because, as I have explained before, not all of them had unrestricted access to the Internet.

As it can be easily deduced from the explanations above, in order to select or even to create the appropriate content for the teaching of Romanian for specific purposes online, it is very important to know very well both how accessible online

resources are for the students and to know the students themselves as well as possible. The information about the students which is vital to organizing any class, be it physical or online, has been identified before the outburst of the pandemic: teachers need to know the students' level of language learning and their knowledge about the subject matter of the targeted scientific area (Ciornei 2019: 14) Moreover, I would add, it is very important to know the cultural background of the students as well as any other conditionings of a political, cultural or religious nature which can influence in a positive or negative way the learning process. Having previous experience with groups of students coming from similar backgrounds, I found it very important in deciding what strategies to employ and what to avoid.

As stated before, one downside of continuing education online in an asynchronous manner was that the volume of work for the teacher increased significantly because what was team work in the face-to-face learning context had become individual teaching in the context of online education via the e-learning platform. Each student sent their own assignments to be checked by the teacher and any further explanations had to be given individually and sometimes even repeated with small changes for other students in the group who had encountered similar difficulties. The advantage was that, in this case, the teacher could really adapt materials and explanations to the needs and academic interests of each student without interfering with the interests of other students in the group as it sometimes happened during the face-to-face seminars where, for example, students who were not interested in engineering would unavoidably hear explanations about that subject matter being given to their colleagues. Audio and video recordings as well as other sources of information on the subject matter could be sent to the students individually and could be studied by them in the privacy of their own rooms and for as long as it was necessary.

In spite of the unusual conditions of work, at the end of the semester all students managed to receive a passing grade and eight of them even graduated with the maximum grade possible in our country, which is 10. As some of the students in this group continued their education in our university after completing their preparatory year, I could trace their academic trajectory over a period of two years after the end of the lockdown and there were no significant differences between these students and their peers who had graduated before the outburst of the pandemic. As a conclusion, in spite of the obvious disadvantages of using asynchronous teaching for a semester, with careful organization of the learning materials, after investing more effort than usually to maintain communication with

the students and to provide useful feedback to individual tasks and with a lot of effort from the students themselves, we can state that the educational process was not compromised and that it has reached its objectives.

3.3. Analysis of the survey

At the end of the first semester of online learning, which was carried out in the form of asynchronous education, the students were asked to complete the questionnaire reproduced below with the mention that the questionnaire given to the students was in Romanian. All students attending the preparatory year in our university during the 2020 March-May lockdown answered the questionnaire. The answers to the questionnaire will be represented further by means of diagrams and analysed as follows:
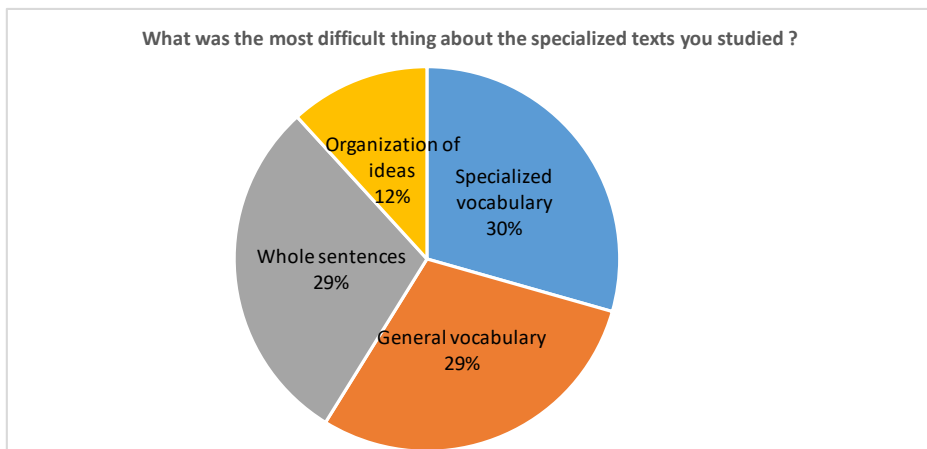
Diagram 1. What was the most difficult thing about the specialized texts you studied?

For the first question, "What was the most difficult thing about the specialized texts you studied?", one can notice that the students considered that the specialized vocabulary was the most difficult aspect of specialized texts, but this category was followed closely by the general vocabulary and the way whole sentences were formed, while the way in which the specialized texts were organized was considered less difficult.

The fact that the general vocabulary of the text still represented a problem can be due to the low level of communication skills in the Romanian language at the beginning of online teaching (the students had acquired an A2 level after having face-to-face classes for one semester). Sometimes, the meaning of the

whole sentence was challenging for the students even though they understood each individual word. One of the most common requests from the students received via messages during the asynchronous online teaching was to translate whole sentences from texts into English. Just providing the translation of the new specialized terms was not satisfactory and they insisted in receiving an actual translation, which could be explained by the insufficient acquisition of grammatical forms and of idiomatic expressions. However, in spite of the difficulties with understanding words and even some sentences, the students managed to grasp the overall meaning of the texts and to fulfill their tasks in a satisfactory manner. Their occasional panic over unknown parts of the text was also influenced by the absence of immediate communication with the teacher and the impression that they were all of a sudden alone in their effort to improve their language skills. This particular problem will be emphasized further by the answers given to the next questions.
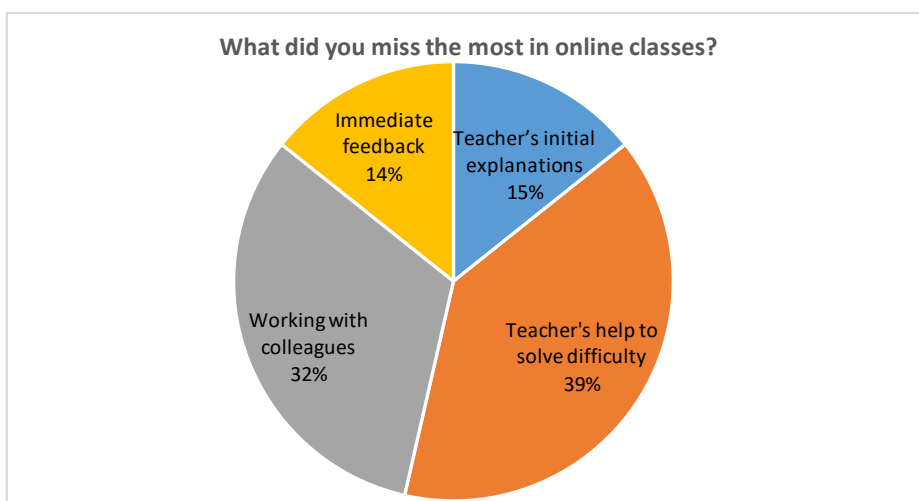
Diagram 2. What did you miss the most in online classes?

For the second question, "What did you miss the most in online classes?" the answer with the highest percentage was "teacher's help to solve difficulty", which supports the theory that finding themselves alone with the tasks during the period of asynchronous online learning represented a source of concern for the students.

As one can notice, the answers related to the role of the teacher, "teacher's initial explanations" and "immediate feedback" were not considered as important by the students who considered the way in which the tasks were formulated and the

initial background information to have been satisfactory. It was the encounter with the unexpected difficulty that triggered most of the responses.

A strong second place belongs to the answer "working with colleagues". As the seminar of Romanian for specific purposes was mostly organised in the form of team work, the students missed the opportunity to consult their colleagues and to share task solving with them. The lack of interaction was ranked higher by the students coming from homogenous ethnic groups: the Cuban students and the North Korean students who had the tendency to rely on each other for solving their tasks and ask for the teacher's help only when no one in the group was able to solve the difficulty. The lack of interaction was also accentuated by the regulations for the prevention of Covid-19 in power over the two months of lockdown. The students who were not roommates could not visit each other (at least not legally and not without risks of being fined by the authorities), they could not interact face-to-face with older students from the same countries or with their Romanian friends. The situation led to occasional outbursts of frustration from some of the more out-going students who complained that they felt "imprisoned" in their own rooms.
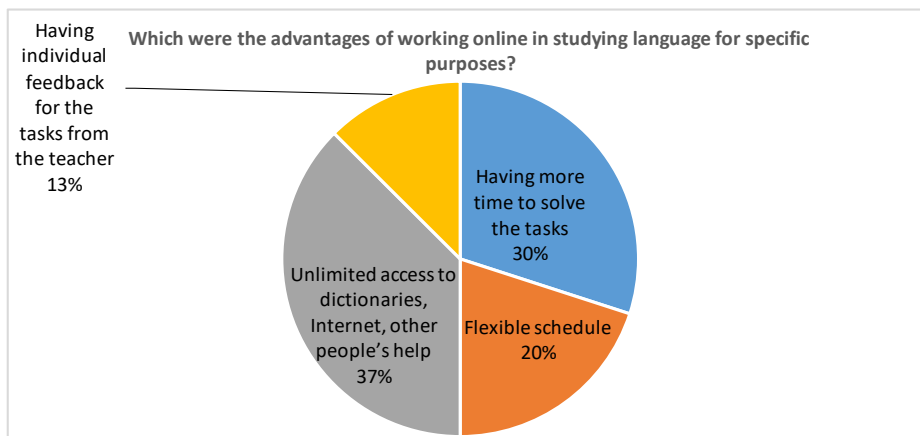
Diagram 3. Which were the advantages of working online in studying language for specific purposes?

The question "Which were the advantages of working online in studying language for specific purposes?" triggered negative reactions from some of the students, especially from the ones complaining about isolation during the lockdown. One student gave 0 points to all variants and explained that he did not find any advantages in studying online. However, from the answers of the students

who ranked possible advantages, we can conclude that the highest score was given to the "unlimited access to dictionaries, Internet, other people's help". Being no longer conditioned to solve tasks during the time of the class, the students considered that they had better access to other sources of information than during the face-to-face classes. It is worth mentioning that, given the nature of the texts and of the tasks, one challenge for the students, besides the linguistic difficulties was the knowledge about the subject matter itself. Preparatory year students are not specialists and may have limited knowledge about their future field of study. In their case, it is important to have access to background information about the subject matter. While organizing the content of the materials given to the students I anticipated this potential problem and I tried to avoid it by providing background information under the form of "trivia boxes" and links to suggestive videos (for the students with unlimited access to the Internet).

"Having more time to solve the tasks" was also considered an advantage by many of the students as well as the next variant, "flexible schedule". The individual feedback of the teacher was not seen as an important advantage, probably because such feedback was not limited to online learning, but was present as well during the previous face-to-face meetings when teachers used to check students' notes and give explanations when they noticed various problems.

I consider it important to mention, nevertheless that, after our university returned to the face-to-face classes with the observance of the social distancing, individual feedback with checking the students' notes was no longer possible, as physical interaction needed to be avoided. Teachers tried to minimize this shortcoming by asking students to read their answers aloud and by writing the correct variants on the board or on the electronic documents themselves and projecting them on the board in front of the classroom. Students needed to correct their own mistakes in this situation and it was more difficult for teachers to notice if individual students made recurrent mistakes or had problems with the spelling or with grammar. Only after the social distancing norms were dropped, in the spring of 2022, teachers started to come again to the students' desks and check their papers individually during the classes.
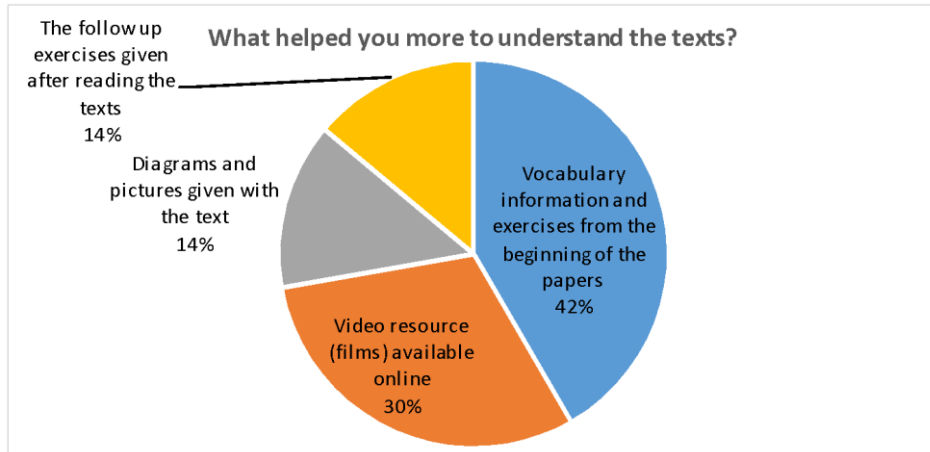
Diagram 4. What helped you more to understand the texts?

For the question "What helped you more to understand the texts?" the answer with the highest rank was "Vocabulary information and exercises from the beginning of the papers". The section dedicated to vocabulary given at the beginning of the written learning materials was conceived exactly with this purpose in mind – to ease the understanding of the texts themselves. We can conclude that the result of the survey testifies that this goal was reached and the value of this section of the learning materials was recognized by the students. A solid second place was given to the video resources available online even if not all the students in the group had access to these videos, as I have stated before. The pictures and diagrams as well as the follow-up exercises were not considered as important in understanding the texts and the tasks themselves.
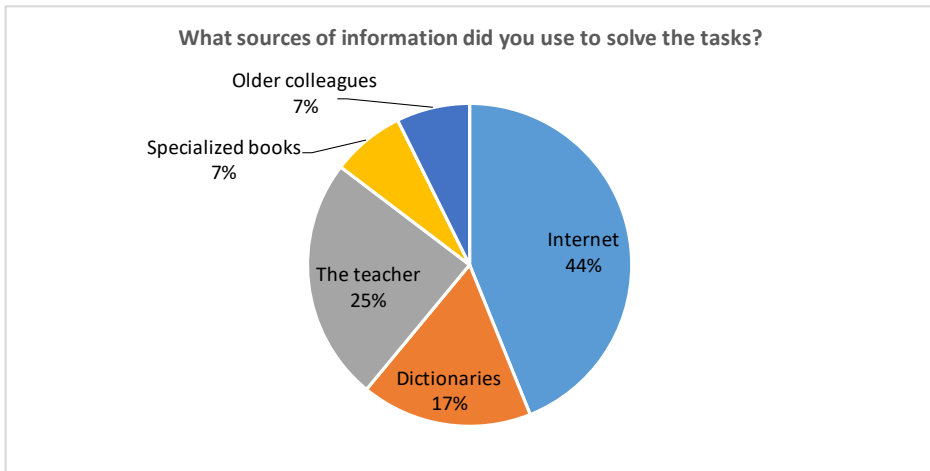
Diagram 5. What sources of information did you use to solve the tasks?

The last closed question of the survey "What sources of information did you use to solve the tasks?" identified the Internet as a main source of information followed by the teacher and then by dictionaries. Specialized books and older colleagues were the least important sources of information for our students. Ranking the teacher as the second important source of information came as a surprise, considering that most of the learning during the lockdown in the spring of 2020 took place in an asynchronous manner. However, my colleagues and I as teachers did our best to be available for questions and consultations online and by phone whenever the students needed them. Our continuous guidance was noted by the students as demonstrated by the results of the survey.

The last item of the questionnaire was an open question: "What suggestions do you have for improving the seminars of Romanian for specific purposes if the online learning experience will be repeated next year?" Only three students answered this question, some explaining orally that they hoped the experience would not repeat again the following year. Of the three students who answered, one wanted to study more texts related to the disciplines they would study in the first year of university studies, which in his case were mathematics, physics and chemistry, another student wanted more speaking and synchronous interaction with the teachers and a student from North Korea had personal goals such as to study more, to make friends among the Romanian students and to read and, surprisingly, to memorize many books.

3.4. Follow-up of the results in the form of synchronous online teaching

In the autumn of 2020, after less than a month of face-to-face seminars and online lectures, the Senate of Petroleum-Gas University of Ploiești voted for online classes and examinations for the rest of the semester. This time synchronous teaching was encouraged with Google Meet as the preferred tool for videoconferencing. The teachers received some written lectures with instructions about the use of Google Calendars and Google Meet and they were subsequently requested to post the links to the videoconferences on the e-learning platform and to also send the same links to the heads of departments via email. The teachers were encouraged to use their institutional e-mails to create Google accounts and to log in to Google Calendars and to Google Meet. Google Classroom was not used for posting written materials. The e-learning platform of the university was used instead and the teachers had the obligation to update the content posted there the previous semester.

As Romanian for specific purposes is not studied during the first semester of the academic year, we did not have an exclusively synchronous online teaching experience with this particular discipline. In the second semester of the academic year 2020–2021, classes started in a mixed format, with lectures still being held online (on Google Meet) and seminars being held in a physical format, in the university, with surgical masks and social distancing. However, some students and some teachers who submitted medical documentation were allowed to continue their classes only in the online format.

Romanian for specific purposes was taught in the spring of 2021 in a mixed manner, with most of the students and the teacher present in the classroom and two students from Turkmenistan and any other student who happened to have flu-like symptoms logging in on Google Meet. Fortunately, the classrooms designated to the preparatory year were equipped with laptops, a Wi-Fi router and video projectors. Thus, the teacher would start a Google Meet videoconference at the beginning of each class, would share the screen with the students online and would project all activities on the board at the same time. The students in the classroom could see the exercises and hear their colleagues who were online. The online students however could only see the screen of the teacher's computer and the teacher, but they could not see their colleagues present in the classrooms and many times they could not hear them either, as the microphone of the laptop was not strong enough to pick up sounds from the entire classroom.

The advantage of this mixed format was that it permitted teaching in real time for all the students regardless of their ability to attend the class in person. Oral

communication with the teacher was possible and speaking exercises could be done with all students. However, the process did not always take place without difficulties, usually of a technological nature. The internet connection was not always stable for both the teacher and the students attending online, and listening activities were the most difficult ones with the online students complaining almost constantly about the quality of the sound when an audio file was played. Sometimes a compromise solution was used with the teacher sending the audio files to the students online and setting a time limit for them to submit their answers to the listening exercises. Although online students could communicate with the teacher, they could not communicate with their colleagues in the classroom and they could not take part in group or pair work activities. All they could do was to attend frontal activities and to work individually when required and send their answers to the teacher to be checked.

In spite of the imperfect solution of the mixed online and face-to-face teaching, the students attending classes online had a good progress in their language acquisition and were able to reach the B1 minimum level of linguistic competence required for entry in the Romanian universities. One of the students attending classes exclusively online, a student from Turkmenistan, for example, obtained a maximum average grade during the academic year 2020–2021 and took part with success in an online conference reuniting students of Romanian as a foreign language coming from a dozen universities from our country and from abroad. Although her success is undoubtedly due to her personal merit and effort, we can however conclude that the way in which synchronous online classes were organized and carried out by the teaching staff in our university over the academic year 2020-2021 was effective and it created a favourable environment for the students to develop their language skills.

4. CONCLUSIONS

The outbreak of the Covid 19 pandemic disrupted in a significant manner the learning process in the Petroleum-Gas University of Ploiesti as well as in other teaching institutions of the country. As we have explained in detail in the present paper, the leadership of the university as well as the teachers and the students were caught off-guard by the decision to suspend face-to-face classes, which caused delay of action and a hesitant start in organizing online lessons, especially in the synchronous manner. The learning process did not stop in spite of all these shortcomings and students were still able to develop their language skills and to obtain their certificates. Speaking and listening skills were the ones that lacked

sufficient practice and the situation is not specific only to our university, as it has been documented by other studies as well (Erarslan 2021: 356; Hartshorn & Mcmurry 2020: 152; Karataș 2020: 26)

Teaching Romanian for specific purposes online in both an asynchronous and a synchronous manner was a challenging task and it required more time and effort from the teacher and more intense individual work from the students. The use of written materials adapted to the particularities of the students, the selection of the contents with the anticipation of possible difficulties and the use of multimedia (video recordings, images and diagrams) helped the students understand the tasks at hand and deduce meaning even if the teacher was not physically present to guide them through their learning process. The experience of these two years of pandemic, 2020–2022, is a lesson learned and would be useful in the future if similar emergencies were to happen again.

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ОНЛАЈН НАСТАВА РУМУНСКОГ ЈЕЗИКА ЗА ПОСЕБНЕ НАМЕНЕ
ТОКОМ ПАНДЕМИЈЕ КОВИД-19

Резиме

Процес подучавања румунског језика за посебне намене је тежак и често укључује груписање ученика у тимове према области њиховог интересовања. Постојање хомогене групе студената са сличним интересовањима и могућностима за будуће универзитетске студије је ретка појава на нашем универзитету, тако да се настава румунског језика ретко изводи са целом групом, и често укључује активности назване „рад у тиму”. Наставник има задатак да организује часове, садржаје, начине учења, да размишља о коришћеним методама и о времену одржавања наставе како би што више олакшао тимски рад. Иако је садржај семинара и даље био прилагођен будућим студијама студената, у Румунији се током пандемије (2020–2021. године), тимски рад претворио у рад са сваким студентом понаособ путем посредоване комуникације. Ова нова и непредвидива ситуација донела је нове изазове, тешке ситуације, али и нове могућности како за професоре тако и за студенте. На основу резултата истраживања и упитника, који је дат студентима припремне године на Универзитету за нафту и гас у Плоештију, овај рад анализира потешкоће са којима се студенти сусрећу током наставе румунског језика за посебне намене (најпре асинхроне наставе, а затим и наставе у реалном времену путем видео-конференције). У последњем делу рада се говори о употреби искуства асинхроне наставе током наредних семестара за унапређење синхроне и мешовите наставе за исту дисциплину и са сличним групама студената.

Кључне речи: румунски за посебне намене, онлајн настава, асинхрона настава, синхрона настава, тимски рад, индивидуално учење, организовање садржаја, упитник.

Questionnaire
About teaching language for specific purposes online during the lockdown

Please rank the following variants with numbers from 0 to 5, where 0 means "I completely disagree" and 5 means "I completely agree".

1.   What was the most difficult thing about the specialized texts you studied?
a)   Specialized vocabulary
b)   The general vocabulary of the text
c)   Understanding whole sentences even when you knew the words.
d)   The way texts were organized
e)   Other (write what): ....

2.   What did you miss the most in online classes as compared to face-to-face classes:
a)   Teacher's explanations about how to solve the tasks
b)   Asking the teacher to help immediately when you encountered a difficulty.
c)   Receiving feedback from the teacher immediately after finishing a task
d)   Working with your colleagues
e)   Other (write what): ....

3.   Which were the advantages of working online in studying specific languages?

a)   Having more time to solve the tasks
b)   Flexible schedule
c)   Unlimited access to dictionaries, Internet, other people's help
d)   Having individual feedback for the tasks from the teacher
e)   Other (write what): ....

4.   What helped you the most in understanding the texts?
a)   Vocabulary information and exercises from the beginning of the papers
b)   Diagrams and pictures given with the text
c)   Video resource (films) available online
d)   The follow up exercises given after reading the texts
e)   Other (write what): ....

5.   What sources of information did you use to solve the tasks?
a)   Internet
b)   Dictionaries

c)   Specialized books
d)   The teacher (via WhatsApp messages, Facebook groups, phone calls)
e)   Older colleagues from your country

6.   What suggestions do you have for improving the seminars of Romanian for specific purposes if the online learning experience will be repeated next year?

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DEVELOPING STUDENT AGENCY THROUGH ONLINE DIDACTIC STRATEGIES IN HIGHER EDUCATION. SMALL GROUPS VERSUS LARGE GROUPS

ABSTRACT: During the COVID-19 pandemic, teachers and students were relocated in the digital space. In this study, we focus on two groups of students and two types of courses: electives on *Romanian as a Foreign Language* in Germany and seminars on *the Grammatical Structure of the English Grammar* in Romania. We analyse the role that student agency plays in the online teaching process. For this purpose, we applied a survey to analyse the effectiveness of the didactic strategies used with small groups in comparison with large groups. The findings of this study show that remote instruction at the university level during seminars/elective courses for small groups can be as efficient as on-site instruction for the learning process and, implicitly, for student agency development. Regarding large groups, the study shows that remote instruction can, at times, be even more efficient than face-to-face teaching, especially regarding student agency development.

Key words: COVID-19 pandemic, foreign languages, remote academic instruction, teaching strategies, student agency.

РАЗВИЈАЊЕ СТУДЕНТСКОГ КРИТИЧКОГ МИШЉЕЊА УЗ ПОМОЋ ОНЛАЈН ДИДАКТИЧКИХ СТРАТЕГИЈА У ВИСОКОМ ОБРАЗОВАЊУ. МАЛЕ ГРУПЕ НАСПРАМ ВЕЛИКИХ ГРУПА

АПСТРАКТ: Наставници и студенти су се током пандемије вируса Ковид-19 преместили у дигитални простор. У овом раду фокусирамо се на две групе студената и две врсте курсева: изборни предмет *Румунски језик као страни језик у* Немачкој и предмет *Граматичка структура енглеског језика* у Румунији. Анализирамо улогу коју студентско критичко мишљење има у наставном процесу онлајн. У ту сврху применили смо анкету за анализу ефикасности дидактичких стратегија које се користе у малим групама у поређењу са великим групама. Резултати ове студије показују да настава на даљину на универзитетском нивоу током предавања изборних курсева за мале групе може бити једнако ефикасна. Што се тиче великих група, студија показује да настава на даљину понекад може бити и ефикаснија од наставе лицем у лице.

Кључне речи: пандемија Ковид-19, страни језици, академска настава на даљину, стратегије наставе, студентско активно учешће.

1. INTRODUCTION

In the context of the Covid-19 pandemic, for some time, remote teaching became the only form of instruction available everywhere around the world, relocating teachers and students in the digital space and transforming the academic instruction. In this transition and adaptation process, instructors had a common goal: to adapt to the online environment, to make the learning process useful for the acquisition of information regarding a particular topic, while focusing also on its utility in the students' academic and professional lives, and to develop transversal skills for the students. As such, the academic instruction in higher education aims at equipping students with specialised knowledge and skills and at preparing them for real-life scenarios, developing student agency and contributing to the personal development of students as responsible learners and practitioners (see also Klemenčič 2015).

In this study, we analyse the didactic strategies used to develop student agency in the context of *Romanian as a foreign language* classes at Regensburg University, Germany and English grammar classes at The Faculty of Letters, Babeș-Bolyai University, Romania. The timespan is October 2020-January 2021. We base our analysis on the observation of strategies used with small groups in comparison with large groups, highlighting similarities and differences and the students' perception of the teaching act and their attitude towards digital instruction. At the same time, we focus on the digital environment and on digital

communication as the common backbone for remote learning both for electives in which Romanian is a second language, and for seminars focusing on the grammatical structure of the English language.

We embarked on this study because we were interested in analysing how two local academic contexts functioned in the digital world. We focused on the role played by interactive, dynamic, synchronous, and asynchronous activities in developing student agency in small groups versus large groups. We aimed at scrutinising students' perception of our online courses. We also wanted to compare the perception of the groups involved: small groups versus large groups.

This kind of study constitutes a form of feedback for the language instructors, giving them the opportunity to validate or invalidate the didactic strategies used and their role in developing student agency.

Our main research questions are the following:

● What are the advantages and disadvantages of remote instruction when working with small and/or big groups?

● How did students perceive the transition to online instruction?

● What is the connection between students' profile and the development of student agency?

● How can student agency be achieved through online strategies in small groups vs. large groups?

● How does the relationship instructor – student change/shift in small groups vs. large groups?

2. DEVELOPING STUDENT AGENCY

Student agency is "a process of students' self-reflective and intentional actions and interactions during studentship, which encompasses variable notions of agentic possibility ("power") and agentic orientation ("will")" (Klemenčič 2015: 13). In higher education, student agency is activated and developed through didactic strategies that guide students, offer them a voice, and engage them in a dialogic relationship with all the agents involved in the learning process. It constitutes a central factor, especially in the foreign language classroom, and, even more so, in the remote learning setting. We associate student agency with learning through activities that are meaningful and relevant to learners. As Lindgren and McDaniel argue (2012: 346):

> "Personal relevance may also make it easier for a learner to situate new learning within existing knowledge structures by making connections to previous experience. The overall result is learning that

is more flexible and adaptive because it was conceived under the conditions of specific personal needs and aspirations."

Within this framework, student agency refers to the students' critical analysis of the content taught, offering the cognitive space for acquiring information and embedding this information in a network of domain-specific content, but also connecting this information to their own purposes and contributing to making students autonomous learners. Hence, the concept also refers to "the ability to manage one's learning" (Zeiser et al. 2018: 1) and to the active role played by students in the learning process. Student agency is part of student engagement, and it is "students' constructive contribution into the flow of the instruction they receive", it is their attempt to personalise and enrich "what is to be learned and the conditions and circumstances under which it is to be learned" (Reeve, Tseng 2011: 258). Student agency is concerned with the quality of engagement with the environment (see Klemenčič 2015). In our case, we are concerned with an educational environment that includes the teacher and students, video conferencing platforms, various learning apps and strategies. To this, we add that "the concept of student agency varies across cultures" (OECD Future of Education and Skills 2030). The different sociocultural backgrounds play a crucial role in the process as agency "refers to the socioculturally mediated capacity to act" and "all action is socioculturally mediated, both in its production and in its interpretation" (Ahearn 2001: 112).

Student agency can be developed in numerous ways. Some basic factors that can be applied to higher education as well are time, resources, a flexible curriculum, students' involvement in the decision-making process, asking open-ended questions, making the students enjoy learning, encouraging playing and discovering, the teacher as a facilitator, rethinking assessment (Qureshi 2020).

A factor that facilitates the development of student agency is the use of new technologies. This happens because new technologies involve collaboration (see Díaz 2017), sharing, playing, competition, challenge. They emulate real life scenarios through various technology-based projects and problem-solving activities as "teachers "empowered with technology" could make the classes as interesting and as attractive as what happens in the world beyond the walls of the classroom" (Negoescu, Boștină-Bratu 2016: 27). In this way, students learn better because they take part in a game of discovery, receiving challenges and, thus, learning inductively: "students grappling with these challenges quickly recognize the need for facts, skills, and conceptual understanding, at which point the teacher provides instruction or helps students learn on their own" (Prince and Felder 2007: 14).

Using new technologies, students can also co-construct knowledge together with their peers and instructors as "a variety of technologies may be used to support cooperative/collaborative learning" (Resta and Laferriere 2007: 65). In this scenario, the teaching process is agency-oriented and student-centred, the teacher taking the role of facilitator, offering students scaffolded instruction, "asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices" (Grasha 1994: 143).

In order to develop student agency, emphasis should also be placed on developing their critical thinking skills in searching, selecting, and acquiring information in multiple ways, depending on the students' learning styles, preferences, and interests. Thus, the final aim in agency-focused teaching contexts is to develop autonomous, effective, and motivated learners.

Student agency and engagement highly depend on all these factors involved in the learning environment. To these we add: prior knowledge about the subject matter, the relationship with the teacher and the dynamics of the classroom, the novelty and relevance of the course content, extrinsic and intrinsic motivation, the connection between the course and the students' academic life and future professional life, the design of the educational system.

3. LEARNING CONTEXT AND SURVEYED LEARNERS

There are various factors in the learning context, and they have an impact on developing student agency. These factors also constituted trigger points for us in choosing the two types of courses under focus. For space limitations, we will only analyse a selection of these factors in this study.

The first factor is represented by the type of course under focus. In this study, we compare a seminar on *the Grammatical structure of the English Language* with 2 elective courses on Romanian, namely, *Romanian as a foreign language* and a course dedicated to Secondos[1], on *Romanian Culture and Civilization*. We chose these two types of courses because both Romanian and English represent the second language for the target groups. This entitles us to state that the linguistic biographies of the two types of students are the same as they went through similar acquisition processes. Moreover, *combining*

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[1] Students who have been in contact with Romanian as a second language (one of their parents is Romanian, but they left the country when they were children and they do not use Romanian at home). Hence, they have some knowledge of the Romanian language: their receptive skills are intermediate, but their productive skills are at beginner level.

