

PROFESSIONAL ISSUES IN LANGUAGE TEACHING

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Abstract: This research focuses on the analysis of the efficiency on e-learning platforms and the impact exerted on the levels of pre-university education, with emphasis on opportunities for professional and personal development of both teachers and educators. Interviews with the involved parts, questionnaires applied to teachers, students, parents and leading staff, individual observation information about the topic in discussion in articles gathered by other researchers and study cases will bring an important amount of data that will be analysed and interpreted in order to answer the research hypothesis.

Keywords: challenge; e-learning platform; online teaching; performance; teacher training, methods; progress.

1. Introduction

This research focuses on the analysis of the efficiency of online education on e-learning platforms and the impact exerted on the levels of pre-university education, with emphasis on the opportunities for professional and personal development of both teachers and educable. The relevance of the research is directly related to the importance of applying the new curriculum in the context of globalization. The fundamental argument of the proposed theme is the fact that in the context of research in recent years educational policies on online education at all cycles have acquired an increasingly important role, not only in the country but also abroad. I aim at investigating the efficiency of an online educational system, created on the spot, as online education has been one of the biggest challenges expressed by all those involved in the education system (students – parents/grandparents, teachers) both in Romania and abroad.

2. Setting the ground

The following rhetorical question has always been asked between 2020 - 2022: *Was online education efficient or not?*

In order to provide a complete, relevant, and reasoned answer to this question, rigorous and sustained research is needed. The methods that are used, give the researcher the opportunity to collect data and facts. Based on these, the researcher can issue theories and value judgments. This report aims, on the one hand, to highlight the research methods found in the specialized literature, on the other hand, to describe the research methods used in the doctoral thesis in order to obtain detailed results and data that would later allow a relevant interpretation.

Nowadays, the pandemic that swept the world in 2020 is widely debated, and there is a lot of emphasis on the negative effect it has left in all areas, especially in the

education system. Teachers have been trained in European diversity, interculturality, democratic citizenship, interactive teaching methods, ICT competencies, alternative assessment methods, classroom management, techniques to combat violence in schools, and integration of students with special needs. Teacher training is a fundamental component of the institutional development plan, being a priority. 2018 and 2019 represented years of analysis of the permanent training of teachers in Romania. The education specialists from the European Commission, according to the TALIS 2018 results of the Teaching and Learning Survey, drew attention in 2019 to the following aspects regarding the training of teachers in Romania:

- European education experts support the idea of replacing pedagogical modules in universities with teaching masters, according to the Finnish model
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The European Commission proposed in 2019 four phases regarding the reform of the teaching profession in Romania until 2030:

- Level 1: the search for financial and material resources that allow the development of teacher's competencies
- Level 2: monitoring and validating the professional skills framework of teachers
- Level 3: promoting teacher's professional development plans
- Level 4: reviewing and updating teachers' competencies

This thesis aims to highlight the way in which teachers were trained and developed professionally despite the pandemic that Romanian society is still struggling with. The whole world was suddenly put in the position to prepare teachers, students and parents alike for a new form of education, namely online education in the global context of pandemic. Online resources bring about a fundamental change in the entire education system in the world, as it allows for personalized learning. The offer of training courses for teachers in the preuniversity system being very rich, allowed the development of attractive and stimulating online classes for students of all ages. The success of online teaching and learning also comes from the mastery of the teacher, who offers students attractive and motivating classes by using generous resources offered by the Internet. What has been mentioned before refers to the ideal model of online teaching and learning. Along the years, the Romanian education system was in a permanent reform and transformation. In this context, the change brought by the pandemic is beneficial only in terms of teachers' training. An important number of teachers have taken this aspect of online teaching as a challenge and have quickly become self-taught, using bravely e-learning platforms from the very beginning. Other teachers have been reluctant and scared of using e-learning platforms. Training courses related to online teaching became a way of life for more and more teachers from Romania. The most efficient methods and means of teaching started to be used in online classes. In order to prove the impact of online education on the evolution of the teacher in Romania and on the Pre-university system, it is necessary to make an inventory of the research methods found in specialized literature. Once the multitude of methods has been identified, we can select the pertinent research methods in order to obtain data and information that will allow a subsequent detailed interpretation. The collection of data is essential to

demonstrate the impact of online education on the development of Romanian teachers in the European context of globalization.

