The Use of Resources in Online English L2 Teaching

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Odjel za anglistiku
Diplomski sveučilišni studij anglistike; smjer; nastavnički (dvopredmetni)

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Student/ica: Mentor/ica:

Antea Čović   Izv. prof. dr. sc. Anna Martinović

Zadar, 2022.

Izjava o akademskoj čestitosti

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Sadržaj mojega rada u potpunosti odgovara sadržaju obranjenoga i nakon obrane uređenoga rada.

Zadar, 20. travnja 2022.

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1. Introduction

In the last two years, educational systems all over the world underwent a great disruption provoked by the Covid-19 pandemic. Teaching in the traditional classroom has been halted and swapped for distance teaching. English L2 teachers were among many other teachers of various educational fields who had to adapt to the new forms of instruction of the English language, that is, teaching English in an online environment.

However, the use of technological tools in language teaching started during the second part of the last century. Computer-Assisted Language Learning (CALL) made way for technology to implement itself in the teaching process and be a "medium in which a variety of methods, approaches, and pedagogical philosophies may be implemented" (Garret, 1991, p. 75). With the advent and spread of mobile phones, CALL was somewhat neglected and even partially substituted by Mobile-Assisted Language Learning (MALL). According to Brown & Lee (2015), this can be explained by the easy availability of mobile phones and quick access to Wi-Fi connections which made it possible for a language to be learned on the move. Undoubtedly, the development of both, CALL and MALL, contributed to the expansion of online language learning, which Means et al. (2010, p. 9) define as "learning that takes place partially or entirely over the Internet." Due to its flexibility and cost-effectiveness, the potential of online learning started to be recognized and utilized among L2 English teachers (Gilbert, 2015). Gradually, it was implemented in a form of blended learning, that is, learning that combines face-to-face and online learning (Olapiriyakul & Scher, 2006).

Further technological expansion brought a vast variety of applications and platforms, some of which were built on video/audio content. Those kinds of apps/platforms, such as Zoom, Microsoft Teams, Skype, enabled distance learning to become a part of the educational system. Distance teaching, according to Gilbert (2015), implies a total physical separation between students and teachers, therefore, teachers are almost entirely subjected to the use of online resources in their teaching. Using online resources, according to Heirati & Alashti's (2015) study, arouses positive attitudes among English L2 teachers and enriches the learning environment. Another study carried out by Sari et al. (2017) found that using digital resources positively influences students' activity in the class and that it might change the way students learn the language.

The wide range of online resources can benefit all aspects of language learning. Brown & Lee (2015) highlight that the use of e-mail, e-book readers, wikis and blogs, and social

networks might produce positive results when teaching writing and reading. On the other hand, teaching listening and speaking might be facilitated with video clips, audio podcasts, audio- and video-conferencing, and portable Internet devices with a video camera (Brown & Lee, 2015). Moreover, online resources that might prove the most useful to teach grammar and vocabulary are online grammar exercises, corpus and concordances, and digital tools from mobile devices (Brown & Lee, 2015).

The aim of this thesis was to examine the online resources that are used in online English L2 teaching. Along with online resources, teachers' attitudes about their technical readiness, general online teaching, and obstacles and challenges in online English L2 teaching were also investigated. Firstly, the theoretical background is presented. The following part includes the aim, method, and results of the study which was carried out in 2021 in Portugal and Croatia. In the discussion section, the findings are analysed and compared with the results from other studies. Finally, in the conclusion section, the results are reviewed and possible recommendations for future studies are provided.

2. Theoretical background

2.1 History of the use of technology in language teaching

2.1.1. CALL

Since the last century, the world of education has been significantly reshaped by technology. Language teaching, in particular, L2 teaching, is one of the domains where technology has been progressively integrated. Roblyer & Doering (2010, p. 4) define the integration of technology as "the process of determining which digital tools and which methods for implementing them are the most appropriate responses to given educational needs and problems." Implementation of technology in language teaching has been the center of attention of CALL – Computer Assisted Language Learning (Son, 2018). According to Levy's (1997, p. 1) definition, CALL covers "the search for and study of applications of the computer in language teaching and learning."

Through the years, there has been a development of CALL which can be divided into three phases: behavioristic CALL, communicative CALL, and integrative CALL (Warschauer & Healey, 2009). Behavioristic or structural CALL was initiated in the 1960s and 1970s and was characterised by repetitive language drills which lead to language accuracy. In this CALL phase, many systems for teaching were created, with Programmed Logic for Automated Teaching Operations (PLATO) being the most famous one among them. According to Ahmad et al. (1985), PLATO incorporated vocabulary, explanations of grammar, and translation tests in its system.

The following phase, communicative CALL, occurred during the 1970s and 1980s. This phase was marked by a change in second language teaching, that is, the appearance of CLT – Communicative Language Teaching (Egbert et al. 2011). Repetitive drills were replaced with implicit grammar teaching and the focus "on using forms rather than on the forms themselves" (Underwood, 1984, p. 52). The CALL programs that were created in this phase aimed at practising how to reconstruct the text, to read at your own speed, and to play language games (Healey & Johnson, 1995).

The beginnings of the 1990s brought the third phase of CALL – the integrative phase, which is closely connected with the appearance of the World Wide Web (Brown & Lee, 2015). As the name implies, the goal in this phase was to enrich the learning process of language with deeper integration of language skills and technology (Singh, 2015). What distinguished this

phase from the previous phases was the appearance of the Internet and multimedia technology. According to Warschauer (1996), the usage of multimedia and the Internet resulted in the merging of all the skills in one activity, quick communication between language learners and a teacher, and the easy search for learning materials. All of this can be noticed nowadays in the usage of Web 2.0 tools such as Facebook, Instagram, Twitter, YouTube, Skype, Telegram, etc., which provide a great number of possibilities for students and teachers to create their own learning environment (Brown & Lee, 2015).

2.1.2 MALL

The presence of technology has been even more accentuated with the invention of mobile phones. Over the last years, mobile phones underwent immeasurable improvements which caused the growth in their usage, especially due to their portability. Accordingly, this facilitated the process of language learning both for students and for teachers and has been given the name Mobile-Assisted Language Learning (MALL). Brown & Lee (2015) point out that MALL implies the use of apps or applications in language learning and that their diversity provokes interest among the learners and teachers. These apps can be observed as a beneficial tool, for instance, by providing students with real-time content through social media or by creating their own learning content through videos, photos, audios, games, etc.

However, students using apps in a language class can also be seen by teachers as obstructive for learning. Considering the fact that the world of apps is quite immense and offers various possibilities for entertainment, they can be detrimental for students' concentration (Gurung & Rutledge, 2014). Additionally, as Brown & Lee (2015, p. 240) state, MALL imposes "difficulty of working at length with a small screen and keyboard to do tasks." Moreover, an ongoing problem in the use of mobile phones includes cheating during exams (Yaman & Ekmeçi, 2016). In short, the use of MALL has its positive and negative sides.

2.2. Online learning

Technological advancement has moved traditional learning from inside the physical classroom to learning within an online classroom. This has led to the establishment of the term "online learning". Online learning can be defined as "learning that takes place partially or entirely over the Internet" (Means et al., 2010, p. 9). Urdan & Weggen (2000, p. 8) claims that online learning "constitutes just one part of technology-based learning and describes learning via Internet, intranet, and extranet." Additionally, Urdan & Weggen (2000) use the term online learning as a synonym for Web-based learning or Internet-based learning, but they differentiate it from e-learning which is defined as "a wide set of applications and processes, including computer-based learning, web-based learning, virtual classroom, and digital collaboration" (p. 8). Figure 1. demonstrates online learning as a subdivision of distance learning, according to Urdan & Weggen (2000, p. 8)

