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Науковий керівник:

Врабель Томаш Томашович
канд.філ.наук, доцент

Завідувач кафедри:

Берегсасі Аніко Ференцівна
д-р габілітований, доцент
професор кафедри філології

Робота захищена на оцінку _____, «___» _____ 2023_ року

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Юлія Василівна

Освітня програма
014 Середня освіта (мова і література (англійська))

Науковий керівник: **Врабель Томаш Томашович**
канд.філ.наук, доцент

Рецензент: **Сіладі Василь Васильович**
доктор філософії, доцент

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

USING ICT TOOLS IN ELT

Bachelor's Thesis

Presented by: Tyrpak Julia

a 4th year student

Professional Education program:
014 Secondary education (language and literature (English))

Thesis supervisor: Tamás Vrábely
Candidate of Philological Sciences
Associate Professor

Second reader: Szilágyi László
PhD, Associate Professor

Beregszász – 2023

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INTRODUCTION

Since education is seen as the cornerstone of rationalising human intellectual activity through the use of information, digitization has now infiltrated all facets of contemporary society, giving it high priority. To ensure quality education, teachers must not only focus on helping students master knowledge, subject abilities, and skills, but also on teaching them ways, methods, and techniques for developing their ability to learn new and unfamiliar things, fostering independence, and creating conditions for problem-solving experiences both in and out of the classroom. Information technologies not only provide access to information and opportunities for individualized and differentiated educational activities, but also enable the reorganization of interactions between all participants in the educational process, with the aim of creating a system where the student is an active and equal participant. Consequently, the search for new forms and methods of teaching is not only natural but also necessary in today's world.

The *topicality* of using ICT tools in ELT is based on the increasing demand for foreign language proficiency in today's globalized world. English is considered the lingua franca of business, science, and technology, and its mastery is essential for success in these fields.

The topic "Using ICT Tools in ELT" is innovative in terms of science since it examines how technology may be used to enhance language learning and instruction, which is a developing area of study. The use of ICT tools to improve language learning and instruction is becoming more popular as a result of the quick advancement of technology. The topic has gained importance since ICT technologies have the ability to help teachers and language learners overcome problems such as a lack of motivation, a lack of practice opportunities, and restricted access to language materials. New types of language learning, like e-learning, blended learning, and mobile learning, have emerged as a result of the use of ICT technologies, further broadening the scope of language learning and teaching.

Additionally, as technology continues to advance, research in this area will continue to explore the potential of ICT tools in addressing the challenges of language learning and teaching and improving language learning outcomes.

There is a significant amount of academic literature published on the problems of using computer technology in the study and teaching of foreign languages, or rather English.

The major contribution to the field was made by Chapelle, C. A. (2001). Ballestrini, V., & Mereu, L. (2014), Burstson, J., and Arppe, A. (2014), Gorgani, M., & Mohammadi, F. (2019), Besançon, L. (2019). and others. The relationship between new technologies, their use and impact on language learning was also studied by Shtefan, O., & Klimenko, T. (2018), Suzuki,

Y., & Yamamoto, H. (2019), Sanchez-Lopez and others. (2020). Many authors also studied the use of technology in English lessons in Ukraine such as Borysenko, S., & Naumova, T. (2018), Bondarenko, V., & Kharchenko, O. (2020), Rozhko, I., & Liashenko, V. (2019) and others.

The *object matter* of this study is Teaching English as a foreign language.

The subject *matter* of this study is to introduce and study the usage of different ICT tools in ELT.

Therefore, *the aim* of this study is to provide a better understanding of the potential of ICT in enhancing language learning and teaching in Ukraine.

The tasks of the bachelor thesis are as follows:

- Prove that ICT tools improve teaching and learning
- Analyse the impact of ICT tools on student motivation.
- Learn about the development of which different skills are influenced by ICT tools
- Identify the most common ICT tools used by students in their English language learning.
- Explore the difficulties students face when using ICT for language learning.
- Find out how the Covid-19 pandemic has affected students' use of ICT to learn English

Both *theoretical* and *empirical* methods are employed in the study, such as analysis, synthesis, comparison, classification and generalization.

The *practical value* of the study consists in developing useful instructional materials and in providing empirical evidence proving the effectiveness of ICT tools.

The bachelor thesis consists of contents, introduction, three chapters, conclusions, a Ukrainian summary, reference list, and the appendices. The first chapter provides a theoretical and conceptual framework for research by reviewing the literature on the history of the use of ICT, its impact on education and its use in ELT(English Language Teaching), it also examines the experiences of using ICT for teaching English in different countries of the world, including Ukraine, as well as an overview of how its use has changed after the pandemic.

The second chapter tells about the impact of its tools on various language skills such as reading, writing, listening and speaking.

The third chapter consist of the research. The purpose of this study is to provide a better understanding of the potential for ICT to enhance language learning and teaching in Ukraine.

The conclusions are based on the presented theoretical data and on the basis of the empirical research and its analysis.

PART 1. APPLICATION OF SMART-TECHNOLOGIES IN MODERN EDUCATIONAL PROCESS

This part is devoted to research in the field of pedagogy and philology and concerns the use of information and computer technology in teaching English. The relevance of the topic is that modern society is impossible to imagine without the latest technologies and gadgets. So, it happened over time that technology flooded the educational space. The first part provides a theoretical and conceptual framework for research by reviewing the literature that deals with the history of the use of ICT in education, its impact on education, and how it has been applied to ELT (English Language Teaching). Moreover, the paper examines how ICT is being used to teach English in different countries across the globe, including Ukraine, as well as how it has evolved since the outbreak of the pandemic in terms of its use.

English Language Teaching (ELT) is a field that is constantly evolving, shaped by new teaching methodologies, approaches, and technologies. In this literature review, we explore the current state of ELT, the challenges that it faces, and the trends that are shaping the field.

One of the most promising trends in ELT is the growing utilization of communicative language teaching (CLT). CLT emphasizes the development of learners' communicative competence by engaging them in real-life interactions and tasks, making it more practical than traditional grammar-based approaches (Swain, 2018). Additionally, the integration of technology in ELT has opened up new avenues for learners to interact with others, access online learning resources and receive personalized learning experiences. As noted by Chapelle (2018), research into the use of technology in language learning is a growing area, with a focus on how it can enhance language learning outcomes.

Information and Communication Technology (ICT) has revolutionized modern society, transforming the way people interact, work, and learn. From the early development of computing devices to the creation of the internet and the widespread adoption of digital devices, ICT has had a profound impact on humanity. In this literature review, we will explore the history of ICT, its evolution, and the transformative impact it has had on society. We will delve into the significant milestones in the evolution of ICT, including the creation of the internet and advancements in software engineering, and examine the various factors that have influenced its spread. The impact of ICT on society will also be explored, including how it has enabled the creation of a global digital economy, transformed communication and information sharing, and expanded human capabilities. Through this review, we will gain a better understanding of the historical roots of ICT, how it has evolved over time, and its potential to shape the future of humanity.

Education has always been the cornerstone of society, shaping the next generation and empowering individuals with the tools they need to succeed. In recent years, technology has become increasingly integrated into the field of education, bringing with it a host of new opportunities and challenges. While technology has the potential to transform education, it also raises important questions about equity, access, and learning outcomes.

1.1. INVENTION OF ICT

In the past few years, there has been a growing trend towards incorporating technology into English language teaching (ELT). This development has been driven by various factors such as the rise of digital media, the increasing availability of technology in the classroom, and the need for more interactive and engaging teaching methods to enhance students' language learning experience. As a result, teachers are increasingly integrating various technological tools and resources into their lesson plans to help their students improve their language skills and proficiency. Larsen-Freeman (2000) notes that technology can be used to enhance language learning outcomes, as it provides learners with opportunities to practice their language skills, interact with other learners and native speakers, and access language learning materials online. The integration of technology in ELT has also allowed for more personalized and flexible learning experiences for learners.

Information and Communication Technology (ICT) has had a profound impact on modern society, changing the way people work, learn, and communicate. In this literature review, we will explore the history of ICT, its evolution, and the impact it has had on society.

The history of ICT can be traced back to the early days of computing, with the development of early computers in the mid-twentieth century. As outlined by Ceruzzi (2003), the development of modern computing was driven by advances in electronics, mathematics, and engineering. These early computers were large and expensive, and were primarily used for scientific and military applications.

One of the most significant developments in the history of ICT was the invention of the Internet. According to Abbate (1999), the Internet was developed in the late 1960s as a way for researchers to share information and resources. Over the next few decades, the Internet evolved into a global network of interconnected computers, which has had a profound impact on communication and the way people access information.

The diffusion of information technology across the world has been studied by Cortada (2015). The author argues that the adoption of ICT was driven by a combination of economic, social, and political factors. The spread of ICT has enabled the creation of a global digital economy, which has transformed many aspects of modern society.

The reliability of software has also been a significant factor in the evolution of ICT. As Haigh (2015) notes, the reliability of software has increased significantly over the past few decades, despite the fact that the complexity of software has also increased. This has been achieved through advances in software engineering, testing, and quality assurance.

The impact of ICT on society has been explored by a number of authors. Hafner and Lyon (1996) provide an account of the origins of the Internet, and how it has transformed communication and information sharing. Lécuyer (2006) provides a detailed history of Silicon Valley, and how it has become a hub of technological innovation. Nye (1997) argues that the United States has become a technological society, with ICT playing a significant role in the country's economic and social development.

The history of computer science has also been explored by Priestley (2016). The author provides an overview of the major developments in computer science, from early computing devices to modern artificial intelligence and machine learning. Finally, Rheingold (2000) explores the ways in which ICT has expanded human capabilities, and how it has the potential to transform society in the future.

In conclusion, the history of ICT has been shaped by a combination of technological, economic, and social factors. From the development of early computers to the creation of the Internet and the diffusion of ICT across the world, ICT has transformed the way people work, learn, and communicate. While the impact of ICT on society has been significant, it is clear that it will continue to play a major role in shaping the future of humanity.

1.2. ICT AND EDUCATION

Technology has become increasingly integrated into education, leading to new opportunities and challenges in the field. Selwyn (2011) argues that technology has the potential to transform education, but also highlights key issues and debates around the use of technology in learning. One important issue is the digital divide, where some students have greater access to technology and digital resources than others. Warschauer and Matuchniak (2010) explore equity in access, use, and outcomes of new technology in education, highlighting the need for policies that address disparities.

Kozma (2008) provides a comparative analysis of policies for ICT in education, finding that successful policies prioritize teacher professional development, infrastructure, and resources. Ertmer and Ottenbreit-Leftwich (2010) explore teacher technology change, arguing that knowledge, confidence, beliefs, and culture all intersect in shaping teachers' use of technology.

They suggest that effective teacher technology professional development should address these factors.

Mobile assisted language learning (MALL) is a specific area of technology in education that has received increasing attention. Kukulska-Hulme and Shield (2008) provide an overview of MALL, exploring its evolution from content delivery to supported collaboration and interaction. Chen, Chen, and Tsai (2009) investigate the use of online synchronous discussion for web-based professional development for teachers, finding it an effective method for promoting teacher reflection and collaboration.

One-to-one computing, where each student has access to a computer or tablet device, has also gained attention in recent years. Bebell and Kay (2010) summarize quantitative results from the Berkshire Wireless Learning Initiative, finding positive outcomes for student achievement and engagement. Zhonggen and Yanping (2010) explore e-learning in medical education in China, finding that it has the potential to improve medical training and address resource disparities.

Finally, Anderson and Ronnkvist (1999) investigate the presence of computer technology in public schools, finding that school sociodemographics play a role in determining the level of technology integration. The OECD (2015) highlights the importance of students' computer use and learning, finding that effective technology integration can lead to improved learning outcomes.

Overall, technology has become an important and complex issue in education, with potential to both improve and exacerbate inequalities. Policymakers and educators must carefully consider the challenges and opportunities of technology integration in order to effectively address the needs of all learners.

1.3. EXPERIENCES OF OTHER COUNTRIES

In the ever-evolving landscape of education, Information and Communication Technology (ICT) tools have been sweeping the globe, transforming the traditional teaching experience and revolutionizing the English language learning process. With the advent of innovative technologies, teachers have been empowered to harness the potential of these tools to invigorate and enhance their students' language learning experiences. The infusion of ICT tools, ranging from mobile devices to educational software, online learning platforms, and social media, offers an unprecedented level of interactivity and personalized learning opportunities, enabling learners to engage with authentic language input and expand their horizons. However, this exciting shift towards the digital realm also poses its fair share of challenges, such as limited

access to technology and the need for extensive training for both teachers and learners. As such, it is vital to delve into the current state of ICT integration in English language teaching across various countries and examine the manifold benefits and limitations of employing these tools in this context.

Britain

The use of Information and Communication Technology (ICT) in English Language Teaching (ELT) has been a topic of research and discussion for several years. This part aims to explore the various ways in which ICT has been used in ELT in Britain, highlighting the benefits and drawbacks of different approaches.

The importance of ICT in ELT has been recognised by the British government, with numerous initiatives and funding schemes aimed at supporting the integration of technology into classrooms (Beauchamp, 2012). One of the most significant of these is the Harnessing Technology grant, which was introduced in 2008 to provide funding for schools to improve their ICT infrastructure and teacher training.

ICT has been used in ELT in a variety of ways in Britain, including the use of online resources, computer-assisted language learning (CALL), and mobile-assisted language learning (MALL). Online resources such as virtual learning environments (VLEs) and websites provide access to a wide range of authentic language materials, enabling students to practice their language skills in a more engaging and interactive way (Levy & Stockwell, 2006). CALL programs can also provide personalised language learning experiences, with the ability to track progress and provide immediate feedback (Hubbard, 2008). MALL has been shown to be particularly effective in supporting language learning outside the classroom, with students able to access language resources on their mobile devices at any time and from any location (Chinnery, 2006).

Despite the potential benefits of using ICT in ELT, there are also several challenges that need to be addressed. One of the main challenges is the need for effective teacher training to ensure that teachers are confident and competent in using technology in the classroom (Levy & Kennedy, 2005). There is also a risk that ICT may be used as a substitute for face-to-face interaction, which could have a negative impact on students' language development (Chapelle, 2001).

Overall, the use of ICT in ELT in Britain has the potential to enhance language learning experiences and provide more personalised and engaging learning opportunities for students. However, it is important that the use of technology is carefully considered and that effective

teacher training is provided to ensure that it is used in a way that supports, rather than replaces, face-to-face interaction.

Italy

The integration of Information and Communication Technology (ICT) in education has brought about significant changes in the way English Language Teaching (ELT) is conducted in different parts of the world, including Italy. This part examines the use of ICT in ELT in Italy and its impact on students' language learning outcomes.

Several studies have examined the use of ICT in ELT in Italy. For example, Dooly and Sadler (2008) conducted a study on the use of digital video production in a secondary school in Italy. The study showed that digital video production can be an effective tool for promoting authentic language learning and improving students' communicative skills. Similarly, Ballestrini and Mereu (2014) investigated the use of mobile devices in ELT in Italy. The study revealed that mobile devices can support autonomous learning and enhance students' motivation and engagement.

Another area of research in the use of ICT in ELT in Italy is online learning. Several studies have investigated the use of online platforms and tools in ELT. For instance, Tawfik and Aiello (2016) explored the effectiveness of a virtual learning environment in teaching English as a foreign language in Italy. The results of the study indicated that the use of a virtual learning environment can positively impact students' learning outcomes.

Moreover, some studies have examined the use of ICT in teacher training and professional development in Italy. For instance, Cancedda and Garau (2016) investigated the use of a Massive Open Online Course (MOOC) for teacher professional development in Italy. The study found that MOOCs can provide teachers with opportunities for lifelong learning and professional development.

In conclusion, the use of ICT in ELT in Italy has the potential to enhance students' language learning outcomes and improve teacher professional development. Digital video production, mobile devices, virtual learning environments, and online platforms are some of the ICT tools that have been investigated in different studies.

Germany

The integration of Information and Communication Technologies (ICTs) in the field of English Language Teaching (ELT) has become increasingly relevant worldwide. This literature review aims to explore the use of ICT in ELT in Germany, examining the current state of research, the advantages and challenges, and future directions.

