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АСПЕКТИ ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТІВ НЕЛІНГВІСТИЧНИХ ФАКУЛЬТЕТІВ

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Aspects of the use of innovative technologies in teaching English to students of non-linguistic faculties

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ЗМІСТ

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INTRODUCTION

The rapid advancement of technology has significantly impacted various fields, including education. The integration of innovative technologies in teaching has transformed traditional educational methods, providing new opportunities for enhancing learning experiences. This shift is particularly evident in the process of teaching English to students of non-linguistic faculties, where technology can play a crucial role in overcoming language barriers and facilitating effective communication.

This master's thesis examines various innovative technologies for learning English, including the mind maps method, role-playing method, game-based learning method, mobile applications, mobile testing systems, search exercises, mobile assessment systems, multimedia presentations, Kinect-based learning method, direct method, communicative language teaching method, infographics in teaching grammar method, problem-solving teaching method, BYOD (Bring Your Own Device) method, blended learning method, interactive education methods, and interactive mobile applications method. The use of innovative technologies in English language classes offers numerous advantages, such as increased engagement, personalized learning, and access to diverse resources. These technologies encompass digital platforms, language learning apps, interactive whiteboards, and virtual reality tools, all contributing to a dynamic and interactive learning environment.

Research by Khamrayeva (2021) underscores the efficacy of mind maps as powerful tools that facilitate quick information review, serve as effective mnemonics, and aid in key concept recall before exams or presentations. Islamova (2020) highlights the importance of teacher-student interaction and effective teaching technologies in enabling students in non-linguistic faculties to use English confidently. Gömleksiz's work (2005) emphasizes the significant role of games in enhancing learner engagement and motivation, offering an effective alternative to traditional methods. Boutsika (2014) discusses the integration of Kinect technology in educational settings and its impact on students' learning experiences. Cheong et al. (2012) and Lien et al. (2012) provide examples of innovative implementations of Kinect technology in education. The direct method, as outlined by Richards (2001) and Rivers (1968), proposes natural language learning without translation, focusing on inductive grammar teaching and speaking skills. Brown (2007a) elaborates on the audio-lingual method's emphasis on aural and oral skills with minimal native language use. Assanova's article (2020) explores the integration of mobile applications in language teaching, and Reida's research (2021) advocates for competence-based approaches in language education.

The **relevance** of exploring the aspects of using innovative technologies in teaching English to students of non-linguistic faculties lies in the evolving landscape of education and the increasing integration of technology into pedagogical practices. In today's digital era, where

technology plays a pivotal role in various aspects of life, the field of education is not an exception. English language proficiency is a vital skill for students across disciplines, as it facilitates communication, enhances global competitiveness, and opens doors to a wide range of academic and professional opportunities.

Non-linguistic faculties, encompassing disciplines such as science, engineering, business, and humanities, often face unique challenges in teaching English due to the specialized nature of their fields. Integrating innovative technologies into English language instruction tailored to these disciplines can significantly enhance the effectiveness and relevance of language learning experiences for students. This includes leveraging interactive multimedia resources, virtual learning environments, mobile applications, and other digital tools to create engaging and immersive language learning environments.

Moreover, understanding the nuances of utilizing innovative technologies in teaching English to non-linguistic students is essential for educators and institutions aiming to meet the diverse needs of their student population and stay abreast of advancements in educational methodologies. This research aims to delve into these aspects, offering insights, strategies, and recommendations to optimize English language instruction for students pursuing non-linguistic disciplines in higher education.

The **object** of the work is the use of innovative technologies in teaching English, while the **subject** of the work is the utilization of these technologies in teaching English to students of non-linguistic faculties at the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education.

The primary **aim** of this master's thesis is to critically examine the various aspects of using innovative technologies in the context of teaching English to students enrolled in non-linguistic faculties. To achieve this overarching goal, the following specific research **tasks** have been outlined:

- to analyze the current landscape of English language teaching methodologies and the role of technology in enhancing language acquisition
- to identify the specific challenges and opportunities associated with teaching English to students of non-linguistic faculties
- to explore the range of innovative technologies available for language instruction, including multimedia resources, virtual environments, and mobile applications
- to investigate the effectiveness of innovative technologies in improving English language proficiency among non-linguistic students
- to examine pedagogical strategies and best practices for integrating innovative technologies into English language instruction for non-linguistic disciplines

- to evaluate the perceptions and experiences of students and educators regarding the use of innovative technologies in English language learning
- to provide practical recommendations and guidelines for educators and institutions to optimize the use of innovative technologies in teaching English to non-linguistic students.

By addressing these research objectives and tasks, this study aims to contribute valuable insights and recommendations to the field of English language education, particularly concerning the effective integration of innovative technologies for diverse student populations in higher education settings.

The choice of investigating the aspects of using innovative technologies in teaching English to students of non-linguistic faculties is substantiated by several key factors that underline its **practical significance** in contemporary education.

Firstly, the increasing globalization and interconnectedness of the world have elevated the importance of English language proficiency as a fundamental skill for academic, professional, and social success. Students pursuing non-linguistic disciplines are no exception, as they often encounter situations where effective communication in English is essential for collaboration, research dissemination, and career advancement.

Secondly, the rapid advancements in technology have revolutionized the field of education, offering a plethora of innovative tools and resources that can significantly enhance the teaching and learning experience. Integrating these technologies into English language instruction tailored to non-linguistic faculties can bridge the gap between language learning and disciplinary knowledge, thereby fostering a more holistic and integrated educational experience.

Furthermore, the practical significance of this topic lies in its potential to address the specific challenges and needs faced by educators and students in non-linguistic disciplines. By exploring effective strategies and best practices for incorporating innovative technologies into English language teaching, this research can empower educators to create dynamic and engaging learning environments that cater to diverse learning styles and preferences.

Ultimately, the practical significance of this research extends beyond theoretical exploration to tangible applications in real-world educational settings. The insights and recommendations generated from this study can facilitate curriculum development, instructional design, and pedagogical approaches aimed at enhancing English language proficiency and overall academic success for students of non-linguistic faculties.

The master's thesis involved designing survey to gather quantitative data from both students and teachers. The survey focused on assessing the usage of innovative technologies, perceptions of their effectiveness, challenges faced, and recommendations for improvement. Specific aspects such as digital tool preferences, frequency of use, and perceived benefits were targeted in the questionnaire. Qualitative data were collected through Google Forms and focus

groups involving students and teachers, delving deeper into understanding experiences, attitudes, and perceptions regarding the integration of innovative technologies. Quantitative data from the questionnaires were analyzed. Ethical considerations, including informed consent, confidentiality, and participant anonymity, were strictly adhered to throughout the research process.

Based on the objectives of this study and the focus on the effectiveness and usage of innovative technologies in teaching English to students of non-linguistic faculties, the following **hypotheses** have been formulated:

Hypothesis 1: Students of non-linguistic faculties are well-informed and knowledgeable about various innovative technologies used in English language learning.

Hypothesis 2: Students of non-linguistic faculties perceive innovative technologies as effective tools for improving their English language skills.

Hypothesis 3: The majority of students use various innovative technologies, such as mobile applications and online learning platforms, in their English language studies.

Hypothesis 4: Teachers believe that integrating innovative technologies into their teaching practices enhances students' engagement and learning outcomes.

Hypothesis 5: Both students and teachers identify specific benefits of using innovative technologies in English language education, such as increased interactivity, accessibility, and personalized learning experiences.

Hypothesis 6: There are common challenges faced by students and teachers in the implementation of innovative technologies, including technical difficulties, limited access to resources, and the need for additional training.

The **practical value** of the master's thesis lies in its potential to inform teachers and institutions about effective strategies and approaches in integrating innovative technologies into English language instruction. This knowledge can lead to enhanced teaching methods, improved student engagement, and better learning outcomes for students in non-linguistic faculties.

The thesis **consists** of an Introduction, Part 1, Part 2, Part 3 (the research about the use of innovative technologies in teaching English), Conclusions, and Appendices. Part 1 focuses on theoretical concepts of innovative teaching methods for learning English. Part 2 describes recent viewpoints on the application of innovative technologies. Part 3 presents the procedure, results, and discussion of the empirical investigation into using innovative technologies for teaching English to students of non-linguistic faculties. The research was conducted using quantitative methods, with a questionnaire as the research instrument. It also includes suggested pedagogical implications based on the findings.

Part 1. Theoretical Framework

In the first part of the thesis, a wide range of topics related to innovative English language teaching and learning methods are demonstrated. These methods include: Mind maps, Role-playing, Game-based learning, Mobile applications, Mobile testing systems, Mobile assessment systems, Multimedia presentations, Kinect-based learning, Infographics for teaching grammar, Problem-solving teaching, BYOD (Bring Your Own Device), Blended learning, Interactive education methods.

Based on the publications on the topic, the following benefits of technology was discussed:

- increased motivation and engagement through gamification and personalization
- enhanced cognitive development
- problem-solving skills, and language acquisition through simulations and virtual reality
- creation of interactive and collaborative learning environments through online discussions and collaborative platforms.

The next section of this part address the challenges of innovative technologies, such as:

- addressing technological barriers and ensuring students have sufficient digital literacy skills,
- ensuring technology does not replace the role of the teacher in facilitating multidimensional interactions and emotional engagement.

This chapter explore these and other aspects of using innovative technologies in English language teaching for non-English majors.

1.1 Description of major innovative technologies used in teaching English

1.1.1 Empowering Learners in a Globalized World: Innovative Technologies for English Language Acquisition

In the contemporary era of globalization, individuals are strongly encouraged to acquire proficiency in additional languages to enhance their personal development and stay abreast of global advancements and transformations. Regardless of the perceived difficulty or ease in mastering a language, the process is characterized by its duration and the need for consistent effort. The endeavor to acquire or learn a language demands a substantial investment of time and energy not only from the learners but also from the educators. Existing literature highlights various factors influencing language acquisition, including issues such as overcrowded classrooms, reliance on traditional teaching methods, inadequate assessment approaches,

insufficient student motivation and resources, shortage of qualified language instructors, limited teaching hours, and an emphasis on receptive skills at the expense of productive skills.

The modern education system is undergoing significant changes in connection with the progressive transformations taking place in all vital spheres of our society, Ukraine's support of the ideas of the Bologna process and integration into the European educational space. Growing needs for communication and cooperation between countries and people with different languages and cultural traditions, the new educational system in Ukraine require significant changes in the approach to teaching, updating the content and methods of teaching foreign languages. Therefore, knowledge of foreign languages, especially English, is an important prerequisite for personal, cultural, professional and economic contacts.

The proficiency of specialists depends on the ability to read and translate professional foreign literature and the ability to listen to lectures and reports in a foreign language during conferences and seminars. From language learning apps and online courses to virtual exchange programs and interactive language games, innovative technologies are providing learners with accessible, engaging, and personalized pathways to English language mastery.

These technologies break down geographical barriers, enabling learners to connect with native speakers and immerse themselves in authentic language environments, fostering intercultural understanding and fluency.

Innovative technologies empower learners to take control of their language learning journey, tailoring their learning experiences to their individual needs, preferences, and learning styles.

1.1.2 Unleashing Creativity and Enhancing Retention: Mind Maps as Powerful Tools for English Language Learning

Mind maps are powerful tools that offer a quick and efficient way to review information. They allow students to refresh their understanding with just a glance, making them ideal for revising key concepts before exams or presentations. Additionally, mind maps can function as effective mnemonics, aiding in the retention and recall of information. In recent research has shown that remembering the shape and structure of a mind map can provide cues necessary for recalling the information within it (Khamrayeva, 2021).

One of the key advantages of mind maps is their ability to engage multiple areas of the brain, facilitating the assimilation and connection of facts in a way that traditional note-taking methods may not achieve. By incorporating visual elements, such as colors, images, and spatial organization, mind maps stimulate creative thinking and enhance comprehension (Khamrayeva, 2021).

Mind maps can be employed to introduce new vocabulary, explore grammar concepts, brainstorm ideas for writing assignments, and prepare for presentations. Their non-linear structure mirrors the natural connections that form in the brain, making them an effective tool for memorization and long-term retention. Mind maps encourage active engagement and creative expression, transforming English language learning into an enjoyable and stimulating experience.

Additionally, the (Saluk, 2016) article introduces the concept of mind maps as another effective method for explaining and internalizing language phenomena. A mind map, represented as a radial tree structure, organizes ideas around a central concept, facilitating the visualization of connections between components. This method is commonly used in teaching, organizing work, and problem-solving, enhancing comprehension and retention of information.

Overall, Saluk (2016) emphasizes the importance of visual aids such as infographics and mind maps in language learning, as they enhance understanding, retention, and engagement among students. Saluk discusses the benefits and applications of mind maps in education, particularly in teaching foreign languages. It highlights how mind maps simulate organized brainstorming, visualize key ideas in complex texts, and demonstrate connections, reflecting logical thinking. The ideologist of mind maps, British psychologist T. Buzan, identified several advantages of using them in teaching:

- intellectual maps capture the audience's attention, making them ready to collaborate
- classes and presentations become more inspiring for students
- educational material becomes more flexible to changes
- since mind maps directly relate to the subject of study, students grasp the material better
- mind maps not only convey facts but also show relationships between them, helping students understand the topic deeply
- they help visualize the entire picture, reflecting the knowledge system of the subject, and promote balanced judgment, stimulating the need for new information
- large amounts of text can be condensed into a single multifaceted intellectual map, combining thoughts from sources with the creator's judgments

In teaching foreign languages, intellectual maps are actively implemented, with research supporting their effectiveness in optimizing the process of forming students' lexical competence. The article also acknowledges the legitimacy of using mind maps in teaching foreign languages at universities, considering students' language proficiency levels and alignment with curricula.

Mind maps are beneficial for learning lexical-grammatical material at various stages, from introducing a new topic to its review and generalization. They can also be used to create a system of communicative exercises, analyze professionally oriented texts, and facilitate group, individual, and independent work.

Overall, the Saluk (2016) underscores the importance of updating and modernizing the education system, especially in higher education, by incorporating innovative teaching methods and tools like visualization technologies such as infographics and mind maps. These technologies are suitable for English language classes, aiding students in mastering complex grammatical or lexical material, optimizing the learning process, and maintaining interest in further language study.

1.1.3 Humor as an innovative teaching technique for learning English

In addition to mind maps, **humor** can also be an innovative teaching technique that promotes engagement and learning. According to studies, humor in the classroom can strengthen student-teacher relationships, reduce stress, and create a positive learning environment. Using humor can make lessons more enjoyable and memorable for students, leading to improved retention of information (Khamrayeva, 2021).

Wirya (2020) in his work examines the role of fun-class activities in enhancing the learning and teaching of foreign languages. It highlights applied linguistics as a bridge between theory and practice and explores common teaching methods to improve the foreign language teaching (FLT) process. The study concludes that incorporating fun-class activities can significantly benefit both students and teachers. Key findings include:

- interactive and intellectual approaches are most effective for foreign language learning
- humor activities help students apply learned concepts in real contexts
- these activities make lessons interesting, reduce boredom, and relax students
- they boost self-confidence and encourage the use of the target language
- humor activities expand vocabulary and aid in internalizing grammatical structures
- they are effective for students at all levels, making English classes enjoyable and reducing tardiness and absenteeism.

Furthermore, mnemonics words can be employed as an effective medium for developing vocabulary power in language courses. By associating key concepts with memorable words or phrases, teachers can help students retain and recall new vocabulary more effectively (Khamrayeva, 2021).

Humor possesses an inherent ability to engage learners, transforming the traditional classroom setting into a lively and stimulating environment. By injecting laughter and lightheartedness into lessons, teachers can effectively capture students' attention, fostering a sense of enjoyment and reducing anxiety associated with language learning.

Humor not only enhances engagement but also serves as a powerful catalyst for cognitive processing. When learners encounter humorous stimuli, their brains are actively engaged in decoding the underlying meaning, making connections, and drawing inferences. This heightened cognitive engagement promotes deeper understanding and retention of the target language.

Humor has the remarkable ability to create a positive and supportive classroom atmosphere, where students feel comfortable taking risks, making mistakes, and actively participating in learning activities. By incorporating humor into their teaching practices, instructors can cultivate a sense of camaraderie and belonging, reducing stress levels and encouraging students to step outside their comfort zones.

During the 2018-2019 academic year, Dr. Sofia Christidou (2021) taught a 120-hour "English Language" course for Catering Class 2 at the Ministry of Tourism's Vocational Training Institute of Peraia. Instead of traditional grammar-focused instruction, the course emphasized tourism terminology using materials from Express Publishing and the interactive Express Digi Books application. Students engaged in role-playing with humorous improvisations to personalize their learning. Evaluation included a mock exam followed by final exams. A post-course questionnaire gathered student feedback and suggestions for improving future foreign language instruction. The general conclusion is that the "English Language" course for Catering Class 2 at the Ministry of Tourism's Vocational Training Institute is highly valued by students. It is recommended to rank and grade students based on their language proficiency and continue using humor in teaching, as it enhances creativity and creates an optimal learning environment. Additionally, extending the course duration is necessary to cover more topics and implement alternative teaching methods effectively.

1.1.4   Role-playing: Unleashing   Creativity   and   Enhancing Communication Skills in English Language Learning

Role-playing   and scenario analysis are additional innovative techniques that have proven effective in teaching foreign languages and practical subjects. These methods provide students with opportunities to apply their knowledge in real-world contexts, fostering critical thinking, decision-making skills, and deep learning (Khamrayeva, 2021).

In conclusion in publication of Khamrayeva (2021), the integration of innovative teaching techniques, such as mind maps, humor, mnemonics words, role-playing, and scenario

analysis, can significantly enhance the learning experience for students. These methods not only promote active engagement but also improve retention, comprehension, and critical thinking skills (Khamrayeva, 2021).

Incorporating role-play into the classroom enhances variety, changes the pace, and provides ample opportunities for language production and enjoyment. It can become a regular part of the curriculum rather than a one-time activity. Role-playing is fun and motivating, allows quieter students to express themselves more confidently, and connects classroom learning to real-world contexts, offering broader language opportunities. Additionally, it prepares students who may travel to English-speaking countries by allowing them to practice in a safe environment where mistakes have no serious consequences (Liu, 2009).

Haieva (2023) highlights the importance and relevance of using role-playing as an innovative method for teaching English in a professional context. The key findings include:

- increased Interest and Motivation: Role-playing significantly boosts students' interest and motivation, making the learning process more engaging and interactive
- development of Practical Skills: Role-playing helps students develop essential practical skills, such as communication, speech, and cooperation, by using English in real professional scenarios
- adaptation to the Labor Market: Role-playing aligns with the demands of the modern labor market, helping students acquire specialized vocabulary and skills necessary for their future careers
- teamwork and Critical Thinking: Role-playing not only improves language and communication skills but also fosters teamwork, creativity, and critical thinking
- vocabulary Enrichment: This method helps students expand their vocabulary, including specialized terminology relevant to their professions
- intercultural Competence: Role-playing enhances students' intercultural competence, broadening their worldview and understanding of cultural nuances, which is crucial for working in diverse environments

Overall, the study (Haieva, 2023) emphasizes that role-playing prepares students for the dynamic and rapidly changing labor market, giving them a competitive edge in their future professions.

Role-playing offers a unique opportunity for learners to immerse themselves in real-world language situations, fostering a deeper understanding of language use and cultural context. By taking on different roles and engaging in simulated conversations, learners gain hands-on experience in applying their English language skills in a variety of contexts, from everyday interactions to formal presentations.

Role-playing provides a safe and supportive environment for learners to practice speaking English without fear of making mistakes. As they engage in spontaneous conversations and navigate different scenarios, learners gain fluency, confidence, and the ability to think on their feet.

Role-playing activities encourage active participation and collaboration among learners, fostering a sense of community and promoting peer-to-peer learning. By working together to enact various roles and scenarios, learners not only practice their English skills but also develop essential teamwork and communication abilities.

1.1.5 Familiarization, Training, and Application: A Comprehensive Approach to English Language Learning

Islamova (2020) stresses the importance of teacher-student interaction through methods like **familiarization, training**, and **application**, with a focus on active student participation in the learning process (Islamova, 2020). Effective teaching technologies are essential for teaching English in non-linguistic faculties, enabling students to use the language confidently in everyday and professional contexts (Islamova, 2020).

The initial stage of familiarization involves exposing learners to the target language, providing them with a basic understanding of its sounds, structures, and vocabulary. This can be achieved through a variety of methods, including:

- Listening to Authentic Materials (Immerse learners in authentic English through songs, podcasts, movies, and television shows, allowing them to grasp natural pronunciation and intonation patterns)
- Engaging in Visual Aids (Utilize visual aids such as pictures, flashcards, and infographics to introduce new vocabulary and concepts in a clear and engaging manner)
- Interactive Games and Activities (Incorporate interactive games, songs, and activities that encourage repetition and practice of basic English phrases and expressions)
- Training (Developing Proficiency through Structured Practice).

Once learners have gained a foundational understanding, the training stage focuses on developing proficiency through structured practice and targeted exercises. This involves:

- Grammar Drills and Exercises (Provide learners with grammar drills and exercises that reinforce grammatical rules and sentence structures)
- Vocabulary Building Activities (Engage learners in vocabulary-building activities such as word games, crossword puzzles, and vocabulary lists to expand their lexical repertoire)

– Reading and Writing Practice (Encourage regular reading and writing practice to enhance comprehension, fluency, and accuracy in both receptive and productive language skills).

1.1.6 Game-based English Language Learning: Unleashing Engagement and Enhancing Language Acquisition

Games possess an inherent ability to captivate learners' attention, fostering intrinsic motivation and transforming the traditional classroom setting into a dynamic and engaging environment. By incorporating games into their teaching practices, instructors can tap into learners' natural love of play, making language learning a fun and rewarding experience (Stoika, 2024).

Game-based learning activities encourage active participation and collaboration among learners, fostering a sense of community and promoting peer-to-peer learning. As learners work together to achieve shared goals and navigate game challenges, they not only practice their English skills but also develop essential teamwork and communication abilities.

Well-designed educational games can provide personalized learning experiences, tailoring the level of difficulty and content to each learner's individual needs and abilities. This adaptive approach ensures that learners are challenged at an appropriate level, promoting a sense of accomplishment and encouraging continued progress.

In the realm of language education today, games play a significant role. These games actively engage learners, enhancing their emotional responses such as interest, motivation, and eagerness to participate. Additionally, games often emphasize the practical and communicative aspects of languages (Gömleksiz, 2005). They contribute positively to encouraging active involvement, allowing for individuality and competition in the learning process, and offering chances to apply language skills in various contexts. Consequently, game-based learning stands as an alternative method that fosters an effective language learning environment in comparison to traditional approaches.

The existing research on the educational potential of massively multiplayer online role-playing games, mobile apps, and virtual reality games for teaching and learning English indicates a need for further exploration of the effects of these emerging technologies (Lin & Lan, 2015). One example is the work of Cheng, Yang, and Andersen (2017), who incorporated virtual reality, specifically Oculus Rift, into a 3D language-learning game. Although there was a notable enhancement in learners' cultural engagement, no discernible improvement in language learning was observed. The study suggested that as technology advances, there could be opportunities to integrate real-life settings into language learning practice, emphasizing the necessity for additional research to comprehend the effects and potential of these games. In a longitudinal

study, Lee and Gerber (2013) observed the development of English language skills through massively multiplayer online gaming. They discovered that learners' language awareness and attention to language forms increased significantly as they encountered various situations in which language knowledge became crucial during gameplay.

