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Online Teacher Training for Global Teaching Contexts – Can E-learning Help Develop Better Language Teachers?

Abstract

During the two-year pandemic period all university education, including language teacher training, was conducted exclusively in the online mode. While for many instructional contexts transition to the online mode meant decreasing the effectiveness of instruction due to lack of physical contact and greater time consumption for materials development, it became clear that skillful use of e-learning tools and procedures might give university education a boost. The paper will put to test the research hypothesis that using social professional networks, composed of participants who are familiar to one another outside the course but become new personas inside it, will have a positive effect on the involvement of teacher trainees in pursuing teaching qualifications, evidenced in their increased participation in methodology-oriented tasks in different modes. This will be illustrated with examples from the Foreign Language Teaching Methodology online course for undergraduate applied linguistics students which blended synchronous and asynchronous interactions in different Moodle activities.

K e y w o r d s: online professional development; pandemic emergency teaching; learner autonomy; online learning platforms

While e-learning methods and techniques had been in use in teacher training, including language teacher preparation, since the beginning of the 2000s, it was only with the university lockdowns caused by COVID-19 pandemic that the whole

training had to be moved to the online mode. Many instructors tried to imitate the well-established instructional approaches used before in face-to-face classrooms, however, these attempts proved largely inefficient due to lack of students' adequate responses, their connectivity problems, limitations of most popular online platforms such as Google Classroom or Microsoft Teams, or greater consumption of time needed to accomplish tasks and prepare digital materials. An alternative approach, investigated in the current study, was the blend of online synchronous and online asynchronous work, individual student-teacher and group student-students interaction, all skillfully merged and administered via the sophisticated features of Moodle Learning Management System.

The purpose of the paper will be to report upon a study which aimed at examining a blended synchronous/asynchronous and individual/group approach to acquisition of teaching competence based on Moodle LMS. Originally, the proposed methodology was Initially a pandemic emergency solution, however, it was continued also after the pandemic restrictions have been lifted due to potential for increasing students' exposure to materials, enhancing their teaching skills and deepening pedagogical reflection.

Literature Review

Electronic Professional Development of Teachers

If language teachers are supposed to teach their digitally native learners in an attractive and motivating way, they need to be trained not only in the skills necessary to actively and productively participate in interaction but also in those that would enable them to use the target language in online contexts (Satar and Akcan 2018). Therefore, it is essential to conduct professional development in technology-rich contexts as a way of experiential modelling (Hoven 2006), so that future teachers become convinced and ready to teach with technology in the (near) future.

At the same time, since online tools and platforms can be highly versatile, electronic continued professional development (e-CPD) opens up new instructional areas and creates appropriate conditions for the acquisition of professional skills in situated and collaborative settings (Son 2000). Rather than only based on one-way trainer-trainees delivery, varied modes of interaction and creation of professional social networks make a significant contribution to teacher development through interactive communication, professional collaboration and critical reflection (Son 2000).

Since participation in traditional training events often demands a considerable investment of time and money as well as reorganization of work and life schedules,

online professional developments have become popular with those teachers whose time and distance limitations together with family commitments prevent them from taking part in more traditional forms of training (Medina Garriguez et al. 2019). As argued by McDonald (2018), an even more important goal of e-CPD than developing certain teacher skills is to make them an active part of a virtual professional learning community (see also Thomas 2011).

e-CPD training programmes, especially those administered in the online mode, need to be characterized by embedding experiential activities in the programme, clearly structuring tasks which are appropriate to the tool/s and which follow a clear sequence starting with ice-breaker and proceeding to closure (Ernest et al., 2013). As Ernest et al. add, it is essential that ground rules for participation and precise course timelines are established, training in unfamiliar tools is provided prior to the project and moderating by teachers is offered according to commonly agreed principles.

As Douglas-Faraci (2010) proved, professional development offered through e-learning needs to be aligned with domains of quality instruction as defined by professional standards, while a variety of multimedia resources are needed to differentiate instruction and support participant understanding of course content. Since multimodality enables differentiated instruction, individual learning styles of teacher trainees can be accommodated together with a variety of technologies and interactional patterns used.