Romanian/English with their mother tongues betters their academic performance and offers them more job opportunities. As these students want to use the languages under focus in order to obtain certain jobs, this aspect constitutes the link between the two groups, and it is our starting point in analysing to what extent the student agency strategies employed are dependent on the type of students.

Another reason determining us to focus on these two types of courses concerns the status of English and Romanian in these two specific contexts, the two types of courses analysed in this study involving a lingua franca: teaching the *Grammatical Structure of the English Language* implies a lingua franca at a macro-level, whereas teaching *Romanian as a foreign language* and *Romanian culture and civilization* implies a lingua franca at a micro-level. In both situations, there is both a challenging factor and a motivating factor. For *Romanian as a foreign language* and *Romanian culture and civilization*, the difficult aspect is represented by the fact that Romanian is a minority language and students are not exposed to the language very often. However, they are passionate about the language. Some are even enrolled in programmes which are strongly related to the Romanian sociocultural context and the Romanian language. Others are enrolled in programmes such as international relations, aiming at jobs such as diplomats, social workers, interpreters. In both cases, they are motivated to learn Romanian so that they can be functional and efficient at the workplace. Regarding English, the language functions as the global lingua franca and it is a dominant language, being widely recognised and being useful both for professional and for personal life. Hence, regardless of their field of study, students are eager to learn and/or improve this language. However, developing student agency for *the Grammatical Structure of the English Language* course/seminar constitutes a challenge to the instructor because many students are not keen on knowing the theoretical explanations for language phenomena, some are not aware of what philology field entails and the new job prospects connected to this field (a few examples include developing artificial languages and systems - Google translate, AI-powered writing assistance - Grammarly, annotation).

The second aspect to take into consideration is the curriculum as the two types of courses analysed have a different curriculum and we investigate the way in which this influences the development of student agency. In Germany, the curriculum is dynamic, courses are optional and there is the possibility to combine various types of courses. In contrast to the German context, in Romania, the curriculum is fixed: students at the Faculty of Letters get to choose a programme including two languages: a major language and literature programme combined

with a minor language and literature programme. For example: French-English. There are compulsory courses, elective courses (they choose 1 course out of 3/4 offered), and optional courses.

The target group is an important factor in any educational context.

The two courses on Romanian had participants from various backgrounds and fields: Political Studies, South-East Studies, European Studies, Education and Didactics, German Studies, Romance Studies (French, Italian, Spanish), Journalism, Psychology. This survey has 16 respondents: 11 females, 3 males and 2 respondents which identified as 'other'. Their ages range from 19 to 49, all of them German citizens. Out of these students, 14 live in an urban area, 2 in a rural area.

The seminar on the English language targets first year students at the Faculty of Letters having English as their minor and majoring in one of the following languages: Korean, Chinese, Finnish, French, German, Japanese, Italian, Comparative Literature, Hungarian, Norwegian, Romanian, Russian, Spanish, Ukrainian. According to the official figures, there are approximately 234 students distributed among 60 students for each seminar group. This survey has 81 respondents: 72 females and 8 males, most of them being 18 and 19 years old, 79 of them Romanian citizens, 2 Erasmus students (Kazakhstan and Portugal). Hence, this was a very homogenous group. Out of these students, 60 live in an urban area, 21 in a rural area.

Observing the two groups, we notice that the respondents enrolled in the Romanian courses have very heterogeneous educational backgrounds (Social sciences, Language and Linguistics, Law, Biology, and English, European Studies, Psychology), whereas the Romanian students studying English are all Philology students. This is due to the two contexts involved (dynamic versus fixed curriculum) and this affects the development of student agency, as both categories of students have, in the end, the same tasks, namely, to connect information or knowledge to their own purposes and to contribute to becoming autonomous learners. The emphasis is placed on student engagement, and the central element is their constant contribution brought into the instruction they receive.

4. DIDACTIC STRATEGIES

Foregrounding the idea that in the learning environment we deal with different purposes and contexts and students are diverse and subjected to continuous change, learning in different ways or reacting differently to the

resources used, the subject matter and the level of difficulty (see Fry et. al., 2009:8), we will analyse the strategies used in small groups in opposition to the ones used in large groups.

4.1 Didactic strategies used with small groups

The participants in a small group setting benefit from more directed and personalised didactic strategies that are more difficult to implement with large groups of students. As such, we spent more time for warm-up activities and for building rapport. Both strategies were implemented spontaneously and naturally, sometimes by merely asking questions in the foreign language under focus. As "asking and answering questions and responding are paramount in small group settings" (Griffths 2019: 81), we engaged in questions and short answer sequences on a regular basis by asking general questions, thus contributing to building a relaxing atmosphere and setting the mood for the foreign language class. We also spent more time on warm-up activities meant to introduce the topic of the course and create expectations. Moreover, we managed to use personalised activities: we included examples with the students' names when teaching various language structures and, at times, we made direct reference to students. In this way, our students were entertained and engaged, more willing to contribute. Small groups also allow individual feedback and more email exchanges with the language instructor. The syllabus was more open and flexible as students were given the opportunity to have a voice and make choices in terms of content. This led to an authentic conversation, a great focus was placed on authentic experience, and, by way of consequence, made the students more interested in the courses and constantly built on student agency.

4.2 Didactic strategies used with large groups

Working online with large groups of students represents a challenge for the language instructor. To develop students' agency and promote student engagement, there were some strategies that we used throughout the semester. Some of them are teaching techniques, while some others are meant to establish human connection, which is so important and harder to achieve in this context. A few examples include:

- Creating a Facebook group besides the education platform that we use. The purpose of this group was to share thoughts, funny posts related to the content discussed in the classroom and to create a relaxed atmosphere.

-        Editing together a collaborative notebook based on the content discussed during the seminar and on some extra reading that students had to do on their own.

-        The use of various online interactive games and apps which we used during the seminar and the students could use after the seminar as well. These online apps contained the key to the exercises as well, hence they constitute good practice and reinforcement material.

-        Giving the students a mid-term project for which they received 1 point of their final grade. The project had three sections, each representing a strategy used with the purposes of developing student agency. Below we illustrate the 3 sections and the didactic reasons behind them:

In Section 1, students received four chapters from the specialised literature, and they had to read one of the four chapters, write a summary of three/four main ideas that they found interesting and provide examples. They had to write approximately 250 words. They were told not to copy-paste information, but to paraphrase the ideas and come up with their own examples. This section illustrates one important strategy for developing student agency: it gave them the freedom to choose the reading material. It also required our students to process information, select what they consider relevant and interesting, and summarise the important information - this kind of activity ensures the development of critical thinking skills, it raises awareness of the field per se and gives the instructor the opportunity to check if what he/she considers relevant corresponds to what students consider relevant.

In the second section, students had to provide two (contextualised) examples of grammatical aspects that were previously analysed at the course and seminar. They also had to include a short analysis for each example. These examples had to be extracted from online sources: from images (that they saw on Facebook/Instagram/online) or songs, short videos, movies, or trailers. They had to provide the name of the multimedia element and the source. If it was a video/song, they had to mention the exact time when the structure(s) occurred. They were also asked to specify the sources. In terms of didactic reasoning behind this section, this exercise showed the students that the subject under focus is connected to aspects pertaining to daily life, something they need in order to be functional in English on a personal and professional level.

In the last section, based on the content discussed up to that point in the course and the seminar and using as examples the exercises that we solved together, they had to design a short grammar exercise for Philology students. The level had to be at least intermediate, and the exercise had to contain clear

instructions, two items - which showed creative and up-to-date sentences and an answer key to the exercise. This activity gave them the role of teacher/experts, building further on student agency.

-        Handouts and quizzes with additional exercises. For the handouts, students received a key and they had to correct their own work and for the quizzes, we used Google form quizzes and the answers were included in the form. This kind of practice ensures the consolidation of information, and it gives autonomy and a greater sense of responsibility to the students.

-        Asking the students to provide feedback on the classes and then picking up on that during the semester. For example, in the survey that we applied in the middle of the semester, one student said that for them it would be important not to be judged if they did not start their video because they might have a special context within the family and that it should not be interpreted as a lack of respect. In response to this, the language instructor posted a message on the Facebook group in order to appeal to their empathy and to explain why starting the video is important for our class, without mentioning the reason behind the post.

5. METHODOLOGY

In order to investigate the answers to our research questions we used procedures that implement qualitative and quantitative components, gathering relevant data from the students´ answers.

We applied the same questionnaire to the two groups of students (see Annex 1). The questionnaire was applied in the first semester (winter semester) of the academic year 2020-2021. It contains 4 main sections: *General Information*, *Our course/seminar*, *The seminar and the online learning environment*, *Students' attitude*. Students were allowed to answer in the language that they wanted, ensuring in this way that the linguistic barrier would not infringe upon their expressing exactly what they want to express.

The first section of the questionnaire, *General information,* comprises details related to age, gender, residency, field of study, year/semester of study, their language level, motivation, self-evaluation, future job plans and the relation with the language under focus. This section contains an open question regarding students' motivation for studying Romanian, respectively English, and a Likert scale question, requiring the students to rate to what extent the instructors managed to adapt to the online teaching.

The second section, *Our Course/Seminar*, asks the students to give some relevant information about their prior knowledge about the field/seminar/course,

their expectations, and their detailed feedback on the course/seminar, as well as regarding the problematic aspects of the seminar/course. Most importantly, this section embodies the core questions of our questionnaire: Is the content of the course useful? Which content do you find useful? Is the course essential for your field of study?

The section *The course/seminar and the online learning environment* is composed mainly of open questions: *What do you like/dislike about the course in the online environment?; What role do you have in this course?; Do you consider that all courses and seminars are suitable for online teaching / remote teaching?; What motivates you during the course*?

Finally, the last part, *Students´ Attitudes,* subsumes details related to the usage of the camera and the students' engagement during the class since the teacher or the students have or do not have the camera on. This part also offers information related to the number of the students taking part in the classes and the advantages and disadvantages of the online medium.

6. FINDINGS OF THE STUDY

The questionnaire applied to our students provided us with valuable information that explains students' attitude towards our course and the learning environment and the way in which student agency was developed through participating in the course/seminar activities, the use of various apps and online resources and the various didactic strategies.

6.1 The Nexus between students' profile and the development of student agency

The section GENERAL INFORMATION focused on obtaining demographic information about our students, focusing on four aspects which explain our students' engagement with the course and constituting the pillar for designing our courses in order to develop student agency during our courses: our students' perception of their language level, the reasons why they study the language under focus, the job they would like to have in the future and the role played by the foreign language in their future jobs.

When asked to rank their knowledge of the language under focus, the Philology group provided surprising answers. Even though these students minor in English, and this means that they will be certified teachers and translators when they graduate, about half of them considered that they were advanced and proficient in English, whereas 37% of the students self-evaluated their English

level as intermediate, and roughly 10% considered that they are elementary level, and even beginners. The small group of students which studied Romanian offered a heterogeneous picture: the vast majority declared being beginners, followed by advanced and elementary, then intermediate and a very small percentage perceiving their Romanian language level as proficient (see fig. 1 below).
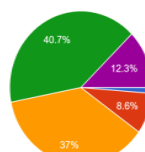
Students studying Romanian   Students studying English
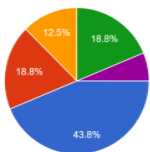
Fig. 1. General information

When asked why they study the Romanian language, most of the students mentioned elements pertaining to intrinsic motivation (passion/curiosity/personal interests). There are also some who provided answers which reveal extrinsic motivation. There are also answers that include both sides of motivation. A selection of the answers is presented below. For authenticity reasons, we transcribe the answers verbatim, exactly in the language in which they were produced:

> *"Because it's part of a module from the study."*
> *"I want to learn more about Romanian varieties / linguistic and personal reasons."*
> *"Interesse und Teil des Studiums.[2]"*
> *"Because I am studying DaZ German as a second language. And many pupils in "Regensburg also speak Rumanian."*
> *"Aus Interesse, Verwandte in Rumänien."[3]*
> *"Personal interest, family background and scientific needs."*
> *"im Rahmen des Secondos-Programms und um im Urlaub dort besser zurecht zu kommen."[4]*
> *"Because i am interested in the Romanian language and culture."*

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[2] Personal interests and part of the study programme.
[3] Personal interests and kinship in Romania.
[4] It is part of the study programme and also because I want to get by in Romania when on holidays.

"Because I wanted to use the great opportunity that Uni Regensburg offers for learning about eastern european countries and languages. Because I already speak Italian at an intermediate level I had anticipated that Romanian would be the easiest one to learn for me from the languages offered for the additional certificates."

"Am făcut serviciul social în România anu 2014, organizația de trimitere m-a trimis în România. Așa am învățat românește practicând. Acum trei ani în urmă am început sa fiu interpret amator pentru autoritățile germane competente la așa-numita lege "ProstSchG" și am înțeles că existe o mare necesitate de consiliere specializată sau asistența socială pe limbă română în Germania în scop de a implementa participarea și drepturile omului pentru grupa persoanelor respective."⁵

"Deci studiez limba română pentru că am o relație biografica și emoțională cu aceasta limbă, și pentru că vreau să ridic nivelul meu de limba putând oferi din resursele mele pentru binele unei societăți migratoare."⁶

"It's a beautiful language, linguistically interesting, comparing to Latin, other Romance languages and various influences. Romania as country is fascinating"

"Weil die die Sprache schön finde, und es für mein Studienfach hilfreich ist"⁷

"Because i am half Romanian."

When asked why they had chosen to study English language and literature at the Faculty of Letters, as can be seen from the students' answers below, there were students who stated that they have a passion for the English language. There were also students who stated that they want to have a job in which knowledge of the English language is needed. Many declared they had chosen this language because it is a language that they are familiar with. However, the vast majority provided answers which show that they are interested in acquiring/improving

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⁵ I did social service in Romania in 2014, the sending organization sent me to Romania. I learned Romanian by practicing. Three years ago, I started to be an amateur interpreter for the German authorities competent in the so-called "ProstSchG" law and I understood that there is a great need for specialized counselling or Romanian-language social assistance in Germany in order to implement participation and human rights for Romanians.

⁶ So I study Romanian because I have a biographical and emotional relationship with this language, and because I want to improve my language level, thus offering my resources in the service of a migrant society.

⁷ Because I like the language and I find it useful for my field of study.

language competence, but not primarily philology content and skills. This shows that the development of student agency is essential in the learning process as many students are not aware of the potential and the complexity of studying philology, most of them expect courses and seminars that would only improve their English level, their translation skills, their ability to use the language in the academic/professional environment. A selection of their answers can be seen below. We transcribe them verbatim, exactly as they were produced by the students, with their typos, syntax, or any other kind of errors, in order to respect language in use:

> *"I study English because it is easier to me for me to understand and to be connected with all kind of culture."*
> *"Because it's a foreign language I like and I'm familiar with."*
> *"Because I want to practice more this language, for me, for my knowledge. I want to improve it because in high school I didn't do that."*
> *"I have been studying it since I was a kid, so I will keep learning more about it and eventually becoming proficient."*
> *"Because I know the language, i have been studying English since i'm 12 and i want to know more about this language, because is important to know one of the international language."*

Another open question that is relevant for developing student agency during our courses is connected to the type of job students envisage for the future. In this respect, students who studied Romanian, mentioned jobs which are not necessarily directly connected to the Romanian language or interdisciplinary studies jobs. In relation to this, the role of Romanian was highlighted in their answers in the following ways:

- *Cultural and linguistic knowledge is always gold*
- *mehr Möglichkeiten zur Weiterbildung*[8]
- *perhaps being German teacher (Auslandsschuldienst)*
- *for example I would to be able to read romanian sources*

Most of the students enrolled at the *Grammatical Structure of the English language* seminar declared wanting to have English Philology related jobs. Some examples include teacher (but only 7 students mentioned English teacher), translator, interpreter, writer, jobs that involve literature and art. Some wrote that they would like to have a job involving English as a foreign language or jobs

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[8] More opportunities for further development.

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unrelated to philology (e.g., flight attendant, tourism, IT companies, corporations). When asked how they thought English would help them in their future jobs, they signalled aspects connected to English being a global language:

- *Almost everyone speaks English. It just brings about opportunities.*
- *Being bilingual is becoming more and more required by companies*
- *Knowing more foreign languages constitutes an advantage in every job.*

English is a language spoken all over the world, and those who know it are able to interact with people from different cultures and countries. I believe this is vital in the context of globalization.

6.2 Students' perception on the course/seminar

The second section of the survey focuses on the English grammar seminar, respectively, the Romanian course. Students in Germany appear to have made more informed choices when they enrolled in their study programme. As such, when asked about their information prior to their enrolment, 68.8% of the students declared having been informed both about the field of study and about the courses taught at their faculty, only 12.5% declared having been informed about the field of study, but not about the courses taught at their faculty and 18.5% declared not having been informed neither about the field of study, nor about the courses. In contrast to the students in Germany, only 30.9 % of the Romanian students declared having been informed both about the field of study and about the courses taught at their faculty, a very large number of students declared having been informed about the field of study, but not about the courses taught at their faculty (63%) and an insignificant percentage declared having been informed about both (see fig. 2 below).
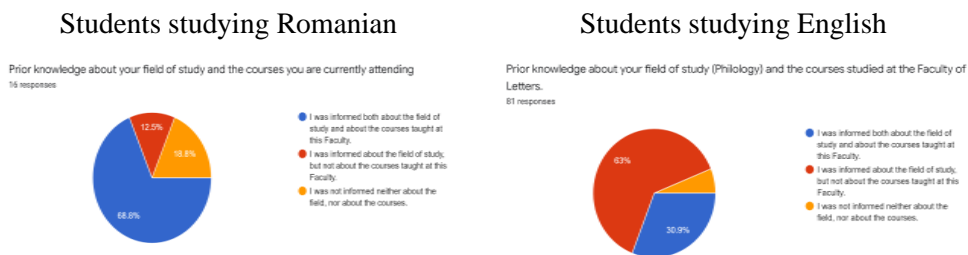

Fig. 2. Prior information about the Programme

Students were also asked if the course had met their expectations and they were asked to motivate their answers. 15 students in Germany answered positively to this question and only one provided the following answer: "partly yes, partly no, it depends on themes and group dynamic (especially this is difficult to handle in an online course". Regarding the students in Romania, 56 students answered positively, 3 negatively, 6 partially positively, the rest did not answer this question, or they did not have any expectations. We also select 3 answers from the Romanian students' input. We transcribe them verbatim:

- *I find the course very interesting. I had no idea that there are so many things about English grammar that I need to know.*
- *I had a much more simplified schedule on my mind, but I am definitely not disappointed. It is very difficult for me to be honest, since I thought I knew a lot about grammar but turns out, I don't at all. It challenges me and gives greater knowledge about it.*
- *don´t think that the information we are learning is that useful. I personally feel like it is way too detailed. Thinking back on the times I was attending English classes to prepare for the Cambridge Proficiency C2 exam, I never had to study grammar so in-depth in order to be able to write good essays and do well on the other parts of the exam. Subsequently, I don't think the teacher who was preparing us for the exam knew it either, and her students had great results despite that. However, I understand that we are 'Philology' students and that means that we should skilled in Grammar, as well as that the teacher of this course has to follow a specific curricula, even if it gets too in-depth at times.*

These answers reflect the students' opinions in general as there are students who are passionate about the subject and find it easy to understand and operate with grammar, there are also some who enjoy the course, but consider it to be challenging, and there are also students who are not keen on learning the theoretical aspects behind the language structures.

When addressed the question 'What does the participation in the course give you (in terms of new skills)?', a selection of answers provided by the German students includes: *Erlernen einer neuen Sprache[9]; I can learn a new language and a new culture. It is just wonderful!, O fluentă mai mare, scris şi oral[10]*. The

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[9] Learning a new language.
[10] More fluency.

students in Romania cover aspects related to the language skills and transversal skills. A few examples include: *Communication skills and time management skills; I think that now I can explain better certain grammatical issues; Language and grammar skills. It also taught me how to use technology better.; Critical-thinking skills [...]; I have increased my digital skills; Self-awareness that i have to study more.*

When asked if they consider the course essential for their field of study, 68.8% of the students in Germany answered negatively, 18.8% chose 'maybe' and 12.5% answer 'yes'. In contrast, 77.8% of the Romanian students answered positively, 21% chose 'maybe' and only one student said 'no'.

6.3 The course/seminar and online learning

The third section of the questionnaire focuses on the connection between the seminar/course and the online learning environment. In this study, we addressed only one aspect of this section: our students' motivation during the course/seminar. As can be seen from figure 3 below, the top three elements that students in Germany value are the relation with the teacher, the activities, the topics chosen by the teacher.
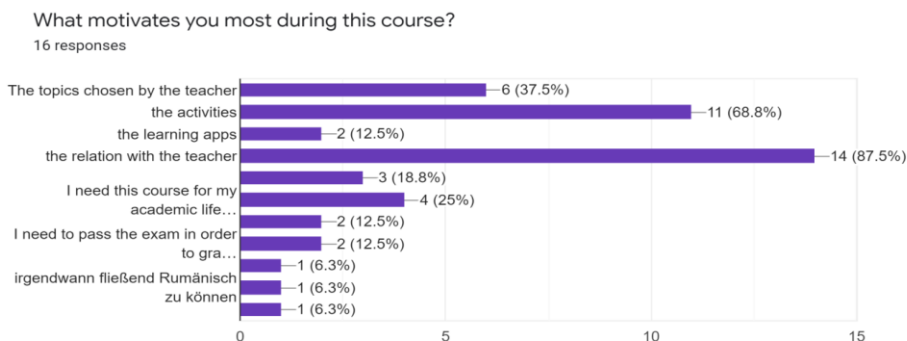

Fig. 3. Motivation – Romanian course

Figure 4 shows us that the top three motivational elements for the students in Romania are the fact that this course helps them develop other skills as well (for example, digital skills, communication skills, public speaking skills etc.); the activities and learning apps used during the seminar.
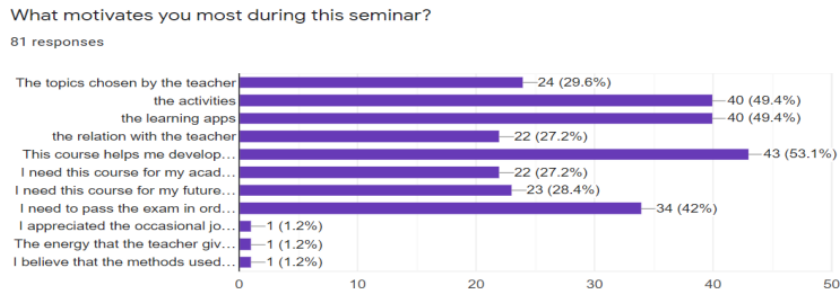
Fig. 4. Motivation – English Seminar

6.4 Students' attitudes

In the section focusing on our students' attitudes, we noticed a very interesting aspect regarding the choice of starting the video during the course/seminar. In the first part, students were given the following statement: "Seeing my colleagues' videos rather than a name on a screen motivates me to engage more". 75% of the students in Germany totally agreed and agreed with the statement, 25% of the students disagreed with it. 54.3% of the students in Romania totally agreed and agreed, 21% agreed to some extent, and 26.2% totally disagreed and disagreed. However, the second part of this section shows that many students in both groups considered that if the teacher had the camera off, the course would not be so engaging (93.8% of the students in Germany, 79% of the students in Romania). In the last part, we observe that half of the students in both groups acknowledge the importance of starting the video during all forms of academic instruction; the other half considers it important for seminars and electives, but not for lectures, only 3 students from the Romanian group consider that having the video on during lectures is important.

When asked what they like about being part of a small group for a course/seminar, students in both groups mentioned the relationship between the teacher and the students, the larger amount of time dedicated to speaking and to individual questions, more focus on the needs of the students, the discussions, the atmosphere, the fact that students are more active, and they are part of a team. When asked what they like about being part of a large group, students in both groups mentioned having the possibility not to get involved, if not interested, the advantage offered by anonymity; the vast number of opinions presented, the lack of pressure. Some also declared that they do not like being part of large groups. One

student says "You're not in the spotlight too often. And you can rely on others to know what/ when you don't (or have better chances to be overlooked in this case)".

In terms of the usual number of students during elective courses and seminars in Germany and in Romania, the figures show that there is a stark difference between the two educational contexts (see fig. 5 below).
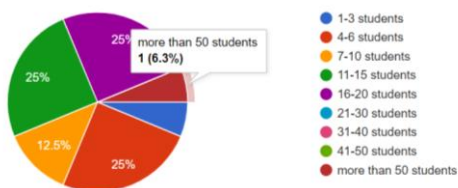
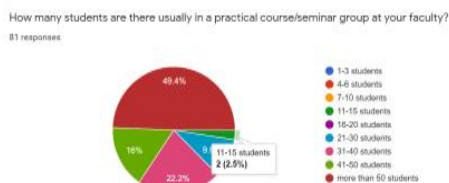Students in Germany   Students in Romania

Fig. 5 Students enrolled in electives

7. PEDAGOGICAL IMPLICATIONS

As the factors involved in developing student agency are complex and varied, we could not include all of them in this current study. When designing the questionnaire, we did not intend to write a comprehensive study on the topic of student agency as this is a pilot study which opens new areas of investigation.

The most important pedagogical implication of our findings is that remote learning is characterised by a shift as the emphasis is placed on the learner and the instructor takes the role of a facilitator even more than in a face-to-face context. This creates the perfect learning environment for developing student agency. Students are required to perform tasks which are rarely performed in a face-to-face scenario: writing on a digital whiteboard, share screening, group discussions, etc. In this way, the relation between the teacher and the students is transformed and becomes more student-oriented, the latter being more autonomous and having a more active role. Besides a more efficient time-management, many students value several benefits of remote teaching: their learning process takes place in the space that they choose, being behind the screen creates the illusion of being safe and offers them the possibility to use online dictionaries, search for information, double check spelling, etc. This strategy is part of the complex process of building student agency in which both teachers and students are involved and continuously swap roles.

8. CONCLUSIONS

Our study shows that developing student agency online is more difficult than in face-to-face interaction, and even more difficult in large groups in comparison with small groups. Nonetheless, there are some factors that are helpful both in large groups and in small groups, developing student agency and activating the students and even making them interested in the subject matter, especially when the subject matter is more difficult to grasp or more abstract in nature: the rapport with the teacher and the atmosphere; the activities, tasks and apps used, starting the video during the class. It is unquestionably easier to work with small groups, but our study shows that remote learning can be efficient at university level for seminars/elective courses both for small groups and for large groups. Moreover, remote learning can, at times, be even more efficient than face-to-face teaching for large groups using new technologies.

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РАЗВИЈАЊЕ СТУДЕНТСКОГ КРИТИЧКОГ МИШЉЕЊА УЗ ПОМОЋ ОНЛАЈН ДИДАКТИЧКИХ СТРАТЕГИЈА У ВИСОКОМ ОБРАЗОВАЊУ. МАЛЕ ГРУПЕ НАСПРАМ ВЕЛИКИХ ГРУПА

Резиме

Пандемија вируса Ковид-19 донела је нове приступе у настави језика и отворила просторе дигиталном образовању. Креирање курсева у дигиталном простору умногоме зависи и од земаља које су укључене у овај простор, од курсева који се предају, али и од циљних група. Професори су били приморани да садржај предмета прилагоде новом окружењу и начину рада, иако многи од њих нису били спремни за то. Циљ рада је анализа рада одабраних фокус група, једне у Немачкој, са предметом *Румунски језик као страни*, и друге фокус групе у Румунији, са предметом *Граматичка структура енглеског језика*. Ауторке су анализирале могућност развијања студентског критичког мишљења уз помоћ дидактичких стратегија у онлајн окружењу. За потребе овог истраживања урађена је анкета која се бавила испитивањем ставова и анализом ефикасности дидактичких стратегија – мале групе у поређењу са великим групама. Резултати ове студије показују да настава на даљину, на универзитетском нивоу током часова изборних предмета (мале групе) може бити једнако ефикасна као и настава у учионици. Што се тиче великих група, студија показује да настава на даљину понекад може бити и ефикаснија од наставе у учионици, посебно у погледу развоја студентских мишљења и ставова.

Кључне речи: пандемија вируса Ковид-19, страни језици, академска настава на даљину, стратегије наставе, студентско активно учешће.

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ZADOVOLJSTVO STUDENATA RUMUNJSKOG JEZIKA I KNJIŽEVNOSTI ONLINE NASTAVOM TIJEKOM PANDEMIJE COVIDA-19

APSTRAKT: Pandemija Covida-19 imala je golem utjecaj na poučavanje, ali i na iskustvo učenja studenata u svim područjima. Situacija nastala zbog pandemije donijela je jedinstvene izazove za održavanje nastavnog procesa i nametnula kao rješenje uvođenje hitne online nastave. Ispitivanje zadovoljstva *online* nastavom važan je aspekt promicanja uspješnih obrazovnih procesa. Ovo je istraživanje imalo za cilj identificirati čimbenike koji su utjecali na zadovoljstvo, odnosno na nezadovoljstvo studenata rumunjskog jezika i književnosti s Filozofskog fakulteta Sveučilišta u Zagrebu provođenjem nastave *online* tijekom pandemije Covida-19. U svrhu istraživanja osmišljen je *online* upitnik. Pozivu na ispunjavanje upitnika odazvala se većina studenata uključenih u *online* učenje tijekom pandemije. Rezultati istraživanja pokazuju da su studenti imali više poteškoća s prelaskom na *online* učenje tijekom pandemije Covid-19, poput problema s tehnologijom, problema s upravljanjem vremenom i s ravnotežom između privatnog života i obrazovanja. Unatoč svim navedenim teškoćama, rezultati također pokazuju da je većina ispitanih studenata zadovoljna iskustvom *online* učenja.

Ključne riječi: *online* učenje, hitna *online* nastava, pandemija, Covid-19, poučavanje rumunjskoga, istraživanje zadovoljstva studenata.

SATISFACTION OF ROMANIAN LANGUAGE AND LITERATURE STUDENTS WITH ONLINE LESSONS DURING THE COVID-19 PANDEMIC

ABSTRACT: The COVID-19 pandemic had a huge impact on teaching, but also on the learning experience of students in all areas. The situation that has arisen because of the pandemic has imposed unique challenges of maintaining the didactic process and required, as a solution, the introduction of urgent remote teaching. Surveying satisfaction with online teaching is an important aspect of promoting successful educational processes. The aim of this research was to identify the factors that influenced the satisfaction and dissatisfaction of Romanian language and literature students from the Faculty of Humanities and Social Sciences, University of Zagreb with conducting classes online during the COVID-19 pandemic. An online questionnaire was designed for the purpose of this research. The majority of students involved in online learning during the pandemic responded to the invitation to fill out the questionnaire. The results of the research show that the students had several difficulties with the transition to online learning during the COVID-19 pandemic, such as problems with technology, problems with time management and with the balance between private life and education. Despite all the difficulties mentioned, the results also show that the majority of the surveyed students are satisfied with the online learning experience.

Key words: online learning, emergency remote teaching, pandemic, COVID-19, teaching Romanian, student satisfaction research.

1. UVOD

Kad se početkom 2020. godine epidemija dotada nepoznatog korona-virusa nazvanog Covid-19 iz Kine proširila na Europu, mnoge su zemlje, nastojeći zaštititi svoje građane od zaraze i teških posljedica, posegnule za drastičnim mjerama ograničenja okupljanja, što je izravno utjecalo na cjelokupan obrazovni sustav, prisiljavajući ga da se preko noći prilagodi novim okolnostima (Kolar i sur. 2020: 97). Zbog sigurnosnih mjera tijekom pandemije Covida-19, diljem svijeta uvedena je hitna *online* nastava (Borzan i sur. 2021: 51). Drugim riječima, *online* učenje postalo je važno rješenje za izvođenje kurikuluma u gotovo cijelom svijetu (Nikou i Maslov 2020: 311). U literaturi se navodi više prednosti *online* učenja za učenike/studente, uključujući laku dostupnost znanja, ispravnu isporuku sadržaja, standardizaciju sadržaja, personaliziranu nastavu, samostalno određivanje tempa, interaktivnost i veću praktičnost (Ellaway i Masters 2008: 465). Iako učenje *online* nije bilo posve novo za ustanove visokog obrazovanja, tijekom pandemije Covida-19 pomoglo je sveučilištima da svoja vrata zadrže (metaforički) otvorenima za studente tijekom karantene kako bi se smanjilo širenje bolesti, a da se pritom ne obustavi nastavni proces (Nikou i Maslov 2020: 310).