Game-based learning is increasingly gaining attention in the realm of foreign language education as it encourages students to engage with the target language within a more creative and communicative environment. Existing research indicates that this approach yields positive effects on both learning quality and motivation, particularly when compared to traditional teaching methods. Additionally, learners tend to exhibit a more favorable attitude toward game-based learning (Hays, 2005; Vogel et al., 2006). Yükseltürk's study in 2018 further demonstrated that the integration of Kinect-based games into foreign language classrooms positively impacted university students' attitudes and self-efficacy beliefs. In essence, these game-based language learning activities contribute positively to the overall learning process. Incorporating such games in the classroom setting helps learners bolster their self-efficacy beliefs, especially in the domains of speaking and listening skills.

Based on the findings of the study by Yükseltürk (2018), the following key recommendations are proposed for researchers and educators involved in designing language learning environments:

- Careful Pedagogic Planning (Thoughtful planning of game-based learning activities is crucial to their effectiveness)

- Enhancing Attitudes and Self-Efficacy (Game-based learning activities can be crafted with the aim of improving students' attitudes and self-efficacy beliefs regarding language learning)

- Adapting Kinect Cameras (Considering the advantages, particularly in motion sensing and voice recognition, Kinect cameras can be integrated into game-based environments and language learning settings)

- Speaking and Role Play Simulations (Game-based learning activities incorporating Kinect technology can be employed to create an environment conducive to speaking and role-play simulations based on real-life scenarios in the classroom)

- Consideration of Limitations (Acknowledge potential limitations of the study, such as the exclusive focus on first-year students taking English as a compulsory course).

For future research endeavors, it is recommended to:

- Replicate the Study (Replicate the study with larger participant groups and students from different departments to enhance the generalizability of the results)

- Explore Demographic Factors (Investigate the role of demographic factors such as gender, socioeconomic level, and the type of school students have graduated from, as these may contribute to a deeper understanding of the case) (Yükseltürk, 2018).

In the context of foreign language learning, research by Oryschuk (1996) emphasizes the incorporation of gaming speech activities and methodological content into the training of future foreign language educators. The objective is to equip them to be active creators of learning situations while teaching essential subject matter. The approach involves initiating a new game led by the teacher, who assumes the role of the leader, and subsequently passing this role to a well-prepared student. This aims to organize future educators in a way that combines both reproducing and creative activities in students.

According to Oryschuk's perspective, for optimal effectiveness, organizing the game in a competitive format is recommended. Games, in this context, serve as a versatile tool capable of addressing specific tasks, such as improving phonetic, lexical, and grammatical skills, or a broader array of objectives, including the formation of speech skills, development of observation, attention, and creative abilities.

1.1.7 Kinect-based Learning: Embracing Technology for Immersive English Language Acquisition

Kinect is a motion-sensing input device that comprises four key components: an RGB camera, 3D depth sensors, a multi-array microphone, and integrated processing cores. The device allows for the operation of systems developed with the assistance of a software development kit using gestures or voice commands, eliminating the need for handheld remotes or pedal controllers (Kinect for Windows, 2017). While initially utilized for interaction in game consoles due to advantages like natural gesture and posture interactions, Kinect cameras have garnered attention from experts in various fields, spanning advertising, medicine, health, and particularly education.

The literature highlights several compelling reasons for the integration of Kinect technology in educational settings. Boutsika (2014), for instance, outlined the following reasons:
- students require no additional equipment to control their actions
- every movement by students is displayed on the screen
- students experience a genuine game-like feel, irrespective of whether it's an open or closed environment
- Kinect facilitates the natural embedding of new experiences into students' subconscious, allowing for easy generalization to real-life situations.

Presently, there are examples of Kinect implementations tailored for educational environments through innovative methods. For instance, Cheong, Yap, Logeswaran & Chai

(2012) integrated Kinect with a multi-touch interactive whiteboard and a teaching station, creating a cost-effective technology. Results indicated that the innovative environment supported by Kinect technology was more effective than standard computers due to its user-friendly interface. Adopting a unique approach to crafting video portfolios in the classroom, Lien et al. (2012) established a rich and context-sensitive background wherein students' entire body movements were captured by Microsoft Kinect. The researchers argued that this approach has the substantial potential to enhance learners' sense of style, reflective thinking, and metacognitive skills, acknowledging the impact of various learning styles on learners' performance.

In recent years, Kinect technology has found applications in the realm of language education. For instance, Urun, Aksoy, and Comez (2017) investigated the effectiveness of a Kinect-based game in a virtual language classroom. In this quasi-experimental study, they observed a significant difference in post-test scores, favoring the experimental group that utilized the Kinect-based learning environment. Kinect technology appears to be effective in enhancing learners' motivation. Pan (2017) studied the effects of employing the Kinect motion-sensing interactive system to improve English learning. The results indicated that the motion-sensing interface of Kinect was not a decisive factor influencing short-term or long-term learning retention. However, Pan (2017) suggested its use, particularly for interactive operations, to capture students' attention in English vocabulary learning. In summary, efforts have been made to comprehend the contributions of Kinect technology, yet there is still a need for further research to explore how Kinect technology interacts with influencing factors in foreign language learning, such as self-efficacy and attitude, both of which significantly impact academic performance and achievement. The current study developed game-based learning activities with Kinect technology and integrated them into an English course at the higher education level.

1.1.8 Communicative Language Teaching: Fostering Meaningful Interaction and Real-World Language Use in English Language Instruction

Aimed at developing communicative competence, communicative language teaching involves tasks and activities that enable learners to achieve communicative objectives through processes like exchanging information and negotiating meaning. It emphasizes learner-centered learning, focusing on all components of communicative competence. Characteristics include engaging learners in pragmatic, authentic, and functional language use, considering fluency and accuracy as complementary principles, and promoting the productive and receptive use of language in unrehearsed contexts (Richards, 2001; Brown, 2007a).

In the dynamic landscape of English language teaching (ELT), communicative language teaching (CLT) has emerged as a powerful and engaging pedagogical approach that transforms language learning into an enjoyable and stimulating experience.

CLT emphasizes the importance of meaningful communication and real-world language use, recognizing that language is not merely a set of grammatical rules and vocabulary items but a tool for conveying meaning, interacting with others, and achieving communicative goals.

Core Principles of Communicative Language Teaching:

- Focus on Communication and Meaning (CLT prioritizes communication and meaning over grammar and vocabulary drills, encouraging learners to use language to achieve real-world communicative purposes)

- Authentic Language Use (CLT emphasizes the use of authentic language, exposing learners to natural speech patterns, idiomatic expressions, and real-world language contexts)

- Learner-Centered Approach (CLT adopts a learner-centered approach, recognizing that learners are active participants in their own learning and encouraging their autonomy and engagement)

- Task-Based Learning (CLT incorporates task-based learning, where learners engage in meaningful tasks that require them to use language for communicative purposes)

- Variety of Activities and Materials (CLT utilizes a variety of activities and materials, including role-plays, discussions, debates, projects, and authentic texts, to cater to different learning styles and preferences).

Benefits of Implementing Communicative Language Teaching:

- Enhanced Communication Skills (CLT promotes the development of all aspects of communication skills, including listening, speaking, reading, and writing, in a natural and engaging context)

- Increased Motivation and Engagement (CLT fosters a more motivated and engaged learning environment, as learners are actively involved in using language for real-world purposes)

- Improved Fluency and Accuracy (CLT encourages fluency and accuracy in language use, as learners practice using language in a meaningful and contextualized manner)

- Preparation for Real-World Communication (CLT prepares learners for real-world communication, equipping them with the skills and strategies to interact effectively in various social and professional settings)

1.1.9 Infographics as modern visual aids in teaching English

Saluk (2016) explores the possibilities of integrating data visualization technologies, such as infographics and mind maps, as modern visual aids in teaching English to students of non-language majors in higher education institutions. Infographics, or information graphics, are a graphical way of presenting information, data, and knowledge aimed at quickly and clearly conveying complex information. Infographics "reveal hidden information, explain complex concepts, and adapt the incomprehensible." Two-thirds of information is received by humans through sight, and our thinking processes involve visual imagery. Therefore, visually presented information is perceived more quickly and attracts increased attention, as it forms a complex of ready-made images. However, textual content should always take precedence.

The study and justification of infographics primarily occur in the contexts of web design, programming, education, data analysis, journalism, marketing, statistics, and more. Notable works on infographics include books by J. Bertin (1983), which highlight the significance of this visualization tool in the modern information space.The advantage of informational graphics lies in its ability to easily and visually present a large amount of data or complex information about subjects, including intricate relationships between them. Its forms include caricature, diagram, illustration, emblem, drawing, timeline with photos or links to specific information, tag clouds, maps, posters, diagrams, and more. Any image is suitable for creating infographics if it is well-perceived, memorable, and effectively communicates data. The main goal of infographics is to inform, often serving as a supplement to the main text. The style of infographics depends primarily on its purpose and audience. Infographics are based on certain laws, so not every image with data can be called an infographic.

One of the early proponents of infographics, A. Cairo, notes several key points for creating effective data visualization: adding context (besides graphs and images, additional information related to the topic should be provided), conducting detailed analysis of information before visualization without oversimplifying it, maintaining a skeptical attitude towards creativity and focusing on facts, and concentrating on what is truly important while considering the needs of the target audience. Thus, creating infographics is not a simple task; its usage should be purposeful and thoughtful (Saluk 2016).

Apart from the aforementioned professional spheres like programming, economics, and media, infographics should also be applied in teaching academic subjects. The educator's goal in working with infographics includes evoking emotions and conveying information through visual imagery, helping students creatively present their research results, and engaging students in collaborative projects using computer technologies.

In teaching a foreign language, using infographics is beneficial for activating lexical units, learning grammatical phenomena, describing images, modeling language situations to develop monologic and dialogic speaking skills, and training in using lexical and grammatical material. Infographics are commonly created for visualizing phrasal verbs, thematic vocabulary, grammar, idioms, and more.

For instance, J. Rotrekhl notes that the advantage of infographics in teaching grammar to students lies in its visually appealing presentation of information. When creating infographics, there is no need to invent any original concepts; instead, old information (grammar rules) is put into a new, more attractive "package." "By creating an infographic in a nice package," the researcher says, "I tempt myself to open it and consume the grammar inside."

According to a methodologist, infographics are best used in lessons with interactive boards where they can be projected or printed out. Bright handouts are always popular among students, who can refer to infographics as needed. Additionally, infographics can serve as a motivating tool for further completing educational tasks. Students will see an accessible explanation of grammar and can then check their understanding by completing relevant exercises.

The practice of teaching English to students of non-specialized faculties (such as programmers, psychologists, technologists, musicians, etc.) confirms that they better comprehend complex English grammar and vocabulary through information visualization. This also contributes to saving time on explaining language material in favor of speaking activities.

Saluk (2016) discusses the effective use of infographics in language learning, particularly focusing on grammatical rules and idiomatic expressions. It mentions an infographic example from the official website of the "Green Forest" English language school network, which visualizes grammatical rules related to adjectives and degrees of comparison. The infographic creatively presents adjectives that form comparisons synthetically and analytically, using symbols representing a male and female figure, which align with the linguistic characteristics associated with gendered speech patterns. This visual representation not only makes the information more engaging but also aids in understanding and memorizing complex linguistic units, such as idioms and phrasal verbs.

Saluk (2016) suggests using infographics for explaining and memorizing tricky language units like prepositions, highlighting the difference between "into" and "in to" through visual aids. For instance, an infographic depicting a city with an arrow indicating movement into it clarifies the usage of "into" as indicating direction inward. The comparison between "into" and "in to" is visually emphasized to prevent confusion, making the information more accessible and memorable for students.

1.1.10 Problem-oriented teaching

As noted by Skarloupina (2016), the implementation of problem-oriented teaching involves four stages of student activity: familiarization with the problem, researching the problem, generating ideas for possible solutions, considering the consequences of each solution option, and selecting the final outcome. An example could be analyzing a job interview situation. Students are provided with a video of an interview with several candidates, including those available in the British Council's open-access resources among other free resources for learning business-oriented foreign language teaching), and/or resumes of each candidate. Through brainstorming, students discuss the strengths and weaknesses of the candidates, their potential contributions to the company's work, with the end result being the selection of the best candidate and justifying the choice. This type of problem-oriented task followed by writing their own resume and role-playing a similar scenario is effective for senior students, for whom the issue of job search (including those related to communication in a foreign language) is relevant, thereby connecting learning with real-life situations and increasing students' motivation to master the foreign language. It should be noted that this process should be accompanied by actions from the teacher, including (Skarloupina, 2016):

- preparatory stage (clarifying goals, emphasizing the necessity of foreign language communication)
- task assignment and introduction of new vocabulary (exercises on using vocabulary, pre-discussion, for example, students' personal experiences)
- grouping students, providing access to necessary resources (at this stage, it is necessary to ensure that students understand the task correctly, explain the absence of a single correct answer)
- observation and support (providing necessary support, avoiding direct control over the discussion process)
- summarizing the completed task (students are given the opportunity to demonstrate the results of their work, additional tasks are offered based on the achieved results, according to notes made by the teacher during task completion, for example, for correcting grammatical skills).

The advantages of problem-oriented learning undoubtedly include the ability to create learning situations that contribute to increasing students' motivation to learn a foreign language through their interest in their future profession, prospects for further education abroad, etc. The created communicative situation models the process of real communication or is as close to it as possible, thus stimulating interest in speech activity through the use of professional-level

intellectual tasks that promote the development of creative, independent, and cognitive activities. As mentioned above, this approach stimulates students' creative thinking, develops their teamwork skills, tolerance, and engages them in research work (Skarloupina, 2016)

At the same time, performing group tasks is practically impossible for students who, for various reasons, have a low level of basic language preparation and very low motivation, even if they are interested in their future profession. One way to address this issue is to use information technologies, the range of which is constantly expanding. Modern trends in teaching foreign languages at higher educational institutions are characterized by increased attention to the use of advanced teaching methods: multimedia equipment with corresponding software, program support with interactive tasks for authentic textbooks, various web resources aimed not only at developing foreign language competencies but also at removing the psychological barrier for those students who feel the need to work autonomously rather than in a group (Skarloupina, 2016).

1.1.11 Collaborative or cooperative learning

As highlighted by Lochana and Deb (2006), there is a growing recognition among educators about the significance of adopting a student-centered approach to teaching. In this approach, teachers facilitate students in learning the target language within real-life contexts, both within and beyond the language classroom. Collaborative or cooperative learning, as defined by Richards (2001), is a student-centered approach wherein learners engage in cooperative activities, such as pair work or group work, to express viewpoints, share ideas, information, and experiences, and engage in discussions and debates.

According to Jacobs and Hall (2002), the implementation of cooperative learning activities in language classrooms necessitates a reduction in teacher talk and an increase in student talk, with a focus on negotiating meaning and providing a substantial amount of comprehensible input. Additionally, cultivating a relaxed classroom atmosphere and fostering motivation for learning are essential aspects. Collaborative learning strives to offer interactive tasks that aid learners in developing communicative competence (Richards, 2001).

The adoption of student-centered collaborative approaches requires educators and learners to assume roles distinct from traditional methodologies. As per Brown (2007b), teachers play five primary roles in collaborative activities involving pair work and group work. These roles encompass helping students acquire sufficient classroom language for understanding instructions, selecting suitable group techniques, planning group work, monitoring tasks, and assisting in debriefing students to initiate the activity. Littlewood (1981) suggests that, during communicative activities like pair work or group work, teachers should act as observers, providing guidance, advice, and resolution of disagreements within pairs or groups.

However, prior to engaging in learner-centered activities, educators must ensure that all students comprehend the tasks and instructions, enabling them to independently and confidently initiate their work. In addition to teachers' roles, the roles of learners in student-centered collaborative learning approaches are outlined by Breen and Candlin (1980). Learners are positioned as negotiators, navigating between themselves, the learning process, and the object of learning. This role interacts with the joint negotiator role within the group and the classroom procedures and activities the group undertakes. Learners are expected to contribute as much as they gain, fostering interdependence.

The importance of students' interdependence is underscored in student-centered learning approaches, emphasizing interaction among peers rather than with teachers (Richards, 2001). To develop this capacity, students must possess confidence, high motivation, and positive attitudes toward their studies (Liu & Zhang, 2007). Consequently, learner autonomy and motivation emerge as pivotal factors for successful teaching and learning.

1.2 Factors Affecting English Language Teaching and Learning in Higher Education

Whether the mastery of a language is challenging or straightforward, it is an extended and consistent process. Gaining proficiency in a language demands significant time and effort from both learners and educators. In the contemporary context where English holds the status of an international language, the dynamics of teaching and learning English as a foreign or second language are extensively scrutinized and deliberated worldwide.

In the discourse surrounding language instruction and acquisition, Brown (2007a) highlights the interdependent and subordinate relationship between teaching and learning. Teaching assumes the roles of guiding, facilitating learning, and fostering encouragement while establishing the conditions for effective learning. A comprehensive understanding of the learner's cognitive processes aids educators in shaping their educational philosophy, teaching style, approach, methods, and classroom techniques. According to Cook (2001), the efficacy of teaching is evidenced in the act of learning, emphasizing that "all successful teaching depends upon learning". Cook further asserts that delivering engaging and well-prepared language lessons serves no purpose if students do not derive meaningful learning outcomes from them.

It is crucial for both educators and learners to comprehend the objective of language teaching and learning and the methods to attain it. The consensus is that the primary goal of language teaching is to cultivate communicative competence in learners (Liu, 2003; Rivers, 1978). As advocated by Rivers (1978), "when choosing learning activities, we must always keep in mind that our aim is for students to interact freely with others: to comprehend what others

intend to communicate in the broadest sense and to convey to others what they themselves wish to share" (Rivers, 1978). Building on this notion, Liu (2003) posits that the ultimate objective of language instruction is to empower learners with the capability to use the language for effective communication. This rationale elucidates why the four macro language skills (listening, speaking, reading, writing) are categorized into two main forms: oral and written communication. Listening and speaking are deemed the crucial components of vocal communication, whereas reading and writing are regarded as the essential facets of written communication.

To comprehend the current methodologies employed in English language teaching, the factors contributing to the prevalence of specific teaching approaches in language classrooms, and the challenges faced by both educators and learners, it is imperative to delve into the major methods of language instruction. The following overview summarizes these methods:

The article by Thu Ha Bui (2022) is a systematic literature review on digital technologies integration among English teachers. It highlights gaps in research and provides several suggestions for further studies. The first recommendation is to investigate why and how English teachers implement digital technologies, considering the constant changes in educational technology. The second suggestion calls for research on how digital technologies help achieve various pedagogical and content goals, particularly using the TPACK framework (Technological Pedagogical Content Knowledge). Within TPACK, pedagogy and pedagogical beliefs are areas that require further investigation. The third recommendation is to study how different conceptions of language teaching and learning influence attitudes towards digital technologies and their adoption, especially in blended (online and offline) learning environments. The fourth suggestion is to explore the use of digital technologies across different educational systems to understand the role of socio-cultural elements. Additionally, more research is needed on digital technologies integration in skill-based lessons, focusing on communicative competences such as listening, reading, writing, and speaking. (Thu Ha Bui, 2022)

The Weijun (2021) article delves into the integration of technology among university EFL teachers in China, addressing key aspects such as the types of technologies used, teachers' perceptions of technology use, challenges in technology implementation, and recommendations for improvement. The synthesis of survey and interview data reveals that teachers commonly utilize traditional technologies like Microsoft Word, PowerPoint, and projectors for preparing course materials and delivering instructions. Additionally, they incorporate audiovisual materials and online resources to support students' learning both in and out of class. However, the use of emerging technologies such as Moodle and WeChat is primarily for logistical and social purposes, with limited pedagogical application.

One significant finding is the predominance of technology use for informative and expressive purposes rather than creative and expansive purposes, indicating a lack of true integration into a student-centered learning environment. This aligns with previous studies highlighting a tendency towards surface-level technology integration focused on structured teaching rather than active student engagement. The study emphasizes the need for a paradigm shift from teacher-oriented to student-oriented approaches in technology integration, urging teachers to view technology as a facilitator of student learning rather than just an instructional delivery tool (Weijun, 2021).

Despite teachers' positive attitudes towards technology use and their recognition of its potential benefits, a misalignment exists between perceptions and practices. This discrepancy is attributed to challenges such as unsuitable educational software, time constraints, internet-related issues, and inadequate technical and pedagogical training. The study also highlights the impact of the "Great Firewall" in limiting access to valuable online resources for English language learning. (Weijun, 2021)

To address these challenges and promote effective technology integration, the study recommends comprehensive teacher education programs focusing on constructivist pedagogy, situated learning experiences, and subject-specific training. It calls for a deeper understanding of teachers' needs and difficulties in technology integration to provide targeted professional development and support.

In conclusion, the Weijun (2021) article sheds light on the complexities of technology integration in EFL teaching at Chinese universities, highlighting both positive perceptions and practical challenges. It underscores the importance of aligning teacher beliefs with student-centered technology use and providing tailored support to enhance teaching effectiveness and innovation in the digital age.

1.3 Recent studies on innovative technologies

Horbatyuk (2019) explores the use of a mobile application in the process of foreign language learning for the formation of lexical foreign language competence. This application enables users to store lexical units, reproduce them based on graphic symbols, perform various lexical exercises, quickly search for necessary lexical units, execute high-quality translation, conduct automated self-assessment, engage in informational interaction in an information-communication subject environment, visualize educational information, and choose an individual work mode. It is noted that exercises such as reading aloud, completing missing lexical units in text, finishing sentences, and answering various types of questions are essential for developing lexical skills, all of which can be facilitated through the developed mobile application.

Furthermore, the developed application can be utilized in every stage of lexical learning, such as orientation-preparatory, training, situational-variant. With an open-source mobile application for language learning, both teachers and students have the opportunity to update existing dictionaries and create new ones. By adding custom content, the mobile application can be used to develop lexical competence in professional directions for students of non-philological specialties.

To assess the effectiveness of the mobile application in language learning, an experiment was conducted from September 2016 to June 2018 at Berdyansk State Pedagogical University. The hypothesis posited that using the mobile application during the study of a foreign language (English) among students of the Faculty of Physics, Mathematics, Computer, and Technological Education, specialty 015 Professional Education (Computer Technologies), would contribute to the formation of lexical competence. The experiment involved initial assessment of students' lexical skills, experimental learning with the mobile application, and analysis of the results. The experimental verification included pre-experimental and post-experimental phases, with two groups of students: control and experimental.

The results showed that students in the experimental group, after using the mobile application, demonstrated better performance in lexical competence compared to traditional learning methods. The study confirms the efficacy of mobile applications in forming professional lexical competence in foreign language learning. The conclusion emphasizes the importance of combining traditional and mobile learning methods to enhance students' autonomous learning, cognitive activity, and individualization of learning, while ensuring the quality, reliability, and relevance of educational information. The development of specialized mobile applications facilitates convenient and effective language learning for students in non-philological specialties at higher education institutions. Future research directions could include enhancing mobile applications to address phraseological components of communicative competence for non-philological students.

Assanova's (2020) delves into the integration of mobile applications in language teaching, addressing various criteria and considerations for their effective use. The article emphasizes the increasing demands on individuals in the modern information society, highlighting the necessity of innovative educational technologies for efficient language learning. It discusses the shift towards personality-oriented pedagogy in Kazakhstan's educational policy and the importance of leveraging mobile applications to enhance communication skills and grammar patterns among students with non-linguistic backgrounds.

