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Кваліфікаційна робота

УСПІШНЕ ВИКОРИСТАННЯ СТРАТЕГІЙ ВИВЧЕННЯ МОВИ В ОЧНІЙ ТА ОНЛАЙН-ОСВІТІ

ВАРГА АДРІЕН АТТІЛІВНА

Студентка _4__-го курсу

Освітня програма 014 Середня освіта. Англійська мова і література
Ступінь вищої освіти: бакалавр

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Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
Department of Philology

SUCCSESSFUL LANGUAGE LEARNING STRATEGY USE IN FACE-TO-FACE AND ONLINE EDUCATION

Bachelor's Thesis

Presented by: Adrienn Varga

a 4th year student

Professional Education program:

014 Secondary education. English language and literature

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ЗМІСТ

CONTENTS

INTRODUCTION

Language is part of everyday life, as it is the primary means of communication. It is, therefore, no coincidence that language learning is such a widely researched topic. Because language and language learning (whether conscious or unconscious) is such an integral part of our lives, and because the way in which it happens varies from person to person, it is important to research it further. The 2019 Covid-19 pandemic has affected almost every aspect of everyday life, such as education, including language learning.

Most institutions around the world were unprepared for the introduction of online education, as most schools had until then been primarily attendance-based.

This work deals with language learning in online education.

Foreign language acquisition and its different aspects, such as the acquisition of the particular language skills has been studied by several researchers, including R. Oxford, Rubin, Cohen, Schunk, etc. There has also been a lot of research on online education, and I have studied both pre-pandemic (Seaman, 2014; Baum, 2019; Neyland, 2011) and post-pandemic (Kovács, 2021; Dolenc, 2021; Juáres-Díaz & Perales, 2021; Huszti et al., 2021) studies on the subject.

The object of my bachelor's thesis is the study of language learning strategies; the subject is the language learning strategies used during the online- and offline education.

The present work aims to detect what are those language learning strategies most frequently is used by students. What kind of strategies do they use during the online education and the face-to-face education? How much the distance education has influenced their language learning? Did this help them to develop new strategies?

The task of research is to increase our knowledge about language learning. To study this, I did theoretical and empirical research, such as analysis, classification and generalization. In order to investigate the language learning strategies used by students during the online- and face-to-face education, questionnaire was used. In view of the unstable health situation, this was the most appropriate way to examine this issue.

The bachelor's thesis is made up of an introduction, three main parts, conclusion, reference appendix and resume.

The first part provides a theoretical framework based on the literature on the topic, such as the theory of language learning strategies, studies related to onilne education. The second part is a transition between theory and practice, including analysis of language learning

strategies. The third part includes the procedure (the methodology, the participants) and the results of the empirical investigation of successful online and offline language learning strategies used by students.

The theoretical and practical value of the research lies in the potential applications of the results. After all, online education seems to be the future, or at least some aspects of it, which means that the research can provide insight into the progress achieved by students learning English, by using certain strategies. Furthermore, the thesis also gives insight into how they feel about those strategies, which are used by teachers during classes. The results may contribute to a better understanding of the issue under analysis.

PART I

LITERATURE REVIEW

1.1. Language learning

Language is the primary means of communication. Although non-verbal communication, like spoken language, carries information, it carries only a surplus of information. However, gestures may vary - perhaps not apparent, but - from culture to culture, so it can be said that spoken language is still the most accurate means of communicating information. This means that our language repertoire - i.e., the ways of formulating the messages in the speech during everyday communication - is the most important tool in our everyday life, as this is the means of getting and forwarding information.

Due to globalization, people can easily reach any point of the world man can meet several cultures and languages; thus knowing, and learning foreign languages is highly required nowadays.

In this light, it is now clear that pupils can learn at least one foreign language at school and in some schools more than one. But the pandemic that broke out in 2019 has changed much of the education landscape, with most schools around the world being forced to switch to online for the first time.

1.2. The beginning of online education

Although the concept of online education has been known worldwide for less than three years, research into this phenomenon and the educational potential of the development of technology goes back several years. This is borne out by the fact that studies on the history of online education were published as early as the 2000s. Although the invention of the World

Wide Web in 1992 was a major cornerstone in the development of online education and its widespread feasibility.

But despite this, the use of technology in education began a further 20 years earlier, in the mid-1970s, closely following the invention of email and computer conferencing. It is true that initially these technologies were difficult to access for academics and teachers, but many academics introduced email and computer conferencing into their courses in the APRANET experiment, thus paving the way for online education as it is known today (Harasim, 2000).

Online education - even if not in its current sense of 2022 - has been a constant presence in higher education since then. To track this, an annual survey is being conducted by the Babson Survey Group in partnership with the College Board to answer basic questions about the nature and extent of online education. The results of the survey are based on responses from more than 2,500 US higher education institutions.

In response to the question of how many of their students take online courses, the 2011 survey found that 31% of students took at least one course online, or 6.1 million students took at least one online course in fall 2010. (Allan & Seaman, 2011)

The researchers predicted that this number would increase in later years, and this proved to be the case, as three years later the number of students enrolled in at least one online course had increased to 7.1 million. (Allan & Seaman, 2014)

Online education was initially limited to certain areas of higher education, but with the development of technology and its diffusion, it has become more and more widely available at lower levels of education.

There have also been several surveys on the integration of online learning at secondary school level. This includes research by Edwina Neyland, who examined the factors that determine the success of online learning in three Sydney secondary schools. The report highlights systemic factors such as the support received by the institution, or even micro-factors that arise from the skills of the teacher. Based on a number of questionnaires and interviews, the report ultimately shows that direct school factors such as school support and pedagogical focus were considered more important than wider systemic factors. (Neyland, 2011)

Much has been said about the uptake and accessibility of online education, but less about its effectiveness. Before the outbreak of the pandemic (although not too long before), a study was published looking at the practical success of online education: Spiros Protopsaltis and Sandy Baum address this issue in a paper on online education. They conclude that while overall outcomes are similar for classroom and online courses, students from low academic

preparation and low-income and underrepresented backgrounds consistently underperform in fully online environments. The negative sentiment is understandable, since, as the article reports, online education was once predicted to have a bright future and great success, so it is no wonder that researchers, teachers, and students are disappointed when they find the opposite. (Protopsaltis & Baum, 2019)

1.3. Online education nowadays

It can therefore be said that online education is now one of the most important teaching methods. It has been already discussed how it has spread and developed worldwide, and how it has become such an important segment of education. But how distance education would be defined nowadays, in this modern perspective? According to Simonson's definition it is an "institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors" (Simonson, 2011, p.126).

It should be added, though, that this form of teaching-learning, which Kovács calls pedagogical experimentation, is primarily voluntary, i.e. a decision based on the mutual agreement of the teacher and the pupils to teach at a physical distance using various telecommunication devices. Under these conditions, the students' performance did not show any deterioration compared to traditional teaching (Kovács, Pulfrey, & Monnier, 2021).

Duvall and Schwartz also point out that for adult students there is no significant difference between the two forms of education, but add that poorly designed distance learning can have a negative impact on the learning experience and performance. They believe that this is primarily up to the teacher (Duvall & Schwartz, 2000).

Research is still being carried out around the world into how learners can learn more effectively through the Internet. This research and development has resulted in many educational applications and other programmes.

The need to harness these technological advances was most pressing when the COVID-19 epidemic emerged in China in late 2019 and later hit the rest of the world. As it is a rapidly spreading disease, online education was first mandated in China, where the disease first emerged, and later many countries followed suit (Zhou, Li, Wu, & Zhou, 2020).

In relation to the situation at the time, the work of Kelli Cargile Cook and Keith Grant-Davis Global three years earlier, which to some extent anticipates possible solutions to a problem that did not exist at the time, is worth mentioning. It is a study entitled Global Question, Local Answers, the title of which makes it clear that this is a global problem for which only locally 'appropriate' and personalized solutions and answers can be found. The study argues that online education in the 21st century is still at a theoretical stage and that in order to promote it this is not enough to list what should be done or could be done with the help of modern technology, but rather to examine and realize the practical side of the issue.