Iako je *online* učenje tijekom pandemije s poboljšanjem epidemiološke situacije uglavnom (ali ne u potpunosti) napušteno, analiza zadovoljstva studenata tom vrstom nastave presudna je za uspješniji i učinkovitiji proces učenja kroz poboljšanje načina izvedbe nastave u eventualnim budućim takvim kritičnim situacijama. Elliott i Healy (2001: 2) definiraju zadovoljstvo studenata kao „kratkotrajan stav koji proizlazi iz evaluacije obrazovnoga iskustva studenta”.

Zadovoljstvo učenjem složena je i višedimenzionalna pojava i uključuje mnoge čimbenike, kao što su komunikacija, sudjelovanje učenika ili studenata u predavanjima, fleksibilnost profesora i vrijeme učenja, radno opterećenje, tehnološku podršku, pedagoške vještine nastavnika te povratne informacije (Wei i Chou 2020: 53). Izravna interakcija studenata s drugim studentima, profesorima i sadržajem također igra značajnu ulogu u njihovu zadovoljstvu, a u procesu učenja cijeni se i neformalna društvena interakcija s nastavnicima i vršnjacima (Miyazoe i Anderson 2010: 94). Sve je više literature koja pokazuje da je zadovoljstvo pozitivno povezano s angažmanom studenata i akademskim uspjehom (Meyer, 2014: 8). Istraživanja koja uspoređuju uspješnost *online* i kontaktne nastave pokazuju da je ishode učenja moguće jednako dobro ostvariti u oba slučaja. Rienties i Toetenel u istraživanju provedenom prije pandemije (koja je donijela široku i prisilnu uporabu *online* predavanja) na preko 100.000 studenata pokazuju da nema značajnih razlika između dobro osmišljenog *online* učenja i učenja uživo (Rienties i Toetenel 2016), a ni Fishman sa suradnicima u dvjema studijama ne nalazi značajnu razliku u ishodima ostvarenim u ta dva modaliteta (Fishman i sur. 2013: 436).

Ostaje, međutim, pitanje, koliko studentima taj način učenja odgovara, osobito u situaciji kad je generaliziran. Uzimajući u obzir iznenadnost, hitnost prelaska na *online* izvođenje nastave, situaciju u kojoj nije bilo dovoljno vremena za prilagodbu i pripremu, popraćenu stresom zbog same pandemije, treba pretpostaviti da će studenti iskazati određen (ili čak povećan) stupanj nezadovoljstva tom vrstom nastave.

2. FILOZOFSKI FAKULTET SVEUČILIŠTA U ZAGREBU I PANDEMIJA COVIDA-19

Prvi slučajevi zaraze Covidom-19 u Hrvatskoj zabilježeni su 25. veljače 2020. godine. Kako se broj zaraženih vrlo brzo povećavao, već za dva tjedna (11. ožujka 2020.) Vlada Republike Hrvatske donijela je odluku o zatvaranju vrtića, osnovnih i srednjih škola te fakulteta u Istarskoj županiji, koja je na početku – zbog dnevnih migracija prema visokorizičnoj Italiji – bila izloženija, a za tri tjedna (16.

ožujka 2020.) zatvorene su obrazovne i odgojno-obrazovne ustanove u cijeloj Hrvatskoj. Po uzoru na sveučilišta u svijetu, rektor Sveučilišta u Zagrebu donio je 13. ožujka 2020. odluku prema kojoj će se „od ponedjeljka, 16. ožujka 2020. nastava (…) na svim studijskim programima Sveučilišta u Zagrebu izvoditi na daljinu, kako bi se studentima omogućilo studiranje od kuće". Tu je odluku pratila odluka dekanice Filozofskoga fakulteta prema kojoj će se u sljedeća dva tjedna nastava izvoditi putem već postojećega sustava za učenje na daljinu, sustava Omega, baziranog na programskom rješenju otvorenoga koda Moodle (Klindžić i sur. 2014: 62).

Bitnu razliku između ove situacije i *online* nastave koja je bila predmetom istraživanja navedenih u uvodu, predstavlja činjenica da se na *online* nastavu prešlo naglo, gotovo preko noći (vrijeme za pripremu prvih predavanja bilo je samo jedan vikend), da nisu bili u pitanju *pojedini* nego *svi* kolegiji te da je prijelaz na ovaj tip nastave i za studente i za profesore u tom trenutku predstavljao samo jednu u nizu teškoća s kojima su se suočili[1]. Činjenica da su sve mjere na razini države, Sveučilišta i Fakulteta donošene kao privremene (prve odluke odnosile su se na sljedeća dva tjedna), s neizvjesnim rokom trajanja, doprinijela je nesigurnosti položaja studenata i profesora i ograničila mogućnosti planiranja.

Na Filozofskom fakultetu Sveučilišta u Zagrebu, pa tako i na studiju rumunjskoga jezika i književnosti, nastava je izvođena na daljinu u gotovo cijelom ljetnom semestru akademske godine 2019./2020. (iznimka su prva dva tjedna u ožujku, na početku semestra), a tako su održavani i kolokviji te ispiti, pismeni i usmeni, uključujući i obrane diplomskih radova, i to i u ljetnom i u jesenskom roku. Uoči početka sljedeće akademske godine, 2020./2021., stvari su se donekle promijenile pa je na razini Sveučilišta, a zatim i na razini Fakulteta donijeta odluka da se omogući izvođenje jednoga dijela nastave kontaktno ili hibridno, uz provođenje epidemioloških mjera (razmak, dezinfekcija, prozračivanje, maske, nemiješanje grupa[2]) pri čemu je za izvođenje uživo dana prednost kolegijima na

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[1] Npr. spomenutom odlukom dekanica određuje obavezu profesora da organiziraju i izvode nastavu online, ali istodobno omogućuje korištenje godišnjeg odmora zaposlenicima kojima je to zbog malodobne djece (koja više ne mogu u vrtiće i škole) potrebno.
[2] Filozofski fakultet jedan je od tri najveća fakulteta Sveučilišta u Zagrebu, a ima i tu specifičnost da studentima nudi jedan jednopredmetni integrirani preddiplomski i diplomski studij, 10 jednopredmetnih i čak 34 dvopredmetna studija na preddiplomskoj razini, odnosno 12 jednopredmetnih i 35 dvopredmetnih studija (često i podijeljenih na smjerove) na diplomskoj razini, pri čemu ne postoje fiksne dvopredmetne kombinacije, nego studenti po načelu slobodne dvopredmetnosti sami stvaraju svoju kombinaciju dvopredmetnih

prvoj godini preddiplomskoga studija. Katedra za rumunjski jezika i književnost odlučila je da će se sva nastava za prvu godinu studija održavati u potpunosti na Fakultetu, a sva nastava za više godine studija u potpunosti *online*. Činjenica da se na Fakultetu dio nastave izvodio na daljinu, a dio kontaktno, nije bila bez izazova i poteškoća praktične naravi. Pojedini su studenti, na primjer, neposredno prije ili nakon predavanja *online* na rumunjskome, koja im je najlakše bilo moguće pratiti od kuće, imali na drugom studiju u svojoj kombinaciji predavanja uživo, za koja su morali biti na Fakultetu. U ljetnom i jesenskom ispitnom roku svi su se ispiti održavali uživo, a akademska godina 2021./2022. započela je i završena uživo, osim u dva tjedna u studenome[3] kad se sva nastava održavala *online*. U ljetnom semestru neki studenti i profesori prvi su se put vidjeli bez maski.

Pandemijsko razdoblje, koje se ionako smatra produljenom krizom (Pavin Ivanec 2022: 2) obilježila su još dva traumatična događaja: snažan potres koji je 22. ožujka 2020. pogodio Zagreb[4] te razorni potres koji je 29. prosinca 2020. pogodio Sisačko-moslavačku županiju. Prvi je događaj za posljedicu imao i višemjesečno zatvaranje petoga kata knjižnice, na kojem se nalazi i rumunjska zbirka. Kroz gotovo cijelo je razdoblje trajala i kriza upravljanja na Fakultetu, zbog čega se na čelu Fakulteta u te dvije godine izmijenilo čak četvero dekana (od kojih dvojica vršitelja dužnosti, jedan čak s drugoga fakulteta).

2.1. Online nastava na studiju rumunjskoga jezika i književnosti

Sveučilište je, dakle, u ožujku 2020. iznenada uvelo promjene kako bi omogućilo potpuno *online* poučavanje. Na Filozofskom fakultetu još je 2004. uspostavljen sustav za upravljanje e-učenjem Omega, a 2013. osnovan je Centar za potporu e-učenju (Klindžić i sur. 2014: 62, 71). Iako se dio nastavnika odlučio za *online* učenje u vidu slanja zadataka (a zatim i povratnih informacija) studentima ili za glasovno snimanje predavanja, u okviru sustava Omega odmah na početku

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studija. Stoga je provođenje mjere nemiješanja studenata iz različitih grupa na ovom fakultetu praktično nemoguće.

[3] Od 15. do 26. studenog 2021., neposredno nakon donošenja odluke o obavezi Covid-potvrda za ulazak u javne institucije, kako bi se studentima i zaposlenicima omogućilo da te potvrde pribave, a Fakultetu da organizira provjeru.

[4] Kolar i suradnici (2020: 97–98) ističu da je potres poljuljao studentski entuzijazam za nastavu i pokazuju da je objektivno od tog trenutka zabilježen pad broja pregleda *online* lekcija na kolegiju koji su pratili na Fakultetu elektrotehnike i računarstva Sveučilišta u Zagrebu.

pandemije profesorima je omogućena upotreba virtualne učionice[5] BigBlueButton, a naknadno i Tau (Jitsi). Prva od njih pruža mogućnost sinkronih i asinkronih sesija (tj. predavanja u realnom vremenu ili snimljenih predavanja), dok u alatu Tau ne postoji opcija snimanja predavanja. Centar za potporu e-učenju kontinuirano je pružao tehničku podršku – nadogradnjom servera, izmještanjem sastanaka (sjednica odsječkih vijeća i Vijeća Filozofskog fakulteta) i obrana diplomskih radova i doktorata na drugi, neovisni sustav (Zeta), kako bi se Omega rasteretila za nastavu (a istodobno omogućilo i neometano odvijanje spomenutih drugih aktivnosti), organiziranjem i provođenjem osposobljavanja nastavnog osoblja i studenata za rad na Sustavu učenja na daljinu Omega (webinari, pisane i video upute) te, konačno, dostupnošću potpore 8.00–22.00, pa čak i izvan tog vremena.

Iako je dobar dio nastavnika koristio sustav Omega i prije, kao dopunu klasičnim predavanjima (za dijeljenje materijala, za zadavanje, predaju i ocjenjivanje zadaća, za slanja obavijesti studentima itd.), u trenutku kad su gotovo svi počeli intenzivno koristiti alate na Omegi, pojavile su se, očekivano, i teškoće zbog preopterećenja. Stoga se dio nastavnika ipak odlučio za videokonferencijske alate izvan Omege: Skype, Zoom, Google Meet, Microsoft Teams itd. Profesori na studiju rumunjskoga jezika i književnosti koristili su alate na Omegi (BigBlueButton, Tau /Jitsi, Zadaća, Anketa, Lekcija, dodavanje datoteka, linkova i sl.), ali i one neovisne o Omegi (Skype, Google Meet i Zoom). Studenti rumunjskoga jezika i književnosti, dakle, služili su se različitim digitalnim alatima i bili izloženi različitim oblicima *online* nastave, kako se zbilo i na drugim studijima na Fakultetu, i kako je zabilježeno i na drugim fakultetima (npr. Ilić 2021: 140, Kolar i sur. 2020: 97).

Cilj je ovoga istraživanja identificirati oblike *online* učenja koji su studentima bili prihvatljiviji te čimbenike koji su utjecali na zadovoljstvo, odnosno nezadovoljstvo studenata *online* učenjem tijekom pandemije Covid-19. Prisilni prelazak na ovaj način poučavanja pokazao je, neočekivano, i njegov veliki potencijal (Kolar i sur. 2020: 100) – stoga vjerujemo da dobiveni rezultati mogu biti korisni u budućnosti – bilo da se *online* učenje koristi na studiju rumunjskoga jezika i književnosti koristi kao dopuna klasičnoj nastavi bilo da se opet pojavi potreba za potpuni prelazak na *online* nastavu. Iako je zadovoljstvo studenata povezano i sa zadovoljstvom i angažmanom nastavnika, pa i njihovim tehničkim i pedagoško-didaktičko-metodičkim vještinama, u ovom smo se istraživanju usredotočili isključivo na studente.

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[5] Uz ograničenje broja uključenih kamera, kako bi se izbjegli „padovi" sustava.

2.2. Provedba istraživanja

Istraživanje je provedeno među studentima rumunjskoga jezika i književnosti na Filozofskom fakultetu u Zagrebu između 5. lipnja i 25. lipnja 2022., putem *online* anketnog obrasca (Google Forms). Zamolba za sudjelovanje u istraživanju s obrazloženjem svrhovitosti anonimne ankete i linkom na upitnik poslana je svim studentima koji su barem u jednom semestru u razdoblju od ožujka 2020. do kraja 2021. bili obuhvaćeni nastavom *online*. E-mail s pozivom poslan je na 36 adresa, a odazvalo se i upitnik ispunilo 24 studenata (66,67%).

Pri sastavljanju upitnika vodili smo računa o tome da se čimbenici koji utječu na zadovoljstvo studenata *online* učenjem mogu svrstati u tri glavne kategorije: 1) utjecaj prostora učenja, 2) vještina u upotrebi tehnologije te 3) interakcija student-profesor i student-student. Također, u prethodnim studijama nedostatak interakcije, uključujući nedostatak komunikacije s nastavnikom i s kolegama, bio je glavni izvor nezadovoljstva *online* predavanjima (Cole i sur. 2014: 122), dok je visoko interaktivno radno okruženje u pozitivnoj korelaciji s motivacijom, zadovoljstvom i uspjehom učenja (Croxton 2014: 316). Ispostavilo se također da je dostupnost sustava za *online* učenje najkritičniji čimbenik u kontekstu učenja temeljenog na webu i u kontekstu hibridne nastave (Fong-Ling 2010: 424), stoga smo se u našim pitanjima usredotočili upravo na spomenute čimbenike.

Upitnik je sadržavao 39 pitanja usmjerenih na čimbenike izravno povezane s učenjem (količina i trajanje predavanja, odnos s profesorima, savladavanje gradiva), ali i na one čimbenike koji nisu izravno vezani uz učenje (prostor učenja, alati za učenje, atmosfera učenja). Za dio pitanja korištena je Likertova skala od pet stupnjeva, a korištena su i pitanja s mogućnošću izbora jednog ili više odgovora, kao i pitanja otvorenog tipa s ciljem dobivanja što jasnijeg uvida u to što su studenti doživjeli i kako su se osjećali tijekom *online* predavanja na studiju rumunjskog jezika i književnosti. Predviđeno vrijeme za ispunjavanje upitnika bilo je otprilike 10 minuta. Eliminacijsko pitanje prije samog upitnika odnosilo se na eksplicitnu suglasnost ispitanika za sudjelovanje u anketi. Potrebno je napomenuti kako su zbog relativno malog broja studenata na studiju rumunjskoga jezika i književnosti autori istraživanja dobro upoznati s osobnim podacima studenata (prebivalište ili mjesto rođenja, druga studijska grupa i sl.) tako da te podatke, kao ni spol ispitanika (vrlo je mali broj muškaraca među studentima), nismo ispitivali, kako ispitanici ne bi stekli dojam da bi ih se moglo identificirati po odgovorima, odnosno kako time ne bi bila narušena anonimnost ankete.

2.3. Analiza odgovora ispitanika

Naši su ispitanici tijekom *online* nastave većinom (70,8%) bili studenti preddiplomskog studija, 25% ispitanika bili su studenti diplomskog studija, a 4,2% ispitanika *online* nastava zahvatila je i u oba ciklusa studija. U odgovorima na dalja pitanja, međutim, nisu primijećene značajne razlike između stavova i iskustava studenata preddiplomskoga i studenata diplomskoga studija.

Budući da su tehničke poteškoće istaknute u drugim studijama kao glavna prepreka uspješnom odvijanju *online* nastave (Wei i Chou 2020: 63), jedan je od ciljeva ankete bio saznati koliko je studenata imalo poteškoća s internetskom vezom. Studija Agencije za znanost i visoko obrazovanje iz 2020., navodi Borzan i sur. (2021: 52), pokazala je da je 69% studenata zadovoljno, a 9% nezadovoljno kvalitetom pristupa internetu. U našem istraživanju, međutim, brojke su čak i povoljnije: polovica ispitanika (50%) izjavila je da je tijekom *online* nastave imala iznimno pouzdan pristup internetu, 41,7% imalo je pouzdan pristup internetu, a svega 8,3% imalo je relativno pouzdan pristup internetu. Moglo bi se, dakle, zaključiti da taj faktor ne bi trebao biti značajan kao poteškoća u praćenju *online* nastave, no treba uzeti u obzir i da u pitanju o smetnjama čak 20,8% studenata navodi kao smetnju lošu internetsku vezu. Također, čak i mali broj studenata koji ne može osigurati pouzdan pristup nastavi zapravo je velika prepreka za odvijanje nastave *online* jer je cilj da i takva nastava bude dostupna svima. Veći dio studenata (75%) spajao se na *online* predavanja preko stolnog računala ili laptopa, 12,5% preko mobitela i jednak postotak preko više različitih uređaja u jednakoj mjeri. Od onih koji su odgovorili da su se spajali preko mobitela/tableta, birali su taj način jer nisu imali računalo (28,6%)[6] ili nisu imali pouzdan pristup internetu u kući (28,6%), vjerojatno oni ispitanici koji su na ranije postavljeno pitanje odgovorili kako su imali relativno pouzdan pristup internetu. Jednak postotak izjavio je da nije imao volje sjediti za stolom, što svakako može biti zamorno kod *online* nastave. U jednakoj mjeri (14,3%) uzroci spajanja putem mobitela bili su dijeljenje računala s drugim ukućanima, mogućnost šetanja izvan kuće, mogućnost usporednog rađenja nečeg drugog, a jedna ispitanica je ponudila odgovor da joj je

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[6] Filozofski fakultet krajem 2020. i početkom 2021. prikupljao je rabljenu informatičku opremu s ciljem da je informatička služba osposobi za uporabu i proslijedi studentima kojima je to potrebno, ali moguće je da akcijom nije bio obuhvaćen dovoljno velik broj studenata.

na poslu bilo omogućeno slušanje predavanja putem mobitela kao najjednostavnija opcija.

Najčešći tip predavanja na studiju rumunjskoga premoćno su bila (83,3%) predavanja uživo preko BigBlueButtona, samo 8,3% studenata navelo je Google Meet, jedna osoba (4,2%) navela je da je imala snimana predavanja i/ili prezentacije, dok je jedna osoba (4,2%) navela da je pohađala samo rumunjske jezične vježbe (s obzirom na to da, iz već navedenih razloga, nismo pitali na kojoj su točno godini ispitanici, ne možemo znati koji su alati korišteni na spomenutim jezičnim vježbama). U skladu s odgovorom na gornje pitanje, svi su ispitanici naveli da su na studiju najčešće koristili Sustav učenja na daljinu Omega, odnosno BigBlueButton kao alat/platformu za učenje na daljinu, 16,7% ispitanika navelo je Google Meet i 8,3% Zoom, pri čemu je na pitanje o stupnju lakoće/težine korištenja navedenih alata na ljestvici od 1 „uopće nije lako" do 5 „iznimno lako" 70,8% ispitanika označilo 5, tj. da im je bilo iznimno lako koristiti navedene alate, a još 20,8% odabralo je odgovor 4, međutim po jedan ispitanik (4,2%) odlučio se ipak za stupanj 3. Iako je su naveli da im je bilo iznimno lako koristiti BigBlueButton, nešto manji postotak ispitanika (66,7%) imao je najbolje iskustvo s tim alatom, 25% odlučilo se za Zoom, a 8,3% za Google Meet. U skladu s time, 45,8% ispitanika daje vrlo dobru ocjenu sustavu Omega/BigBlueButton, 29,2% iznimno dobru, 16,7% srednje dobru i 8,3% lošu ocjenu. Vrlo dobra ocjena sustavu Omega, iako ostavlja prostora za napredak, pozitivan je pokazatelj za buduću uporabu tog sustava (bilo u *online* ili hibridnoj nastavi, bilo u vidu dopune klasičnoj nastavi).

Prior i suradnici (2016: 96) dokazali su da digitalna pismenost i jednostavni alati koji se koriste za *online* predavanje poboljšavaju usvajanje znanja drugog tipa kod studenata i podižu njihovo zadovoljstvo. U anketi među studentima rumunjskoga jezika i književnosti na Filozofskom fakultetu u Zagrebu na pitanje jesu li tijekom pandemije stekli dodatna znanja o navedenim alatima za učenje na daljinu i općenito informatičkoj tehnologiji, većina od 54,2% ispitanika navodi da su stekli nešto dodatnih znanja, 25% steklo je puno dodatnih znanja, a 20,8% ispitanika tvrdi kako nije uopće steklo dodatnih znanja, što bi pretpostavljalo da su se jednako dobro i često koristili navedenim alatima i prije pandemijske nastave, a to bismo ipak mogli uzeti s rezervom. Jednaka većina od 54,2% navodi da je u dvije godine pandemije donekle unaprijedila svoje informatičke vještine, 29,2% je prilično unaprijedilo svoje vještine, a 16,7% smatra da uopće nije unaprijedilo svoje informatičke vještine, slično postotku onih koji ranije tvrde da nisu stekli dodatna znanja.

Na pitanje vezano uz dosljedno prisustvovanje *online* nastavi (koje je bilo obavezno, kao što je to i nastava inače, a tako je i propisano prvom odlukom dekanice o prelasku na *online* nastavu), 66,7% ispitanika bilo je na nastavi uvijek (90–100% prisutnosti), 25% ih je bilo prisutno često, a 8,3% polovično. Većina ispitanika provodila je manji broj sati svakoga radnog dana proveli prateći *online* nastavu na studiju rumunjskoga (ne računajući zadaće) – po 42,7% 1 do 2 ili 2 do 3 sata, dok je 12,5% navelo da je provodilo 4–5 sati prateći nastavu, a samo jedan ispitanik je naveo da je trošio od nula do sat vremena na tu aktivnost. Većina ispitanika (41,7%) procjenjuje vrijeme koje su provodili obavljajući zadaće vezane uz nastavu na 1 do 2 sata, ali jedan dio ispitanika navodi da je na zadaće „odlazilo" i više od toga: 2 do 3 sata čak 29,2%, a 4 do 5 sati 8,3% ispitanih. Oko petine ispitanika, 20,8% na tu je aktivnost trošilo do sat vremena dnevno. Ovi podaci pokazuju, ako su studenti zaista dobro samoprocijenili vrijeme koje su trošili na zadatke i nastavu, da su relativno mnogo vremena provodili na nastavi i obavljajući zadatke vezane uz nju, te da je toliko vremena svakako moglo biti zamorno. Štoviše, 2–3 sata provedena na nastavi i 2–3 sata za zadaće čine najmanje 4 sata dnevno posvećena studiju rumunjskoga, a budući da su svi studenti dvopredmetni (može se, dakle, očekivati još toliko vremena za drugi studij), odgovori čak upućuju na preopterećenost. Vjerojatnije je, međutim, da je prva procjena (više od dva sata dnevno provedena prateći predavanja na studiju rumunjskoga) ipak rezultat dojma (koji opet ne treba zanemariti), jer se zapravo najveći tjedni broj sati na studiju rumunjskoga jezika i književnosti kreće oko 9 (on ovisi i o izbornim kolegijima pa nije za svakoga studenta isti), što znači da prosječno nisu mogli imati više od 2 sata nastave dnevno. Također je moguće da se tvrdnje o više od 4 sata dnevno provedena u „pohađanju" *online* nastave odnose na asinkrone sesije, u kojima student barem djelomično sam određuje ritam lekcije i može preslušavati više puta, zaustavljati snimku radi vođenja bilježaka i slično. U skladu s time, ne začuđuje da je u pitanju o održanju koncentracije na Likertovoj ljestvici od 1 (uopće nije bilo lako) do 5 (bilo je iznimno lako) čak trećina ispitanika, 33,3% označila srednji stupanj težine, a još njih 8,3% odlučilo se za opciju 1 te 4,2% za stupanj 2, iako je veći dio mišljenja da je to je ipak bilo iznimno lako (33,3%) ili vrlo lako (20,8%).

Tijekom predavanja online, koliko vam je bilo lako ostati usredotočen
na predavanje i sudjelovati na nastavi na studiju rumunjskoga?

24 odgovora
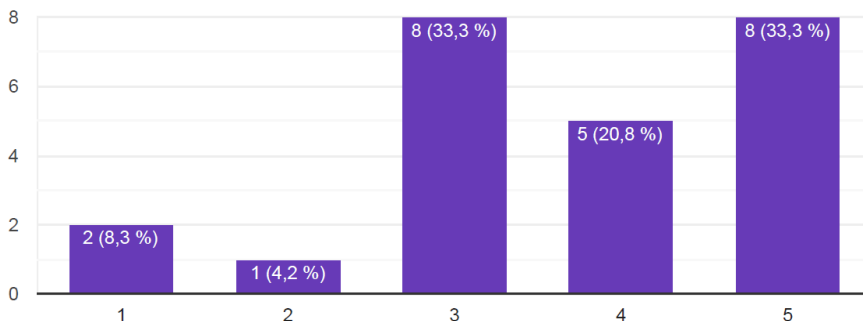
Grafikon 1. Samoprocjena koncentracije za vrijeme *online* nastave

U pitanju o faktorima ometanja u praćenju nastave bilo je moguće odabrati više odgovora. Odabrani odgovori ukazuju na to da su smetnje koje su naši studenti iskusili prije svega subjektivne (pad koncentracije, privlačnost drugih aktivnosti *online* i *offline*), ali nije zanemariv ni udio onih objektivnih (aktivnosti u kući, ukućani). Tako se najviše ispitanika žali na pad koncentracije zbog zamora pred ekranom (58,3%), ali visok udio ističe i razne aktivnosti i smetnje u kući (41,7%) te privlačnost drugih aktivnosti na mobitelu ili računalu (također 41,7%). Privlačnost drugih aktivnosti u kući ili sami ukućani bili su faktor ometanja za po 33,3% ispitanika. Tehnički faktori nisu bili visoko na listi ometanja, pa je tako loša internetska veza ometala 20,8% ispitanika (iako je ranije na pitanje o pouzdanosti internetske veze svega 8,3% navelo da je veza bila srednje pouzdana, pa podatak ipak treba uzeti s rezervom). Nedostatak prostora za rad navelo je 8,3%, a jedan ispitanik (4,2%) navodi da je morao dijeliti računalo s ostalim ukućanima. Unatoč relativno niskom postotku studenata koji su naveli takve poteškoće, u organiziranju *online* nastave svakako trebamo biti svjesni da je prilagodba uvjeta za neke studente izazovna (Pavin Ivanec 2022: 2).

Dodatne zadatke vezane uz nastavu, većina ispitanika (33,3%) obavljala je ni rado ni nerado, vrlo rado 20,8% i 25% iznimno rado, a samo 12,5% vrlo nerado i 8,3% iznimno nerado. Premoćna većina od 75% ispitanika smatra da su *online* zadaće bile jednako lagane kao one od prije pandemije, jednom su ispitaniku bile lakše (4,2%), a 20,8% ispitanika smatra da su bile teže.

Od poteškoća koje su studenti naveli kao najveće tijekom *online* nastave, na prvom mjestu je, očekivano, problem koncentracije na nastavu nakon više nastavnih sati zaredom i odrađivanje zadataka i zadaće nakon više sati nastave za računalom (po 70,8% odgovora), za 12,5% to je bilo obavljanje zadataka (ispita, zadaća) na platformi, 8,3% ispitanika imalo je problema s priključivanjem videopozivu, a jedan ispitanik imao je probleme sa skupnim videopozivom, dok jedan nije imao probleme ni sa čim. Teškoće s prisustvom *online* nastavi ponovno je na prvom mjestu izazivala loša internetska veza za 54,2% ispitanika (kako smo ranije rekli, prilično kontradiktorno, jer većina tvrdi da je imala iznimno pouzdanu ili vrlo pouzdanu internetsku vezu), no ovdje su relevantan faktor za po 20,8% ispitanika i vlastiti zdravstveni problemi te zabrinutost za vlastito zdravlje i zdravlje bližnjih kao i zdravstveni problemi bližnjih (16,7%). Ostali problemi koji su navedeni bili su loši radni uvjeti (12,5%) te pad koncentracije i aktivnosti i smetnje u kući i više obveza (po 4,2%).

Što se tiče pozitivnih strana nastave na daljinu, kao najkorisnije iskustvo ispitanici navode da su materijali uvijek dostupni (79,2%), da se snimljena predavanja mogu preslušati više puta (62,5%), te općenito sudjelovanje na *online* predavanjima (41,7%) i unaprjeđenje informatičkih kompetencija (25%). Za po dvoje ispitanika (po 4,2%) pozitivna je strana vremenska ekonomičnost i manje gubitka vremena na putovanje te više vremena za učenje.

Upravo u tome, činjenici da nisu morali putovati na fakultet, većina ispitanika (87,5%) vidi i najveću prednost *online* nastave, kao i u blisko povezanim odgovorima da su mogli spavati dulje (62,5%) i da nisu morali izlaziti iz kuće i trošiti novac (62,5%) ili da se nisu morali uređivati za nastavu (33,3%) ili da nisu morali trošiti novac za smještaj u Zagrebu (12,5%). Samo jedan ispitanik smatra da je prednost bila to što je mogao lakše pristupiti većoj količini literature (4,2%), a jedan (4,2%) smatra da *online* nastava nije imala nikakvu prednost.

Povezani najveći nedostaci *online* nastave u jednakoj su mjeri (58,3%) za većinu ispitanika nedostatak neformalnoga kontakta s kolegama i zamornost praćenja predavanja *online*. Iako su nastavnici na studiju rumunjskoga, koliko je nama poznato, stavljali svu potrebnu literaturu na *online* platformu (ili je na neki drugi način učinili dostupnom studentima), 50% ispitanika navodi kao problem nedostupnost knjižnice, knjiga i drugih materijala, što je barem dijelom razumljivo jer je npr. na književnosti, s obzirom na dostupnost književnih tekstova, određen fiksni popis lektire, koji je zamijenio dotadašnji, koji je bio širi, ali su studenti s njega mogli birati tekstove po vlastitim afinitetima. To da profesori lošije procjenjuju težinu zadataka u *online* nastavi smatra 16,7% ispitanika, a slično i da

je teže prekinuti profesora i zatražiti pojašnjenja (12,5%). Za jednog ispitanika (4,2%) nije bilo nikakvih nedostataka u vezi *online* učenja te smatra da je nastava bila na visokoj razini.

U prethodnim je istraživanjima utvrđeno da su pristupačnost i fleksibilnost nastavnika u *online* nastavi izravno povezani sa zadovoljstvom studenata, odnosno da nedostatak interakcije s nastavnim osobljem dovodi do nezadovoljstva studenata (Croxton 2018: 318–319). Stoga su pitanja o komunikaciji s nastavnicima i njihovoj dostupnosti i fleksibilnosti bila važan dio ankete. No, iako autori rada smatraju da su bili dostupni više nego prije pandemije i da su češće komunicirali sa studentima, većina od 54,2% studenata smatra da su jednako komunicirali sa svojim profesorima sa studija rumunjskoga na tjednoj bazi, a 29,2% čak da su komunicirali manje; a samo 16,7% smatra da su komunicirali više. Očekivano, oni koji su rekli da su komunicirali manje s profesorima, nisu bili zadovoljni time, a oni koji su komunicirali više, bili su zadovoljni time.