However, as Doliner and Nazarov (2021) warn, it is problematic to create an ideal e-learning professional development course since trainees have different initial training, interests, and motivations. What can be done, though, is design learning environments in such a way that a fairly high level of self-learning is present, that participants are encouraged to apply higher-order analysis and critical thinking and that time management problems are successfully handled to ensure successful completion of the course. Content-wise, as Doliner and Nazarov (2021) advocate, key parameters for effective e-CPD courses are open character of the system enabling evaluation of the content, practice, teachers' work, and student activities; compliance by teachers and developers with all the requirements set for the created materials; correlation between the theoretical and practical part of the course to ensure its practice-oriented nature, use of varied and well-selected tests, flexibility to modify course content and delivery based on trainees' comments.

Distance, Blended and Flipped Models of Language Teacher Development

As previous literature shows, online professional development of language teachers comes in many forms, ranging from fully distance, asynchronous, self-study courses through mixed-mode ones in which synchronous sessions are intertwined with asynchronous activities to flipped models, where the use of self-study and teacher-guided tasks is conditioned by the kinds of cognitive operations necessitated by these tasks. Online instructional approaches, used in

professional development courses, utilize not only basic synchronous/asynchronous distinction, but also written materials, live or pre-recorded webinars, high-fidelity simulated environments or video annotations (Webb et al. 2017). Asynchronous distance professional development can support extended discussion, reflection over the content of materials, individual preparation of teaching materials, which is particularly useful if participants come from different time zones.

As opposed to fully distance models, blended (or hybrid) PD programmes integrate face-to-face and online components in varying proportions and ways depending on the needs of participants. The online component in blended learning design can be either synchronous or asynchronous, where particularly the former has important learning benefits for teacher training and language education as it provides opportunities for face-to-face speaking and listening practice (Mackenzie et al. 2011). In the physical setting, this could be an instructional lab with tables and chairs in the centre of the room, surrounded by computer workstations (Hinkelman, 2005; Hanson-Smith, 2007), although nowadays especially tertiary institutions operate much more in the Bring Your Own Device (BYOD) paradigm.

There are various models of blended learning (Staker and Horn, 2012): "the rotation model, the flex model, the self-blend model, and the enriched virtual model" (p. 2). Rotation models assume that participants change between learning modalities, either at the teacher's will or according to a fixed schedule, where at least one is online learning, supplemented by individual paper-based assignments, conventional instruction (in small groups or full class) and individual tutoring. As opposed to rotation models, flex models give the students more individual freedom since the content is delivered online, but students are free to follow an individually-shaped schedule between learning modalities. Self-blend models offer students an even greater choice and freedom in that they follow one or more online courses to supplement their traditional courses (Staker & Horn, 2012). Finally, the enriched virtual model is the one in which students will find the greatest autonomy by being allowed to spread the time at their own liking between face-to-face and online learning (Staker & Horn, 2012).

Even more importantly than choosing a particular model of a blended learning course, trainers and designers need to carefully think about what the blended learning model should be designed around as the success or failure of e-CPD will largely depend on the approach and content (Wittmann & Olivier, 2021). Here, Wittmann and Olivier recommend basing blended instruction on learning and dialogue (not on teaching content), with a constant shift of dependence and control so that fellow learners are also elevated to the role of facilitators for their peers.

As regards the supremacy of blended professional development models over both face-to-face and fully online ones, a longitudinal study spread over the period of two years by Ranjan (2020) proved that the average achievement scores of the blended learning mode were higher than the online learning mode, while the presence of interaction of the instructor and other learners was responsible for better

performance of blended learning. However, in blended electronic professional development much depends on the methodology behind the blend, which comprises the choice of activities, the interaction patterns, the roles assumed by teachers and assigned to learners, rather than merely the transfer of part of the instruction to the online mode.

