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DIGITAL COMPETENCES OF LSP TEACHERS IN HIGHER EDUCATION RESEARCH: A REVIEW OF CURRENT RESEARCH

Abstract: The aim of this paper is to present findings from international research on the digital competencies of university teachers teaching foreign languages for specific purposes and their use of technology in the teaching process. The study employed a literature review using the Web of Science (WOS) and SCOPUS electronic databases. The purpose of this review is to provide the scholar community with a current overview of digital competence research from 2020 to 2024 (a five-year period) in the context of higher education regarding the definition of digital competence, dimensions used to evaluate digital competence, research purposes, methodologies, and results and limitations. Results reveal that while there is a growing recognition of the need for digital competence among LSP teachers, inconsistencies in definitions, frameworks, and assessment tools hinder the development of cohesive policies and professional development strategies. Recommendations emphasize the need for targeted interventions, institutional support, and fostering communities of practice to ensure the sustainable integration of digital competence into LSP courses.

Keywords: digital competence, literature review, LSP, higher education

1. INTRODUCTION

In today's digital era, university teachers need to integrate technology into their teaching practices to create more engaging, accessible, and personalised learning experiences for students. Moreover, teachers with strong digital skills can better support diverse learners, including those in remote or hybrid environments, ensuring that language education is not bound by physical classrooms (Kadijevich, Gutvajn and Ljubojevic 2023). For teachers teaching foreign languages for specific purposes (LSP teachers) in particular, this means

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not only mastering digital tools but also knowing how to use them to enhance language acquisition, intercultural communication, and student engagement across varied subject-specific contents. Thus, it is essential for them to have digital competences as they directly influence the quality and effectiveness of modern education. Some previous research has shown that the current state of digital competences among LSP teachers working at higher education institutions in Serbia is at the A2+/B1 level, with some areas revealing more significant issues that need addressing (Ljubojević and Gutvajn 2025). For all the above-mentioned reasons, it is important to gather and analyse all relevant studies, offering a complete view of the current state of knowledge on LSP teachers' digital competence in higher education in order to identify gaps (such as specific challenges LSP teachers face with digital tools or the effectiveness of various digital teaching strategies), trends, and emerging themes. Conducting a literature review on the topic of the digital competence of LSP teachers in higher education can contribute to improving digital teaching and learning outcomes in higher education.

There are numerous global frameworks aimed at guiding educators in developing digital competences essential for effective teaching and learning in the digital age. Notable examples include the *Digital Literacy Global Framework* (UNESCO, 2018), the *Global Framework for Educational Competence in the Digital Age* (Profuturo, 2020), the *International Computer Driving License* (ICDL Global, 2000), and the *Microsoft Digital Literacy Curriculum* (Microsoft, 2022). Specifically designed for teachers, the *UNESCO ICT Competency Framework for Teachers* (UNESCO, 2018) and the *ISTE Standards for Educators* (ISTE, 2017) provide detailed guidance for integrating technology into pedagogical practice. The European Union has also introduced several targeted initiatives, including the *Common Framework of Reference for Intercultural Digital Literacies* (EUMade4LL, Erasmus+, 2019), *DigCompEdu* (Publications Office of the European Union, 2017), *SELFIE for Teachers* (European Commission, 2021), and *DigComp 2.2* (Publications Office of the European Union, 2022). These frameworks serve as key references for educational institutions, policymakers, and individual educators seeking to assess and enhance digital competence in education.

The EU defines digital competence as: “the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking” (Council of the European Union 2018, 9). Within the educational context, this concept is further refined. According to the *DigCompEdu* framework, digital competence for educators refers to “the set of competences that enables teachers, trainers and other education professionals

to use digital technologies in a meaningful way in their professional practice” (Redecker 2017). This definition highlights not only technical proficiency, but also the pedagogical and reflective dimensions of digital integration—how educators purposefully embed digital tools into teaching, learning, assessment, and professional development to enhance educational outcomes.

Considering the increasing focus on developing educators’ digital skills, the findings from this literature review can inform policymaking, curriculum design, and professional development program experts and can help in designing targeted training programs that enhance teachers’ skills and improve the quality of education. The goal of this review is to improve teaching practices and educational policies in higher education by synthesizing evidence from existing research and gather new insights.

2. METHODOLOGY

This literature review follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure a comprehensive and transparent research process. The methodology consists of several stages: defining research questions, identifying sources, applying inclusion and exclusion criteria, data extraction and analysis of findings.