They also stress that theorizing about good online education involves answering the questions of whether the principles and practices that are used in traditional face-to-face education, and which have proven to work, can be transferred to online education and, if so, how we can implement them. To develop these theories and answer the questions that arise, twenty four educators with expertise in many areas of teaching in the online space came together. They also summarise the considerations that should be taken into account when designing a good online education program (Cook & Grant-Davis, 2017).

As mentioned earlier, distance learning in the classical sense is based on a voluntary agreement between the parties, with a given technological equipment. In contrast, this was not really the case before the last few years. However, the forced distance learning imposed in the context of the pandemic did not, in most cases, allow either party to make the necessary technical preparations. Dolenc and his fellow researchers have also pointed out that pandemic distance learning has created a number of difficulties for both teachers and students from several angles. In addition, the researchers found that the parties involved had a very negative view of the situation, with teachers holding much more negative views on distance learning than students (Dolenc et al., 2021).

Kovács et al. investigated pandemic-induced forced distance learning in terms of technology and teacher-student relationships at three levels of education.

Teaching was delivered through video conferencing, and various chat programs such as WhatsApp were used for quick communication. Interestingly, the research found that this period, and the online teaching itself, had a positive impact on the attendance of students. In a sense, they were motivated by the novelty. Although teachers stressed the importance of visual contact, which could be achieved by keeping cameras on during video conferences. In higher education, learning was not a major problem during this period, while students in vocational education were to some extent able to use digital tools independently, but autonomy in learning was a challenge. However, teachers at all three levels of education

encountered difficulties in trying to find answers to how they could overcome the barriers posed by distance (Kovács et al., 2021).

Teachers were not adequately educated to offer classes utilising a range of multimedia tools, despite having many possibilities. Text analysis (in terms of rhetorical functions, concepts, and cohesive devices) is a required course for showing students different types of texts; however, the use of various multimedia approaches, such as data presentations, films, and sounds, is also crucial.

In terms of teaching materials, instructional tactics, and even learning strategies, the teacher and students expected online teaching to be different.

Teachers, on the other hand, lack the expertise and abilities needed to prepare and present classes online, particularly when it comes to sound effects, video projection, and subtitling (Bouderbane, 2022).

1.4.   Design Thinking in education

In his paper, Jason Lodge explains that online and possible hybrid - or, as he calls it, blended - teaching and learning require skills that go far beyond the usual, traditional approaches such as lectures. However, the problems that arise on the e-learning platform can be solved by what is called "design thinking", and it also provides a tool for organising and managing the complex task of online teaching and learning. (Lodge, 2020)

But what is Designe Thinking? Design Thinking is an analytic and creative process in which a person is encouraged to explore, create and prototype models, collect feedback, and rethink (Razzouk & Shute, 2012).

Why is this mindset relevant in education? People in many fields, including education, have faced numerous obstacles in the twenty-first century. Traditional tactics often appear ineffectual in the new setting, necessitating the use of new tools and procedures. Design thinking - a technique that started in architecture, design, and art and is currently used in many fields – is an alternate approach that can be useful in the given context. It's a human-centered problem-solving method that may be applied in the classroom to help students build twenty-first century abilities and boost creativity and innovation (Luka, 2014).

Design for learning necessitates skills that many academic teachers lack and cannot obtain due to a lack of time or resources (Elliott & Lodge, 2017). When evaluating how

evidence might be utilized to improve online learning, it's important to remember that the teacher is still the best person to make judgments about how to provide students with effective learning experiences. In the vast majority of circumstances, the academic staff member or coordinator retains overall authority for a unit of study. Design provides a framework for academic teachers to make decisions concerning curriculum items. The contention is that design also allows for a focused discussion about how evidence may help influence such decisions. As previously stated, this structure is crucial in higher education, because the people in charge of deciding how units of study are delivered are frequently the same (Goodyear, 2015).

In the future, technology will surely hold a crucial and possibly expanding role in the delivery of higher education. Online and mixed courses will most certainly become the standard, rather than the exception, as they were in the past.

1.5. Language learning during the distance education

The impact of the pandemic on education in general have been already discussed. However, Juáres-Díaz and Perales conducted research specifically on language teachers, what did they experience during the COVID-19 blackout? The research was conducted by the College of Modern

Languages, the participants were volunteer teachers and students, 58 in total.

The results show that for the students, this period was mostly spent solving and submitting assignments rather than gaining real experience. They felt they had not learnt much.

But for another group of teachers who already had some online teaching experience, students felt that they had learned (of course there were exceptions). The failures and drop-outs during distance learning are largely due to the digital divide, the researchers conclude.

So the first group of teachers who used 'data-intensive' tools in online teaching lost some students because of this method, a finding supported by the other group's reports (Juáres-Díaz & Perales, 2021).

The transition to online education has not been easy in other parts of Europe, including Ukraine. As distance learning was not common practice here, teachers were faced with a completely new challenge and were unprepared. Given this situation, the teachers of the Philology Department of the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher

Education surveyed other teachers. The authors of the research wanted to know how the interviewed teachers evaluated the performance of their students during online teaching.

The results of the research showed that the biggest challenge for teachers in both secondary and higher education during online education was accountability and assessment. For both age groups, it was difficult to decide whether students should solve the assigned tasks themselves or with external help. Of course, this was not a problem in the present teaching situation, where teachers could easily detect any cheating. The researchers also stress that in this situation, trust between teacher and student is of paramount importance. If the teacher trusts the student, there is no risk of cheating, and if the student has the same trust, there is no need to seek outside help to solve the tasks (Huszti et al., 2021).

Research conducted by three professors previously, from the Marketing School of Management at Texas Woman's University (Shweta Singh, David H. Rylander, Tina C. Mims), which compares online and offline education, found that students who take online classes spend more time studying on average. And their results were also better. (Singh et al., 2012)

1.6.   What is language learning strategy?

There have been many attempts to define language learning strategies over the years. To mention just a few of them:

"Thoughts and actions, consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very onset of learning to the most advanced levels of target-language performance." (Cohen, 2011, p. 7)

"... the techniques or devices which a learner may use to acquire knowledge." (Rubin, 1975, p. 43)

"... activities consciously chosen by learners for the purpose of regulating their own language learning" (Griffiths, 2008, p. 87)

"... specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." (Oxford, 1990, p. 8)

In the rest of the paper, the latter with regard to language learning strategies will be focused on. However, it is worth mentioning that not everyone accepts strategy as a name for the phenomenon described above. There are numerous other terminologies, some linguists refer to it as learning behaviour (Politzer & McGroathy, 1985; Wesche, 1977), tactics (Seliger, 1984) or techniques (Stern, 1992).

Although a link between the use of learning strategies and success in learning has long been discovered, Porte (1988) discovered that some students may use more than one strategy, but those who do so inappropriately may not perform well. Similarly, Vann and Abraham came to a similar conclusion.

1.7. Basic approaches of language learning strategies

One of the best-known and comprehensive taxonomies of strategies was devised in 1990 by Rebecca Oxford, the designer of the Strategy Inventory for Language Learning (SILL). According to Oxford, all language strategies are used to develop learners` communicative competence (Oxford, 1990).

Oxford (1990) established a new language learning strategy system based on previous research into learning methods, which contains two basic classifications: direct strategies and indirect strategies. These strategies can be specified as follows:

1) Memory strategies for remembering and retrieving new information.
2) Cognitive strategies for understanding and producing the language.
3) Compensation strategies for using the language despite lack of knowledge.
4) Metacognitive strategies for coordinating the learning process.
5) Affective strategies for regulating emotions.
6) Social strategies for learning with others (Oxford, 1990, p. 14-15).

These six broad strategies include nineteen secondary strategies with further sixty-two specific strategies and lay the fundamentals of Strategy Inventory for Language Learning (SILL) (Oxford, 1990). Compared with earlier research into language learning strategies, Oxford's (1990) classification of language learning strategies is more comprehensive and detailed. This will be discussed in more detail later.

There is another large group of learning strategies known as SRL (Self-Regulatied Learning). Self-regulated learning, according to Schunk (2008), is the process through which students activate and sustain cognitions and behaviours consistently oriented toward the achievement of their learning goals. The question may arise: what is the difference or connection between self-regulation and metacognition in this case? Self-regulation is the monitoring and control of how you interact with your environment, and self-regulated learning is the application of metacognition and self-regulation to learning.

