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INTRODUCTION

Students are encouraged to actively participate in meaningful discourse with their peers within the confines of a communicative classroom. This type of classroom is imperative as it fosters an environment that is conducive to effective learning, where the students can engage in conversation and exchange ideas. The importance of possessing communicative competence in language instruction became evident during the 1970s, when the audiolingual approach and situational language education lost their perceived usefulness. The situational approach, which is grounded in a structuralist perspective of language and teaches language structures in accordance with a behavioral learning theory, failed to produce the desired outcomes. Consequently, British applied linguists began to question the foundational theory of this approach (Demeter, 1991, p.78).

The acceptance of English language training has resulted in significant changes. Recently, various teaching approaches have gained popularity but later lost favor. It is undeniable that the increasing number of people desiring to study English leads to a greater variety of needs. Consequently, there is a greater demand for innovative ideas and methods in English language training to cater to these diverse needs. Communicative Language Teaching (CLT), which focuses on developing students' ability to effectively use language in different contexts, is widely considered by language educators as an effective technique. The importance placed by our teachers on teaching expressive language remains crucial in today's context. However, a question arises regarding the extent of our teachers' knowledge about the concept of communicative language education. Do they adequately incorporate it into their lessons as well? The acquisition of knowledge regarding the activities and procedures related to the instruction of communicative language is of paramount importance. Hence, a significant component of our research involves assessing whether our educators adequately implement and comprehend communicative language training within our educational institutions. Furthermore, how pupils understand and see the communicative language teaching during their classes.

The topic of instructing communicative languages has been extensively addressed by a multitude of scholars. Notable among them include Swan (1985), Widdowson (1978), Hymes (1972), Halliday (1970), and Yalden (1983). Particularly, Swan's two-part article in the 'ELT Journal' has evoked a considerable storm. The author remarks, 'Aside from its commendable attributes, regrettably, the communicative approach also inherits the drawbacks typically associated with intellectual revolutions: it extrapolates efficacious yet confined ideas to the point where they lose their essence, demands greater authority over its doctrines, and, as far as their intrinsic worth and novelty are concerned, they warrant such authority. The previous perspective is portrayed in an erroneous manner, thereby substituting it with the new one' (Swan, 1985).

Widdowson contends that it would be imprudent to make definitive claims given our present understanding of linguistic capabilities. It would have been exceedingly audacious to abandon research and behave as though no issues needed resolution. This implies that the endeavors of each researcher have significantly contributed to the advancement of communicative proficiency.

The object of this paper is to investigate and diverse methods that can be employed to promote and facilitate connection and interaction among students within the classroom setting. Through the utilization of interactive learning strategies and the enhancement of their communication abilities, students can acquire the necessary language skills for engaging in genuine conversations. The implementation of communicative language education often proves to be more dynamic, and captivating compared to other language teaching methods, thus eliciting higher levels of motivation among students.

The subject of the paper is to explore the specific instructional activities implemented during the lessons to foster and rehearse communicative abilities. Additionally, the investigation aims to explore the specific activities employed during lessons to cultivate and practice communicative skills.

Our research endeavors to explore the utilization of communicative language teaching in a face-to-face instruction within educational institutions, while also aiming to unveil prevalent misconceptions surrounding the role of language teachers in such contexts. The primary objective of this paper is to elucidate the essence of communicative language education, along with addressing common misunderstandings regarding its implementation and the underlying causes for teachers' errors. This study presents four typical fallacies pertaining to communicative language education, namely, the misconceptions surrounding communicative skills, the extent of the teacher's involvement in communicative activities, the relative importance of fluency and accuracy as primary objectives from the side of teachers' as well as students', and the various teaching methodologies employed. In terms of the theoretical component of our study, we have constructed an encompassing overview of the seminal works in the field, as well as the most recent scholarly literature available.

An overview of the foundational works and recent literature pertaining to the subject was compiled for the theoretical aspect of the study. During this process, different perspectives were contrasted and compared, emphasizing the significance of the matter and possible solutions. To evaluate the level of awareness among teachers and students regarding communicative language teaching, questionnaires were be utilized. Additionally, the questionnaires aim to identify the specific exercises and tasks employed in the implementation of communicative language teaching. Furthermore, it is worthwhile to explore online-based lesson that incorporate communicative language teaching in future research.

PART 1 GENERAL KNOWLEDGE ABOUT COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching stresses the value of utilizing language for communication and interaction, instead of mere rote memorization of grammar principles. This method has been in use for quite a few years. Students collaborate in completing tasks and solving problems to enhance their communication skills. The emphasis is placed on interpersonal exchanges among students, while the teacher assumes the role of a facilitator as opposed to a traditional lecturer. Students are entrusted with a greater degree of accountability in exploring and utilizing the language autonomously.

The activities are designed to replicate authentic scenarios that students might encounter, thereby rendering language acquisition more pragmatic and relevant. Communicative Language Teaching does not only cover communicative interaction. Although many may think that this method only involves speech production. Reading, writing, listening, and speaking capabilities are developed simultaneously rather than in isolation. The advantages encompass heightened fluency, enhanced confidence in verbal expression, and the acquisition of practical communication proficiencies. Students often perceive CLT as more engaging. Nonetheless, implementing CLT necessitates increased preparatory efforts from educators to devise effective instructional strategies, and both teachers and students must adjust to new roles within the educational setting. It may not be universally suitable for all learners or objectives. The teacher's role is also very important during the Communicative Language Teaching. The teacher's function evolves into that of a facilitator who structures interactive assignments and offers feedback to promote student dialogue instead of direct dissemination of information. The ultimate objective is for students to wield language as a means of communication in real-world contexts, transcending its conventional depiction as a scholastic discipline. Interaction stands as the cornerstone of the CLT methodology.

1.1. The history of Communicative Language Teaching

The inquiry into the theoretical underpinnings of the communicative language teaching approach and the substantiation of its efficacy were preceded by investigations in applied linguistics, educational sciences, and language pedagogy. With the waning regard for the audio-lingual technique and situational language teaching in the 1970s, the necessity for communicative competence came to the forefront in language instruction. This can be attributed to the fact that the situational method, which is founded on the structuralist approach to language and impacts

language structures in a situational manner in accordance with the behaviorist model of learning theory, failed to yield desirable outcomes. British applied linguists initiated a query into the theoretical underpinnings of the method (Demeter, 1991, p.78).

In previous times, it was widely believed that the complexities of grammar could be acquired discreetly through extensive repetition and practice. Numerous individuals have become engrossed in the prevailing trend of communication over the past decade and a half, as the pool of positions has expanded. The identification of elements that enhance the efficiency and effectiveness of this methodology is particularly vital in the development and further advancement of the communicative language teaching approach.

The communicative trend is not primarily founded on theoretical literature and curricula, but rather on the general public's awareness of the educational materials that embody them. Communicative competence is not a technique but rather a conceptualization of the knowledge possessed by a native speaker, facilitating effective interaction with other individuals who are also native speakers. This form of communication is inherently impromptu and not pre-planned. It necessitates a comprehensive understanding beyond mere linguistic codes. The native speaker possesses the ability to determine not only the appropriate manner of expression but also the timing of such expressions. The linguistic components of a conversation are intertwined with a cultural backdrop that encompasses the speaker's role within a specific setting, the roles of other participants, and a variety of non-verbal signals like posture, gestures, and facial expressions (Savignon, 1983, p.4). In 1971, a cohort of specialists embarked on an exploration of the notion to design language courses based on a unit-credit system. This system divides learning activities into sections or units, each of which is logically interconnected with preceding sections and satisfied the specific needs of the learner.

Swan's (1985) two-part article published in the 'ELT Journal' created a significant upheaval. Within this article, Swan argues that despite its numerous advantages, the communicative approach shares the flaws commonly associated with intellectual revolutions. This approach tends to generalize valuable but limited ideas, resulting in the dilution of their original meaning. Furthermore, it claims a higher level of authority over established doctrines due to its novelty and intrinsic value. Consequently, it distorts thoughts and replaces alternative perspectives (Swan, 1985, pp.76-87).

Widdowson (1978) asserts that making definitive statements based on the limited research available at that time would have been irresponsible. Moreover, abandoning the research and disregarding the challenges faced would have been an even more irresponsible course of action. To enable students to effectively use language in communication, educational institutions must prioritize authentic communication conditions. In other words, language learners should be

afforded the opportunity to actively participate in lessons and engage in genuine communication scenarios (ibid., pp.58-72).

Hymes (1972) endeavors to develop communicative competence, which encompasses language competence but places greater emphasis on the practical elements of language use. He also suggests that for language learners to effectively communicate with speakers of the target language, they must develop not only their language skills but also their communication competence.

Halliday's (1970) writings on language functions provide additional theoretical support for communicative language teaching. He outlines seven goals (instrumental, regulatory, interactive, personal, heuristic, imaginary) that can be attained by incorporating the use of the learner's native language in the language learning process (Nádor, 2019). Halliday argues that learning a language is not solely about acquiring grammatical rules but also understanding the linguistic meanings conveyed during interpersonal communication.

During the 1970s, educators initiated a critical examination of whether the objectives of language education could be accomplished through conventional teaching methods. Therefore, a few curricula were modified to conform to the principles of communicative language teaching. To begin with, a curriculum that focuses on skills, namely reading, writing, listening, and speaking, into smaller components. Secondly, a functional curriculum emphasizes teaching language tools that facilitate students to articulate their emotions, thoughts, and knowledge. It is also worth noting the removal of task-based curricula, which remove tasks and activities for students to undertake during class.

Today, numerous curricula based on communicative principles have been developed. Yalden (1983) categorized the main types, with the most recent models being interactive, task-centered, and learner-centered. These models have garnered significant interest and are considered highly innovative (Demeter, 1991, p.9).

Language competence refers to the capacity to effectively communicate, encompassing both the complete and partial ability to engage in linguistic interactions. In a simplified manner, language serves as our primary mode of communication, particularly when considering Birdwhistel's research on data measurement. According to this study, only approximately 30-35 percent of messages should be conveyed through verbal means (Nádor, 2019, p.164). It is common for a foreign language to maintain the nonverbal characteristics of its native culture while native speakers uphold their pure linguistic heritage.

Chomsky (1965) presented the notion of competence and performance, which gained widespread recognition in the fields of linguistics and language education. Competence is an abstract notion that cannot be objectively assessed, yet it is inherent in every healthy individual.

Performance, on the other hand, is essentially the application of competence – the operationalization of linguistic understanding in practical contexts. Communicative competence encompasses grammatical proficiency, as the formulation of societal, economic, and cultural principles would lack significance without adherence to grammatical rules.

1.2. The main characteristics of Communicative Language Teaching

Methods in teaching connect theories and philosophies to techniques and practices. Teaching encompasses both theoretical frameworks and practical applications, rather than focusing solely on one aspect. A cohesive approach integrates conceptually congruent connections between theories and practices. These connections should demonstrate logical cohesion. For instance, it would be incongruous for a methodologist believing in language as fixed patterns to then characterize language acquisition as a creative endeavor. Similarly, utilizing discovery learning strategies to assist students in uncovering abstract language rules for generating new sentences would lack coherence. The connections within a teaching approach, linking the foundational theory to specific instructional strategies employed, must exhibit logical consistency and mutual reinforcement to be deemed coherent. Incorporating incompatible or conflicting concepts and methodologies would lead to an incoherent approach (Larsen-Freeman, Anderson, 2011, p.23).