Local Community of Inquiry Teacher Development Model

As Kurek and Müller-Hartmann (2019) show, blended training contexts are much more effective when they employ the telecollaborative concept for the online part of the blend, as well as follow the social-constructivist principle of learning, which emerges from learners' participation in meaningful social activities and which results in the formation of a Community of Inquiry (COI – Anderson et al. 2001, Garrison, Anderson and Archer 2000, Hampel 2009). Such a community denotes "a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding" (Garrison 2011: 2). In electronic professional development, a community of inquiry (CoI) is a collaborative-constructivist construct that integrates three elements (presences): (1) cognitive presence (CP), (2) social presence (SP), and (3) teaching presence (TP) (Garrison and Vaughan, 2012). Wittmann and Olivier (2019) specify that a CoI is formed when students are cognitively engaged with the content, their content-based contributions are supported and critically analyzed, while their proposed meanings are negotiated. Thus, discussions and questioning are a staple part of online activities, as they enable the teacher to track the participants' progress and help in refining their knowledge (Picciano, 2009). Hence, the inquiry in the CoI model is not only external, with fellow students via discussion forums or chats, but also internal, through dialoguing with oneself in private diaries.

The blended methodology adopted in the present study was creating a local (rather than global or telecollaborative) community of inquiry mediated via various modalities of online instruction. The local nature of the blend was due to that fact that the participants did know each other prior to the course, however, they interacted on a daily basis in the online mode only (due to COVID-19 university lockdown) in situations outside language teaching methodology. The experimental proposal draws from previous studies, first of all, Prestridge (2016), whose online professional development entailed teachers' building a network on their own with a personalized and self-directed approach to professional development, resulting in more independent operation of teachers, acknowledging the community and contributing to the generation of co-created knowledge (Prestridge 2016). In line with the development proposal of Impedovo and Malik (2019), the current blended training option was based on a non-expensive technical infrastructure, such as a free online learning environment like Moodle, open-source, community-expandable, mobile-friendly and founded on socio-constructionist philosophy that would maximise the expected psycho-pedagogical development of English

language teacher. At the same time, following the findings of the study by Truong and Murray (2019) contextualized in Vietnam, such problems of online teacher professional development (oTPD) as low confidence levels as regards technology use, absent or insufficient pre-course technical training and inadequate or unavailable technical support were minimized through the provision of tutorials in the use of the platform, weekly Q&A session about problems and instructor's readiness to address queries.

Methodology of Research

Research Objectives

The aim of the study was to examine the process of acquisition of professional teaching competence of pre-service teachers (student teachers of foreign languages) on the e-learning platform which blended synchronous and asynchronous as well as individual and group activities. The chief purpose was to verify the online blend instructional approach and see the development of student teachers' autonomy with limited contact with the instructor but a much greater amount of interaction with the peers.

Thus, the research hypothesis that was posed was the following: Embedding teacher training in social professional networks, composed of participants who are familiar to one another outside the course but become new personas inside it, will have a positive effect on the engagement of teacher trainees in pursuing teaching qualifications, as reflected in their increased participation in methodology-oriented tasks in different modes.

Sample of Research

The participants in the current study were 25 students (20 females and 5 males) of second-year of first-cycle programme of Applied Linguistics at a public middle-sized university in Poland. The participants volunteered to take up teacher training on top of their regular translation and interpretation specialization, which means they were highly motivated to participate in classes and gather knowledge and skills. Another source of motivation was that the teaching specialization had to be paid for. At the same time, however, the participants were under excessive workload pressure, as compared to their peers they took an additional 6–8 hours a week of teaching courses, 2 two-week practices over the year and 2–3 exams in each exam session. All of these circumstances called for special care as far as course requirements were concerned, without, however, compromising the quality of teacher training and negligence of state-regulated standards for teacher education.

Instruments, Procedures and Data Analysis

To verify the research hypothesis that participation in multimodal online teacher training course will have a beneficial effect on increased involvement in pursuing teaching qualifications, a small-scale quasi-experimental study was conducted. The participants were subjected to instructional intervention (multimodal Moodle-based course) and their perceptions about the experience were analysed after the treatment was completed through student satisfaction surveys and products made during the course.

Due to pandemic lockdown, all university education in the 2020/2021 academic year was conducted fully online. The present study was framed in the context of the Foreign Language Teaching Methodology (TEFL) preparation course conducted throughout both semesters. In the first semester, the topics comprised teaching language subsystems, while in the second one – teaching language skills, lesson planning and materials evaluation. However, the two semesters differed in the nature of interaction – since the first semester was only a 15-hour course, the instructional approach adopted was online synchronous tutoring with synchronous group tasks. Even though the online platform was used to support the training, it was limited to uploading instructional materials and tests as well as providing a virtual classroom for whole class and group tasks.