The SRL model defined by Zimmermann (2002), who describes learning as a process consisting of the following four points:

1. defining or revising the learner's profile information and setting up an initial individual learning plan,
2. finding and selecting learning resources,
3. working on selected learning resources,
4. reflecting on the applied strategies and reached achievements.

In order to operationalize the four phases, a taxonomy of learning strategies, learning approaches, and activities was established in addition to these phases.

The phases are linked to learning strategies, with each approach having its own set of procedures and activities. (Zimmermann, 2002; Nussbaumer et al., 2015)

This approach is described by the author as a cyclical process, illustrated in Figure 1.

Research published in 2017 looked at the role of language learning strategies - and the related motivation of learners - in online learning. Overall, the findings imply that increased usage of online learning tools helps students grow, improve their grades, and feel more satisfied (Chin-His & Yining, 2017).

Thus this research has important pedagogical implications for online language teaching. Given the positive effects of online learning strategies, researchers recommend that teachers equip their students with SRL skills. This is also important because the classroom alone does not provide learners with sufficient opportunities for language exposure to ensure their success in language learning (Tsou, Wang, & Tzeng, 2006).

Figure 1

SRL process model and related strategies

And another study has shown that specific training in these strategies can improve the results of students in web-based courses (Chang, 2009). Therefore, it is important to teach online learning strategies to students.

Teaching students to be self-regulatory learners can help them achieve this. Furthermore, Oxford (2011) presents practical activities for traditional classroom instruction, which are described in greater depth in the following chapter.

II. ANALYSIS OF LANGUAGE LEARNING STRATEGIES

This chapter lists language learning strategies, mainly based on Rebecca L. Oxford's (1990) taxonomy.

But first, as mentioned earlier, the language learning strategy is nothing more than Students' unique actions, behaviours, or approaches for improving their own development in attaining L2 skills. These methods can help with internalisation, storage, retrieval, and application of the new L. (Oxford, 1990)

2.1. Learner variables

It has already been mentioned that the correct use of strategies is important to achieve success and effectiveness, but there are also a number of other factors, so-called affective variables, cognitive variables, social variables and biological variables to be taken into account. See this system in Table 1.

Affective variables	Cognitive variables	Social variables	Biological variables
• Motivation • Perseverance • Introversion • Extroversion • Interests and needs • Self-concept • Attitude	• Learning strategies • Anxiety • Learning style • Tolerance of ambiguity • Backround knowledge • student beliefs	• Family background/ social context • Risk-taking • A sense of belonging	• Sex/gender • Age

Table 1

System of Learner Variables
(Source: Huszti, 2010)

In addition to this, also aptitude have to be taken into account, which is someone's ability to learn a language. In this context, Carroll (1962) mentions four aspects:

- Phonetic coding ability
- Grammatical sensitivity
- Inductive language learning ability
- Rote learning ability

2.2. Oxford's taxonomy

According to Oxford's (1990) taxonomy of learning strategies distinction should be made between direct strategies and indirect strategies, and each of them possesses three-three subtypes, such as (1) memory strategies, (2) cognitive strategies and (3) compensation strategies; (1) Metacognitive strategies, (2) affective strategies and (3) social strategies.
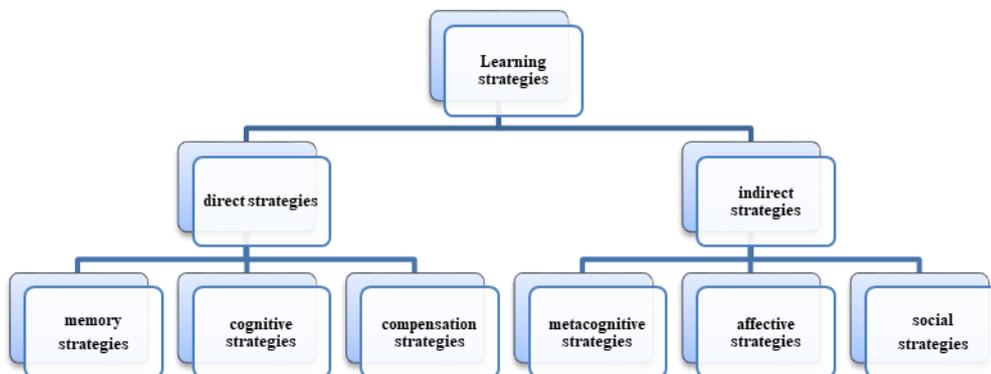

Figure 2

Oxford's taxonomy of learning strategies

o   Memory strategies

They are used to store and retrieve new information. The meaning principle governs memory strategies. To make memory methods function, all steps taken by the learner must be personally relevant to the learner. This group also includes four subgroups, such as:

- Creating mental linkages

- Applying images and sounds

- Reviewing well

- Employing action

Each of these sub-groups includes specific strategies to help learners master the language more easily. Memory strategies are usually used at the very beginning of the learning process.

o   Cognitive strategies

In this category different approaches can be found, but they have a common function: to transform or manipulate the target language. There are also four sub-types, each with its own strategy. In general, adult language learners use these strategies to understand the target language. Subtypes:

- Practicing

- Receiving and sending messages

- Analyzing and reasoning

- Creating structure for input and output

oCompensation strategies

The aim of these strategies is to enable learners to produce both input and output, despite their limited knowledge of the foreign language. As the name suggests, these strategies are used to compensate for a lack of language repertoire. It has two sub-points and additional specific strategies:

- Guessing intelligently

- Overcoming limitations in speaking and writing

oMetacognitive strategies

These actions, which give learners the opportunity to coordinate their own learning process, include three sub-actions to help them organise, observe and focus attention:

- Centering your learning

- Arranging and planning your learning

- Evaluating your learning

o Affective strategies

These strategies are based on learners' emotions, motivation and attitudes. With the help of these strategies, they learn to control them in the context of learning. Oxford (1990) considers good learners to be those who can control their emotions and attitudes in the learning process. It includes two subtypes:

- Lowering your anxiety

- Encouraging yourself

- Taking your emotional temperature

o Social strategies

The last category refers to how learners relate to other target language speakers when communicating. It contains three subcategories:

- Asking questions

- Cooperating with others

- Empathizing with others

These strategies help to learn about and understand the target language culture. (Oxford 1990)

2.3. Vocabulary learning strategies

Based on the research of J. Lawson and Hogben (1996), which studied the use of strategies by learners in vocabulary development, according to the findings, the following strategies can be listed and grouped into four related classes:

❖ Repetition – As for repetition strategies, research has shown (Lawson, & Hogben, 1996) that they are used by approximately two thirds of learners and are the most frequently used by learners in terms of frequency. They do not require any modification of the word (its structure or meaning). They are the simplest strategies. As far as repetition does not require any linking to existing knowledge.

- o Reading of Related Words
- o Simple Rehearsal
- o Writing of Word and Meaning
- o Cumulative Rehearsal
- o Testing
- o Subtotal

❖ Word Feature Analysis – In contrast to the former, these are the strategies that learners use least often to learn a word. True, it is also somewhat more complex, in which case they need to recognise specific features of the new word.
  - o Spelling
  - o Word Classification
  - o Suffix
  - o Subtotal

❖ Simple Elaboration – These strategies allow the meaning or features of the word to be learnt and/or the formation of a prior relationship. In the case of the sentence translation and simple context strategies, this linkage is made between the elements of the sentence. These two are used quite often by learners, although not for new words, but rather as a form of reinforcement. In the case of Sound Link and Subtotal, they use features to make links between new and familiar words.
  - o Sentence Translation
  - o Simple Use of Context Appearance Similarity
  - o Sound Link
  - o Subtotal

❖ Complex Elaboration – The use of context was not used as often, and only a small number of students reported using the following mnemonics. Compared to repetition strategies, these strategies are not used to a large extent. Most learners occasionally use sentence context to understand and remember word meaning, but only for a small number of words.
  - o Complex Use of Context
  - o Paraphrase

- o Mnemonic
- o Subtotal

2.4. Speaking learning strategies

Learning to speak in a foreign language is an important cornerstone of language learning. Many people are anxious about speaking for fear of making a mistake. According to Brown et al. (2001), introverted learners are more prone to become anxious in such situations than their extroverted counterparts. Introverts prefer individualized work to group work, thus they may grow anxious if they are placed in classrooms that emphasise communication (Zheng, 2008). There has been a lot of research on the strategies used by learners to acquire speaking skills, mostly in the light of the much-mentioned Oxford Taxonomy (1990), and now strategies for acquiring speaking skills will be examined in this light.