Figure 1. Subdivisions of distance learning (Urdan & Weggen, 2000, p. 8)
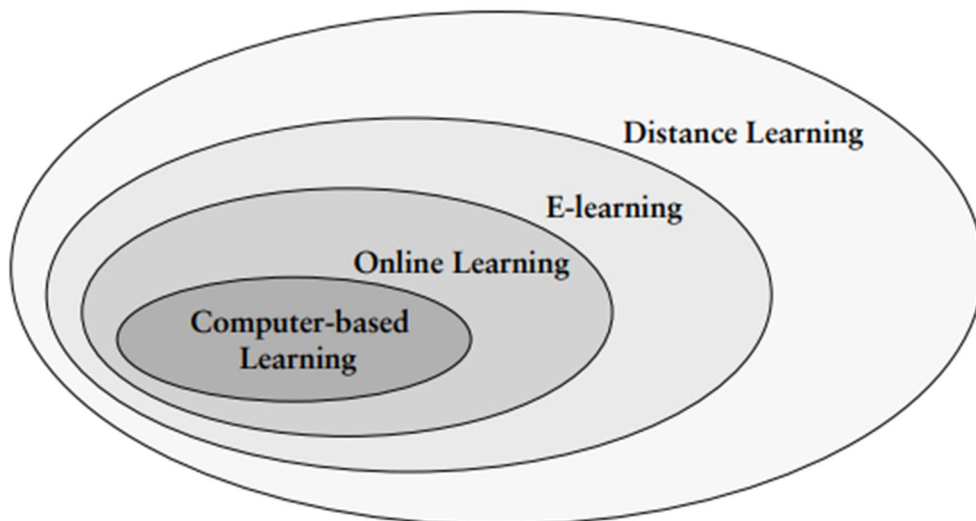
Online learning, as well as technology in general, has its advantages and disadvantages of usage. Regarding the advantages, online learning implies that learning is brought to the student, in other words, it saves time and travel costs. Moreover, it's more flexible, for example, the student can choose the time and place of learning (Gilbert, 2015). Yuhanna et. al (2020) point out four possible advantages of online learning: navigation (moving easily between various documents), exchange of ideas (students exchange ideas with experts of a specific field of study), comfortable communication (students can communicate at different times), and low cost (of hardware, software, and internet).

On the other side, online learning can have some challenges or limitations. For instance, there can appear issues of technical nature, such as problems with the Internet which can cause obstructions in communication between a teacher and students. The research conducted by Alexander et al. (2012), revealed several potential disadvantages of online learning: a high level of procrastination among students, a demand for more self-discipline, easy distractions (i.e. Facebook), easier ways to cheat, less possibility for students to socialize.

2.2.1. Blended and distance learning

Online learning can be considered as an integrated form of learning, to varying degrees. In other words, there are various forms of online learning. For instance, Gilbert (2015, p. 3) suggests several types of online learning: "fully web-based learning, blended learning or hybrid format, and traditional courses using web-based supplements." Fully web-based learning takes place entirely on the Internet, blended or hybrid learning combines both online and classroom environment, and lastly, traditional courses using web-based supplements rely on online technology only for providing specific materials for a class (Gilbert, 2015).

Due to rapid technological advancements, traditional classrooms have been transforming themselves by incorporating technological tools, which has resulted in blending learning. Grgurović (2017) defines blended learning as a combination of face-to-face learning and online learning. Thorne (2003) adds that the amount of instruction in each of these two methods can differ and it mainly depends on the teacher and the type of class. According to Olapiriyakul & Scher (2006, p. 295), to be successful, blended learning requires the following ingredients: "technology infrastructure, instruction technology, and support for technology in learning." Namely, there has to be a stable network and connection, well-developed support given to the teacher as well as support to the students. Furthermore, when forming a blended

class, five segments should be followed: "design, development, implementation, evaluation and revision" (Olapiriyakul & Scher, 2006, p. 297). Designing a blended class refers to determining the aims of the class, student achievement, and the expected students' results. After designing a blended class, the class needs to be developed, that is, students need to be informed about the class details. This step may involve members of faculty, individuals responsible for curriculum design and software. In the third step, the blended class is implemented by being split into the face-to-face part and online part. The evaluation covers analysing the goals and objectives of a blended class, while revision deals with a potential improvement of technological tools used in class, as well as improving the contents and materials.

A sudden shift happened from blended learning to fully online learning, caused by Covid-19 pandemic. Despite being already implemented in education, fully online learning underwent a dramatic expansion over the last two years of the pandemic. It gained its popularity under the name *distance learning*. As seen in Figure 1., distance learning encompasses e-learning, online learning, and computer-based learning, and it is defined as an "educational situation in which the instructor and students are separated by time, location, or both" (Urdan & Weggen, 2000, p. 88). Distance learning can be observed through two different systems: synchronous and asynchronous (Clark, 2020). Synchronous learning, as explained by Clark (2020), refers to the type of learning where teachers and students gather in a scheduled meeting at the same time and may interact or not. It can include PowerPoint presentations and multimedia materials. On the other side, asynchronous learning implies that teachers have already prepared materials and they share them in advance. There are positive and negative aspects of distance learning. According to Vlasenko & Bozhok (2014), flexibility is the first important advantage of distance learning. That is, learners can attend classes from any place with a good Internet connection. As another advantage of distance learning, Clark (2020) adds cost-effectiveness and the availability of online resources such as documents, tutorials, videos, etc. Regarding disadvantages of distance learning, the common one is the loss of human interaction, both between teacher and students and between students (Clark, 2020). Oliveira et al. (2018) mention the lack of discipline among students, no immediate feedback, and the lack of technical education among teachers.

2.3. Classroom application

Teaching a second language (L2) usually implies focusing on and improving four skills: speaking, listening, reading, and writing (Blake, 2016). The rapid expansion of CALL and MALL unfolded an enormous scope of online resources (apps and platforms) which are found to be beneficial for the development of the four skills. The following subdivisions will address each skill separately in relation to online resources which can be used to improve them. In addition, attention will be given to grammar and vocabulary and how the usage of online resources could improve teaching these two essential language structures.

2.3.1. Reading comprehension

With the emergence of the web, text materials have been significantly upgraded with images, videos, and sounds (Blake, 2016). Nowadays, accessing the Internet leads to accessing a wide variety of reading materials. Additionally, there are some details that make digital reading more appealing and accessible to language learners, such as adjustment of font size, conversion of text to speech, taking notes, digital dictionaries, reading activities through games, etc. (Maulida et al., 2021). On the other side, the variety of apps can be overwhelming for teaching when adapting the digital reading material due to the difficulty to review the value of the app and its suitability for teaching reading. Robles et al. (2021, p. 22) highlight the importance of validating apps in terms of "technical specifications" as well as "pedagogical orientation," that is, apps should be carefully analysed to ensure that they are easily accessed by learners and that their content is useful and educative.

Brown & Lee (2015) scrutinize materials for teaching digital reading by offering four potential sources: e-mail, e-book readers, wikis and blogs, and social networks. E-mail is one of today's most preferred communication tools, mostly between university students and teachers. In Khalaf's (2017) opinion, using e-mail can be observed as favourable for teaching students skimming and scanning skills. To illustrate, L2 teachers could use diverse e-mail messages with learners to practice quick reading and searching for the specific information or specific words in the message. Skimming and scanning are considered basic reading skills which contribute to students' quick comprehension of the text.

Furthermore, the popularity of e-books altered the perspective of today's reading. Hashim & Vongkulluksn (2018) point out the advantages of e-books, such as adapted pace of

reading, animation and sound effects, images, and audio narration. In addition, the impact of e-books can be favorable for learners who struggle with distraction because they "tend to stay on task much more when reading electronic texts than when reading the same text in print" (Cahill & McGill-Franzen, 2013, p. 33).

Although wikis and blogs contribute more to developing writing skills, as pointed out by Brown & Lee (2015), their influence on reading skills shouldn't be excluded. Considering that wikis, as well as blogs, cover a wide range of topics, they can broaden students' interest and their independence (Khany & Khosravian, 2013). The research carried out by VanEpps (2012) clearly showed that blogs have positive results on learners' reading comprehension skills as well as that they are found enjoyable among learners.

Social networking sites have proven to be an inspirational tool for the development of all four skills. Apps like Facebook, WhatsApp, and LinkedIn offer a multitude of possibilities to create authentic language classes. The study conducted by Ahmed (2019) examined the role of WhatsApp in developing reading comprehension. For the aims of the study, a WhatsApp group was created whereby a teacher would share each day one article from English newspapers. The students were required to read the articles, answer questions and it usually ended up with discussions and debates about the topics from the articles. The study revealed that there was an improvement in reading comprehension among students and their vocabulary significantly expanded. What's more, students reported experiencing higher motivation for reading and enjoyment while using WhatsApp.

2.3.2. Writing comprehension

In technological terms, writing has become an integral part of daily life, mainly in terms of texting through social media. As Brown & Lee (2015) highlight, teaching writing is inseparable from teaching reading, therefore the same list of online sources will be followed, with the exception of e-books.