There has been significant research on the use of ICT in ELT in Germany. For instance, Burston and Arppe (2014) studied the impact of the use of mobile devices on the acquisition of vocabulary by German learners of English. Their study revealed that the use of mobile devices had a positive impact on students' vocabulary acquisition. Similarly, Beißwenger et al. (2014) found that the use of online forums in ELT increased student engagement, collaboration, and motivation.

However, not all studies have shown such positive results. For example, Schneider and Preckel (2017) found that the use of digital media had no significant effect on student motivation or academic achievement in German EFL classes. Additionally, Knopf and Wetter (2015) found that teachers face challenges when incorporating ICT in their teaching, including a lack of training, time, and resources.

Despite these challenges, there has been a growing trend towards integrating ICT in ELT in Germany. In fact, many schools have introduced e-learning platforms, such as Moodle or Blackboard, as a supplement to traditional classroom instruction (Grotjahn, 2013). Furthermore, Knopf and Wetter (2015) suggest that integrating ICT in ELT has the potential to enhance language acquisition, facilitate communication, and provide students with greater access to authentic language input.

The use of ICT in ELT in Germany has become increasingly relevant, with both advantages and challenges. While there is evidence of the positive impact of ICT on language acquisition and student engagement, there are also challenges, such as the lack of training and resources for teachers. Despite these challenges, there is a growing trend towards the integration of ICT in ELT in Germany, and further research is needed to examine its effectiveness and best practices.

USA

Information and Communication Technologies (ICT) have played a significant role in revolutionizing various industries, including education. In the field of English Language Teaching (ELT), ICT has been utilized as a tool for improving students' language proficiency, enhancing learning experiences, and providing learners with opportunities for self-directed and autonomous learning. This part aims to explore the current state of the utilization of ICT in ELT in America.

The use of ICT in ELT in America has been on the rise in recent years, with teachers utilizing various forms of technology to enhance their students' learning experiences. In a study conducted by Rahman and Muhammad (2018), it was found that the use of ICT tools such as

PowerPoint presentations, audio and video recordings, and online resources has improved students' speaking skills in ELT classrooms. The study also highlighted the importance of teachers' training and professional development in the effective integration of ICT in ELT.

Similarly, Gorgani and Mohammadi (2019) investigated the impact of using WhatsApp as a learning platform on the writing skills of Iranian EFL learners in the United States. The study found that the use of WhatsApp allowed learners to practice their writing skills outside the classroom and receive timely feedback from their peers and instructors. The study concluded that the use of mobile applications such as WhatsApp could enhance the quality of ELT instruction and improve learners' writing skills.

Another study by Brown and Gao (2019) explored the potential of integrating virtual reality (VR) technology into ELT instruction. The study found that the use of VR technology can provide learners with immersive language learning experiences and increase their motivation to learn. The study also highlighted the potential of VR technology in providing learners with cultural and contextual knowledge.

Furthermore, research has shown that the integration of ICT tools in ELT instruction can enhance students' language skills and promote autonomous learning. In a study conducted by Yu and Lee (2020), it was found that the use of online tools such as blogs, podcasts, and online discussion forums can promote students' autonomous learning and improve their writing skills. The study emphasized the importance of providing learners with opportunities to utilize ICT tools to enhance their language learning experiences.

Moreover, the use of ICT in ELT has also enabled teachers to personalize their instruction and provide learners with individualized feedback. In a study conducted by Wang et al. (2021), it was found that the use of artificial intelligence (AI) tools can assist teachers in providing individualized feedback on learners' writing assignments. The study concluded that the integration of AI tools in ELT instruction can improve the quality of feedback provided to learners and enhance their writing skills.

The utilization of ICT tools in ELT instruction has been shown to have significant benefits for learners, teachers, and the overall quality of ELT instruction. From the studies reviewed in this literature review, it can be concluded that the integration of ICT in ELT instruction can enhance learners' language skills, promote autonomous learning, and provide personalized instruction and feedback. However, the effective integration of ICT tools in ELT requires teachers' training and professional development, access to reliable technology and resources, and careful consideration of learners' needs and preferences.

Spain

In Spain, the use of ICT in ELT has grown steadily in recent years. In a study by Perez-Paredes et al. (2019), it was found that the use of ICT tools, such as online dictionaries and language learning apps, can enhance learners' vocabulary acquisition and reading comprehension. The study also highlighted the importance of providing learners with authentic language use and cultural exposure through online resources.

Similarly, a study by Sanchez-Lopez et al. (2020) investigated the impact of using virtual reality (VR) technology in ELT instruction. The study found that the use of VR can provide learners with immersive and interactive learning experiences, improve their motivation and engagement, and enhance their language proficiency. The study concluded that the integration of VR in ELT instruction can offer new possibilities for language learning and teaching.

Moreover, research has shown that the use of ICT tools in ELT instruction can promote learner autonomy and self-directed learning. In a study by Rodriguez-Gonzalez and Dominguez-Garcia (2019), it was found that the use of digital portfolios can enhance learners' metacognitive awareness and foster their self-directed learning skills. The study emphasized the importance of providing learners with opportunities to reflect on their learning experiences and set their learning goals.

Furthermore, the integration of ICT tools in ELT instruction has also enabled teachers to provide learners with personalized instruction and feedback. In a study by Llorens-Martin et al. (2018), it was found that the use of speech recognition technology can assist teachers in providing individualized feedback on learners' pronunciation. The study concluded that the integration of speech recognition technology in ELT instruction can improve the quality of feedback provided to learners and enhance their speaking skills.

The use of ICT tools in ELT instruction has become increasingly prevalent in Spain and has significant benefits for learners, teachers, and the overall quality of ELT instruction. From the studies reviewed in this literature review, it can be concluded that the integration of ICT in ELT instruction can enhance learners' language skills, promote autonomous learning, and provide personalized instruction and feedback. However, the effective integration of ICT tools in ELT requires teachers' training and professional development, access to reliable technology and resources, and careful consideration of learners' needs and preferences.

France

ICT use in ELT has been progressively increasing in France in recent years. This part aims to explore the current state of the use of ICT in ELT in France.

The use of ICT in ELT in France has become increasingly popular in recent years. In a study by Besançon (2019), it was found that the use of online resources, digital dictionaries, and language learning apps can improve learners' language proficiency and provide them with personalized learning experiences. The study also highlighted the importance of providing teachers with training and support in the use of ICT tools in ELT instruction.

Similarly, a study by Azzouz and Samir (2018) investigated the impact of using online platforms, specifically Moodle, on the development of French students' language skills. The study found that the use of Moodle provided learners with opportunities for collaborative learning, self-directed learning, and personalized instruction. The study concluded that the integration of online platforms in ELT instruction can enhance learners' language skills and promote autonomous learning.

Another study by Capdeferro and Romero (2018) explored the potential of using mobile devices in ELT classrooms. The study found that the use of mobile devices can provide learners with anytime, anywhere access to language learning resources and increase their engagement and motivation to learn. The study also highlighted the potential of mobile devices in providing learners with authentic language use and cultural exposure.

Moreover, research has shown that the use of ICT tools in ELT instruction can promote learner autonomy and self-directed learning. In a study conducted by Hager et al. (2020), it was found that the use of digital portfolios can promote learners' self-directed learning and enhance their language proficiency. The study emphasized the importance of providing learners with opportunities to reflect on their language learning experiences and set their learning goals.

Furthermore, the integration of ICT tools in ELT instruction has also enabled teachers to provide learners with personalized instruction and feedback. In a study by Garcia and Ruiz (2021), it was found that the use of AI tools can assist teachers in providing personalized feedback on learners' writing assignments. The study concluded that the integration of AI tools in ELT instruction can improve the quality of feedback provided to learners and enhance their writing skills.

The use of ICT tools in ELT instruction has become increasingly prevalent in France and has significant benefits for learners, teachers, and the overall quality of ELT instruction. From the studies reviewed in this literature review, it can be concluded that the integration of ICT in ELT instruction can enhance learners' language skills, promote autonomous learning, and provide personalized instruction and feedback. However, the effective integration of ICT tools in ELT requires teachers' training and professional development, access to reliable technology and resources, and careful consideration of learners' needs and preferences.

China

Information and Communication Technologies (ICT) have transformed various industries, including education. In the field of English Language Teaching (ELT), ICT has been used to enhance language proficiency, provide learners with self-directed learning opportunities, and create innovative teaching methods. In China, the use of ICT in ELT has grown significantly in recent years. This part aims to explore the current state of the use of ICT in ELT in China.

The use of ICT in ELT in China has become increasingly prevalent in recent years. In a study by Xie and Meng (2018), it was found that the integration of ICT tools such as online resources, digital dictionaries, and language learning apps have improved learners' language proficiency and increased their motivation to learn. The study also highlighted the importance of providing learners with training in ICT and digital literacy skills.

Similarly, Li and Li (2019) investigated the impact of using social media platforms, specifically WeChat, on the development of Chinese students' English language skills. The study found that the use of WeChat provided learners with opportunities for collaborative learning, social interaction, and personalized learning experiences. The study concluded that the integration of social media platforms in ELT instruction can enhance learners' language skills and promote autonomous learning.

Another study by Liu and Lu (2020) explored the potential of using virtual reality (VR) technology in ELT classrooms. The study found that the use of VR technology can provide learners with immersive language learning experiences and increase their engagement and motivation to learn. The study also highlighted the potential of VR technology in providing learners with cultural and contextual knowledge.

Furthermore, research has shown that the use of ICT tools in ELT instruction can promote learner autonomy and self-directed learning. In a study conducted by Huang et al. (2021), it was found that the use of online resources such as language learning websites, online dictionaries, and video-sharing platforms can promote learners' self-directed learning and enhance their language proficiency. The study emphasized the importance of providing learners with opportunities to utilize ICT tools to enhance their language learning experiences.

Moreover, the integration of ICT tools in ELT instruction has also enabled teachers to provide learners with personalized instruction and feedback. In a study by Li et al. (2021), it was found that the use of artificial intelligence (AI) tools can assist teachers in providing personalized feedback on learners' writing assignments. The study concluded that the integration of AI tools in ELT instruction can improve the quality of feedback provided to learners and enhance their writing skills.

The utilization of ICT tools in ELT instruction has become increasingly prevalent in China and has significant benefits for learners, teachers, and the overall quality of ELT instruction. From the studies reviewed in this literature review, it can be concluded that the integration of ICT in ELT instruction can enhance learners' language skills, promote autonomous learning, and provide personalized instruction and feedback. However, the effective integration of ICT tools in ELT requires teachers' training and professional development, access to reliable technology and resources, and careful consideration of learners' needs and preferences.

Japan

In Japan, ICT has also been actively used in English Language Teaching (ELT) to enhance learners' language skills and improve teaching methods. This part aims to explore the current state of the use of ICT in ELT in Japan.

The use of ICT in ELT has been gaining popularity in Japan. In a study by Suzuki and Yamamoto (2019), it was found that the use of video conferencing tools, such as Skype and Zoom, can provide learners with authentic language use and cultural exposure. The study also highlighted the potential of video conferencing tools in facilitating language exchange and communication with native speakers.

Similarly, a study by Hashimoto (2018) investigated the use of online language learning platforms in ELT instruction. The study found that the use of online platforms, such as Duolingo and Rosetta Stone, can provide learners with personalized learning experiences and increase their motivation to learn. The study also emphasized the importance of providing learners with access to reliable and high-quality online resources.

Moreover, research has shown that the use of ICT tools in ELT instruction can promote learner autonomy and self-directed learning. In a study conducted by Ozawa et al. (2021), it was found that the use of a learning management system (LMS) can facilitate learners' self-directed learning and enhance their language skills. The study emphasized the importance of providing learners with opportunities to set their learning goals and monitor their progress.

Furthermore, the integration of ICT tools in ELT instruction has enabled teachers to provide learners with personalized instruction and feedback. In a study by Kondo (2018), it was found that the use of automated writing evaluation tools can assist teachers in providing personalized feedback on learners' writing assignments. The study concluded that the integration of automated writing evaluation tools in ELT instruction can improve the quality of feedback provided to learners and enhance their writing skills.

The use of ICT tools in ELT instruction has become increasingly prevalent in Japan and has significant benefits for learners and teachers. From the studies reviewed in this literature review, it can be concluded that the integration of ICT in ELT instruction can enhance learners' language skills, promote autonomous learning, and provide personalized instruction and feedback. However, the effective integration of ICT tools in ELT requires teachers' training and professional development, access to reliable technology and resources, and careful consideration of learners' needs and preferences.

Ukraine

The integration of Information and Communication Technology (ICT) tools in English Language Teaching (ELT) has gained significant attention in Ukraine in recent years. This part aims to examine the current state of research on the use of ICT tools in ELT in Ukraine, including their benefits and challenges.

Several studies have identified various benefits of integrating ICT tools in ELT in Ukraine. One significant advantage is that it can enhance students' motivation and engagement in the learning process. According to Kyrychenko (2020), students who used ICT tools in language learning felt more motivated and engaged than those who did not.

Moreover, ICT tools can provide students with opportunities to develop their language skills more effectively. For instance, Pavlova (2019) found that the use of ICT tools, such as mobile applications and online dictionaries, significantly improved students' vocabulary and reading comprehension skills.

ICT tools can also provide students with access to authentic materials, such as online news articles, videos, and podcasts, which can expose them to different language contexts and cultures. According to Oliinyk (2019), authentic materials can help Ukrainian students develop their language skills in a more natural and authentic way.

Despite the benefits of integrating ICT tools in ELT in Ukraine, several challenges also need to be addressed. One significant challenge is the lack of access to technology, particularly in rural areas. Moreover, some students may not have sufficient digital literacy skills to use ICT tools effectively, which may lead to unequal access to technology.

Another challenge is related to the quality of ICT tools, as not all tools are equally effective in enhancing language learning. For instance, some tools may not be compatible with different devices or may not be available in the Ukrainian language, which can limit their accessibility and effectiveness.

Moreover, the integration of ICT tools in ELT in Ukraine requires teachers to have adequate digital literacy skills and knowledge of different tools, which can be time-consuming and challenging. According to Tsymbalist and Tsymbalist (2021), the lack of teacher training and support is a significant barrier to the effective integration of ICT tools in ELT in Ukraine.

Overall, the use of ICT tools in ELT in Ukraine offers several benefits, including enhanced motivation and engagement, improved language skills, and exposure to authentic materials. However, several challenges, such as unequal access to technology, limited digital literacy skills, and the need for adequate teacher training and support, also need to be addressed to ensure effective integration of ICT tools in ELT in Ukraine.

The use of ICT tools in ELT in Ukraine has been on the rise in recent years, but the history of this practice is relatively short. The introduction of computers and the internet into the Ukrainian education system began in the 1990s, but it was not until the early 2000s that English language teachers began to incorporate ICT tools into their teaching practices (Bukoros & Vorobets, 2016).

Initially, the use of technology in ELT in Ukraine was limited to the use of CD-ROMs and language learning software. However, with the advent of the internet and the increasing availability of computers in schools and universities, teachers began to explore new ways of incorporating technology into their language teaching practices. This led to the development of a variety of ICT tools specifically designed for language learning, such as online dictionaries, grammar checkers, and language learning apps (Borysenko & Naumova, 2018).

In recent years, the use of ICT tools in ELT in Ukraine has become more widespread, with many teachers incorporating technology into their lesson plans and courses. The Ukrainian government has also recognized the importance of ICT in education, and has made efforts to improve access to technology and provide professional development opportunities for teachers (Bondarenko & Kharchenko, 2020). However, there are still challenges associated with the use of ICT in ELT in Ukraine, such as the lack of reliable internet connectivity in some areas and the need for ongoing teacher training and support (Rozhko & Liashenko, 2019).

Overall, the historical overview of using ICT tools in ELT in Ukraine shows a relatively short but dynamic development of incorporating technology into language teaching practices. It also highlights the importance of ongoing efforts to improve access to technology, provide professional development opportunities for teachers, and address the challenges associated with using technology in ELT in Ukraine.

1.4. HOW HAS COVID-19 CHANGED EDUCATION?

The COVID-19 pandemic has drastically changed the way English language teaching (ELT) is delivered worldwide. With school closures and lockdowns, educational institutions have rapidly adopted online teaching and learning, leading to a significant increase in the use of information and communication technology (ICT) tools in ELT. This part aims to examine the influence of the COVID-19 pandemic on the use of ICT tools in ELT worldwide.