On the other hand, the second semester with double instructional time (30 hours) allowed for much greater flexibility, hence, a decision was made to design the course in such a way so that there is a blend of modes of work (synchronous and asynchronous), interaction patterns (teacher-whole class, student-teacher, student-students) and activities (mini-lecture, group work discussions, learning diaries, individual and group lesson development, and a number of others). Thus, the focus of instruction was purposefully shifted from real-time synchronous tutoring to asynchronous work in pairs, groups and on one's own based on materials provided by both the trainer and the other students.

The experimental course in question was designed on the university's Moodle, which, contrary to predominantly used Microsoft Teams, allows a much greater range of activities and interaction patterns, also designed in an adaptive way. The participants were familiar with Moodle as the classroom management system from other courses, which, however, did not exploit sophisticated activities and features to such an extent. The course was subdivided into 8 topics which were worked on in class and out of it for 3 weeks each. Each topic had a set of resources (audio, video, print, visuals, previous lesson plans, methodological criteria etc.) and activities (forums, diaries, assignments, polls). All were placed in a linear progression, with explanation to each module and sub-module clearly indicating the order and way of working as well as deadlines to be observed. Quite importantly, the participants were made aware that the deadlines had to be strictly complied with as the tasks were structured in such a way that the previous ones fed those to follow with ideas/materials/input. A screenshot from the course can be found in Figure 1 below.
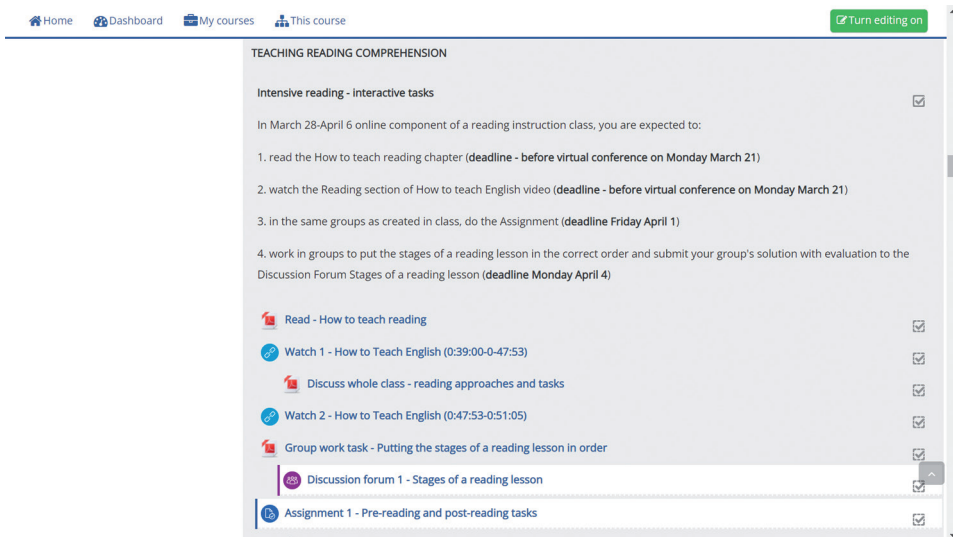
Figure 1. Online Professional Development Course based on Moodle

S o u r c e: Author's own work (UMCS Moodle course "Foreign Language Teaching Methodology, Jarosław Krajka, https://kampus.umcs.pl/course/view.php?id=698)

As indicated in Figure 1 representing the first module of the course, the planned intervention brought together textual, video and graphic resources in the form of readings, lesson recordings, classroom materials or discussion forum interactions with activities putting those into work either individually, in pairs or bigger groups. The kinds of activities used were, most importantly:

1. Forum – used for teacher trainees to upload encountered problems and others to suggest viable solutions;
2. Wiki – a collaborative space needed for group work on teaching materials (lesson plans, worksheets for students, sets of graphics for in-class presentation) pertaining to the topics raised in class;
3. Diary – a form of individual private communication between particular student teachers and the trainer used to deepen reflection on particular aspects of foreign language teaching methodology and for the trainer to provide well-directed individualized feedback;
4. Assignment – the final activity of each module, where no teacher guidance was provided to participants, aiming at verifying to what extent student teachers mastered the contents of the module, focusing on the practical side of materials development, adaptation and evaluation.

