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РОЛЬ ЕЛЕКТРОННО-ОСВІТНІХ РЕСУРСІВ У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

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Закарпатський угорський інститут ім. Ференца Ракоці ІІ

Кафедра філології

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Берегове
2023

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

THE ROLE OF E-LEARNING RESOURCES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Bachelor's Thesis

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ЗМІСТ

CONTENTS

Introduction

Our daily life has become highly interactive: we search for information on the Internet; we communicate via the Internet. These everyday habits also affect the teaching and learning environment. The adoption and use of E-learning in studying in teaching English,in particular, is one such areas that has experienced such fast-paced development for some time now. As a result, the government all over the world are committing a lot of resources to keep up with this technology advancement.

This thesis emphasizes the importance of introducing E-learning to facilitate the studying of English as a foreign/second language It is one of the newest and most used teaching styles, since the Pandemic started. A number of linguists and researchers has already investigated the topic on E-learning and the online resources used in foreign language teaching: Dr. Larry Rosen, Jon M. Werner, Chee Meng Tham, Joel E. Cohen.

The current thesis tries to present a theoretical overview of the E-learning resources and it is advantages and disadvantages, paying special attention for the online exercices used in teaching English. In addition, it provides some details on the history of E-learning,

The *subject* of this thesis points out the theoretical concepts of The role of E-learning resources in teaching english as a foreign language.

The *object* of this thesis to present the main principles of the effective teaching approaches with online gadgets.

The *purpose* of this thesis is to give a larger overview of the main characteristics: The History of E-learning, The Advantages and Disadavantages of the E-learning, The use of online reasources in exercises, The role of E-learning in Promoting Key Learning Skills.

The *method* of the study is a Descriptive, Inductive and Exploratory.

The *theoretical value* of the study is to collect detailed information about E-learning and it is use in English teaching as a foreign language.

The current thesis consists of Introduction, Part 1, Part 2, Part 3, Conclusion. The first part of the thesis mainly deals with Online teaching, learning and its definition. It also tries toclarify the benefits and downside of E-learning..The second part of the thesis makes a survey on the main principles and the role og E- resources used in FL teaching and it also makes a comparison between the E- teaching, learning and the traditional methods. The third chapter deals with a research within the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education about the effectiveness of e–learning.

The first part of the thesis discusses the differences between traditional and technology-based learning and teaching, and examines the development and spreading of E-learning. The paper provides several definitions of E-learning, which is a broad concept that encompasses a wide range of applications, learning methodologies, and procedures. The chapter also explains how technology has advanced and how it has led to the rise of web-based training and communication methods, making e-learning more accessible and efficient. Finally, it discusses how traditional education primarily focuses on isolated abilities and areas of knowledge, while e-learning is aimed at improving overall foreign language proficiency with a focus on communicative English. E-learning is flexible in terms of time and location, offers a vast amount of information, facilitates relationships between learners, and allows for self-paced learning. On the other hand, it lacks personal connections, may be less efficient in some areas, requires strong independent skills, and can result in piracy and plagiarism. Traditional learning has the benefit of physical presence and contact with professors and peers, but may encourage procrastination and does not offer the same level of flexibility as e-learning. Overall, e-learning has benefits and drawbacks that must be carefully considered in order to make an informed decision on its suitability for different types of education.

Although most studies show positive attitudes towards E-learning platforms and their impact on learning outcomes, some studies reveal that students think online courses do not have the same value as traditional classroom courses. The subpoint also touches on Learning Management Systems, specifically Moodle, and their role in supporting and improving the teaching and learning process.

The COVID-19 pandemic or the current war predicament has forced many educational institutions to adopt online learning, although some were not ready for a full online experience. To improve the efficacy of e-learning, the use of friendly tools, diverse electronic resources, and active involvement in online communities is essential. In addition, educators must adapt their teaching methods to the online environment and provide students with tasks and assignments. Some activities that can make the online learning experience interactive and effective include virtual brainstorming sessions, questions and answers e-learning blogs, real mysteries, video conferencing debates, provocative stories, reverse the situation, and course cliffhangers.

The second chapter also discusses e-learning as a way to transform English education from a teacher-focused approach to a student-focused approach, with a focus on improving listening comprehension, speaking ability, vocabulary, grammar, and cultural understanding. The text also discusses different teaching methods, including controlled and

independent activities for speaking, pre-reading and post-reading tasks for reading, and purpose-driven writing tasks for writing. Additionally, the chapter includes an activity research study on blended learning to measure the effectiveness of the hybrid approach.

Thus, my research can contribute to the development of the E-learning process while teaching english as a foreign language in our school and hopefully it provides information on the usefulness of certain methods used in order to deliver the courses, the time spent on completing tasks and projects, the content of the course, the role of the e-learning resources in tecahing, and also student's grievances, recommendations and preferences for teaching techniques.

Part I: What is traditional and e – learning and what is the difference between them?

This part of the thesis contains of information about the differences between traditional and technology-based learning and teaching. It gives a brief explanation of which learning method is more useful. It also includes the benefits and the drawbacks of the techniques, and this paper provides detailed information on the development and the spreading of E-learning.

The Internet has become one of the most essential platforms for creating research and educational resources that can be shared and learned from by students and educators alike (Richard and Haya 2009). The use of the web and other essential technologies in an organization to generate learning materials, educate students, and run courses is an example of computer - based e-learning (Fry, 2001). There has been much discussion on how to define the term "e-learning" properly. Existing definitions, thus according Dublin (2003), tend to disclose the researchers' speciality and interests. As a concept, e-learning encompasses a wide range of applications, learning methodologies, and procedures (Rossi, 2009). As a result, it is difficult to find a globally accepted definition for the term e-learning, and according to Oblinger and Hawkins (2005) and Dublin (2003), there exists no acceptable definition. In reaction to these inconsistencies, Holmes and Gardner (2006) argued that the term "e-learning" may have as many definitions as there are scholarly works on the subject. Dublin (2003) posed the following questions in order to arrive at a consensus definition of the word e-learning: Is e-learning an electronic course for students who reside a long distance away? Is it referring to the utilization of an online learning environment to complement traditional classroom instruction? Is it related to an online resource that enriches, extends, and improves collaboration? Is it fully online, or is it part of a blended learning program? (Dublin, 2005) Numerous researchers and institutes have suggested the following definitions of the phrase e-learning. Some interpretations of e-Learning extend beyond the delivery of totally online courses. According to Oblinger and Hawkins (2005), e-Learning has moved from a fully online course to using technology to give part or all of a course independent of set time and place. E-learning, as defined by the European Commission (2001), refers to the use of interactive media tools and the Internet to improve learning quality by easing access to resources and services, as well as distant exchanges and collaboration. Below are further definitions of e-learning. E-learning is the use of technology-based information and

communication to provide access to online educational material. E-learning, as defined by Abbad et al. (2009), is any education that is enabled digitally.

The expansion of eLearning is linked with advancement, specialized improvement, and improved PC reasonableness. Effectively, in the late 1980s and early 1990s, the major type of electronic education, Computer-Based Training (CBT), was conceived. This is regarded as the foundation of modern eLearning (Eger, 2005). The CBT framework necessitates the connection of a PC to another medium, such as a CD-ROM.

The real structure signified a significant advancement, despite the way that its substance was not excessively thoroughly described and that it was all the while missing some following characteristics of eLearning, for example, no time or place constraint. In parallel with the progress of CBT, innovation was generated, which eventually led to the rise of the web and the creation of the web application framework. Initially, data could only be appropriated in text design, but by the mid-1990s, there were incited applications that allowed clients to develop the content through pictures. The internet grew quickly, and its costs decreased, making it more affordable to the middle class (Johnson, 1991).

The web system was modified into the now well-known and widely used www (world wide web). Introduction to e - learning (Kveton, 2003), which was written and distributed on the occasion of the 10th anniversary of this learning method, clarifies its phrasing and affiliates it with the web acclimatization to the resource of data, which is put away here and is accessible to all clients via Internet association. The new Web-Based Training (WBT) program was designed. Baresova vividly depicts this period (2003). New projects were created not only to instruct, but also to allow communication between both the student and the teacher. This new framework is similar to the current one, however it was named only in 1999. (Kopecky, 2006). The WBT architecture was rapidly spreading and expanding, as were the accompanying programs. "Together with the pedagogical approach, which began to be increasingly enforced in 2002, with decent management, blended learning, and with clearly positive results from some universities and companies, it shows that eLearning has its benefits and can be effectively used not only for distance but also for face-to-face education" (Eger, 2005). These words also apply to the early stages of development.

In 2002, the Council of the European Union planned the current use of electronic methods of learning in Europe. For a long time, people have been discussing eLearning programs. 2002-2006 began just one year ago.

Its primary goal was to disseminate information about innovative forms of teaching, as well as to strengthen the educational system. The proposed estimate of costs for eLearning

advancement was concretized at the Council of the European Union meeting in Barcelona (2002). This recommendation extended to all parts of the world and fundamentally defined the material basis of the development of new types of education. The fresh influx of eLearning updates began primarily with the substance and kind of new courses and initiatives for universities (Dostál, J., 2008). The projects ODL NET (Open and Distance Learning Network for Exchange Experiences) played an important role in establishing contacts with other countries. This project was developed under the framework of the European project Sokrates, which emphasizes on the dissemination of distance training based on information and communication technologies. This was not only to spread eLearning, but also to explain its imaginary foundation. It was designed for educators who began employing these structures, developers of new projects, and students who could benefit from these new methods of learning in any event (Khan,B.H., Granato, L.A.,2011).

The goal of this enterprise was to exchange experiences among all consumers of new sorts of research. Its most important goals are as follows: to increase the quality of online instruction by implementing innovative learning and efficient approaches, and to inform the academic community about technological advancements in the field of education.

Communication Methods

People can communicate with one another and their teachers in a variety of ways. Only online programs can be used to coordinate e-learning. If distance isn't an issue, some face-to-face correspondence can be integrated to create blended e-learning. Mixed e-learning combines elements of online and in-person collaboration. As two-way video and two-way sound can be used, technology expands the definition of vis-à-vis. Presenting these cooperative components results in a blended e-learning environment (Bates, A. W. & Poole, G., 2003).

Schedule

E-learning can be both synchronous and asynchronous. Simultaneous means real-time communication, such as video conferencing, remote coordination, and online chat applications. Offbeat shows that different methods for correspondence are used that don't need constant reactions. Instances of nonconcurrent e-learning incorporate; email, list serves, strung conversations, online journals, and on-line discussions. E-Learning Class Structure E-learning class structure tends to how the guidance is managed. (Poole, G., 2003)

E-learning can act naturally paced, educator drove, or self-concentrate with a specialist. Independent guidance is managed by giving the student the materials she needs to finish the preparation/guidance. Teacher drove preparing bears the cost of the student a

manual for execute the guidance. Self-concentrate with a specialist is a blend of independent and teacher drove. As in independent learning, the student is responsible for being focused and on time; but, as in educator-led learning, there is cooperation with a position authority who monitors the students' progress (Brandl, K. (2002).

Technology

Web-based resources are not the only resource used to implement instruction. Elearning can be performed through the use of any type of technology that supports data-producing media. Aside from being an outdated technology, video/audio tape is a reasonable approach to conduct out guidance. Additional recent innovation improves the learning experience because there are more ways to transmit data. E-most learning's important component is innovation. The more developed the invention becomes, the more options for supplementary e-learning there are.

As dial-up connections were replaced by link modem, speed and data transfer grew; consequently, the quality of online advice enhanced because PCs had the capacity to help the media. As technology advances and gadgets become more compact and versatile, training will become more adaptable, propelling the development and significance of e-learning (Garrison, D. R. (2011). 1. Traditional education One of the goals of any foreign language education methodology is to enhance the pupil's foreign language competency. Traditional education, in contrast hand, is primarily built on dividing down the overall procedure of learning a foreign language into distinct skills and knowledge areas. It is mostly a functional procedure that focuses on isolated abilities and areas of knowledge.

According to Broughton and his associates, "teacher-dominated interaction" is a common feature of traditional approaches (Broughton 22). The teacher is the center of attention. The reason for this strategy, according to Assist. Prof. Dr. Abdullah Kuzu, is based on the "traditional perspective of education, where teachers operate as the source of information and learners serve as passive recipients" (Kuzu 36). This idea corresponds to Jim Scrivener's description of "traditional instruction [being assumed to work as] a 'jug and mug' - knowledge being poured from one container into an empty one." This widely held idea is based on the belief that "being in a classroom with a teacher and 'listening attentively' is enough to ensure that learning occurs" (Scrivener 17).

Under traditional approaches, "learning was very much seen as being within the control of the instructor," according to Jack C. Richards in his paper Communicative Language Teaching Today (Richards 4). To recap, traditional approach focuses the primary responsibility for education and learning on the instructor, with the notion that if students

attend class and pay attention to the teacher's examples and definitions they would be capable of applying the information. "Frequently used tactics included speech learning, question and response activity, replacement drills, and different forms of guided writing and speaking practice," Jack C. Richards says (Richards 6). One or both teachers pushed students to memorize knowledge rather than make up their own personal terminology and assertions.

Clearly, one of the goals of any approach in foreign language education is to improve the student's foreign language proficiency. Traditional technique, on the other hand, is mostly based on breaking down the overall process of learning a foreign language into individual skills and areas of knowledge. It is mostly a functional procedure that focuses on isolated abilities and areas of knowledge. As a result, traditional approaches are firmly associated with the language education that is utilized in a specific field that is relevant to the life or work. According to Geoffrey Broughton et albook .'s Teaching English as a Foreign Language, "the understanding that several students of English need the vocabulary for special instrumental reasons has led to the teaching of ESP - English for Special or Specific purposes." The same writers shed light on the effects of this strategy on the educational output generated, notifying the viewer about "the emergence of classes and materials [being] intended to teach English for scientific knowledge, healthcare, agricultural production, technology, tourist industry, and the like" (Broughton 9), implying that course content was restricted to the specific grammar and vocabulary of the chosen field. For example, agricultural courses used solely agricultural language and delivered all grammar in an agricultural setting. Vocabulary, phrases, and example sentences from other professions and activities, including explicitly communicative English, were not permitted. According to Broughton and his colleagues, the "teacher-dominated engagement" is a highly typical element of traditional approach (Broughton 22). The emphasis is squarely on the teacher. According to Assist. Prof. Dr. Abdullah Kuzu, the justification for this method is based on the "conventional conception of education, where teachers act as the source of knowledge and students serve as passive receivers" (Kuzu 36). This concept aligns to Jim Scrivener's metaphor, in which "conventional instruction [is supposed to work as] 'jug and mug' - information being poured through one container into an empty one." This widely held belief is predicated on the assumption that "being in a classroom in the presence of an educator and 'listening attentively' is [...] sufficient to assure that learning occurs" (Scrivener 17). According to Jack C. Richards in his article Communicative Language Teaching Today, "learning was very much considered as within the control of the instructor" under conventional methods (Richards 4). To summarize, conventional methodology places the main responsibility for learning and teaching on the

teacher, with the belief that if students attend the class and listen to the teacher's examples and explanations they would be able to apply the knowledge.

1.1.Advantages and disadvantages of e-learning and traditional learning

Adoption of E-learning in education, especially in higher education institutions, provides numerous features and benefits, and e-learning is considered as one of the greatest methods of training. Several studies and authors have examined the pros and disadvantages of integrating e-learning technologies into classrooms (Klein and Ware, 2003; Algahtani, 2011; Hameed et al, 2008; Nichols, 2003). One of the advantages of e-learning, according to several studies, is its ability to concentrate on the requirements of individual students. In his review of the book on e-learning techniques for delivering knowledge in the digital age, for example, Marc (2000) noted that one of the benefits of e-learning in education is its importance placed on the needs of individual learners as an important element in the learning system rather than the needs of instructors or educational institutions. According to a research review, some of the advantages of using e-learning in schooling include the following:

1. It is adjustable when time and location are considered. Every student is able to choose the time and place that is most convenient for him or her. Students save time by choosing their own schedules for online programs.

Students can study at their own speed and from the comfort of their own homes. They have the freedom to create their own daily routine and unique learning environment. In addition, skipping the time-consuming travel saves a significant amount of time. According to Smedley (2010), the use of e-learning allows institutions, as well as their pupils or learners, a great lot of flexibility in terms of the time and location of presentation or receipt of acquiring knowledge.

2. E-learning increases the efficacy of information and certifications by facilitating access to a vast amount of material. Internet learning gives educators a productive way to communicate exercises to students. E-learning increases the effectiveness of knowledge and certifications by facilitating access to a vast amount of material. Internet learning gives educators a productive way to communicate exercises to students. Web-based learning includes a variety of tools such as recordings, PDFs, and webcasts, which instructors can incorporate into their lesson plans. Instructors can become more effective teachers by broadening the exercise plan beyond traditional reading material to include online assets (Buil, I., Hernández, B., Javier Sesé, F., and Urquizu, P.) (2012)

3. It can facilitate relationships between learners through the use of discussion forums. Through this, e-learning aims to clear barriers to participation, such as the anxiety of talking to many other learners. It also worths mentioning that online courses offer shy students the opportunity to participate in class discussions more easily than face-to-face class sessions. (Wagner et al.,2008)

4. In addition to time flexibility, there is also material flexibility. In many circumstances, students can experience individualized education based on their learning style or needs, which is especially true for college Virtual Schools. For most students, e-learning is a cost-effective mode of learning because they may explore a wide range of courses and choose based on their needs. It can also be cost-effective for some universities because once the learning phases are set up, they can be utilized for some sessions (Kruse, 2002). E-learning saves a lot of money because students and learners do not need to travel. It is also cost efficient in that it offers learning opportunities for the students.