As time progresses, newer methodologies emerge while others decline in popularity. According to Rajagopalan (2007), educators often face 'methods fatigue' due to the constant ebb and flow of methodological trends. Contrary to this assertion, our own observations suggest that educators consistently seek innovation. Recognizing the challenges inherent in teaching, they continuously explore avenues to enhance efficacy. Furthermore, historical trends indicate that certain methods or approaches, once disregarded, may resurface in a different era. Stemming from the Direct Method, this guidance stemmed from the shortcomings of its predecessor, the Grammar-Translation Method, which heavily relied on translation without fostering communicative skills. However, contemporary perspectives challenge such rigid prohibitions on employing students' shared language. Cook (2010) argues that such restrictions are insular, hindering the potential for a meaningful linguistic exchange between teachers and students. Additionally, he contends that this approach contradicts the pedagogical principle of transitioning from the familiar (i.e., students' common language) to the unfamiliar (i.e., the language of instruction). This fundamental principle is integral to Community Language Learning, which employs translation to establish semantic connections between languages. Consequently, it is evident that certain methodologies showcased in this text may not align harmoniously with others (Larsen-Freeman, Anderson, 2011).

In the 1970s, educators began to wonder if this was the best approach to achieving the objective. Some teachers noticed that although students could correctly form sentences during a lesson, they were unable to apply those sentences in real-world conversations. Others pointed out that since language is essentially social, communicating requires more than just understanding language structure (Halliday 1973). Language users had tasks to complete in a social setting, like making promises, extending invitations, and turning them down (Wilkins 1976). Although they may be aware of the rules of language usage, students may not be able to apply them (Widdowson 1978). Communicative competence, or knowing when and how to say what to whom, was more important for effective communication than linguistic competence (Hymes 1971). These findings influenced the field's transition from a linguistic structure-centered approach to a communicative approach in the late 1970s and early 1980s (Widdowson 1990; Savignon 1997). Speaking is done through language. Knowing forms and their meanings, or linguistic competence, is just one aspect of communicative competence. Understanding the purposes of language is another facet of communicative competence. The way that speakers of a language live their daily lives is their culture. Certain aspects of it, like the use of nonverbal behavior, are particularly crucial for communication (Larsen-Freeman, Anderson, 2011, pp. 152-169).

There are many primary characteristics of Communicative Language Teaching. First of all, communicative language teaching places emphasis on the practical application and utilization of language as opposed to its syntax or grammatical regulations. While the understanding of grammar is deemed significant, both the functional and structural dimensions are methodically covered in instructional practices. According to Littlewood (1981), CLT concentrates on the functions and forms of language.

Within communicative language teaching, fluency and accuracy are perceived as interrelated components. Even though proficiency is key for effective communication, correctness should not be underestimated. Brown (1994) asserts that fluency is highlighted to sustain learners' interest, yet lucid and unequivocal communication remains indispensable. Environments that promote communication spontaneity are fostered in CLT classrooms (Brown, 1994).

Although grammar instruction retains its significance in Communicative Language Teaching, the approach is less rigid. Conventional grammar teaching methodologies coexist with novel strategies. Savignon (2002) recommends the integration of form-focused exercises with experiences that emphasize meaning to enhance communicative proficiency. Ignoring grammar may result in communication breakdowns (Savignon, 1991).

CLT transcends oral proficiency to encompass reading and writing skills. Building confidence across all four language competencies is imperative. Activities are designed to engage all skills concurrently, encompassing reading, speaking, listening, and writing (Celce-Murcia,

1991). The principles of CLT can be applied to reading and writing tasks involving interpretation, expression, and negotiation of meaning. Thompson (1996) highlights the incorporation of reading and writing materials in recent mainstream textbooks, dispelling the misconception that communicative language teaching disregards written language.

1.3. Advantages and disadvantages of Communicative Language Teaching

Communicative language teaching provides a range of benefits, such as cultivating robust student-teacher connections, aiding in the comprehension and absorption of essential knowledge, fostering successful integration, and substantially enhancing student involvement. This pedagogical approach prioritizes learners' cognitive and operational capacities, empowering them to engage in critical thinking and express their ideas effectively, thereby refining their practical language abilities for real-world communication. As a result, the practical application of skills lies at the heart of communicative language teaching, with activities like role plays and interviews seamlessly integrated into lessons.

The pedagogy of Communicative Language Teaching encourages students to enhance their English proficiency by emphasizing fluency in the target language. This focus prompts student to engage in tasks that stimulate the development of their own thoughts and effective self-expression. As a result, learners build confidence in their interactions and derive greater satisfaction from speaking (Brown, 2004).

The central aim of CLT is to cultivate communicative competence, empowering learners to utilize the language effectively in authentic situations to meet their communication needs (Richards, 2006). A notable transition from teacher-centeredness to learner-centeredness defines CLT classrooms. In this context, the teacher's role shifts from being central to that of facilitator, with emphasis placed on the learner. Participation and communication by learners are crucial during CLT sessions to achieve communicative competence. Moreover, the adaptability of this methodology allows for customization according to the unique requirements and preferences of individual students.

Among the drawbacks of communicative language teaching is its failure to address and rectify issues related to accent and grammar. The communicative language teaching technique emphasizes fluency over grammatical and pronunciation accuracy, making it particularly suitable for intermediate and advanced learners, but less so for beginners. In comparison to traditional language teaching methods, communicative language teaching devotes more time to engagement

and communication. Accordingly, pupils must allocate additional time to language acquisition, which may not necessarily be a drawback.

The Communicative Language Teaching methodology prioritizes the conveyance of meaning and practical application of language over rigid adherence to grammar and structure regulations. Consequently, correcting pronunciation and grammar mistakes receives less emphasis, with the primary focus being on conveying meaning rather than perfecting form.

Successful implementation of CLT requires teachers to possess strong monitoring abilities. Despite educators' best intentions, classroom activities may not completely mirror real-life language usage or foster genuine interaction. Furthermore, CLT underscores the significance of addressing learners' distinct needs and preferences. Consequently, teachers are tasked with adjusting the curriculum to meet their students' specific demands, which may necessitate substantial effort. The greater exposure a language learner has to the process of acquiring a foreign language, the more discoveries and knowledge they can obtain.

1.4. Teachers' role in the Communicative Language Teaching

The communicative language teaching method places great importance on the student-teacher relationship, as it serves as the fundamental basis for effective language instruction. In this approach, the teacher and student work together as equal partners in the language learning journey. Learning often takes place in groups or pairs, and the success of a group largely depends on the interdependence of its members. While the teacher plays a crucial role in encouraging students to develop their communication skills, they do not have direct control or influence over the internal processes of learning, as these processes follow a natural internal order.

Teachers have devised numerous techniques for imparting language skills, all of which have experienced periods of admiration and subsequent ridicule or rejection. Trends and methodologies evolve over time, with once cutting-edge approaches eventually appearing outdated. Over the past twenty-five years, Communicative Language Teaching has emerged as a novel and progressive method for teaching English as a second or foreign language, garnering global attention through teaching materials, course outlines, and educational directives emphasizing communicative proficiency. The teacher assumes two main roles: facilitating communication among classroom participants and actively participating as an individual in the learning-teaching group (Demeter, 1991, pp.110-112). In embracing CLT, educators must acknowledge that not everyone is inclined to assume the same role. Similar to broader societal structures, classroom environments encompass both leaders and followers, both of whom play crucial roles in the success of collaborative

endeavors. While certain individuals may dominate group dialogues, those who tend to be more reserved in larger settings often engage more readily in paired interactions or individual assignments. Diversifying communicative activities enhances the likelihood of engaging all learners effectively (Prasad, p.6).

In the sphere of communicative language teaching (CLT), the duty of the instructor stretches further than just transmitting knowledge. Depending on the specific CLT approach adopted, there may be variations in emphasis, yet certain fundamental functions remain central to this pedagogy.

Communicative Language Teaching (CLT) transcends the mere transmission of grammar rules and vocabulary, embodying a dynamic methodology that emphasizes the cultivation of students' capacity to utilize language proficiently in authentic contexts. This paradigm shift underscores the pivotal role of teachers, evolving them from mere dispensers of knowledge to facilitators of communication.

The primary responsibility of a CLT educator is to establish an atmosphere conducive to the flourishing of communication, achieved through the implementation of stimulating tasks and activities fostering interaction and idea exchange among students and with educational materials. Activities such as role-plays, discussions, and group projects exemplify means by which communication is encouraged. Furthermore, instructors facilitate these activities by employing strategies like paraphrasing, confirmation, and feedback to ensure mutual comprehension among participants.

Central to CLT is the recognition of student needs, with teachers assuming the role of needs analysts tasked with identifying individual learning objectives, preferred learning modalities, and specific language skills targeted for enhancement. This necessitates informal dialogues with students or formal needs assessments utilizing tests to assess strengths and weaknesses.

Effective CLT practitioners serve as both mentors and advocates for their students, guiding them through classroom protocols and tasks to guarantee everyone comprehends expectations and feels at ease engaging. Additionally, they provide assistance by offering supplementary practice materials, resources, or enrichment exercises tailored to individual requirements. While the functions of facilitator, needs analyst, mentor, and advocate constitute the essence of a CLT instructor's mandate, specific contexts may demand additional responsibilities.

At times, students encounter emotional hurdles or language-learning anxieties, prompting teachers to assume the role of a counselor, rendering support and guidance to aid in overcoming these obstacles. Amid group endeavors, the teacher may function as a group dynamics manager, ensuring active participation and fostering a collaborative learning milieu by mediating disputes and cultivating a harmonious atmosphere.

CLT teachers curate or generate resources conducive to communicative learning, involving the procurement or creation of materials suitable for students' proficiency levels and needs, guaranteeing engagement and alignment with overarching learning goals. Exemplary CLT educators exhibit a commitment to perpetual learning and adjustment, embodying the persona of a reflective researcher who consistently evaluates the efficacy of their instructional strategies and materials in advancing student learning. This entails scrutinizing student performance, pinpointing areas for enhancement, and modifying approaches accordingly. This dedication to self-assessment ensures a dynamic learning experience optimized for student achievement.

Through the fulfillment of these multifaceted roles, CLT educators foster a vibrant and nurturing learning environment propelling communicative prowess. This methodology equips students with the essential skills and confidence to utilize language effectively in real-world scenarios (Richards, J. C., & Rodgers, T. S., 2001, pp. 167-168).

1.5. Activities and techniques

There exist a variety of classroom activities that serve to foster spontaneous language use within the educational setting. Role playing, discussion topics, and games are all viable approaches aimed at facilitating the emotional engagement required for genuine interaction in the classroom. It is important to note that not all activities are universally suitable for every student under all circumstances. Some individuals, particularly those inclined towards acting, may find role playing to be particularly gratifying. It is advisable to stimulate their creativity by encouraging them to devise their own scenarios. Conversely, there are student who may gravitate towards small group discussions, where the absence of pressure allows for a more relaxed atmosphere conducive to communication (Savignon, p.20).