Examples of activities can be found in Figures 2 and 3 below.

Figure 2. Online Collaborative Activity

S o u r c e: Author's own work (UMCS Moodle course "Foreign Language Teaching Methodology, Jarosław Krajka, https://kampus.umcs.pl/course/view.php?id=698)

Figure 3. Internal Dialoguing in Private Diaries

S o u r c e: Author's own work (UMCS Moodle course "Foreign Language Teaching Methodology, Jarosław Krajka, https://kampus.umcs.pl/course/view.php?id=698)

The data collection techniques used to verify the applicability of the instructional procedure were, on the one hand, student feedback and satisfaction survey (conducted as a part of university-wide quality assurance scheme) and, on

the other, students' products (lesson plans and activities produced in response to the assignments). Indirectly, data were also gathered in some diaries, which, among the questions posed, featured also those trying to elicit participants' opinions on the experimental procedure. Hopefully, such an approach with multitude viewpoints allowed necessary triangulation and enabled verification of data.

Results of Research

The first source of data helping to verify the assumption that the use of blended fully online teacher development course would prove effective in the build-up of teacher skills was the student course satisfaction survey, completed as a part of the university-wide quality assurance system. Even though not completed by all participants (university-wide class evaluation surveys can have a low response rate, as low as even 5 or 10%), due to its anonymity and prestige it is a valuable source of feedback on the instructional procedures used in class. This means that they have to be supplemented with additional feedback instruments, such as own instructor surveys and group discussions, which, however, are no longer anonymous and may yield biased data if the researcher is the students' examiner at the same time. This was the reason why such additional tools were not employed in the current study.

Here, since study participants were explicitly explained the need for data and the purpose of the study, the response rate was higher, amounting to 60%, though the sample was still low and not allowing wider generalizations. Students expressed their high satisfaction with all aspects of the course, most situated between 5.50 and 6 in the 1–6 point scale. Especially high evaluation was expressed as regards suitability of didactic materials (5.67), contribution of the class to the respondents' set of knowledge and skills (5.67), easiness of contact with the instructor (5.67) and compliance with assessment rules and regulations (6.00). Equally high, though slightly lower assessment of the suitability of forms of work in relation to the taught concepts (5.33) calls for more reflection on the choice of activities, the balance of synchronous/asynchronous or individual/group ones in the overall course setup.

On a slightly more negative side, though, the lowest satisfaction score (5.00 in the 1-6 point scale, with the average of 5.56) was recorded in reference to the support provided by the trainer in execution of tasks. Indeed, much effort was devoted to assisting students in using the platform's functionalities, uploading materials, solving tasks on the technical side. On the other hand, it was on purpose that students had to work independently on the very tasks, and these were only assessed once submitted at the end of the semester. While they could inquire and clarify issues with the instructor, no partial assessment or feedback on assignments

was given throughout the semester. This most probably influenced the low assessment of this aspect of the instructional methodology.

As regards quantitative data, few participants actually went for the option of introducing qualitative comments. However, two are quite notable, and, quite interestingly, they lie on the two opposite sides of the feedback scale. On the one hand, one participant remarked that "The class was highly interesting, as was the assessment scheme. I particularly like the fact that we can use the materials created by ourselves and other students in our future work."

However, at the same time, the comment "I find the course interesting, however, even though it was an additional specialty, preparation for them took more time than for all other classes together." expressed the opposite assessment of the course. Especially the latter comment calls for more considerate specification of assignments, especially those more elaborate ones which used both individual and group work in their different phases. The instructor needs to remember how much more time it takes for students to perform fully online tasks as opposed to those done for the face-to-face class (even when prepared electronically).

One more source of data were the students' products, most importantly authoring lesson plans, sets of classroom materials and evaluations of other students' works. When compared with the same kinds of products produced by the same participants during the first semester of the course, the one which was delivered online in a more traditional (synchronous) mode without extensive use of varied interactive tasks on the platform, the students' products produced during the study clearly showed greater confidence, pedagogical sensitivity and creativity. However, the improved quality of materials might have been the result of overall increased teaching competence, which was contributed to by exposure to instruction in a few other courses apart from the one in question.