- ❖ Memory strategies – In terms of speaking learning, the memory strategies stay in the last place in terms of frequency of usage among the students in the results of Rachmawati's (2013) research. According to Oxford (1990) as well, the less often utilised memory strategies may be owing to the fact that people just do not use them or are ignorant of how often they are employed.
  - o placing new words into a context
  - o representing sounds in memory
  - o structured reviewing

- ❖ Cognitive strategies – Cognitive skills are also quite common used by language learners in terms of learning of speaking, it is on the same level with social strategies in terms of frequency (Rachmawati, 2013).
  - o repeating
  - o normally practicing with sounds and writing system
  - o recognizing and using formulas and patterns
  - o recombining
  - o practicing naturalistically
  - o using resources for receiving and sending the message
  - o reasoning deductively
  - o translating

- o transferring

❖ Compensation strategies – These strategies are the most frequently used among students, according to Rachmawati's (2013) study, which supports Huang's (2009) finding, which revealed that compensation strategies were primarily used to improve learners' speaking skills. And research on the same topic by Gani et al. shows that learners with a strong use of few strategies use strategies of compensation. Compensation techniques are ideal for learning to speak because of their nature. Because, as Oxford (1990) points out, these tactics enable learners to utilise the language despite their knowledge gaps, such as a lack of grammar and vocabulary. These strategies then assist users in making the most of what they have in order to overcome limitations and get the message across to the intended audience.
  - o switching to mother tongue
  - o getting help
  - o using mime or gesture
  - o avoiding communication partially or totally
  - o selecting the topic
  - o adjusting or approximating the message
  - o coining words
  - o using circumlocution or synonym

❖ Metacognitive strategies – These are the second most commonly used strategies according to Rachmawati's (2013) research. This in turn contradicts Oxford's (1990) claim that learners rarely use these strategies. Learners have increasingly adopted metacognitive methods in recent years. According to Cohen (2010), high school students employed metacognitive tactics more frequently to improve their English speaking skills.
  - o overviewing and linking with already known material
  - o paying attention
  - o delaying speech production to focus on listening
  - o arranging and planning your learning
  - o finding out about language learning
  - o organizing

- setting goals and objective
- identifying the purpose of a language task
- planning for a language task
- seeking practice opportunities
- evaluating your learning self-monitoring
- self-evaluating

❖ Affective strategies – These strategies are some of the most underused among learners, as confirmed by several studies, including Rachmawati (2013), Gani et al. (2015), Karomi Safari and Fitriati (2016). However, Oxford points out that these strategies can be very useful for learners with learning difficulties. Although as these studies demonstrate they do not receive enough attention.
- using progressive relaxation, deep breathing, or mediation
- using music
- using laughter
- making positive statement
- taking risks wisely
- rewarding yourself
- listening to your body
- using a checklist
- writing a language learning diary
- discussing your feeling with someone else

❖ Social – According to Rachmawati's (2013) study, these strategies are in the middle of the range in terms of their use. This is supported by the research of Karomi Safari and Fitriati (2016), which shows that social strategies are used with a general frequency. It is also worth mentioning that Gani's (2015) research shows that the most prominent learners use these strategies second most frequently (after metacognitive), but that they are also popular among the weaker learners who do not use many strategies.
- asking for correction
- cooperating with peers
- cooperating with proficient user of the new language
- developing cultural understanding

o becoming aware of others' thoughts and feeling

2.5. Grammar learning strategies

In terms of grammar learning strategies, firstly three categories of GLS (grammar learning strategies) can be taken as a basis, which are the defined by Oxford et al. (2007):

❖ Strategies for implicit learning which includes a focus on form (paying attention to how more proficient people say things and imitating, noticing or remembering structures that are emphasized orally, through pitch, loudness or repetition, keeping a notebook of new structures that seem very important or frequent);

❖ Strategies for explicit inductive learning (participating in rule-discovery discussions in class, creating hypotheses about how the TL operates and then verifying them, checking with others who are more proficient to make sure that one's interpretation of a rule is correct);

❖ Strategies for explicit deductive learning (previewing a lesson to identify key structures to be covered, attending to rules that the teacher or the book provides, making up sentences using the rule).

However, according to Pawlak (2012), this is not a complete classification of the GLS, but it provided a good basis for his study. The author also lists a number of weaknesses in the Oxford et al. (2007) classification of GLS, including inadequate emphasis on the learner perspective, the omission of different types of practice, and the omission of groups of strategies that play a prominent role in the main classification of LLS (language learning strategies) (Pawlak, 2012).

Pawlak (2009) provides an extended strategy classification in the light of the original LLS as follows:

❖ *metacognitive strategies* - which are used to supervise and manage L2 grammar learning through the planning, organising, monitoring, and self-evaluation procedures; GLS in this category include paying attention to grammatical structures when reading or listening, searching for alternative ways to practise grammar structures, and planning grammar reviews ahead of time.

❖ *cognitive strategies* - which are closely related in the understanding of TL grammar and include the subcategories listed below:

  o *GLS used to assist the production and comprehension of grammar in communication tasks* - such as attempting to apply specific grammar structures in spontaneous oral production or comparing one's speech and writing to that of more experienced TL users;

  o *GLS used to develop explicit knowledge of grammar* - it can be separated into two categories:

    ▪ *GLS employed for deductive learning* – such as attempting to comprehend each and every grammar rule;

    ▪ *GLS employed for inductive learning* – such as studying instances to find rules;

  o *GLS used to develop implicit knowledge of grammar* – it can be separated into two categories:

    ▪ *GLS employed for comprehending grammar* (i.e., understanding form-meaning mappings) – such by listening to and reading books that offer several examples of a grammar structure;

    ▪ *GLS employed for producing grammar* – both in controlled practice, such as applying new rules to create sentences, and in communicative practice, such as using these rules in meaningful contexts;

  o *GLS used to deal with corrective feedback on errors in the production of grammar* – example as paying attention to the teacher's input on the use of grammar features, attempting to spot and rectify problems while practising grammar, or attempting to negotiate grammar forms with the teacher;

❖ *affective strategies* – Making an effort to relax in the face of problems with understanding or using grammar, encouraging oneself to practise grammar points that pose a learning challenge, or keeping a diary where regular comments on the process of learning grammar are made are examples of GLS that serve the purpose of self-regulating emotions and motivations when learning TL grammar;

❖ *social strategies* - GLS like trying to help those who are having trouble learning or using grammatical structures, practising grammar structures with peers, or asking the teacher for aid in grasping a point of grammar fall under this category.

2.6. Listening learning strategies

In his definition, Willing highlights three aspects of learning methods that are important to note since they are directly related to listening comprehension: "processing, associating, and categorising" (Willing, 1988, p. 7).

According to Mendelsohn Learning strategies are typically divided into three categories in the literature: metacognitive, cognitive, and social/affective strategies. In the case of listening learning strategies, however, it is needed to add another category, which Lynch (1995) calls "interactive listening strategies".

❖ *Interactive listening strategies* "refer to the ways in which a partner in a conversation may attempt to resolve a comprehension problem by seeking help from the speaker, i.e., to negotiate meaning." (Lynch, 1995, p. 166) According to Jactac (2018), receptive strategies in this context refer to verbal and nonverbal acts performed during communicative interaction between speaker and listener, as opposed to situations in which the listener receives one-way input, such as media input (TV, music, etc.), conferences, and eavesdropping. In Rost's (2013) interpretation there are a variety of listening strategies (can be used in classroom practice as well), which can be divided into five groups, as follows:

o *Intensive listening*: Listening intently to a text with the objective of decoding the material for analysis.

o *Selective listening*: listening with a definite goal in mind, such as gathering precise information for a task.

o *Extensive listening*: listening for numerous minutes at a period, usually with the long-term purpose of appreciating and learning the subject.

o *Autonomous listening*: listening without the direct supervision of an educator.

o *Interactive listening*: the listener takes the lead in comprehending the speaker by providing comments, asking questions, and offering assistance.