5. Learner peculiarities are constantly taken into consideration in e-learning. Some pupils, for example, choose to concentrate on specific course areas, whereas others are eager to go over the full course.

6. Self-paced learning is possible with the usage of e-Learning. The asynchronous method, for example, enables each student to learn at his or her own pace, whether slow or rapid. As a result, it boosts happiness while decreasing anxiety (Codone, 2001; Amer, 2007; Urdan and Weggen, 2000; Algahtani, 2011; Marc, 2002;).

7. For many individuals, online learning can be really beneficial. Some people never completed high school and wish to obtain a diploma without returning to the classroom since they work full-time. There are numerous possibilities for online schooling. Students can discover the courses or programs they need online regardless of what they study (from a career certificate to a doctorate).

Now I will look at some of the benefits and drawbacks of classical technique. It has some beneficial and negative features, as do other approaches, which are emphasized by experts in their writings. These benefits and drawbacks are discussed in down below.

1.In traditional classes, children learn to operate under time constraints more easily. Furthermore, they will be required to perform tasks in a specific period of time during their professional lives. Assigning in-class exercises that must be completed in a few hours, for example, trains pupils for the working world.

Traditional learning experiences include clubs, sports activities, community activities, live lectures, live presentations, and eating in canteens, among other things.

2. Physical presence allows contact between professors and students. Furthermore, you can meet a variety of people, such as former pupils. You can build a vast network that will assist you in developing your personality and expertise.
3. Procrastination may be encouraged by online learning at times. Interpersonal communication can be critical in keeping students engaged and satisfied with their learning experience. Furthermore, on-campus options are expanding: Conferences, college gatherings, concerts, and cultural activities Traditional classrooms, on the other hand, provide a better sense of community.
4. You will be provided with the necessary technology and other facilities for your classroom learning courses. Traditional classroom training involves students and teachers interacting by raising their hands and asking questions, debating a certain topic, presenting a presentation, and so on.
5. If you wish to receive specific higher degrees, such as a Masters or Ph. D, you must first obtain a bachelor's degree or diploma from a traditional education center, such as a university. Being exposed to coworkers, mentors, and academics is a fantastic method to grow.

1.2 Disadvantages of traditional and e – learning

Despite the benefits of e-learning when used in education, it does have some drawbacks. According to research, e-learning has some drawbacks (Collins et al. 1997; Klein and Ware, 2003; Almosa, 2002; Akkoyuklu and Soylu, 2006; Marc, 2002; Dowling et al, 2003; Mayes, 2002). Despite claims that e-Learning can improve education quality, Dowling et al. (2003) contend that making learning materials available online results in improved learning results only for specific types of collective assessment. Mayes (2002) also questioned whether e Learning is simply a supplement to existing methods of learning.

The most obvious major objection leveled towards e-Learning is the utter absence of critical personal connections, not just between students and their instructors, but also among colleague students (Young, 1997; Burdman, 1998). According to Almosa (2002), although all of the problems of e-learning, there are numerous benefits that stimulate its usage, and the quest for ways to lessen disadvantages is also encouraged. According to research, below are the drawbacks of e-learning:

1. Another downside of distance learning is that learners may feel disconnected from the instructor. Because instructions are not always available to assist the learner, students must develop the willpower to work independently without the teacher's support. E-learners must also have strong communication and writing skills. When teachers and other learners do

not meet 17nt he17 face, it is potential for misinterpretation to occur (Tham & Werner, 2002). Learners who engage in e-learning feel reflection, detachment, and an absence of interaction or connection. To mitigate such impacts, you must have a great sense of motivation as well as good time management abilities.

2. E-learning may be less efficient than traditional learning approaches in terms of explanations, justifications, and interpretations

3. Correspondence is the one of the principle weaknesses of web based addressing (e-learning) is the absence of „prompt" reaction from the crowd on their degree of acknowledgment, comprehension and maintenance. Instructors are now and then liable of receiving the „old way" as the „right way" and thusly, figuring this ought to be „the way" to get things done (Tham and Werner, 2002). Not getting a quick reaction may due to not having enough instructors to take care of understudies and furthermore not having enough qualified teachers who know about e-picking up reacting promptly to their reactions (Tham & Werner, 2002).

4. Because tests for assessments in e-learning may be administered via proxy, it will be difficult to control or regulate inappropriate behavior such as cheating.

5. Due to weak selection skills and the ease of copy and paste, e-learning may also be misled into piracy and plagiarism.

6. Furthermore, not all topics or disciplines can benefit from the e-learning approach in education. E-learning, for example, cannot fully study solely scientific disciplines with practical applications. E-learning is more suitable in social science and humanities, according to research, than in professions like medicine and pharmacy, where skillsets are essential.

7. E-learning may result in overpopulation or excess use of some sites. This could result in unanticipated costs in both time and money. Collins and Ware, 1997; Hameed et al., 2008; Almosa, 2002; Akkoyuklu and Soylu, 2006; Lewis, 2000; Scott et al., 1999; Marc, 2002).

8. Innovation isn't wonderful; we would argue that it will never be terrific since the climate changes as innovation advances. Mechanical malfunctions are an important aspect of the „virtual" experience in this new age. The framework's viability and competency play an important role in creating the „ideal" learning environment (Tham and Werner, 2002). Some higher foundations will not have the possibility of having a decent invention since they do not have enough money to invest 17nt he innovation and also do not have fantastic aid from senior management in receiving e-learning. One of the crucial variables in determining the success of an e-learning program is the inability to properly engage with students online.

1.3. Comparison between traditional and e – learning

Traditional and online learning share many similarities. Both kinds of education include a skilled teacher or instructor, necessary prerequisites, the use of appropriate course content (books, textbooks, and peer-reviewed periodicals), the establishment of learning objectives, the preparation of homework and tests, projects, and assessments (Doskocil 7). Both traditional and online learning attempt to provide students with specific expertise. At the same time, there are clear distinctions between traditional and online learning, which stem from „educational process conditioning and environmental variances" (Rozewski, Kusztina, Tadeusiewicz & Zaikin 28). Various perspectives and attributes of learning and teaching modes include different knowledge exchange environments, availability, didactic material structure, repeatability, transfer method, speed of teaching and learning procedures, activators in teaching and learning process, and semantic limitation (Rozewski et al. 24). Online learning necessitates networked control, whereas traditional learning necessitates direct control. Researchers claim that „the high level of feedback enables for dynamic knowledge sharing environment tweaking" (Rozewski et al. 24). Online learning, 18nt he other hand, is based on a knowledge trading process that is dependent 18nt he current effect of instructional techniques. Furthermore, there are significant variances in availability. The time, place, and groups of persons engaging on the learning process are all fixed 18nt he traditional learning process. However, there are alternative chances for availability in online learning, such as the freedom to choose time and location for learning depending on individualized mode (Howard et al. 711). Furthermore, variances exist 18nt he organization of didactic material required for the learning process. „The didactic content is constrained by the curriculum" in traditional learning (Rozewski et al. 24). The pedagogic material structure for online learning is centered 18nt he levels of work and open structure. These models can also be merged if necessary. Furthermore, there are significant variances in repeatability. The repeatability of traditional learning is inconsistent, whereas the repeatability of online learning is regular. According to academics, „the personal instructor approach to teaching and learning process and the unpredictable feature of learning environment generates the irregular qualities of educational event" in traditional learning (Rozewski et al. 25). However, in order to integrate the learning object to the whole learning situation, the learning item should be created in advance for online learning. This method contributes to the achievement of the „constant educational event characteristic" (Rozewski et al. 25). There are also some changes in the transfer procedure. Traditional learning necessitates the use of interpersonal tactics, body language,

and appropriate rhetoric, whereas online learning has a restricted channel of transfer of knowledge.

Finally, both traditional and online learning necessitate the segmentation of the learning process into specific sections or components. There are, for example, lectures, seminars, assessments, and exams. Online learning has a more adaptable and transferrable structure. Traditional learning courses have an unit readiness (Rozewski et al. 26). According to the study, „the instructor's feedback reaction time in a remote course may be longer than in traditional learning" (Doskocil 7). Because of this, traditional learning allows for instant connection between the educator and the pupil. Because elearning instructors are not required to „give immediate feedback to students' queries or comments," it does not ensure instant feedback (Doskocil 7). In general, implementing online learning methods offers not only advantages, but also significant hurdles due to the requirement for adaptation to the virtual classroom and the expense of the equipment used for elearning (Bowen 53). Although the educator and student are geographically separated, online learning techniques can bring individuals together and make them more active in conversation. The usage of the Internet promotes involvement 19nt he communication process by utilizing resources such as email, Internet-based training, videoconferences, and so on. This suggests that online learning can be utilized as a supplement to traditional learning approaches by teachers, particularly when traditional and online programs are combined (Blackmore et al. 174). Although educators view conventional learning to be well-organized, it, too, requires discipline, as does e – learning (Blackmore et al. 174).

1.4 Online Frameworks

These days, the advanced education framework is in a persistent cycle of progress, colleges staying up with the necessities, wants, and prerequisites of understudies. In this manner, data advancements and E-learning frameworks are viewed as fundamental factors in doing the movement of colleges, these organizations putting increasingly more in online frameworks and gadgets (Popovici, A.,Mironov, C., 2015). Be that as it may, 19nt he innovation period, one of the fundamental difficulties of colleges is the reconciliation of inventive E-learning frameworks in order to build up and support both educating and learning. (Heise, L.; Heinz, K.; Koehler, T, 2014). Because of its intricacy, various definitions are proposed for the idea of E-learning. In a basic manner, E-learning implies utilizing data and PC advancements and frameworks to assemble and configuration learning encounters.(Horton W., 2006) Likewise, Elmarie Engelbrecht portrays E-learning as an idea that utilizes

electronic media addressed by the web, CD-s, cell phones, or even TV, to give distance learning and educating. (Engelbrecht, E. 2005).To put it plainly, E-learning alludes to moving information and instruction by using different electronic gadgets (Koohang, A.; Harman, K. 2005), and the idea can be better perceived when is incorporated into a setting where innovation is utilized to address individuals' issue to learn and develop (Cohen, E.; Nycz, M 2006).

Early types of distance training date back to 1840, when Isaac Pitman utilized mail and a shorthand method to instruct and team up with understudies (Bezhovski, Z.; Poorani, S. 2016), and it is instructed that the term E-learning started to be utilized 20nt he instructive field during the 1990 s (Lee, B., Yoon, J.-O., Lee, I.; 2009). Considering the recently referenced perspectives, this kind of internet learning can be seen as a characteristic improvement of the idea of distance learning (Sangrà, A.; Vlachopoulos, D.; Cabrera, N.,2012). A more perplexing and comprehensive definition expresses that E-learning can be viewed as a specific type of instructing and realizing, that incorporates electronic assets and mediums whose job is to cultivate advancement and to make schooling and preparing more subjective (Sangrà, A.; Vlachopoulos, D.; Cabrera, N., 2011).

E-learning is additionally seen as a framework utilized for formal educating, or an organization where data is sent through electronic assets to an enormous crowd. The fundamental components that guarantee the working of such frameworks are PCs and the web (Babu, D.G.S.; Sridevi, D.K., 2018). Offering a wide ra nge of opportunities for sharing data and transferring records with various arrangements, E-learning has certain highlights that work with and support the getting the hang of educating measure. Since it is an online framework, the establishment of extra devices isn't needed, and once transferred, the substance is accessible for clients whenever (Raheem, B.R.; Khan, M.A., 2018). In such manner, the assortment of innovative instruments that are accessible today permitted the advancement of numerous sorts of E-learning. A portion of these kinds were recognized by Horton, and are addressed by singular courses, that individuals take all alone without having schoolmates, virtual classes, that are developed comparably to a conventional, eye to eye course, learning games, where the way toward understanding and acclimatizing data is done through exercises that are recreated, mixed realizing, that joins customary and online classes, versatile learning, or information the board, which alludes to the online circulation of records and materials that are intended to teach people, however enormous quantities of individuals, networks, and associations (Fischer, H.; Heise, L.; Heinz, M.; Moebius, K.; Koehler, T., 2014). Consequently, being an unpredictable cycle, E-learning incorporates components like

innovative apparatuses and plan, e-learning stages, substance, and clients/members (Cohen, E.; Nycz, M., 2006). E-taking in contrasts from conventional or different strategies for learning in light of the fact that, as per Oye et al., it doesn't just spotlights on guidance yet additionally on discovering that is acclimated to people. (Oye, N.D.; Salleh, M.; Iahad, N.A., 2012). As such, while conventional training is more instructor focused, with the improvement of E-learning a shift towards an understudy focused schooling can be seen. (Gallie, K.; Joubert, D., 2004).

Contrasts among conventional and internet learning may likewise be recognized as far as chief wellsprings of data, evaluation, or nature of instruction. While in conventional schooling, understudies are assessed exclusively by educators, who likewise address their principle wellspring of data, and the nature of instruction is reliant upon instructor's information and abilities, in internet learning, the assessment might be finished with the assistance of apparatuses and frameworks, understudies can obtain data from different records transferred 21nt he stage, and the nature of instruction is impacted by the degree of preparing that educators have in utilizing innovation, and furthermore their instructing style (Nycz, M.; Cohen, E.B., 2007).

Cheung and Cable distinguished and depicted eight rules that remain at the center of compelling internet educating, for example, empowering contact among understudies and personnel, cooperative learning, fast criticism, dynamic learning, task time—urging understudies to assign more opportunity for finishing undertakings, elevated standards—the instructor ought to convey their assumptions to support and spur understudies, differentiated learning, and innovation application (Cheung, C.; Cable, J., 2017).

Taking into account that, the advancement and utilization of frameworks and innovations supported the turn of events and development of instructive freedoms (Zare, M.; Sarikhani, R.; Salari, M.; Mansouri, V.2016), the utilization of E-learning in advanced education and understudy's view of the convenience of this sort of learning became subjects of revenue for some specialists.

Significant in exploring the utilization of E-learning is the Technology Acceptance Model (TAM), which end up being useful in dissecting and grasping the manner in which understudies plan to utilize E-learning (Almarabeh, T.,2014). The model was created by Fred Davis, who accepted that the degree to which individuals acknowledge the combination of innovation can be a fundamental factor for the accomplishment of data frameworks. The model gives data and clarifies the relations behind the highlights of a framework, the manner in which individuals carry on while utilizing it, and the demeanor that individuals may have

towards utilizing the framework—which is impacted by apparent value and convenience (Venkatesh, V.; Morris, M.G.; Davis, G.B.; Davis, F.D.,2003).

An examination (Vitoria, L.; Mislinawati, M.; Nurmasyitah, N.,2018), zeroing 22nt h understudy's insight 22nt he execution and reconciliation of E-learning stages while utilizing TAM model as a hypothetical foundation, uncovered that all understudies were of the conviction that the E-learning module they took was valuable and simple to utilize, expressing that they got data, and explored and got to records easily.

A comparative report dependent 22nt he TAM model and created at the University of Jordan (Almarabeh, T.,2014) , affirmed that both saw value and convenience straightforwardly impact the disposition that understudies have towards utilizing E-learning. Moreover, TAM was likewise used to research educators' impression of E-learning, an investigation (Mahdizadeh, H.,2008) showing that along with their past experience, the discernment instructors had in regards to E-learning influenced their conduct and the manner in which they really use it.

With respect to the utilization of E-learning in advanced education, by and large, the writing gives brings about favor of its convenience, viability, and positive effect on understudy's exhibition. As indicated by an investigation 22nt he effect of E-learning on understudies and instructors (Burac, M.A.P., 2019), the greater part of the respondents, addressed by educators, trust 22nt he capability of E-figuring out how to upgrade the instructive cycle and assert that it improves cooperation and correspondence with understudies, and that it offers adaptability and assists understudies with bettter comprehend the talks.

Exploring understudies' mentality towards E-learning, Dookhan uncovered that their demeanor was positive and that it improves when they see that E-learning frameworks are not difficult to get to (Odit-Dookhan K., 2018). Another examination (Lochner, L, 2016) brought up that, when utilized as an extra technique to conventional classes, E-learning improved understudies' learning experience and expanded their commitment with the talks. An exploration zeroed 22nt h contrasting customary and internet learning (Alsaaty, F.M.,2016) showed that a high level of the understudies who finished the study expressed that they have acclimatized more data in up close and personal classes than 22nt he web, yet they emphatically saw their generally online experience, despite the fact that they have experienced challenges while utilizing E-learning stages.

Not withstanding, while most investigations feature uplifting outlooks towards E-learning, comparative examinations reasoned that understudies were of the assessment that

online courses don't have similar worth as courses educated 23nt he study hall, and that understudies would prefer to acknowledge mixed learning, a mix of 23nt he web and eye to eye classes, as opposed to just internet learning. (Tagoe, M.,2012).