The question can arise about what language skills Communicative Language Teaching emphasizes. There are four types of language skills: listening, reading, writing and speaking. During the era of the grammar-translation approach spanning from the early 19th century to the late 1940s, the significance of teaching speaking skills was not emphasized until the direct method and audio-lingual method were introduced. Subsequently, a prevalent focus in teaching speaking skills has often revolved around creating ideal classroom settings for learners to engage in oral communication. This perspective is typically rooted in cognitive and social psychology, second language acquisition, and educational psycholinguistics.

In practical application, numerous secondary and tertiary instructors of the English language frequently structure their courses around a selection of conversational topics. They

incorporate reading materials such as newspapers, magazines, and various sources in the hope that these resources will stimulate interest and encourage students to engage in dialogue. Although this approach persists in many contemporary English language classrooms, its efficacy in enhancing the cultivation and enhancement of oral communication skills may be constrained.

Scholars in the field have observed a progression in the methodologies employed for teaching listening skills over the past five decades. This evolution spans from the audio-lingual method to random listening to texts, then to the question-answer comprehension approach, and eventually to an interactional or strategy-oriented approach. Educators' preferences for certain teaching methods may be influenced by their perception of listening as either comprehension or acquisition (Richards, 2008).

The development of communication skills is frequently associated with the development of speaking skills. The importance of reading skills in enhancing one's communicative abilities has often been underestimated. Overlooked is the fact that many English learners, particularly in certain academic settings, primarily acquire language skills through reading before engaging in speaking activities. A skill-centered perspective on reading defines it as the ability to recognize codes, comprehend, and interpret the meanings conveyed by those codes. In educational settings, English instructors assist early learners in identifying word forms, sentence structures, and their meanings.

In terms of teaching methodology, the instruction of writing is not solely focused on providing students with basic writing principles or a fixed writing structure. The effects of globalization have made it difficult to definitively claim that following a specific model of written communication will guarantee success in contemporary intercultural interactions. Therefore, in alignment with the concept of situatedness, writing should be taught as praxis, where students develop writing skills based on their understanding of social contexts and the people they are communicating with. As students often navigate through different environments, they should also be trained in utilizing various writing strategies and semiotic tools to support them in this process (Marlina, 2018).

Activities that adhere to the principles of the communicative approach are characterized by their intention to establish meaningful and genuine communication at all levels. The range of exercises and activities suitable for communicative language teaching is extensive and primarily focuses on the transfer of information. Communicative language teaching incorporates virtually any activity that places students in an authentic communication setting.

The choice of materials used in communicative language teaching significantly impacts the quality of classroom participation and language usage. Three primary categories of materials are employed in communicative language teaching:

1. Text-based materials: These materials resemble textbooks as they provide guidance and support for communicative language teaching. They also aid in the development of reading skills.

2. Task-based materials: These materials encompass a variety of games, role-plays, simulations, and other activities designed to complement communicative language teaching lessons.

3. Realia: This category consists of linguistic materials that are authentic to native speakers of the target language, commonly referred to as real-life items. Realia can be utilized to enhance listening or writing skills, particularly in assignments that require students to express their opinions (Harmer, 2007, p.70).

As communicative language teaching has become more prevalent, attempts have been made to devise a more extensive selection of activities that can assist in the development of communicative language teaching. Consequently, the primary objective during students' development has not been solely focused on the accurate employment of language, but also the appropriateness within authentic contexts, encompassing both written and spoken modes of communication. Accordingly, an extensive array of diverse activities has been created:

1. Task-completion activities: These tasks concentrate on utilizing the linguistic abilities of learners to fulfill a given task. For instance, this may involve dictation, thereby nurturing students' listening and writing proficiencies.

2. Information-gathering activities: Students are anticipated to utilize their language skills to acquire information.

3. Information-transfer activities: These tasks necessitate students to assimilate knowledge in one form and convey it in another form.

4. Role-playing games: This technique incorporates the simulation of real-life scenarios, where students are assigned specific roles. They are expected to engage in role-playing activities, thus generating a scenario or an exchange of ideas based on provided facts or cues (Harmer, 2012).

5. Project work: The principal aim of this approach is to instill self-assurance in students to tackle practical problems and to enable them to collaboratively find solutions by working with their peers.

6. Oral and written exercises: Through reports, students can enhance their language aptitude and effectively express themselves both orally and writing.

7. Audio and video materials: Students can acquire language proficiency and refine their pronunciation skills by utilizing the invaluable resources provided through audio and video materials.

This aspect has assumed an especially essential part in recent years, as a result of the pandemic and conflicts, leading to the necessity for nearly all educational institutions and schools to transition to digital platforms for educational purposes.

PART 2 COMMUNICATIVE LANGUAGE TEACHING AND ONLINE DISTANCE LEARNING

In order to stop the virus's spread, the COVID-19 pandemic forced quick changes to the global educational system, switching from in-person instruction to online distance learning. This was not anticipated or planned for. Particularly in Ukraine and Transcarpathia, language instructors lacked experience with remote learning methods and had to swiftly pick up new digital skills in order to deliver effective instruction during lockdowns. Even though they were "digital natives" and could use digital tools more than teachers, students still had difficulties when switching to online learning. Teachers in Ukraine looked for novel approaches (Huszti, I., Bárány, E., Fábíán, M., & Lechner, I., 2023).

The new teaching style was extremely challenging for both teachers and students to adjust to. To make it possible to use the outdated teaching techniques on an online interface, they had to be modified or even developed. The teachers' access to numerous interfaces, which greatly aided the lesson's progression, was beneficial, though. Many tasks were easier to complete, but there may have been some methods that were more challenging. It presented a significant obstacle for the pupils as well, concerning both engagement and motivation.

2.1. Online teaching

With the emergence of the Covid-19 pandemic, the prominence of distance education became evident, leading to an increase in scholarly research on the subject (Bauer-Wolf 2020, Jaczkovits 2020, Bereczki et al. 2020, Liebermann 2020, Márkus and Kozma 2019, Thornbury 2020, Huszti et al. 2021, etc.). In the year 2020, the transition proved to be a source of great stress for both educators and students, resulting in significant changes in the realms of language education. Despite the decline of the epidemic, certain educational institutions continue to implement the methods employed during distance education, albeit not exclusively online. Rather, in various establishments, a hybrid model has been adopted. Nonetheless, it is crucial to highlight that the notion of remote education has been in existence for quite some time. What precisely is distance learning? Kovács (1996) has proposed multiple definitions of this concept:

- Distance education is a potential modality of education that possesses distinct pedagogical and organizational attributes.
- Distance education encompasses all facets of both the learning endeavor and the instructive (educational) endeavor, which are interconnected within a unified

procedure through an exceedingly dynamic and intricate arrangement of pedagogical connections engendered by the necessity to surmount geographical separations.

- The educational and institutional system, which has been meticulously restructured, is commonly referred to as distance education (Kovács, 1996, p.34).

Today, our initial contemplation revolves around the concept of distance education from a somewhat distinct perspective. Distance education, in essence, embodies an educational methodology wherein the absence of a conventional classroom is compensated by the facilitation of the instructional procedure through the utilization of the Internet, telephone, or other electronic mediums, thereby ensuring the conveyance of educational resources.

The primary principle of distance education is characterized by the establishment of interactive communication between the student and the instructor, without necessitating a face-to-face encounter. Moreover, it entails the autonomous acquisition of specific knowledge and skills related to the chosen course, utilizing certain information technologies. In the context of Ukraine, distance education is categorized as one of those didactic concepts whose position within didactic categories is not rigidly defined. This ambiguity can be attributed to the lack of a standardized distance education concept until recently. Presently, there exist diverse perspectives on distance education, ranging from its absolute glorification as a novel and universal form of education capable of revolutionizing traditional education, to the provision of tools and methods for transmitting educational information (Штихно, 2016).

The advantages of distance education encompass enhanced flexibility in scheduling and the liberty to engage in studying from any location equipped with an internet connection. This option proves particularly advantageous for students facing difficulties attending physical classes due to occupational or other commitments. Efficiency also stands as a notable benefit, as distance learning allows for prompt responsiveness, up-to-date information, and the utilization of feedback. The informative nature of this medium grants access to an extensive array of educational resources on the internet.

The most crucial remote learning principles, according to Holmberg (1986), are predicated on the following motivational tenets, among others:

- Students are motivated to learn because they enjoy it.
- Students are more likely to be motivated when they participate in learning-related decision-making. Learning is made easier by highly motivated students.
- Lessons are more enjoyable when they are taught in a warm, engaging manner and are easily accessible.

These factors also boost student motivation and make learning easier. Holmberg (1986) formulated his theory that distance education assists students in finding joy in learning and boosts

their motivation, based on these suppositions. Emotional bonds, happiness, and compassion resulting from education between pupils and their mentors (teachers, counselors, etc.) function as the foundation of remote learning. Students' learning is positively impacted by empathy and a sense of belonging, which both serve as motivators. Motivating oneself is crucial. Success rates are typically higher for students who are intrinsically motivated and who hold themselves to a high standard. Students who are enrolled in distance education programs also benefit from having a positive attitude toward their instructors (Simonson, Smaldino, Albright, and Zvacek 2000).

The concept of evaluation is also changed. A key concept for evaluation is what exactly we are evaluating. The language teachers measured this, of course, with the aid of paper-based module papers during traditional attendance education. But how do we evaluate students' knowledge? Is it the application of the taught vocabulary and language structures? Or both at the same time? The goal of measurement has not changed, but the method has during the advent of online learning. The assessment techniques also needed to change to reflect the new situation. Live, real-time reporting is one way to assess or report on students' knowledge. This can be done through phone apps and video conferencing (given the students' device availability). Another format is remote, time-delayed reporting using worksheets, exams, surveys, assignments, presentations, mind maps, and other materials. The electronic portfolio that is collected online (Cambridge 2010) serves as the foundation for the digital work schedule and contains student work, notes, online consultations, instructor feedback, and other materials. The author argues that formative (developing, formative, supportive, formative) evaluation is more important than summative evaluation in attendance education. Formative assessment should be used, nevertheless, when learning remotely (Huszti, I., Fábrián, M., Lechner, I., Bárány, E., and Bárány, E., 2021).

Nevertheless, distance education does present its own set of drawbacks. The absence of personal interaction with instructors or peers renders it arduous for students to muster the motivation required for leaning. In order to effectively engage in online learning, students must possess qualities such as self-discipline, organization, and adept time management skills. Furthermore, technical issues concerning internet, connectivity, hardware, and software may occur during the distance learning procedure, potentially hindering the educational journey.

2.2. Online vs offline teaching

Offline education is still the core subject of conversation in the present time frame. The mode of online learning entails the dissemination of educational content through digital platforms. This educational approach is facilitated by the utilization of electronic gadgets. Online learning is also

referred to by alternative terms such as distance education, computerized electronic learning, and internet learning. The advent of online learning signifies that students now have the capability to retrieve their educational materials via online platforms at their convenience. The advancement of technology has paved the way for educational accessibility across all levels in the last twenty years.