As previously stated, e-mail is mainly used in teaching as a communication tool between teacher and students or also between students. This kind of communication can involve both formal and informal styles of writing. This implies that, with adequate adaptation, teachers can use e-mail as a tool to encourage students to practice different styles of writing and notice the features of each style. Since e-mails are nowadays used as the first contact with future employers, that could serve as another potential subject matter when teaching writing. Shang (2007) presented an interesting example of e-mail use for teaching writing where students were

given feedback by native speakers on their writing. L2 teachers can connect students with native speakers and, therefore, provide students with direct contact with the English language where native speakers can indicate and correct language errors made by students.

Wikis and blogs are not as gainful in teaching reading comprehension; however, they can be useful for teaching writing comprehension. Taking into account that wikis include the websites whose goal is collaborative writing, it gives an opportunity to teachers to beneficially use their creativity. Students can not only develop their writing skills by collaborating, but they can also perform it individually (Brown & Lee, 2015). On the other side, a blog is perceived as a place where one can share their opinions, thoughts, or feelings. Consequently, using blogs to teach writing boosts students' creativity and confidence, especially among shy students. In addition, by exchanging comments on blogs, students can "discover new sentences or writing structures (Yunus et al., 2012, p. 76).

When it comes to teaching writing through social network sites, teachers could primarily see it as a distraction tool, considering the fact that apps like Facebook or WhatsApp are used for informal communication. However, they can also have positive effects, for instance, the creation of Facebook groups can be used for brainstorming and the exchange of ideas between students (Yunus et al., 2011). As in the case of e-mails, communication through social networking apps can encourage the learning of writing styles.

2.3.3. Listening comprehension

According to Gilman & Moody (1984), listening covers 40-50% of the time in a communication act. Moreover, listening is considered the first language skill we learn after being born (Ghaderpanahi, 2012). Therefore, teaching listening could present one of the most demanding tasks inside L2 teaching. In contrast to the number of online sources for teaching writing and reading, the Internet has, unquestionably, a massive range of materials for listening comprehension, starting from music, videos, podcasts, etc.

Considering the fact that listening skills are closely connected to speaking skills, Brown & Lee (2015) organized possible listening and speaking sources in three groups: video clips and audio podcasts, audio- and video-conferencing, and portable Internet devices with a video camera. The world of videos offers a vast number of online resources for teaching listening, such as YouTube, TedTalks, platforms like Netflix or National Geographic, social networks like TikTok or Instagram. YouTube is an online resource abundant with videos covering music, travel, live events, blogs, TV channels, movies, and a lot more. Most importantly, the popularity

of YouTube among every generation is on the increase, therefore, making it an easy and appealing tool for teaching L2 listening. Watkins & Wilkins (2011, p. 115) present potential listening activities on YouTube, including "conversation analysis, movie trailer voiceovers, famous movie screen re-enactments." Additionally, Silviyanti (2014) highlights the importance of authentic language, considering that the content of YouTube can offer real situations and real people. Podcasts can be used as a decent replacement for YouTube when it comes to the wide extent of materials and topics, like "academic lectures, talk-radio broadcasts, interviews, and audiobooks" (Brown & Lee, 2015, p. 250). Sze (2007) asserts that, if explored properly, podcasts can provide listening materials with varieties of English and different accents. Also, they bring to learners both informal and formal English language.

Audio- and video-conferencing tools are seen today as a substitute for a traditional classroom. As the name says, it refers to conferencing by using a video camera or a microphone (Brown & Lee, 2015). Among the prominent video conferencing software are Zoom, Microsoft Teams, Skype, and Google Meet. One of the benefits of audio- and video-conferencing is the possibility of recording online classes. This implies that learners can rewatch and/or relisten the classes and analyze their mistakes. Besides, audio- and video-conferencing softwares usually imply learning on distance. Consequently, these softwares are useful for inviting, for example, native speakers to participate in the class and interact with students (Marleni et al., 2021).

When it comes to portable Internet devices with a video camera, they include smartphones, iPads, and tablet PCs (Brown & Lee, 2015). By using these portable devices, learners can access all the previously mentioned video and audio sources, as well as audio- and video-conferencing softwares. Nonetheless, as stated by Brown & Lee (2015), this segment is more beneficial to teaching speaking comprehension; therefore, it will be discussed in more detail in the following paragraph.

2.3.4. Speaking comprehension

In L2 learning, the main goal of the majority of learners is to learn how to speak the language. Despite the fact that all four mentioned skills are necessary and important for acquiring the second language, it is arguable that the speaking skill carries the most significant role. Although predominant skills in today's technological world are reading, writing, and, to a certain degree, listening; nevertheless, there are many online resources available that can help improve speaking skills.

In addition to being fruitful for listening activities, videos and podcasts serve as a starting point for creating speaking activities as well. Since a variety of topics can be found in these sources, teachers can use them as role-play activities (Sosas, 2021). To illustrate, learners could be presented with a video about something and then they can act out the same video in front of other learners. In Sosas' words (2011, p. 959), "the application of role plays increase student's intercultural awareness and help them develop overall communicative competence." Kuning (2019) points out the potential of podcasts to be used as a ground for discussion about a certain topic. Additionaly, Sherine et al. (2020) explore the valid role of WhatsApp in improving speaking skills. For example, using and sharing video and audio content on WhatsApp can nurture collaborative learning among students. The crucial parts of speaking skills are pronunciation and accent. Online resources in the form of online dictionaries are advanced to the extent that they provide learners with the pronunciation of every word, as well as a difference between UK and US accents. According to Romaña Correa's (2015), video conferencing tools can serve to improve social interaction, but also fluency and accuracy in language. As a result of listening to a native speaker in the Zoom class, students could feel motivated to ask questions or start a discussion (Kuning, 2019).

Moreover, portable Internet devices with a video camera can present an innovative and dynamic tool when teaching speaking skills (Brown & Lee, 2015). These devices, together with WiFi connection, can be a motivator for language learners to use language in a more modern way. In a case study carried out by Lys (2013), students had to spend approximately 24 minutes per week during nine weeks creating a video on FaceTime. The results showed marked improvements in the students' speaking skills during the mentioned period. In short, the adaptation of smartphones, iPads and tablet PCs can stimulate learners' oral expression and diminish a potential fear of speaking.

2.3.5. Grammar and vocabulary

Improving L2 acquisition through the development of the four basic skills necessarily implies knowledge of grammar and vocabulary. Grammar and vocabulary are seen as fundamental elements of second language learning. In Kilickaya & Krajka's words (1991, p. 81), "without vocabulary, one would not be able to use the structures and functions for effective communication," while grammar is responsible for organizing vocabulary. The instruction of these two crucial language segments can be successfully performed by the aid of technology.

Brown & Lee (2015) suggest three categories of online resources for teaching grammar and vocabulary: online grammar exercises, corpus and concordances, and mobile devices.

Firstly, online grammar exercises can be found in various forms online, from websites with traditional grammar explanations and tasks to online games and tools for correcting grammar mistakes. *Daily Grammar* is one example of a website with different grammar lessons and appropriate exercises. It covers a great deal of grammatical topics, presenting the written explanation or rule after which several exercises are offered. This type of online source promotes independent learning and free choice of grammar topics, as well as practising grammar at the learner's own pace. However, these traditional exercises may not induce the same amount of motivation for grammar among learners as games can. Nowadays, educational games are on the rise and some of them can be efficient for teaching grammar. An online source with gaming materials is Kahoot. As defined by Zarzycka-Piskorz (2016), Kahoot is a free online app used by teachers to create questions and it includes game elements: points, a leader board, instant feedback, and a reward. According to Prawira & Mukhaiyar (2020, p. 392), one of the reasons why teachers use Kahoot to teach grammar is "to change the traditional grammar teaching into the meaningful, communicative, fun and enjoyable learning." It is well-known that one of the ways to learn a language is through mistakes. This method is the basis of apps like Grammarly and Grammar Clinic. According to Brown & Lee (2015), Grammar Clinic is an online app with a focus on recognizing and correcting errors among sentence-level elements, including the uses of verbs, nouns, punctuation, pronouns, etc. The study carried out by Li & Hegelheimer (2013) revealed that the use of Grammar Clinic can significantly improve teaching grammar through self-editing corrections, and it can enhance writing skills as well.