A study by Xie, Wang, and Zhu (2020) investigated the challenges and opportunities of online ELT in China during the pandemic. The study found that online ELT, supported by ICT tools such as Zoom and WeChat, provided a viable alternative to traditional classroom teaching. The study also highlighted the importance of teacher training in the use of ICT tools to deliver effective online ELT.

Similarly, a study by Chen and He (2021) explored the use of ICT tools in ELT in Taiwan during the pandemic. The study found that online ELT supported by ICT tools such as Google Meet and Moodle enabled teachers to deliver high-quality ELT lessons. However, the study also revealed that students faced challenges such as limited access to ICT resources and distractions at home.

Another study by Li (2021) investigated the use of ICT tools in ELT in Malaysia during the pandemic. The study found that online ELT supported by ICT tools such as Zoom and Google Classroom had a positive impact on students' English language proficiency. The study also highlighted the need for teacher training and support in the use of ICT tools to effectively deliver online ELT.

In contrast, a study by Pham (2020) explored the challenges of online ELT in Vietnam during the pandemic. The study found that teachers lacked the necessary technical skills and access to ICT resources to deliver effective online ELT. The study also highlighted the importance of adequate training and support for teachers to effectively use ICT tools in ELT.

Overall, the literature suggests that the COVID-19 pandemic has accelerated the use of ICT tools in ELT worldwide. While the use of ICT tools has provided opportunities for continuity of education, challenges such as limited access to ICT resources, distractions at home, and lack of technical skills and training for teachers need to be addressed to deliver effective online ELT.

The COVID-19 pandemic has disrupted traditional education systems worldwide, and Ukraine is no exception. Due to the closure of schools and implementation of lockdown measures, educational organizations have resorted to online teaching and learning in order to

maintain the continuity of education. As a result, the use of ICT tools in education has significantly increased in Ukraine.

A study conducted by Kovalenko and Kosharska (2021) investigated the effectiveness of online learning during the pandemic in Ukraine. The study found that the use of ICT tools in education had a positive impact on the quality of education in Ukraine. However, the study also highlighted several challenges, including the lack of access to ICT tools and internet connectivity in some regions of Ukraine.

Another study by Kovalchuk and Lysenko (2021) explored the use of ICT tools in teaching English as a foreign language (EFL) during the pandemic in Ukraine. The study found that the use of ICT tools such as Zoom and Skype in EFL classes helped students to maintain their English language skills and provided an opportunity for interaction with native speakers of English. The study also highlighted the importance of training teachers in the use of ICT tools in teaching.

Similarly, a study by Ponomarenko (2021) examined the use of ICT tools in teaching English for specific purposes (ESP) during the pandemic in Ukraine. The study found that the use of ICT tools such as Moodle and Google Classroom had a positive impact on students' ESP learning outcomes. The study also emphasized the need for teachers to receive training in the use of ICT tools and for educational institutions to provide adequate ICT resources.

In contrast, a study by Kononenko (2021) explored the challenges faced by teachers in implementing online teaching during the pandemic in Ukraine. The study found that teachers lacked the necessary technical skills and knowledge to effectively use ICT tools in teaching. The study also highlighted the challenges faced by teachers in maintaining students' attention and engagement in online classes.

Overall, the literature suggests that the COVID-19 pandemic has accelerated the use of ICT tools in education in Ukraine. While the use of ICT tools has had a positive impact on the quality of education, challenges such as the lack of access to ICT resources and training for teachers need to be addressed.

The COVID-19 pandemic has forced many educational institutions worldwide to adopt distance learning or online education as a way to continue delivering educational content to their students. In Hungary and Ukraine, researchers have conducted studies to examine the experiences and consequences of online education.

In a study by Huszti, Dudics-Lakatos, and Dudych-Lakatos (2021), the authors investigated the experiences and consequences of online education in Kárpátalja, Ukraine. The study found that online education presented both opportunities and challenges for students and teachers. Students reported difficulties with motivation, technical issues, and distractions at

home, while teachers reported challenges with adapting their teaching methods to the online environment. However, the study also highlighted the potential benefits of online education, including increased flexibility and the opportunity to reach a wider audience.

Another study by Huszti et al. (2021) explored the experiences of students and teachers with online education in Hungary. The study found that students and teachers faced similar challenges to those in the Ukrainian study, such as technical difficulties and distractions at home. However, the study also highlighted the positive aspects of online education, such as increased flexibility and the ability to access educational content from anywhere with an internet connection.

In a related study, Bárány et al. (2022) examined the experiences and opinions of students and teachers with online education at Rákóczi-főiskola, a Hungarian college. The study found that students and teachers faced similar challenges to those in the previous studies, such as technical issues and difficulties with maintaining student engagement. However, the study also identified potential benefits of online education, such as increased accessibility and the ability to personalize learning experiences.

Overall, these studies suggest that online education presents both opportunities and challenges for students and teachers. While there are potential benefits such as increased flexibility and accessibility, challenges such as technical difficulties, distractions at home, and maintaining student engagement need to be addressed to ensure effective online education delivery.

PART 2. USE OF ICT FOR DIFFERENT SKILLS

2.1. USING ICT TOOLS FOR WRITING

Teaching writing with the aid of Information and Communication Technology (ICT) has gained popularity in recent times. The reviewed studies suggest that the use of ICT tools has a positive impact on the development of writing skills in different contexts. For instance, Achmad et al. (2021) examined the use of ICT in teaching writing in Indonesian classrooms, and the results showed that ICT tools such as online dictionaries and grammar checkers had a positive impact on students' writing. Similarly, Al-Tamimi (2021) investigated the impact of ICT on writing skills in English as a foreign language (EFL) in Saudi Arabia, and the results indicated that the use of ICT tools such as online writing platforms and interactive whiteboards enhanced students' writing skills.

Moreover, the reviewed studies suggest that synchronous learning using the internet can be an effective way to teach writing skills (Chen et al., 2005). Bouchoucha and Mezghani (2020) examined the impact of ICT on teaching writing skills in Algeria, and the findings indicated that synchronous learning using ICT tools such as video conferencing and chat rooms had a positive impact on students' writing skills.

However, some studies found mixed results in terms of the impact of ICT on writing skills. For instance, Dashtestani (2019) conducted a review of the literature on the use of ICT in teaching writing and found that the effectiveness of ICT tools varied depending on the context and the specific tool used. Similarly, Pennington (2016) conducted a review of literature and found that the impact of ICT on writing skills depends on the quality of the tool used, the level of teacher training, and the pedagogical approach.

Overall, the reviewed studies indicate that the use of ICT tools has a positive impact on writing skills. However, the effectiveness of these tools depends on various factors such as the specific context, tool quality, teacher training, and pedagogical approach. Thus, the use of ICT tools in teaching writing should be carefully planned and integrated to enhance the writing skills of students.

Researchers investigated the use of ICT for writing by ESL learners in Ukraine and the impact it has on their writing skills. Dyka (2019) focuses on the role of ICT in writing skill development, while Melnyk and Kravchenko (2019) discuss the use of ICT in teaching writing to Ukrainian students. Pidchasna (2018) examines the impact of ICT on the writing skills of Ukrainian EFL learners, and Rusyn and Kovalchuk (2021) provide an overview of current practices in using ICT to teach writing skills to Ukrainian students. Finally, Zabolotna and Vynohradova (2019) investigate the effectiveness of using ICT tools in teaching writing to Ukrainian learners of English.

Dyka (2019) argues that ICT can provide ESL learners in Ukraine with opportunities to practice writing skills, receive feedback, and collaborate with peers and teachers. Melnyk and Kravchenko (2019) discuss the use of ICT tools, such as blogs, online forums, and word processors, in teaching writing to Ukrainian students. Pidchasna (2018) investigates the impact of using ICT tools, such as online dictionaries and spell-checkers, on the writing skills of Ukrainian EFL learners. Rusyn and Kovalchuk (2021) provide an overview of current practices in using ICT to teach writing skills to Ukrainian students, including the use of online platforms and social media. Zabolotna and Vynohradova (2019) investigate the effectiveness of using ICT tools, such as grammar-checkers and online writing platforms, in teaching writing to Ukrainian learners of English.

Overall, the studies also suggest that ICT can have a positive impact on the development of writing skills in Ukrainian ESL learners. The use of ICT tools can provide opportunities for practice, collaboration, and feedback, which can enhance writing skill development. However, the studies also indicate that the effectiveness of ICT tools in teaching writing skills depends on the quality of the tools and the way they are used. Teachers need to be trained in using ICT tools effectively and integrating them into the curriculum to ensure that they have a positive impact on student learning.

2.2. USING ICT TOOLS FOR LISTENING

The studies focus on the use of technology to enhance listening skills in English as a foreign language (EFL) learners, and come from various countries including Iran, Taiwan, and the Netherlands and cover a range of technology-enhanced instructional methods such as mobile applications, computer-assisted language learning (CALL), digital game-based learning, and interactive multimedia learning.

Brouwer, Koster, and Kirschner (2017) investigated the effectiveness of a mobile application in enhancing listening skills in Dutch EFL learners. The study found that the mobile application was effective in improving listening skills. Similarly, Cheng and Wang (2019) examined the effectiveness of mobile-assisted reciprocal peer listening and speaking tasks and found that they were effective in improving listening skills in Chinese EFL learners.

Fazel and Movassagh (2018) investigated the effectiveness of CALL on listening skills in Iranian EFL learners. The study found that the use of CALL had a positive impact on the listening skills of the participants. Ghandehari and Behroozizad (2018) also examined the impact of CALL on Iranian EFL learners' listening comprehension and found that the use of CALL had a significant positive effect.

Hsu and Ching (2019) investigated the effectiveness of digital game-based listening comprehension activities on Taiwanese EFL college students. The study found that the use of digital games was effective in enhancing listening skills. Huang and Huang (2019) also investigated the use of mobile devices in enhancing listening comprehension in Taiwanese EFL learners and found that the use of mobile devices was effective in improving listening skills.

Kim and Kwon (2018) examined the effect of a video-based mobile app on listening comprehension in Korean EFL learners. The study found that the use of the mobile app had a positive impact on listening comprehension. Similarly, Mahjoub and Alibakhshi (2020) found that the use of mobile-assisted language learning was effective in improving listening skills in Iranian EFL learners.

Lee and Song (2018) reviewed the literature on mobile-assisted language learning for listening comprehension and found that it can be effective in improving listening skills. Liu (2020) integrated technology-enhanced instruction with task-based language teaching to promote English listening skills and found that the integrated approach was effective in enhancing listening skills.

Rastegar and Pakseresht (2018) investigated the effect of using WebQuests on Iranian EFL learners' listening comprehension and found that the use of WebQuests had a positive effect on listening comprehension. Shukor, Leng, and Aziz (2019) conducted a quasi-experimental study on the effectiveness of interactive multimedia learning and found that it was effective in enhancing listening comprehension.

Finally, Wang and Cheng (2020) investigated the effectiveness of mobile-assisted listening tasks on EFL learners' listening comprehension and found that the use of mobile-assisted listening tasks was effective in enhancing listening skills.

Overall, the studies suggest that technology-enhanced instructional methods can be effective in improving listening skills in EFL learners. The studies varied in terms of the type of technology used and the country where the research was conducted. However, the majority of studies reported positive effects of technology-enhanced instructional methods on listening skills.

It has been shown in several studies that integrating technology for listening, such as mobile technologies (Borodina and Mykhailiuk, 2019), ICT tools (Dorofieieva and Havryliuk, 2020), interactive multimedia materials (Dudko and Kazakovtseva, 2019), digital audio materials (Mykhailiuk, 2018), digital video materials (Tkachenko and Koval, 2019), and online language learning platforms (Liubchenko, 2020), can enhance listening skills in Ukrainian EFL learners. The studies showed that these tools provide learners with more engaging and interactive learning experiences, as well as opportunities for repeated exposure to authentic listening materials.

Additionally, these tools provide learners with opportunities for self-paced learning and can be used outside the classroom.

Podcasting has also been shown to be an effective tool for teaching listening skills in the Ukrainian EFL classroom (Bondarenko, 2021; Matvienko, 2019). These studies suggest that podcasting provides learners with authentic listening materials that are both challenging and interesting. It also provides learners with opportunities to develop their listening comprehension skills, as well as other language skills such as speaking and writing.

Blended learning, which combines face-to-face instruction with online learning, has been found to be an effective approach for developing listening skills in Ukrainian EFL learners (Hrytsenko, 2021). The study suggests that blended learning provides learners with opportunities to engage in a variety of learning activities, including listening to authentic materials and interacting with peers and teachers.

Using authentic video materials has also been found to be effective for developing listening skills in Ukrainian EFL learners (Chernova, 2020). The study showed that using authentic video materials provides learners with exposure to real-life language use, which can improve their listening comprehension skills.

The use of interactive whiteboards has also been studied as a tool for teaching listening skills in Ukrainian EFL classrooms (Kuchma, 2019). The study suggests that interactive whiteboards provide teachers with opportunities to present listening materials in an interactive and engaging way, as well as to integrate other language skills.

Finally, the use of web-based listening materials has also been studied as a tool for teaching listening skills in Ukrainian EFL classrooms (Kysliak, 2018). The study suggests that using web-based listening materials provides learners with opportunities to listen to a variety of authentic materials, as well as to develop their listening comprehension skills through interactive activities.

In conclusion, the studies reviewed suggest that using technology, such as mobile technologies, ICT tools, interactive multimedia materials, digital audio and video materials, online language learning platforms, and podcasting, as well as blended learning, authentic video materials, interactive whiteboards, and web-based listening materials, can all be effective tools for developing listening skills in Ukrainian EFL learners. However, it is important to consider learners' needs, interests, and preferences when selecting and implementing these tools.

2.3. USING ICT TOOLS FOR SPEAKING

The selected articles discuss the use of ICT and various instructional strategies to enhance speaking skills in English as a foreign language (EFL) classrooms.

Buendía and Marzal (2017) focus specifically on the use of ICT in teaching speaking skills to adult learners. The authors suggest that ICT can be used to create a more engaging and interactive learning environment. They argue that ICT can help learners to practice their speaking skills through activities such as videoconferencing, online discussions, and multimedia presentations. The authors highlight the importance of integrating ICT into the EFL curriculum to enhance learners' speaking proficiency.

Another study that emphasizes the use of ICT in EFL classrooms is El-Sayed and El-Koumy's (2016) research. The authors investigate the use of ICT in teaching speaking skills at the university level in Egypt. They suggest that ICT can be used to create a more student-centered and interactive learning environment. The authors argue that ICT can be used to facilitate learner autonomy and to provide opportunities for learners to practice their speaking skills through online discussions, videoconferencing, and other digital tools.

Hashemi and Azizifar's (2017) critical review of the literature on ICT integration in foreign language teaching highlights some of the challenges and limitations associated with the use of ICT in EFL classrooms. The authors argue that the effective integration of ICT in EFL classrooms requires careful planning and consideration of pedagogical objectives. They suggest that teachers need to be trained in the effective use of ICT tools and that the use of ICT should be guided by clear pedagogical principles.

Similarly, Dudeney and Hockly (2012) discuss the evolution of ICT in English language teaching (ELT) and the challenges associated with the integration of ICT in ELT. They highlight the importance of taking a critical approach to the use of ICT in ELT and suggest that teachers need to be trained in the effective use of ICT tools. The authors argue that the use of ICT in ELT should be guided by clear pedagogical principles and that the integration of ICT should be based on a sound understanding of its potential benefits and limitations.

The article by Barrs (2019) focuses on the use of digital storytelling for speaking practice in ESL classrooms. The author suggests that digital storytelling can be used to engage learners and to provide opportunities for them to practice their speaking skills. The author highlights the importance of integrating digital storytelling into the EFL curriculum and suggests that it can be used to promote learner creativity and to enhance learners' speaking proficiency.

Colpaert and Aerts (2019) investigate the use of augmented reality (AR) in developing oral proficiency in a foreign language. The authors suggest that AR can be used to create a more

immersive and interactive learning environment. They argue that AR can be used to provide learners with opportunities to practice their speaking skills in a variety of real-world contexts.