Classroom education is commonly referred to as conventional or in-person instruction. Acquisition of fresh information, competencies, behaviors, and inclinations constitutes learning. It signifies an interactive procedure of actively engaging with and organizing encounters to construct cognitive frameworks of reality. Individuals acquire knowledge through exploration, observation, and interaction with their surroundings. As a result, it necessitates the utilization of existing knowledge. Learning is a collaborative endeavor involving individuals engaging with the educational setting.

Initially, the provision of formal education necessitates the physical congregation of students and educators in a designated space, commonly known as a classroom. This arrangement is attributed to the technological limitations prevalent during the inception of organized education, which hindered the feasibility of remote learning. Consequently, a majority of educational literature produced prior to the 21st century predominantly focused on traditional classroom pedagogy. Despite the increasing popularity of online educational platforms in recent years, it is imperative to acknowledge that conventional classroom instruction continues to be pervasive, even in technologically advanced nations such as the United Kingdom, China, the United States, and various others (Darkwa, and Antwi, 2021). Classroom instruction takes place within academic institutions, where a designated timetable and guidelines govern the methodologies of teaching and learning. The active participation of students is paramount for the efficacy of classroom education. Both learners and instructors are obligated to be physically present in classrooms for educational engagements to transpire. The educator assumes a critical role in orchestrating the dissemination of information and knowledge within the classroom milieu. This setting facilitates direct engagement and exchange of ideas among students and teachers, nurturing social interaction. It is essential for teachers to establish an appropriate classroom environment conducive to the educational process. Ultimately, the social and psychological behaviors of individual students impact their learning outcomes.

We can state that there are many advantages and disadvantages of online teaching and offline teaching. The primary differentiation between online and offline education is rooted in the geographical aspect. Online education provides the flexibility to learn at any given time and from any location, including the convenience of one's own home. In contrast, offline education requires students to travel to a physical classroom and adhere to strict attendance policies. Despite the

benefits of online learning in terms of study schedule and location, there are multiple drawbacks associated with this mode of education.

An advantage of traditional, offline education is the opportunity for direct interaction with classmates in person. This enables students to ask questions, collaborate on solving problems, and receive personalized feedback from their instructors. Conventional classes also ensure reliability, as students are unable to engage in academic dishonesty without the presence of a teacher to supervise. Moreover, the level of individual engagement with educators is higher in offline education, which is crucial for academic success.

While educators appreciate the effectiveness of digital resources, students might have a preference for traditional pen and paper as opposed to keyboards or word processing software. Both online and offline learning are accompanied by their own distinct advantages. Although teachers may not be as time-efficient as students using computers, they can still complete tasks promptly. Online resources can also complement traditional education when students encounter difficulties with online learning.

2.3. Communicative language teaching online

Many enhancements in instruction and communication can be attained through the utilization of online education, encompassing personalized learning, guidance, encouragement, and monitoring of student work, along with feedback on academic and student progress (Levchenko,2021). Presently, numerous education systems in various countries heavily rely on online education. According to research, online teaching and learning could nurture creativity in the educational process, and also facilitate social interaction and communication. E-learning also proves beneficial in facilitating students' acquisition of new knowledge and fostering their creativity.

It can be discerned that the traditional classroom setting provides students with prompt feedback regarding the quality of lessons, conduct, and experiences, which can be juxtaposed with the communication practices realized in the online realm. Once students enter the classroom, teachers commence their interaction with them. By sensing students' non-verbal cues (like grins, glances, hand gestures, attire, etc.), the teacher can swiftly adjust their teaching approach to meet the students' needs.

During face-to-face education, teachers possess the ability to assign different tasks that may not be realistic in the online education context. Illustrative examples encompass dividing students into groups for the purpose of assigning homework, the instructor can establish time limits for each activity or discussion and can also provide verbal instructions or display task questions or

topics on a slide. The principal challenge lies in determining how to maintain synchrony within the class during online education, and utilizing session to facilitate interactive pair or group work when physical proximity is not feasible due to the necessity of maintaining physical distance. Certain researchers have substantiated that it is not possible to engage students as actively in an online class as, for instance, in the participation and presentation of an assignment given within the framework of a classroom lesson, as well as in the application of course material.

We can also mention a lot of challenges during the CLT online lesson. According to Johns Hopkins University (2010), an important concern arises in the efficient administration of student contributions to ensure fair involvement in articulating their opinions and ideas without any single individual dominating the conversation. Berglund (2009) has observed instances of multimodal interactions, yet points out that students' contributions often consist of extensive monologues when assessing the quantity and quality of student discourse. Card and Horton (2000) also posit that computer technologies may not consistently enable a reciprocal exchange among students. A comparison between face-to-face and online discussions uncovers further intricacies. Wang and Woo (2007) elaborate on how in-person dialogues generally involve a higher level of interaction compared to online discussions, marked by multidirectional interactions with members offering complementary comments simultaneously. Conversely, online discussions tend to be more limited and predominantly one-sided. Johnson et al. (2000) underscore the benefits of face-to-face communication, highlighting the multiple communication channels accessible, such as nonverbal cues like tone of voice, gestures, and facial expressions, which are favored over computer-mediated communication forms in their study.

Trinder's (2015) study demonstrates that 78% of participants prefer face-to-face communication over voice or video chat to improve their English fluency due to technical obstacles like sound quality issues. Additionally, there is a worry concerning the lack of genuineness in communication when "voice chat devolves into solely an aural/oral mode of interaction." Respondents frequently convey discontent with the absence of visual cues from facial expressions and body language, which they perceive as essential aids for understanding. Hampel and Stickler (2012) identify constraints in the video conferencing tool Flash Meeting, as it allows only one person to speak at a time and presents a slow refresh rate for thumbnail video images, hindering the effective interpretation of body language cues (Sukmawan, 2021).

In the contemporary era, a plethora of online platforms have emerged the debunk these misconceptions. The internet, undoubtedly, stands as the most consequential technological advancement in the realm of digital education, as it laid the groundwork for subsequent developments. At the present time, a substantial number of individuals participate in what is commonly known as blogging, which can be considered both a recreational activity and an

educational tool. This phenomenon is particularly prevalent among youth. Recent research conducted by Bauer-Wolf (2020) and Bereczki (2020) suggests that social media serves not only as a means for disseminating information, but also as a tool for digital education. Moreover, it embodies a level of flexibility that surpasses that which was initially provided by the internet, thereby posing a potential hindrance to its integration in digital education.

2.4. Apps and sites used during online Communicative Language Teaching

Amidst the global health crisis, educational institutions have started integrating online teaching methods. Educators now need to be skilled in digital instruction and the use of information and communication technology (ICT). However, ensuring every student fully understands the material in a virtual environment is challenging. Therefore, teachers are developing various effective teaching strategies to keep students engaged and help them grasp the content. In today's education, teachers use a variety of tech tools like SoundCloud, Zoom, and Google Classroom to enhance the online learning experience and improve students' academic skills.

During the pandemic, educators encountered numerous challenges, as previously discussed. They were required to acquaint themselves with unfamiliar platforms. Initially, one may highlight SoundCloud, an online platform for distributing audio content and sharing music. Artists utilize SoundCloud to promote and distribute their music, while users can explore new artists. It allows users to both listen to music uploaded by others and share their own original content.

Subsequently, Zoom serves as a video conferencing tool for hosting virtual meetings, webinars, and conferences. It facilitates video, audio, and screen sharing among multiple participants. Zoom's popularity surged during the COVID-19 outbreak as individuals increasingly worked and studied remotely. The platform offers both free basic accounts and paid business accounts with enhanced features.

Google Classroom, a complimentary online platform developed by Google, optimizes the procedure of assigning, distributing, and evaluating tasks in a digital structure for educational establishments. Google created Google Classroom, a free blended learning tool, with the goal of making it easier for educational institutions to create, assign, and grade assignments. Simplifying file sharing between instructors and students is the main objective of Google Classroom. On August 12, 2014, Google Classroom was made publicly available. By 2021, there were about 150 million users utilizing it. Google Classroom is an integrated platform that includes a number of Google Applications for Education, including Gmail, Google Drive, Google Docs, Sheets, Slides, Forms, and Google Sites. A private code that can be entered into the student's user interface, the

institution's database, or an automatic import from a school domain can all be used to invite students to classes. Every Google Classroom class establishes a distinct folder in the user's Google Drive, where students can turn in assignments for teacher evaluation. Assignments submitted through Google Classroom have the option to be graded by instructors and returned with feedback prior to the final submission, enabling students to make changes to their work. Assignments can only be edited by the teacher after they are turned in (Papp, 2023). Tutors have the capacity to set up classes, delegate tasks, engage in discussions, and provide feedback. Students, conversely, have the ability to submit and review assignments, engage with classmates and educators, and access their academic scores. Google Classroom seamlessly integrates with various other Google services including Gmail, Drive, Docs, and Sheets.

In conclusion, SoundCloud specializes in audio content sharing, Zoom facilitates video conferencing, and Google Classroom serves as an educational tool fostering online learning interactions between educators and learners. These platforms all experienced a rise in usage during the pandemic's remote and online learning phases.

Communicative Language Teaching (CLT) can be used to teach vocabulary, promote effective communication, avoid specialized language, use everyday language, integrate technology, improve information retrieval, express personal opinions, refine nonverbal communication, and enhance collaborative networking. Numerous user interfaces have already been established for the implementation of communicative language teaching. In contemporary society, owing to the wide availability and accessibility of the internet, engaging in online activities has emerged as a convenient remedy to a variety of obstacles. Despite the rapid shift towards digital technology, a significant number of individuals are yet to fully adopt the benefits of online education, training, and employment. Enabling smooth continuity of duties, individuals possess the capacity to resume their tasks from the point where they ceased without the necessity for manual data transfers. Furthermore, the system automatically preserves any progress accomplished. Within the domain of teaching and learning the English language, these digital platforms provide avenues for heightened interactivity and cooperation among participants.

It is undeniable that Google has become an indispensable component of our everyday routines, to the degree that it is more commonly utilized as a verb rather than a noun, as evidenced by our regular "googling" for information. The rapid and efficient search engine of Google offers sophisticated functions and filters, thereby amplifying the effectiveness and sophistication of knowledge acquisition and dissemination. Due to Google, users can easily explore applications and websites for hosting online gatherings. Prominent examples include the interfaces of Moodle, Zoom, Google Meet, and Microsoft Teams, as well as other tools that lend themselves well to

online education. While Facebook may not be the optimal tool for this purpose, it can still be utilized for educational purposes within a closed community.