Discussion

The results of the present study indicated the validity of the online professional development model for language teachers, in which fully online instruction contains a blend of synchronous and asynchronous, group and individual interactional events. Skilful use of affordances of Moodle Learning Management System, such as forums (graded and ungraded), assignments (individual and group), polls (anonymous and named), collaborative co-construal and sharing of materials, video annotation, gave trainees enhanced instructional experience that enabled deepening their professional competence.

What is crucial, the variety of interaction patterns and involvement of other participants in feedback and assessment of student-made products led to the

emergence of a professional social network, which can be efficiently continued after graduation in Facebook groups for teachers or Massive Open Online Courses (MOOCs). This is in line with the finding of Truong and Murray (2019), who noted that underutilization of collaborative online tools, together with negative and demotivating feelings of insecurity and isolation, may undermine the effectiveness of the online mode of teacher development. Even though the context for their study was Vietnam while for the current one was Poland, the same effect of collaborative online tools to prevent isolation and insecurity was noticed.

Going away from the bright side and looking at some of the problematic issues raised by the participants in their feedback survey, it becomes evident how important the design of the course and the realistic estimation of trainees' capacity is for the success of the online professional development event. Clearly, even though great care was placed to ensure variety, interest, multimodality of materials, since the TEFL module was an add-on aside the regular translation and interpretation training, some participants felt discomfort about excessive workload it involved. These findings confirm those of a Malaysian study of e-TPD (Razak and Yusop 2013), where even though e-CPD seemed to be an ideal alternative to current face-to-face CPD, it had to be carefully designed and closely monitored by the CPD administrators and/or organizers. It is the participants' feelings of comfort in the electronic professional development course which influence the ultimate success to a much greater extent than deficient technical skills or technological hurdles.

As an influential study by Ernest et al. (2013) proved, the students who were most successful learners online were the ones who worked asynchronously via the Forum to plan collaboration and reach decisions regarding content, while they later used the real-time Elluminate meetings to confirm these decisions and distribute tasks. The current study corroborates Ernest et al.'s findings in that the variability of interaction patterns, from group to pairs and individuals, all designed in the Moodle LMS, increases motivation and fosters learning. Similarly, the emergence of such problems as possible negative attitudes of some learners towards online collaborative work, low levels of engagement, or the presence of one or two highly dominating students calls for trainers to encourage groups to agree upon their own ground rules for involvement in the activity while at the same time imposing a clear policy for online participation in the trainer's assessment.

Conclusion

While COVID-19 had a terrible effect on human lives in a great number of ways, paradoxically, it might have inspired educators to come up with innovative methodologies that could resolve some of the problems of online teaching such

as student isolation, passivity, limited response opportunities, to name just a few. The blended multiple-interaction instructional design used in the study aimed at exploiting the strengths of the lockdown situation, maximise the affordances of the sophisticated Learning Management Systems while minimising some of the negative effects of online learning.

However, as indicated by both quantitative and qualitative data, sophisticated computer-based instructional designs have to be used cautiously. The present research confirmed the assumption of Pineda and Celis (2018: 26), who concluded on the basis of the evaluation of online teacher development programmes in Colombia that "the rhetoric hegemonic that the internet-connected computer became a supposed best practice that can be imported and implemented in all kinds of areas, locations in the curriculum, types and numbers of students and teachers" have to be distanced from. Thus, there is a need for educators to be more sensitive to the needs of their students, be disciplined to follow the stipulated academic load and be aware of theoretical foundation of online programs.

Obviously, the study has some limitations which limit its generalizability. Most importantly, the sampling strategy was purposive, there was no possibility for the experimental/control group design. This is because, sadly, the number of teacher trainees in pre-service teacher development in Polish universities is becoming smaller and smaller, and outside very few teaching-only English study programmes it is not possible to design and implement research in two parallel groups (experimental and control). However, one option in such a case, possible for implementation in future research, would be the rotation of the nature of the same group, with intervention introduced for 1-2 modules (experimental group), withdrawn for another 2 modules (control group), then introduced again. Another limitation is that the findings from a small group are not always amenable to statistical processing and qualitative data analysis is needed to reach conclusions instead. This is, obviously, prone to researcher bias, especially if the trainer and researcher were the same person. This particular limitation could be eliminated by distinguishing the personas of trainer and researcher, which, unfortunately, was not possible in the very context of the present study since the researcher was the only trainer qualified to provide foreign language methodology instruction in TEFL.