In regard to the second segment proposed by Brown & Lee (2015), corpus and concordances, it is mainly applied for upgrading vocabulary. According to Siddiq et al. (2021, p. 3), the corpus is defined as a "web-based, open-source and free software package that provides versatile and advanced text analysis which helps the beginner and advance learners for lexicons." while concordance is described as a "type of index that searches for occurrences of a word or combination of words, parts of words, punctuation, affixed, phrases, or structures within a corpus and can show the immediate context of the search item" (Sokolik, 2014, p. 417). Recent research carried out by Siddiq et al. (2021) focusing on the effectiveness of using corpuses for vocabulary learning concluded that by using corpuses, the learners could more easily comprehend the meaning and contexts of the words. Moreover, applying concordances in teaching vocabulary can facilitate learning synonyms, collocations, and idioms (Liu, 2013; Daskalovska, 2015; Çalişkan, 2018). This type of teaching and learning vocabulary promotes

learners' independence, creativity, and ultimately, data-driven learning (Yılmaz & Soruç, 2014).

As has already been mentioned, incorporating MALL in L2 teaching is considered as productive as CALL and it is continuously on the rise. With easy access to smartphones or tablet PCs, teaching grammar and vocabulary can be an entertaining and unchallenging task for teachers. For instance, Başoğlu & Akdemır (2010) made a comparison between paper flashcards and digital flashcards on mobile phones. Their study showed that digital flashcards are more effective in enhancing learners' vocabulary; in addition, it promotes positive attitudes among learners. Furthermore, since dictionaries are an essential source for learning vocabulary, smartphones can greatly facilitate access to mobile dictionaries. Using mobile dictionaries is not only time-efficient (Steel, 2012), but they also provide appealing features like images, graphics, audio media, and multimedia (Joseph & Uther, 2009).

2.4. Research focusing on online teaching

Despite being one of the dominant topics in today's education world, online teaching and the use of online resources has been the focus of numerous studies through the years. For example, Bracher (2013) carried out a study about native-speaker English teachers who were working in Japanese universities and their usage of online activities in class. The participants were requested to complete a questionnaire that consisted of personal information, the activities they used in class, their attitudes about online teaching, and advantages and disadvantages of online activities. The most frequently used online activities reported by teachers were: "Internet browsers, email, blogging, online dictionaries, online quizzes, cloze tests, and podcasts." (Bracher, 2013, p. 235). When it comes to teachers' attitudes about online activities in class, the majority of teachers expressed agreement that students' English skills can be improved with Internet use; in addition, they state that students were more motivated when the Internet was used in class. Some of the disadvantages of Internet usage in class were, as described by teachers, included weak or non-existent Internet connection, old technical equipment, and administrative issues.

Heirati & Alashti (2015) used two questionnaires to make a comparison between the attitudes of Iranian English teachers and students from an Iranian international language institute about the usage of the Internet when learning English. The authors found that there was a positive attitude among teachers regarding Internet use in language teaching. Also, most

of the teachers reported that the Internet contributes to a rich learning environment, and the majority of teachers showed agreement with the usefulness of websites for future teaching.

Sari et al. (2017) investigated high school English teachers' technical readiness regarding digital-based teaching materials, their attitudes about digital-based teaching materials, the obstacles that teachers experience when using digital materials, and teachers' attitudes towards selecting and developing digital materials. Using questionnaire and interviews, the results showed that participants were fairly capable of integrating technology in their teaching and were well-organized when using technology. Furthermore, it was found that the majority of teachers were interested and comfortable in using digital resources in teaching. Moreover, almost all the teachers strongly agreed that digital materials are valuable in teaching, while all of them agreed that the usage of digital materials produces a change in students' way of learning. Teachers' responses were fairly positive concerning students' activeness in class when teaching with digital resources and most of them disagreed that using digital resources created stress. In regard to the obstacles when using digital materials in teaching, a great number of teachers often experienced a lack of technical support when teaching English.

In Canals & Al-Rawashdeh's (2018) study, participants included English university teachers who had to complete the questionnaire about their perceptions and experiences when using technology in teaching English. The results revealed that teachers used computers in teaching, and when they did, many of them used audio/video materials and images. When asked about using technology to teach specific language skills, the majority of teachers reported using digital materials to teach listening, speaking, and reading skills, while a fewer number of teachers used digital materials to teach writing and grammar skills. The results also showed agreement among teachers regarding the statements that the usage of computers for learning distracts students from instructional time and that technology might interfere with student interactions.

Cheng's (2018) research sought to examine perceptions of secondary school teachers on the use of digital tools in language teaching. After conducting semi-structured interviews and observing the teachers, the results showed that only half of the teachers used digital tools because they considered them valuable for their teaching, while the other half used them due to the influence of an ouside authority or a society which is becoming strongly attached to digital world. Furthermore, one of the participants reported that the use of videos and movies refined students' pronunciation and individualization. On the other side, among the obstacles and challenges in using digital resources in teaching, teachers highlighted that technology can be time-consuming and its variety and easy access can distract students. Other negative aspects of

digital tools in language teaching were the stress caused by technical issues and lack of knowledge and skills to use technological tools.

Lastly, the British Council (2020) made a survey in the middle of the Covid-19 pandemic with English teachers from around the world to examine the challenges they were facing in online teaching and the resources that were necessary to support their teaching in the pandemic. They found that English teachers were in need of guidance when choosing online games and activities, as well as in creating activities focused on productive skills (speaking, writing). Teachers experienced difficulties in motivating students and making classes interactive. Many obstacles were pointed out, such as feeling overwhelmed, more time used for preparation and administration, students experiencing low or no Internet connection, preparing online exams, and difficulties with avoiding students' cheating.

3. Aim and Method

3.1. Aim

Despite the existence of research dealing with the topic of technology in the L2 classroom, recent changes due to the Covid-crisis have resulted in changes in teaching. This has resulted in the need to investigate the effect of online teaching in L2 learning. In particular, investigating the use of applications and platforms in online English L2 teaching, as well as teacher beliefs need to be further explored especially in the Croatian context. The principal aim of this thesis is to describe the extent of the use of various online resources in teaching L2 English, as well as analyse teachers' attitudes and beliefs aboutthe use of apps and platforms. Additionally, a comparison will be made among L2 English teachers to observe the potential differences in the use of online resources. The study will attempt to answer the following research questions:

1. What resources (apps/platforms/activities) do English L2 teachers use in online teaching?

2. What are English L2 teacher attitudes toward using resources in online teaching?

3. Are there differences among English L2 teachers in the use of online resources?

3.2. Method

3.2.1. Sample

The study included a total of 111 teachers from two different countries, namely, Portugal and Croatia. The total number of Portuguese subjects was 61 (55% of the total sample), while 50 (45% of the total sample) were Croatian. The average age of the participants was 48.2 (SD = 9.12), where the minimum age was 24 and the maximum was 66. The great majority of teachers (95.5%) were female, while only a few of them were male (4.5%). The participants were asked to state the grade level they were teaching. A total of 55 (49.5%) of the participants were teaching in primary school, and 56 (50.5%) of the participants were teaching in secondary school. On average, teachers had 21.34 (SD=10.1) years of experience in teaching English as a second language. The minimum number of years of experience was 0.7, while the maximum was 45 years. Furthermore, 98.2% of teachers taught English online during the first year of the Covid-19 pandemic, while only 1.8% of teachers did not teach it online. Considering the usage

of technological resources during the previously mentioned online teaching, 96.4% of teachers answered positively while 3,6% answered negatively. The results can be found in Table 1.

Table 1. Description of sample: Country, gender, grade level, online teaching, use of resources.

		N	*%*
Country	Portuguese	61	55
	Croatian	50	45
	Total	111	
Gender	Male	5	4.5
	Female	106	95.5
	Total	111	
Grade Level	Primary school	55	49.5
	Secondary school	56	50.5
	Total	111	
Online Teaching	Yes	109	98.2
	No	2	1.8
	Total	111	
Use of Resources	Yes	107	96.4
	No	4	3.6
	Total	111	

N = Number (number of participants)

% = Percent

3.2.2. Instruments

For the purpose of this research, the instrument used was a questionnaire. The questionnaire was an adapted version of the ones used in studies carried out by Heirati & Alashti (2015), and Sari et al. (2017). It consisted of three parts. The first part involved questions about participants' background information, such as their age, gender, the grade level they taught, years of teaching experience, and their experience of teaching English online during COVID-

19. The second part required participants to choose the frequency of usage of certain apps/platforms on a 5 pt. Likert scale ranging from 1 (never) to 5 (always). They were divided into three groups: social networking apps/platforms, entertainment apps/platforms, and educational apps/platforms. The third part of the questionnaire focused on teachers' attitudes towards using resources in online L2 teaching, based on a 5 pt. Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). It consisted of a total number of 25 items, which were divided into three factors: firstly, technical readiness towards using resources in online teaching, secondly, teachers' attitudes towards online resources, and thirdly, obstacles and challenges when using resources in online teaching.