The E-learning measure in advanced education is finished with the assistance of different online stages. Over the long haul, numerous ideas were utilized to depict web based learning, for example, Computer-interceded learning (Anaraki, F., 2004), Web-based preparing, E-learning frameworks, and Learning Management Systems (Costa, C.,2012). Notwithstanding their name, every one of these frameworks share the utilization of the Internet practically speaking, and certain highlights that permit enlistment, evaluation of the exercises of students and educators (Costa, C. 2012), and that additionally work with the conveyance of talks and cooperation between understudies, their partners and instructors. Among the main elements of internet learning stages are gatherings that permit understudy educator correspondence and coordinated effort in a nonconcurrent way, web meetings that permit video, sound and composed correspondence, and visit, where clients can send messages and get reactions continuously (Cacheiro-Gonzalez, M.L., 2019).

A Learning Management System is viewed as a product that works and incorporates numerous administrations that are intended to help educators in dealing with their talks and courses (Ouadoud, M.,2018), and they were made to screen and assess understudies, offer evaluations, to screen course participation or extra authoritative activities that can be requested by instructive organizations (Ninoriya, S.,2011).

These frameworks can be separated into two classes: open source-Moodle stages, and business or exclusive, where stages like Blackboard are incorporated (Dagger, D.,2007).

Intended to offer understudies, educators, and heads a framework that can assist them with establishing an improved and modified learning environment, Moodle is viewed as an online adaptable learning climate that works with joint effort between clients (Benta, D.,2014). Through these stages, instructors can transfer and supply understudies with data and assets to which they would not have approached during eye to eye classes, and understudies can undoubtedly share data, express their troubles and get input (Martín-Blas, T., 2009). Hence, Moodle incorporates different highlights like gatherings, visits, private informing, and advanced education foundations can utilize it as an extra strategy to customary schooling, or for solely internet learning (Oproiu, G.C.,2015).

Thusly, Moodle stages are not difficult to access and utilize and they are known to emphatically affect understudies' learning execution, Martín-Blas and Serrano-Fernández appearing in their investigation that understudies who utilized Moodle during the scholarly

year would be advised to results and higher evaluations than understudies who weren't approached to utilize it (Martín-Blas, T.; Serrano-Fernández, A.,2009).

Part II: E-LEARNING METHODOLOGIES

The second part of the course paper focuses on methodologies for E-teaching English as a foreign language. It tries to clarify how to teach and learn with online resources. This part of the course paper gathers different kind of E-teaching exercises and teaching methods for key skills, such as speaking, reading, writing, translating and listening.

Teaching English as a foreign language

E-learning misuses Web innovation as its essential specialized framework to convey information. As the latest thing of scholarly and mechanical truths is to build the utilization of elearning, soon a more popularity of innovation support is normal. Specifically, programming devices supporting the basic errand of guidance configuration ought to offer computerized help for the investigation, plan, documentation, execution, and sending of guidance through Web (Ally, M.,2004).

A. Connection in Learning Learner(s) - Tutors(s) Interaction, and Learner(s) – Learner(s) Interaction: these two sorts of cooperations are among people, and they are the collaboration shapes that individuals are generally acquainted with. Thusly, most examination considers are zeroing in on these two sorts of connection, particularly in the exploration of Computer Supported Collaborative Learning (CSCL). As per, if joint effort instead of individual learning plans were utilized in an online class, understudies ought to be more inspired to effectively take part and ought to see the medium as generally cordial and individual because of the online social collaborations. This expanded dynamic gathering association and interest in the online course, henceforth, brought about higher impression of self-revealed learning (Hiltz, S.R. and Turoff, M., 2002).Though people working alone online would in general be less inspired, see lower levels of learning, and score lower on the trial of dominance.

In CSCL, specialists for the most part recognize two sorts of connections between student mentor and student. The first, coordinated association, necessitates that all members of communication are online simultaneously (Kaplan-Leierson, E., 2006).

Models incorporate Internet voice phone, video remotely coordinating, text-based talk frameworks, texting frameworks, text-based virtual learning conditions, graphical augmented simulation conditions, and net based virtual amphitheater or talk room frameworks. Coordinated communication advances quicker critical thinking, booking and dynamic, and gives expanded freedoms to creating (Bayne, S. and Cook, J.,2006).

In 2000, Heron et al. examined the association in virtual learning bunches upheld by coordinated correspondence. They found that learning in virtual conditions can be enormously upgraded by content-related discoursed with minor off-task talk, intelligent topic conversation with clarification, and equivalent investment of understudies upheld by coordinated association (Hron, A., H., F., C., U., and G., C.,2000). Nonetheless, the expense of coordinated connection is normally extremely high, and simultaneous communication is more choked dueto time contrasts.

The subsequent one is nonconcurrent communication, in which students or coaches have opportunity of time and area to partake in the cooperation, models including association utilizing email, conversation gatherings, and release load up frameworks. It has been accounted for that by stretching out cooperations to times outside of classes, more tireless connection and closer relational bonds among understudies can happen (Haythornthwaite, C.,1999). Accordingly, while one can't absolutely reproduce a genuine study hall with coordinated cooperation, one can offer nonconcurrent association that gives time to better reflection, and permits worldwide correspondence un-limited by time region limitations. Offbeat communication subsequently is more regularly gave in CSCL frameworks than the exorbitant coordinated connection.

2.1 E-teaching resources

Online Instructional Videos - Videos have supported education for many years. Video tutorials make learning much easier than printed material or online help pages. They have become an important component of our learning experience, assisting in the transmission of information via visual and auditory channels, resulting in a multimodal learning environment. When utilized correctly, videos may be an useful tool for engaging learners with course material and deepening learning. We can use online tutorials: to support or increase the understanding of course content and as the primary mode of content acquisition (Rosen, L.D., 2011).

There are four basic ways how teachers can use tutorials: course welcome video, mini-lectures, short solving of exercises, "how-to" videos. To generate videos, professors can utilize the free tablet software Lensoo Create and the screencasting program Screencast-O-Matic. Lensoo Create is a virtual blackboard that allows for audio recording and digital writing. This tool provides the professor with a blank screen on which to write, type, draw, and insert images. It also enables you to shoot images while making a video. The lecturer can include audio recordings in his or her talks. (Coomes, M.D., DeBard, R. (Eds.,2004)

Interactive worksheets are suitable for comprehensive explaining of the topic. The worksheet may consist only of a limited number of exercises or of learning material and exercises that support learning tasks. This worksheet begins with a video followed by different types of tasks: questions in a table, multiple choice questions, image tagging, and a discussion. This is a learning material and self-assessment worksheet at the same time. After completing the worksheet, students can practice and receive comments. Wizer.me is an excellent tool for designing worksheets. Wizer's user interface is modern and simple. It allows you to ask inquiries in both voice and visual formats. This program is not suitable for self-control activities, and it cannot automatically assess all types of questions. Wizer features nine different task types. Students must create an account in order to track their progress. The lecturer can see the answers individually and all together (Rosen, L.D., 2011)

Online short quizzes are a quick way for the lecturer to evaluate the students' knowledge. The students can check their current level. The rating process is a method to ensure that students are participating in the lecture. Lecturers of the Centre for Sciences of TTK UAS use for this purpose a free online quiz making tool Kahoot. Kahoot is a free student-response tool for all platforms. It allows lecturers to run gamelike multiple-choice answer quizzes in real time. Excitement in the game escalates as updated ranks appear on the class scoreboard after each question; personal points' data is sent to each device. The Team Mode mixes things up and allows groups of students to cooperate with each other and compete against other teams. In my opinion Kahoot's online short quizzes are a great solution to interact with our audience and to add dynamics to the lectures.

Moodle is a free open-source course management platform designed to help teachers create better online resources. Schools now have accessibility to Outlook Live for e-mail and Office Live Workspace for file sharing, in addition to lesson plan, assignment, and quiz-making facilities. This tool is a little more advanced than others in the market, but it does provide a variety of scalable options. Nelson (2011). An understudy focused methodology is almost certain an encouraging technique and instructional exercises including understudies in getting things done and contemplating what they are doing. The student focused guidance endeavors to draw in understudies in exercises that help information developments through media use, however which are not intended to control learning. In this model, students use media to examine and to think. This kind of learning action can prompt it being depicted as dynamic learning (Bonwell, and Eison, 1991). A portion of the techniques advancing dynamic learning in the study hall are as per the following: x Students are engaged with more than tuning in. x Less accentuation is set on sending data and more on creating x Students' abilities.

x Students are occupied with exercises (e.g., perusing, examining, and composing). x Greater accentuation is put on understudies' investigation of their own mentalities and qualities.

Inspiration straightforwardly influences the manner in which individuals learn (Weiner, 1985; Corpus et al., 2009) as they put enthusiastic speculation – premium to accomplish an undertaking in their learning cycle. In numerous articles the significance of the inspiration is featured that the achievement (Deci, Koestner, and Ryan, 1999; Deci, Koestner, and Ryan, 2001; Pintrich, 2003; Entwistle& Thompson, 1979; Schmidt, Stephen, Zdzinski& Ballard, 2006; Siebert et al., 2006) of a learning program or the understudies is firmly related with inspiration of the understudies. Hence the persuasive variables ought to be considered in e-adapting course plan (Keller& Suzuki, 2005; Cocea& Weibelzahl, 2006). The ARCS inspirational model (Keller and Burkman, 1993) gives a methodical methodology in the plan of the guidance (internet learning frameworks moreover). As indicated by the ARCS model there are four segments that should be fulfilled to build a learning framework, including e-learning applications, which can rouse students. These four parts are as per the following: A - Attention R - Relevance C - Confidence S – Satisfaction.

2.2. Teaching with online resources in the pandemic

Due to the never-before-seen situation created by the Coronavirus widespread disease, the impact of the Pandemic on training, colleges, educators and understudies, turned into a subject of extraordinary interest for specialists. Looking at understudies' wisdom about web getting the hang of during the Coronavirus An assessment including 424 universities all throughout the planet revealed that foundations were affected by the pandemic with respect to explore, gatherings, overall flexibility and preparing movement, most schools communicating that they expected to get on the web learning and expected to go up against various troubles, the most critical being induction to advancement and instructors' ability to pass on online courses.

Despite the fact that a few colleges had utilized E-learning as an extra technique before the Coronavirus pandemic, a large portion of them were not prepared for a full online encounter. Consequently, to proceed to appropriately convey training, advancement of the E-learning measure is essential. This enhancement ought to likewise consider understudy instructor cooperation, and the language utilized in the correspondence among understudies and instructors ought to be clear, however it ought to likewise contain explicit terms for their field of study.

In addition, Sun et al., in their assessment on understudies' knowledge during on the web courses showed that understudies accept instructors should realize how to adjust their

talks to the online climate, not simply essentially move online the data that was generally instructed in the customary manner, and that they should give a sufficient number of undertakings and tasks.Besides, Huang et al., distinguished seven significant angles that remain at the premise of on the web schooling and that have a fundamental part in improving learning in uncommon conditions like the ones made by the Coronavirus pandemic. These angles include: overseeing and creating web foundation to stay away from interferences, particularly during video-meetings; utilizing well disposed apparatuses, that assist understudies with absorbing and get data; giving dependable, intelligent and various electronic assets; utilizing informal organizations to fabricate online networks for understudies to decrease sensations of confinement; utilizing different compelling procedures like discussions, or learning dependent on disclosure and experience; offering types of assistance that help understudies and instructors find out about the most recent strategies embraced by colleges and the public authority, and empowering cooperation between these establishments.

2.3. E learning exercises:

Dynamic learning includes certifiable difficulties, online gathering coordinated effort, and intelligent critical thinking.

Virtual Brainstorming Sessions

Probably the most splendid thoughts come from bunch meetings to generate new ideas.Since the online students don't have the alternative to get together in a bistro or actual study hall, we need to carry the conceptualizing to them. Web based media gatherings, eLearning discussions, and Project Management online devices are for the most part ideal stages for virtual conceptualizing. Simply give your online students a rundown of appropriate points or difficulties and leave them to their own gadgets. It's likewise astute to set some guidelines and characterize assumptions. For instance, choose a pioneer to direct the online conversation and request that every part share at any rate one thought. That way the conceptualizing stays on theme and everybody finds the opportunity to take part.

Questions and answers eLearning Blogs

Inquiries in eLearning may appear to be completely unremarkable. Yet, the correct inquiry has the ability to adjust insights and conquer learning impediments. One request prompts another. Make an eLearning blog where your online students can meet on the web and offer their aptitude. To get the ball moving, pose one interesting inquiry consistently and welcome online students to leave a reaction. You can even urge them to make their own eLearning

websites and offer it with the gathering. This permits online students to investigate thoughts, get eLearning criticism, and talk about subjects that matter most to them.

While making your expanding situations, utilize sensible pictures, sounds, and settings to increment online student drenching. Furthermore, give every one of the eLearning characters extraordinary individual characteristics to make the eLearning experience more unique.

Genuine   Mysteries

Offer online students the chance to become novice investigators by joining true secrets. This includes significant contextual analyses, stories, and models that tie into the topic. Exclude the completion of the story and let them reach their own inferences. Even better, partition them into gatherings and permit them to talk about potential arrangements with their companions. After they've investigated every conceivable result, uncover the closure of the story and request that they contrast or difference it and their reaction.

Video Conferencing Debates

On account of present day innovation, there is an assortment of video conferencing devices to look over. In that capacity, online students can take an interest in video conferencing discusses where they investigate their own viewpoints and find various perspectives. For instance, urge online students to shape little gatherings, allocate a point, and afterward plan a Google Hangouts banter.

Everybody has the chance to share their encounters and safeguard their position. In the event that live discussions aren't an alternative, request that your online students record their reactions and transfer them to video sharing stages. Or on the other hand permit them to insert the video into your eLearning blog or online discussion to get significant eLearning input. You can even transform it into an eLearning blog banter where online students banter by composing prompts and leaving remarks.

Provocative Stories

Stories are an incredible eLearning device. They pull the online student in and cause them to feel for the eLearning characters and their predicament. An elegantly composed eLearning story can even impact an online student's convictions or presumptions, provoking them to rethink their viewpoints. This is the premise of dynamic learning. It requires online students to pose inquiries and rock the boat.

Coordinate eLearning characters that impact them and give them special character characteristics. The objective is to cause online students to interface with the story on a more profound level so they really care about the result.

On the off chance that you need to add a decent portion of intelligence, transform your eLearning story into an online show or stretching situation. After your online students complete the eLearning movement, ask them open-finished inquiries that permit them to think about the point and how it identifies with their lives.

Reverse the situation

Dole out each online student a point and afterward request that they make eLearning materials to impart to their friends. You can likewise isolate them into gatherings to transform this eLearning movement into a shared undertaking. Give them a few rules so they realize what's generally anticipated of them, how the eLearning venture will be evaluated, and which apparatuses they can utilize.

Course Cliffhangers

This innovative eLearning action includes breaking your modules into two areas. The first is an investigation of the topic, for example, introductions or outlines that incorporate the key takeaways. Finish up section one with a test, conundrum, or eLearning story that places inquiries in the online student's psyche. All in all, end it on a cliffhanger. The subsequent segment is an eLearning movement that addresses their inquiries, however just on the off chance that they effectively take an interest. For instance, total a genuine game or eLearning reproduction that uncovers current realities and suppresses their interest.

2.4. The role of E-learning in Promoting key learning skills (Listening, Speaking, Translating, Reading, Writing).

The supposed instructive procedures are those powerful showing programs, in light of the showing assignments and the qualities of the understudies, picking the pertinent showing content, showing strategies and methods. At the point when e-learning is applied to English instructing, the educational procedures will be on a very basic level changed. In the previous 30 years, English instructing has been overwhelmed by educator focused procedures in China, zeroing in on showing punctuation and recounting words. The outcome is that understudies got just a score or an authentication. Most of them couldn't talk or write in English fittingly.

E-learning can turn the instructive systems to understudy focused, zeroing in on cultivating etymological affectability and improving listening perception and capacity of articulation in order to empower understudies to dominate English quickly. Language getting doesn't depend upon accentuation and invalid exercises, anyway on understudy's own reliable practice. That is the E-learning Pedagogical Strategy.

2.4.1 Listening

Language obtaining should begin from the hear-able sense. E-learning offers understudies freedoms to pick learning materials without help from anyone else. Mental exploration demonstrates that every individual is more worried about their own choices. Understudies normally pick these materials wherein they are intrigued. Interest in the actual material is "immediate interest".Direct revenue brings about better learning. For the understudies from Grade 6 to 9, the instructor guides them, at the absolute starting point, to discover the materials of fitting trouble and in which they are intrigued. Generally they will adjust quickly, and soon they will find extraordinarily legitimate learning materials without instructor's help. Likewise, for the understudies from Grade 10 to 12, part of the materials for bunch conversation can be suggested by educators and different materials can be found by understudies themselves. For undergrads, e-learning is fundamental. They have solid self-learning capacity with decision making ability. E-learning gives a more extravagant fortune than course readings for them to improve their language abilities.

2.4.2 Speaking

In light of the learning materials that understudies have tuned in to, read and deciphered, the educator can request that understudies elaborate an occasion, including who, when, where, what, why, so understudies can create oral abilities.