Većina ispitanika smatra da su nastavnici na studiju rumunjskoga u vrijeme *online* nastave bili iznimno fleksibilni (54,2%) i vrlo fleksibilni (29,2%) s rokovima i ostalim zadacima, a samo 16,7% ni fleksibilni ni nefleksibilni. Premoćna većina od 83,3% odličnom ocjenom ocjenjuje rad i trud svojih nastavnika na studiju rumunjskoga tijekom *online* nastave, a po 8,3% to ocjenjuje ocjenom vrlo dobar i dobar, što pokazuje da se uloženi napor nastavnika ipak isplatio. Gotovo svi ispitanici (95,8%) smatraju da su profesori davali dovoljno uputa da izvrše svoje obveze vezane uz nastavu (zadaće, seminarski radovi itd.), a samo je jedan ispitanik izjavio da su profesori davali neke upute, ali nedovoljne da izvrši svoje obveze.

S tvrdnjom da je u pandemijskim uvjetima *online* nastava bila jedina mogućnost da ne dođe do prekida učenja, u potpunosti se slaže 41,7%, dok se 25% uglavnom slaže, a 25% označava srednji stupanj, između slaganja i neslaganja. Dvoje ispitanika (8,3%) uopće se ne slaže s tom tvrdnjom, iako su vlasti većine pandemijom zahvaćenih država procijenile da je *online* nastava, posebice na početku pandemije kada se još nije znalo dovoljno o ugrozi, bila jedina sigurna mogućnost za nastavak učenja.

Kvantitetu svog učenja za vrijeme ostanka kod kuće ispitanici različito procjenjuju – 29,2% ispitanika smatra da su učili više, 20,8% da su učili manje, a po 16,7% drži da su učili mnogo manje, jednako ili mnogo više nego ranije.

Općenito težinu *online* nastavu većina ispitanika procjenjuje kao jednako tešku odnosno laku kao i nastavu uživo (41,7%), dok se s tom tvrdnjom ne slaže

25% ili uopće ne slaže 16,7% ispitanika, a manjina od 12,5% se u potpunosti slaže ili slaže (4,2%) s tvrdnjom da je nastava *online* bila lakša.

Samoprocjenjujući koliko su naučili tijekom *online* nastave u odnosu na redovnu nastavu, studenti rumunjskog jezika i književnosti većinom smatraju da su naučili jednako (37,5%) ili manje (25%) odnosno puno manje (8,3%), dok manji dio (20,8%) smatra da su naučili više ili puno više (8,3%), što ipak ukazuje na nedostatke *online* nastave ili ovako izvođene *online* nastave u odnosu na kontaktnu.

Koliko ste naučili tijekom učenja na daljinu u odnosu na redovnu nastavu?

24 odgovora
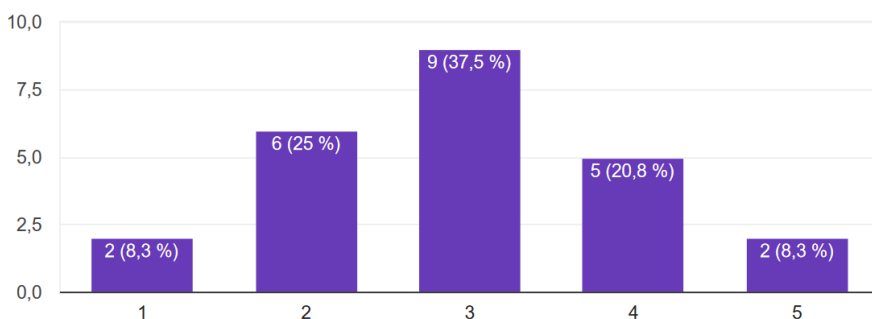
Grafikon 2. Samoprocjena naučenog tijekom *online* nastave

Dva pitanja posvećena ispitima *online* pokazuju veću raspršenost odgovora. U vezi s *online* ispitima, ispitanici većinom procjenjuju da su bili jednako teški kao i oni uživo (47,8%), a znatan postotak od 21,7% uopće se ne slaže ili djelomično slaže (13%) s tvrdnjom da su ispiti bili lakši, što smatra samo 13% ispitanika u potpunosti ili djelomično (4,3%). Glede pitanja objektivnosti takvih *online* ispita, što je bilo predmet diskusija u nastavnoj i stručnoj zajednici, većina ispitanika (30,4%) u potpunosti se ili djelomice (17,4%) slaže s tvrdnjom da ispiti *online* jednako objektivno mjere znanje kao i ispiti uživo. Niti se slaže niti ne slaže 13% ispitanika, no vrlo je zanimljivo da se čak 26,1% ne slaže ili u potpunosti ne slaže (13%) s tvrdnjom o objektivnosti *online* ispita.

Kao što smo očekivali, većini od 58,3% nedostajala je nastava rumunjskoga uživo, no čak četvrtina ispitanika ne može to procijeniti, a 16,7% nije nedostajala nastava uživo (Grafikon 3). Iako neka istraživanja (Pavin Ivanec 2022: 7) pokazuju da su na nedostatke interakcije i izolaciju osjetljiviji mlađi studenti, u

ovom se slučaju ne pokazuje značajna razlika između studenata diplomskog i studenata preddiplomskoga studija.

Tijekom pandemije, je li vam nedostajala nastava rumunjskoga uživo?
24 odgovora

16,7%   25%

58,3%

● Da
● Ne
● Ne mogu procijeniti
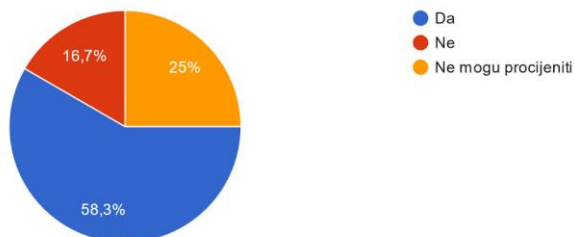
Grafikon 3. Osjećaji prema izostanku nastave rumunjskoga uživo

Pri tome je ispitanicima uvjerljivo najviše nedostajao razgovor s kolegama (94,4%), kao i vidjeti i čuti profesora (72,2%) ili nastava uživo kao takva (66,7%). Osim navedenoga, studentima je nedostajao i izlazak iz kuće (50%) te vrijeme provedeno na fakultetu (44,4%).

Koliko ste ukupno bili zadovoljni nastavom online na studiju rumunjskoga jezika i književnosti tijekom pandemije Covida-19 kao alternativom za nastavu uživo?
24 odgovora

0 (0 %)   1 (4,2 %)   7 (29,2 %)   5 (20,8 %)   11 (45,8 %)
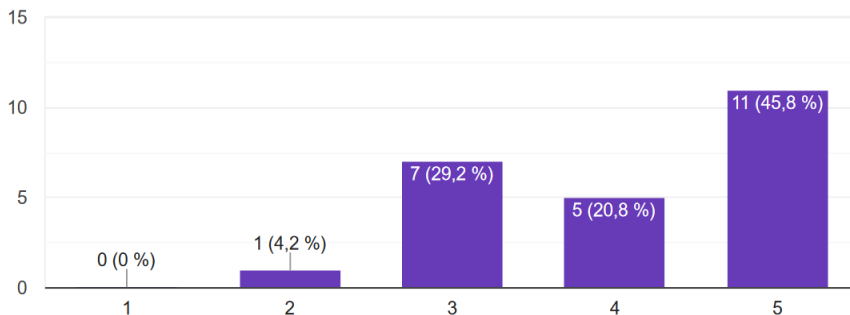
Grafikon 4. Ukupno zadovoljstvo nastavom online na studiju rumunjskoga

Zaključno, možemo biti zadovoljni ukupnom ocjenom zadovoljstva nastavom *online* na studiju rumunjskoga jezika i književnosti tijekom pandemije Covida-19 kao alternativom za nastavu uživo, jer je 45,8% ispitanika bilo iznimno zadovoljno, 20,8% zadovoljno, ni zadovoljno ni nezadovoljno 29,2%, a samo 4,2% nezadovoljno (Grafikon 4).

3. ZAKLJUČCI

Uvođenje hitne *online* nastave u proljeće 2020. predstavljalo je izazov za cijeli obrazovni sustav, uključujući i sveučilišta. Studenti (i nastavnici) studija rumunjskoga jezika i književnosti na Filozofskom fakultetu Sveučilišta u Zagrebu nisu pritom iznimka. Vrlo brzo se, međutim, uvidjelo da izazov može predstavljati i priliku, tako da istraživanja redovito ukazuju i na prednosti *online* nastave. Pauković i Kristinić (2021: 136–137), štoviše, i ističu da bi „Budućnost obrazovanja trebala (...) težiti hibridnoj nastavi jer bi se na taj način privukle i one osobe koje uz klasično izvođenje nastave u učionici ne vide mogućnost studiranja i cjeloživotnog obrazovanja". Cilj je ovoga istraživanja stoga bio prije svega utvrditi koji su čimbenici utjecali na razinu zadovoljstva studenata *online* nastavom te koji su oblici *online* učenja studentima bili prihvatljiviji, kako bi se ti rezultati mogli koristiti u *online* ili hibridnoj nastavi u budućnosti.

Iako smo u istraživanje krenuli sa subjektivnim osjećajem i pretpostavkom da će se pokazati relativno visoka razina studentskoga nezadovoljstva *online* nastavom, rezultati istraživanja u tom su nas segmentu iznenadili. Studenti su *online* nastavi na studiju rumunjskoga jezika i književnosti dali relativno visoke ocjene: 45,8% ispitanika bilo je iznimno zadovoljno, 20,8% zadovoljno, ni zadovoljno ni nezadovoljno 29,2%, a samo 4,2% nezadovoljno (stupanj 2 na ljestvici od 1 do 5).

Od uočenih smetnji, međutim, treba izdvojiti tehničke poteškoće. Iako je na početku većina studenata izrazila zadovoljstvo pouzdanošću internetske veze koja im je omogućila spajanje na *online* predavanja, u nekim drugim pitanjima ipak je upravo ta veza istaknuta kao problem. U bilo kakvom budućem planiranju *online* nastave svakako treba uzeti u obzir te podatke, jer čak i ako je u pitanju mali broj studenata, loša veza predstavlja veliku prepreku odvijanju nastave, koja mora biti dostupna svima. Također je potreban osobit obzir prema studentima koji ne raspolažu računalom (mobitel može biti povremeno rješenje, ali ne bi trebao biti stalno, osobito ako se pokazuju prezentacije ili traži pisanje na ploču) ili ne mogu u svojem domu osigurati potrebne uvjete.

Iako je studentima generalno gledano nedostajala nastava uživo, neki su naveli da im takva nastava i nije osobito nedostajala, pa je za pretpostaviti da bi takvim studentima odgovarala hibridna nastava, osobito ako uz studij i rade. Fleksibilnost i dostupnost nastavnika, pokazala su prethodna istraživanja, utječe na zadovoljstvo studenata *online* nastavom. Rezultati naše ankete ukazuju na to da su studenti nastavnike na studiju rumunjskoga jezika i književnosti Filozofskog fakulteta Sveučilišta u Zagrebu doživjeli kao vrlo fleksibilne, ali uglavnom smatraju da nisu s njima komunicirali više negoli u kontaktnoj nastavi, tako da je to područje na kojem svakako treba poraditi, tim više što je u neskladu s percepcijom nastavnika o istom pitanju.

Problem distrakcija u *online* nastavi dolazi do izražaja više negoli u nastavi u učionicama i studenti su naveli distraktore kojih u klasičnoj nastavi ne bi bilo, a utjecali su na njihovu mogućnost koncentracije (od privlačnosti drugih sadržaja *online* do dijeljenja prostora s ukućanima). Za buduće planiranje nastave *online* to znači da je takve distraktore potrebno kompenzirati podizanjem motivacije ili razine interakcije nastavnik-student (osobito u predavanjima, dok bi seminari i vježbe po naravi izvođenja nastave trebali tome biti manje izloženi).

Podatak da su studenti uglavnom izrazili zadovoljstvo postojećim Sustavom učenja na daljinu Omega i da su upravo BigBlueButton, koji je integriran u sustav Omega, naveli kao videokonferencijski alat s kojim su imali najbolje iskustvo (sljedeći po redu je Zoom), svakako pokazuje da se na taj sustav nastavnici na studiju rumunjskoga jezika i književnosti mogu osloniti i ubuduće. Iako se nije pokazalo kao problem, potrebno je pritom i dalje raditi na povećanju informatičkih kompetencija nastavnika i studenata, jer očekivani napredak tehnologije traži i stalno usavršavanje – to bi i u budućnosti bila uloga Centra za potporu e-učenju pri Filozofskom fakultetu Sveučilišta u Zagrebu.

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ЗАДОВОЉСТВО СТУДЕНАТА РУМУНСКОГ ЈЕЗИКА И КЊИЖЕВНОСТИ ОНЛИНЕ НАСТАВОМ ТОКОМ ПАНДЕМИЈЕ КОВИДА-19

Резиме

Пандемија Ковида-19 имала је велики утицај на наставу, али и на искуство учења студената у свим подручјима. Ситуација настала због пандемије донела је јединствене изазове за одржавање наставног процеса и наметнула као решење увођење хитне онлајн наставе. Испитивање задовољства онлајн наставом важан је аспект успешних образовних процеса. Ово истраживање имало је за циљ да идентификује факторе који су утицали на задовољство, односно на незадовољство студената румунског језика и књижевности Филозофског факултета Универзитета у Загребу преласком на онлајн наставу током пандемије КОВИД-19. У сврху истраживања осмишљен је онлајн упитник. Позиву су се одазвали готово сви студенти који су били укључени у онлајн учење током пандемије. Резултати истраживања показују да су студенти имали више потешкоћа с преласком на онлајн учење током пандемије КОВИД-19, попут проблема с технологијом, проблема с управљањем временом и са равнотежом између приватног живота и образовања. Упркос наведеним тешкоћама, резултати такође показују да је већина испитаних студената задовољна искуством онлајн учења. Поред субјективног осећаја који се јавио током истраживања, уз претпоставку да ће незадовољство студената бити

велико због преласка на онлајн наставу, резултати истраживања су нас изненадили у том сегменту. Већина студената је задовољна онлајн наставом. Од уочених сметњи, међутим, треба издвојити техничке потешкоће. Иако је на почетку већина студената изразила задовољство поузданошћу интернетске везе која им је омогућила да се повежу на онлајн предавања, у неким другим питањима ипак је управо та веза истакнута као проблем. У било каквом будућем планирању онлајн наставе свакако треба узети у обзир те податке, јер чак и ако је у питању мали број студената, лоша веза представља велику препреку одвијању наставе, која мора бити доступна свима.

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DA LI JE ONLAJN NASTAVA ADEKVATNA ZA SVE STUDENTE KOJI UČE RUMUNSKI JEZIK KAO STRANI? STUDIJA SLUČAJA

APSTRAKT: Nastava na daljinu, iako odavno poznata metoda učenja, u poslednjih nekoliko godina predstavlja vid revolucionarne nastave u domenu primene savremenih tehnologija u nastavi i upotrebi IKT-a (informaciono-komunikacionih tehnologija). Upotreba IKT alata u nastavi na univerzitetskom nivou predstavlja temu o kojoj se sve češće govori. Rumunski jezik ima status maternjeg jezika u Vojvodini, a na Filozofskom fakultetu Univerziteta u Novom Sadu izučava se i predaje već četiri decenije. Deceniju unazad pretrpeo je dosta promena, pre svega u kontekstu promocije jezika, zainteresovanosti studenata za njegovo učenje, ali su zabeležene i promene u pristupu rada i učenju. Nakon pandemije virusa SARS-CoV-2 i dve godine „prinudne" onlajn univerzitetske nastave (akademske godine 2019/2020. i 2020/2021. zbog epidemioloških razloga), urađeno je ispitivanje stavova studenata, neposredno nakon završetka letnjeg semestra. Ispitivanje nije predstavljalo predispitnu obavezu za studente koji su pohađali nastavu. Namera autorki je da istraže da li je onlajn nastava adekvatna za većinu studenata ili se i u ovakvim situacijama poput pandemije nastava mora prilagoditi.

Ključne reči: onlajn nastava, učenje stranog jezika na daljinu, rumunski jezik.

IS ONLINE LEARNING ADEQUATE FOR ALL ROMANIAN LANGUAGE STUDENTS? A CASE STUDY

ABSTRACT: Distance learning, although a long-known method of learning, has in the last few years been a form of revolutionary teaching in the field of application of modern technologies in teaching and the use of ICT (Information and Communication Technologies). The use of ICT tools in teaching at the university level is a topic that is

discussed more and more often. The Romanian language has the status of a mother tongue in Vojvodina and it has been studied and taught at the Faculty of Philosophy in Novi Sad for four decades. A decade ago, it underwent a lot of changes, primarily in the context of language promotion, students' interest in learning it, but also changes in the approach to work and learning. After the worldwide SARS-CoV-2 virus pandemic and two years of online classes, a survey of students' attitudes was conducted immediately after the end of the summer semester and it was not a pre-exam obligation for students who attended classes. The intention of the authors is to investigate whether online teaching is adequate for the majority of students or if in such cases the teaching must be adapted.

Key words: online teaching, remote language learning, Romanian language.

1. UVOD

Učenje i nastava stranog jezika na daljinu sve su prisutniji u školskim sistemima mnogih tehnološki razvijenih zemalja, posebno u visokoškolskom obrazovanju (Đukić Mirzayantz 2016: 183). Tema koja se bavi primenom informaciono-komunikacionih tehnologija je u Srbiji vrlo aktuelna i posmatra se iz različitih perspektiva. IKT alati se u nastavi vrlo često upotrebljavaju bez prethodne obuke kako nastavnika i profesora tako i samih učenika-studenata (Ivanić & Popović 2021: 180). Zbog toga se neretko dešava da nastavnici odustanu od njihove upotrebe u nastavi ukoliko su korisnički i informacioni interfejs aplikacije preteški ili komplikovani za upotrebu. U većini slučajeva nedostaju priručnici i podrška, odnosno sajtovi i mobilne aplikacije koji bi se bavili pristupom „znati kako sa e-learningom u nastavi" (Ivanić i dr. 2019: 59).

Nastava se u Srbiji može klasifikovati na sledeći način: klasična nastava, nastava uz pomoć IKT-a, hibridna nastava i onlajn nastava. Klasična nastava, činjenica je, bez upotrebe savremenih tehnologija gotovo da ne postoji (Đelošević 2010: 18, prilagodila Ivanić 2020). Ivanić (2020: 34) je predstavila tipove nastave prema njenoj upotrebi (v. Sliku 1). Pre bilo kakvog uvođenja savremenih tehnologija u nastavu, potrebno je odrediti tip nastave koji je adekvatan za sve učesnike obrazovnog procesa u tom trenutku.
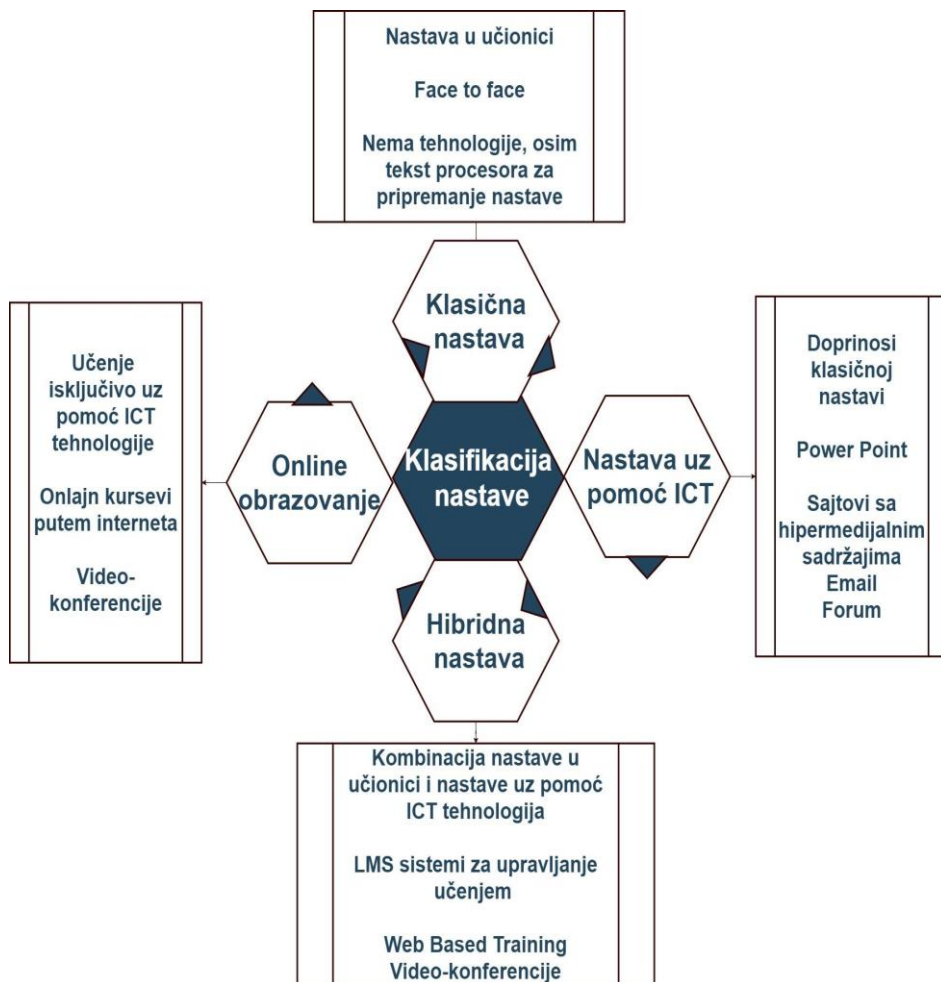
Slika 1. Klasifikacija nastave (Đelošević 2010: 18, prilagodila Ivanić 2020)

Posebno treba istaći i činjenicu da danas govorimo i o učenju jezika uz pomoć proširene stvarnosti. Ono što nam svakako sledi u godinama koje su pred nama jesu: metaverse, mobilna proširena stvarnost i pametna kontaktna sočiva sa ugrađenim kamerama.

Kod uvođenja novih tehnologija − na bilo kom nivou učenja ili studija − potrebno je razmišljati o prednostima i pozitivnim aspektima (v. Sliku 2) (Ivanić i Popović 2021: 182).

Slika 2. Parametri za kvalitetno učenje (Ivanić i Popović 2021: 182).

Odvijanje redovne nastave na svim obrazovnim nivoima je zbog pandemije virusa SARS-CoV-2 pretrpelo mnoštvo izmena, počevši od preventivnih epidemioloških (i bezbednosnih) mera, izmena u trajanju časova, mesta na kom se odvija nastava, kao i načina održavanja časova. Izmeštanje nastave iz učionica i prelazak na nastavu na daljinu obeležilo je ispitivane dve akademske godine i bilo je sveprisutno. Studenti/učenici su iz udobnosti i bezbednosti svojih domova pratili nastavne sadržaje putem onlajn (eng. *online*) nastave, uključeni preko svojih personalnih računara (tableta, laptopova, mobilnih telefona) i povezani putem umreženih platformi (Google Classroom, Discord i sl.) i aplikacija (Zoom, Skype, Google Meet i sl.). Takav vid nastave ima svojih prednosti i nedostataka, a neke od njih smo već naveli: tip nastavnog sadržaja, osnovne IKT kompetencije nastavnika i učenika i njihovo (ne)slaganje, motivacija za rad od kuće, zanimljivost sadržaja koji se prenosi putem onlajn nastave i dr. Istraživanja su pokazala mnoštvo zanimljivih rezultata iz pomenutih oblasti, uključujući i one oblasti koje za sad nisu spomenute, kao što su područje psihologije ličnosti (osobine, stavovi, navike, empatija i sl.), područje sociologije i kulture, antropologije, neurologije, pedagogije, itd.

Ivanić i dr. (2019) navode da su promene − neminovne u obrazovnom procesu – kao što su upotreba savremenijih metoda rada i korišćenje inovacija u nastavi, ali i ulazak Rumunije u Evropsku uniju, otvorile mnoge mogućnosti. Istraživanja[1] su pokazala da se broj zainteresovanih studenata za učenje rumunskog jezika povećao. Primena savremenih tehnologija u nastavi rumunskog jezika je već prve godine dala dobre rezultate (Ivanić et al. 2019: 45). Od izuzetne je važnosti bilo uspostaviti adekvatan vid onlajn nastave, mada to svakako možemo istaći i kao preduslov za odvijanje bilo kog vida nastave.

Adekvatnost nastave moguće je proveriti nakon završetka nastave, ispitivanjem mišljenja učenika i sticanjem uvida u njihovo postignuće, kao što su ocene, spremnost da odgovaraju gradivo na času i sl. Moguće je, naravno, upotrebljavati različite strategije na samim časovima, menjati pristupe i tok časa kako bi se odmah videle reakcije studenata/učenika i potencijalne implikacije koje bi takav metod ostvario na samu nastavu i atmosferu u učionici − bila ona virtuelna ili realna. Ne sme se svakako izgubiti iz vida činjenica da nastavnik na samim časovima mora da vodi računa o velikom broju faktora, uz „bitku" koju nemali broj nastavnog kadra „vodi" sa poznavanjem i upotrebom IKT-a. Učenici, a vrlo često i studenti, ne mogu da se naviknu na promene koje su rapidne i sveprisutne, a sve to utiče na njihovu motivaciju, pažnju i koncentraciju. Uloga nastavnika i profesora je, pored spremnosti za podučavanje gradiva, da sa učenicima održava pozitivnu atmosferu u učionici, da bude spreman da čuje njihove stavove, molbe, žalbe i pitanja, kako bi se sačuvao osećaj sigurnosti i pripadnosti radnoj atmosferi. To bi naposletku imalo brojne pozitivne posledice na produktivnost i efikasnost nastave.

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[1] Više o studijama koje se bave primenom IKT-a u nastavi rumunskog jezika na Filozofskom fakultetu Univerziteta u Novom Sadu, o dobrim i lošim aspektima primene novih tehnologija u: Grujić, Janjić and Krneta 2016; Ivanić 2020; Ivanić and Popović 2021; Ivanić and Spariosu 2020; Ivanić, Spariosu i Vintila 2018, 2019; Janjic 2017, 2015a, 2015b; Janjić, Petković and Grujić 2015; Janjić, Petković and Popović, 2016; Janjić and Popović 2015a, 2015b, Janjic and Badesku 2012, Janjic and Sabo 2012, Janjić and Spariosu 2015, 2016; Janjić, Usulesku-Miličić i Spariosu 2012, 2013, 2014; Janjic and Ursulesku 2014; Popović and Janjic 2012, Rajović, Petković, and Ivanić 2018; Sabo and Janjic 2012; Spariosu 2014; Spariosu, Ursulescu-Miličić, and Janjić 2013.

2. OPIS ISTRAŽIVANJA, METOD I CILJEVI

U cilju prikupljanja podataka, za potrebe ovog rada osmišljen je upitnik[2] za studente koji su pohađali onlajn nastavu rumunskog kao stranog jezika po izboru, u okviru plana i programa osnovnih studija na Filozofskom fakultetu Univerziteta u Novom Sadu. Anketiranje je organizovano neposredno nakon završetka letnjeg semestra, stoga nije predstavljalo predispitnu obavezu za studente koji su pohađali nastavu rumunskog jezika kao stranog. Učešće studenata u procesu anketiranja bilo je dobrovoljno i anonimno. Ukupan broj studenata koji su pohađali onlajn časove za vreme pandemije je 23, pre svega jer su grupe za učenje rumunskog jezika kao stranog male. Upitnik je popunilo 16 studenata. Sam upitnik je sačinjen od tri bloka pitanja. U sva tri bloka moguće je dati samo jedan odgovor, odnosno obeležiti samo jedno polje kao odgovor. Svako pitanje je formulisano u vidu linearne skale sa ponuđenim odgovorima na skali od 1 (*Uopšte se ne slažem*) do 5 (*Slažem se u potpunosti*). Sva pitanja u anketi bila su zatvorenog tipa, a imala su za cilj da ispitaju stavove studenata, odnosno njihovo (ne)slaganje u vezi sa unapred datim tvrdnjama korišćenjem ponuđene skale za odgovor. U prvom bloku studenti su, pored popunjavanja biografskih podataka (pol i uzrast), odgovarali na pitanja koja se uopšteno tiču onlajn nastave − njene adekvatnosti, lakoće primene i ličnog doživljaja studenata u vezi sa onlajn nastavom. Drugi blok pitanja bio je vezan za onlajn nastavu rumunskog jezika kao stranog − njene adekvatnosti, lakoće primene, dostupnosti i verodostojnosti informacija i sl. Treći blok pitanja usmeren je na emocionalni status studenata – da li su bili zadovoljni ili zabrinuti i u kojoj meri. Interesovala nas je svest studenata o mentalnom zdravlju tokom pohađanja onlajn nastave rumunskog jezika kao stranog. Upitnik je sačinjen uz pomoć Gugl Forms platforme (Google Forms), svi studenti koji su dobili link mogli su nesmetano pristupiti istraživanju, uz obaveznu zaštitu podataka o identitetu i mogućnost nesmetanog odustajanja u bilo kom trenutku. Procenjeno vreme za celokupan proces anketiranja bilo je između 15 i 20 minuta.

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[2] https://docs.google.com/forms/d/127hKcvNN2u4aGr5xaTnFEyecetV-apGadl3DEvTx_Ts/edit?ts=62c57625

2.1. Ciljevi i hipoteze

Kako je sam cilj istraživanja ispitivanje mišljenja studenata u vezi sa adekvatnošću onlajn nastave, kako rumunskog jezika po izboru tako i onlajn nastave uopšte, najbolje i najefikasnije rešenje predstavljao je upitnik u kratkoj, onlajn formi, nadasve zbog dostupnosti, vremenske ekonomičnosti i preglednosti rezultata. Na samom početku formirane su sledeće hipoteze:

1. Studenti ne misle da su onlajn nastava i nastava uživo podjednako delotvorni tipovi nastave.
2. Studentima je teže da budu u ulozi studenta iz udobnosti svog doma.
3. Studentima je lakše da prate sve nastavne sadržaje na jednom mestu.
4. Studentima je lakše učenje rumunskog jezika kao stranog putem onlajn nastave.
5. Onlajn nastava je pozitivno uticala na osećaj blagostanja i sigurnosti studenata tokom pandemije virusa SARS-CoV-2 (Covid 19).

3. ANALIZA I REZULTATI

U ukupnom uzorku prisutna je nejednaka raspodela polova, koja je bila prisutna i na samim časovima jezika. Od ukupnog broja anketiranih studenata, 69% čini ženski pol, 19% muški pol, dok je nešto niži procenat od 12% rezervisan za studente koji nisu želeli da se izjasne u vezi sa polom (opcija *Ne bih da se izjasnim*). Dominantan je uzrast ispitanika između 21 i 24 godine (62%), uzrast od 16 do 20 godina obuhvata 25% uzorka, a uzrast od 25 do 28 godina obuhvata 12% uzorka.

Prvi blok pitanja, koji obuhvata pitanja koja se uopšteno tiču onlajn nastave, pokazuje donekle ujednačene stavove ka slaganju sa tvrdnjama. Uopšteno govoreći, većina studenata posmatra onlajn nastavu kao interesantan i prijatan vid učenja (56%), dok se nešto niži procenat (37,5%) delimično slaže sa navedenom tvrdnjom. Najzanimljiviji nalaz je svakako u vezi sa tvrdnjom: *Onlajn nastava bi mogla u potpunosti da zameni učenje licem u lice* (v. Grafikon 1), gde su mišljenja studenata podeljena: 43,8% studenata smatra da se ovaj vid nastave ne može zameniti, dok 37,5% smatra da može, a 18,8% nije sigurno da li onlajn nastava može u potpunosti zameniti učenje licem u lice.

