

# ***The future of language education in the light of Covid - Lessons learned and ways forward***

Case study on experiences of foreign language teaching during the Covid pandemic by  
Loreana Selišek Butina and Kristina Pirs, Croatia

A. *Please write briefly about a memorable language teaching experience, either particularly challenging or especially successful as an example of your practice during the pandemic:*

*What is the national context? What kind of institution? Who were the language learners?*

Mediation language activities are challenging in online teaching, especially their assessment. Trying to plan activities that would keep students more active but also following Croatian National curriculum for French language in elementary and high schools, my colleague Loreana Selišek Butina and I decided to organise this activity for high school students with clear instructions and a rubric for summative assessment.

*What were the aims of the session/lesson?*

- Student understands and paraphrases short and simple texts from Croatian to French language taking into consideration the characteristics of both languages.
- Student uses speaking strategies.
- Student compares and analyses information which make speaking easier.
- Student uses digital tools.

*Please write a brief description – the ‘story’ - of what you did/what happened that made this an especially memorable experience:*

EXAMPLE OF A LANGUAGE MEDIATION ACTIVITY (used with high school students during the pandemic, May 2020)

Mediating communication

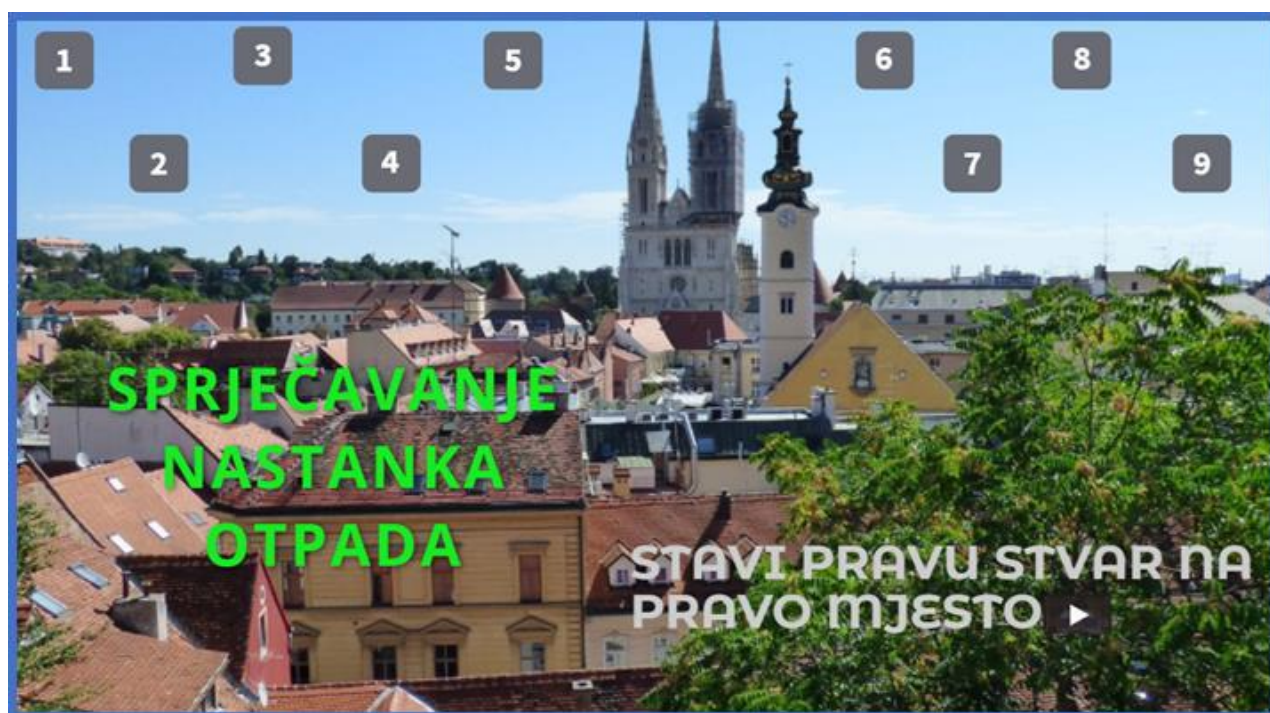
Instruction for students: your French teacher Marc who recently moved to Croatia, received the following e-mail from Zagreb City Council in the Croatian language that he does not speak. Read the instructions in the e-mail, summarize them, and explain (orally) to Marc in French what steps should be taken to reduce his amount of waste. Record your speech using Vocaroo online voice recorder:

- Just click and record
- no account or login needed
- copy link
- paste it in your virtual classroom

Use this link: [https://bit.ly/sprijecavanje\\_nastanka\\_otpada](https://bit.ly/sprijecavanje_nastanka_otpada) or QR code



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CRITERIA	DESCRIPTORS		
	4 points	3 points	2 points
<b>Task achievement</b>	Transmits accurate information from the original text. The text is not literally translated.	Partially transmits accurate information from the original text. Most of the text is not literally translated.	Mostly transmits inaccurate information from the original text. Most of the text is literally translated.
<b>Accuracy</b>	Uses precise lexis and complex grammar, very few errors.	Uses lexis and grammar correctly, errors occasionally don't impede understanding.	Mostly uses lexis and grammar correctly, errors occasionally impede understanding.
<b>Communication patterns</b>	Adapts the text to the communication situation.	Partially adapts the text to the communication situation.	The text rarely adapts to the communication situation.

Students responded well to this activity, so we decided to present it in the [virtual classroom](#) for French teachers and made it possible for our colleagues to use and modify it .

*What lessons might there be in your experience for language teaching in general beyond the pandemic?*

Interactive lessons made with the aid of different digital tools (ex. Genially, Vocaboo, Wordwall, LearningApps etc.) proved to be effective in developing learning competences but also in keeping students active and motivated for learning French in classrooms as well as in virtual classrooms and hybrid learning.

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- B. *In your context, how have teachers and other colleagues supported each other's professional practice during the pandemic?*

They shared their knowledge and experiences concerning the use of digital tools, lesson plans, digital activities using social networks (IF Prof and ACPF). Also, sharing classroom activities (microteaching: outcome, activity, assessment), usually followed by formative assessment proved to be very useful. French teachers in Croatia share their ideas and the examples of good practice in Virtual classroom for French teachers <https://arhiva-2021.loomen.carnet.hr/course/view.php?id=10569> organized by the Ministry of Education and Croatian Academic Network, and in webinars organized by Education and Teacher Trainer Agency or publishers

- C. *The pandemic has now lasted almost two years and is not over yet. How is it affecting your professional practice at present?*

The hybrid way of teaching dominates my teaching practice now, and my colleagues' too. Although I teach my students in school now, we also use virtual classroom (MC Teams) and methods like flipped classroom, digital tools for formative assessment and self-assessment. All that makes my students more active.