Assanova (2020) acknowledges the technical and pedagogical challenges in teaching foreign languages to such students but emphasizes the potential of mobile apps in overcoming

these hurdles. It cites examples of popular educational apps like Lingualeo, Duolingo, Memrise, and others, noting their role in providing high information content, visibility, and activity stimulation in language learning.

Furthermore, Assanova's work underscores the significance of psychological readiness and competence among students for effectively utilizing mobile applications in language education. The article presents survey data showing students' familiarity and usage of various educational apps, highlighting their preferences and experiences with language learning tools.

Overall, Assanova's article contributes to the ongoing discourse on the integration of mobile technologies in language education, offering insights into the potentials and challenges associated with their adoption in diverse educational settings.

Vasylyk (2019) discusses various interactive teaching methods for learning a foreign language in non-specialized faculties. The article highlights the project method proposed by U. Kilpatrik, which emphasizes independent knowledge acquisition through practical tasks. Projects involve real communication situations, individual or group work, relevant subject selection, language material search, and visual presentation of results. The positive motivation of projects stems from their individuality and active nature, such as information collection, visual aids creation, and research activities.

Furthermore, the article explores the brainstorming method introduced by J. Donald Philips, focusing on generating new ideas and solutions to problems in a short time. It encourages students to offer original ideas without criticism initially, leading to group discussions, idea evaluation, and selection of effective solutions.

Additionally, the role-playing game method is discussed as a tool for problem-solving and language practice, promoting professional communicative competence. Role plays engage students in solving various situations, enhancing speech activity and communication skills.

Overall, Vasylyk (2019) emphasizes the effectiveness of interactive teaching methods in non-language faculties, promoting active learning, problem-solving abilities, and communication skills among students.

Reida (2021) emphasizes the critical importance of English language proficiency for future specialists, highlighting its role as a tool for intercultural communication and integration into the global professional community. As educational standards prioritize communicative competence and information literacy, the need to improve English teaching methods for students in non-linguistic specialties becomes increasingly relevant.

Reida (2021) advocates for the effectiveness and efficiency of innovative linguistic educational technologies in the educational process. It underscores the necessity of implementing competence-based, activity-based, intercultural, and communicative-cognitive approaches to

develop foreign language communicative competence among students outside linguistic fields. The article discusses the evolving focus of English teaching, necessitating continuous adaptation by language teachers to meet modern requirements. It highlights the effectiveness of competence-based, intercultural, activity-based, and communicative-cognitive approaches as the most promising methods in teaching foreign languages. Various methodologists view innovation as a systemic change involving the integration of new technologies resulting from significant transformations in social practice. Pedagogical innovations like ICT integration, mobile learning, integrated educational content, differentiated learning, project-based learning, modular learning, and distance learning are increasingly popular and effective in teaching English to non-linguistic students.

The use of modern technologies such as mobile testing systems, search exercises, mobile assessment systems, and multimedia presentations significantly enhances students' motivation and oral communication skills in English. Video and audio podcasts improve listening skills and critical thinking, fostering deeper comprehension and application of language skills.

Cooperative learning, case-method, and project-based learning are also discussed as effective pedagogical approaches. They promote active participation, critical thinking, problem-solving skills, and real-world application of language knowledge, contributing to students' professional and communicative competence.

Overall, Reida (2021) advocates for the integration of innovative linguistic educational technologies into English language teaching, emphasizing their role in enhancing students' critical thinking, motivation, communication skills, and overall learning experience.

Chernionkov (2017) emphasizes the crucial role of independent student work in learning professional English. According to the Regulations on the organization of educational processes in higher education, independent work is essential for mastering course material outside of mandatory tasks. Research indicates that 15% of information is acquired through listening and 65% through visual and auditory assimilation. When students engage with learning materials independently, assimilation rates can reach 90%.

The goal of independent work is to foster student independence indirectly through teaching content and methods. Individual work is a key component, supplementing textbooks with constant, systematic efforts to acquire necessary information and enhance vocabulary and oral communication skills. This aligns with the Council of Europe's emphasis on developing communicative competence in foreign language teaching, where home reading is vital for linguistic and substantive comprehension and emotional-aesthetic engagement with literary texts.

Chernionkov (2017) also introduces innovative teaching techniques recommended for first-year English classes, including Learning to Learn, BYOD (Bring Your Own Devices),

Bricolage, project methods, statement stimulation, and newspaper/magazine article annotation. These methods promote reflective communication, active student engagement through personal gadgets, creative use of materials, project-based learning, logical reasoning, and critical thinking.

The research conducted by Chernionkov (2017) involved practical application of these techniques, such as creating video clips based on module themes, assessing learning through self-reflection, using spoken text for logical statements, and engaging with newspaper/magazine articles. The results highlighted technical and speech-related challenges but also showcased students' creativity and motivation (Chernionkov, 2017).

In conclusion, the Chernionkov's study demonstrated the effectiveness of these innovative methods in enhancing student motivation, engagement, and learning outcomes. Future research aims to further refine and implement these techniques for ongoing educational improvement.

Tsehelska (2016) delves into the contemporary challenges faced in English language education, particularly in Ukraine, highlighting the critical role of English proficiency in the global economy. English has become an integral part of the secondary school curriculum in Ukraine, driven by the recognition of its importance for individual and national success. The article emphasizes the necessity for students to understand the relevance and benefits of English in various spheres, including business, technology, academia, and international communication.

In today's world, English maintains its dominance in business and technological industries, and its status as a major lingua franca is expected to continue growing. This trend is reinforced by the openness of the world market to new technological innovations like handheld devices, Massive Open Online Courses (MOOCs), and online gaming. As a result, English proficiency is crucial for accessing information, academic achievements, and professional success.

One of the significant challenges discussed is the gap between students' communicative competence, often taught through the Communicative Approach, and the academic English required for higher education and employment. This mismatch underscores the need for updated educational tools and teaching techniques that bridge this gap effectively.

Tsehelska (2016) suggests integrating modern teaching methods, such as concept mapping and cognitive learning strategies, into English language instruction. These methods not only enhance vocabulary acquisition but also develop higher-order thinking skills necessary for academic and professional success. Additionally, the importance of using contemporary technologies, such as online courses and multimedia resources, is emphasized to keep pace with evolving language learning needs.

In conclusion, Tsehelska (2016) advocates for a comprehensive approach to English language teaching that aligns with current educational demands and prepares students for the complex linguistic and cognitive challenges of the 21st century.

Medynska's (2016) article delves into the intricacies of teaching adults, especially experts, English. It explores methods, benefits, and constraints of second language acquisition in this specific group, such as academics teaching at higher education institutions. The article aims to develop effective structures and methods for foreign language training, considering existing approaches for adult and young professional learners. The research methodology includes critical analysis of pedagogical, psychological, and methodological literature, scientific observation, testing, methodological experiments, and analysis and synthesis.

The findings highlight that the effectiveness of foreign language learning depends on various factors like age, individual abilities, teaching methods, team efficiency, motivation, and psychological climate. While children naturally acquire languages in immersive environments, adults face challenges due to brain maturation, impacting their ability to achieve native-like fluency. The article also discusses the role of cognitive, linguistic, and social factors in second language acquisition, emphasizing the importance of motivation, aptitude, and teaching resources tailored to adult learners.

Research and educational personnel studying English exhibit strengths like high motivation, teaching experience, intelligence, and a systematic approach to learning. However, they also face constraints such as perfectionism, linguistic analysis bias, fear of mistakes, varying language skills, and academic knowledge that influences communication tasks.

Medynska's (2016) compares audiolingual and natural approaches to teaching languages for adults, favoring the latter for its immersion in real-life contexts and minimizing translation. It discusses the communicative-analytic method and various pedagogical strategies to address psychological and cultural barriers in learning.

The goals of foreign language training for academic staff include improving language competence, cognitive and psychological skills, and preparing them for professional activities like delivering lectures and participating in international conferences. The Medynska's (2016) article recommends a Business English course due to its relevance, covering professional topics, vocabulary, grammar, communication skills, and social interactions. The teaching process emphasizes practical applications, case studies, role plays, and continuous assessment methods like tests, self-assessment, and praise to maintain motivation and progress. The conclusion highlights the need for innovative teaching strategies, especially in international projects, to enhance language learning and communication skills in professional settings (Medynska's, 2016).

Ensuring the quality of foreign language teaching, improving the system of training specialists fluent in foreign languages, and developing foreign languages meeting international standards are crucial goals in the ongoing educational reform. Modern teaching methods require teachers to possess knowledge, creativity, and the ability to foster students' interest in the subject, establishing cooperative relationships for effective learning.In the context of higher education, proficiency in English is essential for reading specialized literature, engaging in oral communication, and conducting scientific research. Interactive teaching methods in non-language higher education institutions enhance students' cognitive abilities, language skills, and critical thinking. Sobirova (2020) discusses innovative teaching techniques such as the chain drill method and the broken telephone game for vocabulary reinforcement. These interactive methods promote active student engagement and improve learning outcomes, especially in non-philological educational settings. Furthermore, the use of innovative technologies like artificial intelligence, open data, and ethical considerations in information use is highlighted as beneficial for enhancing teaching and learning practices. These technologies offer opportunities for authentic learning experiences, information literacy development, and ethical awareness among students and educators. In conclusion, according to Sobirova (2020) the integration of innovative teaching methods and technologies contributes to the effective teaching of foreign languages, fosters students' language proficiency and critical thinking skills, and aligns with international educational standards (Sobirova, 2020).

Islamova's (2020) focuses on the practical goals of teaching English for non-linguistic classes, emphasizing the importance of students' proficiency in listening, speaking, reading, and translating specific texts. The study aims to identify effective technologies for teaching English for Specific Purposes (ESP) and proposes a classification of teaching components related to effective teaching methodologies.

The research highlights the challenges faced by students and teachers in mastering English, emphasizing the need for strategic competencies, teacher-student openness, creativity in content selection, and interaction methods (Islamova, 2020). The article advocates for a scientific approach to teaching methodologies to achieve high-quality results in non-linguistic specialty programs.

A classification of teaching components is proposed, including technical and non-technical training aids, student-teacher interaction, organizational forms of work, and relevance in information selection for different student groups (Islamova, 2020). The use of various teaching aids, both technical (e.g., computers, projectors) and non-technical (e.g., textbooks, dictionaries), is crucial for engaging students and improving learning outcomes (Islamova, 2020)

Hong Thi Nguyen's study (2014) offers valuable insights into the English language teaching practices within HUTECH, a part of the Vietnamese higher education system. The identified demotivating factors in English language teaching include teachers employing uninteresting teaching styles and ineffective methods, time constraints, teachers' limited skills in time and classroom management, large class sizes, disparities in students' English abilities, inadequate investment for lesson preparation, teachers' restricted use of teaching aids and technology, and students' lack of confidence. To enhance the quality of English language teaching, especially at HUTECH and within Vietnamese higher education as a whole, the following recommendations are proposed:

- increase the allocated time for English teaching to sufficiently develop students' skills in listening, speaking, reading, and writing
- reduce class sizes to around 30 students to facilitate the effective implementation of communicative activities
- implement placement tests to appropriately group students into classes
- revise testing and assessment content to cover skills in listening, speaking, reading, and writing
- apply various teaching methods, with a focus on the communicative approach, to enhance students' communicative competence
- implement effective teacher professional development programs
- secure more support from university leaders, especially in terms of financial assistance
- encourage greater effort and autonomy from students

Fabian's (2021) research underscores that students exhibit the highest level of interest when the material is aligned with their chosen specialty, thereby fostering the study of a foreign language and enhancing their professional knowledge. The focal point of the educational process is the student's personality, needs, and developmental opportunities. The teacher's role is to establish conducive didactic conditions for the advancement of educational and professional material, motivating and stimulating students' intellectual development and creativity.

Emphasis is placed on the significance of utilizing Internet resources in foreign language instruction. When material is chosen and planned purposefully, these technologies introduce novelty into the educational process, engage students in learning a foreign language, provide access to authentic materials, facilitate flexible language practice, and contribute to the overall learning experience. Methodological competence is identified as a key quality of a teacher,

requiring proficiency in the methodology of teaching a foreign language within the professional context.

The teacher, acting as a facilitator, is tasked with directing and stimulating the independent process of information retrieval, collaboratively solving problems, and must be well-versed in modern teaching methods and special techniques. Optimal selection of teaching methods is crucial, considering factors such as the students' level of education, the content of education, proficiency in the foreign language, and specific group interests.

The successful outcome of the educational process is contingent on the pedagogical choices made, with the teacher's creativity and the rational use of teaching methods playing a pivotal role. The research also highlights that students' proficiency in foreign languages is constrained by the limited number of hours allocated for their study. Consequently, the need arises to determine appropriate levels of learning foreign languages aligned with the learning environment, especially considering the potential for teaching specific subjects in English. The proposal advocates for the implementation of a systematic approach to levels of learning modern foreign languages.

While numerous studies have addressed technology integration in teaching English as a foreign language, there is a notable gap in the literature regarding a comprehensive content analysis that synthesizes these studies and identifies overarching trends (Zengin & Aksu, 2017). A content analysis study is needed to provide insights into the evolving trends and methodologies within the field of technology integration in foreign language teaching. Although some content analysis studies exist, they often focus on specific types of technology integration, such as flipped learning (Arslan, 2020; Filiz & Benzet, 2018), mobile learning (Persson & Nouri, 2018; Uzunboylu & Genç, 2017; Viberg & Grönlund, 2012), or virtual reality (Solak & Erdem, 2015), thereby limiting the broader understanding of technology's role in language education (Zengin & Aksu, 2017).

The study conducted by Basar & Sahin (2022) reveals a convergence of trends between national and international studies in the field of technology integration in foreign language teaching. The findings indicate a notable increase in the number of studies focusing on this subject, suggesting a growing utilization of technology in teaching English as a foreign language. Particularly, flipped classroom and mobile-assisted language learning have garnered heightened interest among researchers. Analyzing the methodological tendencies within the scope of the research, it is evident that experimental studies are prevalent in investigating the effectiveness of technology integration. Questionnaires and scales are commonly used for data collection, complemented by data analysis techniques such as descriptive statistics and t-tests. Regarding sample groups and sizes, the majority of studies involve students at the higher education level

and utilize small sample groups, possibly due to accessibility constraints. The results emphasize participants' positive views on technology integration, highlighting its role in enhancing motivation for learning English as a foreign language. Based on these findings, it can be concluded that technology integration yields positive outcomes in foreign language teaching, indicating a continued reliance on technology in this context. The suggestions from these studies primarily revolve around conducting research in larger and diverse sample groups, indicating a need for further exploration and understanding of technology's role in foreign language education. In summary, this study serves as a valuable guide for future research endeavors, emphasizing the ongoing importance and potential of technology integration in enhancing foreign language teaching practices.

In **conclusion** the integration of innovative technologies into English language teaching has revolutionized the learning experience for students of non-linguistic faculties. Research by Saluk (2016) and Skarlouppina (2016) highlights the effectiveness of visualization tools like infographics and mind maps in enhancing student engagement, comprehension, and retention. Nikolaenko (2017) emphasizes the importance of interactive and blended learning approaches, which combine traditional instruction with technology-based activities to promote student-centered learning. Sharipova (2022) delves into the significance of mobile apps and online platforms in facilitating independent learning and enhancing communication skills. Nikolaenko (2017) show an effective pedagogical approaches, like interactive teaching methods that promote student participation and collaboration. he utilization of diverse instructional materials, encompassing both technological (such as computers and projectors) and traditional (like textbooks and dictionaries), plays a pivotal role in engaging students and enhancing learning outcomes (Islamova, 2020). Sobirova (2020) asserts that incorporating innovative teaching approaches and technologies is instrumental in effective foreign language instruction, promoting students' language proficiency, critical thinking abilities, and alignment with global educational benchmarks. Reida's (2021) research advocates for integrating advanced linguistic educational technologies into English language teaching, highlighting their significance in bolstering critical thinking, motivation, communication skills, and overall learning experience. Vasylyk's (2019) study emphasizes the efficacy of interactive teaching methodologies in disciplines beyond language studies, fostering active learning, problem-solving prowess, and effective communication among students. Assanova's (2020) work delves into the integration of mobile applications in language instruction, exploring various criteria and considerations for maximizing their efficacy.

Researchers unanimously agree on the transformative impact of technology on language teaching, particularly in its ability to foster engagement, motivation, and personalized learning

experiences. However, they also acknowledge the need to address potential challenges such as technological barriers and digital literacy gaps among students.

To sum up, the integration of innovative technologies, coupled with effective pedagogical practices, holds immense potential to revolutionize English language teaching for students of non-linguistic faculties. By embracing technology and employing sound pedagogical strategies, educators can prepare students to thrive in an increasingly interconnected and multilingual world.

Part 2. Recent viewpoints on the application of innovative technologies

This part delves into the application of innovative technologies in English language teaching (ELT), exploring both the advantages and challenges they present. It discusses the significance of innovative technologies in ELT, highlighting their potential to promote personalized learning, enhance engagement and motivation, improve communication and collaboration, and expand access to learning resources.

This part also outlines the advantages of using innovative technologies in ELT, such as increased accessibility, flexibility and convenience, real-time feedback and assessment, authentic language exposure, and enhanced teacher productivity. It further explores the impact of technology integration on foreign language education, showcasing research findings that demonstrate the effectiveness of technology in enhancing language skills, improving communication skills, increasing cultural awareness, and promoting greater autonomy and self-directed learning.

Finally, the part discusses the role of content analysis in technology integration research, emphasizing its importance in gaining insights into the pedagogical approaches employed, the language skills targeted, and the overall effectiveness of the technology in promoting language learning. Content analysis can be used to examine various aspects of technology-integrated instruction, including the types of learning activities, the use of authentic language, the level of interactivity, and the assessment strategies employed.

Overall, this part provides a comprehensive overview of the application of innovative technologies in ELT, highlighting their potential to transform the teaching and learning process and enhance student outcomes. It also emphasizes the importance of careful research and evaluation in ensuring the effective integration of technology into ELT practices.

2.1 Approaches to utilizing innovative technologies in the educational process.

One of the main principles of the state education policy of Ukraine is ensuring the interaction of science, education and production in the development of international activities, supporting entrepreneurship in scientific and industrial activities, training innovative activities, that is, people who will work directly in the international cooperation. Professional training in higher education institutions is determined by the volume, structure and dynamics of the educational material needed by the student for professional development in modern conditions. English is part of this complex (Oryschuk, 2020).

The practice of teaching English to students of non-specialized faculties (such as programmers, psychologists, technologists, musicians, etc.) confirms that they better comprehend complex English grammar and vocabulary through information visualization. This also contributes to saving time on explaining language material in favor of speaking activities.

Oryschuk (2020) discusses the effective use of infographics in language learning, particularly focusing on grammatical rules and idiomatic expressions. It mentions an infographic example from the official website of the "Green Forest" English language school network, which visualizes grammatical rules related to adjectives and degrees of comparison. The infographic creatively presents adjectives that form comparisons synthetically and analytically, using symbols representing a male and female figure, which align with the linguistic characteristics associated with gendered speech patterns. This visual representation not only makes the information more engaging but also aids in understanding and memorizing complex linguistic units, such as idioms and phrasal verbs.

Skarloupina (2016) explores the implementation of modern teaching methods, transforming students from passive information consumers into active participants in the learning process who collaborate closely with others. One of the possible ways to achieve the set goals (mastering foreign language communication skills) is through problem-oriented teaching methods. Problem-solving teaching method, or PST, began to be widely used in the 1970s in the teaching practice of various disciplines, including foreign languages. At the current stage of teaching methodology development, many methodologists are re-examining PST, which allows for the implementation of teaching techniques such as creating problem situations in class, organizing collective discussions of possible approaches to their solution, performing exercises that involve various forms of teacher-student communication closely resembling real communication conditions, known as 'initiative' exercises that develop the ability to start a conversation, engage the conversation partner, attract the interlocutor's attention, and so on." The uniqueness of problem-oriented teaching methodology lies in teaching through the resolution of realistic problems that do not have a ready-made, planned solution. Students work on solving the given task independently or in small groups, then propose their own (or group) solutions. In this case, the roles of students and the teacher differ from more traditional methods, as students have a much higher level of autonomy, and the teacher plays a supportive role, assessing each student's participation in the general discussion with the aim of developing both language competencies and analytical thinking skills, teamwork (in group and microgroup work), and so on.

The use of information technologies opens up new opportunities for both students and teachers: the availability of professional and everyday information in a foreign language in open

access contributes to broadening horizons, and the openness of resources for creating interactive tasks enhances the effectiveness of students' independent work and their motivation.

One should not forget about the authenticity of the materials used, their relevance, and their proximity to real-life situations. For example, a video in which students from different countries explain why they chose to learn French, viewed online, encourages students studying French as a second foreign language to express their own opinions about their personal motivation, working on grammar structures, and increasing their vocabulary. Improving writing skills (writing business letters) is much more lively if students send each other emails (even during classroom sessions) rather than writing them on paper, as in real life, they communicate using electronic devices. This convincingly demonstrates the effectiveness of the BYOD (Bring Your Own Device) method, directly related to blended learning, i.e., combining classroom activities with online communication.

The advantages of blended learning, firstly, lie in the fact that computer technologies make regular tasks more vivid during classroom sessions, and secondly, the possibility of working at one's own pace, regardless of a fixed schedule. By the way, autonomous work does not mean that the student works only individually. As an example, the use of the virtual interactive board Padlet, which allows students to exchange thoughts in a convenient and interesting format, can be mentioned.

A convenient method for improving writing skills is also publishing tasks in a blog. As practice shows, students perceive tasks "to comment on a publication" (a link to an authentic text, video recording; a question that requires an extended answer) with more enthusiasm than traditional written tasks.

A negative aspect of using digital technologies can be a focus on the form of presenting material rather than its content.

The integration of modern information technologies can pursue several goals at once (Skarloupina, 2016):

- development of cognitive activity of students, such processes as information perception, analysis, logical thinking, memory, imagination
- improvement of specific skills (students can practice certain tasks independently using interactive textbook apps)
- diagnostics (computer technologies allow speeding up the process of checking topic assimilation)
- development of communicative competencies (task interactivity contributes to overcoming the psychological barrier, and online communication convincingly proves the need for foreign language communication skills) (Skarloupina, 2016).

Thus, the use of active teaching methods that allow simulating both professional activity and everyday communication situations in the context of teaching foreign languages (which is a mandatory component of future professionals' training) should correspond to modern conditions, contributing to increasing students' motivation by developing their creative potential.

Nikolaenko (2017) revolve around the necessity of implementing innovative methods of teaching English for Specific Purposes (ESP) and investigating the interaction and cooperation between lecturers and students in the process of learning and teaching a foreign language for specific purposes. The researchers aim to activate the learning process by updating the forms and methods of teaching. Nikolaenko discusses the concept and methods of interactive education, which are based on the phenomenon of interaction. Interactive education involves constant active interaction among students, leading to cooperative learning, collaborative efforts, and group learning. Active learning, as defined by Daniel Bell and Jahna Kahrhoff, is when students are actively engaged in understanding facts, ideas, and skills through directed tasks and activities. It encompasses any activity that involves students in the learning process.

Interactive learning also encompasses the use of innovative information technologies in the learning process, such as Internet resources, e-textbooks, and reference materials. This approach aims to engage students in cognitive processes, promoting understanding and reflection. It fosters cooperative activity, knowledge exchange, and a supportive learning environment, enhancing cognitive development and collaboration skills.

