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CONTENTS

INTRODUCTION	6
PART 1 A THEORETICAL OVERVIEW OF DISTANCE EDUCATION IN FOREIGN LANGUAGE TEACHING.....	10
1.1 Defining distance education	10
1.2 The main principles of distance education during foreign language teaching	11
1.3 Various approaches in foreign language teaching during distance education	14
1.3.1 Synchronous approach.....	14
1.3.2 Asynchronous approach	15
1.3.3 Blended/Mixed approach.....	17
1.4 The use of electronic resources and platforms during distance education	18
PART 2. DEVELOPING FOREIGN LANGUAGE SKILLS IN DISTANCE EDUCATION	21
2.1 Reading comprehension skills development during distance education	21
2.2 Listening comprehension skills development during distance education	22
2.3 Writing skills development during distance education.....	23
2.4 Speaking skills development during distance education	25
PART 3. EMPIRICAL RESEARCH	27
3.1 Methodology	27
3.2 Participants	27
3.3 Research instruments	28
3.4. Procedures of the research	28
3.5 Discussion and analysis of the results	29
3.5.1 Difficulties during distance education in the process of foreign language skills acquisition.....	34
3.5.2 Monitoring and feedback during distance education in the process of foreign language teaching	42
3.5.3 Effectiveness of distance education in the process of foreign language acquisition.....	45
3.6 Pedagogical implications	46
CONCLUSION	48
REFERENCES	50
SUMMARY IN UKRAINIAN.....	55
APPENDICES	58

ЗМІСТ

ВСТУП.....	6
ЧАСТИНА 1. ЗАГАЛЬНИЙ ОГЛЯД ДИСТАНЦІЙНОЇ ОСВІТИ ПІД ЧАС НАВЧАННЯ ІНОЗЕМНОЇ МОВИ.....	10
1.1 Визначення дистанційної освіти.....	10
1.2 Основні принципи дистанційної освіти під час навчання іноземних мов ...	11
1.3 Різноманітні підходи до викладання іноземної мови під час дистанційної освіти.....	14
1.3.1 Синхронний режим.....	14
1.3.2 Асинхронний режим.....	15
1.3.3 Змішаний режим	17
1.4 Використання електронних ресурсів та платформ під час дистанційної освіти.....	18
ЧАСТИНА 2. НАБУТТЯ НАВИЧОК ІНОЗЕМНОЇ МОВИ ПІД ЧАС ДИСТАНЦІЙНОГО ОСВІТА	21
2.1 Розвиток навичок розуміння читання під час дистанційного навчання	21
2.2 Розвиток навичок аудіювання під час дистанційного навчання.....	22
2.3 Розвиток навичок письма під час дистанційного навчання	23
2.4 Розвиток навичок говоріння під час дистанційного навчання.....	25
ЧАСТИНА 3. ЕМПІРИЧНЕ ДОСЛІДЖЕННЯ	27
3.1 Методологія.....	27
3.2 Учасники дослідження	27
3.3 Інструменти дослідження	288
3.4. Процедури дослідження.....	28
3.5 Виявлення та аналіз результатів дослідження.....	299
3.5.1 Труднощі під час дистанційного навчання в процесі оволодіння навичками іноземної мови	34
3.5.2 Моніторинг та зворотній зв'язок під час дистанційного навчання в процесі навчання іноземної мови.....	42
3.5.3 Ефективність дистанційної освіти в процесі оволодіння іноземною мовою	45
3.6 Педагогічні наслідки	46
ВИСНОВОК.....	48
СПИСОК ЛІТЕРАТУРИ	50
РЕЗЮМЕ	55
ДОДАТКИ.....	58

INTRODUCTION

There has been significant progress in the development of both computer technology and the field of education in recent years. This progress has resulted in the creation of systems that create the possibility of distance learning through the Internet, gathering the strengths of both fields while addressing and correcting their weaknesses effectively.

The *actuality* of this research is underscored by the ongoing worldwide transition towards digital and remote learning environments. The imperative for effective distance education has been accentuated by recent global occurrences that have disrupted conventional classroom-based teaching methods. This transition has underscored both the potential and the obstacles of teaching foreign languages online. The current landscape necessitates a prompt and comprehensive exploration into how distance education can be optimized to cater to the requirements of language learners and teachers. By siting this study within the framework of contemporary educational challenges, it strives to impart timely and pertinent insights to the field.

The *significance* of this study is multifaceted, as it addresses crucial voids in both research and practical application. For teachers and policymakers, the findings will provide essential guidance on implementing efficacious distance education strategies in foreign language curricula. For researchers, this thesis will contribute to the expanding repository of literature on digital education and language proficiency, laying the groundwork for future investigations. The relevance of this study is further underscored by the escalating trend of globalization and the imperative for individuals to acquire multilingual competencies in an interconnected world. The primary goal of this research is to ensure that distance education not only upholds but also enriches the quality of foreign language instruction.

Several authors have made major contributions to the subject of distance education, notably in the area of foreign language instruction. Moore (1997) proposed the Theory of transactional distance, which has been useful in understanding the psychological and communication gaps that exist in remote learning situations. Simonson (2015) elaborated on these concepts by investigating the pedagogical foundations required for effective remote education, emphasising the significance of contact and participation. Similarly, Brun-Mercer (2019) and Anderson (2003) investigated online reading practices, providing useful advice on how to improve second language learners' reading comprehension abilities using digital platforms. Together, these works provide a comprehensive framework for understanding and improving distance language education.

The *object* of the thesis is the process of teaching and learning foreign languages through distance education. This includes many factors involved in remote language training, such as

instructional design, technology resources, teacher-student interactions, and learner engagement. The study will focus on how these components interact to create an effective learning environment in the field of distance education.

The *subject* of the work is the effectiveness and implementation of distance teaching approaches for teaching foreign language skills. This includes a review of the pedagogical approaches, digital platforms, and instructional strategies used in distance language teaching. The thesis will investigate the various problems that students and teachers may face when learning a foreign language through distance education. Additionally, it will show viable solutions to such challenges. The thesis aims to offer insights into the solutions proposed in the academic literature and teachers taking part in the research to solve these problems effectively.

The *purpose* of this thesis is to investigate and assess the effectiveness of distance education approaches in the context of foreign language teaching. This includes examining how different digital tools, platforms, and instructional practices affect language learning, student engagement, and overall educational results. The study's goal is to find best practices and solutions that may be utilised to improve the quality and efficacy of remote language learning. By doing so, it hopes to contribute to the creation of a strong framework for remote foreign language instruction that can be tailored to varied educational situations and learner requirements.