First released on March 14, 2017, Microsoft Teams is a proprietary business communication platform developed by Microsoft as part of the Microsoft 365 family of products. As of 2022, it had about 270 million monthly users. Teams enables users to have persistent, two-way conversations with one or more participants. Users can share files and links in their messages, as well as use text, emojis, stickers, and gifs. A private chat tab that allows for the organization of files, notes, comments, images, and videos was added to the chat feature in August 2022 as part of an update for "chat with yourself.". Team members can communicate through channels without using group SMS or email. Posts can be responded to by users using text, photos, GIFs, and image macros. Direct messages bypass the channel altogether and send private messages to specific users. It is possible to arrange meetings where several people can participate and share audio, video, chat, and presented materials with each other. A meeting link allows several users to connect (Papp,2023). Another notable advantage lies in the availability of various educational software applications for digital education, such as Duolingo, HelloTalk, Kahoot, Rosetta, Xeropan and Wordwall.

Duolingo is an app and website that focuses on language learning, offering a variety of courses in over 30 languages. The platform utilizes concise lessons and gamification strategies to enrich the learning process, integrating activities such as sentence translation, word matching, and other interactive exercises.

HelloTalk operates as a language exchange application that fosters connections among individuals participating in the exploration of various languages. This tool allows users to engage in conversations, calls, and voice messaging to improve their language skills through interaction with a native-speaking partner.

Kahoot! is recognized for its educational platform centered on game-based learning, widely used in educational settings. Through this platform, educators and students can create quizzes and trivia games, which can be conducted live in a classroom setting or remotely, fostering interactive engagement with the course material.

Renowned for its immersive approach that prioritizes practical conversation skills from the beginning, Rosetta Stone represents a language learning software and application. By incorporating images, audio, and text, this tool aids in teaching vocabulary and grammar through interactive exercises, eliminating the need for translation.

Xeropan functions as an adaptive language learning system that tailors lessons to suit each learner's individual strengths and weaknesses. By utilizing spaced repetition for memorization and

tracking progress towards fluency objectives, this system covers various areas such as vocabulary, grammar, and reading and listening comprehension.

Wordwall is an online platform that supports educators in designing interactive vocabulary games for students to access via the internet or mobile devices. These games include activities like matching words to definitions, completing fill-in-the-blank exercises, solving crossword puzzles, and other interactive challenges, seamlessly integrating with learning management systems.

Google's suite of educational applications show promising potential to enrich language learning experiences both within and beyond the classroom, including during communicative language teaching. These digital tools enable interactive activities and collaborative projects that can help facilitate the language acquisition process. For instance, teachers have the ability to provide feedback while students work jointly on assignments utilizing such apps. This level of participation and inclusion fostered makes for a more engaging learning environment relative to traditional instructional methods. The applications also offer novel approaches for integrating different language skills like reading, writing, speaking and listening into lesson plans and conceptual reinforcement. By encouraging interpersonal communication and shared knowledge among instructors and learners as well as among learners themselves, they appear well-aligned with overarching goals of most language pedagogical models aiming to develop proficiency in target language use. While certain issues or disadvantages may exist, solutions could be explored. In summary, the interactive and collaborative nature of Google's educational software seems well-suited to cultivating an active learning context where language uptake may potentially be optimized, though this claim warrants further empirical investigation.

PART 3 OUTCOMES OF THE RESEARCH

During the course of our study, we investigated the impact of the communicative approach to language instruction in online settings on the practices of educators in Transcarpathia, the implementation of the syllabus, and its influence on student behavior in comparison to traditional classroom settings. Furthermore, we sought to assess the level of familiarity among Transcarpathian instructors with the principles of communicative language teaching.

3.1. Methodology

We explored the effects of employing the communicative approach to language education in virtual environments on the behaviors of educators in Transcarpathia, the execution of the curriculum, and its impact on student conduct when juxtaposed with conventional classroom environments. Additionally, our objective was to evaluate the extent of acquaintance among instructors in Transcarpathia with the fundamentals of communicative language pedagogy.

In further detail, an examination was conducted on the preferences and utilization of communicative language teaching by educational institutions in Transcarpathia via online platforms. Through a comparative analysis of past and present literature reviews, solutions were sought for the research inquiries mentioned below:

- 1) What level of familiarity do Transcarpathian educators possess regarding communicative language teaching principles?
- 2) How does the utilization of communicative language teaching methodologies differ between online learning and traditional face-to-face instruction?
- 3) Which platforms and resources are employed by educators for the application of communicative language teaching in virtual and physical classroom settings?
- 4) What instructional approaches do educators adopt for the incorporation of communicative language teaching?
- 5) To what degree does the mode of education, whether online or face-to-face, influence the academic performance of students?

Drawing from the research queries, the subsequent hypotheses were formulated:

- 1) Communicative pedagogy is adaptable both to various online and face to face environments and specialized interfaces.
- 2) Presently, platforms such as Facebook, Zoom, and Google Classroom are prevalent in the region of Transcarpathia.

- 3) Educators have increased opportunities to utilize online tools and resources within the context of virtual and offline classes, which they employ.
- 4) The academic achievement of students experiences a decline both in online and offline learning environments due to the challenges faced in teacher-student interaction.

Upon reception of the responses to our survey, our research underwent a qualitative analysis. The qualitative approach to analysis relies on the firsthand experiences of the participants. This particular form of analysis is frequently employed when the data gathered is narrative rather than numerical. Therefore, this technique empowered us to investigate more deeply the human components ingrained in the data, thus providing a more comprehensive outlook of the research subject at hand.

3.2. Research tool – questionnaire

In our study, an anonymous online questionnaire (see Appendix 1), which underwent modifications through Google Forms, was utilized. The participants involved in our research were English language educators from Transcarpathia, who were requested to complete the questionnaire. Preceding the questionnaire is a brief introductory letter outlining the research's objectives and ensuring the respondents' anonymity. The initial section of the questionnaire focused on gathering personal data from the participants, such as their gender, years of teaching experience, the educational institution they are affiliated with, and the age range of their students.

In the second section, inquiries concerning communicative language instruction were devised, specifically probing educators' interpretations of communicative language instruction. Interrogations were crafted to reveal the extent of the instructor's understanding regarding the concept of communicative language teaching.

Within the subsequent section, emphasis was directed towards instructional activities, with an evaluation of teachers' perceptions and the extent to which they typify communicative language teaching, facilitated through employment of a Likert scale. Interrogatives encompass comparative suppositions, enabling an examination of the frequency with which specific activities were incorporated by instructors in traditional and online educational settings.

The succeeding part entailed inquiries pertaining to the significance of digital platforms and their utilization, encompassing an exploration of the applications and interfaces employed by teachers for the execution of communicative language teaching, be it in virtual or physical environments. The survey instrument also features inquiries aimed at analyzing the usage frequency of said applications.

The final set of inquiries concentrates on the viewpoints of educators, delving into students' attitudes towards learning and exploring their stance on communicative language teaching by means of open-ended, elucidative questions.

3.3. Research procedure

In the first phase of our research, we tried to collect and study as much Hungarian, English and Ukrainian language literature related to the topic as possible. After reviewing the literature, a questionnaire was compiled, which we sent to language teachers in Transcarpathia. The English language teachers could complete the questionnaire online using Google Form. After collecting all the data, we organized it, analyzed it, and then summarized it. After that, we processed the results and drew conclusions.

3.4. Research participants

Our questionnaire was filled out by 15 Transcarpathian English language teachers: 14 women (93.3%) and 1 man (6.7%). Based on their work experience, we established time intervals that resulted in 7 individuals being categorized as having 1–5 years of work experience, 5 as having more than 20 years of work experience, and 3 as being between the ages of 11 and 20 (see Figure 1).

How many years of work experience do you have?

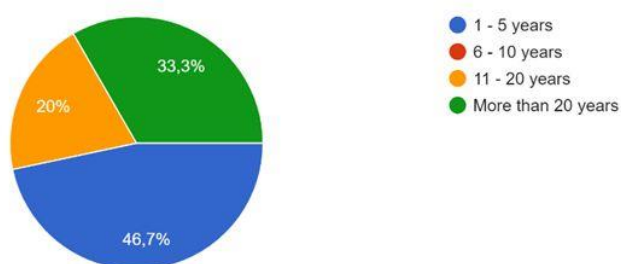


Figure 1. Work experience of the English language teachers

The teachers who participated in the research were categorized based on the type of educational institution where they work. Seven of the teachers work at lyceums, five teach at high

schools, and the remaining three are split between vocational high schools, universities, and colleges.

The teachers were also grouped by the age range of their students. Nine of the teachers instruct students aged 6 to 10 years old. Four others teach the 11 to 17 age group. The final two teach students in the 18 to 25 age range (see Figure 2).

What age group of language learners do you deal with?

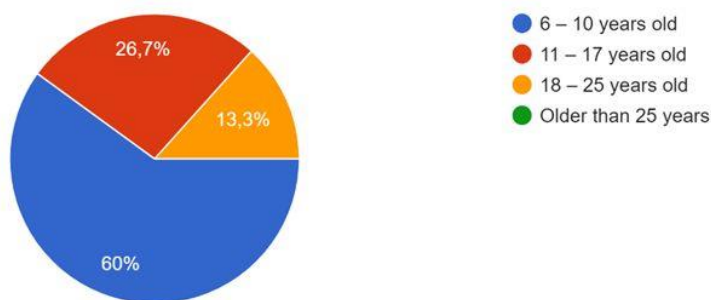


Figure 2. Age group of language learners the teachers deal with

3.5. Research results

As previously indicated, the perspectives of 15 educators were gathered for our study. Utilizing a structured questionnaire instilled us with a sense of assurance regarding our ability to capture a comprehensive understanding of instructors' perspectives on communicative language teaching implementation in both virtual and traditional educational settings. Consequently, the outcomes obtained were subsequently elucidated.

3.5.1. Transcarpathian educators' familiarity with communicative language teaching principles

Our first question was related to the concept of communicative language teaching, according to which we asked teachers' opinions about the correct definition of communicative language teaching. We formulated four definitions for this question, from which the participants had to choose. One of the definitions was correct and three were incorrect. The correct definition was: it means a collection of generally accepted concepts that can be applied in various ways depending on the teaching situation, the age, knowledge level and learning goals of the students.

A survey was given to teachers about the definition of communicative language teaching. The most popular answer, chosen by 53.3% of teachers (which is 8 teachers out of 15 total), was the

correct definition that communicative language teaching develops language skills in an integrated manner. However, 20% of teachers (3 teachers) believed it only focuses on speaking and vocabulary, showing that almost half the teachers only associate it with speaking development. While most teachers still defined it correctly overall, there appears to be a misunderstanding among some that it is only for speaking. The remaining 26.6% of teachers' choices (4 teachers) were split evenly between the two incorrect definitions provided.

Our subsequent inquiry delves into the merits of communicative language instruction. The inquiry delineates a number of benefits, for which we devised 8 response choices for educators. Multiple viable answers were feasible, resulting in various accurate responses. The preeminent percentage (73.3%) of participants opted for the interpretation that communicative language teaching facilitates the simulation of real-life scenarios in the classroom. Following closely at 60%, is the advantage of enhancing students' intrinsic drive through communicative language instruction. Conversely, the encouragement of teacher-student engagement garnered a third-place ranking. A significant proportion (46.7%) favored the notion that fluency holds equal importance to accuracy. Trailing slightly behind at 40% is the assertion that fluency outweighs correctness. These viewpoints garnered an additional marginal percentage (20 and 13.3%).