Nikolaenko (2017) highlights that interactive methods are based on principles of cooperation, activity, group experience, and feedback. It creates an environment of educational communication characterized by transparency, cooperation, equality, knowledge accumulation, mutual evaluation, and control. This approach nurtures individuality, fosters personality development, and encourages independent learning and critical thinking among students.

Interactive learning not only stimulates motivation and interest in subjects but also enhances students' activity, independence, analytical thinking, cooperation, communication, and self-development. It promotes intragroup and intergroup activities, involving physical, social, and cognitive engagement from students.

Nikolaenko (2017) emphasizes the importance of interactive teaching in achieving educational goals, such as motivation stimulation, increased activity, critical thinking development, and communication skills enhancement. It underscores the role of lecturers in organizing research processes, selecting and organizing training materials, composing effective programs, supporting student motivation, and fostering independent learning.

In conclusion, teaching ESP with interactive methods aims at practical language use while developing innovative teaching approaches. Combining traditional and innovative methods

proves to be effective in developing students' abilities, linguistic proficiency, socio-cultural understanding, communicative competence, and professional skills (Nikolaenko, 2017).

The article by Sharipova (2022) delves into the significance of modern technologies in facilitating independent student work and enhancing language learning experiences. The author emphasizes the effectiveness of utilizing platforms like bbclearningenglish.net, which offers a wealth of educational and methodological materials for teaching English. This website not only provides access to authentic materials but also allows students to test their knowledge, overcoming barriers of distance and time through 24/7 accessibility.

Moreover, the article (Sharipova, 2022) highlights the pivotal role of Skype in modern language education. It discusses how online communication on Skype enriches students' vocabulary, sparks interest in language phraseology, and sharpens listening comprehension and speaking skills. The ability to observe gestures, facial expressions, intonation, and articulatory movements during Skype communication aids in language learning, especially when interacting with native speakers. The article also touches upon the benefits of peer interaction through language exchange clubs and social networks, fostering listening comprehension and overcoming language barriers. It acknowledges the transformative impact of information technologies on education and pedagogy, particularly in language teaching, by offering various tools and resources for independent learning and enhancing intercultural competence.

Furthermore, the article discusses the role of email communication in education, contributing to the development of written speech and intercultural competence. It underscores that while technology complements traditional teaching methods, it cannot replace the multidimensional interactions and emotional engagement facilitated by teachers in the classroom. (Sharipova, 2022)

In conclusion, Sharipova's article underscores the crucial role of technology in modern language education, from facilitating independent learning and enhancing communication skills to promoting intercultural understanding and providing access to a wealth of information.

2.2 Psychological and pedagogical aspects of using innovative technologies in teaching English to students of non-linguistic faculties

In the contemporary educational landscape, the integration of innovative technologies plays a pivotal role in transforming language teaching and learning, especially for students in non-linguistic faculties. This section delves into the psychological and pedagogical dimensions of employing innovative technologies in teaching English to such students, examining the impact on motivation, learning outcomes, and pedagogical practices.

1. Motivation Enhancement Through Technology Integration

Integrating innovative technologies, such as interactive mobile applications and online platforms, has been shown to enhance students' motivation in learning English. The gamification elements, real-time feedback, and personalized learning experiences offered by these technologies contribute significantly to sustaining students' interest and engagement.

2. Cognitive Development and Language Acquisition

The use of innovative technologies in language teaching facilitates cognitive development and enhances language acquisition among students. Interactive simulations, multimedia resources, and virtual reality environments provide immersive learning experiences that stimulate critical thinking, problem-solving skills, and language proficiency.

3. Pedagogical Strategies and Best Practices

Effective integration of innovative technologies requires strategic pedagogical approaches and best practices. Blended learning models, flipped classrooms, and peer collaboration platforms are among the pedagogical strategies that optimize the use of technology while promoting interactive and student-centered learning environments.

4. Interactive and Collaborative Learning Environments

Innovative technologies facilitate the creation of interactive and collaborative learning environments, fostering peer-to-peer interaction and knowledge exchange. Online discussion forums, collaborative document editing tools, and virtual classrooms empower students to collaborate on projects, share ideas, and engage in meaningful discussions beyond traditional classroom boundaries.

5. Personalized Learning Paths and Adaptive Technologies

The integration of adaptive learning technologies and personalized learning platforms tailors educational content and activities to individual student needs and learning styles. Adaptive assessments, intelligent tutoring systems, and learning analytics contribute to optimizing learning outcomes by providing targeted support and feedback to students.

6. Overcoming Technological Barriers and Digital Literacy Skills

While innovative technologies offer numerous benefits, addressing technological barriers and promoting digital literacy skills among students are essential. Training programs, workshops on digital literacy, and technical support services empower students to navigate digital tools effectively, ensuring seamless integration of technology into the learning process.

2.3 Advantages of Using Innovative Technologies

The landscape of English language teaching (ELT) is constantly evolving, driven by advancements in technology and the ever-changing needs of learners. Innovative technologies have revolutionized the way English is taught and learned, offering a myriad of benefits that enhance the learning experience and promote more effective outcomes.

Enhanced Engagement and Motivation

Innovative technologies have the power to transform traditional classrooms into dynamic and engaging learning environments. Interactive whiteboards, multimedia presentations, and virtual reality experiences can captivate students' attention, making lessons more stimulating and enjoyable. This increased engagement can lead to a heightened sense of motivation and a willingness to actively participate in learning activities.

Personalized Learning Experiences

Technology enables teachers to personalize learning experiences, catering to the diverse needs and learning styles of individual students. Adaptive learning software can tailor instruction to each student's strengths and weaknesses, providing targeted support and ensuring that everyone progresses at their own pace. This personalized approach fosters a sense of ownership and empowerment among learners, encouraging them to take responsibility for their own education.

Improved Communication and Collaboration

Innovative technologies facilitate seamless communication and collaboration among learners, breaking down geographical barriers and fostering a global learning community. Online discussion forums, video conferencing tools, and social media platforms enable students to connect with peers from around the world, practice their English in real-life contexts, and engage in cross-cultural exchanges. These interactions promote intercultural understanding, develop communication skills, and prepare students for the increasingly interconnected world.

Enhanced Accessibility and Flexibility

Technology has made English language learning more accessible and flexible than ever before. Online courses, mobile apps, and self-paced learning platforms allow students to access educational resources anytime, anywhere, at their own convenience. This flexibility caters to the diverse schedules and lifestyles of modern learners, particularly those with busy commitments or limited access to traditional classroom settings.

Promoting Lifelong Learning

Innovative technologies foster a love for lifelong learning by making English language acquisition an enjoyable and rewarding experience. The engaging nature of technology-enhanced learning encourages students to continue exploring the English language beyond the classroom, seeking out opportunities to practice and improve their skills in real-world contexts. This motivation for lifelong learning sets the stage for continued personal and professional development.

In the 21st century, technology integration has become ubiquitous across various aspects of human life (Solak & Erdem, 2015), encompassing computers, mobile devices, social media

platforms, and more. This integration of technology has ushered in numerous innovations and transformations in social, cultural, and economic realms. Thus, it is evident that the only constant reality in this era of technology integration is "change" (Polat Demir & Kutlu, 2016).

Education stands out as a crucial domain where this pervasive change manifests due to technology integration. Prensky (2001) aptly characterizes today's students as digital natives who have grown up surrounded by technology since an early age, making them natural users of this technological language. Consequently, integrating technology into education has become an imperative for students who are products of the 21st century's technological landscape (Chapelle, 2003). It is no longer merely an option but a necessity to employ technological tools in the teaching-learning process to provide students with enhanced learning opportunities (Aduwa-Ogiegbaen, 2009; Okojie, Olinzock, Okojie-Boulder, 2006) in today's educational environment.

In recent years, there has been a growing body of literature exploring the utilization of innovative technologies in English language teaching. Scholars and educators have highlighted the potential of these technologies to enhance the learning experience, improve language proficiency, and cater to diverse learning styles and preferences.

One perspective emphasizes the role of multimedia resources, such as interactive videos, audio recordings, and online simulations, in creating engaging and immersive learning environments (Thorne, 2008). These multimedia tools not only facilitate language acquisition but also foster critical thinking, creativity, and collaboration among students.

Another perspective focuses on the benefits of virtual learning environments (VLEs) and online platforms in delivering English language instruction (Warschauer & Healey, 1998). VLEs offer opportunities for asynchronous learning, personalized feedback, and access to a wide range of authentic materials, contributing to a more flexible and interactive learning experience.

Mobile-assisted language learning (MALL) has also emerged as a promising approach, leveraging the ubiquity of mobile devices to facilitate anytime, anywhere language practice (Kukulska-Hulme & Shield, 2008). Mobile applications, language learning games, and social media platforms enable students to engage with English language content in meaningful and contextually relevant ways.

Furthermore, the integration of artificial intelligence (AI) technologies, such as chatbots and language processing tools, has revolutionized language learning by providing personalized tutoring, automated feedback, and adaptive learning pathways (Liaw, Huang, & Chen, 2007).

Overall, these perspectives highlight the diverse range of innovative technologies available for teaching English and underscore their potential to transform language learning experiences for students of non-linguistic faculties. However, it is crucial to critically examine

the effectiveness, usability, and pedagogical implications of these technologies to ensure their successful integration into educational settings.

Foreign language education has been profoundly influenced by the integration of technology in education (Arslan & Akbarov, 2010; Pokrivcakova, 2019). Particularly today, foreign language education holds significant importance. The advancements in information and communication technologies have transcended geographical barriers, emphasizing the significance of information sharing and communication (Aslan, 2017). Consequently, foreign language acquisition has become indispensable for individuals in our globalized world (Özer & Korkmaz, 2016). English, as the predominant lingua franca used worldwide among foreign languages, takes precedence (Demir & Yavuz, 2014). Being widely spoken across the globe, English is acknowledged as the primary medium of communication (Suna & Durmuşçelebi, 2013). Effective teaching of the English language necessitates the adoption of technology integration, particularly crucial in today's context. Traditional teaching methods, where learners passively receive information, are inadequate for digital natives (Valeev, Latypova & Latypov, 2016). Such methods hinder the creation of adaptable learning environments tailored to individual student needs and learning styles, leading to boredom and diminished motivation among learners (Hazarika, 2017). Moreover, traditional methods pose challenges in achieving effective communication and understanding language structures and functions (Shyamlee & Phil, 2012).

Integrating technology enhances interactive learning environments in foreign language education, promoting learner-centered approaches (Aslan, 2017). This shift increases learners' motivation for foreign language acquisition (Ahmadi, 2018), thus facilitating the learning process (Aydın, 2018). Various technological tools contribute to this integration, including online English learning platforms, electronic dictionaries, computer-assisted language learning programs, chat applications, virtual conferences, and mobile-assisted language learning (Hazarika, 2017).

Studies examining the integration of technology into foreign language teaching have become prevalent in the literature (Zengin & Aksu, 2017). These studies primarily focus on assessing the effectiveness and role of technology integration in foreign language instruction, particularly with the widespread adoption of computers and the internet in the 2000s (Zengin & Aksu, 2017). Various types of technology integration have been explored in these studies, with a significant emphasis on teaching English as a foreign language (Zengin & Aksu, 2017). For instance, flipped learning (Kırmızı & Kömeç, 2019; Suranakkharin, 2017; Teng, 2017), computer-assisted learning (Alhujaylan, 2019; Enayati & Gilakjani, 2020; Kızmaz, 2019), mobile learning (Almogheerah, 2020; Bensalem, 2018; Şahan, Çoban & Razı, 2016), multimedia

(Kaymak, 2019; Mei, Guo & Li, 2017; Zhao et al., 2019), and augmented reality (Akçayır & Akçayır, 2016; Ho, Hsieh, Sun & Chen, 2017; Tsai, 2020) have been subjects of investigation regarding their role in teaching English as a foreign language.

This subheading focuses on the positive aspects of using innovative technologies, highlighting their ability to enhance student engagement and motivation in English language learning. It explore how technologies like interactive whiteboards, multimedia presentations, and virtual reality experiences can make lessons more stimulating and enjoyable, leading to increased participation and a desire to learn.

The integration of innovative technologies in teaching English to students of non-linguistic faculties presents both positive and negative aspects that warrant careful consideration. On the positive side, innovative technologies offer a range of benefits in language instruction. For instance, multimedia resources, such as interactive videos, audio recordings, and digital simulations, can create dynamic and engaging learning experiences (Thorne, 2008). These resources not only capture students' interest but also facilitate comprehension and retention of language concepts through visual and auditory stimuli.

Virtual learning environments (VLEs) and online platforms provide opportunities for flexible, asynchronous learning, personalized feedback, and access to authentic language materials (Warschauer & Healey, 1998). This accessibility and flexibility enable students to engage with language content at their own pace and convenience, catering to diverse learning styles and preferences.

Mobile-assisted language learning (MALL) leverages the ubiquity of mobile devices to enable anytime, anywhere language practice (Kukulska-Hulme & Shield, 2008). Mobile applications, language learning games, and social media platforms enhance language learning experiences by promoting active engagement and facilitating communication in real-life contexts.

2.4 Challenges and Considerations: Addressing the Drawbacks of Technology Use

This subheading delves into the potential drawbacks and challenges associated with using innovative technologies in English language learning. It discuss concerns such as the cost and accessibility of technology, the risk of distractions and divided attention, and the potential for information overload. It also emphasize the importance of a balanced approach that integrates technology with traditional teaching methods and addresses potential equity issues.

However, alongside these positive aspects, there are also potential challenges and drawbacks associated with the use of innovative technologies in language instruction. One concern is the digital divide, where students with limited access to technology may face barriers

in fully benefiting from technology-integrated learning environments (Warschauer, 2002). Moreover, the rapid pace of technological advancements can lead to issues of obsolescence and compatibility, requiring ongoing updates and maintenance of technological resources. Additionally, there may be concerns regarding the quality and reliability of online resources, including the accuracy of information and the appropriateness of content for educational purposes. Ensuring the security and privacy of student data in online environments is another critical consideration in the use of innovative technologies in language instruction. (Warschauer, 2002).

Overall, while innovative technologies offer immense potential in enhancing language learning experiences, it is essential to address these challenges and considerations to maximize their benefits and mitigate potential drawbacks in teaching English to students of non-linguistic faculties.

In **conclusion** the integration of innovative technologies into English language teaching for students of non-linguistic faculties has revolutionized the learning experience, offering a myriad of benefits that enhance engagement, motivation, and personalized learning outcomes. However, it is crucial to acknowledge and address potential challenges to ensure the effective implementation of technology in the classroom.

Researchers unanimously agree on the transformative impact of technology on language teaching, particularly in its ability to foster engagement, motivation, and personalized learning experiences (Thorne, 2008; Warschauer & Healey, 1998; Kukulska-Hulme & Shield, 2008). Interactive whiteboards, multimedia resources, virtual reality experiences, VLEs, mobile apps, and social media platforms have the power to captivate students' attention, make lessons more enjoyable, and cater to diverse learning styles and preferences.

However, studies also highlight potential drawbacks and challenges associated with technology use, such as the digital divide, the risk of distractions and divided attention, and the potential for information overload (Warschauer, 2002). Additionally, there may be concerns regarding the quality and reliability of online resources, including the accuracy of information and the appropriateness of content for educational purposes (Warschauer, 2002). Ensuring the security and privacy of student data in online environments is another critical consideration in the use of innovative technologies in language instruction.

In conclusion, while innovative technologies offer immense potential in enhancing language learning experiences, it is essential to address these challenges and considerations to maximize their benefits and mitigate potential drawbacks in teaching English to students of non-linguistic faculties. By striking a balance between technology-integrated and traditional teaching methods, educators can create engaging and effective learning environments that prepare students for success in an increasingly interconnected and multilingual world.

Part 3. Empirical research

The empirical research section of this thesis explores the practical application of innovative technologies in teaching English to students of non-linguistic faculties. This investigation is grounded in data collected from comprehensive survey administered via Google Forms. The survey targeted two key groups: students and teachers.

The student survey aimed to gather insights into the learners' experiences, preferences, and perceptions regarding the use of innovative technologies in their English language education. It explored various aspects such as the types of technologies used, the frequency of their usage, and the perceived impact on their learning outcomes.

The teacher survey, on the other hand, focused on the educators' perspectives on integrating innovative technologies into their teaching practices. It examined their experiences, challenges, and opinions on the effectiveness of these technologies and methods in enhancing students' English proficiency.

By analyzing the results of these surveys, this section aims to provide a comprehensive understanding of how innovative technologies are currently being utilized in English language teaching for non-linguistic faculties. It will highlight the benefits and challenges associated with these technologies and offer insights into their potential for improving language education. This empirical evidence will contribute to the broader discussion on optimizing English language instruction through innovative means, ultimately aiming to enhance educational outcomes for students across various disciplines.

3.1 Hypotheses

Based on the objectives of this study and the focus on the effectiveness and usage of innovative technologies in teaching English to students of non-linguistic faculties, the following hypotheses have been formulated:

Hypothesis 1: Students of non-linguistic faculties are well-informed and knowledgeable about various innovative technologies used in English language learning.

Hypothesis 2: Students of non-linguistic faculties perceive innovative technologies as effective tools for improving their English language skills.

Hypothesis 3: The majority of students use various innovative technologies, such as mobile applications and online learning platforms, in their English language studies.

Hypothesis 4: Teachers believe that integrating innovative technologies into their teaching practices enhances students' engagement and learning outcomes.

Hypothesis 5: Both students and teachers identify specific benefits of using innovative technologies in English language education, such as increased interactivity, accessibility, and personalized learning experiences.

Hypothesis 6: There are common challenges faced by students and teachers in the implementation of innovative technologies, including technical difficulties, limited access to resources, and the need for additional training.

These *hypotheses* examined through the analysis of survey data collected from students and teachers, providing insights into their experiences, perceptions, and the overall impact of innovative technologies in English language education for non-linguistic faculties.

3.2 Empirical study

This research investigated several intriguing hypotheses. The study tracked student and teacher participation through the questionnaire process to determine the final sample size. Upon receiving all the data, a thorough analysis was conducted to draw conclusions.

3.2.1 Participants

The students questionnaires were completed by 63 students from the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. Among them, 31 students are majoring in Accounting and Taxation, 13 in Mathematics, 8 in Informatics, 5 in Preschool Education, 2 in Natural Sciences, 2 in Chemistry, 1 in Biology, and 1 in Tourism. Of these, 95% (60) are studying in the full-time form of education, and 5% (3) are in distance learning. At the master's level, 11% (7) of students are studying, while at the bachelor's level, 89% (56) of students are enrolled.

The questionnare for teachers was completed by eight teachers (100%) from the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education who teach students in non-linguistic faculties. All of them have been teaching English for more than 10 years.

3.2.2 Research instruments

This section outlines the investigating the aspects of using innovative technologies in teaching English to students of non-linguistic faculties.

The relevant questions pertaining to the topic were collected and documented. Subsequently, questionnaires were assembled. These questionnaires were conducted online and were completed by both students and teachers. They were distributed to them in March, allowing ample time for completion. The process of filling out each of the questionnaires took approximately 20 minutes. Anonymity was ensured throughout. Once all participants had completed the questionnaires, they were gathered and analyzed.

Surveys were designed to gather quantitative data from students and teachers. The surveys focused on assessing the usage of innovative technologies, perceptions of their effectiveness, challenges faced, and recommendations for improvement. The questionnaire targeted specific aspects such as digital tool preferences, frequency of use, and perceived benefits.

The Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education was selected for this study. Sixty-three students from non-linguistic faculties and eight English language teachers who teach English to these students participated in the research.

To conduct this research, quantitative method of research was used. The measurement was performed using questionnaires (see Appendix 1, Appendix 2 and Appendix 3). This method was chosen because questionnaires offer a relatively cost-effective and efficient means of gathering extensive information from numerous participants. The questionnaires primarily consist of Likert Scale questions but also include multiple-choice and open-ended questions.

Ethical considerations such as informed consent, confidentiality, and participant anonymity were strictly adhered to throughout the research process. Ethical approval was obtained from relevant institutional review boards to ensure the ethical integrity of the study.

The combined use of quantitative and qualitative methods, along with ethical considerations, provided a comprehensive and rigorous approach to investigating the aspects of using innovative technologies in teaching English to students of non-linguistic faculties. The research methodology aimed to generate valuable insights and contributed to the advancement of technology-enhanced language education.

3.2.3 Findings

Students survey

A total of 63 students participated in the survey. Their faculties were diverse, with 31 in Accounting and Taxation, 13 in Mathematics, 8 in Informatics, 5 in Preschool Education, 2 in Natural Sciences, 2 in Chemistry, 1 in Biology, and 1 in Tourism. The majority (95%, or 60 students) are enrolled in full-time education, while the remaining 5% (3 students) are pursuing their studies through distance learning. In terms of degree programs, 11% (7 students) are enrolled in Master's programs, while 89% (56 students) are pursuing Bachelor's degrees.

The next question was about the duration the respondent has been studying English up to the present day, with the following answer options: Less than 1 year, 1-2 years, 2-3 years, 3-4 years, 4-6 years, 6-10 years, More than 10 years. 49.1% (31 out of 63) of the students have been studying English for more than 10 years up to the present day.

The next question was about the proficiency level in English of the students. It can be seen in diagram 3.3.2 that 43.4% (27 out of 63) have an intermediate level of proficiency, and 35.8% (23 out of 63) were at the beginner level of proficiency based on students' responses.

Diagram 3.3.1 Proficiency level in English of the student
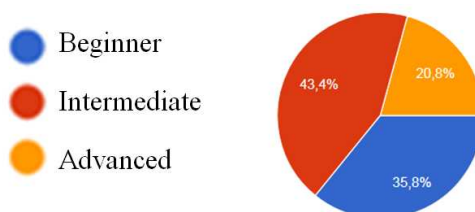
The majority of respondents use English for reading books and understanding movies in the original language (64%, 40 out of 63 students) and 45% (28 out of 63) students use English for communication.

A variety of technologies (such as smartphones, tablets, and computers) can be utilized for English language learning. Students were queried about the frequency of their technology use for this purpose. It can be seen in diagram 3.3.2 that 39.6% (25 out of 63) of the students use technology for learning English very often (daily), and there are no students who do not use technology at all.

Diagram 3.3.2 Frequency of technology use for learning English
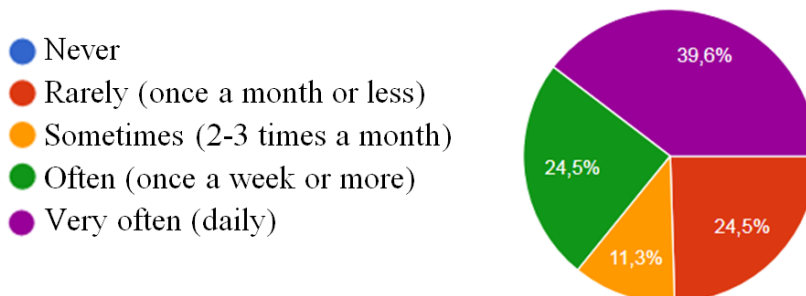
The next question was about the technologies that students use for English language learning (e.g., mobile apps, online platforms). It can be seen in diagram 3.3.3 that 64.2% (34 out of 63) of students use mobile apps for learning English, 49.1% (26 out of 63) use social media, and only 5.7% (3 out of 63) use online tutoring platforms.

