

# FUTURE TEACHERS' ATTITUDES ON E-TEACHING IN NATIVE LANGUAGE CLASSES AND MUSIC CLASSES

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## Abstract

Classic forms of teaching are increasingly being replaced by modern forms that include e-teaching. The need for e-teaching has become even more pronounced with the appearance and announcement of the Covid-19 pandemic. Despite being forced to learn in these circumstances, students were able to derive both positive and negative experiences from it. This paper examined the attitudes of final-year teacher education students regarding their e-teaching competence and its potential use in future teaching, particularly when it comes to teaching their first language and music. Students in their fifth (final) year of teacher education in Croatia participated in the research, and it was conducted through a survey using a Google form. Responses of the participants were analysed using the *Statistica 14.0.1.25* software.

**Keywords:** *E-teaching, Covid-19, learning, native language class, music class.*

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## 1. Introduction

Technological progress, along with social and political turmoil, necessarily leads to certain changes that then reflect on various social aspects, such as education. Primary education in Croatia involves the implementation of mandatory subjects: Croatian language, Visual Arts, English language, Mathematics, Science, Physical Education, and Music. As this paper focuses on the example of teaching the Croatian language, it is important to note the areas it involves: Croatian language and communication, literature and creation, culture and media, as well as teaching Music – that includes domains that imply: listening and getting to know music, expressing by music and with music (singing, playing, musical games etc.) and music in context (types of music and genres, social, historical and cultural context). All of these areas and domains involve the use of different tools in the implementation of teaching units, and according to the Curriculum for primary schools, at least in view of educational objectives, educational work in primary school should be directed towards the students' full development, taking into account, information and communication technology changes (Curriculum for the subjects Music and Musical Art for primary schools and high schools, 2020; Curriculum for the subject Croatian Language for primary schools and high schools, 2020). In that regard, various forms of learning and teaching can be discussed, including those with the prefix 'e' in front of the word separated by a hyphen, which implies an acronym or adjective for electronic, therefore, the concepts in which that prefix appears are defined in relation to modern information and communication technology (ICT) (Nemeth-Jajić and Jukić 2021: 93). However, it is necessary to define the concepts of learning and teaching. According to Nemeth-Jajić and Jukić (2021: 90-91), "learning is a lifelong process that is achieved through formal, informal, and non-formal learning, which differ in terms of structure, certification, and intention." On the other hand, teaching "refers to the teacher's organization of activities for the student, where by performing these activities on a specific teaching content, the student achieves the learning outcomes" (Matijević, Topolovčan, 2017, cited in Nemeth-Jajić and Jukić, 2021: 91). Similarly, the term e-learning would imply any "form of learning and teaching that is carried out with the help of information and communication technologies" (Jandrić et al., 2016: 6), i.e., "different forms of learning (and teaching) that are enabled or enriched by electronic media, mostly multimedia, the internet, mobile phones, electronic mail, etc." (Matijević, Radovanović, 2011: 376) or "formal, non-formal, and informal learning that is supported by electronic media and e-communication; electronic learning" (Matijević, Topolovčan, 2017: 191). Thus, e-teaching could be defined as "teaching that is enabled or enriched by electronic media, i.e., teaching supported by electronic media and e-communication" (Nemeth-Jajić and Jukić, 2021: 95).

## 2. Previous research

In Croatia, research has been conducted on the attitudes of future teachers towards some segments of e-teaching, primarily distance learning, the use of information and communication technology (ICT), and the like. Kostović-Vranješ, Bulić, and Periša (2021) conducted research on the way in which Teacher Education students and primary school teachers perceive distance learning, finally concluding that teachers perceive the transition from regular teaching to distance learning as statistically significantly more difficult than the students do, and both groups spend the same amount of time preparing for online teaching as they did in traditional teaching (Kostović-Vranješ, Bulić, Periša, 2021: 130). A slightly positive attitude towards online learning was recorded in the years before the pandemic. However, research on the implementation of online teaching during the pandemic generally showed a slightly negative attitude among students (Jurlina, Papo, Potlimbrzović, 2022: 278). Some research has shown that students do not want to completely replace traditional forms of teaching with e-teaching, but rather believe that it would be ideal to find the right balance between the two, resulting in blended learning (Ćukušić, Jadrić, 2012: 71; Jukić, 2015: 57). An interesting research on the attitudes of future teachers and their competence in applying ICT in classroom teaching is presented in Majnarić's research (2020), which concluded that future teachers have positive attitudes towards the use of ICT in classroom teaching (Majnarić, 2020: 45), and even 88% of final year Teacher Education students consider themselves competent (Majnarić, 2020: 47). Future teachers have shown great interest and motivation in implementing multimedia teaching methods, as demonstrated in Horvat's research (2019: 29).