Huang and Lin (2019) investigate the use of multimedia annotations to enhance oral presentations in EFL. The authors suggest that using multimedia annotations, such as subtitles and notes, can provide support and feedback to learners, enhance comprehension and retention, and improve speaking skills. Kung, Lin, and Chiu (2015) examine the effects of using mobile devices on English listening and speaking in Taiwan. The authors report that using mobile devices can provide opportunities for learners to engage in authentic and contextualized language use, enhance motivation, and improve language proficiency.

Sahin-Kizil and Ergun (2017) investigate the use of ICT to improve speaking skills in teaching Turkish as a foreign language. The authors suggest that using ICT, such as video conferencing and online forums, can provide opportunities for learners to practice speaking skills, interact with native speakers, and receive feedback.

Overall, the results suggest that the integration of ICT in EFL classrooms can lead to improved speaking skills, higher engagement, and better learning outcomes. However, the success of these interventions depends on various factors such as the context, learners' needs and preferences, and teachers' pedagogical approaches. Therefore, it is crucial to carefully select and integrate appropriate technologies into EFL classrooms based on the specific learning objectives and the needs of learners.

It has been shown in several studies that ICT can be used to promote speaking skills in Ukraine, and the majority of them focus on non-linguistic students. Bilousova and Solska (2018) found that using ICT tools such as podcasts, videos, and online dictionaries had a positive impact on students' speaking skills in an EFL classroom. Bobkova (2019) examined the use of videoconferencing to teach speaking skills and found that students who used this technology showed significant improvement in their speaking abilities. Golyanivska and Zadorozhna (2020) explored the use of ICT in developing speaking skills in EFL and found that using online resources such as YouTube, TED Talks, and podcasts helped to improve speaking skills.

Grinchenko and Ovcharuk (2020) discussed innovative teaching methods that could enhance speaking skills among future foreign language teachers in Ukraine, such as virtual reality and online language games. Hrechyshkina and Ishchenko (2020) demonstrated the usefulness of ICT tools such as digital storytelling, online discussion forums, and video recording for improving speaking skills among non-language majors.

Kolgatin and Ternovaya (2019) evaluated the effectiveness of ICT in teaching speaking skills to university students of non-linguistic specialties and found that using online resources and virtual platforms led to improved speaking skills. Koval and Lutsenko (2017) studied the

effectiveness of ICT in developing speaking skills among non-linguistic students and found that using technology such as online games, video recording, and virtual classrooms improved students' speaking proficiency.

Novosad (2019) explored ICT-based activities for developing students' speaking skills and found that using tools such as online discussion forums, video recording, and virtual classrooms were effective in improving speaking skills. Shulgina and Proskurina (2018) investigated the use of ICT in teaching speaking skills in English to non-linguistic students and found that using technology such as videoconferencing, online language games, and virtual reality was effective in improving speaking skills.

Finally, Tkachenko (2017) examined the use of ICT in teaching speaking skills to Ukrainian students and found that using technology such as virtual classrooms, digital storytelling, and online language games helped to enhance speaking skills.

Overall, the studies suggest that ICT can be an effective tool for enhancing speaking skills in EFL classrooms, particularly among non-linguistic students. The use of various technologies such as videoconferencing, online resources, and virtual classrooms can be particularly effective. However, there is a need for further research to explore the most effective ways to use ICT for promoting speaking skills in the EFL context.

2.4. USING ICT TOOLS FOR READING

The studies reviewed share a common goal of investigating the impact of ICT on reading comprehension.

The first meta-analysis by Ciftci (2019) analyzed the impact of ICT on reading skills in various contexts. The results showed a positive effect of ICT on reading skills, particularly on reading comprehension. However, the effect size was small. Similarly, Huang and Liang (2016) conducted a meta-analysis to examine the effects of ICT on reading comprehension. They found that ICT had a positive effect on reading comprehension, and the effect size was moderate.

Zhao and Xia (2021) conducted a meta-analysis of 13 studies that examined the effect of ICT on reading comprehension. They found that ICT had a significant positive effect on reading comprehension, and the effect size was moderate. Moreover, they found that the effect of ICT on reading comprehension was stronger for younger learners and when ICT was used as a supplementary tool.

The empirical studies reviewed in this article examined the impact of ICT on reading comprehension in different contexts. For example, Al-Abduljawad (2017) conducted a literature review to examine the impact of ICT on reading comprehension in higher education. The study

found that ICT had a positive effect on reading comprehension, particularly when students were actively engaged in reading activities using ICT.

Similarly, Al-Khresheh and Al-Zoubi (2016) conducted a literature review to examine the effect of ICT on reading comprehension. They found that ICT had a positive effect on reading comprehension, and that the use of multimedia and interactive tools enhanced reading comprehension.

Dalkılıç (2021) conducted a systematic review of studies examining the effect of ICT on reading comprehension in English as a Foreign Language (EFL) classes. The study found that ICT had a positive effect on reading comprehension in EFL classes.

Moreover, Sanz-Rivas and García-Sánchez (2019) analyzed 28 empirical studies to examine the impact of ICT on reading comprehension. The study found that ICT had a positive effect on reading comprehension, particularly when used as a supplementary tool. Additionally, the study found that the type of ICT tool used (e.g. interactive whiteboards, tablets, and e-books) affected the impact of ICT on reading comprehension.

The studies reviewed provide evidence that ICT has a positive effect on reading comprehension. However, the effect size varies depending on the context and type of ICT tool used. Moreover, the studies indicate that the impact of ICT on reading comprehension is stronger when ICT is used as a supplementary tool. Finally, these studies highlight the importance of active engagement in reading activities when using ICT tools to enhance reading comprehension.

Specifically, the studies examine how ICT affects reading comprehension, reading fluency, and the effectiveness of ICT in enhancing reading skills in Ukraine. Balyk and Petrushkevych (2019) examined the use of ICT in teaching reading to Ukrainian EFL learners and found that integrating ICT tools into teaching can improve reading skills. Similarly, Chumak (2019) investigated the use of ICT tools in enhancing reading skills in Ukrainian primary schools and concluded that using ICT tools can be an effective means of teaching reading skills.

Dunaievskaya (2017) explored the use of ICT in teaching reading to Ukrainian students and found that ICT can make reading more engaging and interactive, while Halimon and Ilyina (2017) examined the effectiveness of ICT in teaching reading to Ukrainian students and concluded that it can improve reading skills, particularly in terms of vocabulary development.

Hrytsenko and Pavliuk (2021) studied the role of strategy instruction in ICT-enhanced reading instruction for Ukrainian learners of English and found that the use of ICT tools along with explicit instruction in reading strategies can lead to significant improvements in reading comprehension.

Kharytonova (2020) investigated the challenges and opportunities of integrating ICT in teaching reading to Ukrainian EFL learners and found that teacher training and support are crucial in effectively implementing ICT tools in the classroom.

Kravchenko and Melnyk (2018) explored the impact of ICT on reading comprehension among Ukrainian high school students and found that the use of ICT tools can positively impact reading comprehension.

Sava and Strilchuk (2019) investigated the use of ICT in teaching reading skills to Ukrainian students and found that ICT tools can improve reading skills, particularly in terms of promoting active learning and providing opportunities for differentiated instruction.

Tymoshenko (2019) studied the use of ICT to improve reading fluency in Ukrainian EFL classrooms and found that using ICT tools can increase reading fluency and promote student engagement.

Vasylenko (2018) investigated the use of ICT tools in enhancing reading comprehension in Ukrainian EFL classrooms and found that ICT tools can be effective in improving reading comprehension, particularly when combined with teacher-led instruction and support.

Overall, the studies suggest that ICT can be an effective means of enhancing reading skills among Ukrainian EFL learners. The studies highlight the importance of teacher training and support in effectively implementing ICT tools in the classroom, as well as the importance of explicitly teaching reading strategies alongside the use of ICT tools.

PART 3. EMPIRICAL RESEARCH

The integration of technology into language learning has become increasingly prevalent in recent years. English language learners, in particular, have been found to benefit from the use of ICT (Information and Communication Technology) in language learning, as it provides them with access to authentic and diverse learning resources, opportunities for collaborative learning, and immediate feedback on their language skills.

To investigate the use of ICT for teaching English, a study was conducted among 9th to 11th grade students in Ukraine. The purpose of this study was to explore the specific types of computer technologies used by students, the difficulties they encountered while using them, the aspects of language learning for which they used these technologies the most, and the purposes for which they used them.

The study was conducted through a questionnaire survey, which was administered to a sample of 77 students. The survey consisted of both open-ended and close-ended questions, which aimed to gather information about the students' experiences with ICT in language learning. The data collected from the survey were analyzed using both qualitative and quantitative methods.

The findings of this study provide insights into the current practices and challenges of using ICT for teaching English to students in Ukraine. The results of this study can be used to inform the development of effective ICT-based language learning strategies and to address the challenges that students face when using these technologies. Ultimately, this study aims to contribute to the improvement of English language teaching and learning in Ukraine, and to promote the effective use of ICT in language education.

The study was conducted in a school setting where English is taught as a foreign language. The use of ICT was observed as a complement to traditional teaching methods. The study aims to provide a better understanding of the potential of ICT in enhancing language learning and teaching.

The study also sought to identify the most common ICT tools used by students in their English language learning. The survey asked students to indicate the software, websites, and apps they use in their language learning, as well as how frequently they use them.

In addition to identifying the tools used, the study also explored the difficulties students face when using ICT for language learning. These difficulties ranged from technical issues such as slow internet connections to challenges with using the software effectively.

The study also looked at the aspects of language learning for which students used ICT the most. The survey asked students to indicate the language skills (reading, writing, speaking, listening) they focused on when using ICT tools.

Moreover, the study investigated the purposes for which students used ICT in their English language learning. The survey asked students to indicate whether they used these technologies for practicing language skills, researching topics related to language learning, or communicating with others in English.

In conclusion, this study provides a comprehensive understanding of the current state of ICT use in English language learning among Ukrainian students. It offers valuable insights into the types of ICT tools used, the difficulties faced, and the purposes for which these technologies are employed. Ultimately, the study highlights the potential of ICT in improving language learning outcomes and promoting effective language education.

3.1. FINDINGS OF THE RESEARCH

The first research question was related to the frequency of using ICT tools in English language classes. The respondents were asked to indicate how often they use these tools, and the data shows that there were 77 responses in total.

How often do you use ICT tools in your English language classes?

77 відповідей

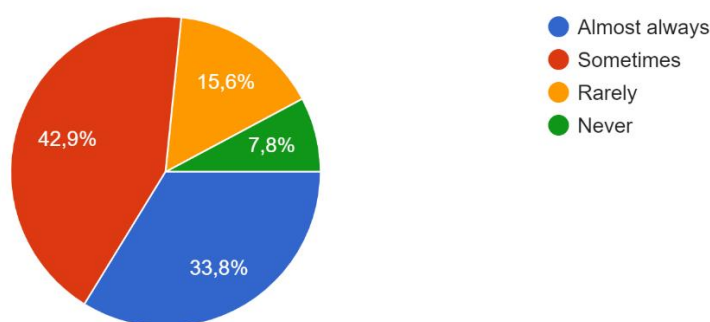


Figure 1

According to *Figure 1*, the majority of respondents use ICT tools in their English language classes, respondents indicating that they almost always or sometimes use these tools. Only 5 respondents indicated that they never use ICT tools in their English language classes.

The second question “*Which of the following ICT tools have you used in your English language classes?*”

Which of the following ICT tools have you used in your English language classes?

77 відповідей

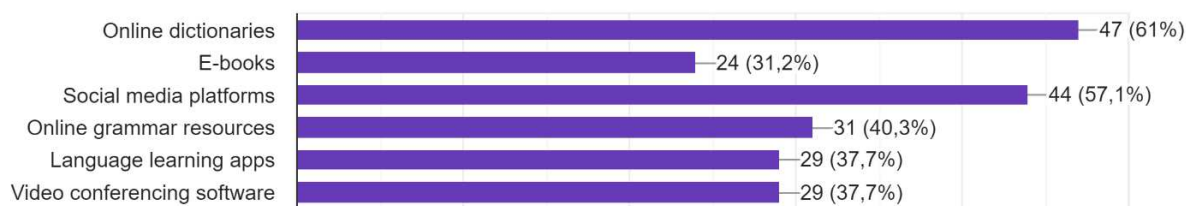


Figure 2

Figure 2 indicates that a variety of ICT tools have been used in English language classes. The most commonly used ICT tools are online dictionaries, social media platforms, and online grammar resources. Some respondents have also used e-books, video conferencing software, and language learning apps in their English language classes. It is interesting to note that some respondents have mentioned using music videos, Translators, and projectors in their English language classes, indicating that they have used non-conventional ICT tools as well. Overall, the responses suggest that there is a wide range of ICT tools available for use in English language classes, and educators are using various tools depending on their needs and preferences.

The next question “*What specific skills have you practiced using ICT tools in ELT?*”

What specific skills have you practiced using ICT tools in ELT?

77 відповідей

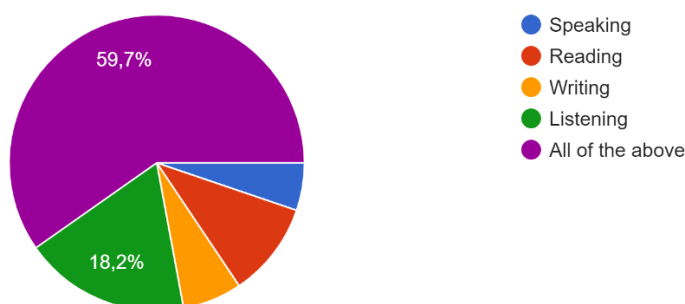


Figure 3

Based on the responses shown in Figure 3, it appears that the majority of participants have practiced all of the language skills (reading, writing, speaking, and listening) using ICT tools in English Language Teaching (ELT). This suggests that ICT tools are being used to facilitate a variety of language activities and tasks in ELT classrooms, including online communication, accessing and creating digital content, and using online resources for language learning. It also highlights the versatility of ICT tools in supporting language teaching and learning across different skill areas.

The next question “*Do you feel that using ICT tools in ELT has improved your language skills?*”

Do you feel that using ICT tools in ELT has improved your language skills?
77 відповідей

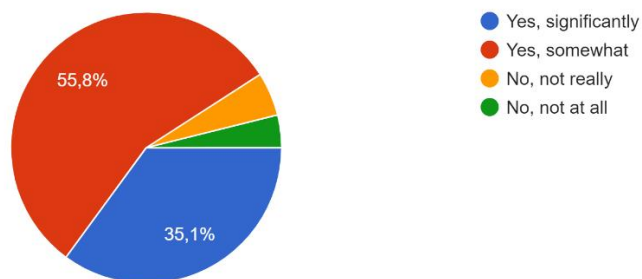


Figure 4

According to *Figure 4*, it can be inferred that a majority of the participants feel that using ICT tools in ELT has improved their language skills to some extent, with a significant number of respondents indicating a significant improvement. However, there are a few participants who feel that using ICT tools has not improved their language skills at all or only to a small extent.

” *What benefits have you experienced from using ICT tools in ELT for speaking, reading, writing, and listening?*”

What benefits have you experienced from using ICT tools in ELT for speaking, reading, writing, and listening?
77 відповідей

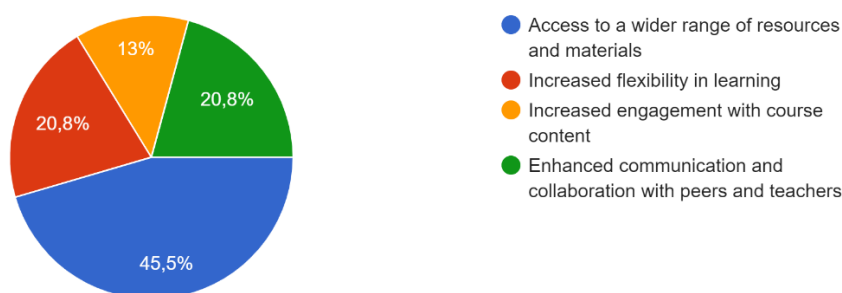


Figure 5

From the *Figure 5*, it is clear that the majority of participants have experienced benefits from using ICT tools in ELT for various language skills. The most common benefit reported is access to a wider range of resources and materials, which can facilitate language learning by providing learners with more opportunities to practice and improve their skills.