3. Analysis and results

The present research proposes an empirical analysis from two perspectives, namely:

- emphasizing the stage of knowledge of the research methods within the applied linguistics after going through the specialized literature
- the impact of this knowledge on future research work in order to obtain the data necessary for the analysis and interpretation so that the hypothesis subjected to the research to find relevant answers

Research methods can be defined as procedures aimed at collecting and analysing data. The thesis theme involves large-scale research, which means thorough planning of the research methods used. The research methods must be chosen so as to bring conclusive answers to the thesis hypothesis. The following questions are then asked in order to choose the most appropriate research methods:

- Qualitative? Will the data take the form of words?
- Quantitative? Will the data take the form of digits?
- Primary? will I use the original data, collected personally?
- Secondary? Will I use data collected by other people?
- Descriptive? Will I analyse statistically the data obtained?
- Experimental? Will I do an experiment?

In other words, data is that information collected in order to give an answer to the research hypothesis. There are a number of advantages and disadvantages of the chosen research methods.

Quantitative data analysis will be used to understand ideas and experiences.

This type of data will be obtained from the survey, interview, and case study. It is a flexible analysis, based on the judgment of the researcher, which implies maximum responsibility.

Quantitative analysis will use numbers and statistics that will highlight the cause-effect relationship. The data will be obtained after an experiment. This time the data are statistically valid and can be standardized by the researcher.

The most used methods in the educational field are the observation method, survey method, psycho-pedagogical sheet, tests, and experimental method. In the case of the problematization of the efficiency of online education, the methods of data collection are joined by the methods of quantification and measurement of the data provided by students, teachers, and parents. Otherwise, observation without measurement of the data cannot lead to scientific conclusions. In order to obtain relevant, conclusive, and measurable data, it is necessary to use anthropo-metric and physiologic methods such as: the comparison method, ordering method, instrumental method, etc. Another valuable source of information is given by methods such as: interviews, conversations, case studies, school activity analysis, etc. Following the data research, it is necessary to apply another set of methods that allow the analysis and interpretation of the data: the method of statistical-mathematical processing of the collected data, and their measurement by quantification methods. The quantification method allows the numerical

and graphic presentation of the data, the measurement of the variation, as well as the establishment of the relationship between the measures of the comparative collectives. A significant amount of information and data is obtained through the survey. The survey is the method that allows the research of the social reality, assuming unique techniques, procedures, and interrogative tools for collecting data and information, namely: the interview and the questionnaire.

A short research has been done before, and this is the way the idea of the thesis was born. A study of mine aimed to highlight the way in which teachers were trained and developed professionally despite the pandemic that Romanian society is still struggling with. The whole world was suddenly put in the position to prepare teachers, students, and parents alike for a new form of education, namely online education in the global context of a pandemic. Online resources bring about a fundamental change in the entire education system in the world, as it allows for personalized learning. The offer of training courses for teachers in the pre-university system being very rich allowed the development of attractive and stimulating online classes for students of all ages. The success of online teaching and learning also comes from the mastery of the teacher, who offers students attractive and motivating classes by using generous resources offered by the Internet. The Romanian education system was in permanent reform over the years, therefore the change brought by the pandemic is beneficial only in terms of teacher training. An important number of teachers have taken this aspect of online teaching as a challenge and have quickly become self-taught, using bravely e-learning platforms from the very beginning. Other teachers have been reluctant and scared of using e-learning platforms. Training courses related to online teaching became a way of life for more and more teachers from Romania. The most efficient methods and means of teaching started to be used in online classes. There is a positive side to everything that has happened in education and the positive aspect given by online teaching, will be noticed when the system returns to face-to-face teaching. Next, we will discuss the issue of online education considering the direct beneficiary of education, namely the student. In order to have an overview of what the students think about online/offline education, we have asked a group of tenth-grade students, in the mathematics-computer-science section, to create a questionnaire on the already mentioned topic.