## 3. Research problems and goals

Given the rapid technological advancement which inevitably affects education, the primary aim of this research was to determine the perception of final year (5<sup>th</sup> year) students of teacher education in Croatia regarding the implementation of e-teaching. The research objectives were also to determine the students' readiness to implement e-teaching in their future work; to identify which subject is more suitable for the implementation of e-teaching (the teaching of the mother language or the teaching of music), and to determine which subject areas in the native language and which domains in music education are more suitable for e-teaching. The main hypotheses were: 1) it is assumed that final year teacher education students/future teachers will positively perceive e-teaching; 2) it is assumed that students who have positively expressed their views on e-teaching will consider themselves competent to implement it; 3) it is assumed that final year teacher education students will implement e-teaching more in music education than in teaching the native language; 4) it is assumed that the area of "culture and media" will be more suitable for the implementation of e-teaching than other subject areas in the native language; 5) it is assumed that the "listening and getting to know music" domain will be more suitable for e-teaching than other domains in music education.

## 4. Method

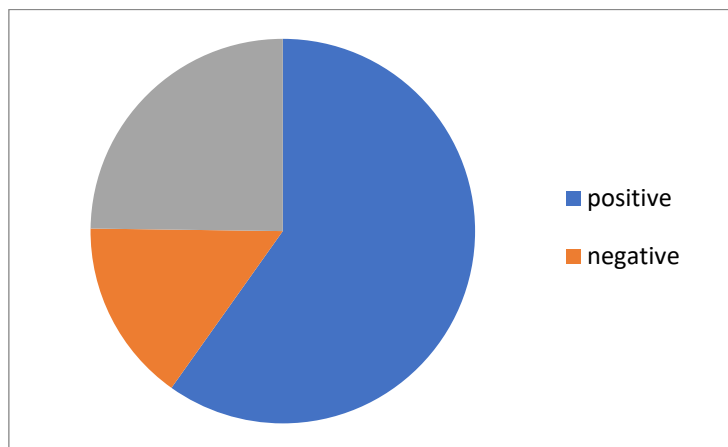
The research aimed to determine the possibility and readiness of fifth-year (final year) teacher education students in Croatia for various forms of e-teaching in their future work as subject teachers, specifically in teaching the native tongue and music. An online questionnaire was conducted using a Google form to gather general data (the study they are attending) and their attitudes towards e-teaching in general, the assumption of using e-teaching in their future work, the possibility of applying e-teaching in specific subject areas such as teaching the native tongue and music, and finally their assessment of their competencies for future e-teaching activities. The research was conducted among fifth-year teacher education students in Croatia from the following institutions: Department of Teacher and Preschool Teacher Education, University of Zadar; Department of Teacher Education Studies in Gospić, University of Zadar; Faculty of Teacher Education, University of Zagreb; Faculty of Teacher Education, Department in Čakovec, University of Zagreb; Faculty of Teacher Education, Department in Petrinja, University of Zagreb; Faculty of Teacher Education, University of Rijeka; Faculty of Education, Josip Juraj Strossmayer University in Osijek; Teacher Education, Faculty of Humanities and Social Sciences in Split; Faculty of Educational Sciences, Juraj Dobrila University in Pula; Teacher Education, University of Slavonski Brod. The survey was conducted in early 2023, and the responses were analysed using the *Statistica 14.0.1.25* software.