The *tasks* given to the thesis are numerous and complex, with the goal of providing a comprehensive understanding of distance education in the context of foreign language instruction. Initially, the primary goal is to examine and synthesise current literature in this topic in order to identify basic theoretical and practical insights. The focus then shifts to identifying potential barriers to teaching and mastering foreign language skills via distance education. Furthermore, the study will examine the challenges and opportunities associated with remote language teaching from the perspectives of both teachers and students. Moreover, it will provide innovative educational approaches that use new technology to accelerate language acquisition. Finally, the thesis will provide guidelines for effective practice.

The *research method* of this thesis combines theoretical and empirical approaches, including secondary and primary sources to ensure a thorough study. The theoretical framework requires thorough collecting and assessment of academic knowledge from relevant literature sources, such as peer-reviewed journals, scholarly publications, and trustworthy internet databases. This thorough evaluation of secondary sources will lay a solid foundation for comprehending the existing body of knowledge and identifying gaps that the current study intends to reveal.

The empirical component of the study will entail administering standardised questionnaires to a carefully selected sample of participants, including foreign language learners and teachers. These questions are intended to elicit extensive replies about the participants' experiences, perceptions, and attitudes regarding language acquisition. The data collected from these original sources will be submitted to rigorous qualitative and quantitative examination, with statistical approaches used to detect patterns and relationships. This mixed-methods approach will allow for a more nuanced understanding of the study topics, ensuring that theoretical ideas and empirical evidence are combined to reach comprehensive findings.

The thesis contributes *novelty* by introducing innovative viewpoints on the incorporation of sophisticated digital tools and methodologies in foreign language education. It delves into the exploration of emerging technologies like adaptive learning systems to enrich the landscape of language teaching and learning. Moreover, it offers inventive pedagogical models that harness these technologies to craft immersive and interactive learning environments. The research also delves into the repercussions of digitalization on language learning, offering fresh perspectives on how these platforms can facilitate genuine language utilization and cultural exchange.

Distance education, particularly in the domain of foreign language instruction, carries outstanding significance as it intersects with multiple areas of educational theory, cognitive science, and technology. The *theoretical value* of this thesis lies in its thorough literature review. This intersection necessitates a reevaluation of conventional pedagogical paradigms, advocating for the combination of both asynchronous and synchronous learning methods. By scrutinizing the theoretical foundations that underlie distance education, the primary objective of this thesis is to clarify how these models can be modified to enrich language acquisition processes. Moreover, the research will delve into the complexity of learning a foreign language from a remote perspective, thus contributing to the theoretical comprehension of how digital environments impact linguistic competence and performance.

The *practical value* of this study lies in its capacity to inform and enhance educational practices in the realm of foreign language teaching through distance learning. With the escalating dependence on online learning platforms, especially in light of global disruptions such as the COVID-19 pandemic, this research will furnish actionable insights into the procedures involved in remotely teaching languages. It will scrutinize optimal practices, technological resources, and pedagogical methodologies that can amplify student involvement, motivation, and educational outcomes. By addressing the pragmatic obstacles encountered by teachers and learners in a virtual setting, this thesis aims to propose tangible recommendations that can be readily put into practice across various educational contexts.

The *structure* of this thesis is meticulously designed to provide a comprehensive analysis of distance education in foreign language teaching. Part 1 presents a literary overview, offering a general overview of distance education in foreign language teaching. This section synthesizes existing research, theoretical frameworks, and key developments in the field, setting the stage for deeper exploration. Part 2 delves into foreign language skill acquisition during distance education, examining how different language skills—such as listening, speaking, reading, and writing—are developed and mastered in a remote learning environment. Part 3 focuses on empirical research, presenting data and findings from the survey conducted to assess the effectiveness of distance education strategies and tools in foreign language instruction. The thesis concludes with a synthesis of insights drawn from the literature review and empirical research, offering practical recommendations and identifying areas for future research to further enhance distance language education.

PART 1 A THEORETICAL OVERVIEW OF DISTANCE EDUCATION IN FOREIGN LANGUAGE TEACHING

Distance foreign language teaching initiatives may be traced back to the early 1950s and 60s; however, it was not until the 1980s that the University of Illinois was able to distinguish itself by effectively leveraging the refined PLATO system to its advantage. This marked a significant advancement in the field of distance language education (Hubbard, 2009).

Over the previous few decades, the discipline of computer science has achieved substantial advances in development, mirroring those found in education. This advancement has resulted in the integration of essential benefits from each part. It led to the development of a system for delivering distance education via online platforms. As a result, this creative method has transformed how people access and connect with educational information, overcoming geographical barriers and giving unprecedented chances for learning and growth (Michael, 2015).

In recent years, the education industry has faced significant challenges that have repeatedly pushed education systems to their limits, leaving little space for retreat. With little to no other options, educational institutions have been forced to adapt and innovate in response to these difficult conditions. In light of these problems, various research projects have been conducted, revealing useful insights into the effectiveness of language learning students in adjusting to the innovative paradigm of distant education. The result of these initiatives has highlighted language learners' exceptional ability to successfully negotiate the difficulties of distant learning settings (Blanka, 2021).

1.1 Defining distance education

To begin with, distance education, as elucidated by Ilona Huszti (2013), refers to the educational domain where instructional activities are facilitated through communication media.

Similarly, foreign language education, as defined by Liudmila Khalyapina (2020), encompasses the systematic approach employed for imparting and acquiring foreign language knowledge, skills, abilities, as well as modes of communication and cognitive functions through the target language under study.

While discussing distance education during the process of foreign language teaching we must mention that previous investigations have prompted many others to reach similar findings in the field of study. The writings of Philip Hubbard (2009) and Michael Simonson (2015) lay a strong emphasis on assessing the advancement of the educational system. Meanwhile, Blanka Klimova (2021) examined the influence of the COVID-19 epidemic on the field of foreign language training via distant learning.

On a similar line, Neil J. Anderson (2003) and Scott Warnock (2010) worked to provide an efficient and seamless framework for language teaching within the complex terrain of distant learning. Their research focused on the use of technology platforms and tried to develop the best instructional techniques for this topic.