Online nastava bi mogla u potpunosti da zameni učenje licem u lice.
16 responses
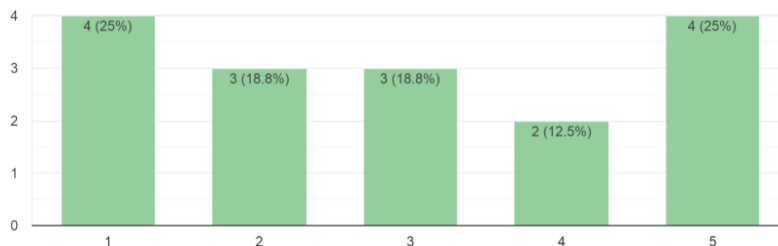
Grafikon 1. Onlajn nastava može da zameni učenje *licem u lice*

Nadovezujući se na odnos između tradicionalne i onlajn nastave, nekoliko rezultata koji jasnije govore u prilog tradicionalnoj nastavi je u kontekstu odricanja i prilagođavanja nastavi, gde 50% studenata zastupa stav da onlajn nastava podrazumeva više odricanja u odnosu na tradicionalnu, dok ostali rezultati više govore o tome da studenti nisu sigurni kako bi odgovorili na ovo pitanje, ili zbog toga što su odricanja podjednaka u oba tipa nastave ili zbog višeznačnosti pojma odricanja u ovom kontekstu (v. Grafikon 2).

Online nastava podrazumeva više odricanja u odnosu na tradicionalnu nastavu.
16 responses
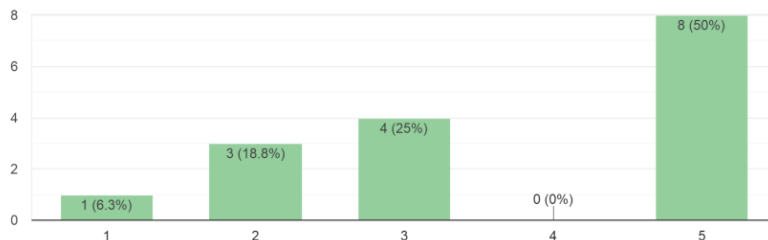
Grafikon 2. Onlajn nastava podrazumeva više odricanja u odnosu na tradicionalnu nastavu

U odnosu na tradicionalnu nastavu, gde je gradivo moguće pratiti iz više različitih materijala (udžbenika, priručnika, beleški i sl.), onlajn nastava omogućava dostupnost celokupnog nastavnog materijala na jednom mestu, u okviru platforme na kojoj se nastava održava (Google Classroom, Moodle, Skype, Discord i sl.) ili pohranjivanje materijala na personalnim računarima studenata. To su i sami studenti smatrali velikom prednošću onlajn nastave u odnosu na tradicionalnu, jer je nastava time znatno olakšana (62%), te bismo

u skladu sa tim mogli očekivati potvrđivanje treće hipoteze. Studenti u višim procentima navode slaganja da onlajn nastava u najvećoj meri odgovara njihovom načinu učenja (44% saglasni i 25% delimično saglasni), da onlajn nastava adekvatno prati gradivo (87%, v. Grafikon 3), da je putem onlajn nastave moguće naučiti nešto novo i pripremiti ispite (62%) i da onlajn nastava predstavlja efikasan metod učenja (56%).

Online nastava adekvatno prati gradivo.
16 responses
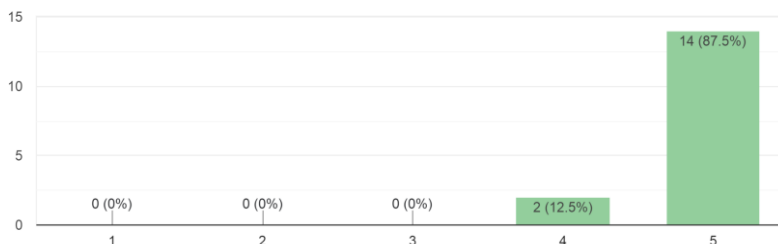
Grafikon 3. Onlajn nastava adekvatno prati gradivo

Kod pitanja da li je *Onlajn nastava manje stresan metod učenja* odgovori su delimično potvrdili ovu tvrdnju (43% saglasni, 25% delimično saglasni). Rezultati koji takođe variraju među studentima tiču se tvrdnje da onlajn nastava olakšava proces učenja, za koju rezultati variraju između dva suprotna stava (v. Grafikon 4) − od 25% za gotovo potpuno neslaganje do 44% za slaganje u potpunosti. Ovi rezultati mogu govoriti u prilog individualnim razlikama u doživljaju procesa učenja, navika i tipa učenja koji odgovaraju svakom studentu ponaosob, metodama učenja kojima se služe i sl., gde nekima više odgovara tradicionalna nastava i okruženje (učenje putem saradnje, projekata, demonstracija na času i sl.), a nekima virtuelna učionica predstavlja sasvim adekvatno rešenje (onlajn alati i aplikacije, prezentacije, grafičko-vizuelni tip učenika i sl.)

Online nastava olakšava proces učenja.
16 responses
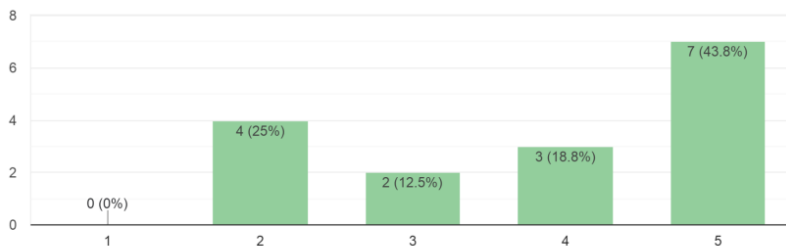
Grafikon 4. Onlajn nastava olakšava proces učenja

Slaganje među anketiranim studentima u velikom procentu prisutno je u tvrdnjama da *onlajn nastava podrazumeva dobro vladanje kompjuterskim veštinama* (62%), kao i da njihov subjektivni osećaj u vezi sa sopstvenim kompetencijama u vezi sa kompjuterskim veštinama odgovara onome što onlajn nastava u kontekstu tih veština podrazumeva i zahteva (62%).

Drugi blok pitanja, koji obuhvata pitanja koja se tiču onlajn nastave rumunskog jezika kao stranog, pokazuje slaganje u visokom procentu u vezi sa tvrdnjom da je onlajn nastava rumunskog jezika kao stranog dobro organizovana (87%), a povodom prisutnosti određenih nedostataka u vezi sa takvim vidom nastave, stavovi studenata variraju. Većina odgovora anketiranih studenata pokazuje neslaganje sa tvrdnjom o prisustvu nedostataka (v. Grafikon 5).

Online predavanja rumunskog jezika imaju određene nedostatke.
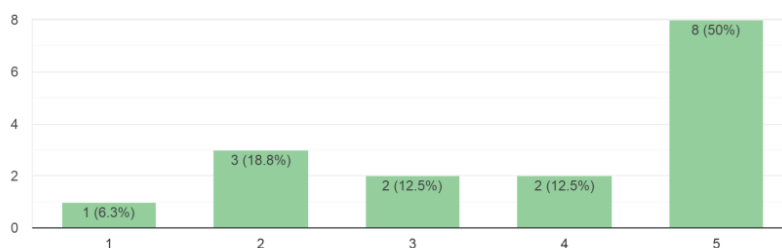16 responses
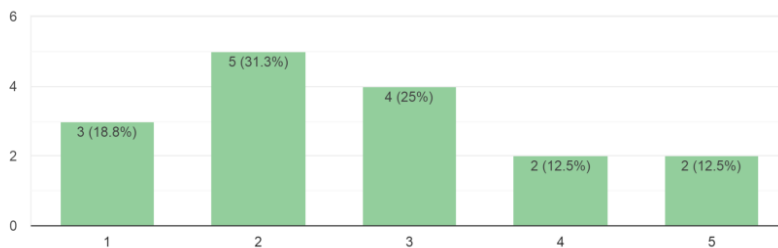
Grafikon 5. Onlajn predavanja rumunskog jezika imaju određene nedostatke

Kada je u pitanju lakoća učenja i praćenja onlajn nastave rumunskog jezika po izboru, odgovori studenata takođe variraju, ali pokazuju tendenciju ka visokom

slaganju sa navedenom tvrdnjom (50%). Zadovoljavajući zaključak iz ovakvog prikaza rezultata bio bi sledeći: različiti tipovi učenika i njihove različite dispozicije svakako dovode do neslaganja u vezi sa jednom metodom, u ovom slučaju onlajn nastave (v. Grafikon 6). Tvrdnja koja se tiče porasta efikasnosti korišćenjem prezentacija, audio i video materijala pokazuje veće slaganje među odgovorima (56% u potpunosti saglasni, 37% saglasni) što govori u prilog činjenici da su primena savremenih tehnologija, e-učenja i onlajn platformi uz već poznate i korišćene tehnike (prezentacije, audio i video materijali) svakako dobrodošli. Posebno kod učenja i usvajanja stranog jezika na daljinu, ali i u kontekstu tradicionalne nastave jezika, gde je potrebno jezik i kulturu jednog naroda približiti studentima, omogućiti im da se poistovete, zainteresuju i dožive date obrasce kao relevantne za učenje jezika.
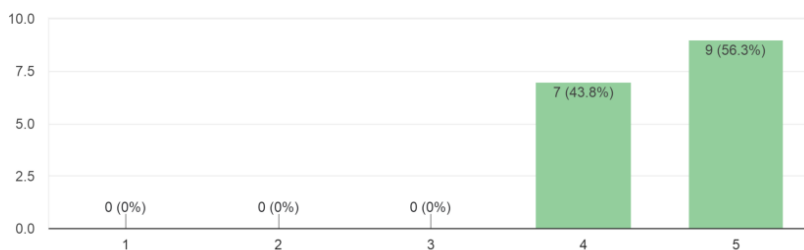

Grafikon 6. Rumunski jezik je lakše učiti uz pomoć tehnika e-učenja

Osećanje prijatnosti i sigurnosti su neophodni u kontekstu učenja, kako bi ono bilo na optimalnom nivou, podstičuće i motivišuće. Na taj način student dobija prostor da sagleda svoje kompetencije i pronađe način da ih podeli sa drugima, profesorom/nastavnikom i drugim učenicima/kolegama. Na tvrdnje koje se odnose na osećaj prijatnosti (56%) i sigurnosti (62%) tokom onlajn nastave rumunskog jezika kao stranog, prisutna su visoka slaganja među studentima, dok određen procenat odgovora zauzima sredinu skale. To govori u prilog činjenici da studenti nisu sigurni koliko onlajn nastava značajno utiče na njihov osećaj sigurnosti i prijatnosti. Kada je u pitanju nastava rumunskog jezika kao stranog 62% studenata se slaže sa tvrdnjom da je takav tip nastave zapravo omogućio da se učenje rumunskog jezika kao stranog doživi kao manje stresno. Uz prisutna neslaganja među stavovima o istovetnosti tradicionalne i onlajn nastave jezika − iako je prepoznato da onlajn nastava adekvatno prati gradivo − studenti takođe ističu

slaganje sa tvrdnjama da se pored toka onlajn nastave, ni sam njen kvalitet značajno ne razlikuje u odnosu na tradicionalnu nastavu (56% saglasni u potpunosti i 38% saglasni). U vezi sa ovom tvrdnjom ne bi trebalo zanemariti i nešto niže procente (19% nisu saglasni) − u oba slučaja se uopšte ne slažu sa tvrdnjama o istovetnosti toka i kvaliteta dva tipa nastave rumunskog jezika kao stranog. Što se tiče sticanja neophodnog nivoa znanja rumunskog jezika, u kontekstu onlajn nastave, isključivi su odgovori na delu skale visokog slaganja (v. Grafikon 7) − (56% saglasni u potpunosti i 44% saglasni), koji se takođe pojavljuju i pri slaganju studenata sa tvrdnjom da se onlajn nastava rumunskog jezika kao stranog odvija na jasan i logičan način (62% saglasni u potpunosti i 37% saglasni). Posebno ističemo rezultat koji iskazuje da je onlajn nastava rumunskog jezika zainteresovala studente da bolje upoznaju kulturu, narod i jezik Rumunije (62%).

Grafikon 7. Onlajn nastava je uspela da mi obezbedi neophodno znanje

Utisak o tome koliko je profesor bio dostupan za potrebe studenata tokom onlajn nastave (imejl korespondencija i konsultacije) predstavlja važan faktor za održavanje osećaja uključenosti i zainteresovanosti profesora za potrebe studenata, ali i za pružanje pomoći studentima prilikom rešavanja zadataka, dodatnih objašnjenja i sl. Studenti su u visokom procentu pokazali slaganje sa tvrdnjom da tokom onlajn nastave rumunskog jezika kao stranog dostupnost profesora nije narušena (56% saglasni u potpunosti, 37% saglasni).

Kada je reč o studenstkoj pažnji i koncentraciji tokom onlajn nastave, subjektivni osećaj studenata koji možemo pretpostaviti na osnovu stepena slaganja sa tvrdnjama ostavlja nas u nedoumici. Naime, na pitanje u vezi sa ometanjem toka nastave rumunskog jezika po izboru korišćenjem platformi (Zoom, Skype, Google Meet i sl.), odgovori studenata su isključivi sa slaganjem da tok nastave nije značajno narušen (69%), što govori u prilog ranijem poistovećivanju dva tipa

nastave (kada je u pitanju tok, kvalitet i jasnoća). Međutim, kada je reč o pažnji i koncentraciji, rezultati su kontradiktorni, jer se u prvoj tvrdnji studenti u većem broju slučajeva slažu da odvijanje onlajn nastave rumunskog jezika po izboru putem platformi pozitivno utiče na njihovu pažnju i koncentraciju (62%) (v. Grafikon 8).

Odvijanje online nastave rumunskog jezika po izboru putem platformi (Zoom, Skype, Google Meet i sl.) pozitivno utiče na moju pažnju i koncentraciju.

16 responses
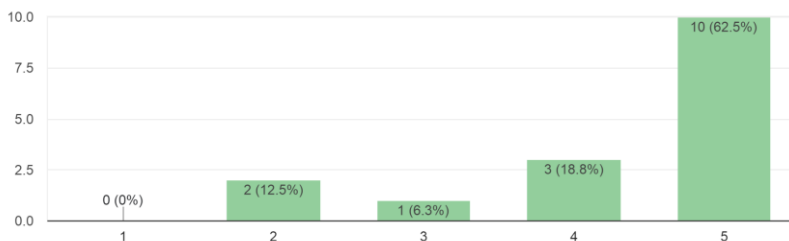
Grafikon 8. Nastava rumunskog jezika pozitivno utiče na moju pažnju

U drugoj tvrdnji, koja je ciljano suprotnog značenja, odgovori studenata veoma variraju. Dobili smo razne odgovore (ne)slaganja sa tvrdnjom da onlajn nastava rumunskog jezika putem platformi deluje ometajuće na njihovu pažnju i koncentraciju, gde je dominantno visoko slaganje (50%) (v. Grafikon 9).

Odvijanje online nastave rumunskog jezika po izboru putem platformi (Zoom, Skype, Google Meet i sl.) deluje ometajuće na moju pažnju i koncentraciju.

16 responses
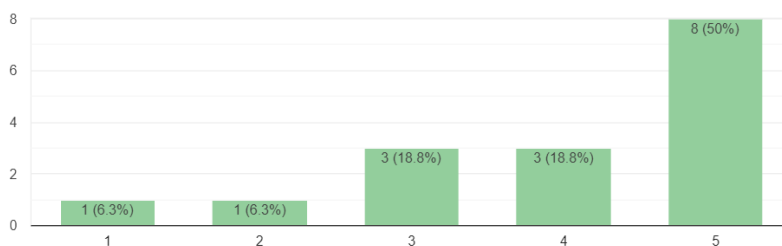
Grafikon 9. Onlajn nastava rumunskog jezika deluje ometajuće na moju pažnju

Moguće je da su studenti pogrešno razumeli dve suprotstavljene tvrdnje, da nisu bili sigurni na šta se tačno ometajući faktor ili faktor koji pozitivno utiče na pažnju u ovom kontekstu odnosi. Moguće je da su dati odgovori bili u kontra

smeru od ponuđene skale (opcija 5 umesto opcija 1), te su se studenti u stvari nehotice slagali sa tvrdnjom da ih nastava ometa, ili je sva sugestivnost zapravo otišla u smeru rasipanja odgovora, jer je to zaista i stanje u uslovima ovakve nastave − da pažnja i koncentracija zaista variraju, da subjektivni osećaj studenata o tome takođe varira, kao i da su poželjni odgovori često van uticaja predvidivih faktora. Svakako ne smemo izostaviti ni najobičniji faktor greške.

Treći blok pitanja, koji obuhvata pitanja u vezi sa konceptom blagostanja, brige i svesti studenata o mentalnom zdravlju tokom pohađanja onlajn nastave rumunskog jezika kao stranog, sastavljen je za potrebe uvida u stavove studenata prema mentalnom zdravlju u uslovima onlajn nastave. Zanimalo nas je da li studenti obraćaju pažnju na taj aspekt zdravlja i blagostanja prilikom učenja, u našem slučaju prilikom učenja stranog jezika, i u kojoj meri im je to bitno. Da li osećaju da je onlajn nastava rumunskog jezika sama po sebi bila adekvatna i u ovom domenu? Da li je bilo ometajućih faktora koji su doprineli povlačenju studenata pred zahtevima koje je pred njih postavljala onlajn nastava stranog jezika, što je moglo rezultirati lošijim uspehom studenata, iskrivljenom percepcijom predmeta, gradiva i samog jezika, osećanju neadekvatnosti da se taj strani jezik uopšte uči i sl. Što se osećaja sigurnosti tiče, stavovi studenata u najvećem broju slučajeva pokazuju slaganje sa tvrdnjom da se na onlajn nastavi rumunskog jezika osećaju sigurno (65%). Da li su se studenti osećali izloženima na nastavi i u kojoj meri, ostaje upitno, pre svega jer odgovori studenata variraju. To može biti usled nerazumevanja pitanja, naročito što se najveći procenat slaganja nalazi pod opcijom 3, na sredini skale, gde bi najadekvatniji odgovor bio „Nisam siguran/a". Izloženost je u ovom kontekstu podrazumevala osećaj u rasponu od ranjivosti i osetljivosti do ugroženosti, što sa sobom nosi negativnu konotaciju i svakako negativno utiče na blagostanje studenata na nastavi, na njihovo aktivno učešće i napredak (v. Grafikon 10).

Osećao/la sam se izloženo tokom online nastave rumunskog jezika kao stranog.
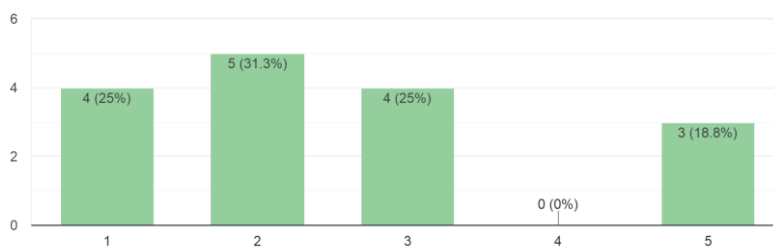16 responses
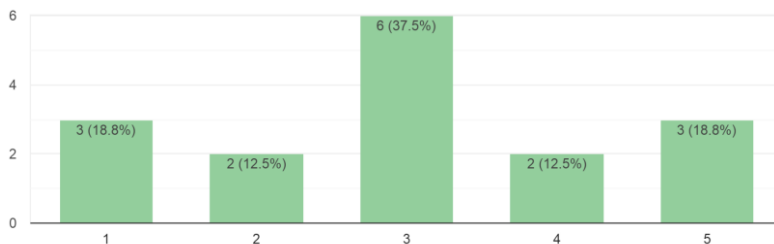
Grafikon 10. Osećao/la sam se izloženo tokom onlajn nastave rumunskog jezika

Visoka varijabilnost u odgovorima studenata najzastupljenija je u trećem bloku pitanja. Individualne razlike su u ovom kontekstu najizraženije, u vidu različitih potreba i navika studenata, tipova učenika i tipova ličnosti i sl. Kod uzorka ispitanika kojima je zajedničko samo to što su učili rumunski jezik kao strani i fakultet koji pohađaju, visoko variranje je svakako očekivano naročito kod pitanja o ličnim stavovima, navikama i osećanjima. Kada su u pitanju iznošenje stavova, osećaj sramote prilikom aktivnog učešća u onlajn nastavi rumunskog jezika, kao i osećaj anksioznosti i spremnosti za takav vid nastave, odgovori pokazuju slaganje između opcija 1 i 3. Na osnovu toga zaključujemo da se studenti ne slažu ili nisu sigurni da li se nose sa pomenutim poteškoćama pri učešću u onlajn nastavi rumunskog jezika. Na osnovu neštog manjeg procenta slaganja sa opcijom 5, koja nasuprot nešto većim procentima neslaganja, ukazuje na to da ima studenata koji navedene poteškoće smatraju pravim poteškoćama, prepoznaju ih i osećaju, možemo pretpostaviti da određeni broj studenata može biti oštećen, ugrožen ili izložen zbog osećaja sramote, anksioznosti i nespremnosti tokom odvijanja nastave. Naročito ako nisu pronašli način da se efikasno suoče sa datim poteškoćama i ako nisu pokušali da pronađu adekvatne strategije za njihovo prevladavanje (v. Grafikon 11, Grafikon 12. i Grafikon 13).

Grafikon 11. Osećao/la sam sramotu prilikom aktivnog učešća u onlajn nastavi

Ne osećam se potpuno spremno za učenje rumunskog jezika kao stranog u izolovanom, online okruženju.

16 responses
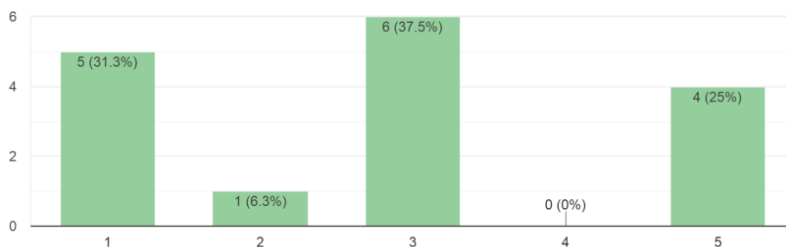
Grafikon 12. Ne osećam se potpuno spremno za učenje rumunskog jezika u izolovanom, onlajn okruženju

Osećao/la sam se anksiozno neposredno pre početka online nastave rumunskog jezika kao stranog.

16 responses
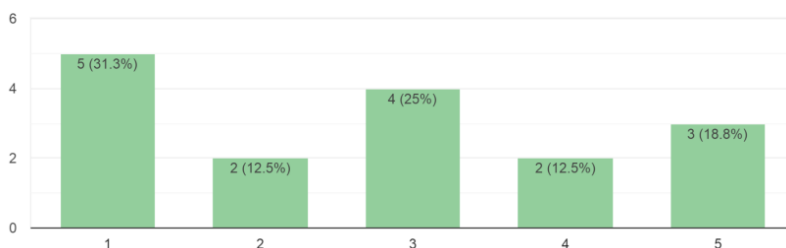
Grafikon 13. Osećao/la sam se anksiozno neposredno pre početka onlajn nastave rumunskog jezika

Pored navedenih poteškoća, bitno je istaći i postojanje pritiska iz sredine u kojoj student živi i uči, koja je naročito promenila svoje karakteristike tokom pandemije virusa SARS-CoV-2, kada je onlajn nastava postala jedina opcija za pohađanje nastave. Studenti su i u ovom slučaju, delimično zbog već pomenutih individualnih razlika, drugačije percipirali ovakav tip pritiska, pa stoga odgovori i u ovom slučaju dosta variraju (v. Grafikon 14). Bio nam je značajan svaki odgovor, i da je student bio pod ometajućim pritiskom i da smatra da nije, jer nas to uslovljava da budemo empatični, prisutni i svesni različitosti potreba, osetljivosti i kapaciteta studenata na koje bismo trebali odgovoriti ili ih barem razumeti.

Tokom online nastave osećao/la sam da ne mogu da se fokusiram na gradivo rumunskog jezika kao stranog zbog pritisaka (fakultet, mediji, društvo i sl.) u pandemijskoj situaciji.
16 responses
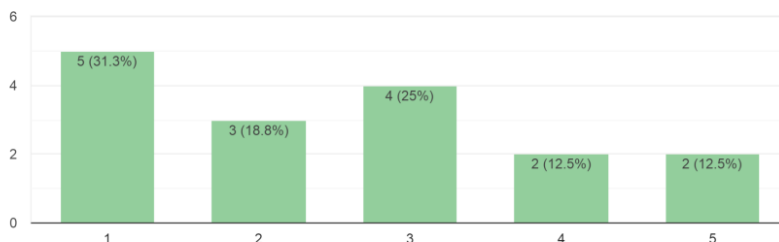
Grafikon 14. Tokom onlajn nastave osećao/la sam da ne mogu da se fokusiram na gradivo zbog pritiska u pandemijskoj situaciji

Nadovezujući se na osećaj pritiska sa kojim su se studenti potencijalno nosili tokom onlajn nastave rumunskog jezika − uslovljenog nešto drugačijim životnim okolnostima zbog pandemije virusa SARS-CoV-2 − studenti su ispitivani i o osećaju uključenosti i podrške, od strane profesora, kolega i nadležnih institucija. Kada je u pitanju poverenje prema kolegama i profesoru, studenti su u odgovorima pokazali visoko slaganje (69% i 62%) − da su mogli profesoru ili kolegama nesmetano reći šta ih muči. Kada je reč o poverenju prema institucijama, među odgovorima su prisutna dva odgovora – *nisam siguran/a* i *u potpunosti se slažem*, sa istim procentom slaganja (44%), što govori o prilično neujednačenom odnosu prema ovom tipu poverenja. Posebno ako uzmemo u obzir pandemijsku situaciju u kojoj je otpočela onlajn nastava. Pretpostavljamo da je mnoštvo nedoumica, sumnji i strahova (racionalnih ili iracionalnih) studente kočilo da potraže pomoć i na ovaj način (v. Grafikon 15).

Osećao/la sam poverenje u nadležne institucije (fakultet, savetovališta, centri za socijalni rad i sl.) da mogu da kažem šta me muči.
16 responses
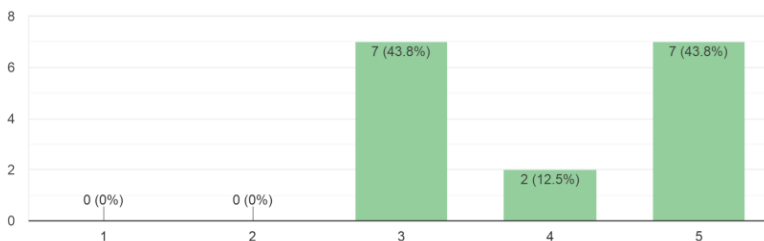
Grafikon 15. Osećao/la sam poverenje u nadležne institucije da mogu da kažem šta me muči

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Zanimljivo je da se na osnovu procenta slaganja, u vezi sa tvrdnjom da se tokom odvijanja onlajn nastave rumunskog jezika kao strang studenti nisu imali osećaj da su studenti, s obzirom na to da se nastava odvijala kod kuće. Većina studenata je složna u konstataciji da se nisu osećali kao studenti u navedenoj situaciji nastave (56%). Ovakav rezultat može biti očekivan, jer govorimo o situaciji u kojoj su studenti nastavu pohađali iz udobnosti svog doma, a sva predavanja odvijala su se, najčešće, u jednoj sobi, odnosno bez promene sredine i uz odsustvo dinamičnosti na koju su studenti prethodno bili naviknuti tokom nastave uživo, što može govoriti u prilog postavljenoj hipotezi 2. *(Studentima je teže da budu u ulozi studenta iz udobnosti svog doma).*

Uprkos subjektivnom osećaju, studenti koji su bili deo onlajn nastave ističu slaganje sa tvrdnjama da je ovakav vid nastave učenja rumunskog jezika kao strang bio veoma važno iskustvo za njih (81%) (v. Grafikon 16) i da su tokom ovog iskustva mnogo naučili o sebi i svojim potrebama (56%).

Uvođenje online nastave i učešće u online nastavi rumunskog jezika kao strang smatram bitnim iskustvom.
16 responses
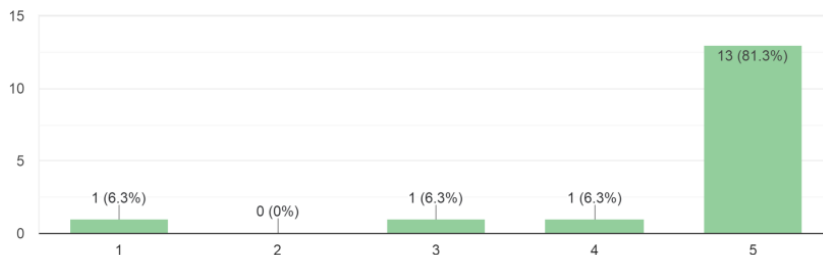
Grafikon 16. Učešće u onlajn nastavi rumunskog jezika kao stranog smatram bitnim iskustvom

Posmatrajući odnos između profesora i studenata tokom odvijanja onlajn nastave rumunskog jezika kao stranog, studenti su zaključili da su se odnos i komunikacija sa profesorom značajno promenili. U velikoj meri se slažu da je profesor bio vrlo angažovan i zainteresovan za njihove potrebe (81%) zarad njihovog blagostanja i dobrobiti tokom onlajn nastave rumunskog jezika kao stranog; slažu se takođe i sa tvrdnjom da nisu bili prepušteni sami sebi (69%). Na osnovu svih odgovora iz trećeg bloka ne bismo mogli lako da izvedemo zaključak i potvrdimo petu hipotezu, čak i kada bi uzorak ispitanih studenata bio veći. U većini prikupljenih odgovora, tačnije u više od 50%, ističe se tendencija ka slaganju sa

izjavama da su se studenti osećali sigurno, kao da nisu prepušteni sami sebi i da mogu da potraže pomoć, što su svakako pozitivni faktori od kojih bismo mogli očekivati istovetan efekat na osećaj blagostanja i sigurnosti studenata tokom pandemije virusa SARS-CoV-2 (Covid 19), uz izgradnju resursa koji bi osećaj sigurnosti prolongirali i u periodu neposredno nakon pandemije u kojem su postepena adaptacija i osećaj sigurnosti ključni faktori osećaju subjektivnog blagostanja i uspešnosti na polju rada, odnosno učenja.

4. ZAKLJUČAK

Različiti modeli onlajn nastave putem platformi, aplikacija i vidova samostalnog učenja prisutni su u nastavi jezika već duže vreme, naročito kada su u pitanju svetski jezici (engleski, nemački, francuski, itd.). Ekspanzijom influensera (*influencer*[3]) i tutorijala (*tutorial*[4]) putem društvenih mreža (*social media*[5]), nastava jezika dobija drugačije percepcije, ali, čini se, i drugačiji cilj. U svakom slučaju, o kom god vidu nastave govorili, na prvom mestu su uvek student/učenik i njegovo mesto u celom nastavnom procesu. Kada se izmestimo u domen nastave jezika nešto drugačijeg statusa (egzotični jezici, jezici manjinskih grupa, izolovani i marginalizovani jezici i sl.) okolnosti, uslovi i ciljevi nastave se menjaju. Uključenost, vidljivost i dostupnost pomenutih jezika trebalo bi da su u prvom planu kako bi se kod učenika probudila želja za participacijom, a posledično i razvio osećaj uključenosti i pripadnosti toj grupi. U kontekstu ovog istraživanja bavili smo se učenjem stranog jezika manjinske grupe, odnosno rumunskog jezika kao stranog. Veoma je važno bilo istaći njegov status i razvoj tokom protekle decenije na Filozofskom fakultetu u Novom Sadu, koji se značajno promenio zarad ostvarivanja ranije pomenutih ciljeva. U tom trendu, onlajn nastava je tokom pandemije virusa SARS-CoV-2 (Covid 19) uvela značajnu promenu perspektive za nastavu svih jezika. Pred učenje rumunskog jezika postavila je nove ciljeve za koje

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[3] Influenser – uticajna osoba na društvenim mrežama, koja priprema sadržaj za promotivne svrhe na datoj društvenoj mreži koji je javnog karaktera i dostupan svima koji istu mrežu koriste.