(Rost, 2013)

III. EMPIRICAL RESEARCH ON SUCCESSFUL STRATEGY USE IN FACE-TO-FACE AND ONLINE EDUCATION

3.1. Methodology

The following research deals with the English language learning strategies used by high school students, in particular the differences between online and offline education. The target of the research is to find out, which strategies are used most frequently by the participants and how the 2019 pandemic has affected students' language learning through distance learning. The survey aims to get insights into how students assess their own performance; what their strengths and weaknesses are; how they try to develop their abilities and what their well-established methods are.

Firstly, useful pedagogical insights could be gained, because this information can be used to improve the procedure of language teaching in both forms of education, online and offline. Secondly, the investigation reveals how our students acquire different language skills the most effectively.

3.2. Participants

Thirty-three Transcarpathian high-school students were recruited for this study. The participants were chosen randomly, except for one criterion: the students had to have experience in both online and offline education and language learning.

All of the participants were aged between fourteen and seventeen: 27.3 % of the students were seventeen years old, 33.3% of them were sixteen and 27.3% were fifteen and 12.1% of the respondents were fourteen years old. Percentage of female participants was 63.6% of and 36.4% of them were male. These age groups were chosen because these students had plenty of experience in traditional, offline education before they had to transition to online education. Furthermore, these students also proved to be suitable for the research

because they are old enough to recognise certain learning strategies and even use them consciously in their everyday learning.

In the analysis of the survey, I have marked the responses quoted literally from the respondents by naming the respondent's grades. Where I have used literally responses from more than one respondent of the same age group, I have added an additional line number to the code name. For instance: 9Grade, 10Grade_1, 10Grade_2
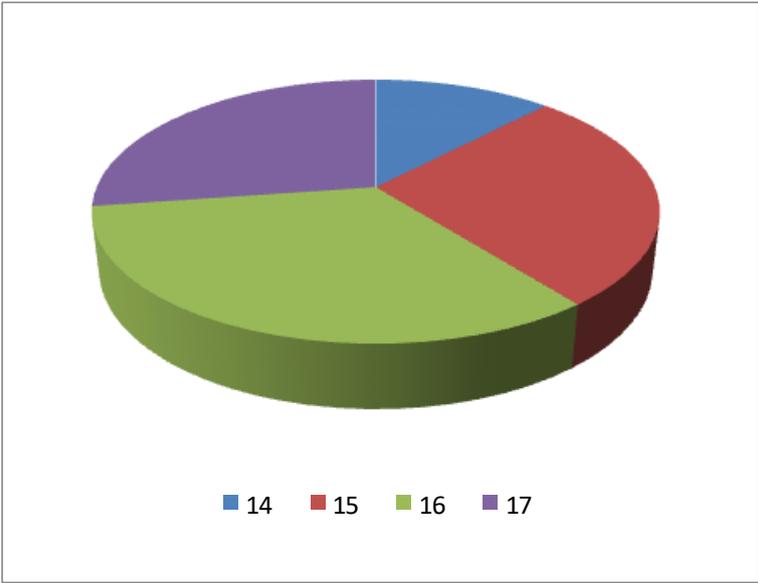

Figure 3

Age of the participants

3.3.   Research instruments

The target of the research was to get information about the English language learning strategies of high-school students during face-to-face and distance education. In the process of designing the research, the first step was deciding the number of participants, which eventually became thirty-three. Considering the number of students being asked, and also the unforeseen quarantine regulations conducting a questionnaire seemed the most expedient method.

The main objectives in designing the questionnaire were to maximise the response rate and due to this expand the amount of obtained information and to get relevant data for the research.

The questionnaire contained 22 questions, both open-ended and closed format questions. Due to the open format questions, insight could be gained into the respondents' experiences and honest opinions about their language learning process. Among the closed questions, multiple-choice questions were used with various numbers of options, thus students could choose the most appropriate answer, and open format questions also contained a scale,

where the students could assess their development in the field of language learning. For better understanding and avoiding misunderstanding, the questionnaire was completed in Hungarian, the students' mother tongue. (See the English version of the questionnaire in the Appendix.)

3.4.   Procedures of the research

In order to get information about the English language learning strategies used during online and offline education by high-school students, questionnaire research was conducted. The research was carried out between 30 November and 31 December, 2021. Thirty-three students were selected to take part in the questionnaire study.

The participants were asked to answer the questions, not omit any of them and read through the questionnaire carefully to make sure they understand everything before they would answer. The response rate was very high, 95% of the participants answered every question and only 5% of the students omitted some open format questions.

3.5.   Findings

The respondents were Transcarpathian pupils of different Hungarian schools, such as in Nagybereg Reformed High School, Dobray Peter Secondary School of Nagybereg or in the Faculty School of Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education; pupils who attend these schools study in grades 9, 10 and 11.

The students' gender is irrelevant, unlike their accurate age. According to this criterion, the respondents were between fourteen and seventeen years old.

According to the answers on when the students started to study English, the participants were divided into two groups. Thus, a part of the students have been learning English since the first grade, the younger age group (14-15 years), 11 respondents; while the rest, about 63.3% of the respondents, belonging to the older age group (16-17 years), started their English language studies one year later.

To quote the response of one participant in grade 11: '*I have been studying English for 10 years. I am in grade 11, but back in "our time" we only started learning the language from second grade.*' 11Grade_1

Overall, however, the one-year gap is not such a disadvantage for students, as the curriculum for English as a foreign language adopted by the Ministry of Education of Ukraine is a more playful *introduction* to the first grade.

The fourth question of the questionnaire asked, in general, what language learning strategies learners know. There were several answers to this question, but broadly similar strategies are known by learners. The most common answers included watching films and series in a foreign language, preferably with subtitles in a foreign language, listening to music, playing games in English, doing exercises, etc. The use of communication in practice was also mentioned, with some indicating specific platforms for contacting native speakers. The use of different language learning programmes is also mentioned, in this case, the language learning application Duolingo, one of the most well-known and widespread language learning apps on the Internet.

Already at this point, it is worth noting that learners are almost exclusively familiar with the learning aids born of the achievements of technology and that these are the first things that come to mind, while traditional methods (e.g. the use of exercise books) are only rarely mentioned.

As far as the language learning strategies used in English lessons are concerned, a very different type of response was received. However, there were also some responses relating to watching videos or listening to audio material, which can be linked to the use of technology.

As one participant puts it: '*We learn from books and audiobooks, sometimes we also watch films in English...*' 10Grade

However, a much more common response was reading, translating, composing essays, solving problems, and practising speaking. But students have positive experiences of this too:

'*Besides learning the rules and doing exercises, we also watch short videos and play interesting games with audio material. I personally like this because it gives variety to the lessons and takes us out of monotony'* (11Grade_1).

This opinion is supported by a very positive response rate to the next question, which asked how effective the learning strategies used in the classroom were perceived to be. In fact, 60.6% of students think that these strategies are effective, 36.4% think they are more effective than not, and only 3% (one respondent) think that the strategies used in lessons are not effective in terms of their progress.