In a different scholarly domain, Ilona Huszti, György Csatóry, and Ilona Lechner (2022) scrutinized the repercussions of the epidemic circumstances on language teaching within Ukrainian institutions of higher education. Through their investigation, it became evident that both students and teachers found themselves thrust into an unforeseen and challenging predicament; the shift to remote instruction introduced novel obstacles for all parties involved. The researchers underscored the critical importance of adeptly navigating the digital sphere for both learners and teachers in the context of language education.

1.2 The main principles of distance education during foreign language teaching

Whichever version of distance education we choose while teaching a foreign language, it is important to note that the successful incorporation of distance learning technologies within the specialized education domain necessitates thorough consideration of numerous pivotal sides (Талалай & Гайдусь, 2024):

- It is critical to maintain scheduling flexibility and material availability to accommodate students from a variety of geographic areas and schedules. This method allows students to dig into specialised areas without being limited by the requirement for physical presence in a typical classroom environment.

- The creation of virtual platforms is critical in encouraging interactive contact and cooperation between students and teachers. Due to this factor, it is easier to improve the learning experience overall. The optionally chosen digital environments are meant to include a variety of components, including discussion forums, real-time conversations, group assignments, and interactive exercises, all of which contribute to the creation of a lively and engaging educational environment.

- The creation and use of high-quality virtual assets, including as video presentations, interactive assignments, and simulations, is critical to providing students with relevant and engaging instructional information. These materials are critical for improving the entire learning experience and promoting student engagement with the subject matter.

- The incorporation of interactive technologies for the purpose of assessing knowledge and providing feedback is crucial in the educational setting. Through the use of online examinations,

virtual assignments, and papers, teachers are able to effectively gauge students' advancement and offer insightful critiques. These digital technologies not only allow teachers to correctly measure progress, but they also enable them to provide constructive feedback that can improve students' learning experiences.

- Ensuring a dependable technical foundation is critical to avoid any obstacles or pauses throughout the instructional process. It is essential to provide technical help to both students and teachers so that they may fully realise the potential of the available technology. By offering technological help and advice, both learners and teachers can cover the digital terrain more easily and efficiently, improving the entire learning experience.

According to research results, the use of computerised technology in foreign language instruction, when paired with a structured didactic approach, brings several advantages to both teachers and students. This pedagogical approach not only ensures a significantly increased level of adaptability and flexibility within the educational process, tailored to specific objectives and situations, but it also enables teachers to effectively monitor the learning journey, particularly when dealing with large groups of students. Furthermore, it improves the quality of individual study among students, enables prompt assessment of their progress, boosts the efficacy of talks, and reduces students' reluctance to participate in various activities. Consequently, the incorporation of technology in language training, as suggested by Havrylenko (2019), shows to be a potential route for optimizing the teaching and learning experience.

An effective method for delivering distance learning in a foreign language requires the use of a meticulously designed virtual language setting, which includes a variety of electronic learning and communication resources that facilitate the orchestration of engagement among geographically and temporally distant educational journey participants. In addition, the distant learning technique must include a system for evaluating the efficacy and development of this educational endeavour. This assessment method is critical for determining the efficacy of the distance learning programme and making informed judgements about prospective upgrades or alterations that will improve the learning experience for all parties (Havrylenko, 2020).

Because of the multiple benefits associated with flexibility and the ability for students to set their own pace and study time, incorporating distance learning within the traditional classroom structure presents considerable obstacles. As a result, it is necessary to conduct a comprehensive reorganisation of educational content, concentrating on explaining the main ideas required for comprehension by individuals seeking education. It is critical to recognise that self-directed processing of educational information requires far more time than does typical classroom

instruction. This emphasises the importance for teachers to adjust their teaching ideas and methodologies to effectively meet the particular needs of remote learners (2021).

In a research conducted by Suvorova, Khilchenko and Olar (2021) it was noted that Organising online classes for a teacher provides a substantial problem in creating content that is appropriate for online use. It is critical to create lesson plans that are easily accessible to students via platforms such as Zoom, allowing them to properly follow the teacher's instructions. The development of pupils' foreign language conversational abilities necessitates continuous attention from the teacher. The real-time setting provides a unique chance to create a realistic foreign language environment that encourages the development and improvement of communication skills, as it may be seen in the following points:

- This may be accomplished through a variety of approaches, including the use of interactive teaching strategies such as conversations, projects, collaborative learning, and research activities.
- Organising video encounters with native speakers and utilising social networks, chats, and forums can help to enhance the learning experience.
- Accessing trustworthy and current information from the internet, as well as using visualisation tools, can improve the quality of instruction offered.

Teacher integration of different types of technologies has faced various internal and external obstacles in its implementation. According to research findings, teachers were only able to effectively integrate technology and subsequent digital pedagogy into their teaching practices when they possessed a comprehensive understanding of these tools. Regrettably, a significant portion of ongoing professional development initiatives still concentrate on merely updating teachers' skills, rather than actively involving them in the process; these programs tend to focus on enhancing competencies in a specific type of information communication technology (ICT) application (Kohnke, 2021).

Therefore, it is imperative that continuous professional development programs shift their focus towards addressing teachers' attitudes and beliefs, while also enhancing their proficiency in exploiting technology to its full potential (Starkey, 2020).

In recent years, there has been a greater emphasis on the importance of continuous professional development programmes that focus on educational techniques rather than just technology. This transition is a great step forward, since teachers must not only be able to use technology successfully, but also guarantee that its integration is seamless with existing curricular standards (Prestridge, 2014).

1.3 Various approaches in foreign language teaching during distance education

1.3.1 Synchronous approach

During synchronous learning, teachers and students gather in a virtual classroom setting assisted by an online platform, allowing them to communicate in real-time. This version of distance education, known as the synchronous model, operates as a structured system of virtual classes aimed at fostering connectivity and collaboration among teachers and learners through a diverse range of instructional techniques and communication tools (Колмикова, 2023).

The use of synchronous communication platforms is critical for supporting more immersive educational sessions, successfully embodying a core aspect of learning, namely visibility. Engaging in discussions about lesson plans or academic themes with students from various places via video calls and teleconferencing sessions boosts students' excitement for learning a new language. The use of such technology media not only promotes a more dynamic and engaging learning environment, but also broadens students' viewpoints by exposing them to a variety of cultural and educational opportunities (Nurmanaliyeva & Nurmanaliyeva, 2023).

Some researchers try to explain that synchronous broadcasting resembles modern television broadcasts, occurring when the viewer accesses the current broadcast on their computer. When a video or live stream is available on the chosen channel, it can be viewed on the viewer's computer screen (Kayalar, 2021).