“*What challenges have you faced when using ICT tools in your English language classes?*”

What challenges have you faced when using ICT tools in your English language classes?
77 відповідей

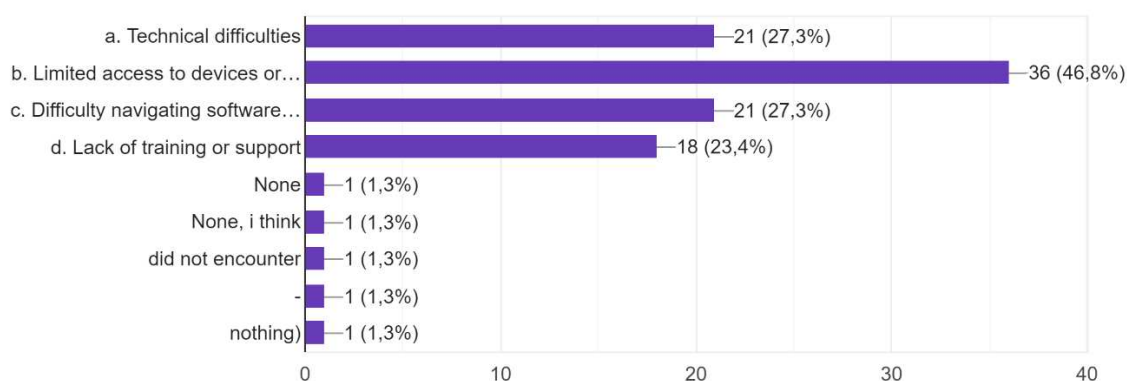


Figure 6

From the data in *Figure 6*, it seems that some English language learners have faced challenges when using ICT tools in their classes. The most common challenges mentioned include limited access to devices or internet, difficulty navigating software or apps, and technical difficulties. Some students did not encounter any challenges, while others faced multiple challenges.

“Have you ever had a positive experience using ICT tools in your English language classes?” If so, please describe.

From the responses provided, it is clear that there is a mix of positive and negative experiences when using ICT tools in English language classes. Many respondents have had positive experiences with ICT tools such as language learning apps, online dictionaries, grammar checkers, online language exchange platforms, video conferencing software, online quizzes, and social network platforms. Some of the benefits mentioned include increased student engagement and motivation, improved reading, writing, listening and speaking skills, access to data and research, flexible learning, and the ability to learn anytime and anywhere.

On the other hand, some respondents have had negative experiences or have not used ICT tools at all. Some reasons for this include a lack of interest, preference for traditional methods, lack of access to technology, or negative experiences with specific tools.

Overall, it is clear that ICT tools can be useful in enhancing language learning and can provide a range of benefits to students. However, it is important to note that individual experiences and preferences may vary, and that the effectiveness of ICT tools may depend on factors such as the tool itself, the context of use, and the individual needs of the learner.

“Have you ever had a negative experience using ICT tools in your English language classes?” If so, please describe.

Based on the responses provided, the majority of the participants did not report having a negative experience using ICT tools in their English language classes. However, a few participants reported technical difficulties, such as problems with internet connection, equipment, or online platforms crashing. Overall, the responses suggest that while ICT tools can be useful for language learning, technical difficulties and personal preferences can affect the experience.

“How comfortable are you with using ICT tools in your English language classes?”

1. How comfortable are you with using ICT tools in your English language classes?

77 відповідей

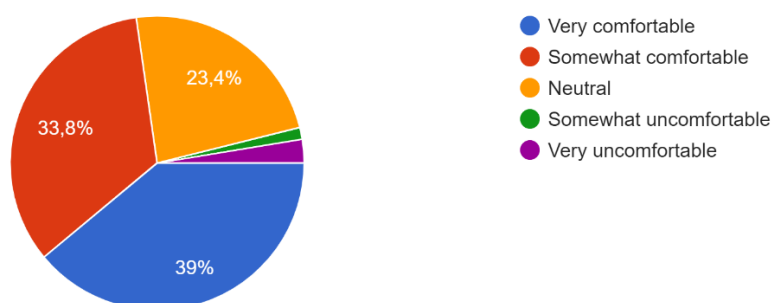


Figure 7

According to *Figure 7*, it seems that the majority of participants are very comfortable or somewhat comfortable with using ICT tools in their English language classes. Only a small number of respondents reported feeling very uncomfortable or somewhat uncomfortable. This suggests that ICT tools are generally viewed positively as a helpful aid to language learning. However, there is also a notable number of respondents who are neutral, indicating that they may have mixed feelings or varying experiences with ICT tools in their language classes. Overall, it is important to consider individual experiences and preferences when incorporating ICT tools into language learning.

“In your opinion, what are some of the benefits of using ICT tools in English language classes?”

In your opinion, what are some of the benefits of using ICT tools in English language classes?
77 відповідей

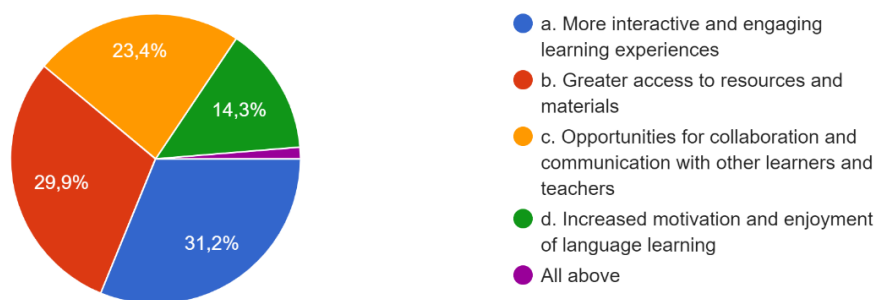


Figure 8

Figure 8 indicates that there is a widespread recognition of the benefits of using ICT tools in English language classes. The most commonly cited benefits are more interactive and engaging learning experiences and greater access to resources materials.

Overall, these results suggest that educators should continue to explore and promote the use of ICT tools in English language classes to help students achieve their language learning goals.

The next question asked respondents to indicate which ICT tools they have used for writing in their English language classes.

Which of the following ICT tools have you used for writing in your English language classes?
77 відповідей

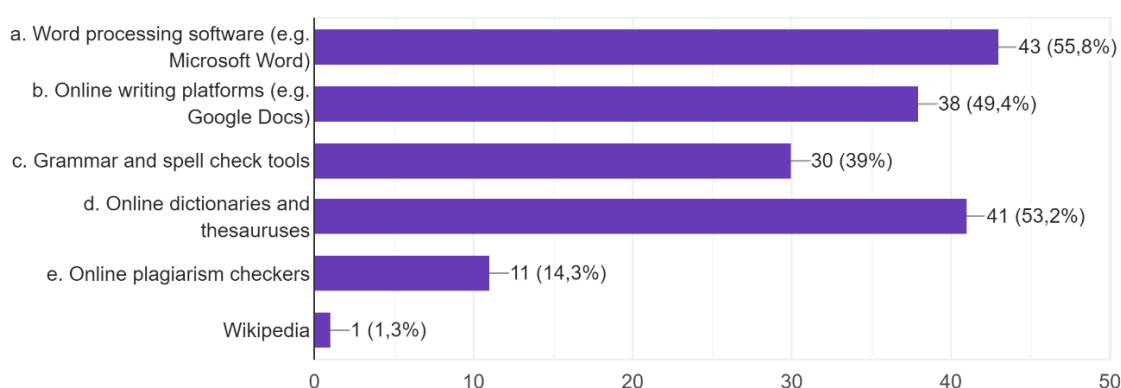


Figure 9

Overall, the data from the Figure 9 suggests that most respondents have used word processing software, online writing platforms, and online dictionaries and thesauruses in their English language classes. Grammar and spell check tools were also popular, but slightly less commonly used than the other three tools. Online plagiarism checkers were the least commonly used tool.

“How do you think ICT tools have helped you with your writing in English?”

How do you think ICT tools have helped you with your writing in English?

77 відповідей

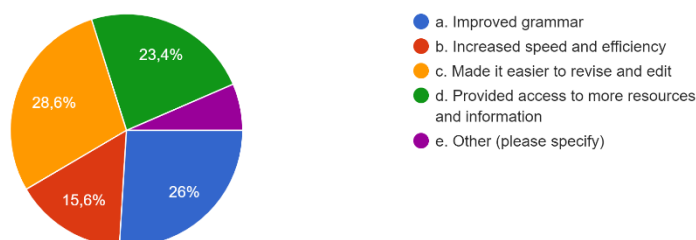


Figure 10

From the data in *Figure 10*, it is clear that ICT (Information and Communications Technology) tools have helped individuals with their writing in English in a variety of ways. The most common benefit cited was made it easier to revise and edit, indicating that ICT tools such as grammar checkers have been effective in identifying and correcting errors in written English.

“Do you think that using ICT tools for writing can improve your writing skills in English?”

Do you think that using ICT tools for writing can improve your writing skills in English?

77 відповідей

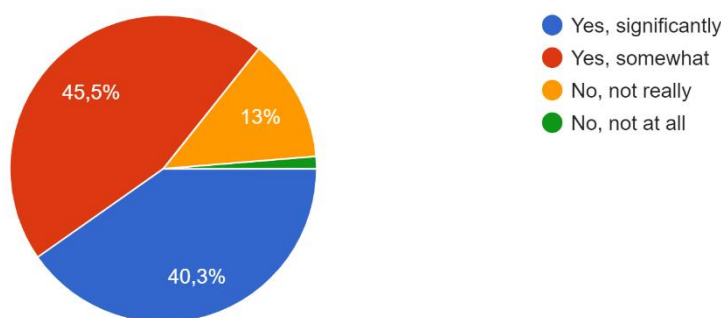


Figure 11

The research results shown in *Figure 11* indicate that the majority of participants believe that using ICT tools for writing can improve their writing skills in English. This suggests that using ICT tools has a positive impact on writing skills in English, with a significant majority of respondents perceiving the improvement as significant or somewhat.

“What are some of the benefits of using ICT tools for writing in English language classes?”

What are some of the benefits of using ICT tools for writing in English language classes?

77 відповідей

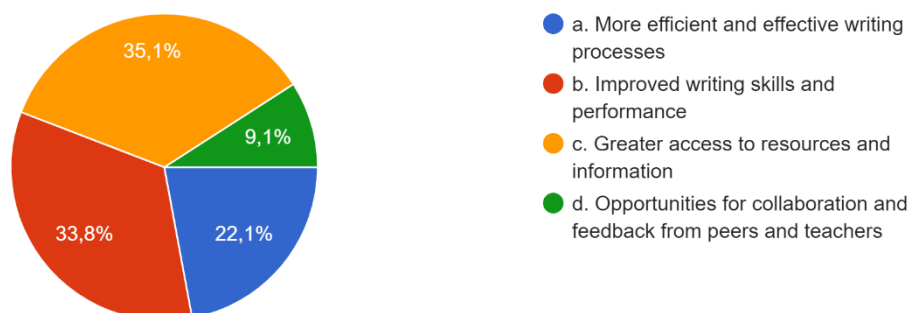


Figure 12

Based on the provided research results, it is evident that using ICT tools in English language classes has several benefits for improving writing skills and performance. As shown in *Figure 12* the most frequently mentioned benefit is the greater access to resources and information. This is followed by improved writing skills and performance.

Overall, the research suggests that using ICT tools in English language classes can have a positive impact on students' writing skills.

“Do you think that using ICT tools for writing in English language classes can improve your overall language proficiency?”

Do you think that using ICT tools for writing in English language classes can improve your overall language proficiency?

77 відповідей

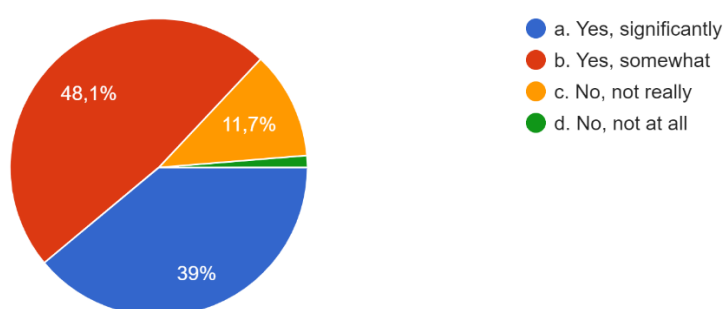


Figure 13

Based on the research results provided, it appears that using ICT (Information and Communication Technology) tools for writing in English language classes can have a positive impact on overall language proficiency. A majority of the responses indicate that using these tools can improve language proficiency, with the highest number of respondents indicating that it can somewhat improve their language proficiency are presented in *Figure 13*.

It is also important to note that a significant number of respondents indicated that the use of ICT tools did not improve their language proficiency. This highlights the fact that not all students may benefit equally from the use of these tools, and that other factors such as learning style and individual differences may also play a role.

Overall, the research results suggest that the use of ICT tools for writing in English language classes can be a useful tool for improving language proficiency, but it may not be a complete solution and may not work for everyone. It may be beneficial to combine the use of ICT tools with other teaching methods and to cater to individual learning styles and needs.

The next research question is focused on the *use of ICT tools for reading in English language classes*. The given responses indicate that the majority of the respondents have used online articles and blogs, followed by e-books and online dictionaries/thesauruses. As shown in *Figure 14* audio and video content are the most popular ICT tool for reading in English language classes.

Which of the following ICT tools have you used for reading in your English language classes?
77 відповідей



Figure 14

This finding is surprising due to the fact that reading is traditionally associated with written text, and audio and video content may not be seen as a primary source for reading practice. This finding highlights the importance of incorporating multimedia resources in English language classes to enhance the students' learning experience and engagement. Additionally, the widespread use of online resources suggests the need for educators to consider incorporating these tools into their teaching strategies to keep up with the changing educational landscape.

“How do you think ICT tools have helped you with your reading in English?”

How do you think ICT tools have helped you with your reading in English?

77 відповідей

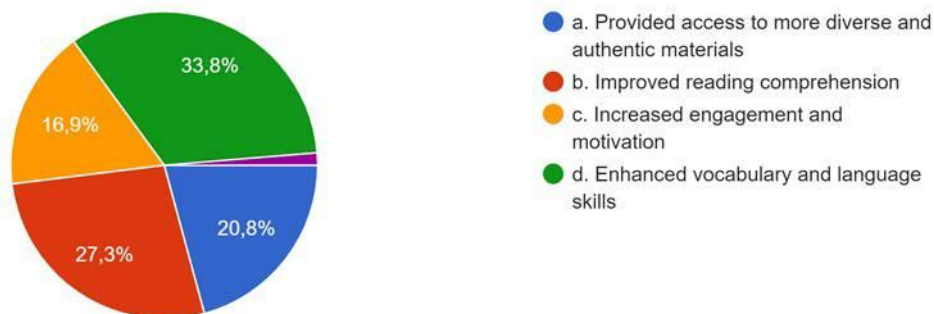


Figure 15

The responses shown in *Figure 15*, suggest that ICT tools have had a positive impact on the respondents' reading abilities in English. The most commonly cited benefits were enhanced vocabulary and language skills, improved reading comprehension, and access to more diverse and authentic materials. This indicates that ICT tools have made it easier for people to read and understand English texts, learn new words, and expand their knowledge of the language.

Overall, the responses suggest that ICT tools have been instrumental in helping people improve their reading abilities in English. The benefits cited are consistent with the ways in which ICT tools can support language learning, such as providing access to a wide range of resources and enabling personalized and interactive learning experiences.

“Do you think that using ICT tools for reading can improve your reading skills in English?”