The methods and strategies that learners most often use in their independent learning have already been discussed. Here it turned out that t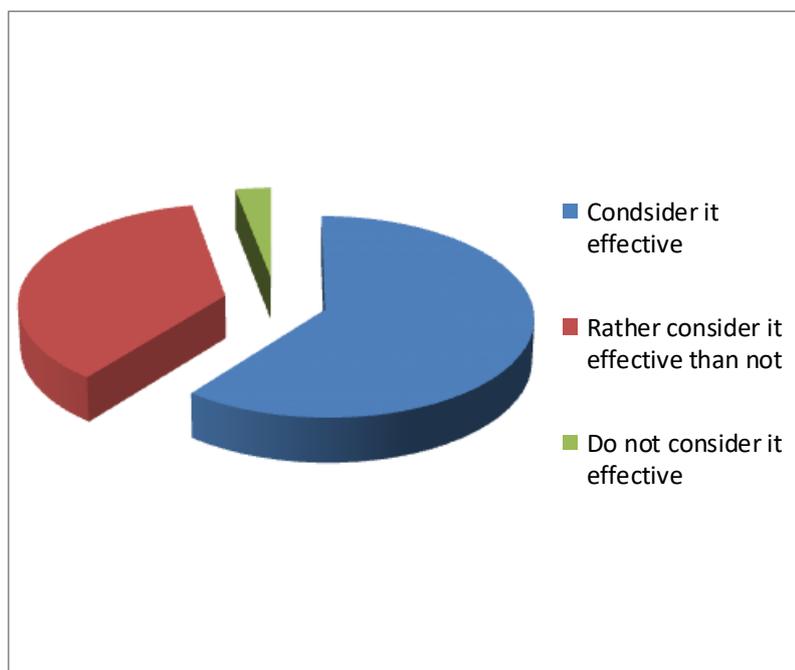he strategies that learners prefer and use most as a matter of self-discipline were those mentioned in the context of question four. Thus, video games, films and series, videos, music, and books in a foreign language were said to be very helpful. Some students also mentioned rhythmic word learning, building word associations, and the use of word cards and flashcards.

Figure 4

In students' opinion how effective the language learning strategies used in lessons are

'*In my experience, watching films and listening to music in a foreign language can do a lot to help you learn the language and its slang. This so-called "slang" can help us to improve our ability to talk to ordinary people in addition to our usual formal communication. Nowadays, there are many opportunities to learn a language outside school if you are interested in or need to learn it (e.g. for exams, for travelling abroad). The internet also offers a wide range of online courses and many informative articles, which are probably the best way to learn. Which is the most effective depends on the individual. Some people prefer more interactive learning (videos, audiobooks, and films), others prefer a 'purer' form of reading. Overall, I think these things can be very helpful for our learning, and we can learn while having fun'*, wrote 11Grade_2

Relatively few respondents mentioned strategies that they often used in English lessons, such as translating, studying grammar rules, or learning new words.

The questionnaire included a section asking about language learning strategies concerning specific language aspects. Table 1 below shows the strategies used by learners to learn Vocabulary, Speaking, Writing, Listening, Reading and Pronunciation.

As far as vocabulary acquisition is concerned, learners generally simply memorise words, but some also refer to films, books and articles in foreign languages.

'*When I read articles in English, I try to translate the unfamiliar words in my head first and then check if I have got them right. If not, I take a note of them with the translation and repeat them a few times to myself. It worked for me'*. 11Grade_2

Vocabulary	films, books, cramming
Speaking	videos, language learning applications and platforms
Writing	chat, penfriends, doing exercises, writing essays
Listening	music, films, videos
Reading	books, articles, social media posts.
Pronunciation	repeating words from films, videos, reading out loud

Table 2

The most commonly used learning strategies by the recipients in specific skills areas

The speaking practice has led to the development of a number of online programs and applications that allow learners to contact foreign language learners or other native speakers. However, respondents also reported that in many cases they thought about how they would pronounce a sentence in English or how they could speak about a particular topic in English.

In terms of developing writing skills, a high percentage of participants practise with friends in the chat. Some reported having pen pals abroad. But apart from these, school exercises and essays were the most frequently mentioned types of strategy use.

Listening to music is used by most learners to practise listening comprehension:

'I try to listen to music without subtitles first, then I check myself'; 'Listening carefully to expressions I hear in films and videos (if necessary, I listen several times to the part I did not fully understand)'. 11Grade_3

Again, many students described films and videos from which they can listen to expressions used by native speakers and memorize them by re-watching them several times.

Reading comprehension is helped by reading foreign language books and articles in a simpler language, where they select and learn unfamiliar words. But some also said that they follow native English-speaking celebrities on various social platforms and read their posts.

As for pronunciation, the only strategies that emerged were the ones they used before, listening to music, watching films - they try to imitate what they hear here. Some people read aloud or try to learn the correct pronunciation of words from their teacher. But in some cases, students have written that they do not pay special attention to pronunciation.
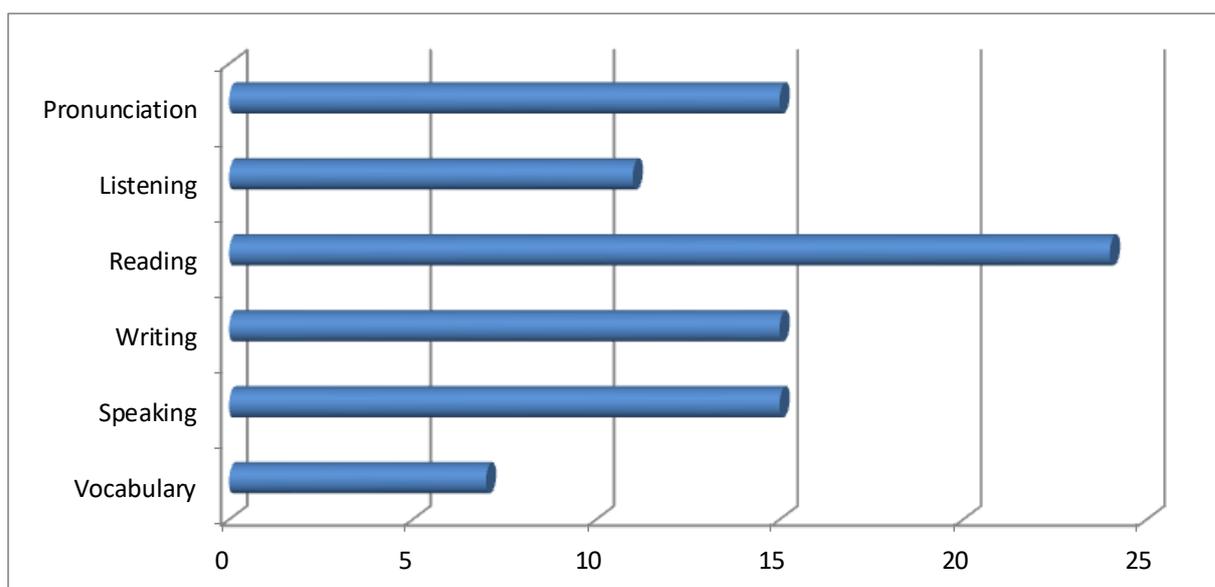

Figure 5

Language skills in which the participants do consider to be their strong

After each language skill was covered one by one and the students themselves recalled how they learn and how much time they spend on it, they were asked to answer the question, which of the listed language skills they felt were their strengths (they could tick more than one). The results are interesting, as the attached graph shows that the proportions are broadly the same, with reading being the only skill that stands out, as it was selected by 24 students, i.e. 72.7% of respondents. In contrast, vocabulary scores the lowest percentage, with only 21.2% of respondents, or 7 participants, feeling it to be strength. This is slightly ahead of listening comprehension, which was marked by 33.3% of the learners. The remaining three skills, pronunciation, speaking and writing, were perceived as strengths by the same number of participants, 15-15, representing 45.5% per skill.