Distant learning for students in synchronous mode may be structured easier by using distant learning systems like Moodle, Google Classroom, and others. These systems let professors create and administer distance courses, register students, and offer them access codes to specific classes on platforms such as Google Classroom. Teachers can use these virtual classrooms to post a range of instructional materials such as texts, presentations, videos, tasks, and connections to extra learning resources. Students are then able to explore these materials, complete assigned tasks, and submit their work through the distance learning system. As a result, teachers may analyse and assess student task performance while also providing constructive feedback and comments on their contributions. This synchronous style of distance learning not only improves the accessibility and flexibility of education, but also encourages active participation and cooperation among students and teachers in the virtual learning environment. The use of such platforms not only simplifies the process of distributing educational information, but also enables for effective monitoring and evaluation of student progress and performance in an online environment (ГНАТЮК, 2021).

In a research, carried out by Nurmanaliyeva Lyaila Shaymerdenovna and Nurmanaliyeva Ultai Tlegenovna in 2023, they summarised some possible advantages and disadvantages of the described teaching approach, which can be seen as the following:

Table 1.3.1.1. Advantages and disadvantages of the synchronous teaching approach
(based on Nurmanaliyeva & Nurmanaliyeva, 2023).

Advantages	Disadvantages
The benefit of synchronous learning lies in its location independence, allowing individuals to engage with others from any corner of the world at their convenience, fostering seamless communication.	On the flip side, synchronous learning may struggle to sustain the level of interaction typical in group settings, potentially leading to confusion in the absence of clearly defined guidelines.
It facilitates the real-time exchange of information, enabling the preservation of continuous interactions and the efficient processing of relevant data.	The collaborative nature of group exchanges can overwhelm technological resources, posing challenges in keeping up with advancements and fostering reliance on these tools.
This mode of learning serves as a platform for the accumulation and analysis of valuable information promptly, enhancing the overall educational experience.	In this context, issues such as equipment saturation and limited awareness of technological progress can impede the effectiveness of synchronous learning environments.

1.3.2 Asynchronous approach

The notion of "asynchronous distance learning" developed in the field of education prior to synchronous learning, owing to the limited growth of Information and Communication Technology (ICT) at the time. One of the approaches used in asynchronous learning is peer-to-peer learning, also known as horizontal learning, peer learning, or P2P learning. The mentioned version of distance education uses self-directed learning with asynchronous communication among students and teachers. By applying this specific approach they become members of the Asynchronous Learning Network that refers to a group of people who participate in asynchronous learning via the Internet (Berestok, 2021).

The asynchronous approach of distance learning is noted for its student-centric outlook and has resulted in a significant shift in the conventional position of the teacher, elevating them from

a mere "teacher" to a more prominent "mentor" figure. This shift in dynamics has awakened the interest of scholars such as H. Subiyantor, Warsono, and S.W. Fitriati. They performed a survey to ascertain students' favourite methods of distant learning. The findings demonstrated that the majority of participants strongly preferred asynchronous learning over synchronous approaches, noting its better convenience, particularly its flexibility to settings with poor Internet connections (Колмикова, 2023).

Asynchronous training platforms are meant to allow learners to begin and complete their training at their own pace, regardless of the training provider, ushering in a fundamental shift in the role of the teachers in the field of education. This growth represents a transition from the conventional function of teaching to one of guiding and encouraging learning. The core of asynchronous education is its capacity to offer instruction with little equipment and internet connectivity within a typical bandwidth range, hence increasing learners' accessibility and flexibility. This pedagogical approach is strongly based on a student-centric educational paradigm rather than a teacher-centric one, putting the learner at the centre of the educational process. Course materials in asynchronous education are rigorously chosen to correspond with a student-centered approach, ensuring that they are matched to each student's particular learning needs. The ability to achieve a notable success rate of up to 80% in subject mastery demonstrates the efficacy of asynchronous education. It is particularly true when training resources are comprehensive and learners exhibit a high level of intrinsic motivation for learning, which results in self-directed learning. In essence, asynchronous education empowers students to choose their learning experience, fostering independence, autonomy, and a deeper understanding of the subject (Kayalar, 2021).

Teachers may use social networks and messengers to create specialised groups on platforms such as Facebook, Viber, and Telegram, among others, assuring limited access to just the targeted members. Within this group, teachers can offer instructional information, such as documents and connections to internet resources, as well as prescribe tasks for students to complete. Furthermore, the teacher may provide questionnaires to the group members to gain vital comments and insights. Another way is to use a website, blog, or virtual whiteboard to distribute instructional materials and projects for students to do independently. These platforms may include the school's official website, a dedicated blog, a virtual whiteboard, or an interactive poster on platforms like Padlet, Lino, ThingLink, or Genial.ly, among others. Students are then responsible for understanding the contents provided, completing activities, and submitting them to the teacher via email or as comments on the relevant post. Furthermore, students can share their responses and links to completed exercises on the virtual board or through various testing sites. This complete

strategy enhances the learning experience and motivates more effective communication and engagement between teachers and students during distance education (Гнатюк, 2021).

As the synchronous approach, the asynchronous one also has its advantages and its drawbacks as well. These are the following:

Table 1.2.2.1. Advantages and disadvantages of the asynchronous teaching approach
(based on Гавриленко, 2020).

Advantages	Disadvantages
Participants in asynchronous training are not limited to certain times or locations for execution, which allows for greater learning flexibility.	On the other hand, the possible limits on direct engagement between teachers and learners are evident, which reduces the chance for quick feedback and assistance.
Because this type of training includes pre-prepared instructional resources, users may return and improve their knowledge through extensive reviews.	Having to wait for replies to questions or assignments over lengthy periods of time can slow down learning and reduce student interest.
Asynchronous learning has the advantage of providing more time and resources for developing solutions.	For some students, the absence of adequate supervision and engagement with teachers in asynchronous environments may provide hurdles, making it a less desirable mode of learning owing to perceived difficulties.