Diagram 3.3.3 Technologies used for English language learning
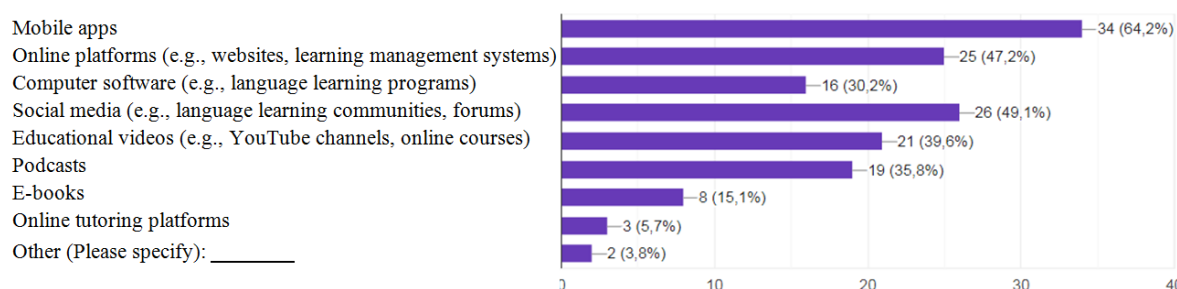
The next question revealed that the majority of students (54.7%, or 35 out of 63) are very comfortable using technology for learning English, while less than 2% (1 out of 63) of students are not comfortable.

The next group of questions refers to the **experience** and **opinions** on **innovative methods** for **learning English**. For each method, students had the choice to rate it from 1 to 5, where 1 indicates very ineffective and 5 indicates very effective. There was a brief explanation or definition provided for each method. If the student is not familiar with the method, he or she can choose an "I am not familiar with this method" option.

The first method was **Mind maps**, with the following explanation.

Mind maps (Visual tool for organizing and summarizing information): Mind maps are diagrams used to visually represent information and concepts. They are helpful for organizing thoughts, making connections between ideas, and summarizing complex topics.

Analysis of student responses revealed that 35.8% (23 out of 63) of students were unfamiliar with this method. Interestingly, the same number of students were rated as giving it a neutral evaluation (3), indicating a midpoint between ineffectiveness and very effective perception.

The next method was **Role-playing game method**, with the folowing explanation.

Role-playing game method (Interactive method simulating real-life scenarios): This method involves learners taking on specific roles and engaging in simulated real-life situations. It helps in developing communication skills, problem-solving abilities, and understanding cultural contexts.

Analysis of student responses to this question identified that 34% (21 out of 63) were unfamiliar with the method. However, 17% (11 out of 63) of students were rated as finding it very effective, and a further 18.9% (12 out of 63) were rated as giving it a rating of 4, indicating a perception closer to very effective. This result shows us that students like to use and are more familiar with the Role-playing game method of teaching English.

The next method was **Familiarization, training, and application method**, with the following explanation.

Familiarization, training, and application (Progressive learning approach from introduction to application): This approach starts with introducing new concepts, providing training and practice opportunities, and finally applying the knowledge or skills in real-world situations. It ensures a gradual and comprehensive learning experience.

Analysis of student responses to this question revealed that 35.8% (23 out of 63) were unfamiliar with the method. However, it was rated as very effective by 13.2% (8 out of 63) of

students, and an additional 22.6% (14 out of 63) were recorded as giving it a rating of 4, which is considered closer to very effective. This result suggests that a significant portion of students who are unfamiliar with the method are the same as might still find it effective.

The next method was the method of **Mobile applications**, with the folowing explanation.

Mobile applications (Apps designed for language learning purposes): These are software applications specifically designed to facilitate language learning on mobile devices such as smartphones and tablets. They often include interactive exercises, vocabulary practice, and language lessons.

This question indicates that a significant number of students are familiar with this method and find it effective. While 35.8% (23 out of 63) rated it as a 4, which leans towards effective, another 22.6% (14 out of 63) considered it very effective. This positive response towards a method involving technology aligns well with students' general interest in gadgets and applications.

The next method was the method of **Mobile testing systems, search exercises, mobile assessment systems**, with the folowing explanation.

Mobile testing systems, search exercises, mobile assessment systems (Tools for quizzes, searches, and assessments on mobile devices): These tools allow for conducting quizzes, searches for information, and assessments using mobile devices, making learning more accessible and flexible.

A large number of students, 34% (21 out of 63), are not familiar with this method, and probably the same number of them, 35.8% (23 out of 63), consider this method neither ineffective nor ineffective.

The next method was the method of **Multimedia presentations,** with the folowing explanation.

Multimedia presentations (Interactive presentations combining various media): Multimedia presentations integrate different forms of media such as text, images, audio, and video to enhance learning experiences and cater to different learning styles.

17% (11 out of 63) of students consider this method very effective, and 32,1% (20 out of 63) rated it as a 4, which leans towards very effective, while 18,9% (12 out of 63) of students are not familiar with this method.

The next method was the method of **Game-based language learning**, with the folowing explanation.

Game-based language learning (Learning through gamified activities): This approach uses game elements and mechanics in educational contexts to make learning more engaging, enjoyable, and effective.

Analysis of student responses to this question revealed that this method was considered very effective by 39.6% (25 out of 63) of students. An additional 18.9% (12 out of 63) were rated as giving it a 4, indicating a perception closer to very effective. In contrast, only 9.4% (6 out of 63) considered it an ineffective method. These findings suggest that a significant number of students are familiar with the method and view it favorably.

The next method was the method of **Kinect-based learning**, with the folowing explanation.

Kinect-based learning (Interactive learning using motion sensing technology): Kinect-based learning utilizes motion sensing technology to create interactive and immersive learning experiences, especially in areas like physical education, language pronunciation, and simulations.

As it appears from diagram 3.3.4, a large number of students, 58.5% (37 out of 63), are not familiar with this method, while just 3.8% (2 out of 63) consider it very effective.

Diagram 3.3.4 Kinect-based learning
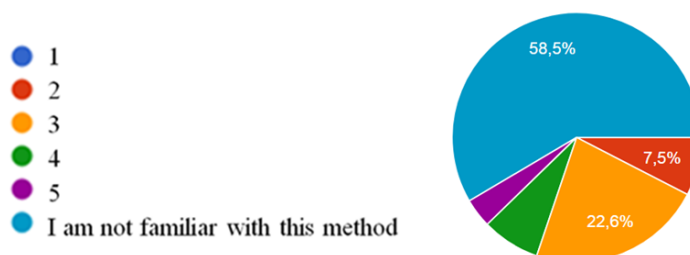
The next method was the method of **Grammar-Translation**, with the folowing explanation.

Grammar-Translation Method (Traditional method focusing on grammar rules and translation): This traditional method emphasizes learning grammar rules and translating texts between languages, focusing on accuracy and understanding of language structures.

This method is not regarded as innovative for English language learning; however, its effectiveness in practice was of interest to this research.

Analysis of student responses to this question revealed that 37.7% (24 out of 63) of students did not consider this method to be either ineffective or very effective. Only 9.4% (6 out of 63) considered it a very effective method, while an additional 22.6% (14 out of 63) were rated as giving it a rating of 4, which leans towards a perception of effectiveness. This result suggests that a majority of students are familiar with this method. However, they do not consider it very effective.

The next method was the **Direct Method**, with the following explanation.

Direct Method (Teaching method using only the target language): This method involves teaching and learning a language entirely through immersion in the target language, without the use of translation or explanations in the native language.

A large number of students, 37.7% (24 out of 63), consider this method neither ineffective nor effective, while 20.8% (13 out of 63) are not familiar with this method. These results suggest that the majority of students are familiar with this method but do not consider it very effective.

The next method was the **Communicative Language Teaching Method**, with the folowing explanation.

Communicative Language Teaching (Focuses on real-life communication and interaction): This approach prioritizes developing communication skills and proficiency in real-life contexts through interactive activities, discussions, and authentic language use.

Analysis of student responses to this question revealed that 30.2% (19 out of 63) of students considered this method very effective. An additional 26.4% (17 out of 63) were rated as giving it a 4, indicating a perception closer to effectiveness. Furthermore, only 15.1% (10 out of 63) were identified as not being familiar with this method. This result suggests that a majority of students are familiar with this method and consider it effective.

The next method was the **Infographics in teaching grammar** Method, with the folowing explanation.

Infographics in teaching grammar (Visual aids for understanding grammar concepts): Infographics are visual representations of information, data, or concepts, often used to simplify complex grammar rules and concepts for easier understanding.

As it appears from diagram 3.3.5, a large number of students, 26.4% (17 out of 63), are not familiar with this method, while 11.3% (7 out of 63) consider it very effective, and 20.8% (13 out of 63) rated it as a 4, which leans closer to very effective. However, 32.1% (20 out of 63) consider it neither ineffective nor very effective. These results suggest that the majority of students are familiar with this method but do not consider it very effective.

Diagram 3.3.5 Communicative Language Teaching

The next method was the **Problem-solving teaching Method**, with the folowing explanation.

Problem-solving teaching method (Learning through solving real-world problems): This method involves presenting learners with real-world problems or scenarios to encourage critical thinking, problem-solving skills, and practical application of knowledge.

Analysis of student responses to this question revealed that 18.9% (12 out of 63) of students considered this method very effective. An additional 28.3% (18 out of 63) were rated as giving it a 4, indicating a perception closer to effectiveness. Furthermore, 26.4% (17 out of 63) were identified as not familiar with this method. These findings suggest that a majority of students are likely familiar with the method and view it favorably.

The next method was the **BYOD (Bring Your Own Device) method**, with the folowing explanation.

BYOD (*Bring Your Own Device*) *method* (Using personal devices for learning): This method involves students using their own devices such as laptops, tablets, or smartphones for educational purposes, promoting personalized learning and flexibility.
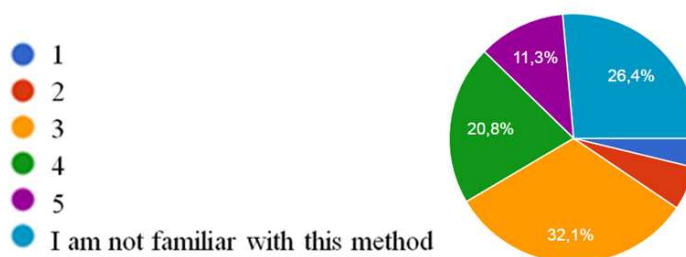
Analysis of student responses to this question revealed that 15.1% (10 out of 63) of students considered this method very effective. An additional 24.5% (15 out of 63) were rated as giving it a 4, indicating a perception closer to effectiveness. Furthermore, 30.2% (19 out of 63) were identified as not familiar with the method. These findings suggest that a majority of students were likely familiar with the method. However, a significant portion (24.5%, or 15 out of 63 students) did not perceive it as definitively very effective or ineffective.

The next method was the **Blended learning** method, with the folowing explanation.

Blended learning (Combining traditional classroom activities with online resources): Blended learning integrates face-to-face instruction with online learning components, offering a balanced approach that combines the benefits of both traditional and digital learning environments.

Analysis of student responses to this question (diagram 3.3.6) revealed that 11.3% (7 out of 63) of students considered this method very effective. An additional 28.3% (18 out of 63) were rated as giving it a 4, indicating a perception closer to effectiveness. Furthermore, 24.5% (15 out of 63) were identified as not familiar with the method. These findings suggest that a majority of students were likely familiar with the method and viewed it favorably. However, a substantial number (26.4%, or 17 out of 63 students) did not perceive it as definitively very effective or ineffective.

Diagram 3.3.6 Blended learning method

The next method was the **Interactive education method**, with the folowing explanation.

Interactive education methods (Engaging and interactive learning techniques): These methods include interactive activities, group discussions, collaborative projects, and hands-on exercises to actively engage learners in the learning process.

Analysis of student responses revealed that a large number of students (22.6%, or 14 out of 63) considered this method very effective. An additional 34% (21 out of 63) were rated as giving it a 4, indicating a perception closer to effectiveness. Furthermore, only 15.1% (10 out of 63) were identified as not familiar with the method. However, it was also identified that 15.1% (10 out of 63) did not consider it to be definitively very effective or ineffective. These results suggest that the majority of students are familiar with this method and consider it effective.

The next method was the **Interactive mobile applications method**, with the folowing explanation.

Interactive mobile applications (Mobile apps with interactive features): These mobile apps offer interactive features such as quizzes, games, simulations, and multimedia content to enhance engagement and interactivity in language learning.
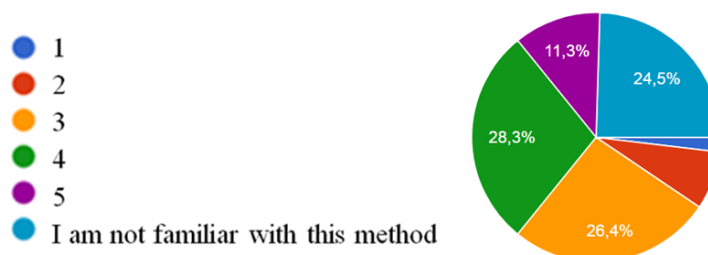
Analysis of student responses to this question revealed that 20.8% (13 out of 63) of students considered this method very effective. An additional 30.2% (19 out of 63) were rated as giving it a 4, indicating a perception closer to effectiveness. Furthermore, only 11.3% (7 out of 63) were identified as not familiar with the method. These findings suggest that a majority of students were likely familiar with the method and viewed it favorably. However, a substantial number (28.3%, or 18 out of 63 students) did not perceive it as definitively very effective or ineffective.

The next group of question was about **perceptions and feedback**.

The first question in this group was about the advantages of using technology in learning English. As it can be seen from the diagram 3.3.7, 77.4% (41 out of 63) consider the increased access to learning resources and materials to be a major advantage. Additionally, 71.7% (38 out of 63) find the opportunity for self-paced learning and flexibility in study schedules appealing,

while 60.4% (32 out of 63) value the personalized learning experiences tailored to individual needs and preferences that technology offers.

Diagram 3.3.7 Advantages of using technology in learning English
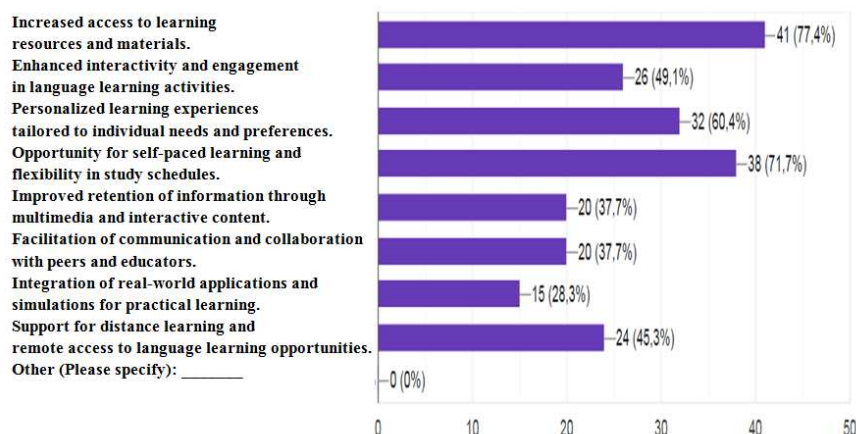
The next question is about challenges or difficulties while using technology for English language learning. As can be seen from the diagram 3.3.8 the majority of students, 43.4% (23 out of 63) have experienced challenges in staying motivated or focused while using technology for learning English. Interestingly, 35.8% (19 out of 63) of students found no challenges using technology for English language learning.

Diagram 3.3.8 Challenges or difficulties while using technology for English language learning
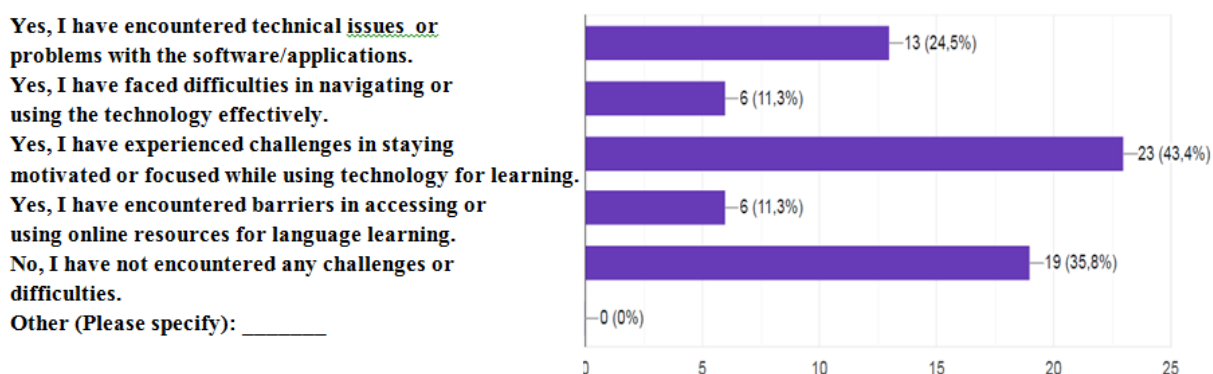
Exploration of student perceptions regarding the potential for further technological integration in English language classes to improve learning outcomes was undertaken in the next question. Analysis of student responses revealed that a majority (62.3%, or 33 out of 63) believed this objective could be achieved through the incorporation of interactive activities and multimedia content into lessons. Interestingly, utilizing educational apps and software for language practice and exercises was viewed by 50.9% (32 out of 63) of students as a way to achieve this goal. In contrast, providing access to online resources and materials for self-directed learning was identified as beneficial by 41.5% (22 out of 63) of students.

A follow-up question was then posed directly: "Would you recommend using innovative technologies for learning English to other students? Please explain your response."

Analysis of student responses to this direct question revealed that a majority (60.4%, or 38 out of 63) would recommend the use of innovative technologies due to their ability to enhance learning experiences and make studying more engaging. However, a significant number (28.3%, or 18 out of 63) of students expressed uncertainty, indicating that their recommendation hinged on the specific technology and its implementation within the learning process. These findings are illustrated in diagram 3.3.9.

Diagram 3.3.9 Recommending of using innovative technologies for learning English to other students

- **Yes, I would recommend using innovative technologies** because they enhance learning experiences and make studying more engaging.
- **No, I would not recommend using innovative technologies** because they can be distracting and may not always improve learning outcomes.
- **Maybe, it depends on the specific technology and how it is used in the learning process.**
- **I am not sure/I don't have enough experience to make a recommendation.**

28,3%

11,3%

60,4%

Teachers survey

Eight teachers from the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education participated in the teacher survey. These instructors all have over ten years of experience teaching English to students in non-linguistic programs.

The first question was about the frequency that teachers use technology (such as smartphones, tablets, computers) for teaching English. The majority of them, 62.5% (5 out of 8), use it sometimes, while 37.5% (3 out of 8) use technology in every lesson.

The next question explored the specific technologies teachers use for English language teaching. The available options included mobile apps, online platforms (e.g., websites, learning management systems), computer software (e.g., language learning programs), social media (e.g., language learning communities, forums), educational videos (e.g., YouTube channels, online courses), podcasts, e-books, and online tutoring platforms. All teachers (100%) reported using online platforms in their teaching. This highlights the critical role these platforms play in facilitating English language instruction. Additionally, a significant majority, 87.5% (7 out of 8) of teacher utilize educational videos, demonstrating their effectiveness in engaging students and supplementing classroom learning. However, only half of the teachers, 50% (4 out of 8) integrate computer software into their lessons. This information can be found in diagram 3.3.10.

Diagram 3.3.10 Specific technologies teachers use for English language teaching
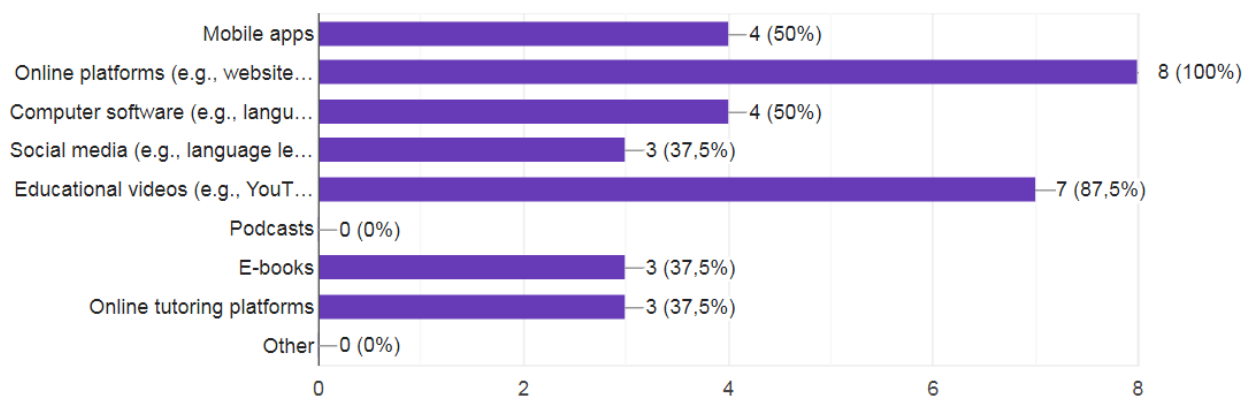
The next question was about comfort with using technology for language learning. The majority of the teachers, 62.5% (5 out of 8), are somewhat comfortable with using technology for English learning, while 37.5% (3 out of 8) are very comfortable.

The next group of questions is about the **experience and opinions** of the teachers regarding **innovative methods** for learning English. Teachers had to rate each method from 1 to 5 (1 = Very Ineffective, 5 = Very Effective).

37.5% (3 out of 8) teachers consider the **Mind Maps** method very effective, while 12.5% (1 out of 8) teachers rated it a 4, which leans closer to being a very effective method.

The same is true for the **Role-playing game method**. 37.5% (3 out of 8) teachers consider it very effective, and 12.5% (1 out of 8) teachers rated it a 4, which leans closer to being a very effective method. Surprisingly, 12.5% (1 out of 8) teachers do not use this method in his/her class.

The method which consists of **familiarization, training, and application** was considered very effective by 37.5% (3 out of 8) of teachers, and 12.5% (1 out of 8) teachers rated it a 4, which leans closer to being a very effective method. Interestingly, 25% (2 out of 8) teachers do not use this method in their class.

The method of using **mobile applications** was considered very effective by just 12.5% (1 out of 8) of teachers, and 37.5% (3 out of 8) teachers rated it a 4, which leans closer to being a very effective method. 25% (2 out of 8) teachers do not use this method in their class. The results can be found in diagram 3.3.11.

Diagram 3.3.11 Mobile applications
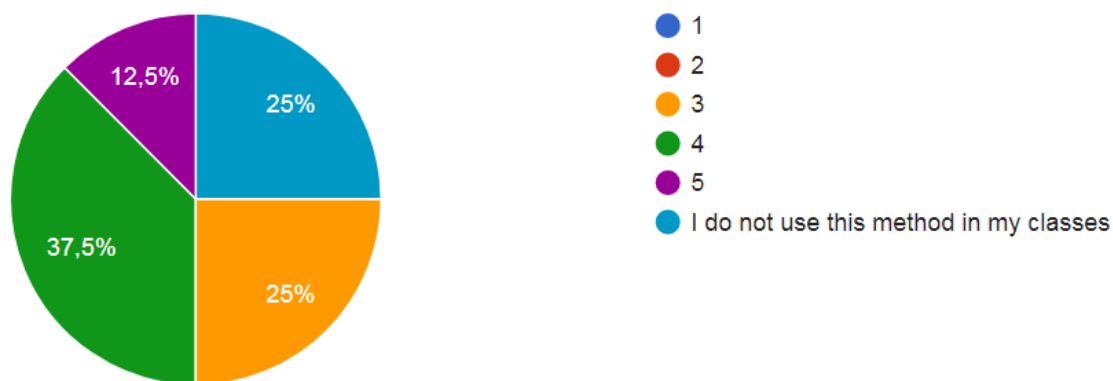
The method of using **mobile testing systems, search exercises, and mobile assessment systems** was considered very effective by 25% (2 out of 8) of teachers, and 12.5% (1 out of 8) teachers rated it a 4, which leans closer to being a very effective method. Interestingly, 50% (4 out of 8) consider it neither an effective nor ineffective method of learning English.