In this literature review, we explored the application of digital competence of LSP teachers in higher education to provide an understanding of the definition of digital competence, perceive the dimensions of assessing digital competence of university language teachers, discover the main trends in the assessment of digital competence in universities and outline the limitations of digital competence research in higher education.

2.1. Goal and Research Questions

The aim of this review is to provide the status and development of digital competence of LSP teachers in higher education in a systematic way. In particular, this study aims to address the following research questions:

1. How is digital competence defined in terms of LSP teachers in the context of higher education?
2. What are the dimensions commonly used to assess the digital competence of LSP university teachers?
3. What frameworks and assessment tools have been used to evaluate digital competences of LSP teachers in higher education?
4. What challenges do LSP teachers face in developing and applying digital competences in their teaching practices?
5. What were the major research purposes, methodologies and outcomes in the studies of digital competence in the context of higher education over the past five years?

6. What kinds of limitations exist in research on digital competence of LSP teachers in higher education?
7. What trends and gaps exist in the literature regarding digital competences of LSP teachers?

2.2. Eligibility Criteria

Inclusion Criteria

The research work is related to the digital competence of LSP teachers in the context of formal higher education.

The publication is to be found in Q1, Q2 and Q3 journals.

Research papers were published between 2020 and September 2024¹.

The research papers are written in English.

The research papers have been published after being submitted to a peer review process.

The full version of the publication is available through the subscription of our institution or by the associations of which we are members.

The research utilizes qualitative or quantitative research methods and adheres to the appropriate methodological structure for empirical studies. Review articles, theoretical papers, and non-empirical research are excluded.

Exclusion Criteria

The research work is related to the digital competence of teachers other than LSP teachers in the context of higher education.

The publication is to be found in journals and periodicals other than Q1, Q2 and Q3 as well as in conference proceedings.

Research papers were not published between 2020 and September 2024.

Research papers are written in languages other than English.

Research papers have been published without a peer review process.

The full version of the publication is not available through subscription from our institution or from the associations of which we are members.

The study is excluded if it is not empirical in nature, such as review articles, theoretical papers, or studies that do not directly focus on the digital competences of LSP teachers at universities. Additionally, studies that do not employ qualitative or quantitative research methods, or fail to adhere to standard research methodologies, will be excluded.

1 This timeframe encompasses the period following the COVID-19 pandemic, which significantly accelerated the integration of digital tools in education and brought renewed attention to the digital competences of educators, particularly in higher education. By focusing on this period, the review ensures relevance to the current technological landscape and addresses the evolving challenges and expectations placed on LSP teachers in digitally mediated learning environments.

2.3. Information Sources and Search Strategy

The selected terms were searched in the title, keywords and abstract of the paper. In this literature review the search strings per chosen electronic database were as follows:

WoS: TS= ((“digital competence*” OR “digital abilit*” OR “digital skill*”) AND (“higher education” OR “universit*” OR “college*”) AND (“teacher*” OR “professor*” OR “academic*”) AND (“LSP teacher*” OR “language teacher*” OR “LSP instructor*” OR “LSP lecturer*” OR “LSP professor* “ AND („LSP”) OR („language for specific purposes*”)))

Scopus: TITLE-ABS-KEY ((“digital competence” OR “digital abilit” OR “digital skill”) AND (“higher education” OR “universit” OR “college”) AND (“teacher” OR “professor” OR “educator”))

2.4. Selection of Sources

The selection process for this literature review followed a rigorous and structured approach to ensure the inclusion of relevant, high-quality studies. Initially, all records retrieved from database searches were imported into Mendeley reference management software for deduplication. After removing duplicates, the screening process was carried out in two stages:

1. Title and Abstract Screening – The titles and abstracts of all identified studies were assessed based on predefined inclusion and exclusion criteria to determine their relevance.
2. Full-Text Review – Studies that passed the initial screening underwent a full-text evaluation. Each study was carefully examined whether it met the inclusion criteria. Studies that did not meet the criteria were excluded, with reasons for exclusion systematically recorded.