When we are teaching speaking, there are types of classroom/online school practice activities, such as:

Controlled Activities

Making students to become familiar speakers, controlled practice assists them with learning the control of speakingskills. Drill and serenades, for this situation include rehearsing that control. In a drill type practice the student isgiven words, states and surprisingly entire expressions to precisely rehash and mimic so that (s)he issupposed to notice and utilize the piece of helpful language expected to be created consequently ineveryday conversations.In such an action taken from Thornbury (2005), understudies initially tune in to an account of a discussion inwhich various valuable predictable articulations are installed. After the educator guarantees the substance ofthe discussion is appreciated well, the chronicle is played once more, however this time the instructor stops therecordings at key focuses and the understudies rehash the all around heard lump in melody. At that point, a fewindividuals rehash similar key expressions until a specific level of trust in creating these phrases are accomplished.

Independent Activities

Since one of the primary goals of the unknown dialect class is to make independent students whoachieve a specific level of familiarity and automaticity in talking skill, exercises

requiring thelearner to create valid language ought to be done. As per Thornbury (2005), the speakingactivities that empower the students to deliver self-sufficient language ought to incorporate the states of efficiency, deliberateness, intuitiveness, challenge, wellbeing and genuineness.

2.4.3 Translating

At times understudies can't comprehend the materials they find. Subsequently, it is important to decipher a few sections or every one of them. In the event that they don't comprehend, they can ask their teacher. Making an interpretation of empowers understudies to all the more likely comprehend the materials and expand their jargon, get syntax and Western societies.

While showing interpretation the procedures ought to be picked with regard for the two sides of the idea of interpretation: first its unbiased and hypothetical standards and second the emotional part which is predominantly identified with the understudy's instinct and imagination. Along these lines, the educating of the recommended exercise plan given inside this examination is proposed to contain fundamental information about interpretation itself and the dynamic association of the understudies with innovative undertakings. As the course is offered to pre-administration English educators who know about language encouraging approaches and the two educators training the course are the majors of a similar field, the course format has been received from "The PPP Lesson Structure" which has been generally utilized in language showing materials and keeps on being utilized in changed structure today.

The PPP exercise structure is an ordinary pattern of situational approach where a three stage grouping is followed: Presentation, Practice and Production. The primary stage begins with an initial stage in which new training focuses are introduced and shown here and there and where the emphasis is on cognizance and acknowledgment. Instances of the new encouraging point are given in various settings. This is regularly trailed by a second stage where the understudies work on utilizing the new encouraging point in a controlled setting utilizing the substance frequently given by the educator.

The third stage is a free practice period during which understudies evaluate the showing point in a free setting and in which genuine or mimicked correspondence is the center. This investigation accumulates an unknown dialect encouraging strategy and the interpretation of a text based kind together to show that interpretation is a workable guideline with genuine materials and the plan of the course can be propelled by a procedure utilized for a connected control.

2.4.4 Reading

E-learning permits understudies to peruse their own intrigued materials. Pre-understanding Tasks and Activities. The point of pre-understanding errands and exercises is to spur the student, to give a reason for perusing and to give or initiate foundation information (etymological, reasonable, subject and point information and socio-social information). Pre-understanding errands and exercises can be of a few sorts, yet they all mean to accomplish the same reason.

While-understanding Tasks and Activities

The motivation behind these assignments is to manage the student through the perusing of the content, giving him/her practice in guzzling the abilities of a rehearsed peruser. These are intended to:

• guarantee that the motivation behind perusing is clear also, that this design is given before the student begins perusing the content;

• help students make expectations and utilize intuitive compensatory cycle (to switchover from top down to base up and bad habit versa as indicated by the trouble level of the theme and the content);

• imbue the correct insights about perusing for understanding (read quietly; read in sense gatherings; peruse and decipher words and phrases with regards to foundation information; surmise implications of obscure words and expressions from their shapes, setting and different pieces of information;

• urge students to change speed of perusing as indicated by the reason for (perusing for significance or for subtleties);

• assist students with getting union (how sentences have been connected together to accomplish sensible turn of events);

• permit students to perceive how sections are connected together to accomplish rationality furthermore, the sort of text association, for example how the essayist says what he says (explanatory association can be posting type, issue to arrangement, correlation and differentiation, speculation to evidence, general to explicit or the other way around, etc);

• train students to utilize non-text/non- verbal data

• create affectability to language paying thoughtfulness regarding words, expressions and talk markers.

Post-understanding Tasks

When perusers have effectively figured out the content before them, they can be given post-understanding exercises and errands. The motivation behind these exercises is to:

• assist the students with expanding their blueprint - acclimatize and oblige the new data got;

• give information on language structure especially such a language blunders second and unknown dialect students make;

• bring issues to light about orthographic rehearses continued in composed writings, (for example, capital letters, italics, citations, etc);

• help practice in communicated in language, elocution, stress and pitch especially in zones which are probably going to demonstrate problematical to the second unfamiliar language student.

2.4.5 Writing

In the wake of tuning in to, perusing, interpreting and talking the material, understudies are needed to record it to depict the actual occasion, and their own sentiments, remarks, and so forth Compose a synopsis for every material. Thusly, understudies can build up their capacity of yielding data in English. As Figure 1 shows, understudies input data of English by tuning in to the sound, perusing the content, comprehend the material by interpreting, and afterward yield data by talking and composing. Just every one of these things have been done, the entire interaction of learning a language could be considered finished.

When teaching writing for writing we need to ensure that our understudies make them compose point. Compelling scholars ordinarily have a reason as a primary concern and develop their composition with the end goal of accomplishing that reason.

The best acquiring of composing abilities is probably going to happen when understudies are composing genuine directives for genuine crowds, or if nothing else when they are performing undertakings which they are probably going to need to do in their out-of-class life. The decision of composing assignments will depend, consequently, on why understudies are examining English.

The second part of the thesis contains an action research, the action research study of the blended learning test was designed to measure the Carpathian student's and instructor's judgement of the hybrid approach and its resource.

Chapter III: Research

The present study is aimed at exploring the impact of e-learning on both students and teachers in the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. Over the years, e-learning has gained immense popularity as an effective means to engage learners and improve learning outcomes. This study, therefore, seeks to ascertain if e-learning has similarly been able to improve learning in the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education.

Firstly, it is important to note that the use of e-learning in higher education is significant as it enables students to learn at their own pace and in their own time. This flexibility can potentially lead to a higher level of engagement and, in turn, a more profound understanding of the course content. The online resources available in e-learning can also cater to the diverse learning preferences of students, which can be especially helpful in a college with a large number of students with different learning styles.

The study employed a mixed-methods approach, involving the collection of both quantitative and qualitative data. Questionnaires were used to gather data from students and teachers while focus group discussions were employed for further insight into the experiences of both groups.

It was found that e-learning is not without its challenges. Some students were found to feel overwhelmed and confused by the technology used in e-learning. They would have to navigate various websites and content platforms to access course materials, which, at times, could become frustrating. Similarly, teachers spoke about the challenge of designing and delivering e-learning modules that cater to students' different levels of understanding.

The study has demonstrated the many benefits and challenges of e-learning as a teaching methodology in the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. While e-learning presents many opportunities for students and teachers alike, it is essential to ensure that it is deployed effectively. With the right support and training, e-learning can undoubtedly be a valuable addition to the learning experience in the college.

3.1 Research participants and data collection.

The study's data providers were Transcarpathian students and teachers from various facilities who were involved in learning and teaching via E-learning and Distance Education through the current e-learning system. The online survey has been initiated and circulated (via google drive) among pupils and teachers at Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education.

Out of 100 participants 75 students (31 males and 44 females), and 10 (4 males and 6 females) teachers filled out the online questionnaire expressing their opinions of the e-learning system.
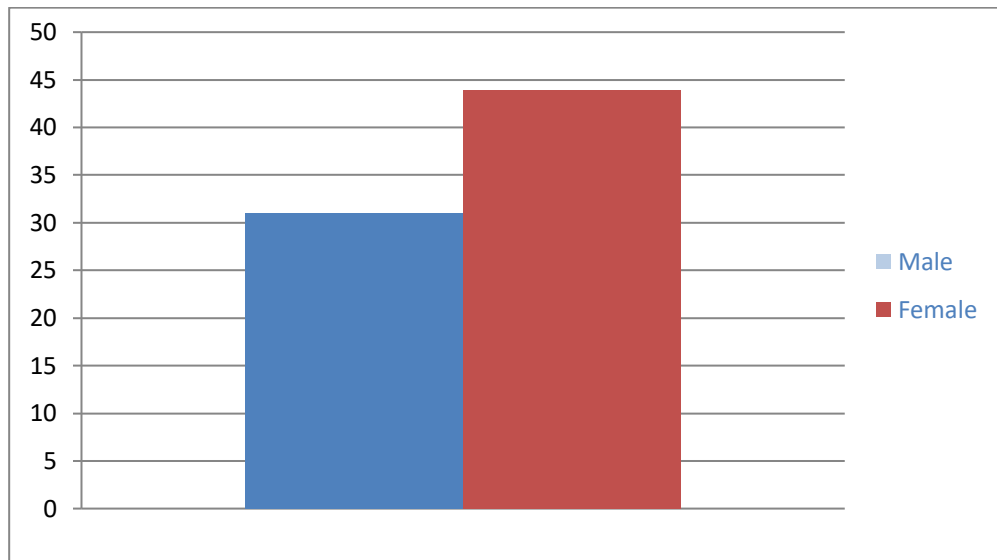

Figure 1. -2.

The data providers distribution by gender.

The information of the inquire about were colleted by one instrument including survey. Below, they are expounded on in more details.

The questionnaire included 33 answers from 17-18 years-old students, 34 responses from students in the age group of 19-20, eight from the 21-24 years-old. The teacher questionnaire included 4 answers from the 21-30 years old group, 4 from the 31-40 years-old teachers, and 2 from the 40-50 years old.
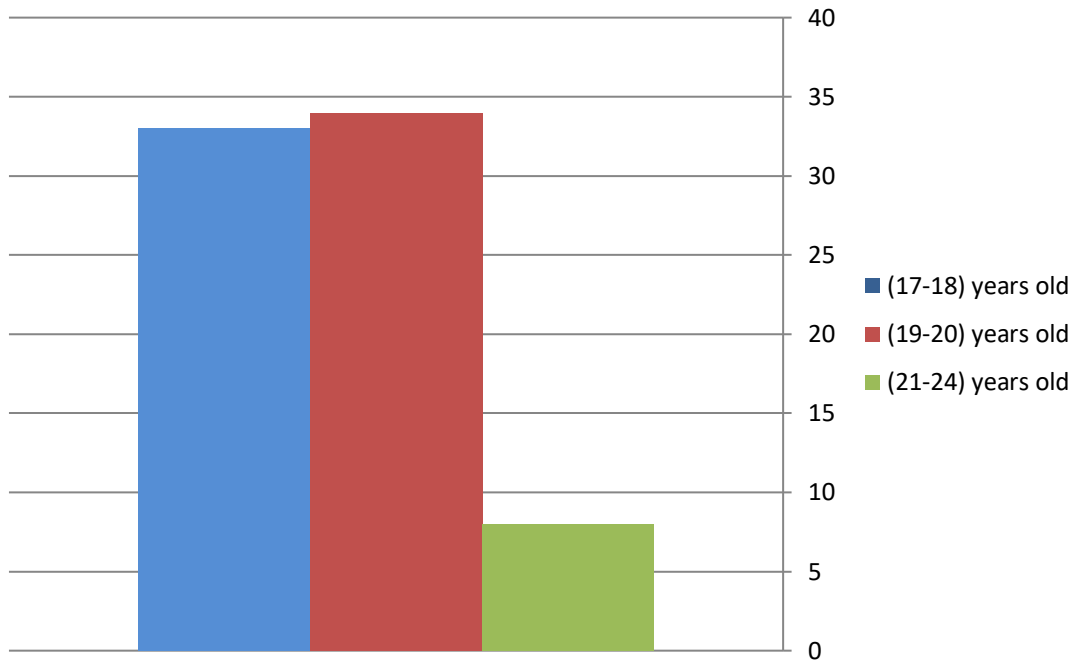
Figure 3. - 4.

The data providers distribution by age
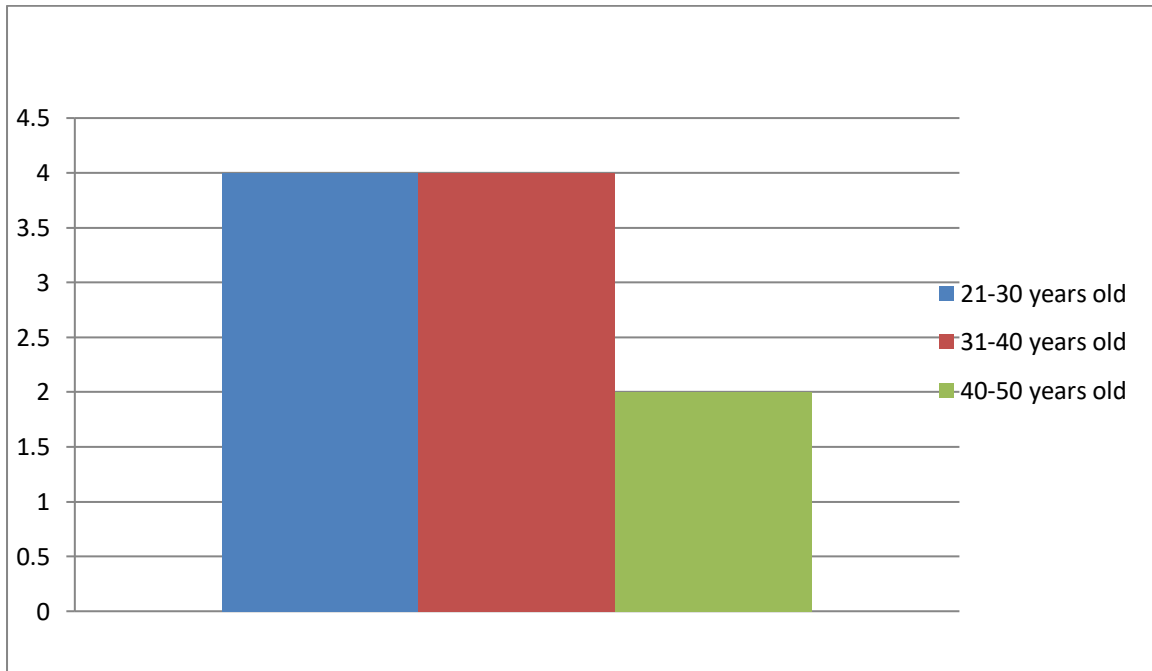
According to the collected data 22,7% of students said their overall opinion was really poor while using the e – learning system, 24% said it was below average, 25,3% said it was average, 21,3% said it was good and only 6,7% said it was really good.
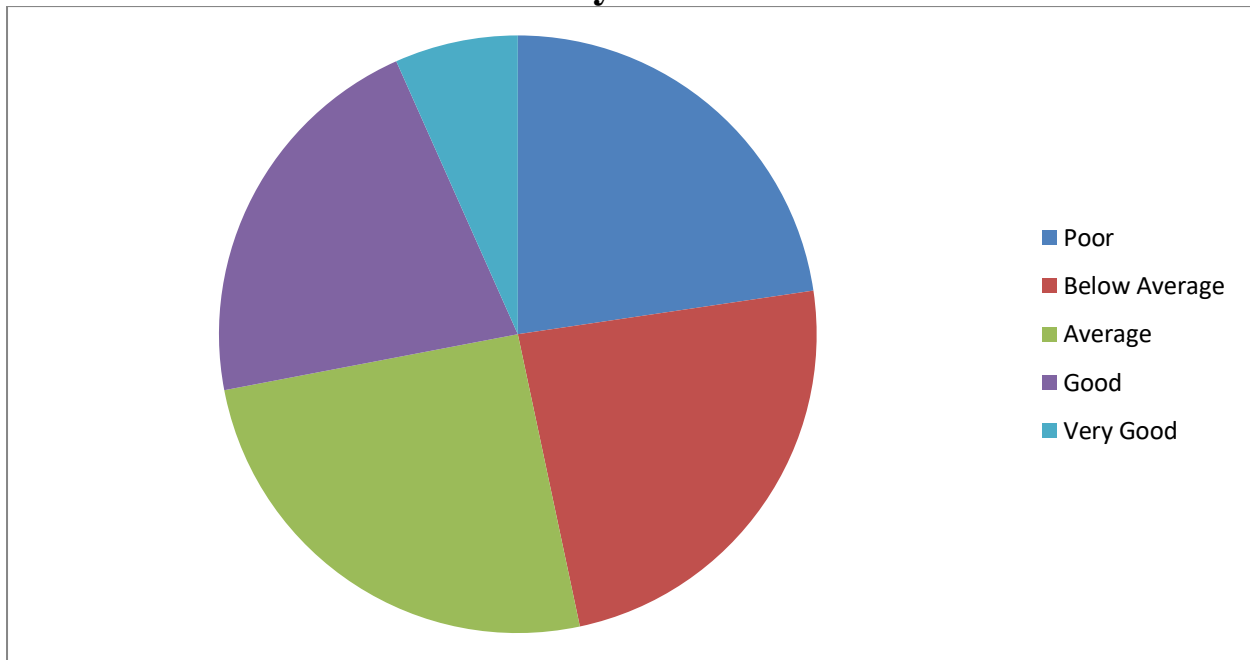
3.2 Data analysis and results

Figure 5.