The method of **Multimedia presentations** was considered very effective by 50% (4 out of 8) teachers, and 37.5% (3 out of 8) rated it a 4, which leans closer to being a very effective method. Interestingly, just 12.5% (1 out of 8) teachers consider it neither very effective nor ineffective as a method of learning English.

The **game-based language learning method** was considered very effective by 12.5% (1 out of 8) of teachers, and 37.5% (3 out of 8) rated it a 4, which leans closer to being a very effective method. Interestingly, 25% (2 out of 8) teachers do not use this method in their class.

The data from the **Kinect-based learning method** showed a clear separation between two clusters, reminiscent of the colors of the Ukrainian flag. 50% (4 out of 8) teachers do not use this method in their class, and the same number of teachers consider it neither very effective nor ineffective as a method. The results can be found in diagram 3.3.12.

Diagram 3.3.12 Kinect-based learning method
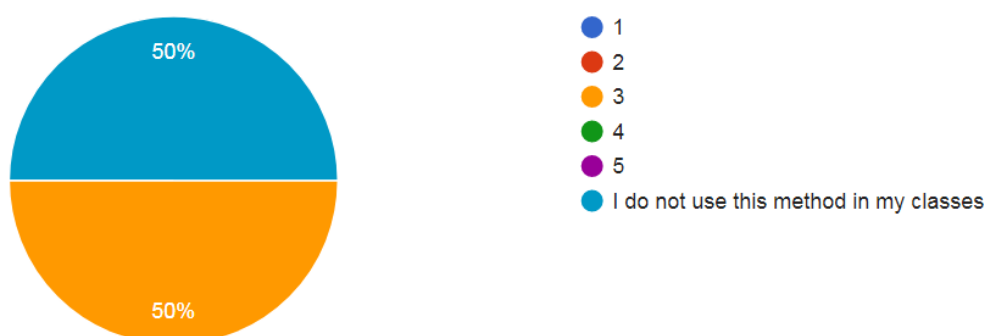
The **Grammar-Translation Method** was rated as 2 by 25% (2 out of 8) of teachers, and 37.5% (3 out of 8) consider it neither very effective nor ineffective as a method, while just 12.5% (1 out of 8) consider it a very effective method.

Direct Method was considered very effective by 25% (2 out of 8) teachers, while 37.5% (3 out of 8) rated it a 4, which leans closer to being a very effective method. This method is considered rather effective.

Communicative Language Teaching is considered a very effective method by a large majority of the teachers surveyed. 75% (6 out of 8) rated it as the highest possible effectiveness rating. The remaining 25% (2 out of 8) gave it a rating of 4, which could still be considered positive depending on the specific scale used in the survey. The results can be found in diagram 3.3.13.

Diagram 3.3.13 Communicative Language Teaching

The use of **infographics in teaching grammar** received mixed opinions from the teachers surveyed. 37.5% (3 out of 8) rated it as the highest effectiveness level, while the same 37.5% (3 out of 8) rated it a 4, which leans closer to being a very effective method. This method is considered rather effective.

The **problem-solving teaching method** is viewed favorably by a majority of the teachers surveyed. 62.5% (5 out of 8) rated it as the highest effectiveness level, while the 25% (2 out of 8) rated it a 4, which leans closer to being a very effective method. This method is considered rather very effective.

The use of **BYOD (Bring Your Own Device)** in English language learning elicited mixed responses from the teachers surveyed. While only 12.5% (1 out of 8) considered it very effective, a larger portion (37.5%, or 3 out of 8) rated it as a neutral method, neither very effective nor ineffective.

Blended learning, which combines traditional classroom activities with online resources, received positive reviews from the teachers surveyed. Half (50%, or 4 out of 8) rated it as the most effective option. The remaining 37.5% (3 out of 8) gave it a rating of 4, which leans closer to very effective. This method is considered rather very effective. The results can be found in diagram 3.3.14.
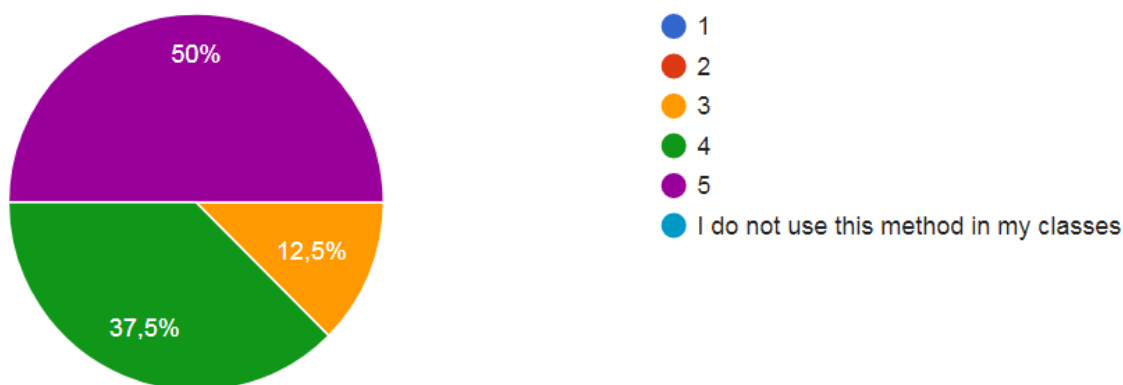
Interactive education methods were viewed favorably by a majority of the teachers surveyed. Half or 50% (4 out of 8) rated them as the most effective option, while another 25% (2 out of 8) gave them a rating of 4, which leans closer to very effective method. This method is considered rather very effective.

Interactive mobile applications were viewed favorably by a majority of the teachers surveyed. 37.5% (3 out of 8) considered them a very effective method, while another 25% (2 out of 8) rated them as neutral, neither very effective nor ineffective. Interestingly, 12.5% (1 out of 8) teachers reported not using them in their classes. This method is considered rather effective.

The next question refers to the advantages of using technology in teaching English, with the following choices:

- Increased access to learning resources and materials
- Enhanced interactivity and engagement in language learning activities
- Personalized learning experiences tailored to individual needs and preferences
- Opportunity for self-paced learning and flexibility in study schedules
- Improved retention of information through multimedia and interactive content
- Facilitation of communication and collaboration with peers and educators
- Integration of real-world applications and simulations for practical learning
- Support for distance learning and remote access to language learning opportunities
- Other (Please specify): _____

The survey overwhelmingly highlighted the benefits of technology in English language instruction. A staggering 87.5% (7 out of 8) of teachers identified increased access to learning resources and materials as a key advantage. Flexibility was also a major selling point, with 75% (6 out of 8) of teachers valuing the opportunity for self-paced learning and adaptable study schedules. Additionally, half of the teachers (50%, or 4 out of 8) recognized the benefits of technology for improved information retention through multimedia and interactive content,

as well as for facilitating distance learning and remote access to language learning opportunities. The results can be found in diagram 3.3.15.

Diagram 3.3.15 Interactive mobile applications

The next quetion refers to the challenges or difficulties while using technology for English language learning, with the followin choices:

- Yes, I have encountered technical issues or problems with the software/applications.
- Yes, I have faced difficulties in navigating or using the technology effectively.
- Yes, I have experienced resistance or lack of support from students
- Yes, I have found it challenging to keep up with the rapid pace of technological advancements
- No, I have not encountered any challenges or difficulties.
- Other (Please specify): _____

While some teachers acknowledged challenges in keeping pace with rapid technological advancements (62.5%, or 5 out of 8), many reported successful technology integration in their classrooms. Only half (50%, or 4 out of 8) encountered technical issues or difficulties using the software/applications. The results can be found in diagram 3.3.16

Diagram 3.3.16 Challenges or difficulties while using

technology for English language learning
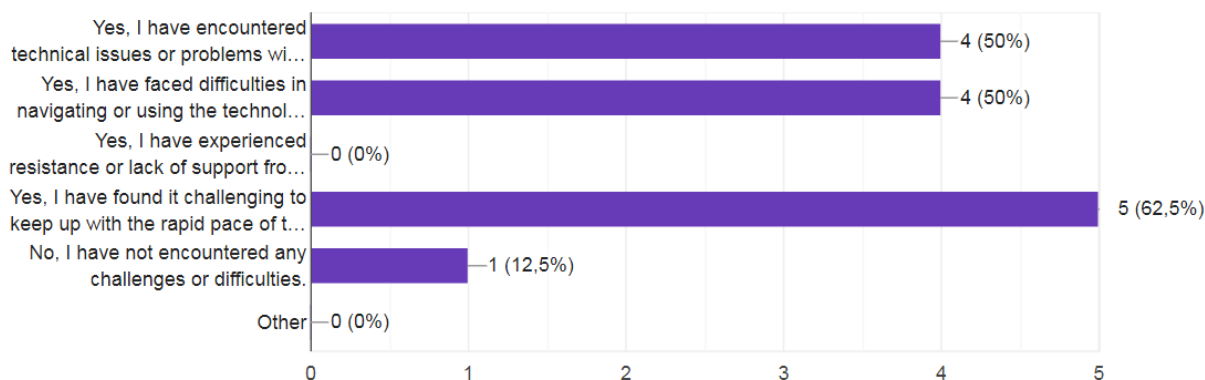
The next question was about technology that can be further integrated into English language classes to improve teaching outcomes, with the following choices:

- By incorporating interactive activities and multimedia content into lessons.
- By using educational apps and software for language practice and exercises.
- By implementing virtual reality or simulations for immersive language learning experiences.
- By promoting online collaboration and communication among students for language practice.
- By providing access to online resources and materials for self-directed learning.
- By integrating technology-enhanced assessments and feedback mechanisms.
- By facilitating blended learning models that combine classroom instruction with online learning components.
- By exploring emerging technologies such as AI-powered language learning tools.
- Other (Please specify): _____

The majority (75%, or 6 out of 8 teachers) believe that utilizing educational apps and software for language practice, along with providing access to online resources and materials for self-directed learning, can be effective. Additionally, 62.5% (5 out of 8 teachers) see incorporating interactive activities and multimedia content into lessons, as well as promoting online collaboration and communication among students for language practice, as valuable strategies for enhancing learning outcomes.

The next question explored teachers' satisfaction with the use of technology in their English language classes. Half (50%, or 4 out of 8 teachers) reported the highest level of satisfaction, and 37.5% grated it 4, which leans closer to very satisfied. However, the high percentage of positive ratings (50% very satisfied) suggests a generally positive perception of technology among the teachers.

The final question examined teachers' willingness to recommend the use of innovative technologies in English language learning to their colleagues. An overwhelming majority (87.5%, or 7 out of 8 teachers) endorsed using these technologies, highlighting their positive experiences and potential benefits for other instructors.

3.3 Results and applications

This section delves into the key findings of the study, examining whether the formulated hypotheses were supported by the data collected from student and teacher surveys. There was explored a wide range of innovative technologies, including mind maps method, role-playing method, game-based learning method, mobile applications, mobile testing systems, search

exercises, mobile assessment systems, multimedia presentations, Kinect-based learning method, direct method, communicative language teaching method, infographics in teaching grammar method, problem-solving teaching method, BYOD (Bring Your Own Device) method, blended learning method, interactive education methods, and interactive mobile applications method. The goal was to assess their potential in empowering students to acquire English language skills effectively.

Hypothesis evaluation:

Hypothesis 1 - Supported: Majority of students (54.7%, 34 out of 63) displayed familiarity with various technology tools.

However, some of the teachers (37.5%, 3 out of 8) expressed limited comfort using technology for English language learning. This suggests a disparity in technological fluency between the two groups.

Hypothesis 2 - Supported: Methods promoting active learning and communication received high ratings from majority of students.

Both students (56.6% finding Communicative Language Teaching Method effective) and teachers (100% perceiving it effective) recognized the value of innovative technologies for improving English language skills. There was a strong agreement between students and teachers on the effectiveness of methods that promote active learning and communication.

Hypothesis 3 - Supported: A substantial number of students (58.4%, 37 out of 63 for mobile applications) reported actively utilizing various technology tools like mobile apps and online platforms for English language learning.

Hypothesis 4 - Partially Supported: While teachers acknowledged the potential benefits (75%, 6 out of 8 for blended learning), some expressed concerns about the effectiveness of specific methods (25%, 2 out of 8 not using game-based learning). Further exploration is needed to bridge this gap in perception.

Hypothesis 5 - Supported: Both students and teachers identified advantages of technology integration, including increased access to resources (77.4%, 49 out of 63 of students, 87.5%, 7 out of 8 of teachers), self-paced learning (71.8%, 45 out of 63 of students, 75%, 6 out of 8 of teachers), and personalized learning experiences (60.4%, 38 out of 63 of students, 62.5%, 5 out of 8 of teachers).

Hypothesis 6 - Supported: The study confirmed the existence of challenges faced by both students (43.4%, 27 out of 63 for maintaining focus) and teachers (25%, 2 out of 8 questioning the effectiveness of some methods). A balanced approach that acknowledges both advantages and challenges is crucial for successful technology integration.

The survey results indicate a strong preference for online platforms and educational videos among teachers at the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. These findings suggest that these technologies are well-established tools for teaching English to students in non-linguistic faculties. While computer software use is also present, it appears less prevalent compared to the other two options. Further investigation could explore the specific reasons behind this difference and identify potential areas for promoting the use of educational software in this context.

Based on the survey results among students and teachers regarding the use of innovative technologies in teaching English to students of non-linguistic faculties, several key results can be drawn, supported by percentage data from the survey.

Firstly, there is a significant disparity in familiarity with and perception of innovative technologies between students and teachers. While a majority of students are well-acquainted with and actively utilize technologies such as mobile apps, social media, and multimedia presentations for learning English, a noticeable portion of teachers either have limited familiarity with these tools or perceive them as less effective in improving language learning outcomes. 37.5% (3 out of 8) of teachers are very comfortable with using technology for English learning, compared to 54.7% (35 out of 8) of students.

Secondly, there is a general consensus among both students and teachers regarding the advantages of using technologies in learning English. Increased access to learning resources (77.4% of students, 87,5% of teachers), opportunities for self-paced learning and schedule flexibility (71.8% of students, 75% of teachers), and personalized learning experiences tailored to individual needs (60.4% of students, 62.5% of teachers) are recognized as major benefits of technology integration in the educational process.

However, challenges and difficulties in using technology for English language learning vary between students and teachers. While some students cite challenges in maintaining motivation or focus while using technology (43.4% of students), a notable number of teachers express concerns about the effectiveness of certain technological methods, such as game-based learning or mobile assessment systems (25% of teachers do not use these methods in their English language teaching).

Despite these differences, both students and teachers acknowledge the potential for further integrating technology into English language classes to enhance learning outcomes. Interactive activities and multimedia content (62.3% of students, 62.5% of teachers), educational apps and software for language practice (50.9% of students, 75% of teachers), and providing access to online resources for self-directed learning (41.5% of students, 75% of teachers) are seen as effective strategies for achieving this goal.

Here's a comparison and results based on the effectiveness of various teaching methods as perceived by both students and teachers, using the percentage data from the surveys:

Table 3.1 Comparison and results based on the effectiveness of various teaching methods

Method	Perceived by students	Perceived by teachers
Mind Maps Method	20.7% find it effective	50% perceive it as effective
Role-playing Method	35.9% find it effective	50% perceive it as effective
Game-based Learning Method	58.5% find it effective	50% perceive it as effective
Mobile Applications	58.4% find them effective	50% perceive them as effective
Mobile Testing Systems, Search Exercises, Mobile Assessment Systems	28.3% find them effective	37.5% perceive them as effective
Multimedia Presentations	49.1% find them effective	50% perceive them as effective
Kinect-based Learning Method	11.3% find it effective	50% consider it neither effective nor ineffective
Grammar-Translation Method	32% find it effective	25% perceive it as effective
Direct Method	28.3% find it effective	62.5% perceive it as effective
Communicative Language Teaching Method	56.6% find it effective	100% perceive it as effective
Infographics in Teaching Grammar Method	32.1% find it effective	75% perceive it as effective
Problem-Solving Teaching Method	47.2% find it effective	87.5% perceive it as effective
BYOD (Bring Your Own Device) Method	39.6% find it effective	25% perceive it as effective
Blended Learning Method	39.6% find it effective	87.5% perceive it as effective
Interactive Education Methods	56.6% find them effective	75% perceive them as effective
Interactive Mobile Applications Method	51% find them effective	37.5% perceive them as effective

A key finding is the strong consensus between students and teachers on the effectiveness of several innovative methods. Both groups rated highly methods that promote communication and active learning, such as the Communicative Language Teaching Method (100% of teachers and 56.6% of students finding it effective), Problem-Solving Teaching Method (87.5% of teachers and 47.2% of students finding it effective), Blended Learning Method (87.5% of teachers and 39.6% of students finding it effective), and Interactive Education Methods (75% of teachers and 56.6% of students finding it effective). This suggests a shared understanding of the value of these approaches in fostering student engagement and language acquisition.

The survey also identified some discrepancies in perceptions. Students rated technology-based methods, such as Mobile Applications (58.4% of students finding them effective) and Game-based Learning (58.5% of students finding it effective) higher than teachers (50% for both methods). Conversely, teachers perceived the Direct Method (62.5% of teachers finding it effective) as more effective than students (28.3% finding it effective). These discrepancies may reflect generational differences in technology familiarity or contrasting pedagogical approaches.

The findings highlight the potential of innovative methods to enhance English language learning. However, bridging the gaps in perception between students and teachers requires ongoing communication, mutual understanding, and the implementation of strategies that address both groups' needs and expectations.

CONCLUSION

The study delved into various innovative technologies like mind maps method; role-playing method; game-based learning method; mobile applications; mobile testing systems, search exercises, mobile assessment systems; multimedia presentations; kinect-based learning method; communicative language teaching method; infographics in teaching grammar method; problem-solving teaching method; BYOD (Bring Your Own Device) method; blended learning method (combining traditional classroom activities with online resources); interactive education methods and interactive mobile applications method, highlighting their potential to empower learners in acquiring English language skills effectively.

Innovative methods such as humor in teaching and immersive learning through Kinect-based approaches were found to unleash creativity among students while enhancing retention of English language concepts. Familiarization, training, and application methods were explored as comprehensive strategies for English language learning, providing students with a structured pathway to language proficiency. The research emphasized the significance of communicative language teaching and interactive education methods in fostering meaningful interaction and engagement, crucial for real-world language use and proficiency.

The first part of this thesis examines the transformative impact of integrating innovative technologies into English language teaching for students of non-linguistic faculties. Various studies highlight the effectiveness of these technologies in fostering several key areas:

- Engagement and Comprehension (Visualization tools like infographics and mind maps enhance student engagement, leading to better understanding and retention of information)
- Student-Centered Learning (Interactive and blended learning approaches, which combine traditional instruction with technology-based activities, promote active student participation and cater to individual learning styles)
- Independent Learning and Communication Skills (Mobile apps and online platforms offer opportunities for self-directed learning and the development of communication skills)
- Collaboration and Critical Thinking (Interactive teaching methods encourage student participation and collaboration, fostering critical thinking skills).

The use of diverse instructional materials, including both technological and traditional resources, further enhances learning outcomes and caters to different learning preferences. Innovative teaching approaches and technologies play a crucial role in promoting students' language proficiency, critical thinking abilities, and alignment with global educational standards.

Integrating advanced linguistic educational technologies can further bolster critical thinking, motivation, communication skills, and the overall learning experience.

Research also demonstrates the efficacy of interactive teaching methodologies beyond language studies, fostering active learning, problem-solving abilities, and effective communication across disciplines. The integration of mobile applications in language instruction provides valuable insights for maximizing their effectiveness.

While researchers agree on the transformative potential of technology in language learning, they also acknowledge the need to address challenges such as technological barriers and digital literacy gaps among students.

In conclusion, the strategic integration of innovative technologies, combined with effective pedagogical practices, offers a powerful approach to revolutionizing English language teaching for students of non-linguistic faculties. By embracing technology and employing sound teaching strategies, educators can prepare their students to thrive in today's interconnected and multilingual world.

Although innovative technologies offer advantages like enhanced engagement and motivation, challenges such as maintaining focus and addressing technological drawbacks must also be considered. The findings underscore the importance of a balanced approach to technology integration, considering both its benefits and challenges, to optimize English language instruction for non-linguistic faculties.

Part 2 concludes that the strategic integration of innovative technologies has transformed English language learning for non-linguistic students, offering numerous benefits. Interactive tools such as whiteboards, multimedia resources, and virtual reality experiences, along with online platforms and mobile apps, significantly enhance:

- Engagement (These technologies capture students' attention and make lessons more enjoyable, leading to increased engagement)
- Motivation (Technology-based learning fosters a more positive and motivating learning environment)
- Personalized Learning (A wide range of instructional materials and activities cater to diverse learning styles and preferences)

However, successful implementation requires acknowledging and addressing potential challenges associated with technology use in the classroom. These challenges include:

- Digital Divide (Unequal access to technology and the internet can disadvantage some students)
- Distractions and Divided Attention (Technology can lead to off-task behavior and difficulty focusing)

- Information Overload (Excessive online resources can overwhelm students)
- Quality and Reliability of Online Resources (Ensuring the accuracy and appropriateness of online content and platforms is vital)
- Data Security and Privacy (Protecting student data in online environments is a critical concern)

In conclusion, innovative technologies offer a powerful toolkit for enhancing English language learning. By acknowledging potential challenges and employing sound teaching strategies alongside technology integration, educators can prepare students to thrive in today's interconnected and multilingual world.

In Part 3 of the thesis, the study examined student and teacher perspectives on using innovative technologies to teach English to non-linguistic majors. Here are the main takeaways:

- **Gap in Technology Fluency** (A significant difference exists in how comfortable students and teachers are with technology. Students are generally more familiar with and utilize various technology tools for learning English)
- **Shared Benefits of Technology** (Both students and teachers acknowledge the advantages of integrating technology. These benefits include increased access to learning resources, flexibility in learning pace and schedule, and the ability to personalize learning experiences)
- **Challenges and Preferences** (Students and teachers face different challenges when using technology for language learning. Students may struggle with staying focused, while some teachers express concerns about the effectiveness of specific methods like game-based learning)
- **Emphasis on Active Learning** (There is strong agreement between students and teachers on the value of methods that promote communication and active learning. This includes approaches like the Communicative Language Teaching Method, Problem-Solving Teaching, Blended Learning, and Interactive Education Methods)
- **Discrepancies in Perception** (Some differences exist in how students and teachers perceive specific technologies. Students tend to rate technology-based methods like mobile apps and game-based learning higher than teachers. Conversely, teachers seem to favor traditional methods like the Direct Method. These discrepancies may be due to generational differences in technology comfort or contrasting teaching philosophies).