To ensure transparency and replicability, the study selection process was documented following PRISMA guidelines. To facilitate the review process, the study utilized both Mendeley and Rayyan (Ouzzani, et al. 2016), a web-based tool designed for literature reviews. Mendeley, a reference management software, was employed to organize, annotate, and cite selected sources efficiently, while Rayyan was employed to assist in screening and selecting relevant studies. Together, these tools streamlined the study selection and referencing process, ensuring transparency and consistency in the review. In the end, only the most relevant and methodologically robust studies were included in the review.

2.5. Data Charting

A structured data charting process was implemented to systematically extract and organize key information from the selected studies. This process ensured consistency and comparability across different sources. The following data points were recorded for each study:

- Study Details: Author(s), year of publication, journal/conference source
- Study Objectives: Research aims and questions addressed
- Methodology: Research design (qualitative, quantitative, or mixed methods), data collection techniques, sample size, and participant demographics
- Key Findings: Main results related to digital competences of LSP teachers
- Challenges Identified: Difficulties or gaps in digital competence development
- Theoretical Frameworks: Models, standards, or theories referenced
- Recommendations: Suggestions for improving digital competence among LSP teachers

A standardized data extraction form was used to ensure systematic documentation and facilitate thematic analysis. This structured approach allowed for a detailed synthesis of findings, identifying common themes, trends, and research gaps within the reviewed literature.

3. RESULTS

3.1. Study Selection and Characteristics

This literature review analysed 38 studies published between 2020 and 2024, focusing on digital competence of LSP teachers. The selected studies were sourced from Scopus and Web of Science and screened based on predefined inclusion and exclusion criteria. First of all, 23 publications were found in Web of Science while 15 in Scopus. After being reviewed against the inclusion and exclusion criteria, 20 articles needed to be removed because they did not meet the inclusion criteria, e.g. they dealt with pre-service foreign language teachers meaning still students at universities or foreign language teachers teaching at elementary or secondary school. Then, 15 articles were further read and reviewed with quality criteria to ensure that the selected articles met the inclusion and exclusion criteria regarding methodology and allowed guaranteeing the quality of the works selected to answer the research questions.

After applying the inclusion and exclusion criteria, four studies were selected. Although the final number of included studies is small, this reflects the limited availability of empirical research focused specifically on the digital competences of LSP teachers in higher education. This finding highlights a significant gap in the current literature and the need for further investigation in this area.

3.2. Study Objectives and Methodologies

The reviewed studies primarily focused on assessing teachers' digital competence, identifying training needs, and evaluating the impact of technology integration in LSP teaching. The methodologies employed varied: three studies used qualitative approaches, including focus group discussions, content analysis,

and interviews; three studies relied on quantitative methods, primarily surveys; and two studies employed mixed-method designs, combining surveys and focus group discussions. The sample sizes ranged from 3 to 220 participants, comprising in-service LSP teachers teaching a variety of languages, including English, Korean, French, German, Italian, and Russian. The studies were conducted across five countries: Indonesia, Spain, Germany, Russia, and Vietnam. The details from the studies are shown in Table 1 below.

3.3. Data Charting

Data charting in this study was employed to visually represent key findings, allowing for a clearer comparison of digital competence levels and identifying patterns across the various studies reviewed.

Table 1. *Data charting table based on the listed categories*

Study	Study Objectives	Methodology	Key Findings	Challenges Identified	Theoretical Frameworks	Recommendations
Darwanto et al. (2021)	To find information regarding the tech-lack, tech-need, and tech-want of the teachers in emergency education (COVID-19)	Mixed methods: survey + focus groups (n=12); Indonesia	Teachers' skills were poor in conducting online teaching.	Lack of supporting materials such as internet connection at home and online education materials; Lack of digital and navigating skills to manage a virtual class; moreover, lacking skills in operating authoring tools, presentation tools, learning management tools, teacher tools, and connecting tools	Mentioned TPACK (technology, pedagogy, content knowledge) but the questionnaire was developed based on six technological areas (hardware tools, LMS tools, authoring tools, learning tools, presentation tools, and connecting tools)	Emergency training should be quick and had better be provided in not more than two weeks; a peer-coaching system needs to be considered; continuous group discussions about an app give results
Heinsch & Pérez (2023)	Collect data on the training offered by their university, the integration of ICT in language teaching and its didactic application, as well as the ICT training needs of this group.	Mixed methods: survey + open-ended questions (n=56); Germany and Spain	Teachers had varying ICT skills; support from institutions was uneven	Lack of structured digital training; differences between countries	DigCompEdu (implicitly referenced)	Develop national/ institutional strategies for ICT training