## 5. Results and discussion

From Figure 1, it is evident that the majority of students/future teachers are positive about e-teaching, with 59.8% of them expressing positivity, 24.8% remaining neutral, and only 15.4% perceiving e-teaching negatively. These data are significant given that it is certain that future forms of their work as teachers will require this type of work. This form of teaching became necessary during the pandemic caused

by COVID-19; however, it is interesting that students perceived e-teaching and e-learning positively even before the pandemic, as confirmed by the research conducted by Mikša; Hercigonja-Scekeres; Sikirica (2015) among students of the Business School “Hrvatsko Zagorje”, Krapina, which showed that a large number of students, as many as 87%, believe that e-teaching can improve the effectiveness of learning, and generally perceive e-learning positively. The obtained results confirm the first hypothesis.

Figure 1. Your attitude towards e-teaching in general.



The second hypothesis about the perception of competence regarding the attitude towards e-teaching was tested by analysis of variance (Table 1), which showed that there is a statistically significant difference between students with a positive attitude and those with a negative attitude. The aforementioned study which examined the competencies of using ICT in class teaching (Majnarić, 2020) showed that a large percentage of final year students (88%) consider themselves competent.

Table 1. Difference in the students' perception of their own competence to conduct e-teaching with respect to their attitude towards it.

	F	p
Level of competence	6.06	0.00

The results of the analysis of variance showed that there is a statistically significant difference between students with a positive and students with a negative attitude towards the implementation of e-teaching, thus confirming the second hypothesis (Table 1 and Table 2).

Table 2. Post hoc analysis - Scheffe test.

	positive M=3.90	negative M=3.11	don't know M=3.48
positive			
negative	0.01		
don't know	0.13	0.41	

One of the problems was to investigate whether students would be more willing to use e-teaching methods in music or language classes. No statistically significant difference was found. Students believe that e-teaching can be equally applied in both subjects. Thus, the third hypothesis was not confirmed. It is clear that, as Lazzarich (2017) stated, new generations of students differ from previous ones because they are growing up in a digital technology environment and therefore require a different approach to teaching, including e-teaching. Therefore, it is certain that efforts will be made to incorporate some forms of e-teaching.

Table 3. Testing the difference in the readiness of students in the final year of teacher education to conduct e-teaching in music classes compared to native language classes.

	M1	M2	t	p
Differences in implementing e-teaching between native tongue class and Music Class	2.39	2.34	0.44	0.66

M1 – Native tongue Class  
M2 – Music Class

Figure 2 shows that most respondents, when asked which teaching unit in native tongue class can be more easily taught through e-teaching, as expected, even 88.9% of them answered that the “culture and media” area would be more suitable for teaching. Thus, confirming the fourth hypothesis. It is interesting that studies from the seventies already pointed to the functionality of computer use in teaching, i.e., the efficiency of learning content, a high level of teaching methodology, a specific working atmosphere, and increased student motivation (Lazzarich, 2017). However, contrary to the results of our research, Pavličević (1992) conducted an empirical study on the educational effectiveness of computer use in language teaching in the nineties. The study confirmed progress in learning and achieving higher educational outcomes, as well as the thesis that teaching with the help of computers increases students’ interest in language acquisition.

Figure 2. Students’ opinions on which area of teaching Croatian language would be more suitable for e-teaching.