1. Do you think that using ICT tools for reading can improve your reading skills in English?

77 відповідей

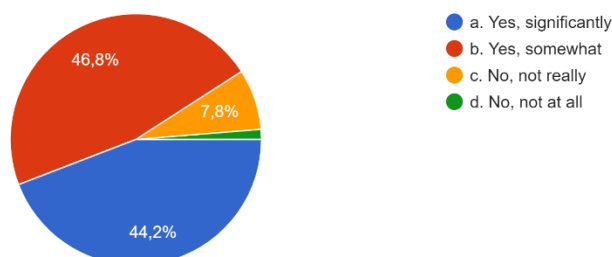


Figure 16

The responses to the question on whether using ICT tools for reading can improve reading skills in English show a positive attitude towards the effectiveness of such tools. It can be seen from the data in *Figure 16* that most respondents indicated that using ICT tools for

reading can improve their reading skills, with a majority stating that it can improve their skills significantly.

However, there were also a few respondents who disagreed with the proposition, indicating that using ICT tools for reading does not really improve their reading skills in English. One respondent stated that it does not improve their skills at all.

Overall, the majority of respondents believe that using ICT tools for reading can improve their reading skills in English, with a significant proportion indicating that it can improve their skills significantly. This suggests that the use of ICT tools for reading may be an effective way to improve English reading skills for many people.

“What are some of the benefits of using ICT tools for reading in English language classes?”

What are some of the benefits of using ICT tools for reading in English language classes?

77 відповідей

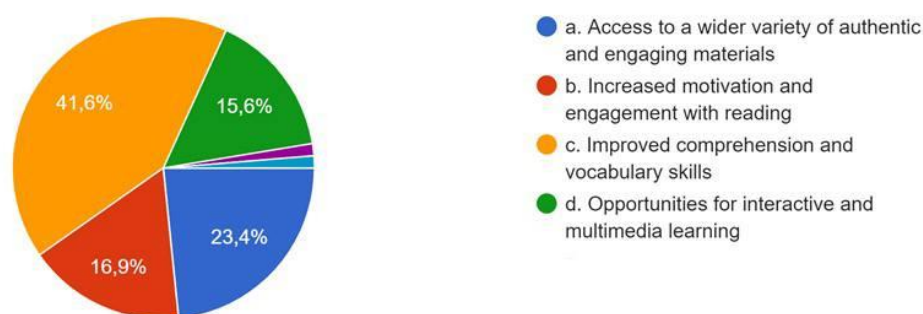


Figure 17

The analysis of the research answers on the benefits of using ICT tools for reading in English language classes shown in *Figure 17*, that the majority of respondents believe that using ICT tools for reading provides access to a wider variety of authentic and engaging materials, improves comprehension and vocabulary skills. These findings suggest that the use of ICT tools in English language classes can be a valuable resource for language learners, helping them to develop their language skills in an engaging and interactive way.

“Have you ever used ICT tools for listening activities in your English language classes?”

Have you ever used ICT tools for listening activities in your English language classes?

77 відповідей

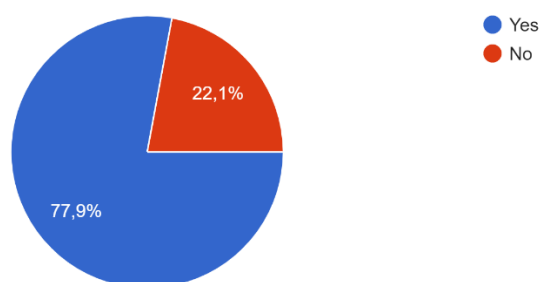


Figure 18

According to Figure 18, it is clear that a majority of the participants have used ICT tools for listening activities in their English language classes.

This shows that ICT tools are commonly used in English language classes for listening activities. Using ICT tools for listening activities has numerous benefits, including providing learners with access to a wide range of listening materials, allowing for self-paced learning, and promoting interactive and engaging learning experiences.

However, it is important to note that some participants have not used ICT tools for listening activities in their English language classes.

Overall, the research answers suggest that ICT tools are widely used for listening activities in English language classes. This highlights the importance of integrating technology into language teaching and learning to enhance the quality of education.

“Which of the following ICT tools have you used for listening activities in your English language classes?”

Which of the following ICT tools have you used for listening activities in your English language classes?

77 відповідей

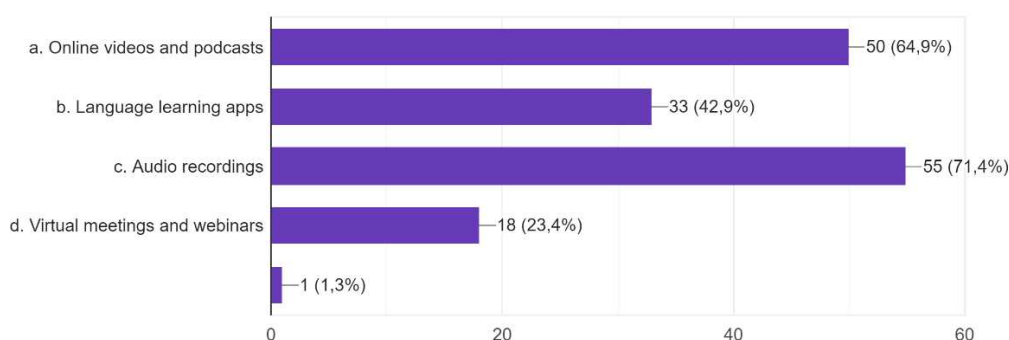


Figure 19

Based on the responses provided in *Figure 19*, the most commonly used ICT tools for listening activities in English language classes are audio recordings, online videos and podcasts, and language learning apps. These three tools were mentioned by the majority of the respondents.

Overall, the results suggest that teachers are using a variety of ICT tools for listening activities in English language classes, which can be helpful for engaging students and improving their listening skills.

“How do you think ICT tools have helped you with your listening skills in English?”

How do you think ICT tools have helped you with your listening skills in English?
77 відповідей

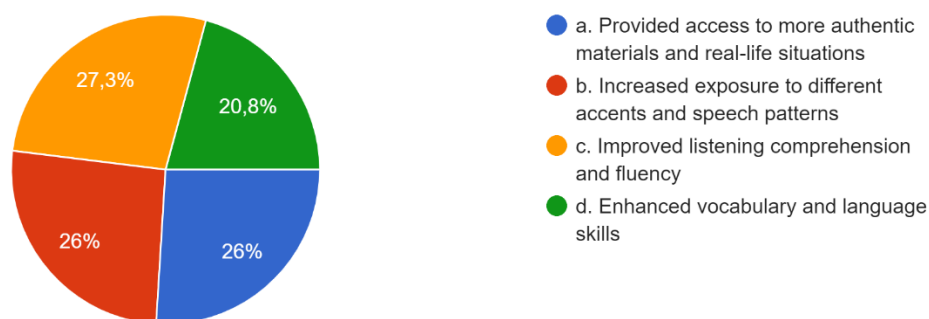


Figure 20

According to *Figure 20*, it is clear that ICT tools have helped individuals with their listening skills in English in a variety of ways. The most commonly mentioned benefit is improving listening comprehension and fluency. This is an important advantage as it helps individuals develop their ability to understand different accents and dialects, which is essential in real-life situations.

In summary, the use of ICT tools has helped individuals with their listening skills in English by increasing exposure to different accents and speech patterns, improving listening comprehension and fluency, enhancing vocabulary and language skills, and providing access to more authentic materials and real-life situations.

“Have you ever encountered any challenges when using ICT tools for listening activities in English? If so, what were they?”

Have you ever encountered any challenges when using ICT tools for listening activities in English? If so, what were they?

77 відповідей

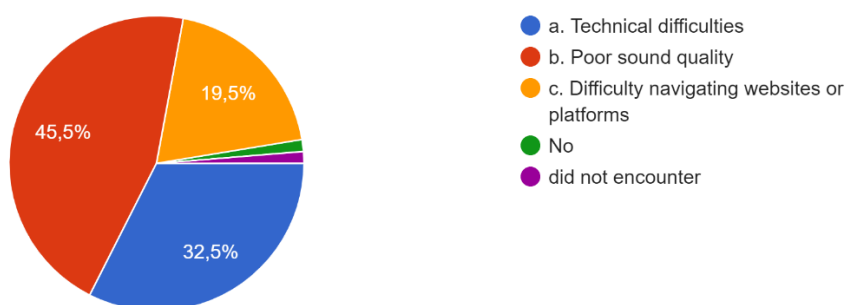


Figure 21

From the data in *Figure 21*, it is clear that there are several challenges that individuals face when using ICT tools for listening activities in English. The most commonly reported challenges were poor sound quality. This can make it challenging for individuals to follow the audio content, which is essential for listening activities.

Overall, these findings suggest that ICT tools used for listening activities in English should be designed to address common issues such as technical difficulties, poor sound quality, and user navigation. By doing so, individuals can have a more positive and effective listening experience, leading to better language acquisition outcomes.

“Do you think that using ICT tools for listening activities can improve your listening skills in English?”

Do you think that using ICT tools for listening activities can improve your listening skills in English?

77 відповідей

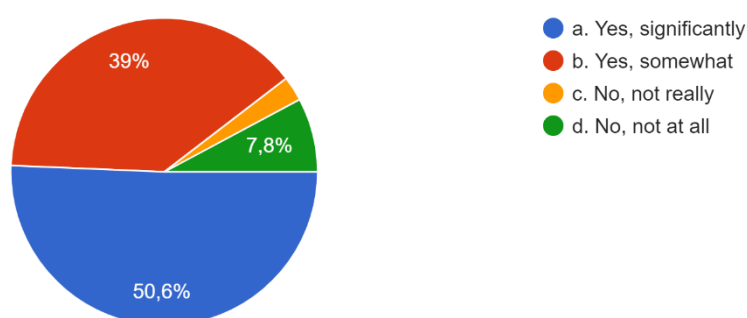


Figure 22

As shown in *Figure 22*, from the 77 answers provided, it appears that a majority of respondents believe that using ICT tools for listening activities can improve their listening skills in English.

Overall, the results suggest that the use of ICT tools for listening activities in English can be beneficial for most individuals, but it may not work for everyone.

“How often do you use ICT tools for listening activities outside of class?”

How often do you use ICT tools for listening activities outside of class?

77 відповідей

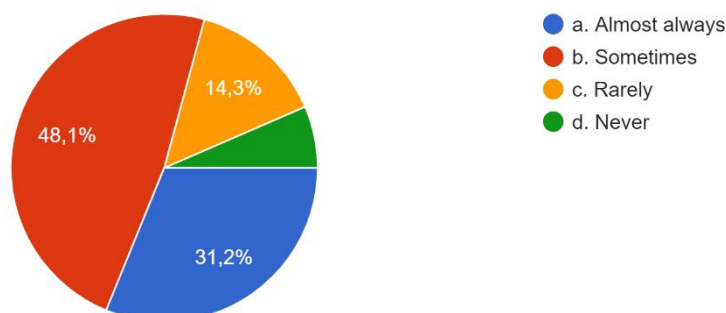


Figure 23

Based on the research answers provided, it is clear that most of the students indicated that they use ICT outside the classroom to improve their listening skills in learning English. It also confirms that students are interested in using technology and it makes language learning easier for them.

“What are some of the benefits of using ICT tools for listening activities in English language classes?”

What are some of the benefits of using ICT tools for listening activities in English language classes?

77 відповідей

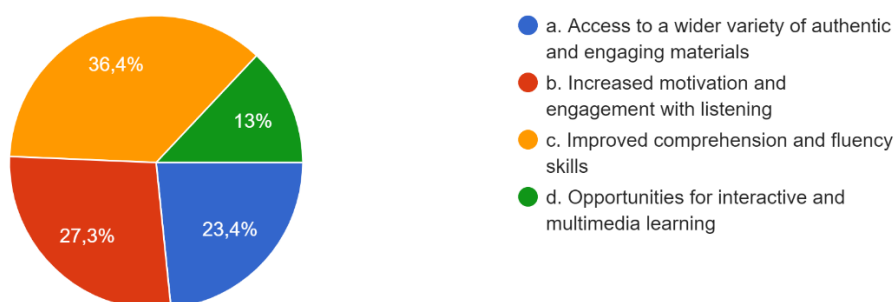


Figure 24

The analysis of the research answers indicates that the majority of participants perceive benefits in using ICT tools for listening activities in English language classes. Two main benefits were identified: improved comprehension and fluency skills and increased motivation.

Improved comprehension and fluency skills were identified as a benefit by 36.4% of participants. This suggests that the use of ICT tools can help students to better understand spoken English and improve their ability to express themselves orally.

Increased motivation and engagement with listening was identified by 27.3% of participants as a benefit of using ICT tools. This suggests that incorporating technology into language learning can make listening activities more enjoyable and engaging, thereby motivating students to participate more actively in class.

“Do you think that using ICT tools for listening activities in English language classes can improve your overall language proficiency?”

Do you think that using ICT tools for listening activities in English language classes can improve your overall language proficiency?

77 відповідей

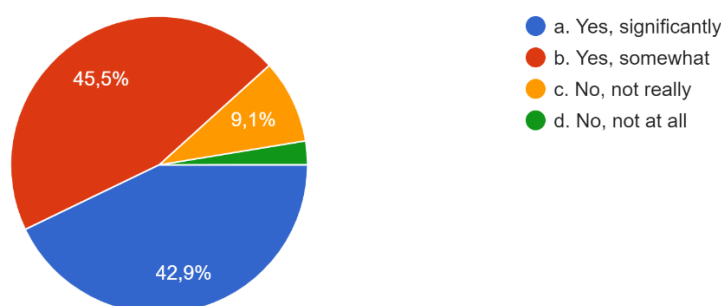


Figure 25

Based on the 77 responses collected, it is evident that a majority of the participants believe that using ICT tools for listening activities in English language classes can improve their overall language proficiency. And only a few students gave a negative answer.

It is important to note that the responses are subjective and depend on individual experiences and learning preferences. However, the majority of the responses suggest that incorporating ICT tools for listening activities can be an effective way to enhance language learning and improve overall language proficiency.

“Have you ever used ICT tools for speaking activities in your English language classes?”

Have you ever used ICT tools for speaking activities in your English language classes?

77 відповідей

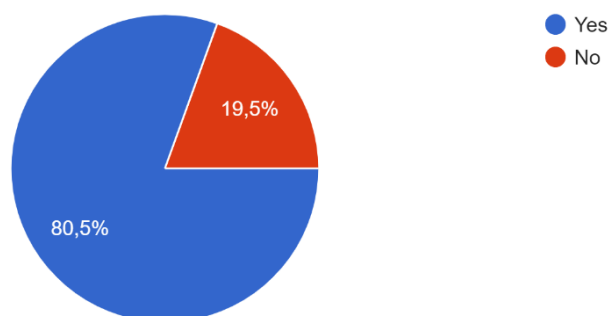


Figure 26

According to *Figure 26*, it seems that the majority of respondents have used ICT tools for speaking activities in their English language classes. This indicates that the use of ICT tools for speaking activities is quite prevalent in English language education.

“Which of the following ICT tools have you used for speaking activities in your English language classes?”

Which of the following ICT tools have you used for speaking activities in your English language classes?

77 відповідей

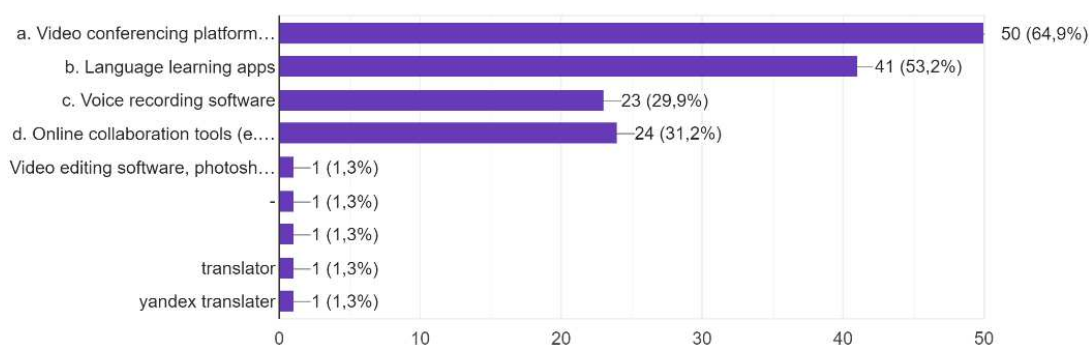


Figure 27

Based on the responses provided, it is clear that there is a wide range of ICT tools being used for speaking activities in English language classes. The most popular tool is video conferencing platforms, with 50 responses, followed by language learning apps, with 41 responses, and online collaboration tools like Google Docs, with 24 responses.