1.3.3 Blended/Mixed approach

Blended language learning, which combines synchronous and asynchronous learning styles, is a newly created approach to the educational environment. This novel approach to online education appears as a viable answer to the problems that frequently arise in both synchronous and asynchronous learning contexts. Blended language teaching combines the benefits of both synchronous and asynchronous methodologies, providing a holistic educational experience. The blended space established by this method supports a student-centered atmosphere that facilitates self-paced and autonomous learning while responding to learners' different requirements. Self-paced learning requires students to actively participate in online classroom discussions, which promotes a deeper degree of involvement and cooperation. This strategy not only encourages student engagement, but also helps to preserve their passion and drive, which leads to increased self-confidence and a better overall contribution to the class (Tusino, Sukarni & Pokhayati, 2021).

It is necessary to precisely define the implementation of blended learning in language education based on the unique characteristics of foreign language learning, specifically categorising it into four distinct types of language activities: reading, speaking, writing, and listening. Each of these language activities has the ability to use both synchronous and asynchronous delivery modalities in the context of blended learning, providing a flexible and comprehensive approach to language training that accommodates a variety of learning styles and preferences. As a result, considerable attention and purposeful preparation are necessary to properly combine these multiple styles of instruction in order to improve the language learning experience and outcomes (Serhienko & Samoilova, 2022).

1.4 The use of electronic resources and platforms during distance education

The term electronic resources, also known as online resources, refers to compilations of data in electronic or digital form that are accessible via electronic gadgets like computers, laptops, smartphones, iPods, and others. According to Velmurugan (2013), the significance of electronic information resources has been escalating due to the introduction of novel methodologies and technologies.

E-resources have considerable promise in higher education, providing prospects for innovation and system efficiency. These tools may be used in the classroom to actively and independently engage students, promoting self-directed learning and peer cooperation. Students may access a wide range of educational resources online, including e-books, e-journals, and online databases, allowing them to pursue education from any place at any time of day, seven days a week (Anjana, 2016).

Easy communication between teachers and students, as well as among students themselves, on instructional content is a critical component of good teaching approaches. E-resources not only facilitate such interactions, but also provide teachers with access to a vast range of educational materials, allowing them to employ a variety of teaching methodologies. This, in turn, expands teachers' pedagogical repertoire, resulting in a more dynamic and interesting learning environment for students (Kirschner & Woperies, 2003).

In the broad expanse of the global network, there are numerous materials originating from various communities, foundations, and initiatives, as well as a myriad of educational venues, both local and international in character. Among these options, Open Educational Resources (OER) must be highlighted as a vital tool meant to help teachers, students, and anyone devoted to lifelong learning locate open educational content. These resources act as a knowledge repository, allowing

users to access instructional information that is freely available on the internet, encouraging a culture of sharing and cooperation in the digital environment (Антощук, 2020).

There are several ways of using electronic resources in the process of foreign language teaching during distance education. Here are some examples: the integration of web materials into lesson content, self-guided information retrieval by students, in-depth independent study of foreign languages, preparing for exams as external students, systematic study of language aspects with teacher guidance, motivation through live communication, developing reading and listening skills using online materials, enhancing monological and dialogical skills through problem-based discussions, improving writing skills, expanding vocabulary with authentic texts, and learning cultural knowledge and speech etiquette of different peoples (Nizamova, 2021).

Learning a foreign language necessitates frequent use of a dictionary, whether in print or electronic format. Electronic dictionaries offer major advantages over printed dictionaries due to their unique functionalities. Electronic dictionaries include The Free Dictionary, Macmillan, Oxford Dictionaries, and Collins Dictionary, as well as smartphone apps like "Cambridge Dictionary," which operates offline, features search options, bookmarks, and query history, and is accessible on both iOS and Android (Nykyropets, 2022).

The Internet is full of resources for improving listening skills, including popular apps like Instagram, Amara, and Animoto, which offer videos on topics of interest to students, allowing them to engage enthusiastically with familiar content while focusing on language aspects such as pronunciation and vocabulary (Nykyropets, S., & Hadaichuk, N., 2020).

As it has been mentioned before, keeping the attention of the students during distance education is one of the most difficult task a teacher must overcome. Thankfully, due to the digital advancements of the century digital game-based learning has been created, which seems to be an effective activity to keep the focus on the learnt material. As the topic is being covered, a small game is played which requires the students to use are acquired knowledge. This way, the engagement rate increases as they have fun and learn at the same time (Urazova, 2020).

The integration of digital learning tools in foreign language teaching is now considered crucial for enhancing the educational process and achieving learning objectives at various stages. Khomyshak gathered some of the possible resources and platforms and listed them as it is shown in Table 1.3.

Table 1.4.1. Didactic Typology of Digital Learning Tools for Foreign Language Teaching (Khomyshak, 2022)

Type of digital learning Tools	Examples of digital learning tools	Didactic value of digital learning tools
Tools for mind mapping and creating word clouds	Wordle, Wordnik, Flickriver, Tagxedo	Developing lexical competence
Tools for translation	Phras.in, PhraseUp, Phrasr	Developing grammar competence
Tools for identifying word stress and pronunciation	Forvo, HowJsay, PhoTransEdit	Developing phonetic competence
Tools for visual receptive activity	WallWisher, SimplyBox, Twurdy, TagBulb, Cue Prompter, Storify	Developing reading skills
Tools for audio receptive activity	Urtak, Intervue Me, Bat Lyrics, Listen and Write, ESL Video, VYou	Developing listening comprehension skills
Tools for recording and publishing audio or video	VoiceThread, Podomatic, Audacity, Dvolver, Makebelief Comics, Xtranormal, MailVu, AudioBoo, Voxopop, Flickr Poet, Animoto	Developing speaking skills
Tools for writing and publishing texts	Sync In, Write or Die, Posterous, Boockr, Pimpampum, Storybird, Storyjumper	Developing writing skills
Tools for creating different types of tests and interactive tasks	LearningApps.org, Kahoot, Quizlet.com, Socrative.com, Onlinetestpad.com.	Testing the level of foreign language communicative competence formation

The use of web services and other Internet resources is critical for improving the learning process, motivating students to dive deeper into educational information relevant to their profession, and gaining extra knowledge. The integration of such instruments, electronic devices, and technological resources acts as a catalyst for language engagement, communicative skill development, and creative fostering, which is especially important when teaching professionally focused foreign language communication. Nonetheless, it is essential to remember that, despite the development of successful educational instruments and approaches for pedagogical goals, various issues remain that require careful attention and resolution (Mozharovska, 2023).