The data providers overall opinion in percentages.

The collected data reveals that there is a variation in the overall opinion of students while using the e-learning system. A significant number of students have expressed dissatisfaction with the system as 22.7% of them gave a really poor rating, while 24% said it is below average. However, it is interesting to note that a considerable number of students (25.3%) found the e-learning system to be average. Similarly, 21.3% of students gave a good rating while only 6.7% found it to be really good.

There could be several reasons behind the mixed opinions of students, and one of them could be the quality of the e-learning content. While some students might have found the content engaging and useful, others might have found it to be bland and uninteresting. Additionally, the students' learning styles and preferences could also contribute to their reviews.

Another plausible reason could be the students' familiarity with the technology used for e-learning. While some students might be tech-savvy and adapt quickly to the e-learning platform, others might find it difficult to navigate through the system, leading to dissatisfaction.

However, it is crucial to note that the e-learning system has its benefits, especially in the wake of current pandemic situations. The system allows for greater flexibility and

convenience for both educators and students. It also enables educators to deliver their content to a wider range of students, transcending geographical and physical boundaries.

Lastly, the survey data should be analyzed effectively to identify the pain points of students and develop remedial solutions. This should be considered as a constructive feedback process to improve the e-learning system and provide students with a more engaging and fulfilling learning experience.

In conclusion, the survey data highlights the mixed opinions of students towards the e-learning system. While some students found it to be good, a considerable number of them gave below average and poor ratings. Nonetheless, the e-learning system has its benefits and should be improved to provide students with an immersive and fulfilling learning experience.
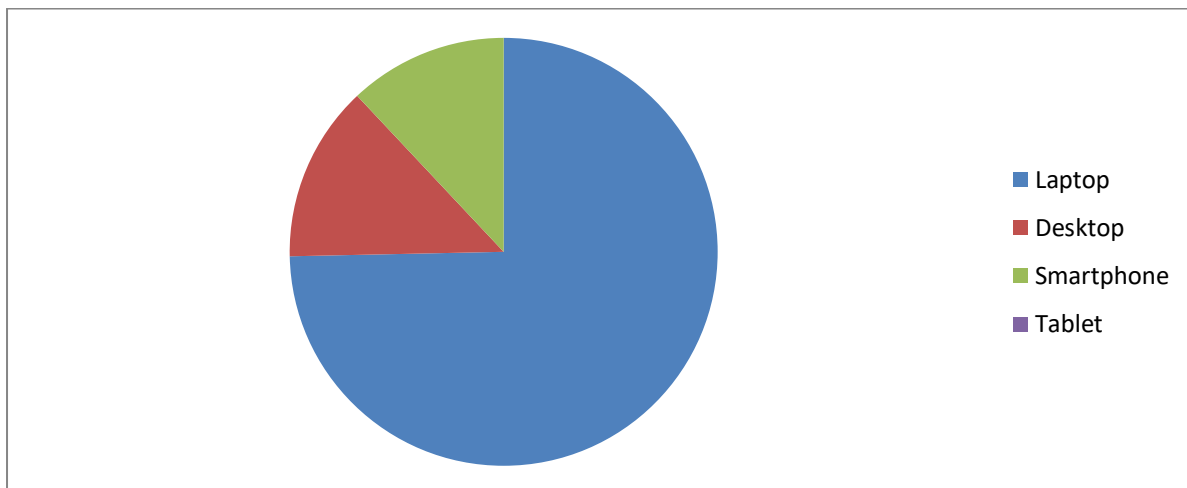

Figure 6.

Devices used by the participants.

In today's world, remote learning has become a popular mode of education among students. Due to the ongoing global pandemic, schools and universities had to close down, forcing the students to opt for online learning. With this shift, comes the need to have proper tools and platforms to efficiently learn remotely. Therefore, it is important to understand what kinds of platforms the students are using for remote learning and how effective are they in their studies.

In this regard, the respondents were asked what kind of platforms they were using for remote learning. The results showed that out of 75 students who responded, 74.7% used laptops while studying in the e-learning system. The majority of the students preferred laptops as they offer a bigger screen size, better keyboard experience, and less eye strain. Another 13.3% of the students preferred using desktops. Desktops are also a popular choice for e-

learning as they offer bigger screens and are more powerful than laptops. However, unlike laptops, they are not portable and require a dedicated space to set up.

Moreover, 12% of the students used smartphones for e-learning. Modern-day smartphones are equipped with high-resolution screens and powerful processors, making it easy to access online courses and educational materials on-the-go. However, smartphones can be quite small, which makes reading and understanding complex materials a challenge. Additionally, smaller screens can cause eye strain and fatigue if used for an extended period.

Interestingly, none of the 75 students used a tablet device while studying in the e-learning system. Tablets are often considered to be a mix between laptops and smartphones, offering portability and bigger screens than smartphones, but less powerful than laptops. It is possible that the students did not prefer tablets for e-learning as they may have found that laptops or desktops cater better to their needs.

In conclusion, the study reveals that laptops are the most popular choice for the students when it comes to e-learning, followed by desktops and smartphones. Additionally, tablets did not seem to be popular among the respondents, which is not surprising given that laptops and smartphones offer similar features with better performance. These findings can be valuable for educators and schools to understand what devices are preferred by most students for remote learning and make necessary arrangements for the same.
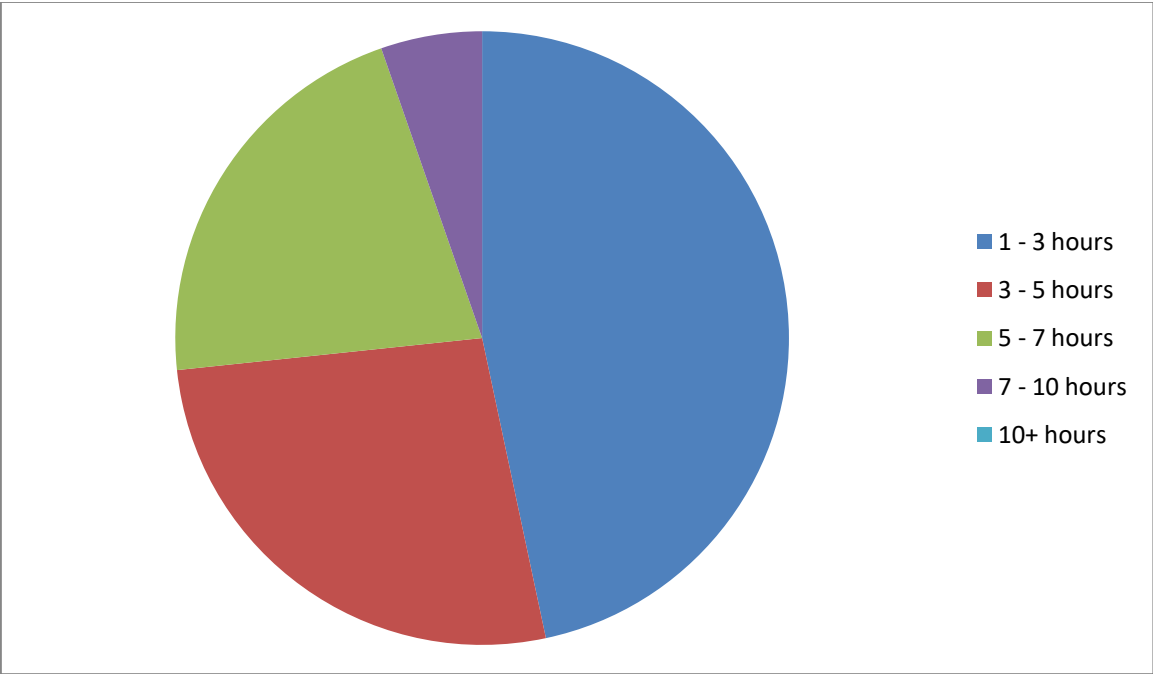

Figure 7.

Average time spent a day on distance learning.

In recent times, the use of e-learning resources has become an increasingly popular method of education. It allows learners to acquire knowledge and skills remotely, without physically attending a classroom. The idea of flexible learning is appealing to a lot of people, as it allows them to balance their other commitments while still accessing high-quality education.

Based on the contributors' answers, it can be seen that e-learning resources have been well-received. 46,7% of the contributors reported spending on average 1- 3 hours each day studying with e-learning resources. This indicates that a large proportion of people are finding it useful to integrate e-learning into their daily routines, as it caters to their learning needs while allowing them to save time on travel and other related expenses.

26,7% of the contributors reported spending 3-5 hours using e-learning resources, demonstrating that many individuals have chosen to dedicate a considerable amount of time to online learning. This could be due to their enthusiasm for the subject matter or the fact that they are actively engaging with a recognized course of study. Furthermore, 21.3% of contributors reported spending 5-7 hours using e-learning resources, indicating that some learners are actively prioritizing e-learning over other activities.

Interestingly, only 5.3% of contributors reported studying with e-learning resources for 7-10 hours, and no one reported studying for over 10 hours. While this may signal that e-learning has the potential to be less time-intensive than traditional classroom-based learning, it is also helpful to note that these statistics are self-reported. Nonetheless, it is encouraging to see that people feel they can engage with e-learning without dedicating an excessive amount of time.

In conclusion, these statistics reinforce the notion that e-learning is a beneficial asset to learners. With its flexible approach and a range of multimedia devices available to learners, it is no surprise that people are choosing to spend hours each day engaging with e-learning resources. It is clear that as e-learning continues to evolve and become more accessible, it has the potential to revolutionize education and the way we learn.
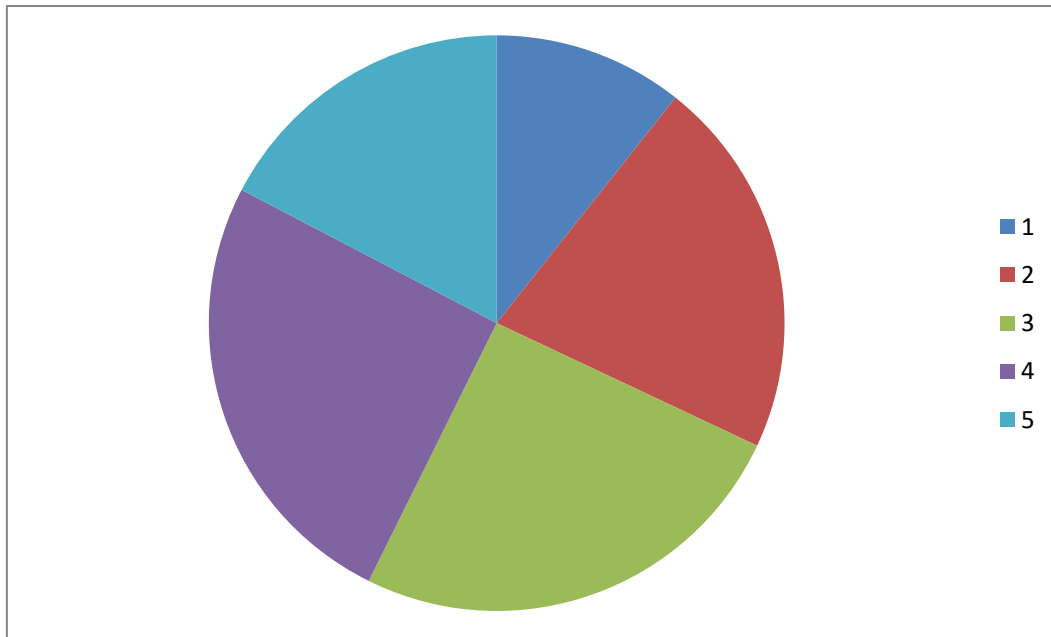
Figure 8.

The university's/college's helpfulness in a scale of 5.

The COVID-19 pandemic has had a significant impact on the education sector across the world. With the rapid onset of the pandemic, universities and schools had to quickly adapt to the new reality of remote learning. This shift to online learning has required universities to offer resources to students to support their learning from home. However, a recent survey of 75 students found that a significant percentage felt their university did not help them with this transition.

Out of the 75 pupils surveyed, 10.7% indicated that their university did not offer resources to help them learn from home. While this may seem like a small percentage, every student deserves to have access to the resources they need to succeed in their studies. With remote learning being the new normal, universities need to ensure that their students have access to the technological and educational support they need to thrive.

Additionally, the responses to the survey highlighted that a majority of students were not completely satisfied with their university's level of helpfulness in the transition to remote learning. 21.3% of students rated their university's helpfulness as a 2 out of 5, 25.3% rated it a 3 out of 5, and only 17.3% rated it a 5 out of 5. Only a quarter of the students surveyed rated their university's helpfulness as a 4 out of 5.

This feedback highlights the need for universities to step up their efforts in offering resources and support to their students during this challenging time. It is essential that

universities provide clear communication, technological support, and resources to help students navigate the transition to remote learning successfully.

Overall, while universities have made efforts to adapt to the remote learning environment quickly, the survey results suggest that there is still more that can be done. Universities need to put in place resources and support structures to ensure that the students are thriving and successful in their studies, even in this time of global uncertainty. It is only through collaboration and partnership that universities and students can succeed in this new reality ofremote learning.
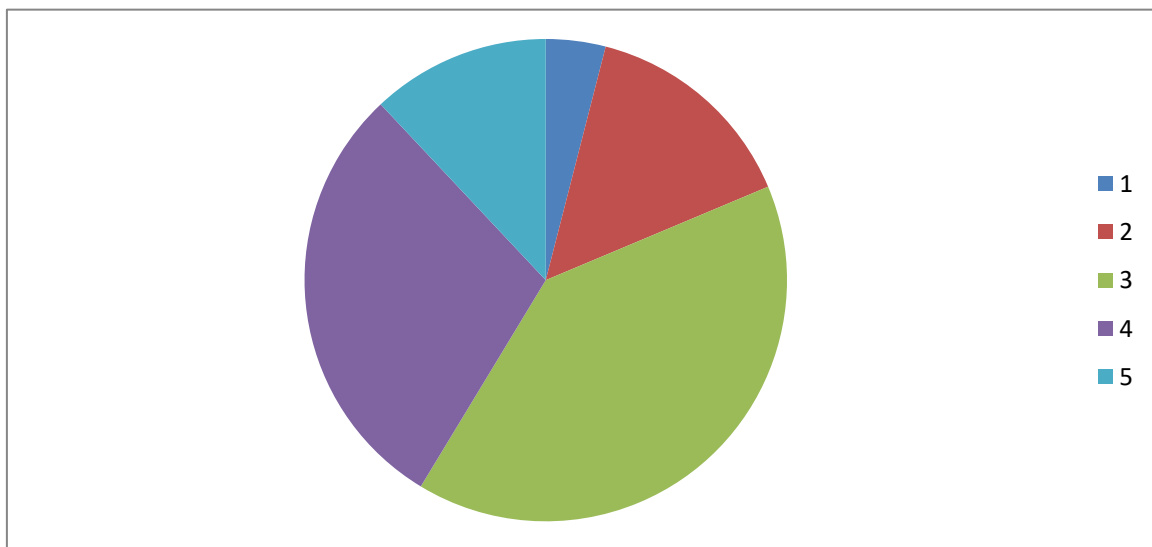

Figure 9.

The participants' teachers helpfulness in a scale of 5.

The relationship between students and teachers is crucial in the academic development of a student. A good teacher can guide a student towards excellence while a bad teacher can hinder their learning. Understanding the levels of helpfulness that students receive from their teachers can provide insight into the education system. In a recent survey taken by 75 students, results showed that 4% of students rated their teachers at the lowest level of helpfulness with a scale of 1. 14,7% rated their teachers at a 2, 40% rated them at level 3, while 29,3% rated them at level 4. Only 12% claimed that their teacher was rated as a total of 5, which is the highest level of helpfulness in the scale.

The data highlights the need for teachers to improve their approach to teaching and student interaction. It is a concern that over 23% of students reported a poor experience with their teachers, indicating a dissatisfaction with the quality of their education. Teachers should pay special attention to the needs of their students and work to understand their learning

styles. A student who feels heard and understood by their teacher is likely to thrive in their academic pursuits.

It is encouraging, however, to note that the majority of students rated their teachers at levels 3 and 4. These results indicate that most teachers are putting in the effort to be supportive of their students' academic journey. This can create a positive learning environment and encourage students to engage more actively in their education. Teachers who are passionate about their work and who take the time to understand their students' needs and perspectives can make a significant impact in a student's life.

Moreover, the results of the survey suggest that there is a need for professional development for teachers to improve their effectiveness in supporting students' learning. Teachers could benefit from mentorship programs, where they learn from experienced teachers who have achieved success in their profession. They could also benefit from sharing best practices with their colleagues and learning from each other.