Overall, the study highlights the potential of innovative technologies to enhance English language learning for non-linguistic students. Addressing the disparity in technology fluency

between students and teachers and fostering communication about preferred methods are important steps for successful technology integration in the classroom.The findings highlight the potential of innovative methods to enhance English language learning. However, bridging the gaps in perception between students and teachers requires further exploration. Future research could examine the specific aspects of each method that students and teachers find valuable, along with the challenges associated with implementation.

Overall, this study underscores the importance of fostering a collaborative environment where students and teachers can share their perspectives on innovative methods. By embracing a diversity of approaches, teachers can create a more engaging and effective learning experience for students.

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РЕЗЮМЕ

У цьому дослідженні було розглянуто різноманітні інноваційні технології, такі як метод думок (асоціативні карти), метод рольової гри, метод навчання через ігри, мобільні додатки, мобільні системи тестування, пошукові вправи, мобільні системи оцінювання, мультимедійні презентації, метод навчання на основі Kinect, метод комунікативного навчання мови, використання інфографіки у викладанні граматики, проблемно-орієнтований метод навчання, метод BYOD (Bring Your Own Device), змішане навчання (поєднання традиційних класних занять з онлайн-ресурсами), інтерактивні методи освіти та інтерактивні мобільні додатки, підкреслюючи їх потенціал для ефективного оволодіння англійською мовою.

Інноваційні методи, такі як використання гумору у викладанні та занурення в навчання за допомогою підходів на основі Kinect, сприяли розвитку творчих здібностей студентів і покращували засвоєння концепцій англійської мови. Методи ознайомлення, навчання та застосування розглядались як комплексні стратегії для вивчення англійської мови, надаючи студентам структурований шлях до володіння мовою. Дослідження підкреслило значення комунікативного навчання мови та інтерактивних методів освіти для сприяння змістовній взаємодії та залученню, що є важливим для використання мови в реальних умовах і досягнення мовної компетентності.

Перша частина цієї роботи досліджує трансформаційний вплив інтеграції інноваційних технологій у викладання англійської мови для студентів немовних факультетів. Різні дослідження підкреслюють ефективність цих технологій у таких ключових сферах:

- Залучення та розуміння: Візуалізаційні інструменти, такі як інфографіка та карти розуму, підвищують залученість студентів, що призводить до кращого розуміння та запам'ятовування інформації.

- Студентоцентроване навчання: Інтерактивні та змішані підходи до навчання, які поєднують традиційні інструкції з технологічними активностями, сприяють активній участі студентів і враховують індивідуальні стилі навчання.

- Незалежне навчання та комунікативні навички: Мобільні додатки та онлайн-платформи надають можливості для самостійного навчання та розвитку комунікативних навичок.

- Співпраця та критичне мислення: Інтерактивні методи викладання заохочують участь студентів та співпрацю, сприяючи розвитку критичного мислення.

Використання різноманітних навчальних матеріалів, включаючи як технологічні, так і традиційні ресурси, додатково покращує результати навчання та враховує різні

переваги у навчанні. Інноваційні підходи та технології відіграють важливу роль у підвищенні мовної компетентності студентів, розвитку критичного мислення та відповідності глобальним освітнім стандартам. Інтеграція передових лінгвістичних освітніх технологій може додатково підвищити критичне мислення, мотивацію, комунікативні навички та загальний досвід навчання.

Дослідження також демонструють ефективність інтерактивних методів викладання не тільки в мовних дослідженнях, але й у розвитку активного навчання, здатності вирішувати проблеми та ефективної комунікації в різних дисциплінах. Інтеграція мобільних додатків у викладання мови надає цінні інсайти для максимізації їхньої ефективності.

Хоча дослідники визнають трансформаційний потенціал технологій у вивченні мови, вони також наголошують на необхідності вирішення таких проблем, як технологічні бар'єри та прогалини в цифровій грамотності серед студентів.

На завершення, стратегічна інтеграція інноваційних технологій у поєднанні з ефективними педагогічними практиками пропонує потужний підхід до революціонізації викладання англійської мови для студентів немовних факультетів. Приймаючи технології та застосовуючи продумані стратегії викладання, викладачі можуть підготувати своїх студентів до успіху в сучасному взаємопов'язаному та багатомовному світі. Хоча інноваційні технології пропонують переваги, такі як підвищене залучення та мотивація, також необхідно враховувати виклики, такі як збереження уваги та вирішення технологічних недоліків. Результати підкреслюють важливість збалансованого підходу до інтеграції технологій, враховуючи як їхні переваги, так і виклики, щоб оптимізувати викладання англійської мови для немовних факультетів.

У другій частині роботи досліджено перспективи використання інноваційних технологій у викладанні англійської мови для студентів немовних факультетів, підкреслюючи їх численні переваги. Інтерактивні інструменти, такі як інтерактивні дошки, мультимедійні ресурси та досвід віртуальної реальності, разом з онлайн-платформами та мобільними додатками значно покращують:

- Залучення: Ці технології привертають увагу студентів і роблять уроки цікавішими, що призводить до підвищеного залучення.

- Мотивацію: Навчання на основі технологій сприяє створенню більш позитивного і мотивуючого навчального середовища.

- Персоналізоване навчання: Широкий спектр навчальних матеріалів та активностей задовольняє різні стилі та вподобання у навчанні.

Однак для успішної реалізації необхідно враховувати та вирішувати потенційні проблеми, пов'язані з використанням технологій у класі. Ці проблеми включають:

– Цифровий розрив: Нерівний доступ до технологій та інтернету може поставити деяких студентів у невигідне становище.

– Відволікання та розсіяна увага: Технології можуть призводити до неуважності та труднощів з концентрацією.

– Інформаційне перевантаження: Надмірна кількість онлайн-ресурсів може перевантажити студентів.

– Якість та надійність онлайн-ресурсів: Важливо забезпечити точність та відповідність онлайн-контенту та платформ.

– Захист даних та конфіденційність: Захист даних студентів в онлайн-середовищах є критично важливим завданням.

На завершення, інноваційні технології пропонують потужний інструментарій для покращення вивчення англійської мови. Враховуючи потенційні проблеми та застосовуючи продумані стратегії викладання разом з інтеграцією технологій, викладачі можуть підготувати студентів до успіху в сучасному взаємопов'язаному та багатомовному світі.

У третій частині роботи розглянуто думки студентів і викладачів щодо використання інноваційних технологій для викладання англійської мови студентам немовних спеціальностей. Основні висновки включають:

– Розрив у володінні технологіями: Існує значна різниця в рівні комфорту з технологіями між студентами та викладачами. Студенти, як правило, краще знайомі з різними технологічними інструментами для вивчення англійської мови.

– Спільні переваги технологій: Як студенти, так і викладачі визнають переваги інтеграції технологій, включаючи підвищений доступ до навчальних ресурсів, гнучкість у темпі та графіку навчання, а також можливість персоналізованого навчального досвіду.

– Виклики та переваги: Студенти та викладачі стикаються з різними викликами при використанні технологій для вивчення мови. Студенти можуть мати труднощі з концентрацією, тоді як деякі викладачі висловлюють занепокоєння щодо ефективності таких методів, як навчання через ігри.

– Наголос на активному навчанні: І студенти, і викладачі високо цінують методи, що сприяють комунікації та активному навчанню, включаючи комунікативний

метод навчання мови, проблемно-орієнтований метод навчання, змішане навчання та інтерактивні методи освіти.

– Відмінності у сприйнятті: Існують деякі відмінності у тому, як студенти та викладачі сприймають конкретні технології. Студенти, як правило, високо оцінюють методи, засновані на технологіях, такі як мобільні додатки та навчання через ігри, тоді як викладачі надають перевагу традиційним методам, таким як прямий метод. Ці відмінності можуть бути зумовлені генераційними відмінностями у комфорті з технологіями або різними підходами до викладання.

Загалом, дослідження підкреслює потенціал інноваційних технологій для покращення вивчення англійської мови для студентів немовних спеціальностей. Вирішення розриву у володінні технологіями між студентами та викладачами та сприяння комунікації щодо переваг методів є важливими кроками для успішної інтеграції технологій у класі. Результати підкреслюють важливість сприяння колаборативному середовищу, де студенти та викладачі можуть ділитися своїми поглядами на інноваційні методи. Приймаючи різноманітні підходи, викладачі можуть створити більш залучаючий та ефективний навчальний досвід для студентів.

Innovatív technológiák használata az angol nyelvtanulás során

**Innovatív technológiák
használata az angol nyelvtanulás során**

* Kötelező kérdés

Általános adatok:

1. **Szak:** *

   _____

2. **Tagozat:** *

   Soronként csak egy oválist jelöljön be.

   ( ) Nappali
   ( ) Levelező

3. **Képzési szint:** *

   Soronként csak egy oválist jelöljön be.

   ( ) BSc
   ( ) MSc

4. **Évfolyam:** *

   Soronként csak egy oválist jelöljön be.

   ( ) 1.
   ( ) 2.
   ( ) 3.
   ( ) 4.

Angol nyelvtanulási tapasztalat:

5.   **Mióta tanul angolt?** *

Soronként csak egy oválist jelöljön be.

- ⬭ Kevesebb, mint 1 év
- ⬭ 1-2 év
- ⬭ 2-3 év
- ⬭ 3-4 év
- ⬭ 4-6 év
- ⬭ 6-10 év
- ⬭ Több mint 10 éve

6.   **Milyen szintű az angol nyelvtudása?** *

Soronként csak egy oválist jelöljön be.

- ⬭ Kezdő
- ⬭ Középfokú
- ⬭ Haladó

7.   **Használja e az angol nyelvet az osztálytermen kívül? (több válasz is lehetséges)** *

Válassza ki az összeset, amely érvényes.

- ☐ Munkához
- ☐ Könyvek olvasásához és filmek megértéséhez eredeti nyelven
- ☐ A kommunikációhoz
- ☐ A kényelmesebb utazási élményekért
- ☐ Tudományos publikációk olvasásához
- ☐ Egyéb

8. Ha az „Egyéb" lehetőséget választotta a „ **Használja e az angol nyelvet az osztálytermen kívül?** " kérdés megválaszolásakor, kérjük, írja le a választ:

_____

_____

_____

_____

_____

Oktatási technológiák használata:

9. **Milyen gyakran használ korszerű tanulási technikai eszközöket (például okostelefont, táblagépet, számítógépet) az angol nyelv tanulásához?**   *

   Soronként csak egy oválist jelöljön be.

   ◯ Soha

   ◯ Ritkán (havonta egyszer vagy ritkábban)

   ◯ Néha (havi 2-3 alkalommal)

   ◯ Gyakran (hetente egyszer vagy többször)

   ◯ Nagyon gyakran (naponta)

10. **Milyen konkrét technológiákat használ angol nyelvtanuláshoz (pl. mobilalkalmazások, online platformok)? (több válasz is lehetséges)**   *

    Válassza ki az összeset, amely érvényes.

    ☐ Mobil alkalmazások

    ☐ Online platformok (pl. weboldalak, tanuláskezelő rendszerek)

    ☐ Számítógépes szoftverek (pl. nyelvtanuló programok)

    ☐ közösségi média (pl. nyelvtanuló közösségek, fórumok)

    ☐ Oktatási videók (pl. YouTube-csatornák, online tanfolyamok)

    ☐ Podcastok

    ☐ E-könyvek

    ☐ Online oktatói platformok

    ☐ Egyéb

11. Ha az „Egyéb" lehetőséget választotta a „ **Milyen konkrét technológiákat használ angol nyelvtanuláshoz (pl. mobilalkalmazások, online platformok)?** " kérdés megválaszolásakor, kérjük, írja le a választ:

_____

_____

_____

_____

_____

12. **Mennyire érzi jól magát a technológia nyelvtanulásban való használatában?** *

Soronként csak egy oválist jelöljön be.

◯ Nagyon kényelmes

◯ Valamennyire kényelmes

◯ Nem kényelmes

Innovatív módszerek:
Kérjük, értékelje tapasztalatait és véleményét az alábbi innovatív angoltanulási módszerekkel kapcsolatban (1 = nagyon hatástalan, 5 = nagyon hatékony):

13. **Mind maps (Gondolattérképek)** (Vizuális eszköz, információk *
rendszerezésére és összegzésére): A gondolattérképek diagramok, amelyek
az információk és fogalmak vizuális megjelenítésére szolgálnak. Segítenek a
gondolatok rendszerezésében, az ötletek közötti összefüggések
kialakításában, összetett témák összefoglalásában.

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) Nem ismerem ezt a módszert

14. **Role-playing game method (Szerepjátékos módszer)** (valós *
forgatókönyveket szimuláló interaktív módszer): Ez a módszer azt jelenti, hogy
a tanulók meghatározott szerepeket vállalnak, és szimulált valós
élethelyzetekben vesznek részt. Segíti a kommunikációs készségek, a
problémamegoldó képességek fejlesztését és a kulturális összefüggések
megértését.

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) Nem ismerem ezt a módszert

15. **Familiarization, training, and application (Ismerkedés, képzés és alkalmazás)** (progresszív tanulási megközelítés a bevezetéstől az alkalmazásig): Ez a megközelítés új fogalmak bevezetésével, képzési és gyakorlati lehetőségek biztosításával, végül a tudás vagy készségek valós helyzetekben történő alkalmazásával végződik. Ez biztosítja a fokozatos és átfogó tanulási élményt.

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Nem ismerem ezt a módszert

16. **Mobile applications (Mobilalkalmazások)** (nyelvtanulási célokra tervezett alkalmazások): Ezek olyan szoftveralkalmazások, amelyeket kifejezetten a nyelvtanulás megkönnyítésére terveztek mobil eszközökön, például okostelefonokon és táblagépeken. Gyakran tartalmaznak interaktív gyakorlatokat, szókincsgyakorlatokat és nyelvi órákat.

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Nem ismerem ezt a módszert

17. **Mobile testing systems, search exercises, mobile assessment systems (Mobil tesztelő rendszerek, keresőgyakorlatok, mobil értékelő rendszerek)** (Eszközök vetélkedőkhöz, keresésekhez és értékelésekhez mobil eszközökön): Ezek az eszközök lehetővé teszik a tesztelés lebonyolítását, az információkeresést és a felméréseket mobil eszközök segítségével, ezáltal elérhetőbbé és rugalmasabbá téve a tanulást. *

Soronként csak egy oválist jelöljön be.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5
- ⬭ Nem ismerem ezt a módszert

18. **Multimedia presentations (Multimédiás prezentációk)** (különböző médiát kombináló interaktív bemutatók): A multimédiás prezentációk a médiák különböző formáit, például szöveget, képeket, hangot és videót integrálnak a tanulási élmény fokozása és a különböző tanulási stílusok kielégítése érdekében. *

Soronként csak egy oválist jelöljön be.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5
- ⬭ Nem ismerem ezt a módszert

19. **Game-based language learning (Játékalapú nyelvtanulás)** (Tanulás gamified tevékenységeken keresztül): Ez a megközelítés játékelemeket és mechanikát használ oktatási kontextusban, hogy a tanulást vonzóbbá, élvezetesebbé és hatékonyabbá tegye. *

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Nem ismerem ezt a módszert

20. **Kinect-based learning (Kinect-alapú tanulás)** (Interaktív tanulás mozgásérzékelő technológiával): A Kinect-alapú tanulás mozgásérzékelő technológiát használ interaktív és magával ragadó tanulási élmények létrehozására, különösen olyan területeken, mint a testnevelés, a nyelvi kiejtés és a szimulációk. *

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Nem ismerem ezt a módszert

21. **Grammar-Translation Method (Nyelvtani-fordítási módszer)** (hagyományos *
módszer a nyelvtani szabályokra és a fordításra összpontosítva): Ez a
hagyományos módszer a nyelvtani szabályok tanulására és a szövegek
nyelvek közötti fordítására helyezi a hangsúlyt, a nyelvi szerkezetek
pontosságára és megértésére összpontosítva.

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Nem ismerem ezt a módszert

22. **Direct Method (Közvetlen módszer)** (Csak a célnyelvet használó tanítási *
módszer): Ez a módszer magában foglalja a nyelv tanítását és tanulását teljes
egészében a célnyelvben való elmélyüléssel, fordítás vagy anyanyelvi
magyarázat használata nélkül.

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Nem ismerem ezt a módszert

23. **Communicative Language Teaching (Kommunikatív nyelvoktatás)** (a valós *
kommunikációra és interakcióra összpontosít): Ez a megközelítés előtérbe
helyezi a kommunikációs készségek és a valós életkörnyezetekben való
jártasság fejlesztését interaktív tevékenységek, beszélgetések és hiteles
nyelvhasználat révén.

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Nem ismerem ezt a módszert

24. **Infographics in teaching grammar (Infografika a nyelvtan tanításában)** *
(Vizuális segédeszközök a nyelvtani fogalmak megértéséhez): Az infografikák
információk, adatok vagy fogalmak vizuális megjelenítései, amelyeket gyakran
használnak összetett nyelvtani szabályok és fogalmak egyszerűsítésére a
könnyebb megértés érdekében.

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Nem ismerem ezt a módszert

25. **Problem-solving teaching method (Problémamegoldó tanítási módszer)** *
(Tanulás valós problémák megoldásán keresztül): Ez a módszer magában foglalja a tanulók valós problémák vagy forgatókönyvek bemutatását, hogy ösztönözze a kritikus gondolkodást, a problémamegoldó készségeket és a tudás gyakorlati alkalmazását.

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Nem ismerem ezt a módszert

26. **BYOD (Bring Your Own Device) method (HMSK (hozd magaddal a saját készülékedet) módszer)** (Személyes eszközök használata tanuláshoz): Ez a módszer azt jelenti, hogy a tanulók saját eszközeiket, például laptopjaikat, táblagépeiket vagy okostelefonjaikat használják oktatási célokra, elősegítve a személyre szabott tanulást és a rugalmasságot. *

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Nem ismerem ezt a módszert

27. **Blended learning (Vegyes tanulás)** (Hagyományos osztálytermi tevékenységek és online források kombinálása): A blended learning a személyes oktatást az online tanulási összetevőkkel integrálja, kiegyensúlyozott megközelítést kínálva, amely egyesíti a hagyományos és a digitális tanulási környezet előnyeit. *

Soronként csak egy oválist jelöljön be.

( ) 1
( ) 2
( ) 3
( ) 4
( ) 5
( ) Nem ismerem ezt a módszert

28. **Interactive education methods (Interaktív oktatási módszerek)** (vonzó és interaktív tanulási technikák): Ezek a módszerek interaktív tevékenységeket, csoportos beszélgetéseket, együttműködési projekteket és gyakorlati órákat foglalnak magukban a tanulók tanulási folyamatba való aktív bevonására. *

Soronként csak egy oválist jelöljön be.

( ) 1
( ) 2
( ) 3
( ) 4
( ) 5
( ) Nem ismerem ezt a módszert

29. **Interactive mobile applications (Interaktív mobilalkalmazások)** (Interaktív *
funkciókkal rendelkező mobilalkalmazások): Ezek a mobilalkalmazások
interaktív funkciókat kínálnak, például vetélkedőket, játékokat, szimulációkat és
multimédiás tartalmakat a nyelvtanulásban való részvétel és interaktivitás
fokozása érdekében.

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) Nem ismerem ezt a módszert

Felfogások és visszajelzések:

30. **Ön szerint milyen előnyei vannak a technológiák használatának az angol** *
nyelv tanulásában? (több válasz is lehetséges)

Válassza ki az összeset, amely érvényes.

- [ ] A tanulási forrásokhoz és anyagokhoz való fokozott hozzáférés.
- [ ] Fokozott interaktivitás és részvétel a nyelvtanulási tevékenységekben.
- [ ] Személyre szabott tanulási tapasztalatok az egyéni igényekhez és preferenciákhoz
szabva.
- [ ] Lehetőség saját tempójú tanulásra és rugalmasság a tanulmányi időbeosztásban.
- [ ] Jobb információmegőrzés multimédiás és interaktív tartalom révén.
- [ ] A társakkal és a pedagógusokkal való kommunikáció és együttműködés
elősegítése.
- [ ] Valós alkalmazások és szimulációk integrálása a gyakorlati tanuláshoz.
- [ ] Távoktatás támogatása és a nyelvtanulási lehetőségek távoli elérése.
- [ ] Egyéb

31. Ha az „Egyéb" lehetőséget választotta az „ **Ön szerint milyen előnyei vannak a technológiák használatának az angol nyelv tanulásában?** " kérdés megválaszolásakor, kérjük, írja le a választ:

_____

_____

_____

_____

_____

32. **Találkozott-e bármilyen kihívással vagy nehézséggel az angol nyelvtanulási technológia használata során? (több válasz is lehetséges)** *

Válassza ki az összeset, amely érvényes.

☐ Igen, technikai problémákkal vagy problémákkal találkoztam a szoftverrel/alkalmazásokkal kapcsolatban.

☐ Igen, nehézségekbe ütköztem a navigáció vagy a technológia hatékony használata során.

☐ Igen, kihívásokkal szembesültem a motiváltság vagy a koncentráltság megőrzésében, miközben a technológiát tanulásra használom.

☐ Igen, akadályokba ütköztem az online nyelvtanulási források elérése vagy használata során.

☐ Nem, nem találkoztam semmilyen kihívással vagy nehézséggel.

☐ Egyéb

33. Ha az „Egyéb" lehetőséget választotta a „**Találkozott-e bármilyen kihívással vagy nehézséggel az angol nyelvtanulási technológia használata során?**" kérdés megválaszolásakor, kérjük, írja le a választ:

_____

_____

_____

_____

_____

34. **Ön szerint hogyan lehet a technológiákat tovább integrálni az angol nyelvórákba a tanulási eredmények javítása érdekében? (több válasz is lehetséges)** *

Válassza ki az összeset, amely érvényes.

- [ ] Interaktív tevékenységek és multimédiás tartalmak tanórákba való beépítésével.
- [ ] Oktatási alkalmazások és szoftverek használatával nyelvi gyakorlatokhoz és gyakorlatokhoz.
- [ ] Virtuális valóság vagy szimulációk megvalósításával a magával ragadó nyelvtanulási élmények érdekében.
- [ ] A hallgatók közötti online együttműködés és kommunikáció előmozdítása nyelvi gyakorlás céljából.
- [ ] Online forrásokhoz és anyagokhoz való hozzáférés biztosításával az önálló tanuláshoz.
- [ ] A technológia által továbbfejlesztett értékelések és visszacsatolási mechanizmusok integrálásával.
- [ ] Olyan vegyes tanulási modellek elősegítésével, amelyek az osztálytermi oktatást online tanulási összetevőkkel kombinálják.
- [ ] Olyan feltörekvő technológiák feltárásával, mint például a mesterséges intelligencia által vezérelt nyelvtanulási eszközök.
- [ ] Egyéb

35. Ha az „Egyéb" lehetőséget választotta a „ **Ön szerint hogyan lehet a technológiákat tovább integrálni az angol nyelvórákba a tanulási eredmények javítása érdekében?** " kérdés megválaszolásakor, kérjük, írja le a választ:

_____

_____

_____

_____

Általános tapasztalat:

36. **Egy 1-től 10-ig terjedő skálán mennyire elégedett a technológiák használatával az angol nyelvórákon?** *

Soronként csak egy oválist jelöljön be.

◯ 1: Egyáltalán nem vagyok elégedett (a technológiák nem voltak hasznosak vagy hatékonyak az angol óráimon).