PART 2. DEVELOPING FOREIGN LANGUAGE SKILLS IN DISTANCE EDUCATION

The research was grounded on the existing literature pertaining to the subject matter. During the review process, a thorough examination was conducted on the four language skills, namely reading comprehension, listening comprehension, writing skills, and speaking skills. Upon becoming acquainted with these data, efforts were directed towards identifying common challenges and their corresponding solutions encountered in the realm of distance foreign language education. It is essential, prior to delving into the aforementioned aspects, to expound upon the definitions of key terminologies.

2.1 Reading comprehension skills development during distance education

According to linguist Jeremy Harmer (2010), it is evident that the realm of learning holds the capacity to offer an array of beneficial segments pertinent to the acquisition of reading comprehension. Initially, a considerable proportion of students show a desire to engage with English texts, which may occur due to various reasons: educational purposes or to advance their professional plans. Another reason may be to fulfil their recreational needs. Exposing students to a greater variety of texts activates expanding their vocabulary, thereby giving them a significant advantage in terms of their future writing skills. Furthermore, texts in the English language that revolve around subjects of interest to the learners possess the ability to incite lively discussions and debates, thereby fostering enhancements in their oral communication abilities.

The possession of knowledge of strategies associated with reading comprehension and the availability of distance learning resources stand as indispensable prerequisites for the cultivation of this particular skill. In alignment with this notion, Neil J. Anderson (2003), in his scholarly investigation, undertook a delineation of seven fundamental strategies predicated upon the blueprint that a language learner aspiring to learn a foreign language would employ throughout the execution of their learning tasks. Every strategy may be grouped following the subsequent categories:

- a. self-motivating strategies,
- b. effective strategies,
- c. social strategies,
- d. compensatory strategies,
- e. memory-related strategies,
- f. cognitive strategies,

g. metacognitive strategies.

One of the key barriers encountered when trying to acquire proficiency in these skills within non-traditional educational settings is the fear related to comprehending the subject matter at hand. For example, not all students might have an in-depth understanding of the content included in the reading materials which are available on online platforms. This issue could arise due to the format in which the material is shown, it can be an e-book structured chapter or in the form of a Power Point presentation. While students have the ability to comprehend a particular level of understanding, it may not be exhaustive; as a result, they may only view the material through the perspective of their own viewpoints. In the year 2021, a survey conducted by Leli Efriana discovered that students, under such conditions, often reach out to their teachers using different approaches (e.g., phone calls, messaging) to seek explanations regarding the content delivered via online channels.

The wide range of activities associated with language acquisition necessitates the utilization of different methods, a lack of familiarity with which may result in an unsuccessful completion of the given task. The provision of instructional guides elucidates how learners manage to do the tasks designated to them. Among the various methodologies utilized, the scaffolding approach arises as a prominent and effective technique, starting with structured guidance and gradually permitting autonomy to the language learners as they complete the tasks (Brun-Mercer, 2019).

When addressing the teaching of reading skills, it is essential to acknowledge the significance of motivational factors. The occurrence of the lack of goals or driving forces may reduce students' interest in language learning. Encouraging students to read materials of their choice and interest may be highly beneficial in this case. Various strategies exist for this purpose, and supporting learners' autonomy is one of the most widely used options. By providing students with a selection of books or texts to choose from may significantly boost motivation, and it provides them to engage individually in the task while fulfilling the objectives given by the teachers (Harmer, 2012).

2.2 Listening comprehension skills development during distance education

Being capable of comprehending the foreign language text heard represents one of the fundamental aspirations of students, regardless of whether it involves a casual conversation, a television or radio broadcast, theatrical performances, cinematic productions, or even audio recordings played during the lesson. As Jeremy Hamer stated (2010), the completion of reading comprehension tasks after listening also applies a significant influence on the pronunciation skills

of language learners. The clearer their perception and understanding of spoken English is, the more adept they become at assimilating the significance of appropriate pitch and intonation. The author highlights that achieving effective communication requires not only a focus on enhancing students' speaking skills in foreign language education but also on the potency of their listening proficiencies.

One of the most intimidating skills to absorb is listening comprehension. It is a task that may seem alarming due to the application of authentic language full of fillers, background noises, and encompassing various dialects. Through modernization and the accessibility of technological resources, teachers may provide useful assignments and materials for successful preparation as well as subsequent evaluation (Harris, 2015).

According to Leli Efiriana (2021), a primary obstacle to the advancement of this skill stems from the learners themselves, since students may exhibit diminished enthusiasm towards engaging in online learning, notwithstanding being equipped with the following tools such as computers, smartphones, and internet connectivity. They show a weakened interest in the importance of foreign language literacy and the submission of assignments, which causes tasks scheduled for submission within a week to be frequently delayed by an additional two weeks.

Undeniably, technological developments have given grant countless prospects of audio resources that can be integrated into online education. It should be acknowledged that applying these resources may have some risks. The potential unavailability of the audio files is a universal issue. Language teacher should undertake trials before starting sessions in order to anticipate any problems that may arise during the lesson (Harmer, 2012). Instructing language learners to comprehend spontaneous or naturally spoken languages epitomizes one of the paramount challenges a language teacher may encounter in their professional milieu (BBC, 1981).

Despite the abundance of websites at teachers' disposal, challenges persist that hold back students from effectively coping with the assignments. These obstacles may stem from the quality of the recordings or the volume of content contained within them, both in traditional settings and in remote learning environments. Over the past few years, several software applications have been developed to offer brief materials for listening sessions, thus alleviating the weight of excessive content that could have a detrimental effect on students' completion of homework or academic pursuits (Harris, 2015).

2.3 Writing skills development during distance education

There are numerous rationales to inspire students to engage in writing activities, whether inside or outside the foreign language classroom. Initially, engaging in writing tasks allows

students to have more time for contemplation compared to when they engage in spontaneous conversations. This extended time frame for thinking provides them with opportunities for language processing, it enables them to reflect on language aspects during both the grasping and activation phases (Harmer, 2010).

According to Scott Warnock (2010), the utilization of online platforms for writing purposes offers an abundance of opportunities for both students and teachers. However, one should not forget, that using such technologies in writing instruction involves a distinct, but forward-thinking approach.

Early interference is an essential element in effectively implementing online writing instruction. Teachers may engage with the students before they begin writing tasks to aid them in accomplishing their assignments. Providing students with detailed and easily comprehensible instructions before task execution may significantly minimize the challenges encountered during task completion (Stella & Corry, 2013).

The transactional distance theory, as presented by Moore, names three elements that are essential to consider in the case of teaching foreign language writing skills (Table 2.3):

Table 2.3. The fundamental components relevant to teaching foreign language writing skills (based on Moore, 1997).