[4] Tutorijal – kratak prikaz ili uputstvo kako neki rešiti neki problem, bolje razumeti neku temu i sl., svojevrsno „uputstvo za upotrebu”.

[5] Social media – društvene mreže, odnosno javne platforme ili aplikacije povezane na www (World Wide Web, odnosno Internet) koje nude širok sadržaj za pratioce, odnosno korisnike date mreže, uz mogućnost povezivanja korisnika, prodaje i promocije sadržaja, kao i širenje informacija putem izgrađene „mreže”.

je bilo potrebno primeniti nešto drugačiji pristup kako prema samom gradivu tako i prema studentima koji su deo nastavnog procesa. Gradivo i nastava su se odvijali putem onlajn platformi, konsultacije i korespondencija između nastavnika i studenata odvijala se takođe onlajn, na daljinu − gotovo dve godine. Vraćanjem na tradicionalni vid nastave, uživo i u prostorijama fakulteta, moguće je napraviti osvrt i izvući ono najvažnije, kao i izdvojiti sve mane i prednosti koje je onlajn nastava rumunskog jezika donela sa sobom − naravno, iz perspektive studenata. Uopšteno govoreći, studenti doživljavaju onlajn nastavu kao interesantan, prijatan i praktičan vid učenja. Uz adekvatno praćenje gradiva, putem onlajn nastave moguće je naučiti nešto novo i spremiti ispite, ali je poželjno dobro vladati kompjuterskim veštinama. Međutim, kada se uporede oba vida nastave, izostaje potpuno slaganje o mogućnosti zamene tradicionalne onlajn nastavom. Onlajn nastava rumunskog jezika percipirana je kao dobro organizovana uz mogućnost za napredak, kao učenje jezika sa lakoćom i razumevanjem, doživljava se i kao manje stresan vid nastave stranog jezika u odnosu na tradicionalnu nastavu i kao podstičuća u kontekstu interesovanja za upoznavanje naroda i zemlje jezika koji se uči (Rumunije). Ono što među dobijenim rezultatima nije sasvim jasno tiče se individualnih razlika u vezi sa stresom, spoljašnjim i/ili unutrašnjim pritiscima, kao i faktorima koji ometaju pažnju i koncentraciju studenata tokom procesa učenja i usvajanja rumunskog jezika kao stranog. Stavovi se ne mogu jednoznačno pripisati niti jednom stavu, već samo kao tendencije ka slaganju ili neslaganju. Svaka od navedenih nedoumica ide u prilog nedostacima samog istraživanja, malom uzorku i potencijalnoj potrebi za drugačijom formulacijom nekih tvrdnji. Nijedna postavljena hipoteza ne bi mogla biti potvrđena ili opovrgnuta zbog navedenih razloga, ali služe kao osnova za dalja istraživanja, upoznavanje uzorka sa kojim se radi, bližem definisanju cilja istraživanja i iznalaženju adekvatnog tipa i dizajna upitnika za buduće radove. Postavljanjem hipoteza i analizom dobija se uvid u perspektivu anketiranih studenata i njihovih stavova, kreira se kompletnija slika o situaciji u kojoj se oni nalaze i o ishodima koje bi nastavnik mogao da anticipira i po potrebi prevenira, prilagođavajući svoj metod rada potrebama studenata (naročito u uslovima onlajn nastave jezika).

5. PREPORUKE ZA DALJU PRAKSU

Kreiranje sadržaja i korišćenje različitih alata u nastavi jezika zahtevaju dodatnu pripremu nastavnika i profesora. Ono što se u ovakvim situacijama (kada nastavnik izlazi iz svoje komforne zone i kada mora kreirati sadržaj i oblikovati čas u drugačijem okruženju) može preporučiti jesu svakako smernice, prema Jožefu

Kolpertu (2020) − deset poželjnih i nepoželjnih stavki u obrazovnom dizajnu (v. Tabelu 1). Tabela je prilagođena od strane Ivanić (2020).

Nepoželjno	Poželjno	Objašnjenje
Fokusirati se na rezultat.	Fokusirati se na **proces.**	Efikasnost okruženja za učenje zavisi uglavnom od njegovog dizajniranja: opsega koji je dizajniran na metodološki način.
Fokusirati se isključivo na proces instrukcija.	Fokusirati se prvo na proces **dizajna.**	Proces učenja i instrukcija nije isto što i proces dizajniranja. Postoje koraci koji se moraju preduzeti pre naglog donošenja rešenja.
Fokusirati se (isključivo) na instrukciju.	Fokusirati se (takođe) na **autonomno** učenje, **saradničko** učenje i **vođenje.**	Naše obrazovanje je i dalje poprilično bazirano na instrukcijama, a to može biti glavna prepreka za e-edukaciju.
Dati pedagogiji prednost.	Dati **psihologiji** prednost.	Fokusirati se najpre na mentalnu prihvatljivost, identifikovanje i samoregulisanje, pre primene didaktičkog/pedagoškog elementa. Tehnologija dolazi na kraju.
Fokusirati se na diskretne, izolovane elemente.	Fokusirati se na holistički, **ekološki** pristup.	Ekologija onog koji uči primenjuje se na njegov/njen celokupan i dinamičan sociokulturni kontekst i obuhvata sve šanse i resurse za učenje.
Fokusirati se na podučavanje na daljinu u hitnim situacijama.	Fokusirati se na **multimedijalno** učenje.	Prilagoditi Vaš proces učenja/instrukcija na osnovu individualnog/saradničkog, sinhronog/asinhronog, na daljinu/licem u lice, u grupi ili ne...
Fokusirati se na problematiku vezanu za COVID.	Fokusirati se na **metod,** ne na problem.	Dobro dizajnirana sredina za učenje je u stanju da se nosi sa specifičnim aktuelnim problemima u svetu.
Vrednovati okruženja za učenje.	Vrednovati **razmišljanja** u pozadini njihovog dizajna.	Kvalitet i prihvatljivost sredine za učenje zavisi manje od ukupnog zbira njenih karakteristika. („označenih kvadratića") nego od njenog dizajna.

Primeniti teorije, modele i okvire kao takve.	Biti **inspirisan** relevantnim aspektima teorija, modela i okvira.	Tehnološko-pedagoško znanje sadržaja, instrukcioni model dizajna, jedinstvena teorija prihvatanja i korišćenja tehnologije, SAMR model – model za razumevanje dobre tehnologije, napredno kompjutersko okruženje, link univerzalnih podataka.
Koristiti termine za ubeđivanje i rutinska imena.	Objasniti **zašto** pominjete neki termin ili ime.	Ne obavljamo edukaciju, niti se držimo edukativne politike tako što prihvatamo ekstravagantan pristup, niti vršimo pritisak na nastavnike.

Tabela 1. Poželjno i nepoželjno u obrazovnom dizajnu, Jožef Kolpert (Ivanić 2020: 35−36).

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IS ONLINE LEARNING ADEQUATE FOR ALL ROMANIAN LANGUAGE
STUDENTS?
A CASE STUDY

Summary

In the last three years, inevitable changes and adapting strategies have been "modus operandi" for every educational purpose and learning institution. Students and teachers all over the world have worked closely with, some may say, a common enemy or

hopeful friend – technology. All of the insecurities had to be set aside and one goal had to be fulfilled – a consistent and intact learning process in the online classroom environment. In this paper, the subject was adequacy, satisfaction and "having a peace of mind" during the long period of students' online learning. The focus group were students at the Faculty of Philosophy (University of Novi Sad) that have been learning Romanian over the period of two years in an online learning system, developed as a response to the pandemic situation during SARS-CoV-2 virus. The students have been queried via a Google Forms questionnaire made specifically to inform authors and teachers of the Romanian language how their teaching plan was received, how students felt during online teaching and if they successfully understood and learned new language information, while (and if) feeling safe and sound at home. In the end, this process should have motivated them to learn even more about the Romanian language and culture while allowing them to pass the exams in the following semester without major difficulties. Preliminary results showed that students felt safe during online classes, that they found them interesting and beneficial, but the overall impression was that these could never completely take place in educational cycles and should be used as a source and one way of teachers approaching and getting familiar with technological advancements in language learning, because these represent a future in any learning situation, yet need to be carefully used and constantly questioned, adapted and improved for students' needs and educational advancements yet to come.

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LUCIAN BLAGA, OMUL, ÎN DIALOG CU ISTORIA.
EXERCIȚIU DE PEDAGOGIE INTERCULTURALĂ

ABSTRACT: Lucian Blaga nu a refuzat amintirile, călătoria în propriul destin**.** Hronicul și cântecul vârstelor este expresia unei creații laborioase, cu accentul pus pe actul deliberativ. Lucian Blaga nu a refuzat călătoria în propriul destin. Convins că propria-i existență poate fi rememorată, s-a hotărât să facă din anotimpurile vieții sursă pentru artă, substanța ei, fără să ajungă aici din obligație sau din ignorarea a ceea ce a fost. Călătoria în timp, Lucian Blaga a făcut-o cu decență, departe de orgoliul lui Goethe sau vanitatea neascunsă a lui Chateaubriand. Memorialistul român se înfățișează cu singura dorință de a comemora fapte și de a se mărturisi, dominând masa amintirilor prin puterea inteligenței și de la înălțimea experienței și a înțelepciunii la care a ajuns.

Cuvinte-cheie: amintire, călătorie, hronic, pedagogie, RLS, Pandemia COVID-19.

LUCIAN BLAGA, THE MAN IN A DIALOGUE WITH THE HISTORY: AN INTERCULTURAL PEDAGOGY CASE STUDY

ABSTRACT: The use of literary texts or literary criticism in the teaching of the Romanian language as a foreign language during the COVID-19 pandemic is not a recurring practice if we follow the theme of the studies published in recent years in our field of RLS. However, although literature (poetry, short/long prose) and literary criticism (short literary essays) seem to occupy a smaller space in the teaching process of RLS, we have a feeling that this method will start to gain more and more ground, since literature will provide a renewed approach to language, designed to help the students develop their communication and interpretation skills. The authors of the CEFR (Common European Framework of Reference for Languages) encourage language teachers to appeal to the aesthetic and poetic quality of language in order to awaken in language students a taste for beauty, for imagination, for sensitivity, for culture, for the pleasure of reading, etc. In this paper, we present a critical sample used in RLS classes with the aim of developing an exercise in intercultural pedagogy and comparative approach, starting from the literary biography of Lucian Blaga.

Key words: memory, journey, chronic, pedagogy, RLS, COVID-19 pandemic.

1. EXERCIȚIU DE PEDAGOGIE INTERCULTURALĂ

Folosirea de texte literare sau de critică literară în predarea limbii române ca limbă străină nu este o practică recurentă, dacă este să urmărim tematica studiilor publicate în ultimii ani în domeniul nostru de RLS. Cu toate acestea, deși literatura (poezie, proză scurtă/lungă) și critica literară (scurte eseuri literare) par să ocupe un spațiu mai restrâns în procesul de predare al profesorilor de RLS, avem simțământul că această metodă va începe să câștige din ce în ce mai mult teren, mizând pe faptul că literatura va prilejui o abordare reînnoită a limbii, menită să-l ajute pe student să-și dezvolte competențele de comunicare și de interpretare. Autorii CECRL-ului (Cadru european comun de referință pentru limbi străine) încurajează profesorii de limbi străine să facă apel la calitatea estetică și poetică a limbii, cu scopul de a le trezi studenților înscriși la cursurile de limbi străine gustul pentru frumos, pentru imaginație, pentru sensibilitate, pentru cultură, pentru plăcerea lecturii etc. În articolul de față, aducem o mostră critică, folosită la clasa de RLS, cu scopul de a dezvolta un exercițiu de pedagogie interculturală și de abordare comparatistă, plecând de la biografia literară a lui Lucian Blaga.

Nicio literatură, fie ea mare sau mică nu se poate lipsi de **modele**. La fel cum niciun act didactic nu se poate desfășura în lipsa acestora. Teoria *„vasului închis"* nu se susține. Modele există și sunt necesare, cu condiția să fie apreciate la dimensiunea lor reală. Orice literatură se alimentează neîncetat din sevele propriei spiritualități, dar asimilează și valori de circulație universală. Selectându-le și încorporându-le corespunzător nevoilor și posibilităților sale, le prelucrează, creator, doar pe cele afine, consubstanțiale, în virtutea unei înrudiri spirituale organice. Numai în acest mod, asemenea valori și modele venite din afară devin adevărați fermenți de alimentare a substanței literaturii receptoare. Prin natura lor modelatoare, ele exercită o influență catalitică, îndemnând la regăsirea propriei firi și fertilizând efortul de regăsire a sinelui. Această perspectivă, deși de o subtilitate aparte, nu este străină de obiectivele CECRL, după cum am precizat anterior, mai ales în contextul grupelor de studenți cu un nivel de limbă B1+, mulți dintre care urmăresc continuarea studiilor în domenii precum: filosofie, filologie, istorie.

În mereu actualul său studiu *Succesul literar. Configurație, funcționare, motivații*[1], Paul Cornea a pus în discuție destinul triumfal al unui mare poet,

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[1] În volumul *Regula jocului*, Editura Eminescu, București, 1980.Vezi si studiul Lamartine în România. Mirajul operei și mitul personalității, în volumul Oamenii începutului de drum, *Editura Cartea Românească*, București, 1974, p. 28 si următoarele.

explicând succesul operei lui prin concordanța între un scriitor și epoca sa. Pornind de la H.R. Jauss,ce a pus în lumină *relaţia operei de succes cu un orizont de aşteptare* afirmăm căun asemenea *destin triumfal* nu-l poate cunoaşte orice scriitor, se înţelege,ci numai cel cu o operă viguroasă şi impunătoare, menită să dăinuiască şi să influenţeze. Prin calitatea exponenţială a operei sale şi prin spiritul novator al gândirii sale teoretice, Lucian Blaga a avut aptitudinea de a constitui un ***model*,** de a servi drept ecou sonor, dincolo de marginile literaturii poporului său.

2. LUCIAN BLAGA - EXERCIȚIU DE PEDAGOGIE INTERCULTURALĂ

De aceea, considerăm că următoarele pagini pot constitui un plan în abordarea acestui subiect, la orele de RLS, pentru profesorii sau formatorii care observă deschidere din partea studenților/cursanților și către literatură, chiar semantică literară, cultură și estetica limbii. Bineînţeles, datele biografice, însoțite de comentarii relevante sunt primele care vor atrage atenția, mai ales dacă acestea se fac din perspectivă interculturală.

Lucian Blaga nu a refuzat amintirile, călătoria în propriul destin. Convins că propria-i existenţă poate fi rememorată, s-a hotărât să facă din anotimpurile vieţii sursă pentru artă, substanţa ei, fără să ajungă, aici, din obligaţie sau din ignorarea a ceea ce a fost. Într-o însemnare târzie şi mult sugestivă, se arată convins de utilitatea şi forţa modelatoare a literaturii subiective: "plăcerea de a scrie memorii consistă în a reorganiza în spiritul libertăţii ceea ce destinul a organizat o dată sub constrângerea împrejurărilor" (Gană 1976: 382). A făcut-o târziu, la 51 de ani, atunci când, la cunoaşterea deplină a lumii, a adăugat şi înţelepciunea vârstei[2]. În mod obişnuit, trecutul este rememorat târziu, pentru că memorialistica este, de obicei, legată de optica unui sfârşit de drum, dar şi de teama de ochii indiscreţi ai posterităţii. O teamă care l-a făcut pe scriitorul francez Stendhal să ceară ca jurnalul său din anii tinereţii să fie ars. Multe individualităţi creative ezită să facă gestul confesiv, să încredinţeze confidenţe posterităţii. Şi, apoi, sinceritatea este o condiţie fundamentală pentru epica memorialistică, epică a faptului real. Dar, cum posteritatea, *"ca public nedefinit, e un auditoriu vag, deci suportabil",* memorialistul se mărturiseşte mai uşor, el consemnează faptul trăit mai liber, "adresa către posteritate făcându-l să se simtă mai în largul său, să fie

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[2] *Hronicul şi cântecul vârstelor* este datat *"1946".* În conştiinţa publicului a ajuns după moartea autorului lui, în 1965, prin grija lui George Ivaşcu.

sincer" (Iosifescu 1971: 73). O sinceritate care nu "fardează" existența dintr-un orgoliu al autocontemplării, cum s-a întâmplat, nu de puține ori, în literatura mărturisirilor, ci scrutează, cu adevăr, un destin existențial, înfățișat cu pudoare și discreție.

Călătoria în timp, Lucian Blaga a făcut-o cu decență, departe de orgoliul lui Goethe sau vanitatea neascunsă a lui Chateaubriand, ce și-au înălțat propriul monument. Memorialistul român se înfățișează, fără ezitare, întreg, cu singura dorință de a comemora fapte și de a se mărturisi, dominând masa amintirilor prin puterea inteligenței și de la înălțimea experienței și a înțelepciunii la care a ajuns. A făcut-o nu doar în "cântecul vârstelor", ci și în aforisme, în corespondență, în opera de ficțiune. În întregul lui, scrisul său reprezintă o dimensiune a existenței, iar efortul de a verbaliza și spațiile interioare pornește din încercarea de a demonstra că omul și actul lui creator nu sunt o realitate insondabilă, imposibil de a fi luminată în substanța ei intimă. Dimpotrivă, efortul de a medita și a scrie despre propria-i existență rămâne, pentru aceste motive, un fragment complementar al amplei și divers articulatei sale opere.

Pentru partea aplicativă a acestei incursiuni în cultura și literatura românească, în specificul perioadei moderniste, considerăm potrivită lucrarea *Hronicul și cântecul vârstelor.* O carte de memorii și un roman al propriei copilării, tinereți și formări, asemănătoare scrierii lui Goethe *Poezie și adevăr.* Un roman pe care se pot aplica toate trăirile și experiențele celor care iau contact, la prima vedere, cu scrierile lui Blaga, în vederea studierii limbii române ca limbă străină.

În prefața memoriilor sale, poetul și filosoful de la Weimar le cerea memorialiștilor: "a considera propria ta viață ca istorie și istoria ca pe o forță activă a propriei tale vieți" (Iosifescu 1965: 3).

Titlul cărții de aduceri aminte a lui Blaga învederează, limpede, conținutul acesteia. Este, mai întâi, *hronic*, așadar rememorarea, de pe culme, a lumii existente în jurul său și în care el însuși s-a implicat, o lume văzută de un gânditor, de un filosof, și evocarea propriei existențe, făcută de un artist. Nu *poezie* și *adevăr*, ci, mai curând, *adevăr* și *poezie, document* și *literatură*, o creație artistică elaborată, realizată nu într-un stil *"artistic"* căutat, care ar înfrumuseța adevărul și ar anula impresia de experiență trăită, ci cu discreție și măsură.

Blaga își menține aducerile aminte în ordine. Nimic nu este înregistrat și evocat după capriciul întâmplării. Respectând cronologia, călătoria în lumea din afară și în destinul său începe cu primii ani de viață. Titlul întâiului capitol: 9 mai 1895 (celelalte capitole nu mai au titluri, sunt numerotate cu cifre romane!), marchează *începutul* legat de un *"semn"* neobișnuit: "începuturile mele stau sub

semnul unei fabuloase absențe a cuvântului". Este prima propoziție cu care se deschide volumul. Până la patru ani, copilul nu pronunță nici un cuvânt, "nici barem cuvintele de temelie ale vieții "Mamă" și "Tată" (Iosifescu 1965: 4). "Absența cuvântului" era suplinită de extraordinara-i lumină "vie și înțelegătoare" din ochi și de urechea-i "fără scăderi". Nici mai târziu, memorialistul nu și-a putut explica această "stranie detașare de logos", cum o numește. Era, poate, spune el, "prelungirea stării embrionare dincolo de orice termen normal" sau, poate, o "nefirească luciditate" instalată între personajul autobiografic și "cuvânt" (Iosifescu 1965: 4).

După "încheierea liniștitoare" a doctorului, copilul era, totuși, "întreg" și se simțea fericit în "lumea fără cuvânt", până într-o zi când comunicarea, prin tăceri, i s-a părut insuficientă, pentru că "nu răspundea principalei legi a rostirii: a spune pentru a fi" (Iosifescu 1965: 4). Este ziua în care se hotărăște să vorbească "vorbe legate" și o face sub semnul rușinii: "Țineam mâna, rușinat, peste ochi, și vorbeam. De sub streașina degetelor și a palmei cu care mă apăram de lumea cuvântului, graiul ieșea din gura mea întreg, lămurit, picurat ca argintul strecurat" (Iosifescu 1965: 5). Lupta cu cuvântul, înfățișată de memorialist în acest prim anotimp al existenței sale, a rămas o constantă dramatică, de mare încărcătură umană, a personalității unuia dintre cei mai dăruiți slujitori ai cuvântului din literatura română.

Universul "vorbelor legate" îl ajută să ia legătura și cu lumea reală. Află că este al nouălea copil al familiei, venit ca să "umple un gol", să țină locul surioarei Lelia, "făptură de vis", moartă la numai doi ani. Descoperă, apoi, casa părintească, o clădire veche, impunătoare ca mărime, ce mărturisea "un simțământ de așezare, durată, de statornicie" (Iosifescu 1965: 10). Mama și Tata, numiți cu majusculă, erau zeitățile protectoare ale casei. Mama, "duh al rânduielii" și o "întrupare a duioșiei și a grijei", fusese o femeie frumoasă, de o "frumusețe ce nu avea deloc conștiința de sine". Macedoneancă la origine, "nu se abandona visării, dar se simțea cu toată făptura ei vibrând într-o lume străbătută de puteri misterioase" (Iosifescu 1965: 44). Ajuns matur, copilul își va numi mama "Urmutter" folosind (în limba germană) un cuvânt care i s-a părut "că i-ar cuprinde chipul și existența încadrată în zarea magiei" (Iosifescu 1965: 44). Cu ajutorul Mamei, copilul pătrunde în această "zare a magiei", în fabulos, în mit, devenite o componentă definitorie ale filosofiei și poeziei sale.

Tatăl este preot, de o structură intelectuală și umană diferită de a Mamei. Pasionat cititor al filosofilor Kant și Shopenhauer, al literaturii universale, era un liber cugetător, care își îndeplinea obligațiile preoției ca "un conștiincios adept al

pravilei, dar fără elanul unei adevărate convingeri" (Iosifescu 1965: 42). Memorialistul adaugă că "purta cu el aleanul altor orizonturi" şi această neistovită pornire spre mister şi poezie le-a moştenit şi fiul Tatălui.

În aceşti întâi ani ai vieţii, descoperă şi lumea satului. Lancrămul natal, ce purta în numele său "sunetele lacrimei", este centrul acestei lumi încărcate de semnificaţii, pe care o va nemuri în opera filosofică, în poezie, în corespondenţă şi conferinţe. "Eu cred că veşnicia s-a născut la sat... aici se vindecă setea de mântuire", spune el, considerând satul drept o "celulă vie de conservare a eredităţii naţionale şi istorice" (Vaida 1982: 23).

În acest colţ de rai, îşi trăieşte Lulu Popii copilăria fericită, vegheat de dragostea părinţilor şi de prietenia copiilor din vecini: Vasile Bănăţeanu, Roman al lui Tudorel, Adam al Vicii, Rafira, fetiţa care-l luase, "cu toată fiinţa ei în stăpânire". Nu avea decât "datoria de a creşte", jucându-se, păscând gâştele sub arini (să se vadă poezia Din copilăria mea), învăţând de la păsări, flori şi animale legile vieţii şi potolindu-şi "foamea de basm" cu minunatele poveşti ale Mamei.

Această lume mirifică a copilăriei, descrisă cu rară sensibilitate plastică, îi este necesitate şi alinare în existenţa fizică. Ajuns şi motiv literar, paradisul primilor ani de viaţă va deveni şi o dominantă a substanţei operei sale artistice. Toată viaţa a rămas credincios dragostei pentru sat şi pentru natura rustică, evocate cu vădită participare emoţională, cu un puternic sentiment al exaltării, care se simte şi în expresie, în ritmul evocării, în luminozitatea imaginilor, în atmosfera de calm edenic ce o crează, de o profundă valoare plastică şi muzicală. Este un meşteşugit mod de a defini o realitate sufletească.

Şcoala, cel de-al doilea anotimp al existenţei sale, după trăirea vibrantă a primilor cinci ani de viaţă, i se pare "înlănţuitoare şi apăsătoare". Ea nu s-a apropiat de copil cu "nici o ispită", dar, anii de şcoală, de la Lancrăm, Sebeş (în limba germană) şi de la liceul *Andrei Şaguna* din Braşov, sunt înfăţişaţi, totuşi, cu aceeaşi putere descriptivă şi joc nuanţat al culorii, dar şi cu un element reflexiv şi meditativ mai subliniat. Este o altă lume, care, deşi nu mai este evocată în termeni de entuziasm, îl ajută să înţeleagă că, de acum înainte, începe perioada formării sale ca om şi ca intelectual. Este cea dintâi etapă, când se pun "cărămizile" fiinţei sale. Este un alt "cântec" al unei vârste, când timpul începe să lucreze, benefic, în favoarea formării omului, filosofului, poetului Lucian Blaga. Cu "nesăţioasa-i patimă" a lecturii, citeşte, la 13 ani, Faust - poemul lui Goethe - întârzie, încântat, asupra catehismului budist, parcurge, în germană, studii darviniste, se iniţiază în sistemele filosofice ale lui Kant, Spinosa, Schopenhauer, Vasile Conta. Studiază teoria relativităţii şi intuiţionismul lui Bergson, filosof descoperit cu "rară

beție”. Clasicii literaturii europene și romăne îi devin familiari, iar Eminescu va rămăne, toată viața, obiectul statornic al cultului său. Preocupările intelectuale nu-l împiedică să ignore tot ce se întâmplă în afară. Scriitor al concretului, Blaga înregistrează, documentar, evenimentele care au loc în existența oamenilor apropiați lui și în viața epocii. Cu elemente concrete, puternic expresive, sunt înfățișate, ca secvențe evenimențiale, excursia, rodnică în urmări modelatoare, din Italia, cu numeroase reminiscențe în lirica sa, popasurile la munate, șederea la Sibiel, la prețuitul său prieten, Andrei Oțetea. Toate vorbesc despre o existență semnificativă și despre fapte cu funcție de reconfortare fizică și morală a ființei sale.

Oamenii nu lipsesc din "hronicul" său. Frați, colegi, profesori sunt evocați fără o afectivitate exagerată, în portrete memorabile. Este o tipologie variată și complexă sub raport fizionomic, psihologic, social, moral, fixată în ipostaze umane dintre cele mai diverse, nu doar pozitive, ci și negative. Unele personaje sunt iubite și admirate, precum Aurel Vlaicu, Iosif Blaga, dra Roma C., Pupi Nebunul; altele sunt direct detestate, ca profesorul Paul Budiu. Construite din lumini și umbre, aceste personaje îsi păstrează atracția lor umană, nefiind doar alegorii ale virtuții sau ale viciului, ci exemplare umane puternic individualizate.

În jurnalul lui Lucian Blaga nu găsim însă numai confesiune, descriere și analiză. Istoria politică și socială există tot timpul în paginile sale memorialistice, autorul fiind un atent observator al mișcării vii a epocii și un comentator avizat al faptelor, descifrate în adevărata lor semnificație.

Cum nu poate ajunge la Jena, unde voia să studieze filosofia, se înscrie la Institutul pedagogico-teologic de la Sibiu, mai mult ca să scape de "melița" războiului și să "saboteze sub scutul teologiei, monarhia austro-ungară" (Blaga 1965: 165). Ajunge și la Viena, ca student, dar timpul trece într-un fel de "nomadism sezonier": "două luni aici, două luni la Mama acasă, la buzunarul de provincie", pentru că "anotimpul" studenției sale avea loc "în condiții dintre cele mai puțin priincioase" (Blaga 1965: 106).

La Sebeș, unde familia se stabilește, după moartea tatălui și desfacerea gospodăriei de la Lancrăm, duce o nouă viață "minor urbană", cu evadări nimeroase în satele ciobănești de la munte, la prieteni, unde, departe de "zvonurile despre război și pace", încearcă să uite de "spectacolele istoriei", preferând să citească, să scrie poezii și aforisme și să urmărească, tot mai încântat, "jocurile Firii". Sigur evenimentele mari nu sunt ignorate. Timpul scurs între 1916-1919 este înregistrat cu atenție și surprins în culorile lui specifice, cu o permanentă trecere de la percepție la semnificație. "Un accident al istoriei", care i-a influențat, puternic, conduita umană și intelectuală, a fost Marea Adunare Națională de la Alba Iulia, din 1 decembrie 1918, la care a fost prezent,

cu emoţie frenetică, directă. Este evenimentul care a dus, prin "puterea destinului", la realizarea României"dodoloaţă", a României întregi, rotunde.

De devenirea istorică a societăţii româneşti, nu desprinde, nici o clipă, propria-i formare ca scriitor. Găsim, în paginile sale memorialistice, amănunte deosebit de preţioase despre "misterele" scrisului său filosofic şi artistic. Cu modestie, dar şi cu conştiinţa forţei sale creatoare, el ne comunică, deschis, avatarurile primelor poezii şi texte filosofice, multe ignorate de publicaţiile timpului, puţine, încă, tipărite şi preţuite ca un "dar al Transilvaniei făcut României", cum le va considera Nicolae Iorga, atunci când apar Poemele luminii şi primul său volum de aforisme, Pietre pentru templul meu.

Aceste pagini despre artist şi arta scrisului devin foarte importante pentru definirea psihologiei unei individualităţi creatoare, pentru tainele existenţei şi dramele spiritului, cu multe interogaţii, dramatice, pentru propria-i existenţă şi creaţie.

În registrul memorialistic al lui Lucian Blaga intră şi vechea, mereu copleşitoarea temă a dragostei. Miracolul iubirii a fost trăit de omul şi artistul ardelean cu toată intensitatea, dar, în confesiunea sa, acesta este comunicat în cumpăna măsurii, fără intime revărsări sentimentale, fără o exaltare mistuitoare a sentimentului. Ca şi în poezia sa, şi în *Hronic*..., neuitarea îi păstrează vie iubirea, făcută cunoscută nouă, peste ani, ca un "cântec" al unei vârste apuse, înfăţişat în forme fireşti de comunicare, discret, delicat, fără mari anxietăţi sufleteşti.

Într-un "miez auriu" de octombrie, o reîntâlneşte, la biblioteca Universităţii din Viena, pe Cornelia (Brediceanu), pe care o cunoscuse, cu trei ani în urmă, la Braşov, "ghiocelul negru de atunci se alcătuise frumoasă cu adevărat", o "făptură uşor neterestră... cu figură de tablou florentin şi ten de creolă". Ajunsese la Viena ca studentă la Medicină, dar "n-avea nimic din aerul unei studente". Ajunsese, cu siguranţă, se arată el convins, ca "să se împlinească ceea ce fusese scris" (Blaga 1965: 189). Cu o expresivă seninătate a sentimentului, memorialistul îşi aminteşte de plimbările lor, de concertele audiate în doi, de discuţiile înflăcărate despre cărţile lui Verlaine, Rimbaud, Maeterlinck, Strindberg, Dostoievski, de "tăcerile multe", de expresiile automate, comunicate "ca să întrerupă golul". Un gol aparent, de sigur, pentru că era "expresia prea plinului". Când este departe de Ea, îi trimite scrisori şi poezii, "născându-se şi murind" ori de câte ori, cele trimise de iubita sa nu ajungeau la timp. "Cineva în mine începuse să cânte", mărturiseşte, deschis, Blaga, în paginile sale confesive, de o mare încărcătură afectivă. Este iubirea de-o viaţă, care, şi în *Hronic*... rămâne un element epic stabil, care adună fapte şi motivează stări sufleteşti, psihologia luându-şi, totdeauna, toate drepturile asupra fiziologiei. Distincţia sufletească se face simţită în expresia sentimentului, una reţinută, strunită pudic. Strigătul pasiunii, ştia

bine, Lucian Blaga, rămâne inestetic în artă. Pentru aceste motive, prezența temei iubirii în memorialistica sa ne dăruie imaginea unei existențe semnificative și relevă timbrul unei sensibilități umane și artistice diferențiate. Cu acest episod confesiv, care ne demonstrează, încă o dată, că, în spatele esteticii unui creator de artă, trebuie să se afle și o etică, precum la Lucian Blaga, se încheie *Hronicul...* .