In conclusion, the survey results highlight the need for teachers to prioritize their students' needs and work on improving their effectiveness in the classroom. The majority of students rated their teachers at levels 3 and 4, indicating that most teachers are doing a good job. However, the proportion of students who rated their teachers at levels 1 and 2 suggests that there is room for improvement. Schools should invest in programs that provide professional development to their teachers, which will help them deliver high-quality education and foster a positive learning environment.
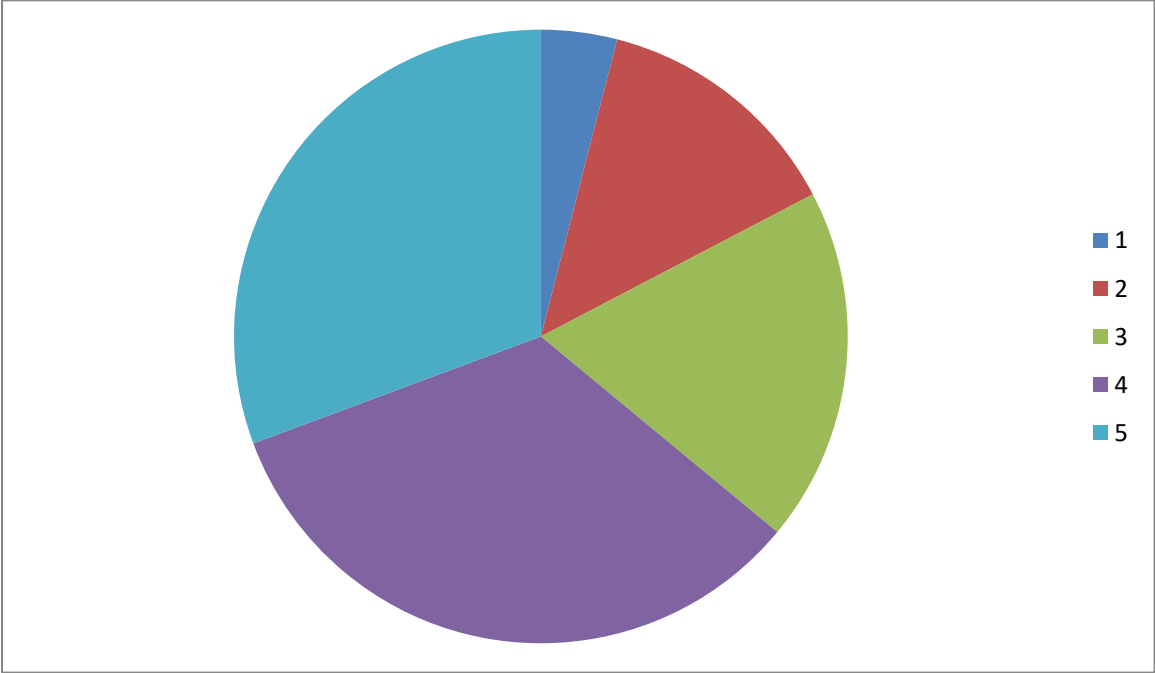
Figure 10.

The pupils satisfaction according to the technology usage.

The COVID-19 pandemic has changed the landscape of education worldwide. With schools and universities closed down to stop the spread of the virus, distance learning has become the new norm. However, much of this education relies on technology, and students' experiences with it vary widely. According to a recent survey, only 4% of students reported being unsatisfied with the technology they used during their distance learning experience.

The survey asked students to rate their satisfaction with technology on a scale of 1-5, with 1 being the lowest rating and 5 being the highest. The results showed that there was a wide range of opinions, with 13.3% of the students choosing a rating of 2, 18.7% choosing 3, 33.3% choosing 4, and 30.7% choosing 5. These results indicate that the majority of students were satisfied with the technology they used for distance learning.

The students' satisfaction with technology can be attributed to the fact that many schools implemented remote learning with a comprehensive plan. This plan often includes a combination of synchronous and asynchronous teaching methods to ensure that students have enough time to interact with the materials and learn at their own pace. Teachers also made efforts to stay in touch with students regularly and address any concerns they might have about the online learning experience. Additionally, schools made adjustments in the technology to address common concerns, such as access to internet and proper online class platforms.

It is clear that students' satisfaction with technology during distance learning played a considerable role in their overall performance and engagement in learning. The technology allowed them to keep up with their schoolwork and be on track with their academic progress. It also allowed them to collaborate online, communicate with their classmates effectively, and receive feedback from their teachers.

However, it is important to note that there were still some students who were dissatisfied with the technology. For a few students, the technology was not accessible to those who lived in rural or low-income communities. Additionally, there were instances where there were connectivity issues which disrupted online classes.

In conclusion, the survey revealed that the vast majority of students were satisfied with the technology they used for distance learning. This satisfaction can be attributed to the comprehensive plan implemented by schools, the regular communication between teachers and students, and the adjustments made in the technology to address students' specific needs.

While there are areas for improvement in distance learning technology, it is clear that students' experiences with it were overwhelmingly positive
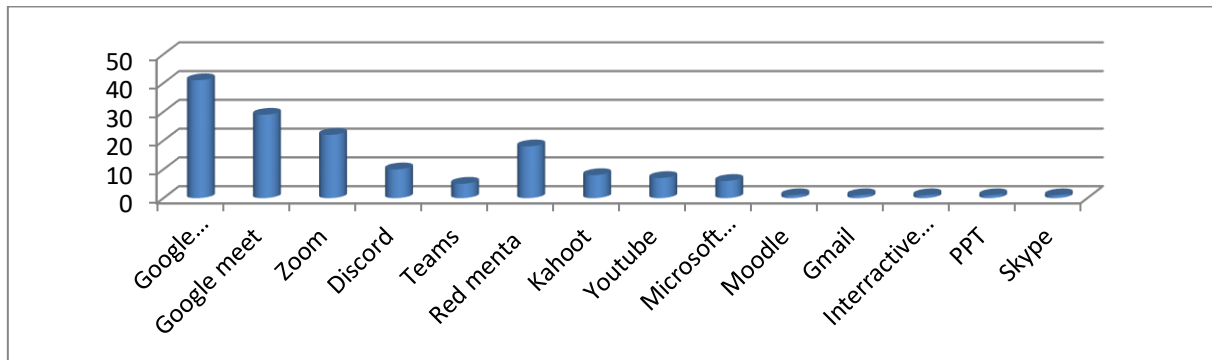

Figure 11.

The percentage of the most used platforms during online learning.

Distance learning has become a popular mode of education for students around the world, thanks to advancements in technology. With the rise of online learning, the need for digital tools to support distance learning has become more important than ever. In an attempt to understand the tools used by students for distance learning, a sample of 75 students were asked about the applications they use for distance learning.

The findings show that the participants mentioned numerous resources that they used for distance learning, including Google Classroom, Google Meet, Zoom, Discord, Teams, Redmenta, Kahoot, YouTube, Microsoft Documents, Moodle, Gmail, Interactive Boards, PowerPoint Presentations, and Skype. The data suggests that students have a range of options to choose from when it comes to digital tools for distance learning.

Among these resources, Google Classroom emerged as the most popular, with 41 of the 75 participants using it as their primary application for distance learning. Google Meet came in next with 29 participants using it, followed by Zoom with 22 participants. Discord, a popular social networking application, was used by 10 participants, while Teams had only 5 users among the participants. Redmenta, a new entrant in this space, was used by 18 participants.

The popularity of these applications can be attributed to their ease of use and the features they offer. Google Classroom, for instance, provides features like assignment submission, grading, and discussion boards, which are vital for effective distance learning. Google Meet and Zoom, meanwhile, offer video conferencing and screen sharing capabilities, which make online collaboration and group discussions easier.

Kahoot and YouTube are also valuable tools for distance learning, particularly for interactive activities and tutorials. Microsoft Documents were used by six participants, highlighting the importance of office applications for creating and sharing documents. The data shows that while there are numerous options available, students tend to use tools that are more accessible and easier to use.

In conclusion, Mixed answers were received to the question of which kinds of applications students used for distance learning. Google Classroom, Google Meet, and Zoom emerged as the most popular applications, while Discord, Teams, Redmenta, Kahoot, and YouTube also found a place among students' digital toolkits. With online learning becoming the new normal, the use of digital tools is expected to continue growing, making the need for reliable and quality applications more important than ever.

The rise of technology has led to an increase in the number of e-learning platforms available across the globe. With the ongoing pandemic, the education system has also adapted to a more virtual form of teaching and learning, where e-learning has played a major role. However, the effectiveness of e-learning has been the topic of discussion among educationists and students alike.

In a recent survey conducted among students, mixed replies were received to the question: is e-learning effective or ineffective. Out of 100 students, 55% said it was ineffective, and only 45% said it was effective. These results indicate that e-learning has not been universally accepted as an effective form of education.

The students who believe that e-learning is ineffective point out that there are several drawbacks to this mode of learning. One major downside is that it is not interactive enough, as there is no physical presence of a teacher or fellow students. They also argue that it is more difficult to stay motivated and focused on the subject matter when studying online, as compared to learning in a traditional classroom setting.

On the other hand, the students who believe that e-learning is effective argue that it provides flexibility in their schedules, allowing them to study at their convenience. It also provides access to a wide range of courses that wouldn't be available in their home country. They also appreciate the ability to pause the lecture and re-watch the videos, which is not possible in a traditional classroom setting.

Given the mixed results of the survey, it is clear that e-learning is not a universally accepted form of education. However, the survey also points to the fact that a blended form of teaching, which combines e-learning and traditional classroom instruction, is the most effective way of learning. This form of training allows students to reap the benefits of both

platforms. They can learn at their convenience using the e-learning platform and also get the opportunity to interact with their teachers and fellow students during classroom sessions.

In conclusion, the debate over the effectiveness of e-learning is ongoing. However, the survey conducted among students clearly indicates that a blended form of teaching is the most effective way of learning. It is important that academic institutions focus on integrating this form of teaching to ensure that students receive the best possible education.
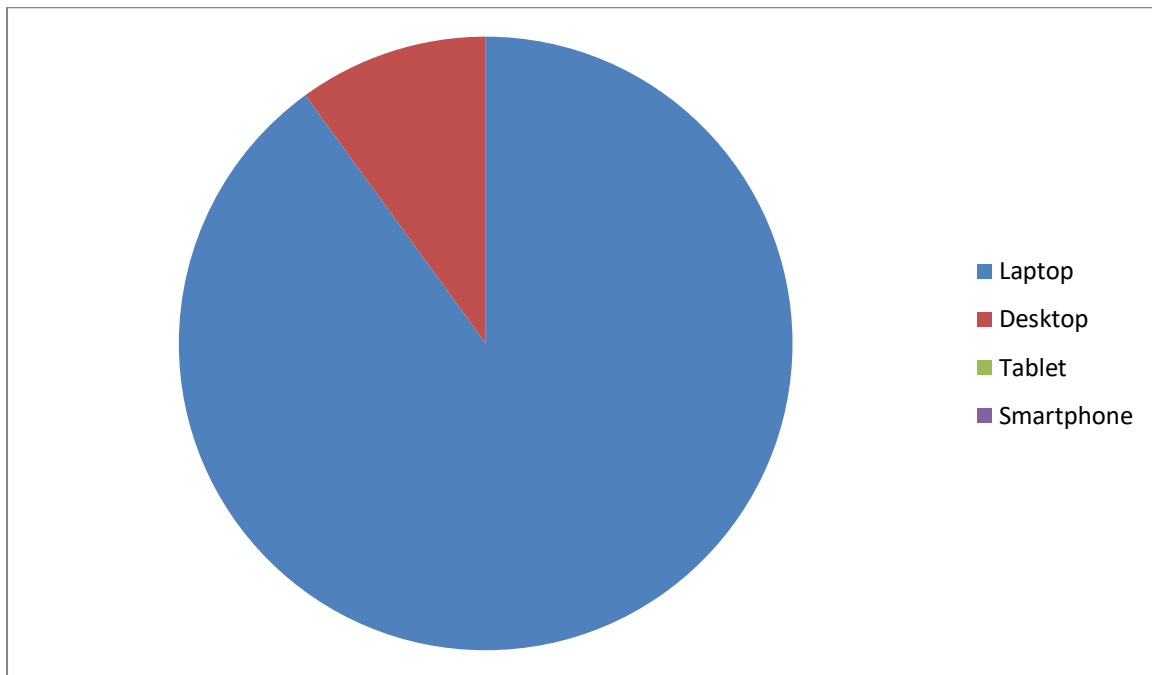

Figure 12.

Devices used by the participants

Distance education has seen a tremendous increase in popularity in recent years, particularly due to the convenience and flexibility it offers students. With the COVID-19 pandemic forcing many educational institutions to shift to online learning, the use of technology has become integral to the success of distance education. In this regard, a recent study carried out on participants in distance education revealed that 90% of them used laptops while working, while only 10% used desktops. Furthermore, none of the participants used smartphones or tablets.

The fact that 90% of participants in distance education used laptops while working reveals the importance of this technology in remote learning. Laptops offer a greater degree of mobility and flexibility compared to desktops, which are usually stationary. This means that learners can study from virtually anywhere as long as they have access to an internet connection. Additionally, laptops are generally more lightweight and compact, making them

easier to carry around. Consequently, this makes them more suited for students who may need to work from different locations, such as libraries, cafes, or while traveling.

On the other hand, the use of desktops among participants in distance education was relatively low at 10%. This may be attributed to the fact that desktops are not as portable and require a stable power source, in addition to a desk or other flat surface to operate efficiently. Consequently, they are less viable for students who require greater mobility and flexibility when studying. However, desktops may be more suited for learners who require high-performance computing capabilities, which may not be as readily available on laptop devices.

Most notably, none of the participants in the study used smartphones or tablets for remote learning. This may be attributed to the limitations of these devices compared to laptops and desktops. Smartphones and tablets are generally smaller in size, which may make it difficult to view course materials, participate in live training sessions, or type long essays or research papers. Additionally, the screen size and the limited keyboard may pose a challenge when attempting to access certain types of online content.

In conclusion, the study reveals that laptops are the most popular device used by participants in distance education, with desktops coming in second. Smartphone and tablets were not considered viable options among the participants in this study. These findings suggest that it is crucial for educational institutions to take into consideration the importance of providing high-quality remote learning technology that is adequately suited to the needs of the learners. By doing so, they can enhance the quality of education for their students and promote the growth and success of distance education as a whole.
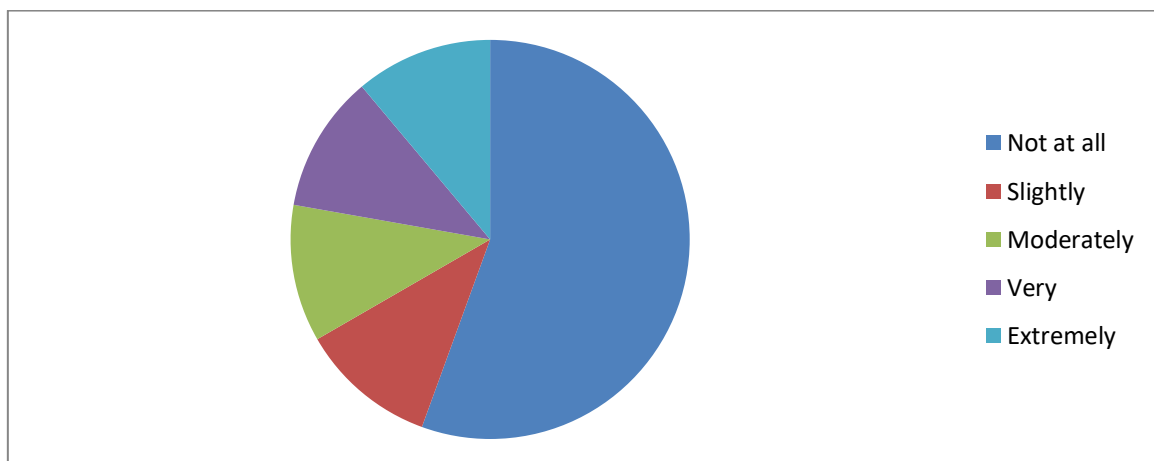

Figure 13.

The scale of stressfulness while teaching in distance education.

In recent years, we have seen a significant shift in the way we approach education. With advancements in technology and the internet, online learning has become more popular than ever before. Though this has opened up new possibilities for students around the world, it has also presented unique challenges and stressors. According to a survey of distance education contributors, 50% rated the experience as "moderately" stressful, while 10% rated it as "very" or "extremely" stressful.

One of the primary sources of stress when it comes to online learning is the lack of face-to-face interaction. In a traditional classroom setting, students can seek immediate clarification from teachers and classmates if they have questions or are struggling to grasp a concept. However, in a virtual environment, communication is often delayed or limited, leading to a sense of isolation and frustration. Additionally, online students are often studying in their own homes, which can make it difficult to maintain a separation between their personal and academic lives. This lack of structure can lead to feelings of uncertainty and anxiety.

Another common source of stress among online students is the technical difficulties that can occur. Internet connectivity issues, software glitches, and computer malfunctions can all disrupt classes and make it difficult to stay on top of coursework. Unlike in an in-person classroom, where the teacher is on hand to troubleshoot, online students may have to rely on themselves to solve these problems, which can be challenging, especially for those who are not tech-savvy.

However, it's important to note that not all contributors reported high levels of stress when it came to distance education. 10% said they were not stressed at all, and another 10% rated their stress levels as only "slightly" elevated. For some students, online learning provides greater flexibility and convenience than traditional classes. They may be able to study at their own pace, navigate the curriculum in a way that works for them, and enjoy the freedom of learning from anywhere with an internet connection.