Still, the viability of a multiple-interaction instructional model in electronic professional development of language teachers seems to be quite strongly justified, based on the qualitative data obtained. While the COVID-19 emergency remote instruction had its strong impact (in many cases, unfortunately, negative), the blended model with multiple interaction patterns realized online despite face-to-face contact seems worth promoting and continuing even while the pandemic restrictions have been lifted.

Acknowledgements

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Jarosław Krajka

Kształcenie nauczycieli na odległość do celów globalnego nauczania – czy e-learning może pomóc przygotować lepszych nauczycieli języków obcych?

S t r e s z c z e n i e

Podczas dwuletniego okresu pandemii COVID-19 całość kształcenia uniwersyteckiego, w tym kształcenia nauczycieli języków obcych, prowadzone było wyłącznie online. O ile w wielu przypadkach zmiana trybu pracy na nauczanie zdalne oznaczała spadek efektywności kształcenia z uwagi na brak kontaktu fizycznego i większą ilość czasu potrzebną do przygotowania materiałów na zajęciach, o tyle okazało się, że umiejętne zastosowanie narzędzi i metod e-learnigu może znacząco zwiększyć efekty uzyskiwane podczas procesu kształcenia nauczycieli. Celem artykułu jest pokazanie, jak zmaksymalizować skuteczność kształcenia kompetencji zawodowej nauczycieli języków obcych poprzez umiejętne połączenie synchronicznych i asynchronicznych zadań wykonywanych na platformie e-learningowej.

S ł o w a   k l u c z o w e: doskonalenie zawodowe na odległość; zdalne nauczanie w czasach pandemii; autonomia ucznia; platformy e-learningowe

Ярослав Крайка

**Дистанционное обучение учителей в целях глобального образования –
может ли
e-learning помочь подготовить лучших учителей иностранных языков?**

Р е з ю м е

В течение двухлетнего периода пандемии COVID-19 университетское образование, включая обучение учителей иностранных языков, осуществлялось исключительно в режиме онлайн. Хотя во многих случаях переход на дистанционное обучение означал снижение эффективности обучения из-за отсутствия физического контакта и увеличения количества времени, необходимого для подготовки материалов для занятий, оказалось, что умелое использование инструментов и методов электронного обучения может значительно повысить результаты, получаемые в процессе обучения учителей. Цель данной статьи - показать, как можно максимально повысить эффективность процесса формирования профессиональной компетентности учителей иностранных языков с помощью умелого сочетания синхронных и асинхронных заданий, выполняемых на электронной образовательной платформе.

К л ю ч е в ы е   с л о в а: дистанционное повышение квалификации; дистанционное обучение во время пандемии; автономия учащегося; образовательные платформы для электронного обучения

Jarosław Krajka

Formación de profesores a distancia para el aprendizaje global: ¿puede e-learning ayudar a preparar mejores profesores de idiomas?

R e s u m e n

Durante el período de dos años de la pandemia de COVID-19, toda la educación universitaria, incluida la formación de profesores de idiomas, se llevó a cabo exclusivamente en línea. Si bien en muchos casos el cambio de modalidad de trabajo a aprendizaje a distancia significó una disminución en la efectividad de la educación debido a la falta de contacto físico y más tiempo necesario para preparar materiales en las clases, al mismo tiempo resultó que el uso hábil de herramientas y métodos de e-learning puede aumentar significativamente los efectos obtenidos durante el proceso de formación docente. El objetivo del artículo es mostrar cómo maximizar la efectividad de la educación en competencias profesionales de los profesores de lenguas extranjeras a través de una hábil combinación de tareas sincrónicas y asincrónicas realizadas en la plataforma e-learning.

P a l a b r a s   c l a v e: desarrollo profesional a distancia; aprendizaje a distancia en tiempos de pandemia; autonomía del alumno; plataformas e-learning