The questionnaire, resulting from the work of this team of students, will be presented below:

Aim: collecting feedback from students regarding the period of classes in the online system

Objectives:

1. discovering the percentage of students who prefer online education
2. identifying the shortcomings that students face in the teaching-learning process in the online system of education
3. identifying the problems related to the student's evaluation in the online system of education
4. identifying the student stressors in relationships with teachers, classmates, and parents

This questionnaire is anonymous and the results obtained from its application will be used to develop a plan to remedy the weaknesses of education in online systems.

1. Is teaching better in an online system or a face-to-face system? Yes/No.

2. What are the advantages and disadvantages of online examinations?.....
3. How are student-student relationships in the online system of education?
4. do not exist / difficult /abstract/ good/strong
5. How are student-teacher relationships in the online system of education?
6. do not exist / difficult /abstract/ good/strong
7. Is there a difference in the information density received during the teaching process?
8. too much /not enough / the same
9. Name the school subjects that are easier to be studied in the online system....
10. How fair is the grading process? Argue your opinion.
11. Do teaching methods changed? Yes/No
12. Is there more free time online? Yes / No
13. Do you consider that your graduation exam will be affected by these two years of online education and evaluation? Yes. / No
14. Is online teaching more efficient? Yes / No
15. Are parents more involved in the development of the student from an educational point of view in the online system of education? Yes/No
16. Online education or offline?
17. Do you have suggestions for the Ministry of education?
18. Make some suggestions for your teachers.....
19. Write a message for your generation.....

Student's Questionnaire Interpretation

- a change in the teaching methods in online education
- more free time
- graduation exam affected
- online teaching more efficient
- parents more involved in the online system of education

The biggest gain during the pandemic is the rapid digitization of the education system in Romania; the simultaneous digitization of schools, teachers and students; the digitization in disadvantaged areas in a short period of time. Teachers got trained not for professional credits, but for acquiring the professional skills and abilities to access the educational platforms and applications necessary to conduct online classes.

Positive facts:

- more interesting classes
- a lot of quizzes
- new methods of evaluation
- more efficient classes
- comfort during classes
- more involved teachers
- more and more trained teachers
- studying a lot by yourself
- some school subjects can be studied only online

Negative facts:

- evaluation is not fair enough
- too much information
- lack of communication between students
- PE indoors improper
- still having some boring lessons
- still having teachers that can't use technology in an efficiently
- technical problems
- not all the students in Romania have comfortable conditions for online classes
- deficient digitization
- reluctant teachers
- graduation exam affected in disadvantages area

The objectives of the research:

- Analysis of the data obtained from the study of the educational policy on online education in Romania
- Highlighting the impact of the educational policy on online education in Romania, further development of those who carry out education, but also of the educable
- The research methodology involves a theoretical and empirical approach. The methodology underlying the research will involve systematic research, focused on the research of operational concepts in the field of educational policy on online learning, the possibilities of sizing its performance, respectively the outlining of a set of indicators specific to the measurement of the decision-making environment in order to highlight its beneficial impact on all parties involved.

In Romania, some personalities expressed their opinions and conclusions concerning online teaching and teacher's training during pandemics, but no complex investigation and research have been made to demonstrate the impact of online education on the development of the teachers' career, students' future, and the development of a digital system of education.

The present thesis will bring answers to the following questions:

1. Is distance education the forerunner of online education?
2. Did online education during pandemics motivate teachers to develop themselves from the digital point of view?
3. Are there more advantages than disadvantages of online education during pandemics?
4. Did the Romanian system of education suffer a beneficial change after the pandemic?
5. What positive aspects of the online form of education should be preserved in face-to-face education?

4. Conclusion and new directions of research

In order to carry out the empirical research, national databases such as: the Ministry of Education, CCDs, and ISJs will be considered. The analysis carried out within this research project will be based on real indicators and on a broad analysis, in order to

better reflect the importance, the impact and last but not least the variation of this type of education.

The main contributions are related to the novelty character of the approach to Romania's specificity, in the context of the analysis of online education and its role in modernizing and alienating the Romanian education along with the most advanced educational systems in the world

Interviews with the involved parts, questionnaires applied to teachers, students, parents, and leading staff, individual observation as part of the system, information about the topic in discussion in articles gathered by other people, and study cases will bring an important amount of data that will be analysed and interpreted in order to answer the hypothesis of the paper in discussion.

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