Dialogue	Learner autonomy	Program structure
Aspires to prepare an educational rapport that facilitates students' writing development.	Highlights the significance of learners taking charge of their language learning journey by setting personal goals rather than relying solely on the teachers.	the structure of the programs should cover the needs and goals of the students and describe how they may respond to them. The plan should include teaching strategies, instructional objectives, and assessment methods.

The cultivation of writing skills in the online realm need not be confined to the virtual "classroom"; tasks assigned to students can also be completed offline. Nonetheless, enhancing tasks that concentrate on written text creation skills necessitates specific approaches. Within the

realm of distance education, the power of computer technology becomes of vital importance, albeit it may pose challenges for language teachers (Árvay, 2022).

A primary challenge encountered in teaching writing skills in distance foreign language education is the dearth of interaction. By using online platforms where classes are conducted, teachers may struggle to detect whether students require additional explanations or clarifications regarding assigned tasks. To reduce misunderstandings, teachers may utilize digital tools, such as quizzes, to address such obstacles beforehand (Stella & Corry, 2013).

In both online and offline educational settings, rectifying errors in spoken language is relatively straightforward; however, written errors differ slightly. Learners must recognize the importance of meticulously attending to written errors, as they are not as easily overlooked in various contexts as oral mistakes might be during casual conversations. Teachers need to clarify the details of the text creation process (planning, outlining, drafting, reviewing, editing, and finalizing) in order to help students minimize mistakes. When these steps are integrated into online language instruction, the advancement of writing skills can yield successful outcomes (Harmer, 2012).

2.4 Speaking skills development during distance education

Language learners wish to communicate effectively, using proper grammar alongside an extensive vocabulary in their target language. While teaching speaking skills, it is crucial to create a harmonious balance between the equipping of inputs and the elicitation of outputs. Practical activities applied for such purposes should combine both communicative and structured output components, which should be supported by a foundation of linguistic input. This linguistic input may include form- and content-oriented segments. The former predominantly focuses on diverse language applications, while the latter showcases examples through educational strategies (Knllpnlli & Thamarana, 2018).

One of the most essential components of current expectations for foreign language education is the emphasis on communication, particularly oral communication, which necessitates a focus on speech. In the field of online education, this suggests that synchronous virtual classrooms are extremely important, acting as a critical platform for improving speaking talents and other related skills such as pragmatic knowledge. Jenő Bárdos (2004) argues that motivation and teacher ability are more important than the educational approach used. Speech-focused courses prioritise the teaching of use norms from the start, taking into account aspects such as the speaker's identity, the audience, the context, and the acceptable communication style.

Several researches have highlighted the significant challenges that language learners face while acquiring proficiency in English speaking skills. Speech functions as an interactive process involved in the construction of meaning, including the generation, reception, and interpretation of information. Several factors contribute to the struggles students encounter in developing their speaking abilities. It may comprise inadequate reading comprehension practices, unequal exposure to the target language within and outside the classroom, and errors in applying grammatical principles. To reduce the number of these obstacles, teachers recommend the application of audio-visual aids in online language instruction. This approach heightens student motivation and engagement, ultimately fostering self-assurance (Baron, 2020).

Nonetheless, a prevalent problem in building confidence among language learners is language anxiety. Students may harbour uneasy feelings while trying to express their ideas in spoken form in their target language. This feeling may be connected to their ability to meet societal expectations or those set by their language teachers (Rostoványi, 2022).

Students often resort to their native language during class sessions, which is a primary challenge faced by teachers in online speaking skill instruction. It is due to the fact, that the teachers' control over language use is lessened compared to traditional classroom settings. While students may express themselves more confidently in their first language, the primary aim for language teachers is to prioritize the use of the target language during the educational process. Applying various motivational methods, and encouraging learners to express their ideas solely in the assigned language without employing their native tongue for assistance can be an optional solution to such an obstacle (Knllepnlli & Thamarana, 2018).

Language learners frequently face obstacles during speaking apprehension that may be ingrained in personal factors, and it leads to a lack of confidence in their pronunciation abilities. As teachers employ suitable introductory activities focusing on speaking skills at the beginning of lessons can help students concentrate and minimise anxiety (Harmer, 2012).

A noteworthy consideration is the issue of background noise. This bothering factor can prove to be distracting during online lessons. Another problem may be the occurrence of echoes due to microphone malfunctions which is a common challenge faced in virtual classrooms. This problem can be easily tackled by instructing students to mute themselves when their microphone usage is unnecessary, effectively minimizing disruptions during the lesson (Knllepnlli & Thamarana, 2018).

PART 3. EMPIRICAL RESEARCH

After conducting an extensive review of the relevant literature in the preceding chapters, it becomes clear that the realm of foreign language teaching during distance education presents numerous challenges. However, notwithstanding these obstacles, the imperative to persevere with the educational process remains unrelenting. Consequently, it is essential to identify viable resolutions to these contemporary, technology-driven issues.

This empirical research was designed to highlight the primary difficulties encountered by both foreign language learners and teachers during distance education, as well as to propose potential solutions. Throughout the course of the study, participants from both sides were encouraged to develop a comprehensive understanding of the prevailing circumstances. This facilitated an option for individuals to share their concerns regarding distance education, while also highlighting the ways in which digital tools, software applications, and online platforms have been instrumental in enhancing their educational experiences.

3.1 Methodology

The method of research employed in this thesis incorporated both theoretical and empirical strategies, encompassing the utilization of secondary and primary sources in order to conduct a comprehensive examination. The information amassed from these primary sources underwent a thorough qualitative and quantitative analysis, with statistical methods utilized to identify trends and correlations. This blend of methodologies will enable a more nuanced comprehension of the research subjects, ensuring that theoretical concepts and empirical data are amalgamated to yield comprehensive outcomes.

3.2 Participants

The research delves into the educational landscape of Beregszász, focusing on institutions that have transitioned to distance learning and introduced online foreign language lessons. Both Hungarian and Ukrainian language schools are included in the study (Ferenc Rákóczi II Transcarpathian Hungarian College's Vocational High School, Lajos Kossuth Lyceum, Gábor Bethlen Lyceum, "Platan" Lyceum, F. Potusnyak Lyceum) with the questionnaire being available in three languages to encourage broader participation.