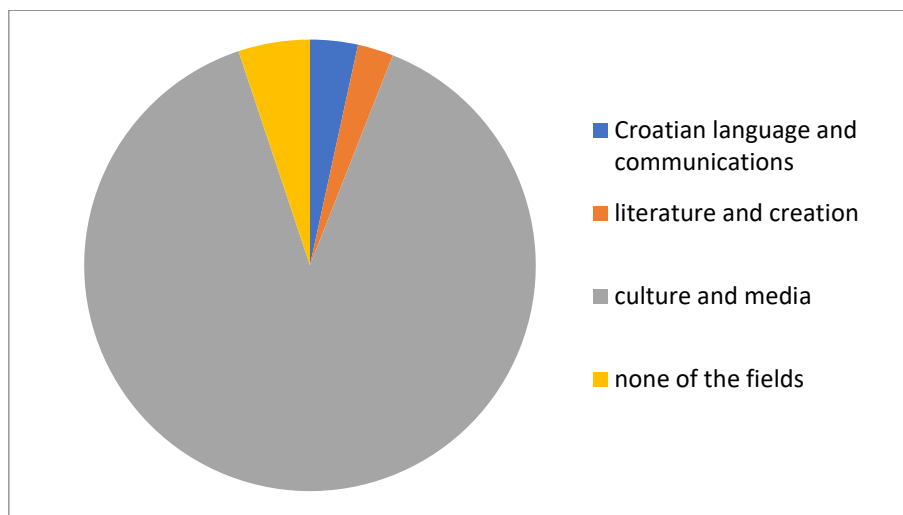
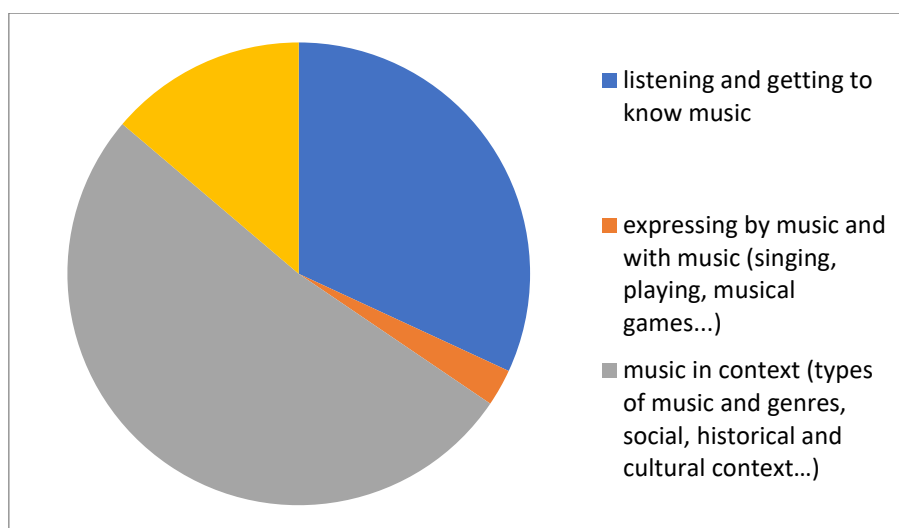


Figure 3 shows that the question of which domain of teaching units in Music Class could be more easily taught using e-teaching forms provided divided responses; 51.7% of respondents said that the domain would be music in context (types of music and genres, social, historical and cultural context), 31.9% of students believe that listening and getting to know music domains are more suitable for processing a teaching unit, while 13.8% believe that no teaching unit can be more easily processed using e-teaching forms. Therefore, the fifth hypothesis was not confirmed.

Figure 3. Students’ opinions on which Music Class domains would be more suitable for processing using forms of e-teaching.



## 6. Conclusion

The aim of this research was to determine the perception of final-year (5<sup>th</sup> year) teacher education students in Croatia regarding the implementation of e-teaching, and to determine their readiness to implement e-teaching in their future work, using the examples of teaching the native language and music. E-teaching itself involves forms of teaching supported by electronic media and e-communication.

After formulating the hypotheses, it was determined that the majority of students/future teachers had a positive attitude towards e-teaching, with 59.8% of them responding positively, 24.8% did not respond positively nor negatively, while only 15.4% perceived e-teaching negatively, confirming the first hypothesis. The second hypothesis was also confirmed. It sought to determine students' competency perception based on their attitude towards e-teaching. Furthermore, the third hypothesis was not confirmed. It sought to determine whether there was a statistically significant difference in whether students would implement e-teaching more in music classes compared to the native language classes. As expected, the fourth hypothesis was confirmed because 88.9% of the students responded that the "culture and media" area would be more suitable for teaching. Finally, the fifth hypothesis was not confirmed due to the fact that a larger number of students responded that they believed the *music in context* domain was more suitable for teaching than the teaching units of other domains.

Given that final-year teacher education students/future teachers hold generally positive attitudes towards e-teaching and consider themselves competent in its implementation, it is likely that the vast majority will implement e-teaching in their future work, in native language classes as well as music classes.

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