3.2.3. Procedures and Data Analysis

The questionnaire was carried out online during April and May in 2021. The Portuguese and Croatian teachers from various primary and secondary schools were asked to fill in a questionnaire in the Google form. The participants were clearly informed about the aims of the research as well as about its anonymity. Data analysis consisted of descriptive analyses, including frequencies, average means, and standard deviations. Inferential statistics were also carried out whereby t-tests were used for the comparative analyses.

4. Results

4.1. Types of online resources and frequency of their usage

The first aim of this research was to discover what types of resources L2 teachers use in online teaching and how frequently they use them. The first question covered social networking apps/platforms: Facebook, WhatsApp, Instagram, Twitter, Reddit, Messenger, Telegram, Viber, as well as possible other options that teachers use. The results showed the highest mean average for the usage of Facebook (M = 2.02, SD = 1.43), WhatsApp (M = 3.03, SD = 1.44), and other apps/platforms (M = 2.27, SD = 1.59). On the other hand, the teachers demonstrated less tendency towards using Reddit (M = 1.01, SD = 0.13) and Telegram (M = 1.09, SD = 0.56). The results for the previously mentioned scales can be found in Table 2.

Table 2. Average means (M) and standard deviations (SD): Social networking apps/platforms (N = 111)

	M	*SD*
Facebook	2.02	1.43
WhatsApp	3.03	1.44
Instagram	1.53	1.06
Twitter	1.13	.43
Reddit	1.01	.13
Messenger	1.88	1.26
Telegram	1.09	.56
Viber	1.62	1.19
Other	2.27	1.59

M = Mean Average

SD = Standard Deviation

The second question in part two of the questionnaire was dedicated to the frequency of usage of entertainment apps and platforms. The listed apps/platforms included YouTube, Netflix, Tubi, TikTok, 9gag, Google Play, and other potential entertainment apps/platforms that

the teacher might have used. The analysis showed that the most utilized entertainment apps/platforms were YouTube (M = 3.82, SD = 0.71), Netflix (M = 2.14, SD = 1.34) and other apps/platforms (M = 2.43, SD = 1.42) which were not listed. The lowest mean averages included Tubi (M = 1.04, SD = 0.31) and 9gag (M = 1.10, SD = 0.45), which demonstrates that these two apps were the least popular among the teachers. The results for the scale can be found in Table 3.

Table 3. Average means (M) and standard deviations (SD): Entertainment apps/platforms (N = 111)

	M	*SD*
YouTube	3.82	.71
Netflix	2.14	1.34
Tubi	1.04	.31
TikTok	1.44	.44
9gag	1.10	.45
Google Play	1.77	1.07
Other	2.43	1.42

The focus of the last question from part two was to analyse how frequently the teachers used educational apps/platforms: Google Classroom, Kahoot, Edmodo, Memrise, Quizlet, Padlet, Ted Talks, Animoto, Online dictionaries, and other options of educational apps/platforms. Participants showed the most inclination towards the use of Google Classroom app (M = 3.93, SD = 1.16), online dictionaries (M = 3.60, SD = 1.16), and Kahoot (M = 2.92, SD = 1.18). On the other hand, the least utilized educational apps/platforms among participants appeared to be Memrise (M= 1.10, SD = 0.43) and Animoto (M = 1.10, SD = 0.45). The results for the scale can be found in Table 4.

Table 4. Average means (M) and standard deviations (SD): Educational apps/platforms (N = 111)

	M	SD
Google Classroom	3.93	1.16
Kahoot	2.92	1.18
Edmodo	1.30	.68
Memrise	1.10	.43
Quizlet	1.96	1.12
Padlet	1.97	1.21
Ted Talks	1.95	1.17
Animoto	1.10	.45
Online dictionaries	3.60	1.16
Others	2.86	1.35

4.2. Teacher's attitudes towards using resources in online L2 teaching

The second aim of the study was to analyse teachers' attitudes towards using resources in online L2 teaching. As previously mentioned, part three of the questionnaire was divided into three factors which consisted of statements based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The first factor consisted of eight statements about teachers' technical readiness towards using resources in online teaching. The results for the total sample showed a high mean average (M = 4.48, SD = .680) for technical readiness among the teachers. In other words, teachers generally felt that they were able to use technology, to integrate technology in their teaching, and to perform basic technological tasks such as accessing the Internet, downloading, and uploading the files, as well as using Internet browsers.

The second factor focused on examining teachers' attitudes towards online resources. The analysis revealed a moderate high mean average (M = 3.81, SD = .892) for the whole sample on this scale. Namely, teachers generally agreed that it was important and interesting to use resources in online English teaching.

The last factor contained seven statements with the focus on obstacles and challenges when using resources in online teaching. The results for this scale were the lowest (M = 2.73, SD = .971), implying that the participants did not find it excessively challenging to use resources in online teaching. More precisely, teachers stated that using apps/platforms is not

entirely difficult or time-consuming, that their usage is secure, and it can fairly motivate the students to learn English. The results for all three factors can be found in Table 5.

Table 5. Average means (M) and standard deviations (SD) for the scales: Technical Readiness, Teachers' Attitudes, Obstacles and Challenges.

Scales	M	SD
Technical Readiness	4.48	.680
Teachers' Attitudes	3.81	.892
Obstacles and Challenges	2.73	.971

4.3. A comparison of English L2 teachers' attitudes in the use of online resources

4.3.1. Differences in L2 teachers' attitudes between countries

The third aim of the study was to examine the differences among English L2 teachers in the use of resources in online teaching. Firstly, an independent samples t-test was used to determine the differences among teachers when it comes to the country where they teach, i.e. Portugal and Croatia. The independent variable included the groups of teachers, while the dependent variables were the factors or sub-scales on the Teacher attitude scale: Technical readiness (TR), Teacher attitudes (TA), and Obstacles and Challenges (OC). With regard to the TR factor, the results of the t-test demonstrated that there was no significant difference between the groups (t = -.524, p= -601), that is, both Portuguese (M = 4.45, SD = .712) and Croatian (M = 4.52, SD = 0.635) teachers considered their technical skills to be developed enough for teaching English L2 online. Furthermore, there was no significant difference on the TA factor (t = 1.986, p = .050). Namely, the attitudes towards online resources showed to be very similar among Portuguese (M = 3.96, SD = .838) and Croatian (M = 3.62, SD = .929) teachers. Lastly, the results showed no significant results on the OC factor (t = -1.22, p= .226). In other words, Portuguese (M = 2.63, SD = 1.00) and Croatian (M = 2.86, SD = .927) demonstrated similar experiences when it comes to the challenges of teaching English online. The results are shown in Table 6.

Table 6. Differences in attitudes between countries: Technical Readiness (TR), Teacher's Attitudes (TA), and Obstacles and Challenges (OC) – Results of the independent samples t-tests

Scale	Group	N	M	SD	t	p
TR	Portuguese	61	4.45	.712		
	Croatian	50	4.52	.635		
	Total	111			-.524	.601
TA	Portuguese	61	3.96	.838		
	Croatian	50	3.62	.929		
	Total	111			1.986	.050
OC	Portuguese	61	2.63	1.00		
	Croatian	50	2.86	.927		
	Total	111			-1.22	.226

4.3.2 A comparison of attitudes among L2 teachers teaching different grade levels

The previous analysis demonstrated no differences in teachers' attitudes towards online teaching when it comes to the teachers' country of origin. However, t-tests showed significant differences among teachers when it comes to teaching various grade levels. In regard to the TR factor, a significant difference was found between the groups (t = -9.74, p = .000). Namely, the participants that were teaching in high school considered themselves more skillful (M = 4.94, SD = .104) when it comes to technology than the teachers teaching in primary school (M = 4.01, SD = .699). Also, a significant difference was found between the groups when examining the TA factor (t = -13.64, p = .000), that is, there was a higher mean for high school teachers (M = 4.51, SD = .415) in comparison with primary school teachers (M = 3.09, SD = .648). Lastly, the results showed a significant difference in relation to the OC factor (t = -15.21, p = .000). The participants teaching in primary school (M = 3.52, SD = .600) found online teaching

more challenging compared to high school teachers (M = 1.93, SD = .498). The results are shown in Table 7.