Karsenti et al. (2020)	To examine the forms of teaching and learning activity while using digital technologies in LSP teaching Collect factual data on the use of digital technologies in LSP teaching at schools and universities Study the opinions on this issue of all participants in the educational process (university teachers, schoolteachers and student teachers); Define main directions of the work on the development of digital competencies among students; Elaborate the list of digital competences for student teachers and pre-service teachers of LSPs	Quantitative: survey (n=220); Russia	Emphasized a need for pedagogical use of ICT and digital competence standards	Teachers lack specific digital-pedagogical knowledge	Digital Competency Framework created by the Ministry of Education and Higher Education in Quebec, Canada (Cadre de references de la competence numerique, 2019)	Include obligatory tracking of the difficulties that occur while dealing with digital technologies in the educational process, constant updating and instruction of teachers about new achievements in this field, and cooperation to concentrate their joint efforts in order to gain the results.
Tran-Thi-Thanh (2024)	To investigate how language teachers adapt to online assessment methods in the context of rapid digital transformation caused by the COVID-19 pandemic	Qualitative: interviews (n=3); Vietnam	Teachers adapted differently depending on prior experience	Lack of digital assessment training, technical challenges	Not specified	Include assessment-focused ICT training in higher education

4. DISCUSSION

The reviewed studies provide valuable insights into how digital competence is conceptualized and investigated among LSP teachers in higher education. While no single, uniform definition of digital competence is employed, the studies commonly describe it as the ability to effectively integrate digital tools into teaching practices, adapt to technologically mediated environments,

and engage in digital communication and assessment. Darwanto et al. (2021) frame digital competence through the practical dimensions of “tech-lack, tech-need, and tech-want”, focusing on how teachers navigated emergency remote teaching during the COVID-19 crisis. Similarly, Heinsch and Rodríguez Pérez (2023) emphasize the alignment of digital and methodological skills within the framework of European Union educational priorities, suggesting that digital competence extends beyond basic ICT skills to include didactic and pedagogical proficiency. Karsenti et al. (2020) further highlight the professional behaviours and strategies necessary for meaningful integration of digital technologies, while Tran-Thi-Thanh (2024) underlines “the critical importance of higher education institutions prioritizing investments in the professional development of educators and equipping students with essential digital skills”.

Across the studies, several core dimensions emerge as common benchmarks for assessing digital competence. These include technical proficiency with digital platforms and tools, the ability to embed digital resources into pedagogical practice, and the competence to design and implement online assessments. Additionally, communication and collaboration skills—particularly in digital spaces—are recurrent themes. Some studies also explore the affective domain, considering teachers’ attitudes, confidence, and motivation to use digital technologies (Heinsch and Rodríguez Pérez 2023). This multidimensional view underscores the complexity of digital competence as both a technical and pedagogical construct.

Despite the shared interest in understanding and assessing digital competence, there is limited use of formal frameworks or standardized assessment tools in the reviewed literature. None of the studies explicitly employ established European frameworks such as DigComp 2.2, DigCompEdu or TPACK. Heinsch and Rodríguez Pérez (2023) refer broadly to EU digitalization objectives, and Karsenti et al. (2020) develop a context-specific list of competences through empirical data rather than adopting a pre-existing model. The absence of standard frameworks suggests a notable gap in comparability and consistency across studies, hindering efforts to build a cohesive body of evidence on digital competence in LSP teacher education. This lack of standardization also has practical implications for LSP teacher training. Without common benchmarks, it becomes difficult to design professional development programs that align with widely accepted expectations of digital competence. As a result, training initiatives may vary significantly in scope and quality, limiting the transferability and scalability of effective practices across institutions. Furthermore, institutions may struggle to assess teachers’ progress systematically or identify areas for targeted support. Recent studies, including those by Ljubojević & Gutvajn (2025), have contributed to the understanding of digital competence frameworks in LSP teacher education. Their research, based on the DigCompEdu framework, explored the digital competence of LSP teachers at HEIs in Serbia, providing insights that complement and expand on the findings of other studies in this area.