Sacrul este o altă temă predilectă care stă în textele blagiene sub semnul unei permanente interogații. O discuție preliminară asupra acestei permanențe umane legată strâns de fondul primar al omului, se face, recurgându-se mai ales la orientările moderne în deschisa problemă (Rudolf Otto, Emile Durkheim, Georges Gusdorf și, cu o motivată insistență, Mircea Eliade), trecând-se în revistă multiplicitatea sensurilor cu care a fost investit termenul.

Ceea ce interesează este modalitatea particulară în care, folosind, în lirica sa, sacrul, poetul-cugetător Lucian Blaga a oferit o formulă, a impus o direcție, a declanșat un șoc al noutății revelatoare, capabile să provoace descoperirea de sine a talentelor, să devină, cu alte cuvinte, cum a și fost, un model.

Pentru Lucian Blaga, sacrul – ca dat structural - poate fi mai limpede explicitat cu ajutorul unei noțiuni mai cuprinzătoare: sentiment al sacrului. „Un obiect oarecare poate fi sacru, scrie el, pentru sufletul omenesc, de exemplu, un copac, un izvor, un loc, o piatră, pentru ca apoi, din neștiute pricini, obiectul în chestiune să sufere o desacralizare; cu aceasta sentimentul sacrului nu dispare, totuși, din suflet, ci e supus unui transfer asupra altui obiect, care poate fi un demon, un zeu.Când și acest obiect e desacralizat, sentimentul sacrului poate să îndure un nou transfer asupra altui obiect, de exemplu,asupra lui Dumnezeu sau asupra golului metafizic în budism. Dar și asemenea obiecte pot fi desacralizate și atunci sentimentul sacrului trece iarăși asupra altor obiecte,care pot să fie conștiința morală, idealurile umanității și altele" (Blaga 1987: 470).

Sacrul este extins, se vede limpede și dincolo de domeniul religiei. Cu toate acestea, s-a vorbit, nu o dată, despre experiența religioasă a poetului filozof, desfășurată în cadrele ortodoxismului, văzut ca parte a românismului (Staniloae 1942: 8). O experiență pozitivă, care a fost valorizată, artistic, în volumele de versuri *Poemele luminii* și *În Marea trecere* ca și în opera dramatică, ori *Elogiul satului*, dar și o experiență religioasă negativă, producătoare de o stare luciferică, concretizată printr-o îndepărtare de divinitate,printr-o revoltă fățișă față de un Dumnezeu, niciodată vizibil, mereu ascuns și îndepărtat. Pentru Lucian Blaga, „ ortodoxia nu e –cum afirmă într-un interviu – decât o parte din acest românism, dar spiritualitatea românească e mult mai largă, mai bogată" (Staniloae 1942: 56). Cu această convingere a creat, în opera sa, un univers spiritual, în mare parte altul decât cel creștin, poetul nefiind

mistic,cimetafizician. Un adevăr, oricând verificabil, la o lectură gândită a creației sale, pe care criticul Pompiliu Constantinescu l-a pus în lumină, la un mod categoric: „ poezia lui Blaga are cu totul altă esență și ea s-a desfășurat în afara ortodoxismului național" (Vianu 1934: 307) (nu rareori retoric, declarativ), idee împărtășită și de Tudor Vianu: „ Față de spiritualismul creștin, Blaga afirmă un umanism goethean " (Alexandru 1978: 136).

Poetul însuși își precizează modul personal de a vedea și interpreta lumea în câteva însemnări, rămase între manuscrisele sale: „ Mi se spune că poezia mea ar fi mistică, metafizică. Este adevărat că în poezia mea sunt frecvente și motivele mitice, chiar teologice. Dar, de aceste elemente uzez în chipul cel mai liber , le modific și le amplific după necesitații. Născocesc motive mitice la fiecare pas, fiindcă fără o gândire mitică nu ia ființă , din păcate sau din fericire, nici o poezie" (Bantoș 2000: 22). Este afirmarea, deschisă, a unui punct de vedere estetic, nu ideologic, justificat artistic în creația unui poet modern, care gândește mitic.

În cadrul unei spiritualități mult mai largi, mai bogate, Blaga creează, prin rostul/său/ziditor, o altă lume, o altă viață, mitică și misterioasă, care se desfășoară îndărătul conștiinței obiective. Fascinanta față ascunsă a lumii este adevărată realitate, nepătrunsă prin legile rațiunii, dar revelată prin cunoașterea magică. Obligația poetului rămâne una singură, aceea de a nu dezvălui misterul acestei lumi, ce se refuză cunoașterii raționale, de a nu sugruma vraja nepătrunsului ascuns în adâncimi de întuneric, ci de a spori a lumii taină.

> Eu nu strivesc corola de minuni a lumii
> Și nu ucid
> cu mintea tainele ce le-ntâlnesc
> în calea mea
> în flori , în ochi, pe buze ori morminte.
> …………………………………...
> eu cu lumina mea sporesc a lumii taină –
> și-ntocmai cum cu razele ei albe luna
> nu micșorează,ci tremurătoare
> mărește și mai tare taina nopții,
> așa îmbogățesc și eu întunecata zare
> cu largi fiori de sfânt mister.

Sacru și profan, credință și îndoială, deznădejde și spaimă, căutarea certitudinii în divinitate, confruntarea cu dumnezeirea și tăgăduirea ei dramatică, animism cosmic (însuflețirea anorganicului și a vegetalului), împletirea sacrului cu profanul și a substratului păgân cu suprastructura creștinească, elogiul tradiției și a

satului ca loc de mântuire, rituri şi mituri populare, celebrarea morţii, sacralizarea copilăriei, a mamei, pădurii, muntelui, apei,câmpiei, sămânţei - toate topos-uri ale sacrului, simbol şi metaforă, imagini poetice de o originalitate şi frumuseţe incontestabile, sunt componentele caracterizante ale poeziei blagiene (de la primul volum - *Poemele luminii* (1919) *până la ultimul – Nebănuitele trepte* (1943), ca fond şi ca tehnică.

Toate aceste elemente literare, cu dimensiune simbolică, contribuie, la nivel superior, la dobândirea unei imagini de ansamblu asupra dimensiunii culturale atunci când vine vorba de orele de cultură şi civilizaţie românească, organizate pentru studenţii internaţionali. Expozeul literar poate fi, astfel, o metodă de a trezi interesul acestora din urmă şi pentru literatura românească, mai ales prin reprezentaţii ei cei mai complecşi.

Studenţii vor observa că, privită în esenţa ei, poezia lui Lucian Blaga este o poezie înaltă, o artă definitivă, de o neîntâlnită forţă creatoare în planul ideii şi în planul expresiei, plan pe care profesorii care predau RLS trebuie să îl exploateze la fel de mult cum exploatează planul gramatical sau semantic. La această dimensiune expresivă, se adaugă şi cea identitară.

3. CONCLUZII

O asemenea poezie, cu un mare potenţial de emoţie intelectuală şi artistică, şi-a împlinit destinul pe care nimeni nu-l poate provoca sau zădărnici. Răsunetul ei în conştiinţa românească de pretutindeni a fost – şi este - dintre cele mai puternice. Prin forţa ei de sugestie şi de iradiere, a vitalizat creaţia literară a multor poeţi, dându-le identitate artistică.

În noiembrie 1919, se sfârşeşte exerciţiul memorialistic, pentru a se continua în opera de ficţiune, fără să ştim, cu exactitate, dacă o asemena operă comunică date mai multe şi mai aproape de adevăr decât o scriere memorialistică. Sigur este însă că spectacolul individualităţii blagiene, care are loc în paginile memoriilor sale, aparţine literaturii şi se înscrie în aceeaşi ordine de valori ca Trilogia valorilor, Meşterul Manole sau Mirabila sămânţă. Existenţa trăită şi regândită devine sursă de artă. Amintirea, confesiunea, nu se afirmă decât prin literatură. Autobiografia, jurnalul, toată literatura subiectivă dobândeşte, de la un anumit nivel de comunicare, literaturitate şi trebuie judecate ca atare. În mod conştient, Blaga a făcut, ca şi Goethe, literatură din existenţa sa şi din meditaţia asupra timpului istoric şi a vârstelor parcurse, prin amintire, înapoi. El urmăreşte să ne informeze, dar şi să ne încânte. Cu mijloace mult mai reduse ca cele ale beletristicii propriu zise, din grija de a nu anula impresia de experienţă trăită,

scriitorul analizează, lucid, propria viață și formație intelectuală și artistică, recurgând la procedeele organizate ale epicii.

Bineînțeles, *Hronicul și cântecul vârstelor* este expresia unei creații laborioase, cu accentul pus pe actul deliberativ. În final, pe baza expozeului literar, studenții internaționali vor recunoaște cu ușurință: talentul nativ al autorului și calitatea elaborării artistice. Numeroasele fapte din ordinea realității, raportate, mereu, la propria individualitate și la interioru-i sufletesc, capătă un echivalent artistic în ținuta lor formală. Alcătuirea complexă și armonioasă a *Hronicului*... adună, complementar, inteligență, sensibilitate și discreție. Atitudinea calmă, supravegheată, programatic antiretorică, fuga de declaratism și discursivitate caracterizează mărturisirile lui Blaga, situate departe de tot ce înseamnă, astăzi, când genul memorialisticii a proliferat intens, de comercializarea indiscreției și a intimității.

Luciditate, voință, disciplină – instrumentele scriitorului modern – sunt și ale lui Lucian Blaga, artist – faber, care a depus, și în acest document istoric și omenesc, multă strădanie în elaborarea artistică, dându-i prestigiul artei, precum s-a întâmplat în întreaga-i operă, făcând-o să fie selectată, cu nedesmințită venerație, de conștiința posterității. Putem afirma, cu siguranță, că formarea unei conștiințe de selecție culturală și în rândul studenților sau cursanților care studiază limba română pentru scopuri practice și/sau specifice ar trebui să devină o prioritate.

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ЛУЧИЈАН БЛАГА, ЧОВЕК У ДИЈАЛОГУ СА ИСТОРИЈОМ:
СТУДИЈА СЛУЧАЈА ИЗ ИНТЕРКУЛТУРНЕ ПЕДАГОГИЈЕ

Резиме

Употреба књижевних текстова или књижевне критике у настави румунског језика као страног током пандемије вируса КОВИД-19 није пракса која је до сада била позната. Сама настава, као и приступ настави и учењу румунског језика као страног су током пандемије променили правац. Чињеница је да је, после искуства са наставом на даљину изазване пандемијом вируса корона, много више наставног материјала доступно онлајн. Чињеница је такође и да се теме из књижевности избегавају у настави румунског језика као страног. Разлог је тај што се књижевна дела морају прилагођавати студентима и њиховом нивоу владања језиком. Ако пратимо тему студија објављених последњих година у области румунског језика као страног, румунски књижевник Лучијан Блага се не појављује у наставним материјалима на нивоима А1 и А2, или се појављује сасвим спорадично. Међутим, иако се чини да књижевност (поезија, проза) и књижевна критика (кратки књижевни есеји) заузимају све мањи простор у наставном процесу румунског језика као страног, сматрамо да ће ова метода добити све више простора у будућности. Употреба књижевних текстова у настави осмишљена је са циљем да помогне студентима да развију вештине комуникације и тумачења. Аутори Заједничког европског референтног оквира за језике (ЗЕО) подстичу наставнике језика да се позивају на естетски и поетски квалитет језика како би код студената пробудили укус за лепоту, машту, осећајност, културу, за задовољство читања и сл. У овом чланку доносимо критички узорак, коришћен на часу Румунског језика као страног, са циљем развијања вежбе из интеркултурне педагогије и компаративног приступа, полазећи од књижевне биографије Лучијана Благе.

Кључне речи: румунски језик као страни, књижевност, педагогија, пандемија КОВИД-19.

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CAMPSTER E-LEARNING PLATFORM: ADDITIONAL RESOURCE MATERIAL IN ROMANIAN LANGUAGE TEACHING. A CASE STUDY

ABSTRACT: The use of new technologies in language teaching has a positive effect both on the teaching process itself and on the motivation of students. Today's students are not satisfied with the teaching material they use in class, they need additional support and motivation, additional engagement within their field of interest, which is the digital world. If we offer them appropriate platforms, applications and opportunities for their improvement outside of institutional learning (which is the basis for any further advancement), it is possible to achieve exceptional results. The aim of the paper is to examine students' attitudes about the use of additional materials in Romanian as a foreign language teaching both in Serbia and Romania, at the University of Novi Sad and the "Alexandru Ioan Cuza" University of Iași. In the course of the winter semester of the academic year 2021/2022, students used the Campster platform and the courses on it, which were free to use. Two groups of students, one from each country, participated in the survey of students' attitudes.

Key words: online teaching, learning Romanian as a foreign language, Campster platform, University of Novi Sad, Serbia, "Alexandru Ioan Cuza" University of Iași, Romania.

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КАМПСТЕР ПЛАТФОРМА ЗА Е-УЧЕЊЕ: ДОДАТНИ ОБРАЗОВНИ МАТЕРИЈАЛ У НАСТАВИ РУМУНСКОГ ЈЕЗИКА. СТУДИЈА СЛУЧАЈА

АПСТРАКТ: Коришћење нових технологија у настави језика има позитиван ефекат на сам процес наставе, али и на мотивацију студената. Данашњи студенти се не задовољавају градивом које науче на часу, њима су потребни додатни подстицај и мотивација, додатно ангажовање у оквиру области које их интересују, а то је дигитални свет. Уколико им понудимо одговарајуће платформе, апликације и могућности за усавршавање ван институционалног учења (које је основа за свако даље напредовање) могу се постићи изузетни резултати. Циљ рада је да испита ставове студената о коришћењу додатних материјала у настави румунског као страног језика у Србији и Румунији, на Универзитету у Новом Саду и Универзитету „Александру Јоан Куза” у Јашију. Студенти су током зимског семестра школске 2021/2022. користили платформу Кампстер и бесплатне курсеве који се на њој налазе. У испитивању ставова студената учествовале су две групе студената, из сваке земље по једна.

Кључне речи: онлајн настава, учење румунског језика као страног језика, Кампстер платформа, Универзитет у Новом Саду, Србија, Универзитет „Александру Јоан Куза”, Јаши, Румунија.

1. INTRODUCTION

The Campster platform was created in 2017 as a subject-agnostic, multi-language course provider and learning management system with the goal of solving the problem of motivation in online learning. Its mission is to offer high-quality and low-cost online reskilling and upskilling options in languages other than English, and so improve learning outcomes and increase accessibility to non-formal education options in less developed countries. In order to achieve this, the platform design team had to create a scalable solution which would address those shortcomings of online education technology design (EdTech) that have made remote learning ineffective, time-consuming and expensive.

At the time Campster was founded, e-learning had garnered a reputation of a mature industry with limited potential for growth and innovation. From great expectations that MOOCs (massive open online courses) would replace face-to-face teaching, it had emerged that e-learning was ridden with many challenges such as low course audit rates, and even lower course completion rates. This is illustrated by a statistic that was widely shared at the time, and still remains relevant: out of every 100 people who enroll in a MOOC, only 12.6 go on to complete it, on average (Jordan 2015). Critics point to the fact the very massiveness of MOOCs means that not all those who register for a course aim to

even browse it, much less complete it, however, studies have shown that even when student intention is taken into account, only 22% of those who had initially intended to complete a MOOC do so (Reich 2014).

Given the current and future indispensability of education technology in helping alleviate global issues, these results pose a challenge not only for businesses, but for learners, educators and society as a whole. According to company reports, Campster has achieved success in increasing course completion rates threefold thanks to its data-driven learning algorithm which is designed around the motivation and retention of users, and which combines social interaction, gamification and advanced analytics. To improve that further, the company is currently developing its own adaptive learning system which will generate personalized learning paths for users, identify key pain points and preempt course drop-offs.

In terms of the business model, Campster operates as a b2c2b platform. Campster's proprietary learning technology allows the company to both cost-effectively internationalize and partner with select individuals and organizations, thanks to which it can offer courses at accessible price-points and fulfill its goal of bringing digital, market, language and life skills to users from all economic and educational backgrounds. The platform launched in November 2017 in Serbia with 20 courses. Croatian was added in 2018, Bosnian in 2019, and Romanian, Ukrainian, Bulgarian and Indonesian in 2020, and a steady increase in course and user numbers followed. Currently, as a b2c course provider, Campster offers over 150 courses in 7 languages to more than 450,000 users who are taking courses in numerous subjects from languages, to programming, personal development, business and others. In the SaaS b2b segment, Campster's proprietary learning management system, used by both educators and organizations for their internal and external learning and development purposes, is available in 10 languages – in addition to the languages above, also in English, Italian and French.

2. THE CAMPSTER ONLINE LEARNING ENVIRONMENT

Formal, face-to-face learning environments have undergone a great transformation in the last decade towards more student-centric, active, and collaborative learning models. At the same time, online education still lags due to the limitations posed by technology design. Research has shown that active and collaborative learning not only increases student retention rates, but also encourages deep learning (Deslauriers et al. 2019, Freeman et al. 2014, Prince 2004). In order to implement an active classroom, one must adopt new instruction

models and strategies, but also change the very design of the classroom, that is the space in which learning takes place. This transformation has been in the works both globally and in Serbia in the last decade and with promising results. On the other hand, online education today is dominated by the more traditional, teacher-centered instruction model in which knowledge is transferred in one direction, from teacher to students, who act as passive recipients of knowledge. Due to the convenience and cost-effectiveness of asynchronous online classes students often do not have the opportunity to engage with a teacher or their peers in any way but can do so only with a pdf or a pre-recorded video. Most users of online courses in Serbia have reported feeling isolated, unengaged, and unmotivated as a result, according to a study conducted by IPSOS (2021) on a nationally representative sample. Consequently, they need more effort to follow and understand the subject matter in an online setting, which, as we have seen, in most cases leads to high dropout rates. To turn that around, the development of the Campster online learning platform was modeled on the recent transformation of face-to-face teaching and the lesson that educators must not only adopt new instruction and learning models, but also change the very space - the learning environment, in which instruction and learning are taking place. Campster is therefore based on four key principles:

> **Learning in a community** – Learning happens through interaction (with the system, the content, the peers, and mentors) by applying the network effect,
>
> **Learning as a feeling of success** – The platform is designed with the goal to motivate and retain users and support them in finishing what they started.
>
> **Gamification** – Applicable to all subject areas, with special features for language learning.
>
> **Accessibility** – Scalable technology keeps prices accessible, as does offering course content in native language. Over 70% of users prefer learning in their native language as opposed to learning in English, as the IPSOS study has shown (2021).

As a result, Campster has been designed as an ecosystem within which a user can participate in multiple types of synchronous and asynchronous didactic activities and make diverse connections to different elements and participants. These activities are all linked according to predefined relations and hierarchies into one complex system, and the goal of the platform is to encourage users to spend as much time as possible using it - whether they are accessing course content, doing

quizzes or other assessments, chatting with peers as they play games, or helping others and participating in knowledge exchange. Within the Campster learning ecosystem, all these activities and many more are considered part of the user's learning experience and all of these are designed to positively contribute to an increase in motivation and as a result, to better learning outcomes. In a similar vein, Campster courses are created according to the company's proprietary methodology and undergo a quality check, which ensures that the content and learning experience are standardized regardless of the course author. This standardization covers key aspects of course design such as the required structure of the course, the necessary didactic elements, their order and frequency of use, as well as the style, tone and presentation of the content. Given that the main principles of course design that Campster adheres to and promises are micro-learning, engagement and interaction, the courses themselves are delivered in dynamic, bite-sized segments which include frequent gamified knowledge checks as well as peer discussions. All courses are divided into levels, which are themselves divided into steps rather than lessons, and feature a combination of media, including text, audio and video instruction, as well as interactive tools, assignments and games, all to create a dynamic learning experience that fits different learning styles.

Finally, with support from the Innovation Fund of the Republic of Serbia, Campster is currently developing the AI tutor app, an adaptive learning technology which adjusts the learning path to each individual user and identifies their strong and weak points. To develop the most effective system and differentiate between functionalities which appear attractive from those that actually support user goals, Campster is applying evidence-based decision making (see Schildkamp 2012 for an overview). As discussed above, one of the main challenges of online learning are high dropout rates. It is crucial for learning technology to support retention and lead the user towards course completion. To achieve that, the data team monitored and registered all those different moments in user experience that create friction, uncovering the two major moments when users permanently leave a course. The number one reason users never complete a course they signed up for is that they never actually start the course. This aligns with other research on the topic, as outlined by Reich and Ruiperez-Valiente (2019). The second biggest reason they give up is because the material is too easy or too difficult. The learning program needs to be just right for optimal learning results and the adaptive AI tutor app will target to rectify both issues by further improving the Campster learning experience.

3. CAMPSTER AS A SOCIAL LEARNING PLATFORM

According to Degreed and the Harvard Business Review, when employees want to learn something new 62% will turn to their professional network, 45% will ask their supervisor or mentor, and 44% will seek out the help of their colleagues. This is a positive practice which should be encouraged more, given that research has shown the significance of questioning as a learning strategy (Chin & Osborne 2008). As Graesser and Olde (2003) have demonstrated, students ask questions when there is a discrepancy in the learning process and this leads to better understanding, but also drives critical thinking and factual recall (Ennis 1993). Companies which encourage learning among their employees are more successful and students studying in supportive environments where peers feel safe to ask and exchange knowledge with each other achieve better results overall.

Campster results align with the above. In 2017, before the company was officially founded, the beta version of the Campster platform was developed in order to test the initial hypotheses on online learning environment design. Two representative groups of Serbian secondary school students took an identical 3-month program consisting of two courses: Introduction to programming (introductory level course) and Web Development (advanced level course). The first group took the courses on the Moodle platform with the help of a live instructor who was available for any questions and support. The second group took the same courses on the test version of the Campster platform which was designed to harness the network effect through gamified user interaction, and with minimal involvement of an instructor whose role was primarily that of a moderator. Their results were compared and are shown in the graphs below:
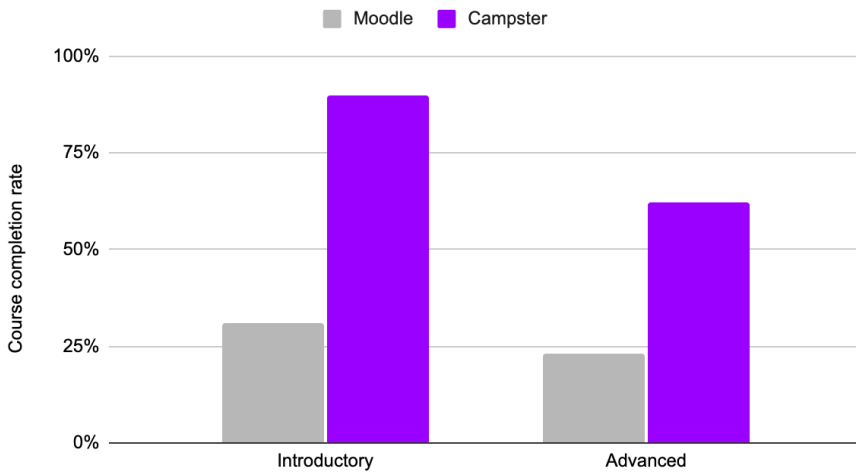
Effect of Campster LMS on course completion rates

Chart 1. Effect of Campster LMS on course completion rates

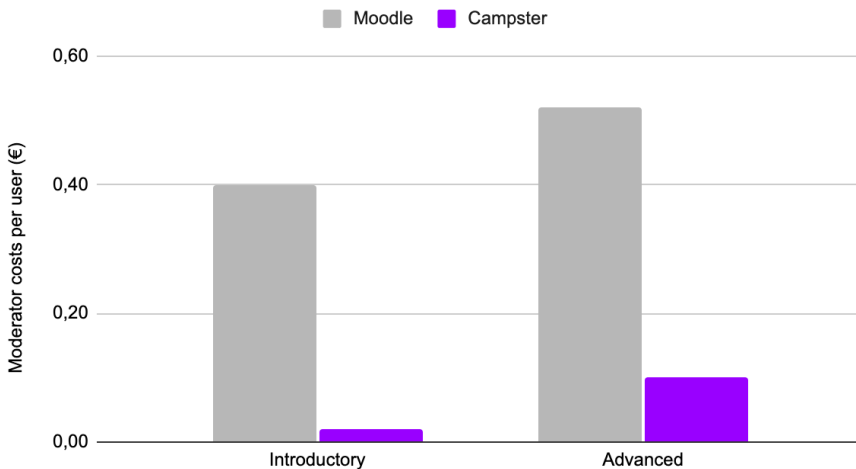Effect of Campster LMS on moderator costs

Chart 2. Effect of Campster LMS on moderator costs.

The test led to several insights, the most important of which was that when the learning process is designed to encourage social interaction, students are

transformed from passive recipients of knowledge into active participants and collaborators. Students feel "seen" and that their presence and contribution are important, which creates a form of positive peer pressure that is extremely motivating. The gamification of interaction adds an additional level of encouragement and incentive. The social factor becomes even more important in an online setting where students are alone in front of their screens.

4. RESEARCH DESCRIPTION, METHOD AND OBJECTIVES

In view of the fact that there are more and more platforms that can help us to enrich the Romanian language teaching, students have been offered more additional online resources.[1] In accordance with their affinities, the students have chosen the platform that suits them, and the platform that stands out is definitely the Campster platform, which has courses in the Romanian language, while some of the courses are free to use. The aim of this research is to examine students' attitudes following the transition from the classroom to the online space, as well as the use of the Campster platform during the COVID-19 pandemic in Serbia and Romania at the University of Novi Sad, Faculty of Philosophy, and the "Alexandru Ioan Cuza" University of Iași[2], Romania, at the Department of Romanian as a Foreign Language, in the course of the academic year 2021/2022.

Students who participated in this research, which took place in Serbian and English language, attended classes of Romanian as a foreign language both in Serbia and Romania. Students who studied the Romanian language at the University of Novi Sad, at the Faculty of Philosophy, were originally from Serbia (mother tongue was Serbian and Hungarian), while students who studied the Romanian language as a foreign language the University of Iași were in the preparatory year for further studies and originated from the following countries: Albania, Algeria, Egypt, Greece, Indonesia, Jordan, Kazakhstan, Nigeria, Pakistan, Syria, Tunisia, Turkey, Yemen.

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[1] The studies dealing with the application of ICT in the Romanian language teaching, which gave rise to the idea of doing this kind of research, are the following: Ivanić 2020; Ivanić and Popović 2021; Ivanić and Spariosu 2020; Ivanić, Spariosu and Vintila 2018, 2019; Janjic 2017, 2015a, 2015b; Janjić and Popović 2015a, 2015b, Janjic and Sabo, 2012, Janjić and Spariosu 2015, 2016; Janjić, Usulesku-Miličić and Spariosu 2012, 2013, 2014; Janjic and Ursulesku 2014; Popović and Janjic 2012, Rajović, Petković, and Ivanić 2018; Spariosu, Ursulescu-Miličić, and Janjić 2013.

[2] Further in the text University of Iași.

University of Novi Sad	Alexandru Ioan Cuza University of Iaşi
Serbia	Albania
	Algeria
	Egypt
	Greece
	Indonesia
	Jordan
	Kazakhstan
	Nigeria
	Pakistan
	Syria
	Tunisia
	Turkey
	Yemen

Table 1. Enrollment by student place of origin

In order to collect data, a unique questionnaire was designed[3], which was translated into Serbian and English. In total, 16 students from Serbia and 22 students from Romania participated in the research. The survey was organized immediately after the end of the winter semester, and therefore it was not a pre-examination requirement for students who attended classes of Romanian language as a foreign language. Students' participation in the survey process was voluntary and anonymous. Students could give only one answer (except for the last question), i.e. they could mark only one box as an answer. From the answers offered on a Likert-type scale ranging from 1 (*Strongly disagree*) to 5 (*Strongly agree*), students could choose only one answer.

5. ANALYSIS AND RESULTS

5.1. *Gender of respondents*

Unequal gender distribution is present in both Serbia and Romania. The gender of respondents in Serbia was predominantly female, 14 out of 16, i.e. 87.5% were women and 12.5% were men. In Romania, the situation was different: the

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[3] https://docs.google.com/forms/d/1hiXGJUkJuvwNvE-DlhRzUsxTAmSxZHSa6Kjy0O5PfCk/edit
https://docs.google.com/forms/d/1hiXGJUkJuvwNvE-DlhRzUsxTAmSxZHSa6Kjy0O5PfCk/edit

gender of respondents was predominantly male, where out of 22 respondents, 63.6% or 14 students were male, while 36.4% or 8 students were female.