Table 7. Differences among high school and primary school L2 teachers: Technical Readiness (TR), Teacher's Attitudes (TA), and Obstacles and Challenges (OC) – Results of independent samples t-tests

Scale	Group	N	M	SD	t	p
TR	Primary school	55	4.01	.699		
	High school	56	4.94	.104		
	Total	111			-9.74	.000
TA	Primary school	55	3.09	.648		
	High school	56	4.51	.415		
	Total	111			-13.64	.000
OC	Primary school	55	1.93	.498		
	High school	56	3.52	.600		
	Total	111			-15.21	.000

5. Discussion

In this study, Portuguese and Croatian teachers' use of resources (apps/platforms) in online English L2 teaching, as well as their attitudes towards online teaching was investigated. The aim of the first research question was to determine what resources English L2 teachers use in online teaching. The resources were divided into three groups: social networking apps/platforms, entertainment apps/platforms, and educational apps/platforms. Regarding the social networking apps/platforms, the most frequently used resource in online English L2 teaching was WhatsApp, while Reddit was the least used. The participants reported moderate use of Facebook, Instagram, and Messenger. Concerning the entertainment apps/platforms, YouTube was undoubtedly in the first place when it comes to frequent usage among teachers. The high popularity of YouTube among teachers could be explained with Silviyanti (2014)'s study about YouTube in which the authenticity was highlighted, that is, YouTube provides learners with real-life situations and people which provokes more engagement of learners. Watkins and Wilkins (2011, p. 115) have also concluded that YouTube can be beneficial for teaching listening in forms of "conversation analysis, movie trailer voiceovers, famous movie screen re-enactments." The most rarely used entertainment resources to teach English online were Tubi and 9Gag. Lastly, the most preferred educational apps/platforms among teachers were Google Classroom resources, which include Google Docs, Google Slides, Google Drive, G-mail, Google Forms, and Google Meet. In addition, the most often used educational resources among participants were Kahoot and online dictionaries. This finding is in accordance with Prawira & Mukhaiyar's (2020) findings whereby Kahoot was used to teach grammar among second-year high school students. In Prawira & Mukhaiyar's (2020, p. 392) words, Kahoot can be applied "to change the traditional grammar teaching into the meaningful, communicative, fun and enjoyable learning." On the other hand, Prawira & Mukhaiyar's (2020) study also found that Memrise and Animoto were the least used educational resources among high school students.

The second research question analysed the attitudes of English L2 teachers toward using resources in online teaching. The question included three factors: teachers' technical readiness, teacher's attitudes, and obstacles and challenges that appear when using resources. With regard to teachers' technical readiness, the total mean average for the whole sample indicated that L2 English teachers had a high level (M = 4.48) of confidence in their ability to use technology to support their teaching methods. Moreover, the results on the individual statements in this factor showed that both Portuguese and Croatian teachers were generally familiar with how to

integrate technology into the curriculum; in addition, they revealed high levels of certainty in their ability to plan ahead and organize in advance their technology-based teaching. What's more, participants showed high levels of confidence with regard to downloading and uploading Internet files, to downloading or accessing apps from the Internet, and to using different search engines. Moreover, teachers showed a high competence to use the Internet and almost equally high levels of confidence to incorporate multimedia and visual resources into an online class. These findings can be compared with the findings from Sari et al.'s (2017) study which also analysed technical readiness of high school teachers. In this research, teachers showed rather moderate levels of certainty in their abilities of integrating technology into their curriculum and planning ahead in technology based teaching.

Furthermore, the data for the overall average showed moderately high responses (M = 3.81) among teachers concerning their attitudes towards online resources. This indicates that teachers generally have positive views towards using resources in their online English L2 teaching and they noticed their beneficial purpose in online teaching. Regarding the individual statements on this scale, teachers expressed having positive attitudes about the importance of the use of resources in their online teaching. Similarly, a high level of techers' beliefs was revealed towards using resources in online teaching because they are interesting. When asked about the attitude on resources being a valuable tool for teachers in online teaching, the teacher's answers were significantly high. These results confirm the findings from the studies of Sari et al. (2017) and Cheng (2018) whose participants were high school teachers from Sweden and Indonesia. The participants in both studies had positive attitudes about the significance of using online resources, and they regarded it as a valuable and interesting tool in online teaching. The further data regarding teachers' attitudes showed moderate views among teachers about the fact that the use of resources excites them. Similar moderate attitudes were noticed when it comes to teachers' beliefs that using resources in online teaching changed or will change the way students learn in their classes. In regard to the statement that using resources in online teaching makes the students more active, the teacher's attitudes were still moderate. Furthermore, teachers showed moderate attitudes for the statement that using resources in online teaching increases the interaction among students. Lower moderate views were revealed among teachers regarding the view that resources could replace the textbook, and equally moderate responses teachers had about the statement that resources offer a real advantage over traditional methods and instruction. The overall results are in accordance with the study carried out by Alexander et al. (2012) who investigated the disadvantages of online learning and among them highlighted procrastination and easy distractions (i.e. Facebook). On

the other hand, Romaña Correa's (2015) study showed that video conferencing tools, which are mostly used for online teaching, could improve interaction.

        The last factor of the second research question including obstacles and challenges when using resources in online teaching revealed a relatively low mean average (M = 2.73) for the whole sample. This suggests that teachers did not find many obstacles with regard to online learning. This is confirmed in the results among the specific individual statements. For example, the low mean average for the statement regarding the lack of motivation among students when using resources in online teaching indicates that students were fairly motivated to learn English online. However, teachers showed moderate attitudes towards the view that using resources can be time-consuming, that is, they considered the use of online resources time-consuming. Concerning the statements about how difficult is to find and use resources in online teaching, participants showed low levels of difficulty when it comes to finding resources and a similar low levels when using resources in online teaching. These results can be compared with the results from Bracher's (2013) study, which showed some of the challenges of online teaching, including weak or non-existent Internet connections, old technical equipment, and administrative issues. The survey carried out by British Council (2020) among teachers from many countries and grade levels revealed similar obstacles and challenges when using resources in online teaching. These participants reported needing more time for lesson preparation and administration, as well as having poor Internet connection or no Internet connection.

        The last research question explored if there are any differences among Portuguese and Croatian English L2 teachers in the use of online resources. Due to the results of the t-tests it can be confirmed that no significant differences were found on any of the factors (use of resources, technical readiness, attitudes towards online resources, and obstacles and challenges). However, the t-tests revealed significant differences between primary school teachers and secondary school teacher for the total sample. With regard to confidence in using online resources, high school teachers showed significantly higher level (M = 4.94) compared to elementary school teachers (M = 4.01). This suggests that high school teachers had more developed technical skills than elementary school teachers. For example, on the individual statements in this factor it was shown that almost all secondary school teachers had high level of confidence in their abilites to integrate technology in their teaching, while primary school teachers showed less confidence in their abilities. Also, secondary school teachers reported high level of certainty in their organization skills in technology-based teaching compared to elementary school teachers. These results coincide with the findings from Sari et al.'s (2017) study showing that high school teachers felt more confident and organized when using digital-

based tools. Furthermore, secondary school teachers showed slightly more capabilities than primary school teachers in downloading and uploading Internet files, in downloading and accessing apps, in using different search engines, and in incorporating multimedia and visual resources in online teaching.

Concerning the general attitudes towards online resources, high school teachers showed a significantly higher mean average (M = 4.51) compared to primary school teachers (M = 3.09). This shows that high school teachers noticed more the significance and value of using resources in online teaching. For instance, overall high school teachers had more of a positive attitude when it comes to using resources online; in addition, they find them interesting and are comfortable with using them. Although Canals & Rawasdesh's (2019) study included university teachers, their findings can be compared with the findings of this study. Canals & Rawadesh's participants high concerns that technology might interfere with student interactions, which opposes to the findings of this study which revealed that both primary and secondary school teachers had relatively positive attitudes towards the statement that the use of digital resources increases students' interaction. Additionally, primary school teachers showed more negative attitudes towards the statement about resources replacing textbooks and the statement saying that the use of resources in online teaching changed/will change the way students learn in their classes. Sari et al. (2017) also found that high school teachers believe that students' learning methods could change in the future if digital tools keep being used in their teaching.