◯ 2

◯ 3

◯ 4

◯ 5: Semleges (az angol órákon a technológiák használata nem volt sem különösebben hasznos, sem káros).

◯ 6

◯ 7

◯ 8

◯ 9

◯ 10: Nagyon elégedett (a technológiák jelentősen javították az angol tudásomat).

37. **Javasolná az innovatív technológiák használatát az angol nyelvtanulásban más hallgatóknak? Miért vagy miért nem?** *

Soronként csak egy oválist jelöljön be.

◯ Igen, javaslom az innovatív technológiák használatát, mert fokozzák a tanulási élményt és vonzóbbá teszik a tanulást.

◯ Nem, nem javaslom az innovatív technológiák használatát, mert elvonhatják a figyelmet, és nem mindig javítják a tanulási eredményeket.

◯ Lehet, hogy ez az adott technológiától és a tanulási folyamatban való felhasználásától függ.

◯ Nem vagyok biztos benne/nincs elég tapasztalatom ahhoz, hogy javaslatot tegyek.

Köszönjük, hogy részt vett ebben a felmérésben! Visszajelzése értékes kutatásunk számára.

Використання інноваційних технологій у вивченні англійської мови

Загальна інформація:

1. **Спеціальність:** *

_____

2. **Форма навчання:** *

   Soronként csak egy oválist jelöljön be.

   ◯ Денна
   ◯ Заочна

3. **Рівень вищої освіти, на якому навчаєтесь:** *

   Soronként csak egy oválist jelöljön be.

   ◯ Бакалавр
   ◯ Магістр

4. **Курс/Рік навчання:** *

   Soronként csak egy oválist jelöljön be.

   ◯ 1
   ◯ 2
   ◯ 3
   ◯ 4

Досвід вивчення англійської мови:

5.   **Який час ви вивчаєте англійську?** *

Soronként csak egy oválist jelöljön be.

- ( ) Менше року
- ( ) 1-2 роки
- ( ) 2-3 роки
- ( ) 3-4 роки
- ( ) 4-6 років
- ( ) 6-10 років
- ( ) Більше 10 років

6.   **Який ваш рівень володіння англійською мовою?** *

Soronként csak egy oválist jelöljön be.

- ( ) Початковий
- ( ) Середній
- ( ) Високий

7.   **Чи використовуєте англійську поза аудиторією, і для чого (можливо**   *
     декілька варіантів відповідей):

Válassza ki az összeset, amely érvényes.

- [ ] Для роботи
- [ ] Для читання книг та розуміння фільмів на оригінальній мові
- [ ] Для спілкування
- [ ] Для комфортної подорожі
- [ ] Для читання наукових публікацій
- [ ] Інше

8. **Якщо ви обрали 'Інше' при відповіді на питання " Чи використовуєте англійську поза аудиторією, і для чого?", будь ласка, опишіть свою відповідь:**

_____

_____

_____

_____

_____

Використання технологій:

9. **Як часто ви використовуєте технології (такі як смартфони, планшети, комп'ютери) для вивчення англійської мови?** *

Soronként csak egy oválist jelöljön be.

◯ Ніколи

◯ Рідко (раз на місяць або рідше)

◯ Іноді (2-3 рази на місяць)

◯ Часто (раз на тиждень або більше)

◯ Дуже часто (щоденно)

10. **Які саме технології ви використовуєте для вивчення англійської мови (наприклад, мобільні додатки, онлайн платформи)? (можливо декілька варіантів відповідей)** *

Válassza ki az összeset, amely érvényes.

☐ Мобільні додатки

☐ Онлайн платформи (наприклад, веб-сайти, системи управління навчанням)

☐ Комп'ютерні програми (наприклад, програми для вивчення мов)

☐ Соціальні мережі (наприклад, спільноти для вивчення мови, форуми)

☐ Навчальні відео (наприклад, канали YouTube, онлайн курси)

☐ Подкасти

☐ Електронні книги

☐ Онлайн платформи для репетиторства

☐ Інше

11. **Якщо ви обрали 'Інше' при відповіді на питання " Які саме технології ви використовуєте для вивчення англійської мови (наприклад, мобільні додатки, онлайн платформи)? ", будь ласка, опишіть свою відповідь:**

_____

_____

_____

_____

_____

12. **Наскільки ви впевнені при використанні технологій для вивчення мови?** *

Soronként csak egy ováLíst jelöljön be.

◯ Дуже впевнений

◯ Скоріше впевнений, ніж не впевнений

◯ Не впевнений

Інноваційні методи:
Оцініть свій досвід і думку щодо наступних інноваційних методів для вивчення англійської мови (1 =
Дуже неефективно, 5 = Дуже ефективно):

13. **Mind maps (**Візуальний інструмент для організації та узагальнення інформації): Ментальні карти - це діаграми, які використовуються для візуального представлення інформації та концепцій. Вони корисні для організації думок, встановлення зв'язків між ідеями та узагальнення складних тем)**.** *

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Я не знайомий з цим методом

14. **Role-playing game method (**Інтерактивний метод, що симулює життєві ситуації): Цей метод передбачає, що учасники відтворюють певні ролі та взаємодіють у симульованих життєвих ситуаціях. Він допомагає розвивати навички спілкування, вирішення проблем та розуміння культурних контекстів**.** *

Soronként csak egy oválist jelöljön be.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ Я не знайомий з цим методом

15. **Familiarization, training, and application** (Прогресивний навчальний підхід * від ознайомлення до застосування): Цей підхід починається з ознайомлення з новими концепціями, надання можливостей для тренування та практики і, нарешті, застосування знань або навичок у реальних ситуаціях. Він забезпечує поступовий та комплексний процес навчання.

    Soronként csak egy ovális jelöljön be.

    ◯ 1
    ◯ 2
    ◯ 3
    ◯ 4
    ◯ 5
    ◯ Я не знайомий з цим методом

16. **Mobile applications** (Додатки, призначені для вивчення мов): Це програмні * додатки, спеціально розроблені для полегшення вивчення мов на мобільних пристроях, таких як смартфони та планшети. Вони часто включають інтерактивні вправи, тренування словникового запасу та уроки мови.

    Soronként csak egy ovális jelöljön be.

    ◯ 1
    ◯ 2
    ◯ 3
    ◯ 4
    ◯ 5
    ◯ Я не знайомий з цим методом

17. **Mobile testing systems, search exercises, mobile assessment systems** *
(Інструменти для тестів, пошуку та оцінювання на мобільних пристроях):
Ці інструменти дозволяють проводити тести, шукати інформацію та
оцінювати за допомогою мобільних пристроїв, що робить навчання більш
доступним та гнучким.

Soronként csak egy oválist jelöljön be.

○ 1

○ 2

○ 3

○ 4

○ 5

○ Я не знайомий з цим методом

18. **Multimedia presentations** (Інтерактивні презентації, що поєднують різні *
медіа): Мультимедійні презентації інтегрують різні форми медіа, такі як
текст, зображення, аудіо та відео, щоб покращити враження від навчання
та задовольнити різні стилі навчання.

Soronként csak egy oválist jelöljön be.

○ 1

○ 2

○ 3

○ 4

○ 5

○ Я не знайомий з цим методом

19. **Game-based language learning** (Навчання через ігрові дії): Цей підхід *
використовує ігрові елементи та механіки в освітньому контексті, щоб
зробити навчання більш захоплюючим, приємним та ефективним.

Soronként csak egy ovális jelöljön be.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5
- ⬭ Я не знайомий з цим методом

20. **Kinect-based learning** (Інтерактивне навчання з використанням технології *
захоплення рухів): Навчання з використанням Kinect використовує
технологію захоплення рухів для створення інтерактивного та
захоплюючого навчального досвіду, особливо в таких сферах, як фізичне
виховання, вимова іноземної мови та симуляції.

Soronként csak egy ovális jelöljön be.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5
- ⬭ Я не знайомий з цим методом

21. **Grammar-Translation Method** (Традиційний метод, що фокусується на граматичних правилах та перекладі): Цей традиційний метод наголошує на вивченні граматичних правил та перекладі текстів між мовами, зосереджуючись на точності та розумінні мовних структур. *

Soronként csak egy oválist jelöljön be.

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ Я не знайомий з цим методом

22. **Direct Method** (Метод навчання з використанням лише цільової мови): Цей метод передбачає викладання та навчання мови повністю через занурення в цільову мову, без використання перекладу чи пояснень рідною мовою. *

Soronként csak egy oválist jelöljön be.

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ Я не знайомий з цим методом

23. **Communicative Language Teaching** (Комунікативна методика навчання мов, що фокусується на реальному спілкуванні та взаємодії): Цей підхід ставить за пріоритет розвиток комунікативних навичок та вільне володіння мовою в реальних ситуаціях за допомогою інтерактивних вправ, дискусій та використання автентичної мови. *

Soronként csak egy oválist jelöljön be.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5
- ⬭ Я не знайомий з цим методом

24. **Infographics in teaching grammar** (Візуальні засоби для розуміння граматичних понять): Інфографіка – це візуальне подання інформації, даних або понять, яке часто використовується для спрощення складних граматичних правил і концепцій для легшого розуміння. *

Soronként csak egy oválist jelöljön be.

- ⬭ 1
- ⬭ 2
- ⬭ 3
- ⬭ 4
- ⬭ 5
- ⬭ Я не знайомий з цим методом

25. **Problem-solving teaching method** (Навчання через вирішення реальних *
проблем): Цей метод передбачає постановку перед учнями реальних
проблем або ситуацій для розвитку критичного мислення, навичок
вирішення проблем і практичного застосування знань.

Soronként csak egy ováliśt jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) Я не знайомий з цим методом

26. **BYOD (Bring Your Own Device) method** (Використання власних пристроїв *
для навчання): Цей метод передбачає використання учнями власних
пристроїв, таких як ноутбуки, планшети або смартфони, в освітніх цілях,
сприяючи персоналізованому навчанню та гнучкості.

Soronként csak egy ováliśt jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) Я не знайомий з цим методом

27. **Blended learning** (Поєднання традиційних classroom-занять з онлайн- *
ресурсами): Змішане навчання інтегрує очне навчання з онлайн-
компонентами, пропонуючи збалансований підхід, що поєднує переваги як
традиційного, так і цифрового навчального середовища.

Soronként csak egy oválist jelöljön be.

○ 1

○ 2

○ 3

○ 4

○ 5

○ Я не знайомий з цим методом

28. **Interactive education methods** (Цікаві та інтерактивні методи навчання): *
Ці методи включають інтерактивні вправи, групові дискусії, спільні проєкти
та практичні заняття для активного залучення учнів до навчального
процесу.

Soronként csak egy oválist jelöljön be.

○ 1

○ 2

○ 3

○ 4

○ 5

○ Я не знайомий з цим методом

29. **Interactive mobile applications** (Мобільні додатки з інтерактивними функціями): Ці мобільні додатки пропонують інтерактивні функції, такі як тести, ігри, симуляції та мультимедійний контент, щоб підвищити залученість та інтерактивність у вивченні мов.   *

Soronként csak egy oválist jelöljön be.

1

2

3

4

5

Я не знайомий з цим методом

Сприйняття та відгуки:

30. **На вашу думку, які переваги використання технологій у вивченні англійської мови? (можливо декілька варіантів відповідей)**   *

Válassza ki az összeset, amely érvényes.

Збільшення доступу до навчальних ресурсів та матеріалів.

Підвищена інтерактивність та залученість до занять з англійської мови.

Персоналізований навчальний процес, адаптований до індивідуальних потреб та уподобань.

Можливість навчання у власному темпі та гнучкість навчального графіка.

Покращене запам'ятовування інформації завдяки мультимедійному та інтерактивному контенту.

Сприяння спілкуванню та співпраці з однолітками та викладачами.

Інтеграція реальних застосувань та моделювання для практичного навчання.

Підтримка дистанційного навчання та віддаленого доступу до можливостей вивчення мови.

Інше

31. **Якщо ви обрали 'Інше' при відповіді на питання " На вашу думку, які переваги використання технологій у вивченні англійської мови? ", будь ласка, опишіть свою відповідь:**

_____

_____

_____

_____

32. **Чи стикалися ви з будь-якими проблемами або труднощами під час використання технологій для вивчення англійської мови? (можливо декілька варіантів відповідей)** *

Válassza ki az összeset, amely érvényes.

- [ ] Так, я зіштовхнувся з технічними проблемами або проблемами з програмним забезпеченням/додатками.
- [ ] Так, я зіштовхнувся з труднощами в навігації або ефективному використанні технології.
- [ ] Так, я зіштовхнувся з проблемами підтримки мотивації або зосередженості під час використання технологій для навчання.
- [ ] Так, я зіштовхнувся з перешкодами в доступі або використанні онлайн-ресурсів для вивчення мови.
- [ ] Ні, я не зіштовхнувся з жодними проблемами чи труднощами.
- [ ] Інше

33. **Якщо ви обрали 'Інше' при відповіді на питання " Чи стикалися ви з будь-якими проблемами або труднощами під час використання технологій для вивчення англійської мови? ", будь ласка, опишіть свою відповідь:**

_____

_____

_____

_____

34. **Як, на вашу думку, технології можна далі інтегрувати в заняття англійської мови для покращення результатів навчання? (можливо декілька варіантів відповідей)** *

Válassza ki az összeset, amely érvényes.

☐ За допомогою включення інтерактивних вправ та мультимедійного контенту до занять.

☐ Використовуючи навчальні програми та програмне забезпечення для практики та вправ з мови.

☐ Запроваджуючи віртуальну реальність або симуляції для захоплюючого навчання мови.

☐ Сприяючи онлайн-співпраці та спілкуванню між студентами для практики мови.

☐ Надаючи доступ до онлайн-ресурсів та матеріалів для самостійного навчання.

☐ Інтегруючи технологічно вдосконалені оцінювання та механізми зворотного зв'язку.

☐ Сприяючи моделям змішаного навчання, які поєднують навчання в аудиторії з онлайн-компонентами навчання.

☐ Вивчаючи новітні технології, такі як інструменти для вивчення мов на основі штучного інтелекту.

☐ Інше

35. **Якщо ви обрали 'Інше' при відповіді на питання "Як, на вашу думку, технології можна далі інтегрувати в заняття англійської мови для покращення результатів навчання?", будь ласка, опишіть свою відповідь:**

_____

_____

_____

_____

_____

Загальний досвід:

36. **За шкалою від 1 до 10, наскільки ви задоволені використанням технологій на уроках англійської мови?** *

Soronként csak egy oválist jelöljön be.

◯ 1: Не задоволений взагалі (технології не були корисними чи ефективними на моїх уроках англійської мови).

◯ 2.

◯ 3.

◯ 4.

◯ 5: Нейтральний (Використання технологій на уроках англійської мови не було ні особливо корисним, ні шкідливим).

◯ 6.

◯ 7.

◯ 8.

◯ 9.

◯ 10: Дуже задоволений (Технології значно покращили мій процес навчання англійської мови).

37. **Чи рекомендували б ви використання інноваційних технологій у вивченні англійської мови іншим студентам? Чому або чому ні?** *

Soronként csak egy oválist jelöljön be.

◯ Так, я рекомендую використовувати інноваційні технології, оскільки вони покращують враження від навчання та роблять його більш захоплюючим.

◯ Ні, я не рекомендую використовувати інноваційні технології, тому що вони можуть відволікати увагу та не завжди покращують результати навчання.

◯ Можливо, це залежить від конкретної технології та того, як її використовують у навчальному процесі.

◯ Я не впевнений/не впевнена або в мене недостатньо досвіду, щоб дати рекомендацію.

Дякуємо за участь в опитуванні! Ваші відповіді є цінними для нашого дослідження.

Aspects of the use of innovative technologies in teaching English to students of non-linguistic faculties

Thank you for participating in this survey. Your responses will be used for research purposes only and will remain confidential.

English Language Teaching Experience:

1. **How long have you been teaching English to students of non-linguistic faculties?** *

   Soronként csak egy oválist jelöljön be.

   ⬭ Less than 1 year

   ⬭ 1-2 years

   ⬭ 2-3 years

   ⬭ 3-4 years

   ⬭ 4-6 years

   ⬭ 6-10 years

   ⬭ More than 10 years

Technology Usage:

2. **How frequently do you use technology (such as smartphones, tablets, computers) for teaching English?** *

   Válassza ki az összeset, amely érvényes.

   ☐ Never
   ☐ At each lesson
   ☐ Sometimes
   ☐ Other

3. **If you selected "Other", please describe your answer.**

_____

_____

_____

_____

_____

4. **Which technologies do you use for English language teaching (e.g., mobile apps, online platforms)?** *

Válassza ki az összeset, amely érvényes.

☐ Mobile apps
☐ Online platforms (e.g., websites, learning management systems)
☐ Computer software (e.g., language learning programs)
☐ Social media (e.g., language learning communities, forums)
☐ Educational videos (e.g., YouTube channels, online courses)
☐ Podcasts
☐ E-books
☐ Online tutoring platforms
☐ Other

5. **If you selected "Other", please describe your answer.**

_____

_____

_____

_____

_____

6. **How comfortable are you with using technology for language teaching?** *

Soronként csak egy oválist jelöljön be.

◯ Very comfortable

◯ Somewhat comfortable

◯ Not comfortable

Methods:
Please rate your
experience and opinion on the following methods for teaching English
(1 = Very Ineffective, 5 = Very Effective):

7.   **Mind maps** (Visual tool for organizing and summarizing information) *

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) I do not use this method in my classes

8.   **Role-playing game method** (Interactive method simulating real-life scenarios) *

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) I do not use this method in my classes

9. **Familiarization, training, and application** (Progressive learning approach   *
   from introduction to application)

   Soronként csak egy oválist jelöljön be.

   ○ 1
   ○ 2
   ○ 3
   ○ 4
   ○ 5
   ○ I do not use this method in my classes

10. **Mobile applications** (Apps designed for language learning purposes) *

    Soronként csak egy oválist jelöljön be.

    ○ 1
    ○ 2
    ○ 3
    ○ 4
    ○ 5
    ○ I do not use this method in my classes

11. **Mobile testing systems, search exercises, mobile assessment systems**   *
    (Tools for quizzes, searches, and assessments on mobile devices)

    Soronként csak egy oválist jelöljön be.

    ○ 1
    ○ 2
    ○ 3
    ○ 4
    ○ 5
    ○ I do not use this method in my classes

12. **Multimedia presentations** (Interactive presentations combining various media) *

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) I do not use this method in my classes

13. **Game-based language learning** (Learning through gamified activities) *

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) I do not use this method in my classes

14. **Kinect-based learning** (Interactive learning using motion sensing technology) *

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) I do not use this method in my classes

15. **Grammar-Translation Method** (Traditional method focusing on grammar rules *
and translation)

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) I do not use this method in my classes

16. **Direct Method** (Teaching method using only the target language) *

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) I do not use this method in my classes

17. **Communicative Language Teaching** (Focuses on real-life communication *
and interaction)

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) I do not use this method in my classes

18. **Infographics in teaching grammar** (Visual aids for understanding grammar concepts) *

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) I do not use this method in my classes

19. **Problem-solving teaching method** (Learning through solving real-world problems) *

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) I do not use this method in my classes

20. **BYOD (Bring Your Own Device) method** (Using personal devices for learning) *

Soronként csak egy oválist jelöljön be.

- ( ) 1
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) I do not use this method in my classes

21. **Blended learning** (Combining traditional classroom activities with online resources) *

Soronként csak egy oválist jelöljön be.

○ 1
○ 2
○ 3
○ 4
○ 5
○ I do not use this method in my classes

22. **Interactive education methods** (Engaging and interactive learning techniques) *

Soronként csak egy oválist jelöljön be.

○ 1
○ 2
○ 3
○ 4
○ 5
○ I do not use this method in my classes

23. **Interactive mobile applications** (Mobile apps with interactive features) *

Soronként csak egy oválist jelöljön be.

○ 1
○ 2
○ 3
○ 4
○ 5
○ I do not use this method in my classes

Perceptions and Feedback:

24. **Which of these statements are among the advantages of using technology in teaching English?** *

    Válassza ki az összeset, amely érvényes.

    ☐ Increased access to learning resources and materials.

    ☐ Enhanced interactivity and engagement in language learning activities.

    ☐ Personalized learning experiences tailored to individual needs and preferences.

    ☐ Opportunity for self-paced learning and flexibility in study schedules.

    ☐ Improved retention of information through multimedia and interactive content.

    ☐ Facilitation of communication and collaboration with peers and educators.

    ☐ Integration of real-world applications and simulations for practical learning.

    ☐ Support for distance learning and remote access to language learning opportunities.

    ☐ Other

25. **If you selected "Other", please describe your answer.**

    _____

    _____

    _____

    _____

    _____

26. **Have you encountered any challenges or difficulties while using technology for English language teaching?** *

    Válassza ki az összeset, amely érvényes.

    ☐ Yes, I have encountered technical issues or problems with the software/applications.

    ☐ Yes, I have faced difficulties in navigating or using the technology effectively.

    ☐ Yes, I have experienced resistance or lack of support from students

    ☐ Yes, I have found it challenging to keep up with the rapid pace of technological advancements

    ☐ No, I have not encountered any challenges or difficulties.

    ☐ Other

27. **If you selected "Other", please describe your answer.**

_____

_____

_____

_____

_____

28. **How do you think technology can be further integrated into English language classes to improve teaching outcomes?** *

Válassza ki az összeset, amely érvényes.

☐ By incorporating interactive activities and multimedia content into lessons.

☐ By using educational apps and software for language practice and exercises.

☐ By implementing virtual reality or simulations for immersive language learning experiences.

☐ By promoting online collaboration and communication among students for language practice.

☐ By providing access to online resources and materials for self-directed learning.

☐ By integrating technology-enhanced assessments and feedback mechanisms.

☐ By facilitating blended learning models that combine classroom instruction with online learning components.

☐ By exploring emerging technologies such as AI-powered language learning tools.

☐ Other

29. **If you selected "Other", please describe your answer.**

_____

_____

_____

_____

_____

Overall Experience:

30. **On a scale of 1 to 5, how satisfied are you with the use of technology in your English language classes?** *

Soronként csak egy ovális jelöljön be.

- ( ) 1: Not satisfied at all (Technology has not been helpful or effective in my English classes).
- ( ) 2
- ( ) 3: Neutral (Technology usage in English classes has been neither particularly helpful nor harmful).
- ( ) 4
- ( ) 5: Very satisfied (Technology has significantly enhanced my English teaching experience).

31. **Would you recommend using innovative technologies in English language learning to other teachers? Why or why not?** *

Soronként csak egy ovális jelöljön be.

- ( ) Yes, I would recommend using innovative technologies because they enhance learning experiences and make studying more engaging.
- ( ) No, I would not recommend using innovative technologies because they can be distracting and may not always improve learning outcomes.
- ( ) Maybe, it depends on the specific technology and how it is used in the learning process.
- ( ) I am not sure/I don't have enough experience to make a recommendation.

Thank you for participating in this survey! Your feedback is valuable for our research.

Google Űrlapok

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33349

Схожість 10%	Збіг: **29 джерела**	Вилучено: **0 джерела**
Інтернет: **24 джерела**	DOI: **0 джерела**	База даних: **0 джерела**
Перефразовування 2%	Кількість: **21 джерела**	Перефразовано: **718 слова**
Цитування 15%	Цитування: **320**	Всього використано слів: 7385
Включення 1%	Кількість: **72 включення**	Всього використано слів: 830
Питання 0%	Замінені символи: **0**	Інший сценарій: **2 слова**