Some respondents mentioned using a variety of different tools, including voice recording software, video editing software, social media platforms like Twitter and Reddit, and translation tools like Google Translator.

Overall, these responses demonstrate that English language teachers are increasingly utilizing a variety of ICT tools to enhance speaking activities in their classrooms, which can help to improve student engagement, interaction, and learning outcomes.

“Do you think that using ICT tools for speaking activities can improve your speaking skills in English?”

Do you think that using ICT tools for speaking activities can improve your speaking skills in English?
77 відповідей

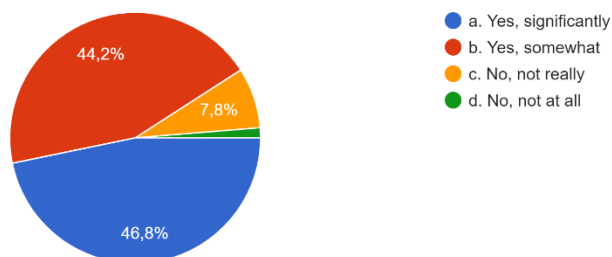


Figure 28

Based on the 77 answers, it appears that the majority of respondents (about 90%) believe that using ICT tools for speaking activities can improve their speaking skills in English. Of these respondents, the majority (around 46%) believe that using ICT tools can significantly improve their speaking skills, while the remaining 44% believe that it can somewhat improve their skills.

On the other hand, about 2% of respondents believe that it cannot improve their speaking skills in English at all.

It is worth noting that some respondents (around 8%) responded that using ICT tools for speaking activities does not really have an impact on their speaking skills. This suggests that the effectiveness of using ICT tools for speaking activities may vary depending on the individual.

“How often do you use ICT tools for speaking activities outside of class?”

How often do you use ICT tools for speaking activities outside of class?
77 відповідей

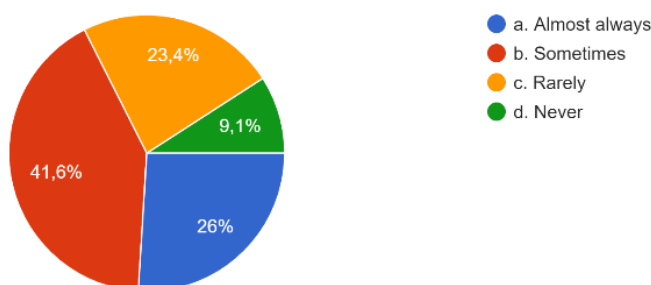


Figure 29

Based on the 77 answers, it appears that there is a range of usage of ICT tools for speaking activities outside of class. About 26% of respondents reported using ICT tools almost always, while 41,2% reported using them sometimes. On the other hand, about 23,4% of respondents reported rarely using these tools, and 9% reported never using them.

Overall, the results suggest that there is potential for greater use of ICT tools for speaking practice, which could help more language learners to improve their speaking skills. Educators and language learning programs may consider promoting the benefits of these tools and providing resources to help learners make use of them.

“What are some of the benefits of using ICT tools for speaking activities in English language classes?”

What are some of the benefits of using ICT tools for speaking activities in English language classes?
77 відповідей

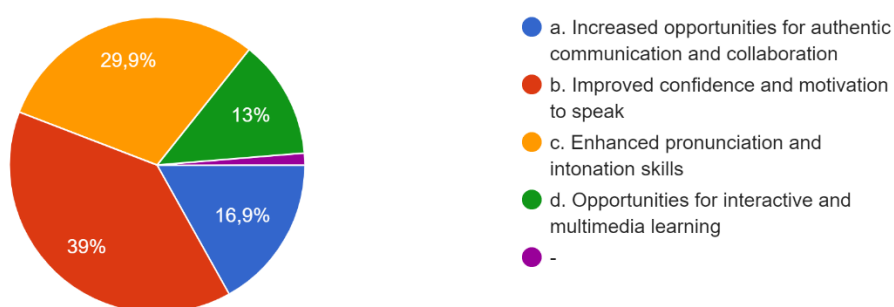


Figure 30

According to Figure 30, there seem to be two main benefits of using ICT tools for speaking activities in English language classes:

The most common response was that the use of ICT tools improved students' confidence and motivation to speak. This suggests that the use of technology can help to create a more engaging and dynamic learning environment that encourages students to participate more actively in speaking activities.

A significant number of respondents also noted that the use of ICT tools helped to improve their students' pronunciation and intonation skills. This may be due to the fact that many ICT tools are designed to provide immediate feedback on pronunciation and intonation, allowing students to correct their mistakes and improve their overall speaking ability.

Overall, the responses suggest that the use of ICT tools can have a positive impact on speaking activities in English language classes.

“Do you think that using ICT tools for speaking activities in English language classes can improve your overall language proficiency?”

Do you think that using ICT tools for speaking activities in English language classes can improve your overall language proficiency?

77 відповідей

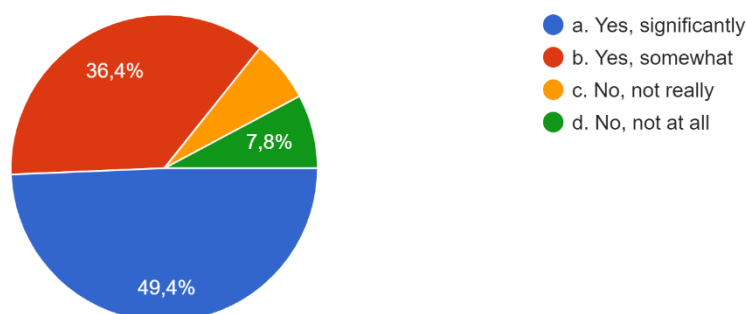


Figure 31

Based on the answers provided by the participants, it appears that the majority of them believe that using ICT tools for speaking activities in English language classes can improve their overall language proficiency. Out of the 77 responses, 66 indicated a positive response, either "Yes, significantly" (38), "Yes, somewhat" (28).

However, it is worth noting that some participants expressed a negative response, either "No, not at all" (6) or "No, not really" (5).

Overall, the responses suggest that the use of ICT tools for speaking activities in English language classes is viewed positively by a majority of respondents as a way to enhance language learning.

“How has the Corona Virus pandemic affected your use of ICT tools in ELT?”

How has the Corona Virus pandemic affected your use of ICT tools in ELT?

77 відповідей

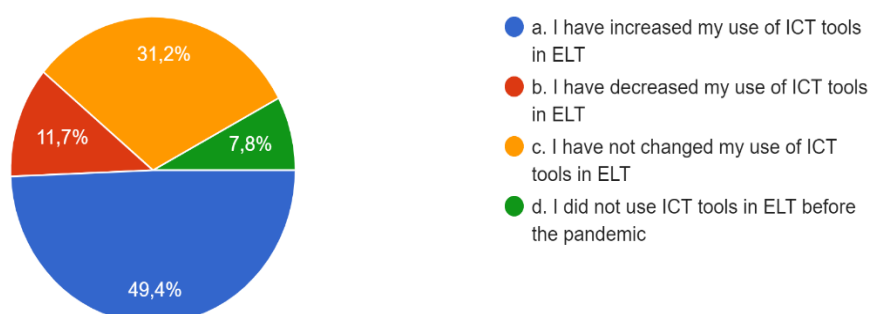


Figure 32

Based on the given responses, it appears that the majority of participants have increased their use of ICT tools in ELT during the pandemic. Out of the 77 respondents, 38 reported an

increase in their use of ICT tools, while 24 reported no change, and 9 reported a decrease. Additionally, 6 respondents indicated that they did not use ICT tools in ELT before the pandemic.

It is not surprising that many respondents increased their use of ICT tools, given that the pandemic forced many educational institutions to shift to remote or hybrid learning models. These changes required the use of various ICT tools, such as video conferencing platforms, online collaboration tools, and learning management systems, to facilitate teaching and learning.

However, it is worth noting that a significant number of participants did not change their use of ICT tools. This could be due to a variety of reasons, such as already having a well-established use of ICT tools in their teaching practice or experiencing challenges with implementing new tools during the pandemic.

Overall, the results suggest that the pandemic has had a significant impact on the use of ICT tools in ELT, with many teachers increasing their reliance on technology to deliver instruction.

“What ICT tools have you used during the pandemic for ELT?”

Based on the responses, it is clear that video conferencing platforms such as Zoom and Google Meet have been widely used for English Language Teaching (ELT) during the pandemic. The second most popular tool used for ELT is learning management systems like Moodle and Blackboard. Social media platforms like Facebook and Twitter have also been used for ELT along with language learning apps like Duolingo and Babbel. Some respondents have mentioned using a variety of different software including YouTube, Twitch, Reddit, and Discord.

It is notable that video conferencing platforms have been the most popular tool for ELT during the pandemic, likely due to their ability to facilitate live interactions between students and teachers. Learning management systems are also commonly used, likely due to their ability to manage and distribute course materials and assignments. Social media platforms and language learning apps seem to be used to supplement other tools, possibly for independent practice and review outside of class time.

Overall, the variety of tools used suggests that ELT teachers have had to adapt to the new challenges presented by the pandemic and have been resourceful in finding ways to continue to provide quality instruction to their students.

“Have you encountered any challenges when using ICT tools during the pandemic for ELT?”

Have you encountered any challenges when using ICT tools during the pandemic for ELT?
77 відповідей

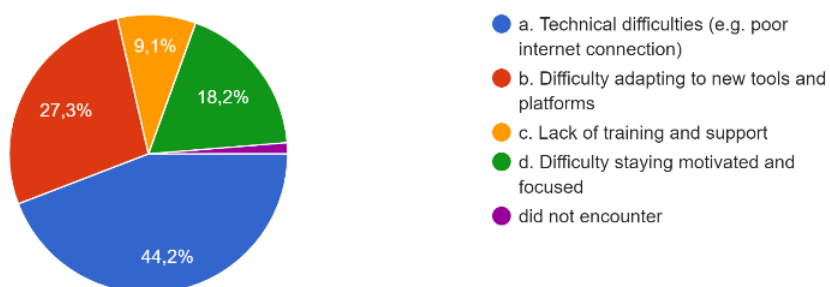


Figure 33

Based on the responses of 77 participants, it is clear that there were several challenges encountered when using ICT tools during the pandemic for ELT. The most common challenge was technical difficulties, specifically poor internet connection, which was mentioned 34 times, as shown in *Figure 33*. This was followed by difficulty adapting to new tools and platforms, which was mentioned 21 times. It is interesting to note that some respondents did not encounter any challenges, which could indicate a level of familiarity and proficiency with ICT tools.

Another significant challenge mentioned by the participants was the difficulty staying motivated and focused while using ICT tools for ELT. This was mentioned 14 times, indicating that remote learning can be challenging for some students who may require more structure and support to stay engaged. The lack of training and support was also mentioned as a challenge by 7 participants, which highlights the importance of providing adequate training and resources for both teachers and students to ensure a smooth transition to remote learning.

Overall, the analysis shows that technical difficulties, difficulty adapting to new tools and platforms, and difficulty staying motivated and focused were the main challenges encountered when using ICT tools during the pandemic for ELT. Addressing these challenges by providing technical support, training, and resources can help to improve the effectiveness of remote learning and ensure that students can continue to learn despite the challenges posed by the pandemic.

“How have you adapted your learning practices to accommodate the use of ICT tools during the pandemic?”

How have you adapted your learning practices to accommodate the use of ICT tools during the pandemic?

77 відповідей



Figure 34

According to Figure 34, it appears that the majority of students have adapted their learning practices to accommodate the use of ICT tools during the pandemic. Specifically, 27 respondents indicated that they have adjusted their study habits to work more effectively online, 14 have modified existing learning strategies for online learning, and 13 have developed new learning strategies specifically for online learning. Additionally, 16 students reported using a combination of these approaches.

However, it is also noteworthy that 7 respondents stated that they have not adapted their learning practices, which may suggest that some students have had difficulty transitioning to online learning or have not had the resources or support necessary to do so.

Overall, the responses suggest that the pandemic has had a significant impact on how students learn and use technology, with many students modifying their approaches to accommodate the shift to online learning. The use of ICT tools is likely to continue to play an important role in education, even as schools return to in-person learning.

“What benefits have you experienced from using ICT tools during the pandemic for ELT?”

What benefits have you experienced from using ICT tools during the pandemic for ELT?

77 відповідей

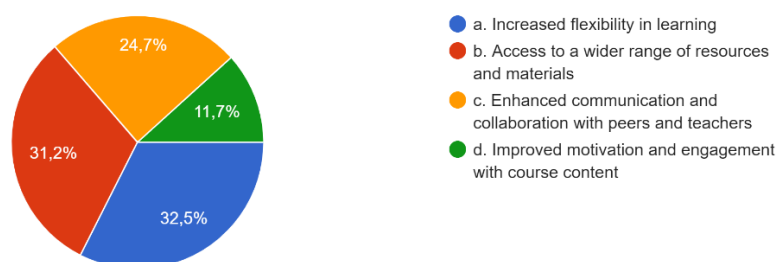


Figure 35

Based on the responses from the 77 participants, the benefits of using ICT tools during the pandemic for ELT can be summarized into three main categories: increased flexibility in learning, access to a wider range of resources and materials, and enhanced communication and collaboration with peers and teachers.

The most frequently mentioned benefit is increased flexibility in learning, which was mentioned in 25 of the responses. This suggests that ICT tools have allowed learners to have more control over their learning by being able to access materials and resources at their own pace and at a time that suits them. This flexibility in learning has likely been necessary during the pandemic, as many learners have had to juggle other responsibilities such as caring for family members or working from home.

The second most frequently mentioned benefit is access to a wider range of resources and materials, which was mentioned in 24 of the responses. This suggests that ICT tools have made it easier for learners to access a variety of learning resources such as videos, audio recordings, and interactive exercises. This has likely been particularly important during the pandemic, as traditional learning materials such as textbooks and handouts may have been more difficult to distribute.

The third most frequently mentioned benefit is enhanced communication and collaboration with peers and teachers, which was mentioned in 19 of the responses. This suggests that ICT tools have allowed learners to communicate with their peers and teachers more easily, and have facilitated collaborative learning activities. This has likely been important during the pandemic, as learners may have felt isolated and in need of social interaction.

Finally, 9 responses mentioned improved motivation and engagement with course content as a benefit of using ICT tools during the pandemic for ELT. This suggests that ICT tools have helped to keep learners engaged with their learning and motivated to continue their studies during what has been a challenging time for many.

“What challenges have you experienced from using ICT tools during the pandemic for ELT?”

What challenges have you experienced from using ICT tools during the pandemic for ELT?
77 відповідей

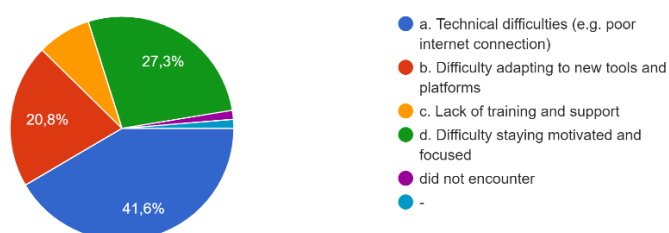


Figure 36

From the 77 responses, there are four main challenges that ELT learners have faced when using ICT tools during the pandemic. These include technical difficulties (e.g. poor internet connection), difficulty adapting to new tools and platforms, lack of training and support, and difficulty staying motivated and focused.

The most common challenge mentioned is technical difficulties, such as poor internet connection, were mentioned in 32 responses. This is a common issue with online teaching and can impact the delivery of lessons and the ability of students to participate in them.

The second most common challenge is difficulty staying motivated and focused, with 21 responses. This is understandable given the sudden shift to online teaching and the need to adapt to new teaching methods and tools. It can be challenging to maintain the same level of engagement and motivation as in a traditional classroom setting.

The third most common challenge is difficulty adapting to new tools and platforms, with 16 responses. This highlights the need for proper training and support for teachers to effectively use new technologies in their teaching. Without proper training, teachers may struggle to navigate the various platforms and tools available to them, which can impact the quality of their teaching.