We were also curious as to which skills the teachers think communicative language teaching affects. They were given the option to select more than one of the four core language skills: speaking, listening, reading and writing. The results showed that all (100%) of the instructors believed CLT was best for developing students' speaking skills. Listening skills and writing skills were each selected by a half-and-half ratio of the respondents. Reading skills received the lowest rating, with 66.7% of teachers indicating it was impacted by the CLT approach (see Figure 3).

Which skills communicative language teaching affects? Multiple answers can be selected.

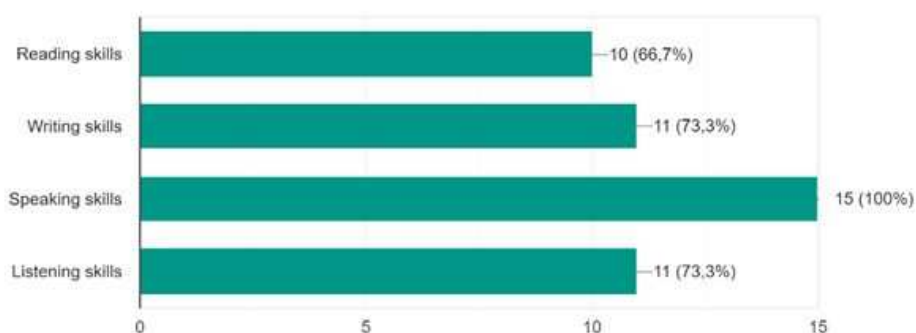


Figure 3. Skills that CLT affects

Homogeneous responses were elicited regarding the necessity of defining the objective of communicative language education. Predominantly, educators concur that the primary aim of communicative language education is centered on authentic interaction. Moreover, it emphasizes the cultivation of effective communication skills in both written and spoken forms. A noteworthy 66.7% of educators provided the accurate response, underscoring the awareness among the majority of Transcarpathian language instructors involved in the study regarding the essence of communicative language teaching. Despite not directly correlating with responses in communicative language education, this high percentage is indicative of a solid understanding among educators.

The majority of language teachers who participated in the study agreed that interaction between teachers and students is very important. During communicative language teaching, teachers need to create opportunities for students to communicate. Specifically, 93.3% of the teachers agreed with this view, which equates to 14 teachers out of the total number who participated. Only one teacher selected the option that the teacher's role is solely to teach students to speak grammatically correctly, according to the data presented in Figure 4. In other words, most teachers recognize the significance of facilitating communication between the teacher and students in language learning, rather than just focusing on grammatical accuracy.

What is the role of the teacher during communicative language teaching?

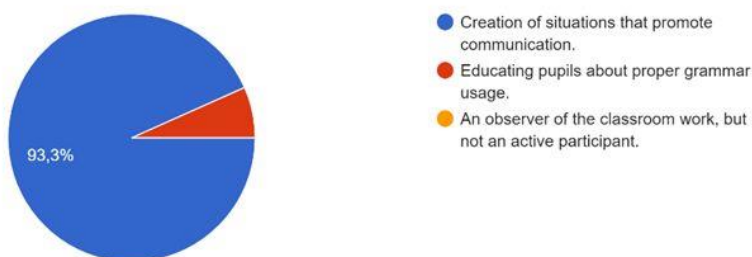


Figure 4. The role of the teacher during Communicative Language Teaching

3.5.2. The difference in utilization of communicative language teaching methodologies between online learning and traditional face-to-face instruction

In the next part of our survey, teachers were asked about the importance of language learners using grammatical structures correctly, both orally and in writing, during lessons. Four teachers felt it was very important, while six considered it quite important. The remaining five teachers did not see correct language use as being so crucial. However, based on these results we can infer that the

majority of teachers still place significance on knowing proper language forms themselves when teaching, as only a minority saw it as less essential. In other words, correct language application both verbally and in writing remains an important factor for most instructors during classroom instruction. Additionally, we inquired about the significance of speaking skill improvement for teachers individually. Consequently, 80% think it's crucial for instructors.

By switching to online education, teachers had to change their teaching methods almost completely within the framework of one lesson. It was no different with regard to communicative language teaching. In separate questions, we asked the instructors how it is possible to evaluate students' communicative language skills both online and offline. 46.7% answered that it is completely possible in an offline class, while 20% of teachers indicated the almost possible option. In contrast, only 33.3% of the teachers indicated that online class evaluation was completely possible, while 46.7% considered it almost possible, but not completely.

The results we obtained exhibited a variety of outcomes in relation to the enhancement of students' communicative competence through digital and face-to-face education, as well as the administration of this enhancement. Within traditional classroom settings, the group of 8 educators expressed confidence in the ability to completely regulate and enhance this competence. Conversely, in virtual classrooms, there was a split among the instructors, with 40% in support of full enhancement and another 40% leaning towards a near-achievable level of improvement (see Figures 5,6).

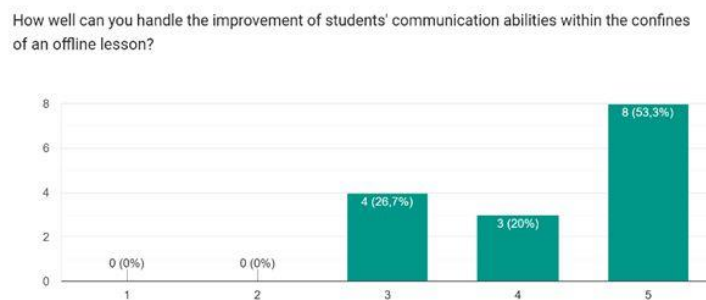


Figure 5. How educators may effectively manage the improvement of communication during offline lessons

How well can you handle the improvement of students' communication abilities within the confines of an online lesson?

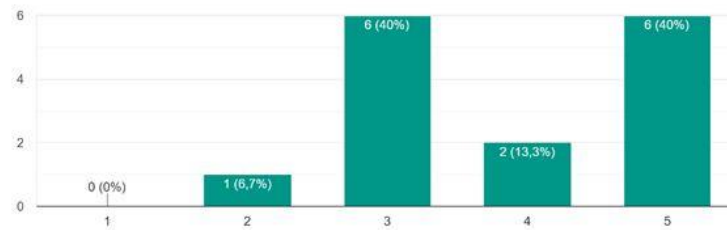


Figure 6. How educators may effectively manage the improvement of communication during online lessons

3.5.3. Educators' utilization of platforms and resources for the application of communicative language teaching in both online and offline classroom settings

In the contemporary digital era, a plethora of applications and interfaces are readily available to assist educators in the preparation and execution of instructional sessions. Within this segment, our endeavor entailed evaluating the utilization of online and offline educational tools by educators in Transcarpathia, as well as identifying their preferences and unfamiliar or unused options. Moreover, we aimed to determine the appropriateness of various applications for skill development and pinpoint those most conducive to fostering communicative language instruction.

We got interesting results from the applications that teachers use in online and offline classes. We can say that only a couple of teachers used the Facebook, Kahoot and Wordwall applications in every lesson. However, almost all of the listed applications - Facebook, Duolingo, Kahoot, Wordwall, HelloTalk - were answered that they are never useful in class. Regarding usage, the negative values far exceeded the positive values (see Figures 7,8).

How often do you use or have you used the applications mentioned below during an offline lesson?

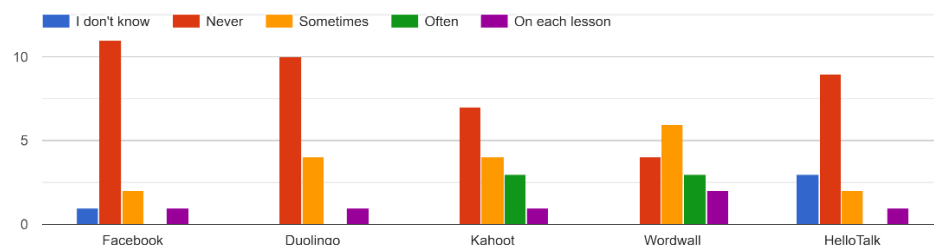


Figure 7. Applications used during offline lessons

How often do you use or have you used the applications mentioned below during an online lesson?

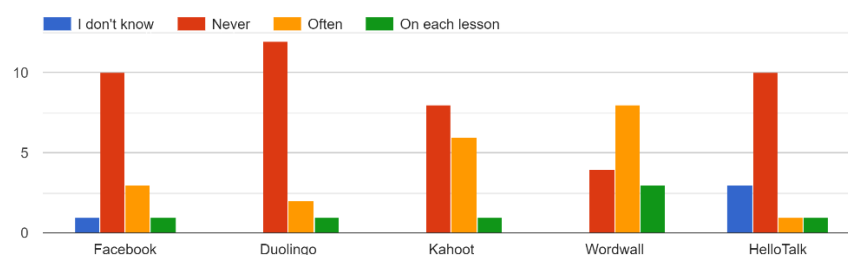


Figure 8. Applications used during online lessons

We also asked the teachers which apps they frequently use if not the ones listed. And we received the following answers:

- Redmenta, the online versions of the course books
- learningapps, jamboard, google forms
- Live worksheet.
- Quizlet

These were the most common answers.

Returning to the pedagogy of communicative language teaching, educators in Transcarpathia identified the Wordwall and HelloTalk applications as the most suitable tools for implementing this approach. Furthermore, five teachers included the Duolingo app in this category, suggesting that communicative language teaching can also be effectively conducted through this platform. Additional applications were also examined, allowing participants to specify their preferred choice for enhancing communicative competence. The applications that were mentioned included Xeropan, Rosetta, FluentU, Duolingo, and YouTube. Interestingly, it was observed that a significant number of Transcarpathian educators were unfamiliar with three of the aforementioned applications, leading them to gravitate towards more familiar options. Some applications lack widespread recognition or popularity in the Transcarpathian region, resulting in YouTube being the most commonly recommended platform for improving communication skills (see Figure 9).

To what extent do you recommend apps for students to improve their communication skills?

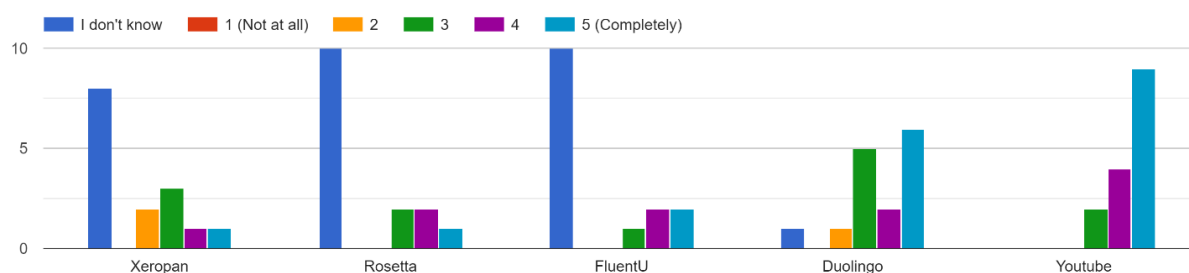


Figure 9. Recommended apps to improve communication skills

Based on our research, 93.3% of teachers believe that the use of apps has a positive effect on language learners.