In conclusion, while online learning has its advantages, it can also present unique challenges and stressors that may not exist in a traditional classroom setting. However, with the right resources and support, students can learn to manage these stressors and thrive in their virtual learning environment. As we continue to navigate the changing landscape of education, it's important to strive for a balance between flexibility and structure and to prioritize the mental health and well-being of students.
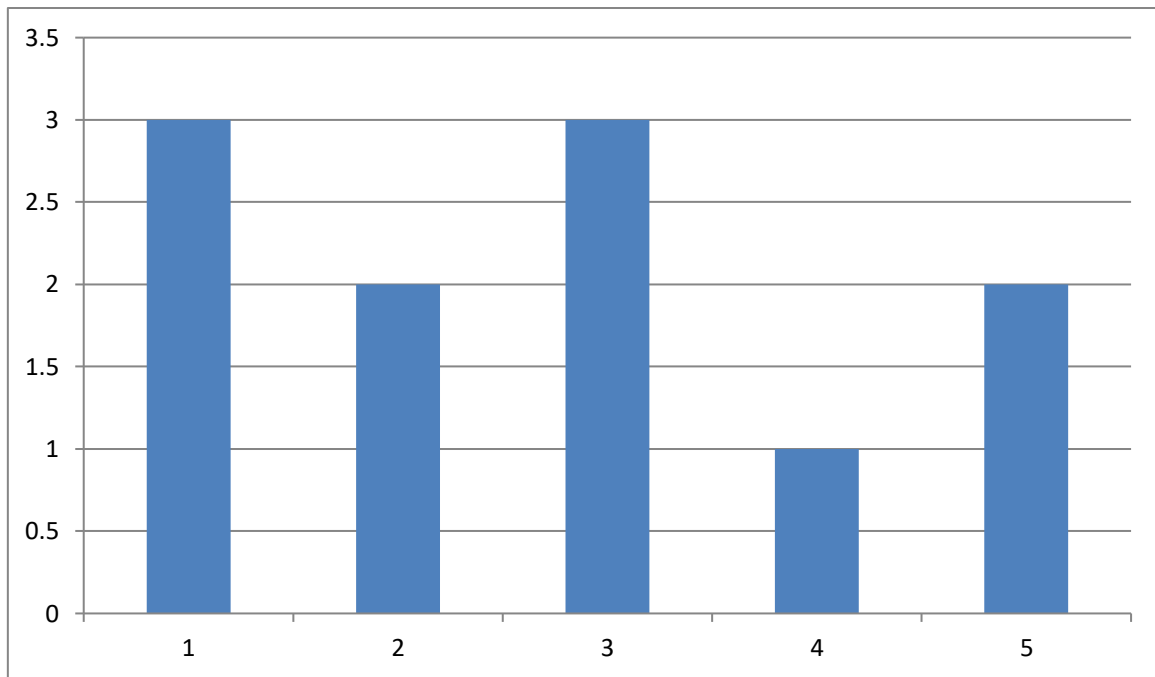
Figure 14.

The university's/college's helpfulness in a scale of 5.

The feedback received from the survey mentioned above indicates that a significant portion of employees feel that their workplace is not particularly helpful. The distribution of responses on the scale from 1 to 5 shows that 30% of the respondents gave a score of 1, which is the lowest score possible. Another 10% of the respondents gave a score of 2, which is still less than half of the maximum score of 5. In contrast, only 20% of the respondents gave the highest score, which indicates that there is room for improvement for most workplaces.

The low score provided by the respondents indicates that there may be several areas in which the workplace can improve. Perhaps the most urgent need is to create an environment that is more supportive and encouraging. Employees may feel overwhelmed by their work, or they may face conflicting demands on their time and attention. In some cases, the workplace may not provide adequate resources or support that employees need to carry out their jobs to the best of their ability. Consequently, employees may feel stressed and less engaged with their work.

Another issue to consider is employee morale. A lack of support from the workplace can lead to frustration and diminished motivation among employees. This can, in turn, result in higher turnover rates, reduced productivity, and lower overall job satisfaction. To address this, employers might consider investing in employee training and development programs, or offering additional perks and benefits to help improve employee morale.

Overall, the feedback suggests that many workplaces could benefit from making changes to better support their employees. This could include creating a more supportive work environment, providing better resources and support, and investing in employee morale. By addressing these issues, employers may be able to create a more positive workplace culture, improve employee retention rates, and ultimately achieve greater success and profitability.
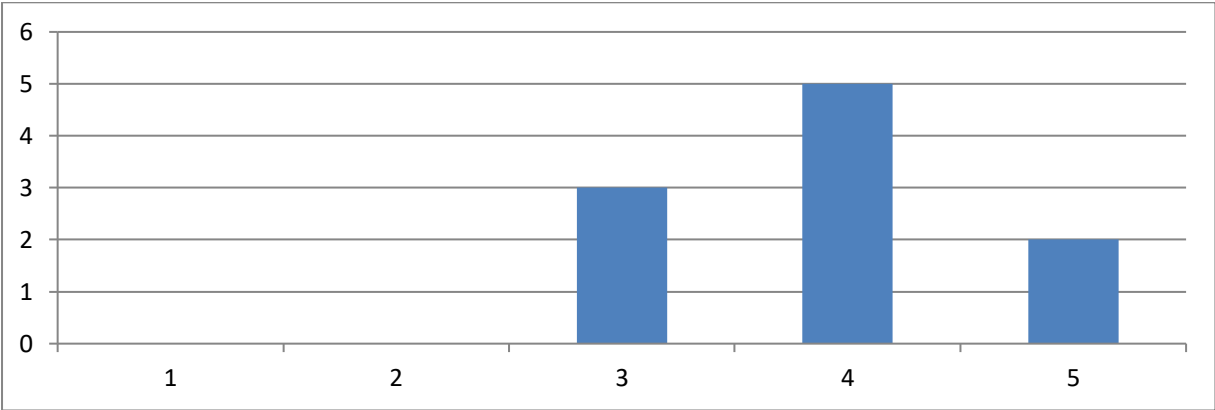

Figure 15.

The challengingness of teaching in a scale of 5.

The ongoing pandemic has had a profound impact on every aspect of our lives, and education is no exception. With schools and colleges closed for an indefinite period, teachers have had to adapt to new and unfamiliar methods of teaching. Many teachers have had to teach from home, using video conferencing platforms and other digital tools to educate their students. While some teachers have found this transition to be relatively smooth, others have found it to be quite challenging. In a recent survey, participants were asked to rate their experiences teaching from home on a scale from 1 to 5, with 1 being not challenging at all and 5 being very challenging.

The survey revealed that 30% of the participants rated their experience as a 3, indicating that it was somewhat challenging but manageable. This result is not surprising, as teaching from home requires a lot of technological know-how and the ability to adapt to a new teaching environment. Many teachers had to invest a significant amount of time and effort in familiarizing themselves with new platforms and software tools, a process that can be stressful and time-consuming.

The largest group of participants, 50%, gave a rating of 4, indicating that their experience was quite challenging. These teachers likely faced a number of obstacles, including technical difficulties, connectivity issues, and difficulty engaging students who are

not present in physical classrooms. Additionally, teachers had to find ways to maintain communication and collaboration with their colleagues, students, and parents, which can be a tricky task when working remotely.

The last 20% of respondents rated their experience teaching from home as very challenging. These teachers likely faced significant difficulties, such as a lack of appropriate technology, limited access to online resources, and difficulty maintaining work-life balance. Additionally, these teachers may have had conflicting responsibilities, such as caring for young children or elderly family members while trying to provide quality teaching to their students.

In conclusion, the results of the survey indicate that while some teachers found teaching from home to be a manageable experience, a significant proportion of teachers found it to be quite challenging. The pandemic has forced teachers to adapt to new and unfamiliar teaching methods, and many have had to navigate a complex and changing landscape. As the pandemic continues to evolve, it is important that schools and education authorities provide adequate support and resources to help teachers provide quality education, whether they are in the classroom or teaching from home.
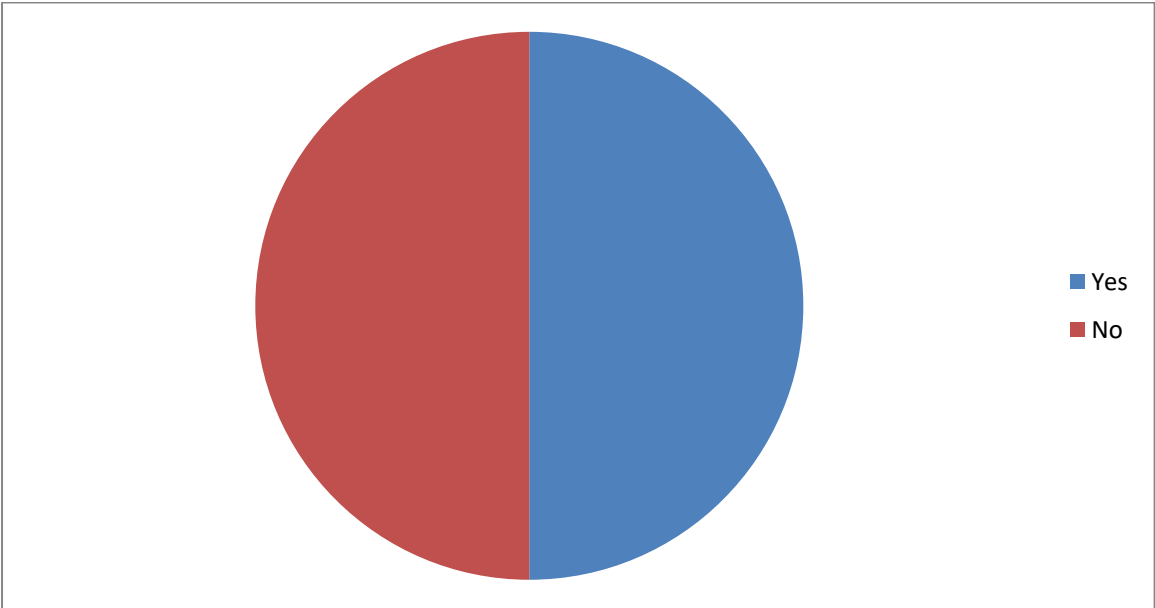
Figure 16.

The opinion of the respondents on whether the online education was enjoyable or not

Teaching is one of the noblest professions, but like any other profession, it too has its ups and downs. Over the past year and a half, the education sector has witnessed a massive shift in the way they teach their students. With the emergence of the COVID-19 pandemic and subsequent lockdowns, the concept of remote teaching was introduced. Today, remote

teaching has become the new norm, and teachers have mixed reactions to this new teaching model.

According to a recent survey, it was found that out of 100% teachers, 50% said they found it enjoyable to teach from home, while the other 50% said that they did not find it enjoyable. This survey has sparked a debate on whether remote teaching is a positive or negative change in the education sector.

The teachers who find teaching from home enjoyable cite various reasons for their satisfaction. Firstly, they enjoy the flexibility it gives them in terms of scheduling their day. They no longer have to worry about the long commute to school, which results in more free time to focus on their students. Many teachers also expressed that remote teaching allows them to experiment with different teaching methods and tools. They are able to use technology platforms to create interactive lessons and engage their students more effectively. Finally, some teachers find remote teaching less stressful than in-person teaching, as they are less likely to face disciplinary issues or student-teacher conflicts.

Nevertheless, the other 50% of teachers who find remote teaching not enjoyable, have different reasons for not being fond of it. Firstly, they miss the personal interaction with their students and colleagues. There is a certain joy in shared experiences and the feeling of camaraderie, which is lost in remote teaching. Remote teaching also makes it difficult for teachers to read their student's non-verbal cues, which often helps them gauge their understanding of a lesson. In addition, some teachers feel that the lack of structure and routine has made it hard to stay organized and keep track of their work.

In conclusion, it is clear that remote teaching is a mixed bag for teachers. While some find it enjoyable, others find it burdensome. The success of remote learning will depend on multiple factors, including the availability of technology, the teaching style of the teacher, and the student's willingness to adapt to this new environment. Regardless, it is important for educators to understand the challenges posed by remote learning and make efforts to ensure a positive teaching experience.
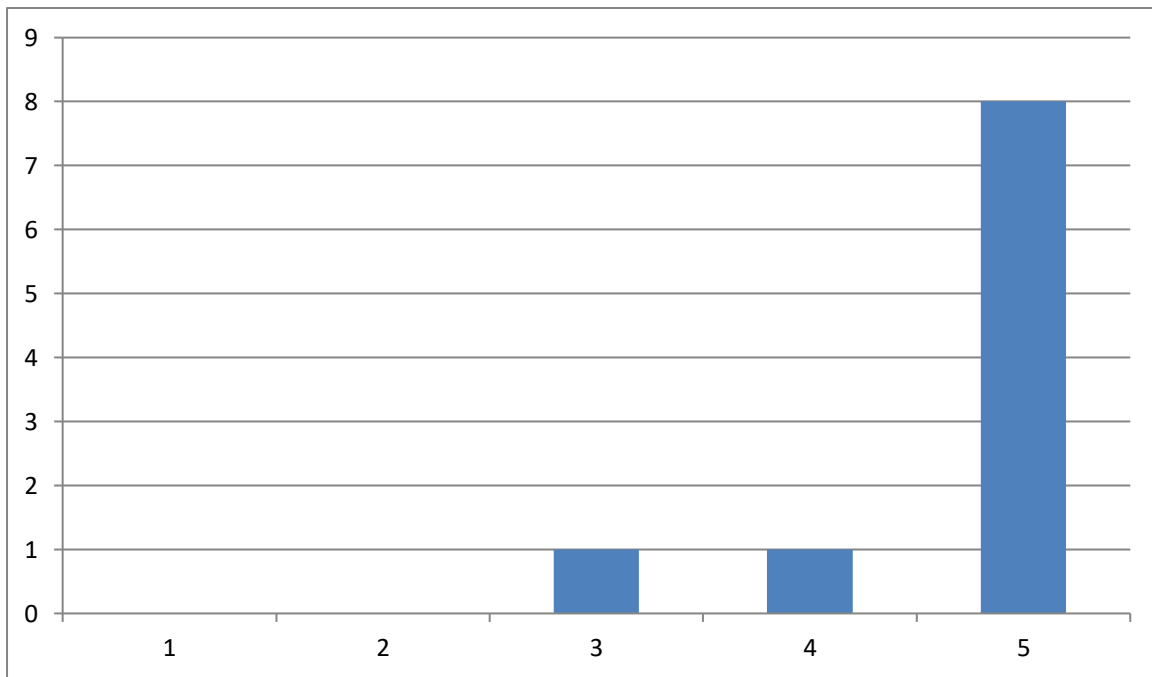
Figure 17.

The importantness of e – learning resources in remote teaching.

In recent years, remote teaching has become increasingly prevalent, with technology playing a major role in enabling this. The current global pandemic has also highlighted the importance of remote teaching in ensuring continuity of education even in uncertain times. In this context, it is important to assess the role of technology in remote teaching and how it affects student learning outcomes.

Out of 10 participants, 10% chose 3, 10% chose 4, and 80% chose 5 in a scale from 1 to 5 to answer the question of how important the role of technology is in remote teaching. This indicates that the vast majority of participants consider technology to be a critical component in remote teaching.

Technology can facilitate remote teaching in various ways. For example, it can enable live video conferencing, screen sharing, and file sharing. This makes it possible for teachers to interact with students in real-time, monitor their progress, and provide feedback. Additionally, technology also allows for the creation of various learning materials such as videos, animations, and simulations. These materials can be customized to meet the individual needs of students and can enhance the learning experience significantly.

Another important aspect of technology in remote teaching is its ability to streamline administrative tasks. This can include grading assignments and tracking student progress, which can be done using specialized software. Additionally, digital learning platforms have

emerged, which provide teachers with access to a range of educational resources and allow them to track student progress.

Despite these benefits, it is important to note that technology is not a panacea for all the challenges of remote teaching. For instance, it is still critical for students to have a conducive learning environment at home and have access to high-speed internet and devices. Additionally, not all students may be comfortable with technology or may have difficulty adapting to a remote learning environment.