The factor regarding obstacles and challenges also revealed significant differences between high school teachers (M= 3.52) and primary schools teachers (M = 1.93). This suggests that high school teachers were more concerned about the challenges of online learning which is somewhat surprising considering that they felt more confident about using online resources and had more positive atitudes to online learning compared to primary school teachers. In general, high school teachers reported experiencing more technical difficulties when using resources in online teaching than primary school teachers. What was surprising is that secondary school teachers regarded finding and using resources in online teaching as more difficult than did the primary school teachers. These findings are in accordance with the findings from Cheng's (2018) study. High school teachers from his study also reported technical problems as common obstacles when using online resources. Additionally, the high school participants also mentioned that using resources demands more time from teachers, therefore, it was time-consuming for them.

6. Conclusion

The aims of this paper were to examine the digital resources (apps/platforms) which are used by L2 English teachers when teaching online and to investigate L2 English teachers' attitudes about the use of resources in online teaching as well as potential differences between teachers' attitudes. The research included Portuguese and Croatian teachers, who were teaching in primary and secondary school. The results revealed that the teachers used various social networking, entertainment, and educational resources in their online teaching. Among the social networking resources, the most frequently used app in teaching was WhatsApp, while the least used one was Reddit. Concerning the entertainment resources, teachers were mostly inclined to using YouTube, while Tubi and 9Gag were not so preferred. In the group of educational resources, Google Classroom tools, such as Google Docs, Google Slides, Google Drive, G-mail, Google Forms, and Google Meet, were the teachers' most often choice, together with Kahoot platform and online dictionaries. On the other side, Memrise and Animoto had minimal usage by teachers among all the educational resources.

Regarding teachers' perspectives about their technical readiness, the general conclusion was that teachers felt they were capable of incorporating and using technology in their teaching. The results showed confidence among teachers when dealing with basic technical skills, such as downloading or uploading Internet files, downloading, or accessing apps, using search engines, and incorporating multimedia and visual resources into an online class. Furthermore, teachers considered it important and valuable to use technology in teaching, they found it interesting, but it did not completely excite them when using it in their teaching. Teachers showed a relatively positive attitude toward the view that using resources in online teaching changed or will change the students' way of learning, and the view that digital resources increase interaction among students. Also, all teachers had negative attitudes in regard to digital resources replacing textbooks. Generally, teachers did not show that there were many obstacles and challenges when using online resources. However, the most common obstacles and challenges that teachers experienced when using resources in online teaching were technical difficulties and the challenge of using resources being time-consuming.

Lastly, no significant statistical differences were found in attitudes between Portuguese and Croatian teachers on all three factors (technical readiness, general attitudes toward online resources, and obstacles and challenges). However, significant differences between primary and secondary teachers were detected. Generally, high school teachers showed higher levels of confidence in using online resources compared to primary school teachers. Moreover,

secondary school teachers expressed more positive attitudes towards the integration of resources in their online teaching. High school teachers showed greater concern about the challenges of online teaching compared to primary school teachers. For instance, high school teachers reported struggling the most with technical difficulties when using online resources. Additionally, they felt that using resources in online teaching could be time-consuming.

All things considered, this study revealed that English L2 teachers recognise the value of resources when online teaching English as a second language. However, the struggle with implementing resources in online teaching was more present among primary school teachers. Therefore, future research might be helpful to examine how resources are used in an online environment among primary school teachers of L2 English. Due to the fact that online teaching is still globally present and technology is developing everyday, future studies should be conducted for potentially better integration of digital resources into online English L2 teaching.

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Appendix A: Questionnaire for Portuguese participants (Adapted from Heirati & Alashti's (2015) and Sari et al.'s (2017) questionnaires)

Questionnaire

The Use of Resources in Online English L2 Teaching

As part of my master's research thesis at the University of Zadar, I am conducting a survey about the use of resources in online English second language (L2) teaching in Croatia and Portugal. In particular, which resources (apps/platforms) teachers use when teaching English online and their frequency of use, technical readiness for using resources, attitudes about the usage of resources, and some obstacles and challenges that can occur when using resources in online teaching. The questionnaire consists of three parts: background information, types of resources and frequency of their usage, and attitudes towards using resources in online L2 teaching. It should not take more than 10 minutes to complete the survey. The survey is completely anonymous so you are kindly asked to answer the questions as honestly as possible. Your completion of this survey indicates your consent to participate in this research.

Thank you for taking the time to help me in my research.

Part I: Background information

Before completing the questionnaire, please answer a few questions about yourself:

1. Age: _____
2. Gender: Male/Female
3. In which country do you teach?

a) Croatia

b) Portugal

4. What grade level do you teach?

a) 1st cycle (grades 1-4)

b) 2nd cycle (grades 5-6)

c) 3rd cycle (grades 7-9)

c) Secondary education (grade 10-12)

5. How long have you been teaching English as a foreign/second language?

6. Have you had to teach English as a foreign/second language online during COVID pandemic? Yes/No

7. If you taught online, did you use various technological resources? Yes/No

Part II: Types of resources and frequency of their usage (1-3)

Please tick how often you use each resource when teaching online, under a correspondent number on a 5-point scale:

1 Never, 2 Rarely, 3 Sometimes, 4 Often, 5 Always

(1) How often do you use social networking apps/platforms?

	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
Facebook					
WhatsApp					
Instagram					
Twitter					
Reddit					
Messenger					
Telegram					
Viber					
Others					

(2) How often do you use entertainment apps/platforms?

	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
YouTube					
Netflix					
Tubi					
TikTok					
9gag					

Google Play games					
Others					

(3) How often do you use educational apps/platforms?

	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
Google Classroom (Docs, Slides, Drive, Gmail, Forms, Google Meet)					
Kahoot					
Edmodo					
Memrise					
Quizlet					
Padlet					
TedTalks					
Animoto					
Online dictionaries					
Others					

Part III: Attitudes toward using resources in online L2 teaching

The statements below describe attitudes toward using resources in online L2 teaching. Read each statements and decide to what extent it applies to you. Put a tick (✓) under a correspondent number on a 5-point scale. There are no right or wrong answers.

1 Strongly disagree, 2 Disagree, 3 Neither agree or disagree, 4 Agree, 5 Strongly agree

A: Technical readiness towards using resources in online teaching (4-11)

	1	2 Disagree	3 Neither agree	4 Agree	5 Strongly agree

	Strongly disagree		nor disagree		
4. I can use technology to support my teaching methods.					
5. I am familiar with the ways of integrating technology into the curriculum.					
6. I am fairly organized and tend to plan ahead in my technology-based teaching.					
7. I am able to download files from the Internet and upload files to the e-mail.					
8. I am able to download or access apps from the Internet.					
9. I am able to use different search engines.					
10. I am competent to use an Internet browser.					
11. I am competent to incorporate multimedia and visual resources into an online class.					

B: Teacher's attitudes towards online resources (12-22)

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
12. It is very important to me to use resources (apps/platforms) in online teaching.					
13. I am using resources (apps/platforms) as a tool in online teaching because I find them interesting.					
14. I feel comfortable using resources (apps/platforms) in online teaching.					
15. Resources (apps/platforms) are a valuable tool for teachers in online teaching.					

16. The use of resources (apps/platforms) in online teaching excites me.					
17. The use of resources (apps/platforms) in online teaching changed/will change the way students learn in my classes					
18. The use of resources (apps/platforms) in online teaching makes the students more active.					
19. The use of resources (apps/platforms) in online teaching increases interaction among students.					
20. The use of resources (apps/platforms) in online teaching does not stress me out.					
21. Resources (apps/platforms) can replace textbooks.					
22. Teaching with resources (apps/platforms) offers a real advantage over traditional methods and instruction.					

C: Obstacles and challenges in using resources in online teaching (23-29)

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
23. There are technical difficulties when using resources (apps/platforms) in online teaching (not able to access the resources, lack of technological tools…)					
24. There is a lack of motivation among students when using resources (apps/platforms in online teaching)					
25. Using resources (apps/platforms) can be time-consuming.					
26. It is difficult to find resources (apps/platforms) for online teaching.					
27. It is difficult to use resources (apps/platforms) in online teaching.					

28. Using resources (apps/platforms) is not secure for online teaching.					
29. Using resources (apps/platforms) requires paying for them.					