3.5.4. Instructional approaches that educators adopt for the incorporation of CLT

Teachers have at their disposal numerous task varieties for the enactment of communicative language teaching. Within the scope of our investigation, a selection of potential activities for educators was delineated, encompassing activities such as observing games, narratives, pronunciation exercises, among others. Role play and situational tasks were regarded by instructors as the most fitting approach, with 13 educators opting for this modality. Pronunciation drills and exercises in problem-solving followed closely, maintaining a balanced distribution. Conversely, exercises centered on grammar were deemed entirely unsuitable for the practice of communicative language teaching. This observation underscores a shift from previous findings, where grammar was deemed significant by teachers, yet in this instance, it no longer held the same level of importance (see Figure 10).

To what extent are the listed activities typical of communicative language teaching?

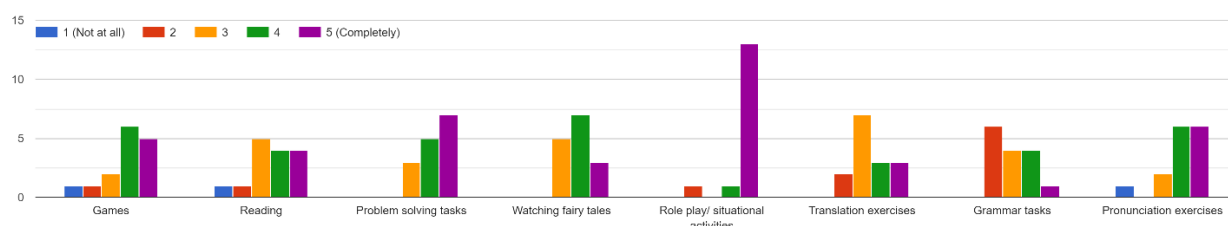


Figure 10. Typical activities for Communicative Language Teaching

After that, we also discussed how often these forms of activity are chosen in both online and offline education. Here, too, in both offline and online classes, role-playing and situational activities came first by a large margin. It is interesting that in offline lessons, instructors often prefer to do grammar tasks, as evidenced by our research, which shows that 10 teachers very often do grammar tasks instead of other tasks that improve communication. It also proved to be more popular in online classes. Grammar tasks were followed by reading tasks. Eight teachers believed that they often performed such tasks within the framework of online classes. Whereas, it was surprising to me that in an online class with the students, they never choose the activity of games, even though there are many applications available to them. Also, 8 teachers chose to play with their students very rarely in online classes, while in offline classes this changed, and 7 teachers chose the option often.

We can draw the conclusion that there are many different forms of activity available to teachers, both online and offline, which they use and practice. Thus, 93.3% of teachers believe that the variety of exercises positively affects the success of language learning. Since we also inquired about the justifications and viewpoints that bolstered this. Here are the views of a few teachers:

- “The exercises encourage student engagement. Therefore, learning becomes fun and easy.”
- “The more varied types of exercises the learners use for language practice, the more confirmed the material will be.”
- “Variety in language learning exercises boosts success by engaging different learning styles, reinforcing concepts, and preventing boredom, leading to a more comprehensive understanding of the language.”
- “You can't always do the same thing. As a primary school teacher, I consider it important to constantly find new tasks for the children to learn English.”
- “It is crucial for students to understand the connection between all 4 aspects of language (speaking, listening, reading and writing). When speaking and listening skills improve, so do reading and writing skills. Using online apps can be a beneficial tool for EFL students.”

3.5.5. Influence of education mode on student performance

The variety of activities and apps is very important for both teachers and students, as we live in an ever-evolving world. The teachers believed that their students still needed practice in terms of communicative competence. 60% chose the process of practice, while 40% believed that their

students had already practiced and were successful in communicative language teaching (see Figure 11).

In terms of communicative language teaching, how successful do you think your students are?

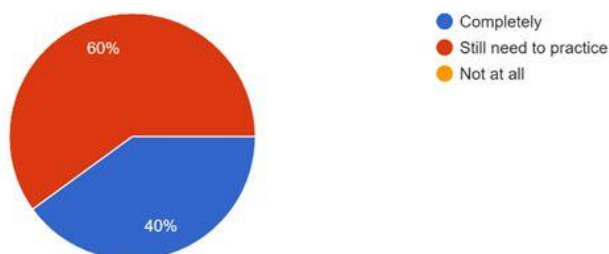


Figure 11. The successfulness of students in terms of communicative language teaching

The participants justified their answer to the previous question in the following picture:

- “Teaching young learners is a challenge but I am glad to face it. My pupils love the English lessons, they want to play, they want to read, listen to texts, dialogues, they want to talk to each other, they enjoy every part of the lesson. Yes, they are enthusiastic children and this helps me teach them. I can use any techniques they are happy to do them. They also can see the results: they are able to speak, talk, read and write about the topics we have learnt.”
- “It depends on the group. In some groups the students are very eager to learn English and speak English, so the communicative teaching can be successful. In other groups the students don't give their all (if anything at all) and therefore can hardly talk in English...”
- “Every time when you deal with students you realize that you need more and more time and practise to make them better in using the target language.”
- “They are only in second class. If I can keep their attention for 45 minutes, it is already considered progress. However, we are making good progress, we have the desire and sometimes the will as well. It is difficult to teach such young children.”
- “My students need to practice more because a lot of them have a lack of proper vocabular. Some of them are also unmotivated and not interested in learning English.”

When strategizing our research, we were confident that educators might face challenges in enhancing their communication abilities. Consequently, we also inquired our subjects about the factors impeding their growth in communicative proficiency. A majority of 66.7% of educators identified student timidity as the primary obstacle, attributing it to students' reluctance to vocalize their thoughts. This issue was notably contentious, partly due to time constraints and insufficient coverage of communicative language instruction in the curriculum, both scoring 60-60%. Moreover, there were challenges in simulating authentic communication scenarios in language

sessions and fostering student participation in dialogues. The outcomes revealed a rate of 53.3% in this aspect. Both teachers and students must manage a variety of issues in both in-person and virtual learning environments. Though neither side is simple, the intended outcome can be attained with perseverance.

3.6. Consequences and pedagogical implications

The necessity of implementing communicative language education in an inclusive manner, requiring the cooperation and participation of participants in the educational process within schools or institutions, remains paramount. This holds true for contemporary language education. There is a divergence of opinions among scholars and curriculum developers regarding whether communicative tasks should be preceded by language-based, form-focused activities, or if genuine communicative practice should serve as the starting point.

Within the theoretical framework of our study, we synthesized foundational works and current literature on the subject, juxtaposing various research facets. Through our inquiry, we obtained responses to our research inquiries, corroborating our assumptions. The findings substantiated our hypothesis that communicative education can be effectively executed in any online setting and through the corresponding interfaces. Despite encountering challenges in distance education, teachers endeavored to implement the communicative language teaching approach proficiently. Our second hypothesis was similarly validated. Presently, platforms like Facebook, Zoom, and Google Classroom reign as the most prevalent in Transcarpathia. Additionally, a multitude of applications and educational interfaces and websites that educators either underutilize or remain unfamiliar with were identified. Our third hypothesis, positing that teachers possess greater opportunities to leverage online programs and aids within the realm of virtual classes compared to traditional classroom settings, was corroborated. Notably, the integration of applications during online instruction is commonplace, serving as diverse tools in lessons, thereby enhancing engagement and sustaining students' motivation to learn. Some applications extend beyond classroom hours, aiding in the cultivation of communicative competence, a trend that is steadily gaining traction. Our conjecture, suggesting that online education detrimentally impacts student performance, was also substantiated. Nevertheless, challenges were prevalent not only in online education but also in traditional settings, highlighting the imperative of addressing such obstacles effectively.

Looking ahead, we contend that a thorough focus on elucidating concepts during the training and continual professional development of language instructors is indispensable. Our

investigation revealed a lack of comprehensive understanding among many teachers regarding the concept of communicative language teaching, underscoring the need to accentuate the core principles, advantages, drawbacks, and application modalities of specific pedagogical approaches. Furthermore, the integration of technological resources into education must be prioritized. Encouraging the utilization of applications both within and beyond the confines of the classroom is pivotal, considering that children are growing up in an increasingly digitized world where the use of digital tools is virtually ubiquitous.

CONCLUSION

The utilization of English language instruction has resulted in substantial modifications. Various pedagogical methodologies have experienced fluctuating levels of acceptance in recent times. It is an indisputable fact that the rise in individuals seeking to acquire English proficiency gives rise to a broader spectrum of requirements. As a result, there exists a heightened necessity for novel concepts and instructional techniques in English language education to address these multifaceted demands. Communicative language teaching (CLT), emphasizing the cultivation of students' language application skills across various scenarios, is widely acknowledged as a proficient approach for language educators.

The importance of possessing communicative competence in language education was emphasized in the 1970s, a period characterized by the waning popularity of the audiolingual approach and situational language teaching attributed to perceived inefficacy. The situational methodology, grounded in a structuralist interpretation of language and behavioural learning theory, failed to yield the desired outcomes. As a result, British applied linguists initiated a critical examination of the fundamental tenets of this pedagogical approach (Demeter, 1991, p.78). Academics have extensively delved into the topic of instructing communicative languages, with prominent scholars such as Swan (1985), Widdowson (1978), Hymes (1972), Halliday (1970), and Yalden (1983) contributing significantly to this ongoing discussion. Swan's influential dual-part article in the 'ELT Journal' has instigated substantial deliberation and engagement within the academic realm.

The aim of this study was to investigate various approaches that can be employed to enhance and encourage communication and interaction among students within the educational setting. Through the utilization of interactive teaching techniques and enhancing their communicative abilities, students can attain the essential linguistic proficiencies needed to engage in authentic dialogues.

Part 1 of our study was dedicated to reviewing relevant literature to acquire a comprehensive insight into communicative language teaching. Primarily, an exploration was conducted on the origins and key figures associated with the emergence of communicative language teaching. Subsequently, an examination was undertaken on the merits and demerits of this pedagogical approach. Moreover, a thorough discussion ensued on the significance of the teacher-student dynamic within communicative language teaching. The section concluded with an analysis of the various exercises and methodologies conducive to the effective implementation of communicative language teaching.

Part 2 delves into the realm of integrating communicative language teaching within online platforms. Here, we elucidated the progression and challenges inherent in online education. A comparative analysis was also performed to distinguish online education from its traditional counterpart, with a particular focus on the feasibility of implementing communicative language teaching. Furthermore, an exploration into the application of communicative language teaching in online settings was conducted, followed by an identification of the applications and interfaces conducive to its practice and implementation.

In part 3 of our study, we showcase the findings derived from our research endeavors. Our investigation centered on the impact of employing the communicative language teaching approach in virtual environments on the instructional practices of educators in Transcarpathia, the curriculum delivery, and its influence on student behaviour in contrast to traditional classroom settings. Additionally, our aim was to assess the familiarity of instructors in Transcarpathia with the foundational aspects of communicative language pedagogy.