Students were also asked what they thought was the biggest difficulty they had in learning languages. Most of them answered that they had the most problems with grammar and with the distinction between verb tenses. But also spelling, pronunciation, few opportunities to communicate and learning words with multiple meanings considered to be a problem for them.
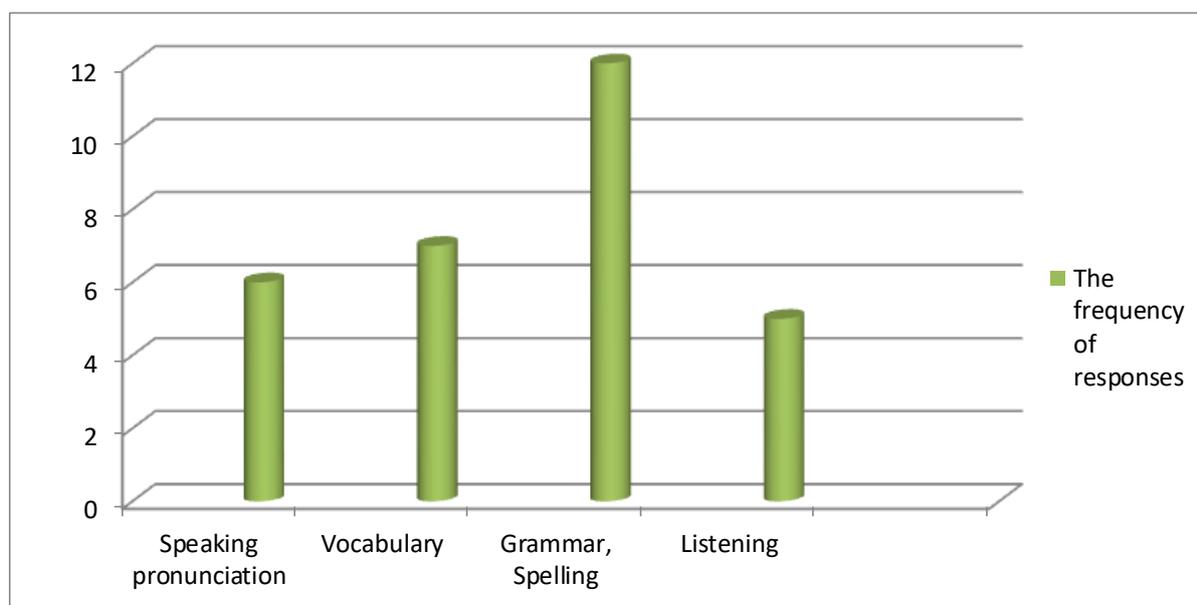

Figure 6

The most frequent items in the participants' responses about what are the most difficult for them

Overall, however, as shown in the accompanying figure, the four most frequent items in the responses were: speaking or pronunciation; vocabulary; grammar or spelling; listening.

The questionnaire then looked specifically at distance learning and the language learning strategies used during distance learning. Learners were asked, in particular, whether there were any strategies that they had started to use specifically during online learning. Here, surprisingly, the vast majority, 81.8% of respondents, answered no, and only 18.2% said that there were learning methods that they had started to use during the quarantine.

These six people also told that since they had nowhere to go during this period, they had a lot of free time, and to spend it they started watching more foreign language films, TV series and translating music lyrics. And some people only started to pay attention to practising their pronunciation.

Asked if there were any strategies that the learners had used only during the face-to-face or only during the distance learning, the answer was quite similar, with the majority (84.8%) answering no. And the remaining 15.2% who answered yes only pointed out that they had the opportunity to talk to the teacher in English during the traditional lessons, which they could not do during the distance learning.

Twenty-three students responded that they had not found it particularly difficult to study English online:

'It was not really difficult for me, in fact, being at home allowed me to spend more time trying out online courses. Despite some difficulties, I have seen positive effects of these...', 'No, in fact, I have done more because I have had more time' (10Grade_2).
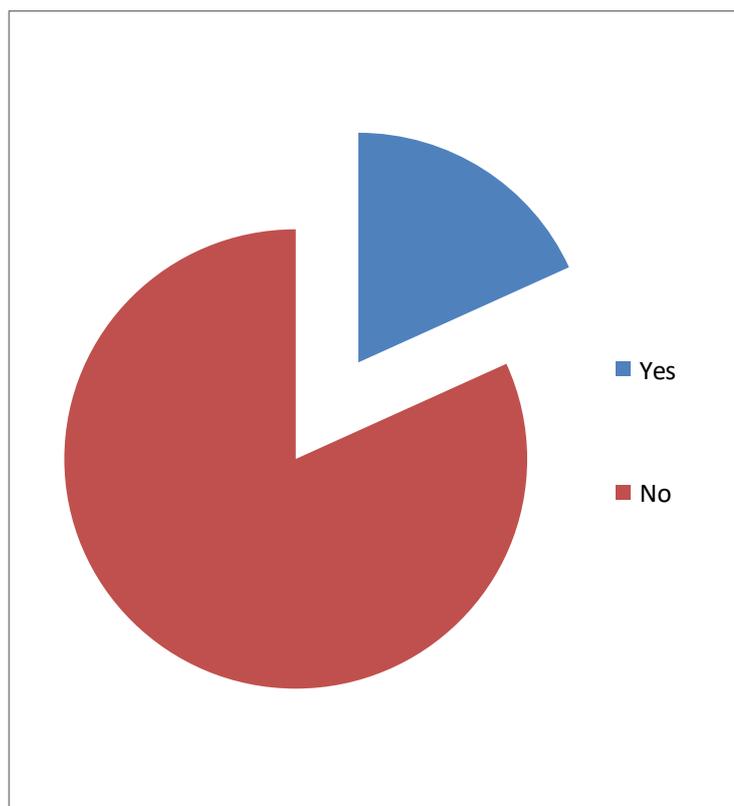
Figure 7

Are there any language learning strategies that learners have started to use during the online education?

In contrast, ten learners reported that they found online learning difficult in terms of learning English:

'Yes. Basically, online learning made it more difficult. I feel that I learned less online than in a normal class. I found it more difficult to learn online than in class. I miss the teacher's explanations and the normal lessons. It's much harder and more boring to learn', 'It was not good that we could only be online and we couldn't do as well as if we were together' (11Grade_4).

Figure 8

Are there any language learning strategies that learners used only in face-to-face education?

When students were asked to rate their own progress in learning English on a scale of 1 to 5 (where 1 means just keeping up with the curriculum and 5 means excellent), the responses were relatively neutral but still positive. No student chose 1, which is positive because it means that everyone is at least keeping up with the school curriculum. Nevertheless, there were still some participants who considered that they were having difficulty, with 9.1% of pupils placing their own progress at this point. Most of them, 45.5%, rated their progress in language learning as 'medium', and slightly fewer, 42.4%, rated it as 'good'. However, only 3%, or one learner, considers his/her progress to be 'excellent'.
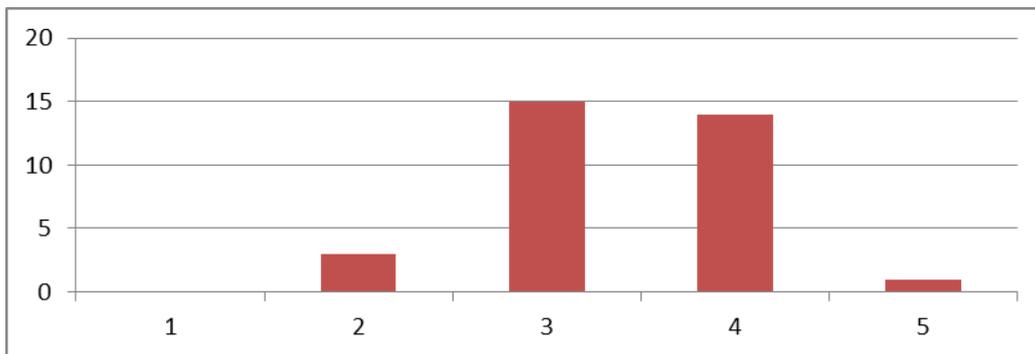

Figure 9

How students assess their own language learning development
(1= just keeping up with the material, 5=making excellent progress)

Overall, this is a positive result, since, as the first part of the essay showed, students and teachers alike faced many difficulties. The responses in other parts of the present study confirmed this.

3.6. Discussion of findings

The aim of the present research is to explore the effective language learning strategies used by learners in online and offline learning. To obtain information about their language learning and any difficulties they may have. The research was also interested to find out what differences learners discovered between distance and face-to-face learning in terms of the way they learn foreign language. Whether they had developed new learning strategies or were able to use old ones in this new situation. Furthermore, to what degree do they rate their language learning performance during online education as successful. The research was carried out using questionnaires completed by 33 people aged between 14 and 17.