In conclusion, the importance of technology in remote teaching cannot be overstated. The vast majority of participants in our survey rated technology as a critical component in remote teaching. Technology can enable live video conferencing, screen sharing, file sharing, and create customized learning materials. However, it is also important to recognize that technology is not a panacea for all the challenges of remote teaching, and that it needs to be used in conjunction with other measures to ensure effective learning outcomes
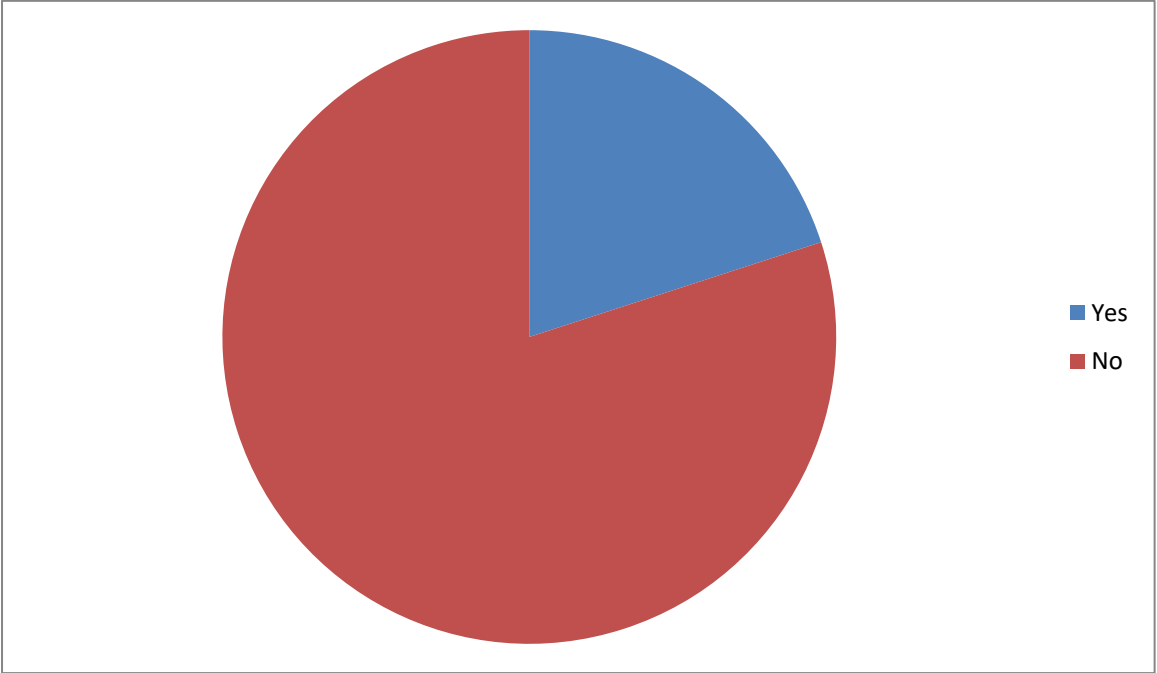
Figure 18.

Opinions on the diffultness of finding online material for teaching.

The accessibility of online materials and books for students has been a topic of conversation within the education community for some time now. With the rise of technology, it has become easier for educators to find resources to supplement their lesson plans and provide students with valuable learning tools. However, the question remains: is it easy to find appropriate materials?

In a recent survey conducted among 10 participants, 8 reported that they did not find it difficult to find online materials and books for their students. This is a positive sign, as it suggests that there is a wealth of resources available for educators to access. With countless websites, databases, and online libraries, it should be simple to find materials that align with the curriculum and meet the students' needs.

However, the remaining 2 participants reported that they did find it challenging to find the proper material for their students. This highlights an issue that educators may face when searching for online resources. The vast number of options can be overwhelming, and it can take time and effort to find materials that are appropriate and relevant to the course. Additionally, some participants may have had specific requirements or a unique curriculum to follow, which could limit the resources available.

Overall, the findings of this survey suggest that online materials and books are generally easy to find, but not always. Educators must be diligent in their search for appropriate resources to supplement their lesson plans and provide their students with valuable learning tools. It is essential to consider the unique needs and requirements of each course and student and seek out resources that align with those factors. With the right tools and resources at their disposal, educators can help their students succeed and thrive in their academic pursuits.

The participants had mixed reactions when asked about what had worked well with the current learning model. Some expressed that remote learning provided a better way of assessing the students' commitment and dedication towards learning. With online classes, it was easier to identify the students who were willing to put in the effort, as well as those who would rather cheat or skip the classes. These factors were among the reasons why participants expressed interest in continuing remote learning.

Another beneficial aspect of remote learning was the flexibility it provided. The participants could stay at home and engage in their classes without having to worry about the daily commute. They could also spend more time with their family and save time and money. E-teaching provided a comfortable environment that allowed the participants to learn at their own pace and convenience.

Online resources played a significant role in education during remote learning. The participants felt that these resources helped them to teach more effectively and to capture the students' attention. Teachers noted that they could upload online tests and homework and

monitor students' academic progress more efficiently. From a student perspective, online resources eliminated the need to purchase expensive books. It also provided an opportunity for students to use their devices for learning, which was something they were already familiar with.

Despite the benefits of remote learning, some participants preferred face-to-face teaching. They found it challenging to discipline the students and keep them accountable for their learning during online classes. For some, online classes were a nightmare, where students dozed off or got distracted with their devices. As a result, they preferred face-to-face learning, where they could monitor the students keenly and engage them actively.

In conclusion, the current learning model has had its share of challenges and advantages. While some participants prefer remote learning, others contend that face-to-face learning should continue. However, it is evident from these opinions that both modes of learning have their merits. Whether it is online or face-to-face learning, the most important consideration is ensuring the students receive quality education.

Conclusion

With the help of computer and Internet, E-learning brings the changes of pedagogical strategies and ultimately improves the efficiency of teaching and learning. If we insist on emphasizing grammar and vocabulary, then students are only good at passing exams, and cannot master a language. If we do not change, the new generation will still be not satisfied with school education in the next 30 years. Language ability is a kind of mental skill, which needs the right pedagogical strategies and training methods. E-learning will liberate the heavy labor of teachers', but also enable students to easily master English.

The first part of the thesis consists information about the History of E-learning. The term "e-learning" has only been in existence since 1999 when the word was first utilized at a CBT systems seminar. Other words also began to spring up in search of an accurate description such as "online learning" and "virtual learning". However, the principles behind e-learning have been well documented throughout history, and there is even evidence which suggests that early forms of e-learning existed as far back as the 19th century. Long before the internet was launched, distance courses were being offered to provide students with education on particular subjects or skills. In the 1840′s Isaac Pitman taught his pupils shorthand via correspondence. This form of symbolic writing was designed to improve writing speed and was popular amongst secretaries, journalists, and other individuals who did a great deal of note taking or writing. In 1954, BF Skinner, a Harvard Professor, invented the "teaching machine", which enabled schools to administer programmed instruction to their students. It wasn't until 1960 however that the first computer based training program was introduced to the world. This computer-based training program (or CBT program) was known as PLATO- Programmed Logic for Automated Teaching Operations. The first online learning systems were really only set up to deliver information to students but as we entered the 70s online learning started to become more interactive.

Online learning has its benefits and drawbacks. The benefits are mostly focused on the availability, low costs, and flexibility of the whole process. ELearning does help save costs. Moreover, it helps both educational institutions and students do so. While e-learning requires teachers to record their lectures and create courses, these learning materials can be used for a long time and easily changed when the need comes.

ELearning does make the education more available. E-learning simplifies the process greatly, allowing students from all over the world to complete courses created by world's best universities. This benefits native students too, allowing them to communicate and study along with people coming from different cultures.

ELearning does make students more mobile. E-learning allows students to study from any place where they have a stable internet access. It also allows them to study at any time they find comfortable. Moreover, this also allows students to organize their time more effectively. ELearning does make the whole learning process more entertaining. But it has its own downfall. ELearning depends on technology a lot. Not all people have stable internet access and computers that are powerful enough to support online streaming, for example. Some might have all the necessary technologies but struggle with using it.

Some find it hard to motivate and organize themselves. Being able to learn at a comfortable pace and organize your learning on your own is a disaster for some students. While some people are good in self-organization, some cannot do this without having a clear deadline on writing a term paper and the need to report their progress to the teacher.

Some students might feel isolated. For some students college is not only the place where they can learn – it's also the place where they come to socialize, to make new friends, and to learn something more from their professors. With e-learning, this can be hard (if not impossible) to achieve. The feedback might not be enough. The feedback is one of the biggest drivers of students' progress. The students are able to improve only when they know their flaws and weak points.

The second part of the thesis focuses on E-teaching and Learning Methods. Teaching second language trough web, can put different bottom for the e-student, thus he/she can choose each methods that enjoy it more. It is completely depends on the characteristics of the e-students and of course maybe only vocabulary is the reason of learning the second language for e-student. Communication and interaction are important, the direct method or community language learning is suggested. Different methods have advantages and disadvantages. A knowledgeable e-teacher can use the advantages of these methods, to present the perfect method of learning L2 through web. An e-learning course can involve using a combination of the following instructional methods:

Expositive methods - which emphasize "absorption" of new information. Expositive methods include presentations, case studies, worked examples, demonstrations. Application methods - which emphasize the active processes learners use to perform procedural and principle- based tasks and build new knowledge. Application methods include demonstration-practise method, job aids, case-based or scenario-based exercises, role play, simulations and serious games, guided research, project work. Collaborative methods - which emphasize the social dimension of learning and engage learners sharing knowledge and performing tasks in a collaborative way. They include online guided discussions, collaborative work and peer tutoring.

The third segment focuses on our research with students from Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education's phylology departments. As an effective tool for knowledge transmission, e-learning has the possibility of replacing traditional teaching approaches. In the classroom, internet education advantages both students and teachers. To satisfy the needs of its students, several universities and colleges now adopt an e-learning approach in their training programs. A survey of students' perspectives on e-learning indicated that they do need it. Because elearning can be customised to students' learning   styles.

It has the potential to be an extremely successful and practical learning approach. However, e-learning support is insufficient to guarantee effective incentives for successful learning. During their academic years, students require social contact with their mentors as well as fellowship. As a result, a well-established e-learning environment on which students and educators can rely is critical. I believe that with the addition of instructors and mentors, e-learning will grow more popular over time in order to make users feel more comfortable and secure. According to the findings of this study, pupils at Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education prefer to study alone rather than in groups, but when faced with high levels of academic pressure and expectations, they require social assistance and social interaction to maintain their focus and performance. (I agree that pupils should be pushed to learn. However, without supportive circumstances, there will be no significant advances in academic achievement.) That example, if the institution wishes to promote student achievement/performance by raising expectations or generating high stakes for academic accomplishment, it should not overlook the social support and interaction that students require to be successful.

The key qualities and role of E-learning resources were discussed in this course paper. Based on the findings of research, E-learning can assist students in learning English as a second language. More research is required in the near future to gather more data on it. Finally, I would like to emphasize that I am grateful that I had the opportunity to work on this topic.

РЕЗЮМЕ

За допомогою комп'ютера та Інтернету електронне навчання вносить зміни до педагогічних стратегій і, зрештою, покращує ефективність навчання. Якщо ми наполягаємо на наголошенні на граматиці та словниковому запасі, то студенти добре вміють здавати іспити і не можуть оволодіти мовою. Якщо ми не змінимось, нове покоління все одно не буде задоволене шкільною освітою протягом наступних 30 років. Мовна здатність - це різновид розумової навички, яка потребує правильних педагогічних стратегій та методів навчання. Електронне навчання дозволить звільнити важку працю вчителів, але також дозволить студентам легко оволодіти англійською мовою.

Перша частина курсової роботи містить інформацію про історію електронного навчання. Термін "електронне навчання" існує лише з 1999 року, коли це слово було вперше використано на семінарі з систем КПТ. Інші слова також почали з'являтися у пошуках точного опису, наприклад, «онлайн-навчання» та «віртуальне навчання». Однак принципи електронного навчання були добре задокументовані протягом історії, і є навіть докази, які свідчать про те, що ранні форми електронного навчання існували ще в 19 столітті. Задовго до запуску Інтернету пропонувались дистанційні курси, щоб надати студентам освіту з певних предметів чи навичок. У 1840-х Ісаак Пітман викладав своїм учням стенографію за допомогою листування. Ця форма символічного письма була розроблена для покращення швидкості письма і була популярна серед секретарів, журналістів та інших людей, які робили велику кількість записів. У 1954 р. Гарвардський професор Б.Ф. Скіннер винайшов "навчальну машину", яка дозволила школам здійснювати програмоване навчання своїм учням. Однак лише у 1960 р. у світі була представлена перша навчальна програма на базі комп'ютера. Ця комп'ютерна навчальна програма (або програма КПТ) була відома як програмована PLATO логіка для автоматизованих навчальних операцій. Перші системи навчання в Інтернеті насправді були створені лише для того, щоб доставляти інформацію студентам, але з настанням 70-х років навчання в Інтернеті стало більш інтерактивним.

Онлайн-навчання має свої переваги та недоліки. Переваги в основному зосереджені на доступності, низьких витратах та гнучкості всього процесу. Електронне навчання допомагає заощадити витрати. Більше того, це допомагає як навчальним закладам, так і студентам. Хоча електронне навчання вимагає від викладачів

записувати свої лекції та створювати курси, ці навчальні матеріали можуть використовуватися тривалий час і легко змінюватись, коли виникає потреба.

Електронне навчання робить освіту більш доступною. Воно значно спрощує процес, дозволяючи студентам з усього світу пройти курси, створені найкращими університетами світу. Це також приносить користь рідним студентам, дозволяючи їм спілкуватися та навчатися разом з людьми, що походять з різних культур.

Електронне навчання робить студентів більш мобільними. Це дозволяє студентам навчатися з будь-якого місця, де у них є стабільний доступ до Інтернету. Це також дозволяє їм вчитися в будь-який час, коли їм зручно. Більше того, це також дозволяє студентам ефективніше організовувати свій час. Електронне навчання робить весь процес навчання більш цікавим. Але це має своє недоліки. Навчання дуже залежить від технологій. Не всі мають, наприклад, стабільний доступ до Інтернету та комп'ютери, які є досить потужними для підтримки потокової передачі в Інтернеті. Деякі, можливо, мають усі необхідні технології, але борються з їх використанням.

Деяким важко мотивувати та організовувати себе. Вміння вчитися в комфортному темпі та організовувати своє навчання самостійно - це катастрофа для деяких студентів. Хоча деякі люди добре володіють самоорганізацією, деякі не можуть цього зробити, не маючи чіткого кінцевого терміну написання курсової роботи та необхідності повідомляти викладачеві про свій прогрес.

Деякі студенти можуть відчувати себе ізольованими. Для деяких студентів коледж - це не тільки місце, де вони можуть вчитися - це також місце, куди вони приходять поспілкуватися, завести нових друзів та дізнатися щось більше від своїх викладачів. За допомогою електронного навчання цього важко (якщо не неможливо) досягти.

Відгуків може бути недостатньо. Відгуки є одним із найбільших факторів прогресу студентів. Студенти можуть вдосконалюватися лише тоді, коли знають свої недоліки та слабкі місця.

Друга частина роботи присвячена електронному навчанню та методам навчання. Викладання другої мови за допомогою Інтернету може покласти різне дно для студента, який навчається електронно, таким чином він / вона може вибрати кожен із методів, який йому/їй більше подобається. Це повністю залежить від характеристик

електронних студентів, і, звичайно, можливо, лише словниковий запас є причиною вивчення другої мови для електронного студента. Спілкування та взаємодія важливі, пропонується безпосередній метод або вивчення мови в громаді. Різні методи мають переваги та недоліки. Досвідчений електронний вчитель може скористатися перевагами цих методів, щоб представити ідеальний метод навчання другої мови через Інтернет. Курс електронного навчання може передбачати використання комбінації наступних методів навчання:

Експозитивні методи - які підкреслюють "поглинання" нової інформації. Експозитивні методи включають презентації, тематичні дослідження, опрацьовані приклади, демонстрації. Методи застосування - які підкреслюють активні процеси, які учні використовують для виконання процедурних та принципових завдань та формування нових знань. Методи застосування включають демонстраційний практичний метод, засоби роботи, вправи на основі конкретних випадків або сценаріїв, рольові ігри, симуляції та серйозні ігри, керовані дослідження, проектні роботи. Методи співпраці - які підкреслюють соціальний вимір навчання та залучають учнів, які діляться знаннями та виконують завдання спільно. Вони включають обговорення в режимі онлайн, спільну роботу та репетиторські роботи.

У цій курсовій роботі були представлені основні характеристики та роль ресурсів електронного навчання. Виходячи з теоретичних результатів, електронне навчання може допомогти студентам засвоїти англійську мову як свою другу мову. Подальші дослідження необхідні в майбутньому, щоб надати подальші дані, що стосуються цього.

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Appendix

1. https://docs.google.com/forms/d/e/1FAIpQLSfbyme_RqjuRsXIAgsCwecBxVbGdtHA7KEDOkZvBPdkzsraYQ/viewform?usp=sf_link
2. https://docs.google.com/forms/d/1BGHP-_JLy-1jnN7FYPeagx_W0pb91AlUqQmLXnRSnYA/viewform?edit_requested=true&pli=1

ⓊUNICHECK

10.4%
Схожість

Найбільша схожість: **1.91%** з Інтернет-джерелом (https://www.joomlms.com/blog/guest-posts/elearning-advantages-dis...

| 10.2% Джерела з Інтернету | 388 | Сторінка 66 |
| 0.48% Джерела з Бібліотеки | 4 | Сторінка 69 |

20.9% Цитат

| Цитати | 123 | Сторінка 70 |
| Посилання | 1 | Сторінка 77 |

1.66%
Вилучень

Деякі джерела вилучено автоматично (фільтри вилучення: кількість знайдених слів с меншою за **8 слів** та **0%**)

| 1.16% Вилучення з Інтернету | 35 | Сторінка 78 |
| 1.61% Вилученого тексту з Бібліотеки | 75 | Сторінка 78 |

Модифікації

Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

| Замінені символи | 1 |