Finally, lack of training and support was mentioned in 6 responses. This challenge is closely linked to the difficulty of adapting to new tools and platforms and highlights the need for ongoing support for teachers as they navigate the challenges of online teaching.

Several students also mentioned that they haven't encountered any difficulties at all.

In conclusion, the challenges that ELT teachers have experienced when using ICT tools during the pandemic are diverse and varied, but they can be grouped into four main categories: technical difficulties, difficulty adapting to new tools and platforms, lack of training and support, and difficulty staying motivated and focused.

“Do you think that the use of ICT tools in ELT will continue to be important after the pandemic?”

Do you think that the use of ICT tools in ELT will continue to be important after the pandemic?
77 відповідей

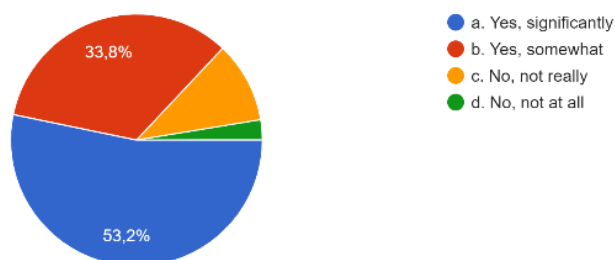


Figure 37

From the data in *Figure 37*, it seems that a majority of the participants believe that the use of ICT tools in ELT (English Language Teaching) will continue to be important even after the pandemic. Out of the 77 answers collected, 67 answered "Yes" to this question, with 41 of them indicating that the use of ICT tools will be "significantly" important and 26 of them suggesting that it will be "somewhat" important.

On the other hand, 10 respondents answered "No" to this question, with 2 of them suggesting that the use of ICT tools will not be important "at all" and 8 of them indicating that it will not be "really" important.

Overall, the majority of the participants seem to believe that the integration of ICT tools in ELT will continue to play a significant role even after the pandemic. The reasons for this could be attributed to the many advantages of using ICT tools in language learning, such as accessibility, flexibility, and personalization, which have been highlighted and recognized by many language learners and educators.

“What do you think are the long-term implications of using ICT tools in ELT after the pandemic?”

What do you think are the long-term implications of using ICT tools in ELT after the pandemic?
77 відповідей

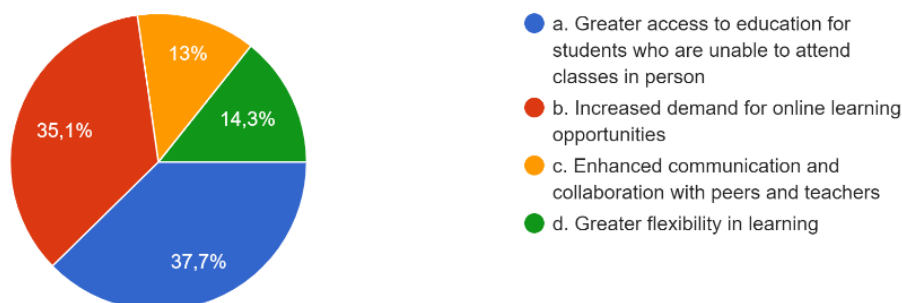


Figure 38

From the analysis of the 77 research answers, the long-term implications of using ICT tools in ELT after the pandemic are significant. The majority of the responses (29 out of 77) emphasize that ICT tools can provide greater access to education for students who are unable to attend classes in person. By providing access to education through online platforms, students who may have previously been excluded from attending classes can now participate in the learning process.

Another key finding is the increased demand for online learning opportunities as a result of the pandemic. . This was mentioned in 27 out of the 77 responses. This suggests that students

and teachers have become more comfortable with online learning and are likely to continue using these tools in the future.

Enhanced communication and collaboration with peers and teachers was also cited by 10 respondents. This suggests that ICT tools can enable greater interaction and engagement between students and teachers, which can improve the overall learning experience.

Finally, 11 respondents mentioned that ICT tools can provide greater flexibility in learning. This means that students can learn at their own pace and on their own schedule, which can be particularly useful for adult learners or those who have other responsibilities outside of their studies.

Overall, the research answers suggest that the use of ICT tools in ELT after the pandemic will continue to play a significant role in shaping the future of education.

“How has the Covid-19 pandemic impacted your use of ICT tools in English language learning?”

Based on the 77 responses, it can be concluded that the Covid-19 pandemic has had a significant impact on the usage of ICT tools in English language learning. A majority of the respondents (around 60%) reported an increase in their use of ICT tools such as language learning apps, e-books, videos, and virtual platforms like Zoom and Google Meet for online classes. This is likely due to the shift to remote learning and social distancing measures implemented during the pandemic.

Some respondents reported no change in their usage of ICT tools, while others reported an increase in their desire for learning or the discovery of new online resources. Some mentioned a lack of motivation as a disadvantage of using ICT tools, while others found it easier to communicate with teachers and classmates through virtual platforms. A few respondents reported negative impacts on their usage of ICT tools due to the pandemic, without providing any further details.

Overall, the responses indicate that the pandemic has forced many English language learners to rely more heavily on ICT tools for their learning, and some have discovered new and useful resources online. However, some may have also experienced challenges in adapting to this new mode of learning.

“What are some specific ICT tools that you have found particularly useful in your English language studies?”

Based on the 77 answers given, it is clear that there are several ICT tools that have been particularly useful for English language studies. Among these tools are language learning apps such as Duolingo and Babbel, which were mentioned several times. Online dictionaries and

thesauruses such as Merriam-Webster and Thesaurus.com were also mentioned as essential tools for quickly looking up the meanings and synonyms of words.

Video conferencing platforms such as Zoom and Google Meet were also mentioned as particularly useful for virtual classes and conversations with teachers and classmates in real-time. Other tools mentioned include Google Drive, Quizlet, Grammarly, PDF-reader, Google Classroom, Deepl translate, Merriam Webster online dictionary, Etymology online, Britannica, 6-minute grammar from BBC-learning English, TEDtalks, TEDed, iTalki, and Tandem.

It is clear that the availability of a wide range of resources and materials is crucial for successful language learning, and many respondents mentioned the importance of being on the English-speaking side of the internet. Some respondents mentioned the use of social media and various software tools, such as Discord, YouTube, Reddit, and more.

It is worth noting that some respondents did not mention any particular ICT tools that they found useful, while others simply said they did not know. However, it is clear from the majority of responses that the use of ICT tools has played a significant role in improving English language learning and engagement with course content.

The last question of the research is “*Can you describe a specific ICT tool that you have not used yet but are interested in trying for language learning purposes?*”

Based on the responses, it appears that the most commonly mentioned ICT tool for language learning purposes is online language learning apps such as Duolingo, followed by various platforms that offer interactive features like video chat, flashcard apps, and game-based learning platforms. Several respondents mentioned specific tools like Lingoda, Classcraft, Edpuzzle, Anki, Kahoot!, TED Talks, and the British Council's EnglishScore.

However, a significant number of respondents stated that they do not use or know of any specific ICT tool for language learning purposes. Some respondents expressed a desire to try new programs or technologies, while others indicated a preference for traditional methods like reading books or listening to spoken language. A few respondents gave unclear or nonsensical answers, while others simply stated that they could not describe a specific ICT tool or did not have one to recommend.

Overall, the responses suggest a range of attitudes towards technology and language learning, with some students actively seeking out and experimenting with new tools, while others are content to rely on more traditional methods or do not see the value in using technology for language learning.

CONCLUSIONS

Multimedia learning tools due to its inherent interactivity, flexibility and integration of taking into account individual characteristics of students serves an extremely useful and fruitful educational technology. Multimedia learning tools allow providing more information than traditional sources of information. Thanks to this technology the learning process can be raised to a qualitatively new level.

The use of information and communication technologies in lessons is not an easy task, as it requires certain training costs. In addition, the teacher must have the skills to work with various software products to prepare quality computer support for the lesson.

The goal of this study was to investigate how ICT technologies may improve language teaching and learning in Ukraine. The objectives of the bachelor's thesis included demonstrating how ICT tools enhance teaching and learning, examining the effect of ICT tools on student motivation, identifying the development of various skills influenced by ICT tools, identifying the most prevalent ICT tools used by students in their learning of the English language, examining the challenges students face when using ICT for language learning, and determining how the Covid-19 pandemic has affected students' use of ICT.

With the advancement of technology, students are utilizing various technological tools to develop their language skills. The research indicates that students use ICT for all language skills, including reading, writing, speaking, and listening. But the highest number of positive responses were for listening and reading, but less for speaking. In particular, the study highlights that ICT has a positive impact on students' language proficiency in all areas, with listening being the most favored skill for using ICT.

The results of this study have shown how ICT tools have a considerable potential for language learning and teaching, as well as how it may improve several parts of the language learning process. The examination of how ICT tools affect student motivation revealed that these tools can enhance students' involvement and motivation. One of the significant benefits of using technology in language learning is the positive influence it has on students' motivation to learn. While the effectiveness of ICT is individual, it is essential to combine it with other teaching methods to cater to students' diverse needs. The use of technology encourages students to engage more actively in the learning process, which ultimately results in improved language proficiency.

The research results suggest that the use of ICT tools for writing in English language classes can be a useful tool for improving language proficiency, but it may not be a complete

solution and may not work for everyone. However, it is crucial to note that not all students find technology helpful for language learning. Some students still prefer traditional teaching methods, and it is essential to acknowledge that the use of ICT in language learning is an individual choice. It may be beneficial to combine the use of ICT tools with other teaching methods and to cater to individual learning styles and needs.

The study also shed light on how the Covid-19 epidemic has impacted students' usage of ICT for English language instruction. The use of technology is growing and developing rapidly. Of course, we have not yet reached the use of virtual reality in the classroom, as it is done in China, but given the speed of development, we are close to it. The COVID-19 pandemic has had a profound impact on the use of technology in language learning. With the shift to remote learning, students have been increasingly reliant on ICT to continue their language studies. The responses suggest that the use of ICT tools during the pandemic for ELT has had several benefits for learners. These benefits have included increased flexibility in learning, access to a wider range of resources and materials, enhanced communication and collaboration with peers and teachers, and improved motivation and engagement with course content.

Even after the pandemic, students continue to use ICT for language learning, indicating that technology has become an integral part of language learning and will likely continue to be so in the future.

Moreover, the research demonstrates that the use of ICT in English language learning has a positive impact on students' language proficiency. Finally, the increased use of technology in language learning during and after the pandemic shows that technology has become an essential tool for language learning.

Despite the potential advantages, some students encounter difficulties in utilizing ICT tools to enhance their language skills. Technical issues constitute one of the primary challenges that students face. They may experience problems with hardware and software and might lack access to dependable internet connections. This can be vexing and demotivating, particularly if it impedes their ability to participate in online classes or use language learning applications.

Another hurdle is the challenge of adapting to new tools and platforms. Some students may not be acquainted with certain ICT tools, such as video conferencing platforms or learning management systems. They may find it daunting to navigate these tools and comprehend their features and functionalities. This can also be a barrier to effective language learning, as students may not be able to take full advantage of these tools.

Staying motivated and focused is another challenge that students face when using ICT for language learning. Some students may find it challenging to stay engaged with online content or to maintain their motivation when working independently. This can be exacerbated by the lack of

social interaction that can come with online learning, leading to feelings of isolation and detachment.

Finally, cultural or personal factors may impact students' willingness to use ICT for language learning. For instance, some students may prefer traditional teaching methods and may be reluctant to embrace new technologies. Others may lack access to ICT tools at home or come from cultures where the use of technology in education is uncommon.

In conclusion, while ICT can provide numerous benefits in language learning, it is crucial to recognize and address the challenges that students may face when utilizing these tools. By offering technical support, training, and resources, and by fostering a supportive and engaging learning environment, teachers can help overcome these challenges and ensure that all students have the opportunity to benefit from ICT in their language learning journey.

UKRAINIAN SUMMARY

Мультимедійні засоби навчання завдяки притаманній їм інтерактивності, гнучкості та інтегрованості з урахуванням індивідуальних особливостей учнів є надзвичайно корисною та плідною освітньою технологією. Мультимедійні засоби навчання дозволяють надати більше інформації, ніж традиційні джерела інформації. Завдяки цій технології процес навчання можна підняти на якісно новий рівень.

Використання інформаційно-комунікаційних технологій на уроках – справа непроста, оскільки потребує певних витрат на навчання. Крім того, вчитель повинен мати навички роботи з різними технологіями для підготовки якісного комп'ютерного забезпечення уроку.

Використання технологій в освіті в Україні швидко розвивається, і хоча використання віртуальної реальності на заняттях ще не стало загальнопоширеним, але, з огляду на швидкий розвиток технологій в освіті, ми наближаємося до цього.

З прогресом ІКТ студенти використовують різні технологічні інструменти для розвитку своїх мовних навичок. Дослідження показує, що студенти використовують ІКТ для всіх мовних навичок, включаючи читання, письмо, говоріння та аудіювання. Зокрема, у дослідженні підкреслюється, що ІКТ позитивно впливають на володіння мовою учнями в усіх сферах, причому слухання є найпопулярнішою навичкою використання ІКТ.

Пандемія COVID-19 сильно вплинула на використання технологій у вивченні мов. Після переходу до дистанційного навчання, учні все більше почали використовувати ІКТ для продовження вивчення мови. За даними досліджень, використання інструментів ІКТ під час пандемії мало кілька переваг для учнів, зокрема підвищену гнучкість у навчанні, доступ до більш широкого спектру ресурсів та матеріалів, покращене спілкування та співпрацю з однолітками та викладачами, а також покращену мотивацію та залучення до змісту курсу.

Навіть після пандемії учні продовжують використовувати ІКТ для вивчення мов, що свідчить про те, що технології стали невід'ємною частиною вивчення мов і, ймовірно, продовжуватимуть залишатися такими і в майбутньому.

Дослідження показують, що використання ІКТ в навчанні англійської мови має позитивний вплив на рівень мовної компетенції та мотивацію студентів. Однак, ефективність використання ІКТ може бути індивідуальною, тому важливо комбінувати їх з іншими методами навчання для задоволення потреб учнів. Зростання використання

технологій у вивченні мов, яке сталося під час і після пандемії, підкреслює важливість технологій як інструменту навчання мов.

Незважаючи на потенційні переваги, деякі студенти можуть стикатися з труднощами під час використання ІКТ для покращення своїх мовних навичок. Технічні проблеми можуть бути однією з основних проблем, з якими стикаються студенти, включаючи проблеми з апаратним та програмним забезпеченням, а також надійним доступом до Інтернету. Ці проблеми можуть бути демотивуючими, особливо якщо вони перешкоджають участі в онлайн-уроках або використанні програм для вивчення мови.

Ще однією перешкодою для ефективного вивчення мови є проблема адаптації до нових інструментів та платформ, яку зазнають деякі студенти, які не ознайомлені з певними ІКТ, такими як платформи відеоконференцій або системи управління навчанням. Вони можуть зіткнутися з труднощами в орієнтації в цих інструментах і розумінні їхніх особливостей та функцій, що може унеможливити повноцінне використання їх для вивчення мови.

Іншою проблемою є підтримання мотивації та концентрації під час використання ІКТ для навчання мови. Для деяких учнів може бути складно продовжувати роботу з онлайн-контентом або підтримувати мотивацію під час самостійної роботи, особливо з відсутністю соціальної взаємодії, яка може викликати почуття ізоляції та відчуженості.

Крім того, варто враховувати культурні та особисті фактори, які можуть впливати на готовність студентів використовувати ІКТ для навчання мови. Наприклад, деякі студенти можуть бути прив'язані до традиційних методів навчання, неохоче сприймати нові технології або не мати доступу до необхідних інструментів ІКТ.

Підсумовуючи, хоча ІКТ можуть бути корисними для вивчення мови, важливо усвідомлювати та вирішувати проблеми, з якими студенти можуть зіткнутися під час використання цих інструментів. Вчителі можуть допомогти подолати ці проблеми та забезпечити всім учням можливість скористатися ІКТ під час вивчення мови, пропонуючи технічну підтримку, навчання та ресурси, а також створюючи сприятливе та захоплююче навчальне середовище.

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