Our study unearthed a prevalent lack of comprehension among educators regarding the concept of communicative language teaching, underscoring the necessity to underscore the core principles, advantages, drawbacks, and methodologies for implementing specific teaching approaches. Furthermore, there is a crucial need to prioritize the integration of technological tools in academic environments. Advocating for the utilization of applications within and beyond the conventional classroom setting is imperative, particularly considering the pervasive digital landscape in which contemporary learners are immersed.

РЕЗЮМЕ

Прийняття навчання англійської мови призвело до значних змін. Останнім часом різні підходи до навчання набули популярності, але згодом втратили її. Незаперечно, що збільшення кількості людей, які бажають вивчати англійську, призводить до більшої різноманітності потреб. Отже, існує більший попит на інноваційні ідеї та методи навчання англійської мови, щоб задовольнити ці різноманітні потреби. Комунікативне навчання мови (CLT), яке зосереджується на розвитку здатності учнів ефективно використовувати мову в різних контекстах, широко вважається ефективним методом для викладачів мов.

Мета цієї роботи полягало в дослідженні різноманітних методів, які можна використовувати для сприяння та полегшення зв'язку та взаємодії між учнями в класі. Завдяки використанню стратегій інтерактивного навчання та вдосконаленню своїх комунікативних здібностей студенти можуть набути необхідних мовних навичок для участі в життєвих розмовах.

Предметом роботи є вивчення конкретних навчальних заходів, які реалізуються під час уроків для виховання та відпрацювання комунікативних здібностей. Крім того, дослідження має на меті вивчити конкретні дії, які використовуються під час уроків для розвитку та практики комунікативних навичок.

Наше дослідження намагається вивчити використання комунікативного викладання мови як в очному, так і в онлайн навчанні в навчальних закладах, а також прагне розкрити поширені помилкові уявлення про роль викладачів мови в таких контекстах. Основна мета цієї роботи полягає в тому, щоб з'ясувати сутність комунікативної мовної освіти разом із вирішенням поширених непорозумінь щодо її впровадження та глибинних причин помилок учителів. У цьому дослідженні представлені чотири типові помилки, що стосуються комунікативної мовної освіти, а саме: помилкові уявлення про комунікативні навички, ступінь участі вчителя в комунікативній діяльності, відносна важливість вільного мовлення та точності як основних цілей як з боку вчителів, так і учнів, а також різні методики навчання, які використовуються.

Необхідність впровадження комунікативної мовної освіти в інклюзивний спосіб, що вимагає співпраці та участі учасників освітнього процесу в школах чи установах, залишається першочерговою. Це справедливо і для сучасної мовної освіти. Існує розбіжність у думках серед науковців і розробників навчальних програм щодо того, чи комунікативним завданням повинні передувати мовні, орієнтовані на форму дії, чи справжня комунікативна практика має слугувати відправною точкою.

У теоретичних рамках нашого дослідження ми синтезували основоположні праці та сучасну літературу з цього питання, зіставляючи різні аспекти дослідження. Завдяки нашому запиту ми отримали відповіді на наші дослідницькі запити, які підтверджують наші припущення. Результати підтвердили нашу гіпотезу про те, що комунікативну освіту можна ефективно виконувати в будь-якому онлайн-середовищі та через відповідні інтерфейси. Незважаючи на труднощі дистанційної освіти, вчителі намагалися вміло впроваджувати комунікативний підхід до навчання мови. Наша друга гіпотеза була аналогічно підтверджена. Зараз на Закарпатті найпоширенішими є такі платформи, як Facebook, Zoom, Google Classroom. Крім того, було виявлено безліч додатків, освітніх інтерфейсів і веб-сайтів, які викладачі або недостатньо використовують, або залишаються незнайомими. Наша третя гіпотеза, згідно з якою вчителі володіють більшими можливостями для використання онлайн-програм і допоміжних засобів у сфері віртуальних класів, порівняно з традиційними умовами класу, була підтверджена. Примітно, що інтеграція додатків під час онлайн-навчання є звичайним явищем, слугуючи різноманітними інструментами на уроках, тим самим посилюючи залучення та підтримуючи мотивацію учнів до навчання. Деякі програми виходять за межі аудиторних годин, допомагаючи розвивати комунікативну компетентність, тенденція, яка неухильно набирає обертів. Наша гіпотеза про те, що онлайн-навчання згубно впливає на успішність учнів, також підтвердилася. Тим не менш, проблеми були поширеними не лише в онлайн-освіті, але й у традиційних умовах, що підкреслювало необхідність ефективного вирішення таких перешкод.

Рухаючись вперед, ми стверджуємо, що ретельний акцент на роз'ясненні концепцій протягом усього навчання та постійному професійному зростанні викладачів мов є вирішальним. Наше дослідження виявило дефіцит широко поширеного розуміння серед багатьох інструкторів щодо концепції комунікативного викладання мови, підкреслюючи необхідність наголошувати на фундаментальних принципах, перевагах, обмеженнях і методах реалізації конкретних стратегій навчання. Більше того, важливе значення має визначення пріоритетності включення технологічних ресурсів в академічні умови. Сприяння використанню додатків як у традиційному середовищі класу, так і за його межами є життєво важливим, враховуючи, що молоді учні дорослішають у прогресивно оцифрованому суспільстві, де цифрові технології використовуються майже повсюдно.

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Appendix

Questions included in the questionnaire.

1. Gender
 - Woman
 - Man
2. What language(s) do you teach?
 - English
 - Ukrainian
 - German
 - Hungarian, as a foreign language
3. How many years of work experience do you have?
 - 1 – 5 years
 - 5 – 10 years
 - 10 – 20 years
 - More than 20 years
4. In what type of school do you work?
 - Vocational high school
 - High school
 - Lyceum
 - College
 - University
5. What age group of language learners do you deal with?
 - 6 – 10 years old
 - 11 – 17 years old
 - 18 – 25 years old
 - Older than 25 years
6. In your opinion, what is the correct definition of communicative language teaching?
 - It means a collection of generally accepted concepts that can be applied in various ways depending on the teaching situation, the age, knowledge level and learning goals of the students.
 - Practicing established structures, expanding vocabulary, and conducting speaking exercises within the confines of a lesson.
 - Teaching new vocabulary and ideas, researching their meanings, and learning appropriate usage.

- A strategy for helping language learners construct as many sentences as they can, each of which must be grammatically sound and appropriate for a native speaker.
7. What are the advantages of the communicative language teaching?
- Promotes interaction between teachers and students.
 - Fluency is as important as correctness.
 - Increases students' internal motivation.
 - Emphasises accuracy over fluency.
 - Gives the opportunity to create life-like situations in the classroom.
 - Focuses primarily on correctness of language.
 - Fluency is more important than correctness.
 - Corrects grammatical errors.
8. Which skills communicative language teaching affects?
- Reading skills
 - Writing skills
 - Speaking skills
 - Listening skills
9. What is the central point of communicative language teaching?
- Ensures confident oral communication.
 - Learning as many foreign words as possible and putting them into context.
 - Provides confident communication in writing.
 - Ensures assured communication both in writing and verbal form.
10. How crucial is it, in your opinion, for a language learner to correctly use grammatical structures in both oral and written communication?
- Not at all 1 2 3 4 5 Completely
11. How significant is the improvement of your speaking abilities to you?
- Not at all 1 2 3 4 5 Completely
12. How well are you able to evaluate pupils' communication abilities within the confines of an offline lesson?
- Not at all 1 2 3 4 5 Completely
13. How well are you able to evaluate pupils' communication abilities within the confines of an online lesson?
- Not at all 1 2 3 4 5 Completely
14. What is the role of the teacher during communicative language teaching?
- Creation of situations that promote communication.

- Educating pupils about proper grammar usage.
 - An observer of the classroom work, but not an active participant.
15. How well can you handle the improvement of students' communication abilities within the confines of an offline lesson?
- Not at all 1 2 3 4 5 Completely
16. How well can you handle the improvement of students' communication abilities within the confines of an online lesson?
- Not at all 1 2 3 4 5 Completely
17. What is the main goal of communicative language teaching?
- Teach to use the language correctly.
 - Place effective communication at the core of language acquisition.
 - Do as many exercises as possible during the class.
18. How much do you think language teaching techniques have evolved over time?
- Not at all 1 2 3 4 5 Completely
19. To what extent are the listed activities typical of communicative language teaching?
- Games
 - Reading
 - Problem solving tasks
 - Watching fairy tales
 - Role play/ situational activities
 - Translation exercises
 - Grammar tasks
 - Pronunciation exercises
- Not at all 1 2 3 4 5 Completely
20. How frequently do you use the following types of activities in your offline lessons?
- Games
 - Reading
 - Problem solving tasks
 - Role play/ situational activities
 - Translation exercises
 - Grammar tasks
 - Pronunciation exercises
 - Watching fairy tales
- Never Sometimes Often Always

21. How frequently do you use the following types of activities in your online lessons?

- Games
- Reading
- Problem solving tasks
- Role play/ situational activities
- Translation exercises
- Grammar tasks
- Pronunciation exercises
- Watching fairy tales

Never Sometimes Often Always

22. How often do you use or have you used the applications mentioned below during an offline lesson?

- Facebook
- Duolingo
- Kahoot
- Wordwall
- HelloTalk

I don't know Never Sometimes Often On each lesson

23. How often do you use or have you used the applications mentioned below during an online lesson?

- Facebook
- Duolingo
- Kahoot
- Wordwall
- HelloTalk

I don't know Never Sometimes Often On each lesson

24. Apart from the interfaces and applications listed above, have you used any others? If so, which ones?

25. How well suited do you think the applications are for putting communicative language teaching into practice?

- Facebook
- Duolingo

- Kahoot
- Wordwall
- HelloTalk

Not at all 1 2 3 4 5 Completely

26. To what extent do you recommend students use the apps mentioned below for language learning?

- Xeropan
- Duolingo
- Wordwall
- Busuu
- FluentU

I don't know Not at all 1 2 3 4 5 Completely

27. To what extent do you recommend apps for students to improve their communication skills?

- Xeropan
- Rosetta
- FluentU
- Duolingo
- Youtube

I don't know Not at all 1 2 3 4 5 Completely

28. How does the use of applications affect the success of language learning?

- Positively
- Negatively
- Does not affect

29. How does the variety of exercises affect the success of language learning?

- Positively
- Negatively
- Does not affect

30. Please justify your answer to the previous questions in a few sentences!

31. How responsive are students, in your opinion, to communicative language teaching techniques and methods?

Not at all 1 2 3 4 5 Completely

32. How significant do you think the application of communicative language teaching techniques is?

Not at all 1 2 3 4 5 Completely

33. Which challenges do you face while implementing communicative language teaching?

- Lack of time
- The educational plan does not sufficiently cover the practice of communicative language teaching
- Students are shy during the conversation
- Lack of proper vocabulary
- It is difficult to create life-like situations in language classes
- It is challenging to encourage kids to speak in class

34. In terms of communicative language teaching, how successful do you think your students are?

- Completely
- Still need to practice
- Not at all

35. Please justify your answer to the previous question in a few sentences!

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