The studies also reveal a range of challenges faced by LSP teachers in developing and applying digital competences. These include lack of specialized courses that focus on the application of ICT in the LSP classroom and insufficient institutional support and professional training (Heinsch and Rodríguez Pérez 2023), lack of confidence and familiarity with digital tools (Darwanto, Rini and Herusatoto 2021), and the difficulties of transitioning to online assessment modalities (Tran-Thi-Thanh 2024). Karsenti et al. (2020) point to broader systemic issues, including unclear guidelines and resistance to pedagogical innovation. Taken together, these findings highlight the need for structured, ongoing professional development that addresses both technological and pedagogical dimensions of digital competence.

In terms of research purposes and methodologies, all four studies aim to explore the current state of digital competence among LSP teachers and identify areas for improvement. Two studies adopt mixed-method approaches (Darwanto, Rini and Herusatoto 2021; Heinsch and Rodríguez Pérez 2023), one is qualitative (Tran-Thi-Thanh 2024), and one is quantitative (Karsenti, Kozarenko and Skakunova 2020). Data collection methods include surveys, interviews, and focus group discussions, with sample sizes ranging from 3 to 220 participants. The outcomes consistently point to a gap between existing digital skills and the demands of contemporary language teaching, underscoring the urgency of targeted interventions.

However, this review is not without limitations. One notable limitation is the exclusion of theoretical and review articles. This review focused exclusively on empirical studies, which provided valuable data-driven insights but may have limited the identification of broader conceptual frameworks and theoretical trends. Although models like DigCompEdu and TPACK emerged through the analysis, excluding theoretical and review articles restrained the exploration of evolving frameworks. Future research could address this by including both empirical and theoretical contributions to offer a more comprehensive view of the field. Another limitation refers to the relatively small sample of studies included in this review which may affect the generalizability of the findings. While the analysis offers meaningful insights into the digital competence of LSP teachers in higher education, the limited scope – both in the number of studies and their geographical distribution – means that conclusions should be interpreted with caution. The findings may not fully reflect the diversity of experiences or institutional contexts across different regions. Future reviews with broader inclusion criteria and a larger sample could offer a more representative picture of the field. Furthermore, the small number of participants in some studies, such as Tran-Thi-Thanh (2024), also limits the generalizability of findings. Additionally, some studies fail to specify key contextual variables, such as the exact languages taught by participants, as in Karsenti et al. (2020). The lack of standard assessment tools and the diverse range of methodologies

further complicate cross-study comparisons. Moreover, much of the research has emerged in response to emergency contexts like the COVID-19 pandemic, which may not reflect long-term or sustainable digital teaching practices.

Taken together, the findings point to emerging trends and persistent gaps in the literature. There is a growing recognition of the need for digital competence among LSP teachers, particularly in response to institutional digitalization and remote learning demands. However, the lack of consensus on definitions, frameworks, and assessment tools limits the field's ability to develop coherent policies and professional development strategies. The studies reviewed here suggest a pressing need for further research that is both theoretically grounded and methodologically consistent, with greater attention to language-specific contexts, longitudinal perspectives, and the role of institutional structures in shaping digital competence.

4.1. Recommendations for Practice

Based on the analysis of the reviewed studies, several recommendations can be made to support the development of digital competences among LSP teachers in higher education. First, institutions should adopt established digital competence frameworks, such as DigCompEdu or some of the frameworks mentioned before, to guide professional development efforts and ensure consistent and transparent assessment of digital skills. Professional training should be continuous and context-specific, addressing the unique pedagogical needs of language educators rather than offering generic ICT courses. Furthermore, universities should foster a culture of innovation by encouraging experimentation with digital tools, supporting reflective teaching practices, and recognizing effective digital pedagogy. Adequate technological infrastructure and access to digital tools must be provided, alongside technical and pedagogical support to facilitate meaningful integration of technology. Training programs should also connect digital skills with language-specific teaching practices, helping teachers use technology effectively for areas such as reading, speaking, writing, grammar instruction, and online assessment. Moreover, incorporating student feedback into the process of pedagogical development can support more responsive and student-centred digital teaching. Finally, institutions should invest in building communities of practice where teachers can share experiences, co-develop resources, and stay informed about emerging trends in digital language education. These collective efforts can ensure that digital competence becomes an integral and sustainable part of LSP teaching in higher education.

5. CONCLUSION

This literature review has synthesized current research on the digital competences of LSP teachers in higher education, revealing both promising

insights and substantial gaps. The analysis confirms that while digital competence is increasingly recognized as a vital aspect of contemporary teaching, its definition, assessment, and development remain inconsistently addressed in empirical studies, especially within the LSP context. The scarcity of studies – only four met the rigorous inclusion criteria – points to a critical underrepresentation of this teacher demographic in scholarly discourse, underscoring the urgency for more targeted research in this area.