Students are familiar with several language learning strategies, the most popular of which are watching films, videos or TV series, listening to music, reading, and playing video games in a foreign language. And they usually use them in their individual learning. These strategies are also relatively common in English lessons at school, but in most cases, the students answered by solving exercises. However, some also mentioned that the teacher tries to use games and various interesting activities during the lessons. The majority of students are satisfied with these strategies, at least according to the results of the research. In other words, 60.6% of students consider these strategies effective and only 3% consider them ineffective, with the remaining 36.4% considering them rather effective.

As far as the acquisition of specific language skills is concerned, respondents also mentioned some strategies used by roughly all of them. Responses on vocabulary acquisition were the most varied, but in general, many of them were more frequent among the responses. And although the results show that vocabulary acquisition is carried out using the most varied strategies, another question revealed that only a minority of learners consider this language skill to be a strength (only 7 respondents indicated it as a strength). Interestingly, vocabulary was even underperformed by speaking, which was not expected.

In contrast, reading - where only 4-5 independent strategies were reported earlier - is perceived as strength by most learners. Neither speaking nor pronunciation was mentioned later when the students were asked directly about difficulties, in which case grammar and spelling were mentioned most often.

The research also showed that a significant percentage of learners did not start using any new strategies during distance learning. Even those who did (18.2%) tended to have more free time and incorporate English learning into their hobbies, such as watching films, TV series and videos in English, or translating music lyrics. The situation is similar in terms of learners' separation between online-only and face-to-face learning strategies. That is, for a significant percentage of respondents, there are no strategies that they have used only in one or the other form of education.

Opinions are more divided on the learning difficulties caused by online education. Some have been able to spend more time and try out different learning programmes, but many have found distance learning difficult because they felt they needed the physical presence and explanation of the teacher, especially for more complicated grammar topics.

The data from the assessment of learners' own progress in their language learning shows that the situation is quite good, compared to the overall difficulties of distance learning. Despite these difficulties, most of them have a relatively positive view of their language learning progress.

CONCLUSION

Online learning is a much-researched topic these days, and researchers want to know how this process takes place. This research aims to contribute to the knowledge on this topic.

The first part of this work summarises previous studies on online education and language learning strategies and their connection. The second part provides a range of analysis of language learning strategies, broken down by specific language skills.

In the third part of this thesis, the research carried out is described, both in terms of the circumstances in which it was carried out and the results. It examines the online and offline language learning strategies students, what difficulties they have experienced during their online lessons and how much progress they have made in learning English. The participants were randomly selected students between age 14 and 17.

The research instrument was the questionnaire, which included fifteen questions.

The results showed that the students know several language learning strategies, and those one they prefer to use in their individual learning sometimes occur during the English lessons as well. In light of this, the majority of students are satisfied with the effectiveness of the strategies used in class. The research showed that learners use broadly the same strategies to learn certain language skills. The number of these strategies is relatively low for certain skills. The research also found out which skills students perceive as their strengths and weaknesses.

We also found that a high percentage of learners did not start using new strategies during the online education.

In contrast, opinions were more divided on whether the interruption of face-to-face teaching caused any difficulties in language learning. Some were able to progress well, while others found it difficult to learn English because of the distance education.

In comparison to the general difficulties of distance learning, the data from the assessment of learners' own development in their language acquisition suggests that the situation is pretty satisfactory. Despite these challenges, the majority of them are optimistic about their language learning progress.

These results can be useful for foreign language teachers, as they reveal which strategies learners find useful and how they prefer to learn. They can also get information about

learners' weaknesses and strengths. These pedagogical implications could improve the language learning. By raising learners' awareness of the strategies, teachers can increase their students' motivation to learn a language. This is why it is important to teach students to use strategies that are relevant to them.

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РЕЗЮМЕ

Онлайн-навчання сьогодні є темою, яку досліджують, і дослідники хочуть знати, як відбувається цей процес. Це дослідження має на меті сприяти отриманню знань з цієї теми.

Перша частина цієї роботи підсумовує попередні дослідження щодо онлайн-освіти та стратегій вивчення мови та їх зв'язку. Друга частина надає низку аналізу стратегій вивчення мови з розбивкою на конкретні мовні навички.

У третій частині цієї кваліфікаційної роботи описано проведене дослідження як з точки зору обставин, за яких воно проводилося, так і з точки зору результатів. У ньому досліджуються онлайн- та офлайнові стратегії вивчення мови учнів, якими труднощами вони зіткнулися під час онлайн-уроків і наскільки вони досягли успіху у вивченні англійської мови. Учасниками були випадково відібрані учні віком від 14 до 17 років.

Інструментом дослідження була анкета, яка включала п'ятнадцять запитань.

Результати показали, що учні знають декілька стратегій вивчення мови, а ті, які вони вважають за краще використовувати в індивідуальному навчанні, іноді зустрічаються і на уроках англійської мови. У світлі цього більшість учнів задоволені ефективністю стратегій, які використовуються на уроці. Дослідження показало, що учні використовують майже однакові стратегії для вивчення певних мовних навичок. Кількість цих стратегій відносно невелика для певних навичок. Дослідження також виявило, які навички студенти сприймають як свої сильні та слабкі сторони.

Ми також виявили, що високий відсоток учнів не почали використовувати нові стратегії під час онлайн-освіти.

Навпаки, думки більше розділилися щодо того, чи викликало переривання очного навчання якісь труднощі у вивченні мови. Хтось міг добре прогресувати, а комусь було важко вивчати англійську через дистанційне навчання.

У порівнянні із загальними труднощами дистанційного навчання, дані оцінки власного розвитку учнів у оволодінні ними мови свідчать про те, що ситуація є досить задовільною. Незважаючи на ці труднощі, більшість із них оптимістично оцінюють прогрес у вивченні мови.

Ці результати можуть бути корисними для вчителів іноземних мов, оскільки вони показують, які стратегії учні знаходять корисними та як вони вважають за краще

вчитися. Вони також можуть отримати інформацію про слабкі та сильні сторони учнів. Ці педагогічні наслідки можуть покращити вивчення мови. Підвищуючи обізнаність учнів про стратегії, педагог можете підвищити їх мотивацію до вивчення мови. Ось чому важливо навчити студентів використовувати відповідні для них стратегії.

APPENDIX

English version of the questionnaire used for the research

1. Age:
   a. 14
   b. 15
   c. 16
   d. 17

2. Gender:
   a. Female
   b. Male

3. How long have you been learning English?

   _____

   _____

4. What language learning strategies (methods) do you know? (e.g.: listening to music in a foreign language, watching films/videos, reading articles/books; associating words to be learned with other concepts, using the language in practice, etc.)

   _____
   _____
   _____
   _____

5. What language learning strategies do you use in your lessons?

   _____
   _____
   _____
   _____

6. How effective do you consider these strategies to be for your development?
   a. I find them effective
   b. I find them rather effective
   c. I don't find them effective

7. Which language learning strategies do you use most often in your independent learning?

   _____

   _____

   _____

   _____

8. What strategies do you use to learn and develop the following language skills?
   8.1. Vocabulary

   _____

   _____

   _____

   8.2. Speaking

   _____

   _____

   _____

   8.3 Writing

   _____

   _____

   _____

   8.4 Listening

   _____

   _____

   _____

8.5. Reading

_____

_____

_____

8.6. Pronunciation

_____

_____

_____

9. Which language skill(s) are your strength(s)? (You can choose more than one)

    a. Vocabulary

    b. Speaking

    c. Writing

    d. Reading

    e. Listening

    f. Pronunciation

10. During the language learning what is the most difficult for you?

_____

_____

_____

_____

11. Are there any strategies you started using specifically during distance learning?

    a. Yes

    b. No

11.1. If yes, what were them?

_____

_____

_____

_____

12. Are there any strategies that you use/used only during face-to-face or only during distance education?

    a. Yes

    b. No

12.1. If yes, what were them?

_____

_____

_____

_____

13. Did you have any difficulties learning the language online? Please explain your answer.

_____

_____

_____

_____

_____

14. Overall, how would you rate the progress of your language learning? (1 = I find it difficult to keep up with the curriculum; 5 = I am making excellent progress)

1	2	3	4	5

15. How has online learning influenced your language learning and its development?

_____

_____

_____

NYILATKOZAT

Alulírott, Varga Adrienn angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.   _____

Varga Adrienn