Appendix B: Questionnaire for Croatian participants (Adapted from Heirati & Alashti's (2015) and Sari et al.'s (2017) questionnaires)

Questionnaire

The Use of Resources in Online English L2 Teaching

As part of my master's research thesis at the University of Zadar, I am conducting a survey about the use of resources in online English second language (L2) teaching in Croatia and Portugal. In particular, which resources (apps/platforms) teachers use when teaching English online and their frequency of use, technical readiness for using resources, attitudes about the usage of resources, and some obstacles and challenges that can occur when using resources in online teaching. The questionnaire consists of three parts: background information, types of resources and frequency of their usage, and attitudes towards using resources in online L2 teaching. It should not take more than 10 minutes to complete the survey. The survey is completely anonymous so you are kindly asked to answer the questions as honestly as possible. Your completion of this survey indicates your consent to participate in this research.

Thank you for taking the time to help me in my research.

Part I: Background information

Before completing the questionnaire, please answer a few questions about yourself:

1. Age: _____
2. Gender: Male/Female
3. In which country do you teach?

a) Croatia

b) Portugal

4. What grade level do you teach?

a) Primary school education (grades 1-4)

b) Primary school education (grades 5-8)

c) Secondary education (year 1-4)

5. How long have you been teaching English as a foreign/second language?

6. Have you had to teach English as a foreign/second language online during COVID pandemic? Yes/No

7. If you taught online, did you use various technological resources? Yes/No

Part II: Types of resources and frequency of their usage (1-3)

Please tick how often you use each resource when teaching online, under a correspondent number on a 5-point scale:

1 Never, 2 Rarely, 3 Sometimes, 4 Often, 5 Always

(1) How often do you use social networking apps/platforms?

	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
Facebook					
WhatsApp					
Instagram					
Twitter					
Reddit					
Messenger					
Telegram					
Viber					
Others					

(2) How often do you use entertainment apps/platforms?

	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
YouTube					
Netflix					
Tubi					
TikTok					
9gag					
Google Play games					

Others					

(3) How often do you use educational apps/platforms?

	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always
Google Classroom (Docs, Slides, Drive, Gmail, Forms, Google Meet)					
Kahoot					
Edmodo					
Memrise					
Quizlet					
Padlet					
TedTalks					
Animoto					
Online dictionaries					
Others					

Part III: Attitudes toward using resources in online L2 teaching

The statements below describe attitudes toward using resources in online L2 teaching. Read each statements and decide to what extent it applies to you. Put a tick (✓) under a correspondent number on a 5-point scale. There are no right or wrong answers.

1 Strongly disagree, 2 Disagree, 3 Neither agree or disagree, 4 Agree, 5 Strongly agree

A: Technical readiness towards using resources in online teaching (4-11)

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
4. I can use technology to support my teaching methods.					
5. I am familiar with the ways of integrating technology into the curriculum.					
6. I am fairly organized and tend to plan ahead in my technology-based teaching.					
7. I am able to download files from the Internet and upload files to my computer.					
8. I am able to download or access apps from the Internet.					
9. I am able to use different search engines.					
10. I am competent to use an Internet browser.					
11. I am competent to incorporate multimedia and visual resources into an online class.					

B: Teacher's attitudes towards online resources (12-22)

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
12. It is very important to me to use resources (apps/platforms) in online teaching.					
13. I am using resources (apps/platforms) as tools in online teaching because I find them interesting.					

14. I feel comfortable using resources (apps/platforms) in online teaching.					
15. Resources (apps/platforms) are a valuable tool for teachers in online teaching.					
16. The use of resources (apps/platforms) in online teaching excites me.					
17. The use of resources (apps/platforms) in online teaching changed/will change the way students learn in my classes					
18. The use of resources (apps/platforms) in online teaching makes the students more active.					
19. The use of resources (apps/platforms) in online teaching increases interaction among students.					
20. The use of resources (apps/platforms) in online teaching does not stress me out.					
21. Resources (apps/platforms) can replace textbooks.					
22. Teaching with resources (apps/platforms) offers a real advantage over traditional methods and instruction.					

C: Obstacles and challenges in using resources in online teaching (23-29)

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
23. There are technical difficulties when using resources (apps/platforms) in online teaching (not able to access the resources, lack of technological tools…)					
24. There is a lack of motivation among students when using resources (apps/platforms in online teaching)					
25. Using resources (apps/platforms) can be time-consuming.					

26. It is difficult to find resources (apps/platforms) for online teaching.					
27. It is difficult to use resources (apps/platforms) in online teaching.					
28. Using resources (apps/platforms) is not secure for online teaching.					
29. Using resources (apps/platforms) requires paying for them.					

Abstract

The Use of Resources in Online English L2 Teaching

The purpose of this study was to examine the usage of digital resources (apps/platforms) when teaching L2 English online. The participants of the research were L2 English teachers from Portugal and Croatia, who were teaching either in primary or secondary school. The first aim of the study was to identify the digital resources that are used among the teachers in online teaching and the frequency of their usage. The results showed that WhatsApp was among the most used social networking resources, YouTube was the most used entertainment resources, while the most used educational resources were Google Classroom tools, Kahoot and online dictionaries. The second aim was to investigate teachers' general attitudes towards using resources in online L2 teaching. The results revealed that, generally, teachers felt they were capable of using and integrating technology in their online teaching. Additionally, they did not find using resources in online teaching excessively challenging. The last aim was to identify potential differences among English L2 teachers and their use of resources in online teaching. No significant differences were found between Portuguese and Croatian participants regarding their attitudes towards the use of online resources. However, the results revealed noticeable differences between the teachers teaching in primary school and those teaching in secondary school. Primary school teachers reported having lower technical readiness than secondary school teachers. Also, the general attitudes of secondary school teachers towards using digital resources in online teaching were more positive than the attitude of primary school teachers. However, the results indicate that high school teachers showed higher levels of concern compared to primary school teachers with regard to the obstacles and challenges of online teaching.

Key words: Online teaching, digital resources, second language (L2) learning, L2 English teachers

Sažetak

Digitalni alati u mrežnom podučavanju engleskog kao drugog jezika

Cilj ovog istraživanja bio je ispitati korištenje digitalnih alata (aplikacija/platformi) u podučavanju engleskog kao drugog jezika putem interneta. Ispitanici u istraživanju bili su profesori engleskog jezika iz Portugala i Hrvatske, koji su podučavali u osnovnim i srednjim školama. Prvi zadatak istraživanja bio je utvrditi koje digitalne alate profesori koriste u mrežnom podučavanju te koliko ih često koriste u svom podučavanju. Rezultati su pokazali da je WhatsApp najkorišteniji alat među alatima koji uključuju društvene mreže. Od alata sa zabavnim sadržajem, profesori su najviše koristili YouTube, dok su među edukativnim alatima najviše koristili Google Classroom, Kahoot te internetske rječnike. Drugi zadatak istraživanja bio je istražiti općenite stavove profesora o korištenju digitalnih alata u mrežnom podučavanju engleskog kao drugog jezika. Rezulati su otkrili da su profesori općenito bili sposobni koristiti i integrirati tehnologiju u njihovo mrežno podučavanje. Također, nisu smatrali da je korištenje digitalnih alata u mrežnom podučavanju pretjerano zahtjevno. Posljednji zadatak ovog istraživanja bio je utvrditi potencijalne razlike među profesorima engleskog kao drugog jezika i njihovog korištenja digitalnih alata u mrežnom podučavanju engleskog kao drugog jezika. Nisu pronađene značajne razlike između portugalskih i hrvatskih ispitanika, odnosno, njihovi stavovi o korištenju digitalnih alata bili su uglavnom podudarni. Međutim, rezultati su otkrili primjetne razlike između profesora koji su podučavali u osnovnim školama te profesora koji su podučavali u srednjim školama. Osnovnoškolski profesori pokazali su niske tehničke sposobnosti u usporedbi sa srednjoškolskim profesorima. Nadalje, općeniti stavovi srednjoškolskih profesora o korištenju digitalnih alata u mrežnom podučavanju pokazali su se pozitivniji nego stavovi osnovnoškolskih profesora. U konačnici, suprotno očekivanom ishodu, osnovnoškolski profesori naveli su da nisu iskusili puno poteškoća u korištenju digitalnih alata kod mrežnog podučavanja engleskog kao drugog jezika, odnosno, nisu imali poteškoće s pronalaženjem i korištenjem digitalnih alata ili s motiviranjem studenata korištenjem digitalnih alata.

Ključne riječi: Mrežno učenje, digitalni alati, učenje drugog jezika, profesori engleskog kao drugog jezika