Respondents' gender
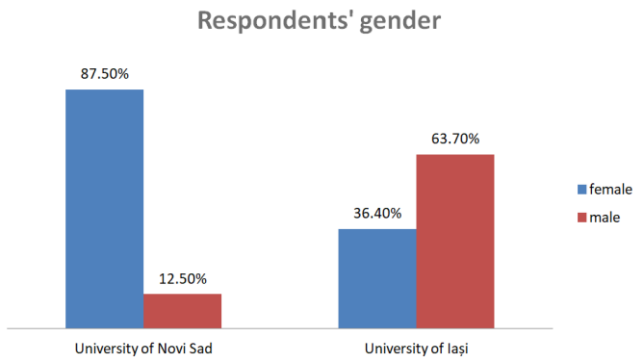
Chart 3. Gender of respondents

5.2. Age of respondents

At the University of Novi Sad, the dominant age of respondents was between 21 and 24 years of age (68.75%), the age group from 16 to 20 years old was 12.5% of the sample, and the age group from 25 to 28 years old was 18.75% of the sample. At University of Iași, the dominant age of respondents was also between 21 and 24 years of age (81.8%), the age group from 25 to 28 years old was 9.1% of the sample, and age group from 29 to 32 years old was 9.1% of the sample.
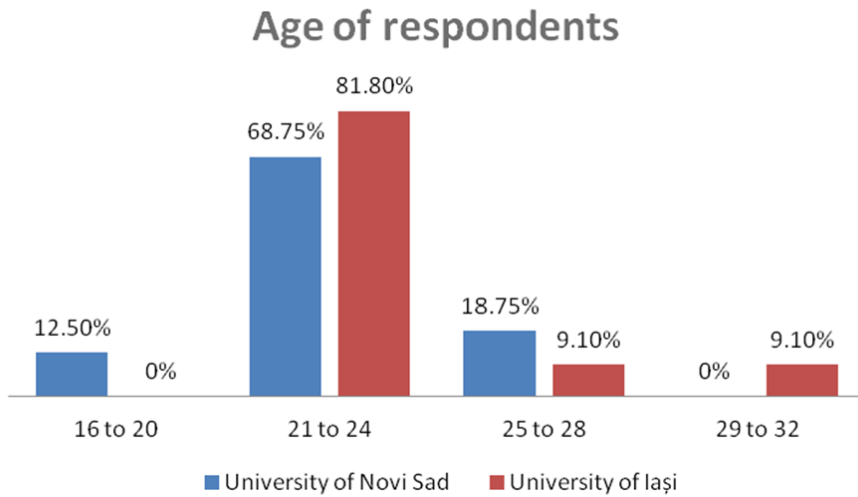
Age of respondents

Chart 4. Age of respondents

5.3. The Campster platform is useful for learning

When asked whether the Campster platform was useful for learning, the students from the University of Novi Sad gave the following answers: 75% of them *strongly agreed*, 12.5% of them *agreed*, while 12.5% of them were *neutral/uncertain*. At the University of Iași, the results were slightly better, with 90.9% of students who *strongly agreed* that the Campster platform was useful for learning and 9.1% of them who were *neutral/uncertain.*

The Campster platform is useful for learning

	strongly agree	agree	neutral	disagree	strongly disagree
■ University of Novi Sad	75%	12.50%	12.50%	0%	0%
■ University of Iași	90.90%	0%	9.10%	0%	0%
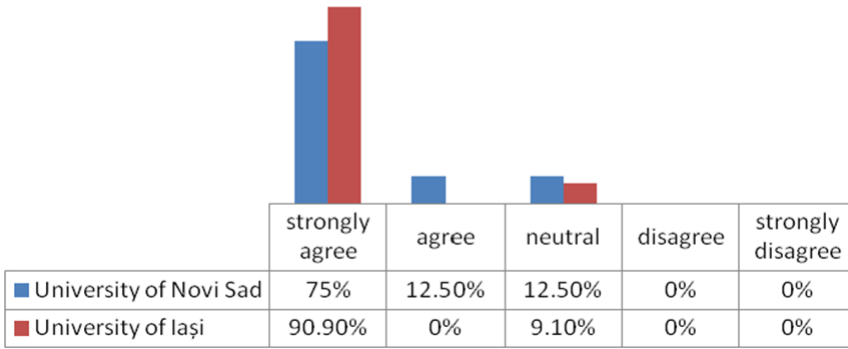
Chart 5. The Campster LMS is useful for learning

5.4. The Campster platform is well organized

We were also interested in whether the platform used by the students as an additional material was well organized and transparent, students from the University of Novi Sad gave the following answers: 75% of them *strongly agreed*, 12.5% were *neutral/uncertain*, and 12.5% *disagreed*. At the University of Iași, the results were slightly better, with 90.9% of students who *strongly agreed* that the Campster platform was useful for learning, and 9.1% of them *agreed*.
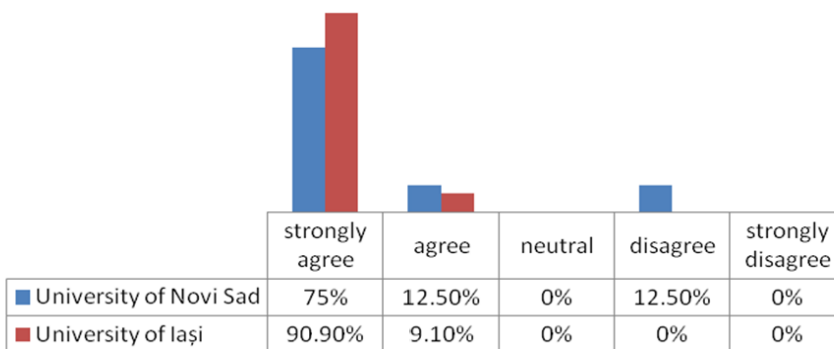
The Campster platform is well organized

	strongly agree	agree	neutral	disagree	strongly disagree
■ University of Novi Sad	75%	12.50%	0%	12.50%	0%
■ University of Iași	90.90%	9.10%	0%	0%	0%

Chart 6. The Campster LMS is well organized

5.5. The Campster platform helped me learn the Romanian language additionally

When asked whether such platforms, specifically the Campster platform, could help in the language learning process, the answers were more than positive. The students from the University of Novi Sad gave the following answers: 81.25% of them *strongly agreed*, while 18.75% of them were *neutral/uncertain.* At the University of Iași, the results were almost the same, with 77.3% of students who *strongly agreed* that the Campster platform was useful for learning, and 13.6% of them who were *neutral/uncertain*, while 9.1% *disagreed* that the platforms helped the language learning process, the Romanian language in our case.

The Campster platform helped me learn Romanian language additionally

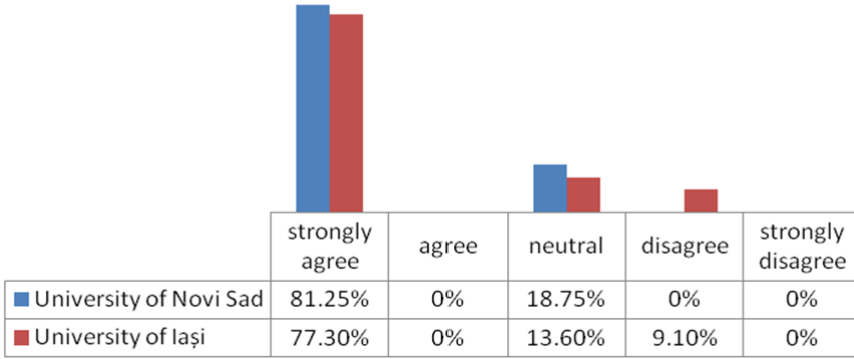|	strongly agree	agree	neutral	disagree	strongly disagree
■ University of Novi Sad	81.25%	0%	18.75%	0%	0%
■ University of Iași	77.30%	0%	13.60%	9.10%	0%

Chart 7. The Campster LMS helped me learn Romanian language

5.6. The Campster platform requires knowledge of advanced computer skills

We were also interested in students' opinions on whether the use of the Campster platform required from students to have advanced computer skills. The students from the University of Novi Sad gave the following answers: 62.5% of them *strongly disagreed* with our statement, 6.25% of them *disagreed*, and 31.25% were *neutral/uncertain.* At the University of Iași, we got the following results: 68.2% of them *strongly disagreed* with our statement that the Campster required advanced computer skills, 22.7% of them were *neutral/uncertain*, while 9.1% of them *strongly agreed.*

The Campster platform requires knowledge of advanced computer skills

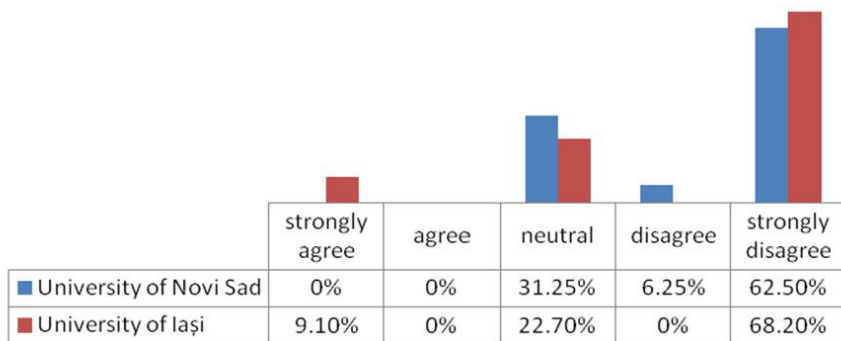|	strongly agree	agree	neutral	disagree	strongly disagree
University of Novi Sad	0%	0%	31.25%	6.25%	62.50%
University of Iași	9.10%	0%	22.70%	0%	68.20%

Chart 8. The Campster LMS platform requires knowledge of advanced computer skills

5.7. The Campster platform has interactive contents

The students said the following about the content of the Campster platform: at the University of Novi Sad, 87.5% of students *strongly agreed* with our statement, while 12.5% *disagreed.* At the University of Iași, we got the following results: 63.6% *strongly agreed* with our statement that the Campster platform had interactive content, while 22.7% of them were *neutral/uncertain*, 13.7% of them *disagreed.*

The Campster platform has interactive content

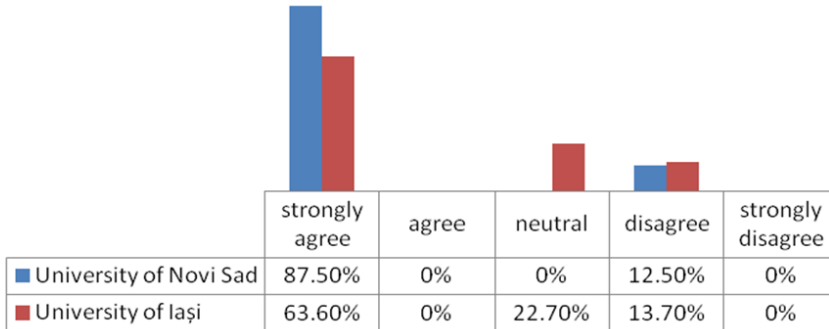|	strongly agree	agree	neutral	disagree	strongly disagree
■ University of Novi Sad	87.50%	0%	0%	12.50%	0%
■ University of Iași	63.60%	0%	22.70%	13.70%	0%

Chart 9. The Campster LMS has interactive content

5.8. The Campster platform has certain disadvantages

It was important for us to find out if the students perceived any shortcomings within the Campster platform. The students from the University of Novi Sad gave the following answers: 28.6% of them *agreed* with our statement, 14.3% were *neutral/uncertain,* and 57.1% of them *disagreed* with our statement. At the University of Iași, we got the following results: 27.3% of them *strongly agreed* with our statement that the Campster platform had certain shortcomings, while 22.7% of them were *neutral/uncertain*, and 50% of them *disagreed*.

The Campster platform has certain disadvantages

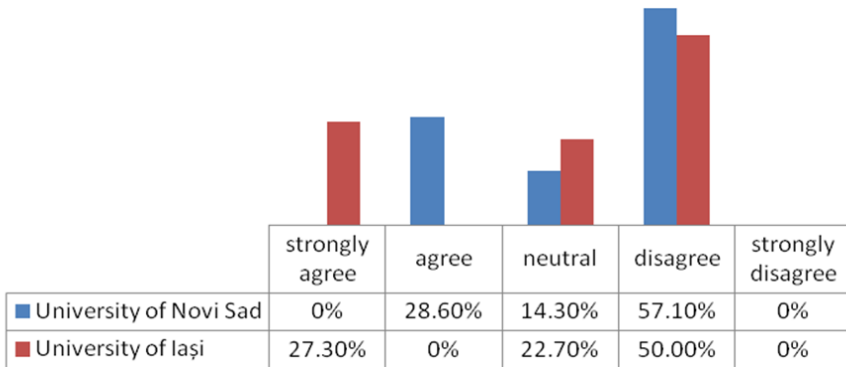|	strongly agree	agree	neutral	disagree	strongly disagree
University of Novi Sad	0%	28.60%	14.30%	57.10%	0%
University of Iași	27.30%	0%	22.70%	50.00%	0%

Chart 10. The Campster LMS has certain disadvanteges

5.9. The Romanian language is easier to learn with additional materials

From the University of Novi Sad, 93.75% of students, *agreed* with our statement, and 6.25% of them were *neutral/uncertain.* At the University of Iași, we got the following results: 50% of them *strongly agreed* with our statement, 18.2% of them *agreed*, 9.1% were *neutral/uncertain*, while 22.7% of them *disagreed*.

The Romanian language is easier to learn with additional materials

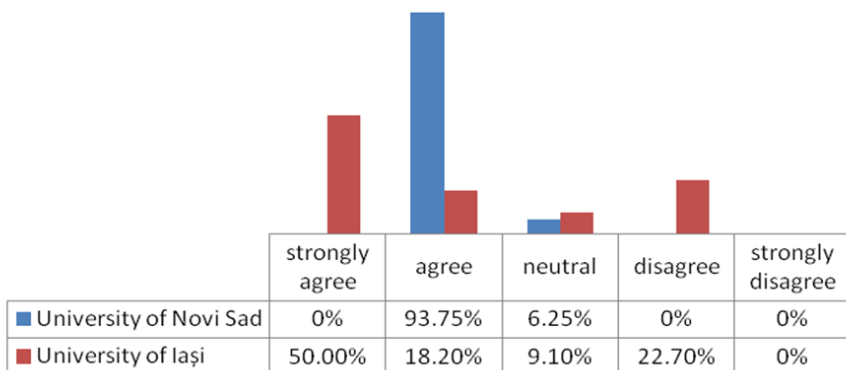|	strongly agree	agree	neutral	disagree	strongly disagree
University of Novi Sad	0%	93.75%	6.25%	0%	0%
University of Iași	50.00%	18.20%	9.10%	22.70%	0%

Chart 11. The Romanian language is easier to learn with additional materials

5.10. Testing within courses is appropriate

During each course, after every covered area, it was necessary for a student to take a test in order to move on to the next area. And at the end of the completed course, it was necessary to take the final test. Students gave the following answers about testing within the Campster platform: the students from the University of Novi Sad gave the following answers: 68.75% of them *strongly agreed* that the testing was done appropriately, 12.5% *agreed*, while 6.25% of them were *neutral/uncertain* and 12.5% *disagreed.* At the University of Iași, we got the following results: 59.1% of them *strongly agreed* with our statement, while 31.8% of them *agreed,* and 9.1% *disagreed.*

Testing within courses is appropriate

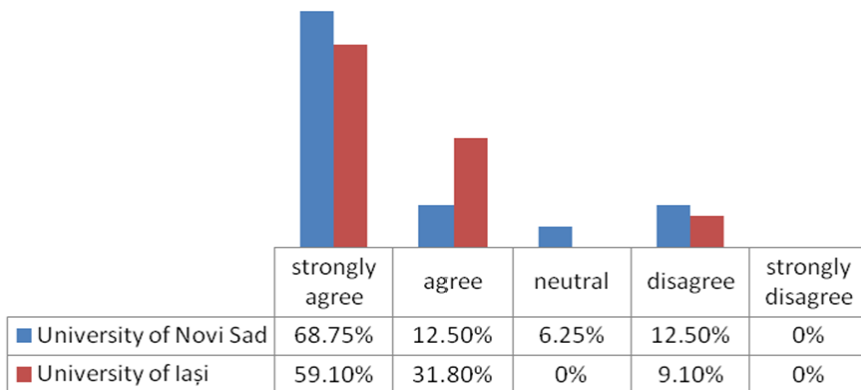|	strongly agree	agree	neutral	disagree	strongly disagree
■ University of Novi Sad	68.75%	12.50%	6.25%	12.50%	0%
■ University of Iași	59.10%	31.80%	0%	9.10%	0%

Chart 12. Testing within the Campster LMS

5.11. While using the Campster platform, I had appropriate support

It was very important that students have support and help when using an additional material in class and outside of class. We were interested in whether they received an appropriate support when they failed to continue, or whether they had a problem of a technical nature. The students from the University of Novi Sad answered as follows: 64.3% of them *strongly agreed*, while 14.3% of them were *agreed* and 7.1% were *neutral/uncertain,* and 14.3% of them *strongly disagreed.* At the University of Iași, the results were slightly better, with 90.9% of them who *strongly agreed* and 9.1% of them who were *neutral/uncertain.*
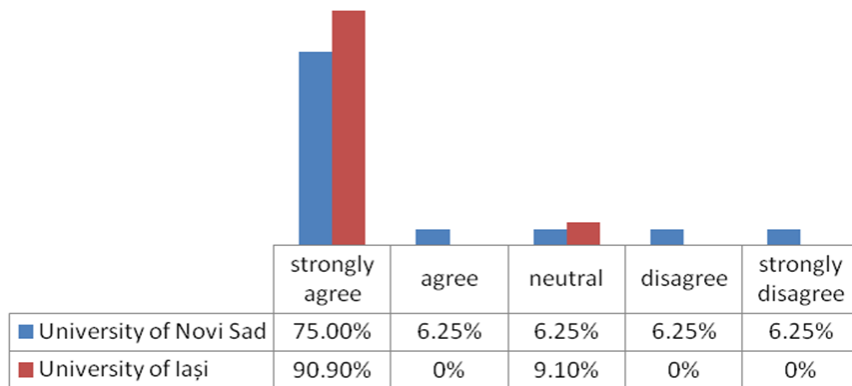
Chart 13. While using the Campster LMS, I had appropriate support

5.12. *The most visited courses of the Campster platform*

The largest number of students from Serbia chose the following courses: Copywriter[4], How to learn a foreign language? – Cum să învățați o limbă străină?[5] and Assertive Communication – Comunicare asertivă[6]. At the same time, the students in Romania chose the following courses: Assertive Communication – Comunicare asertivă, Time management[7], Freelance business tips – Toate sfaturile pentru afaceri freelance[8].

5.13. *Overview of obtained results*

⇒   The Campster platform has courses in the Romanian language free of charge that can be used as an additional material in the Romanian language.

⇒   The respondents are from the University of Novi Sad, Serbia and the University of Alexandru Ioan Cuza, Romania.

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[4] https://www.thecampster.com/ro/course/view?slug=copywriter-
[5]   https://www.thecampster.com/ro/course/view?slug=Cum-s%C4%83-%C3%AEnv%C4%83%C8%9Ba%C8%9Bi-o-limb%C4%83-str%C4%83in%C4%83
[6] https://www.thecampster.com/ro/course/view?slug=comunicare-asertiv%C4%83-
[7] https://www.thecampster.com/ro/course/view?slug=time-management-275
[8] https://www.thecampster.com/ro/course/view?slug=toate-sfaturile-pentru-afaceri-freelance-

→   In Serbia, the majority of respondents were female, while in Romania, the majority of students were male.

→   The dominant age at both universities was between 21 and 24.

→   Most students from Serbia and Romania agreed that the Campster platform was useful for learning and that it had well-organized contents.

→   Online platforms could help in learning Romanian as a foreign language.

→   Most students of both universities believed that it was not necessary to have advanced computer skills in order to use the Campster platform.

→   The platform had interactive contents.

→   There were no major shortcomings in terms of use and contents.

→   Almost all students believed that the Romanian language was easier to learn with additional materials, as well as that the testing method was appropriate.

→   They had appropriate support from professors and technical support of the Campster platform.

→   At the University of Novi Sad, most students chose the Copywriter course, while at the University of Iași, most students chose the Assertive Communication course.

6. CONCLUSION

The use of new technologies in language teaching has a positive effect both on the teaching process itself and on the motivation of students. Today's students are not satisfied with the teaching materials they learn in class, they need additional support and motivation, additional engagement within their field of interest, which is the digital world. If we offer them appropriate platforms, applications and opportunities for their improvement outside of the institutional learning (which is the basis for any further advancement), it is possible to achieve exceptional results. Based on the research we conducted with students learning the Romanian language as a foreign language in Serbia, at the Faculty of Philosophy, and in Romania, at the University of Iași, we can conclude that the Campster platform is an excellent additional resource based on attitudes and results of the survey of these two groups of students. The monitoring lasted for one semester, students often came to classes asking for an explanation for a certain type of vocabulary used or how to find a suitable translation. Also, it is important to note that this type of teaching, when contact with the lecturer does not end after class, but continues with learning and interaction on platforms and forums within the platform, contributes to establishing

trust and respect between professors and students. The Campster platform has courses in the Romanian language free of charge, which are useful for learning and which have well-organized contents, and can help in learning the language. In addition, the main conclusion of the students is that they have learned the language by attending courses on the topics that they are interested in within their private life, such as Copywriting, Assertive Communication or Time Management. Also, it is important that the platforms have a simple interface and that they do not require advanced computer skills. What has been confirmed with the Campster platform is that there are no shortcomings in terms of use and contents, which is also contributed by its interactive contents.

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КАМПСТЕР ПЛАТФОРМА ЗА Е-УЧЕЊЕ: ДОДАТНИ ОБРАЗОВНИ МАТЕРИЈАЛ У НАСТАВИ РУМУНСКОГ ЈЕЗИКА. СТУДИЈА СЛУЧАЈА

Резиме

Коришћење нових технологија у настави језика има позитиван ефекат на сам процес наставе, али и на мотивацију студената. Данашњи студенти се не задовољавају градивом које науче на часу, њима су потребни додатни подстицај и мотивација, додатно ангажовање у оквиру области које их интересују, а то је дигитални свет. Уколико им понудимо одговарајуће платформе, апликације и могућности за усавршавање ван институционалног учења (које је основа за свако даље напредовање) могу се постићи изузетни резултати. Циљ рада је да испита ставове студената о коришћењу додатних материјала у настави румунског као страног језика, у Србији и Румунији, на Универзитету у Новом Саду и Универзитету „Александру Јоан Куза” у Јашију. Студенти су током зимског семестра школске 2021/2022. користили платформу Кампстер и бесплатне курсеве који се на њој налазе. Поменути курсеви се могу користити као додатни материјал и наставу румунског језика као страног учинити интерактивном. У испитивању ставова учествовале су две групе студената, из сваке земље по једна. Већина испитаника сагласна је да Кампстер платформа има добро организоване садржаје, помаже у усавршавању румунског језика, није потребно имати напредне рачунарске вештине. Курсеви на Кампстер платформи су интерактивни и прилагођени потребама студената. Садржај је мултимедијални а тестирање одговарајуће, будући да даје константну процену напретка. Подршка коју су студенти имали у току рада и учења од великог је значаја за несметано коришћење платформе.

Кључне речи: онлајн настава, учење румунског језика као страног језика, Кампстер платформа, Универзитет у Новом Саду, Србија, Универзитет „Александру Јоан Куза”, Јаши, Румунија.

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[1] Verwenden Sie bitte dieses Dokument als Vorlage zur Gestaltung Ihres Manuskripts.

Doktorstudium der Philosophie/ Sprache und Literatur/ Soziologie/ Erziehungswissenschaft
E-Mail-Adresse

TITEL DES AUFSATZES[2]

ABSTRACT: Abstract des Aufsatzes (ca. 100-150 Wörter) und die Stichwörter werden in der Sprache des Artikels verfasst. Font Times New Roman (10pt), mit dem Einzug unter dem Titel, einzeiliger Zeilenabstand.

Stichwörter: im Anschluss an Abstract in der neuen Zeile schreiben (bis 10 Stichwörter).

TITLE OF THE PAPER IN ENGLISH

ABSTRACT: The same abstract as above, translated into English. Font Times New Roman, point 10, single spacing, 100–150 words long.

Key words: translated from German.

Der Text des Aufsatzes; Länge zwischen 4000-7000 Wörter (einschließlich des Abstracts, der Literatur und der Zusammenfassung auf Serbisch); Papierformat A4, Font Times New Roman (12pt); Zeilenabstand 1,5; Fußnoten[3]; kürzere Zitate werden im Text behalten, längere Zitate (3 oder mehrere Zeilen) werden vom Text getrennt (neue Zeile, Einzug 1,5 cm); Die Quellen für Zitate werden im Text in Klammern angegeben, zum Beispiel (Filipovic 1986: 25). Der Artikel soll in Abschnitten eingeteilt werden (zum Beispiel 1. DIE EINFÜHRUNG – Großbuchstaben) und Unterabschnitten (zum Beispiel 3.1 Untersuchungsprobe – große Anfangsbuchstaben).

ILLUSTRATIONEN UND TABELLEN

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[2] Es ist notwendig anzugeben, ob der Aufsatz das Ergebnis eines Projekts ist. Falls der Aufsatz auf einer Seminararbeit aufbaut, die im Rahmen des Doktorstudiums verfasst wurde, sollte diese Information in der Fußnote angegeben werden.
[3] Fußnoten enthalten nur Kommentare und Anmerkungen des Autors.

Beschriftung graphischer Darstellungen (Tabellen und Diagramme): Schrift Times New Roman, 10 pt, normal.

Legenden unter Diagrammen oder Bildern: Schrift Times New Roman, 10 pt, normal, zentriert, Bezeichnung: Tabelle 1, Bild 1, Diagramm 1 usw.

LITERATURVERZEICHNIS[4]

Times New Roman (pt 12), Zeilenabstand 1,5, hängender Einzug.

Im Literaturverzeichnis werden nur Quellen angegeben, die im Artikel explizit erwähnt wurden.

Bücher:

Radovanović, M. (1986). *Sociolingvistika*. Novi Sad: Književna zajednica Novog Sada – Dnevnik.

Бечановић, Б., Јеврић, J., Петровић, З. (2011). *Историја 7: уџбеник за седми разред основне школе*. Београд: Klett.

Zeitschriftenaufsatz:

Reynolds, S. (1983). Medieval Origins: Gentium and the Community of the Realm. *History* 68: 375–390.

Radovanović, M. (2012). O logici jezičke promene. *Glas* 28: 29–42.

Filipović, J., Vučo, J., Đurić, Lj. (2007). Critical review of language education policies in compulsory primary and secondary education in Serbia. *Current Issues in Language Planning* 8 (1): 222–242.

Monographien:

Sperber, D. (1990). The Epidemiology of Beliefs, in *The Social Psychological Study of Widespread Beliefs*, ed. C. Fraser & G. Gaskell (Oxford: Clarendon Press): 25–44.

Radovanović, M. (2015). Predrag Piper o jeziku i prostoru, in *U prostoru lingvističke slavistike*, ur. Lj. Popović, D. Vojvodić, M. Nomaći (Beograd: Filološki fakultet): 25–34.

Internet-Dokument:

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[4] Das Literaturverzeichnis wird alphabetisch nach Namen der Autoren geordnet, mit der Einhaltung des APA Standards.

Limb, P. (1992). Alliance Strengthened or Diminished?: Relationships between Labour & African Nationalist/Liberation Movements in Southern Africa. Zugriff am 7. 5. 2010. URL: <http://neal.ctstateu.edu/history/world_ history/archives/limb-l.html>.

Vorname und Name
Name der Institution auf Serbisch

TITEL DES AUFSATZES AUF SERBISCH

Zusammenfassung (auf Serbisch) [5]

Die Zusammenfassung des Aufsatzes soll auf Serbisch verfasst werden, Font Times New Roman (10pt), einzeiliger Zeilenabstand. Die Zusammenfassung soll eine erweiterte Version des Abstracts sein (ca. 300 Wörter).

Stichwörter: Stichwörter vom Anfang des Aufsatzes in der serbischen Übersetzung.

Biographie des Autors bis 100 Wörter auf Serbisch (Geburtsdatum, Beruf, Wohnort/Land, Forschungsgebiet, wichtigste Publikationen)

AUFSÄTZE, DIE DIESE AUTORENHINWEISE NICHT BERÜCKSICHTIGEN, WERDEN ZUR ÜBERARBEITUNG AN DIE AUTOREN ZURÜCKGESCHICKT.

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[5] Die Redaktion wird die Zusammenfassungen der Autoren ohne Serbischkenntnisse übersetzen lassen.

METODIČKI VIDICI (Perspectives didactiques)
FACULTÉ DE PHILOSOPHIE, NOVI SAD

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CONSIGNES AUX AUTEURS[1]

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Les contributions doivent être soumises sous forme électronique (obligatoirement au format .doc, dans aucun cas au format .docx) et envoyées en pièce jointe à l'adresse suivante : metodicki.vidici@ff.uns.ac.rs au cours de toute l'année. Les contributions peuvent être écrites dans toutes les langues étudiées à la Faculté de Philosophie de l'Université de Novi Sad.

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*   *   *

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<u>Chaque contribution doit contenir les éléments suivants :</u>

Prénom, initiale du prénom d'un des parents, nom de l'auteur
Affiliation de l'auteur devrait être donnée comme ci-dessous :
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Faculté, Département
Adresse électronique

<u>EXEMPLE:</u>
Petra B. Nedeljković
Univerzitet u Novom Sadu
Filozofski fakultet, Odsek za anglistiku
petranedeljkovic@gmail.com

SI L'AUTEUR EST UN DOCTORANT, L'AFFILIATION DEVRAIT ÊTRE DONNÉE COMME CI-DESSOUS :
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Études doctorales en philosophie / en langue et littérature / en histoire / en sociologie / en pédagogie, etc.
Adresse électronique

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[1] Veuillez utiliser ce document comme modèle.

TITRE DE LA CONTRIBUTION[2]

ABRÉGÉ: Abrégé et mots-clés (en langue originale du texte de la contribution). Police de caractères Times New Roman, 10 points, retrait positif de première ligne au-dessous du titre, interligne simple. L'abrégé doit contenir entre 100 et 150 mots.

Mots-clés: écrire les mots-clés à la ligne, dans la suite de l'abrégé; citer au maximum 10 mots-clés.

TITLE OF THE PAPER IN ENGLISH

ABSTRACT: The same abstract as above, translated into English. Font Times New Roman, point 10, single spacing, 100–150 words long.

Key words: translated from French.

Texte de la contribution ; longueur du texte entre 4.000 et 7.000 mots (y compris l'abrégé, la bibliographie et le résumé en langue étrangère) ; format de papier A4 ; police de caractères Times New Roman ; 12 points ; interligne 1,5 ; des notes de bas de page[3] ; les citations courtes sont intégrées au corps du texte tandis que les citations longues (3 lignes ou plus) sont présentées en paragraphe indépendant (à la ligne, un retrait positif de 1,5 cm) ; les références des citations sont incorporées dans le texte, entre parenthèses, par ex. (Filipović 1986: 25). Le texte de la contribution doit être réparti en sections (par ex. 1. INTRODUCTION – avec un titre de section en majuscules) et en sous-sections (par ex. 3.1. Échantillon de recherche – avec majuscule initiale).

ILLUSTRATIONS ET TABLES

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[2] Il est nécessaire de noter si une contribution fait partie d'un projet de recherche particulier (par exemple, du Ministère de l'Éducation, de la Science et du Développement technologique de la République de Serbie). S'il s'agit d'une contribution issue d'un travail de séminaire fait au cours des études doctorales, cette information doit être indiquée dans une note en bas de page.
[3] Les notes de bas de page ne sont réservées qu'aux commentaires des auteurs.

Le texte dans les illustrations graphiques (tables, schémas) : police de caractères Times New Roman ; 10 points ; normal.

Les légendes au-dessous des illustrations (illustrations graphiques, images) : police de caractères Times New Roman ; 10 points ; normal ; centré ; titre : Table 1, Image 1, Graphique 1, etc.

BIBLIOGRAPHIE[4]

Times New Roman 12, interligne 1,5, retrait négatif de première ligne.

La liste des références bibliographiques doit contenir seulement des sources explicitement citées dans la contribution.

Un ouvrage :

Radovanović, M. (1986). *Sociolingvistika*. Novi Sad: Književna zajednica Novog Sada – Dnevnik.

Бечановић, Б., Јеврић, Ј., Петровић, 3. (2011). *Историја 7: уџбеник за седми разред основне школе*. Београд: Klett.

Un article de périodique :

Reynolds, S. (1983). Medieval Origins: Gentium and the Community of the Realm. *History* 68: 375–390.

Radovanović, M. (2012). O logici jezičke promene. *Glas* 28: 29–42.

Filipović, J., Vučo, J., Đurić, Lj. (2007). Critical review of language education policies in compulsory primary and secondary education in Serbia. *Current Issues in Language Planning* 8 (1): 222–242.

Un article dans un recueil :

Sperber, D. (1990). The Epidemiology of Beliefs, dans le *The Social Psychological Study of Widespread Beliefs*, ed. C. Fraser & G. Gaskell (Oxford: Clarendon Press): 25–44.

Des éditions électroniques :

Limb, P. (1992). Alliance Strengthened or Diminished?: Relationships between Labour & African Nationalist/Liberation Movements in Southern Africa.

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[4] Il faut donner les références bibliographiques dans l'ordre alphabétique, selon les normes de l'APA.

Consulté le 7. avril 2010. URL: <http://neal.ctstateu.edu/history/world_history/archives/limb-l.html>.

Prénom et nom de l'auteur
Affiliation en serbe

TITRE DE LA CONTRIBUTION EN SERBE

Sažetak (en serbe)[5]

Résumé en serbe ; police de caractères Times New Roman, 10 points, interligne simple. Le résumé doit être une version élargie de l'abrégé (d'environ 300 mots).

Mots-clés: mots-clés de l'abrégé de la contribution, traduits en serbe.

Biographie de l'auteur de 100 mots au maximum en serbe (date de naissance, profession, ville/pays de domicile, domaine scientifique, publications principales).

LES CONTRIBUTIONS NE RESPECTANT PAS LES CONSIGNES TECHNIQUES DONNÉES CI-DESSUS SERONT RENDUES À L'AUTEUR POUR UN REMANIEMENT.

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[5] Si les auteurs ne parlent pas serbe, la rédaction s'engage de faire la traduction de leurs résumés. Dans ce cas-là, les auteurs doivent envoyer leurs résumés d'environ 300 mots en langue originale de la contribution.