One of the most prominent challenges identified is the absence of a unified framework guiding the assessment and development of digital competence. Although numerous European and global frameworks exist, none of the reviewed studies employed them systematically. This lack of standardization weakens the comparability of research outcomes and hinders the development of evidence-based professional development programs tailored to LSP educators. It also prevents institutions from creating coherent strategies for tracking and supporting teachers' digital growth.

Moreover, the reviewed studies highlight persistent structural and pedagogical barriers that LSP teachers face. These include limited access to relevant training, insufficient institutional support, and a lack of confidence or motivation to engage with digital tools – issues that are aggravated by the ever-evolving nature of digital technologies and the specialized demands of LSP instruction. These challenges call for a more nuanced and context-sensitive approach to digital upskilling, one that accounts for both the linguistic and disciplinary complexities of LSP education.

For educators and institutions, the implications of these findings are significant. Higher education institutions must invest in continuous, framework-aligned professional development that equips LSP teachers with not just technical know-how, but also pedagogical strategies for meaningful digital integration. Additionally, institutional policies should support the adoption of validated assessment tools that reflect the multifaceted nature of digital competence and allow for ongoing self-evaluation and growth.

Future research should address several key directions. First, more empirical studies are needed to explore how LSP teachers across different contexts perceive and develop digital competence over time. Second, researchers should prioritize the application and evaluation of standardized frameworks such as DigCompEdu to enhance methodological consistency and cross-study comparability. Third, studies should examine the intersection of digital competence with variables such as language taught, institutional support, teaching modality (online, hybrid, face-to-face), and teacher demographics. Finally, collaborative, cross-country investigations could yield valuable comparative insights and foster the development of globally relevant strategies for LSP teacher support.

Overall, this review has highlighted that while awareness of digital competence among LSP teachers in higher education is growing, significant

work remains to be done to support their development in a structured, equitable, and sustainable manner. By addressing the existing gaps and focusing on the practical needs of educators, stakeholders can enhance both teaching quality and student learning outcomes in the digital age.

ACKNOWLEDGEMENT

Note. This research was funded by the Ministry of Science, Technological Development and Innovation of the Republic of Serbia (Contract No. 451-03-136/2025-03/ 200018).

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ДИГИТАЛНЕ КОМПЕТЕНЦИЈЕ НАСТАВНИКА СТРАНИХ ЈЕЗИКА НА ВИСОКОШКОЛСКИМ УСТАНОВАМА: ПРЕГЛЕД МЕЂУНАРОДНИХ ИСТРАЖИВАЊА ОД 2020. ДО 2024. ГОДИНЕ

Резиме

Циљ овог рада је да представи резултате међународних истраживања о дигиталним компетенцијама универзитетских наставника који предају стране језике струке и њиховој употреби технологије у наставном процесу. Студија је користила преглед литературе уз помоћ електронских база података Web of Science (WOS) и SCOPUS. Сврха овог прегледа је да истраживачкој заједници пружи актуелни преглед истраживања о дигиталним компетенцијама у периоду од 2020. до 2024. године (петогодишњи период) у контексту високог образовања, с фокусом на дефиницију дигиталних компетенција, димензије које се користе за њихову процену, сврху истраживања, методологије, као и резултате и ограничења. Резултати показују да постоји растуће признавање потребе за дигиталним компетенцијама међу наставницима страних језика, али да неусаглашености у дефиницијама, оквирима и алатима за процену ометају развој кохерентних политика и стратегија професионалног развоја. Поред тога, изражава се потреба за јаснијим и унифицираним приступима у оквиру који ће се дефинисати и процењивати дигиталне компетенције наставника. Резултати такође указују на потребу за континуираним професионалним развојем наставника који ће обухватити и технолошке и педагошке аспекте употребе дигиталних алата у настави. Препоруке из истраживања наглашавају значај циљаних интервенција на нивоу институција које треба да обезбеде подршку наставницима кроз обуке, развој стратегија за интеграцију технологије у наставу и стварање заједница праксе. Ове активности ће осигурати одрживу интеграцију дигиталних компетенција у образовање страних језика и побољшати квалитет наставе.

Кључне речи: дигиталне компетенције, страни језик струке, наставници страних језика, високошколске установе