Approximately 100 foreign language students (aged between 14-17) and 10 teachers were expected to be involved in the research. By contributing to this survey, they played pivotal roles in the successful execution of the study. Their diverse perspectives and experiences are valuable assets in enriching the research outcomes, by sharing their view on the researched topic.

3.3 Research instruments

Google Forms, a free application created by Google, simplifies the quick and effective creation and distribution of forms for collecting various types of information. The information gathered through these forms is automatically saved and organized in a designated Google Sheet, accessible through Google Drive, ensuring smooth data management and retrieval (Ramaraj, 2019).

As a research instrument, the primary method employed was an online questionnaire survey (Google Forms). This choice is influenced by:

- the anticipated large number of participants;
- the ease of data collection and transparency offered by this method;
- its alignment with the investigation of distance learning language teaching.

Supporting the questionnaire survey was the utilization of Microsoft Excel software. This software aided in converting quantitative responses into informative diagrams. It enhanced the visualization of data and facilitated a deeper understanding of the research findings.

3.4. Procedures of the research

The procedures of the research were structured in a three-step survey, aiming to compare responses from individuals across various age groups, who are associated with different educational institutions.

The research involved the initial step of completing a questionnaire. This phase took into consideration the educational system specific to the target age groups and institutions, as well as the prevalent possibilities identified through theoretical research and guidance from the academic teacher. The questionnaire underscored the importance of understanding these diverse perspectives. The questionnaires included 30-30 questions, both closed and open-ended ones to ensure the maximum response collection.

In the following, the research focused on the selection process of the educational institutions in Beregszász. Questionnaires were distributed among the chosen institutions while ensuring the anonymity of respondents. The questionnaires were available in three languages - Hungarian, Ukrainian, and English, aiming to attract a wider pool of respondents and diverse perspectives.

The analysis of data collection through the questionnaires happened once the deadline for responses had expired. The data were meticulously summarized and categorized. The insights

derived from this data provided valuable answers to the research questions, serving as a guide for teachers, teacher candidates, and students in the future.

3.5 Discussion and analysis of the results

During the research carried out on the specific topic, a total of 104 foreign language students and 9 foreign language teachers contributed their valuable insights and perspectives. All the participants took part in an online questionnaire survey.

Within the framework of the questionnaire, they were presented with a mix of 30 closed-ended and open-ended questions (Appendices), providing them with opportunities to critically assess the ongoing skill enhancement processes of distance education foreign language teaching.

They were able to bring to the attention to the various obstacles and difficulties encountered, share their personal anecdotes and encounters, as well as propose innovative recommendations and strategies to address future developmental requirements and enhancements.

This collective effort not only supplemented the depth of the research but also highlighted the significance of utilizing diverse perspectives and experiences to foster a comprehensive understanding of the multifaceted landscape of foreign language education in the digital age.

In terms of students, 61 were in the 14-15 age group, while the remaining 43 people were in the 16-17 age category. Regarding the nature of the educational institution, the majority of respondents were vocational high school students (48 people, which accounted for 46% of the answers), followed by lyceums with 34 completers (33%), and then high schools with 22 (21%) with subject. Among the students, there were 23 (22%) 9th graders, 49 (47%) 10th graders and 1st year students, and 32 (31%) 11th graders and 2nd year students.

The vast majority of students (81 students, 78%) stated that they prefer traditional classroom education when discussing the issue of language education. On the contrary, a smaller group of 23 students, making up 22% of the participants, stated their inclination towards the distance learning alternative.

Regarding the teachers, only two (22%) thought that the transition did not cause them any problems. In contrast, a larger percentage, comprising 44%, admitted to encountering some level of difficulty in transitioning from in-person teaching to the online platform. Furthermore, one individual, accounting for 11% of the teacher population, found this adaptation process to be rather difficult. According to two foreign language teachers (22%), they had to deal with an extremely challenging period during the transition.

Language assessments and exams were created to evaluate individuals' language proficiency and serve as critical evidence of language skill validation. This verification document carries significant weight when demonstrating one's linguistic abilities, so students were asked about it in the survey. The responses revealed that the majority, more than three-quarters (85%), did not have such documentation, while only 16 positive responses (15%) were recorded.

Moving forward in the study, the following inquiry focused on students' self-assessment of their language proficiency levels. Table 3.5.1. depicts a diverse range of opinions among participants. The majority placed their command of the English language at the elementary A2 level, followed by 33 respondents (32%) who placed themselves at the B1 intermediate level. Furthermore, 23 participants (22%) claimed proficiency at the upper intermediate B2 level. Notably, a subset of 8 students ranked their language skills as the lowest tier, in contrast to the presence of advanced (2) and students pursuing proficiency (3) among the respondents' answers.

Table 3.5.1. Level of proficiency among students

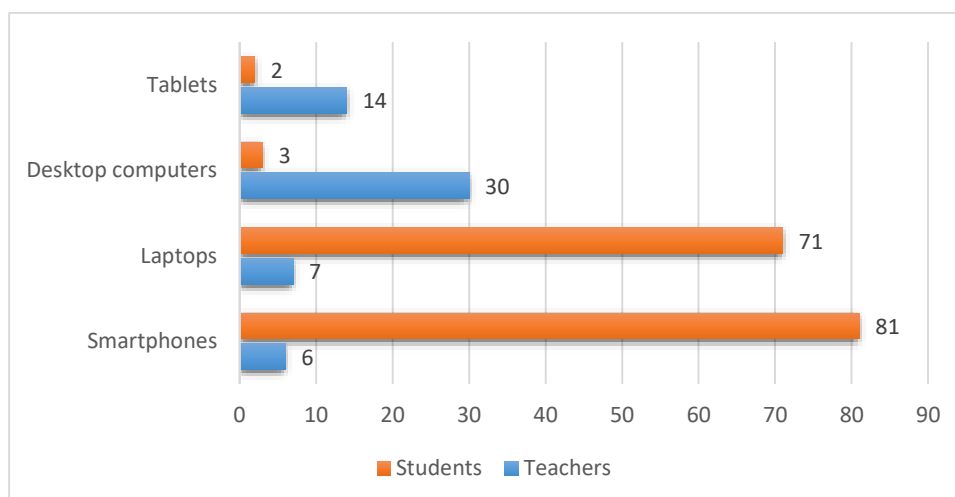
	Level		Number of students
Proficient language user	C2	Proficiency	3 (3%)
	C1	Advanced	2 (2%)
Independent language user	B2	Upper-Intermediate	23 (22%)
	B1	Intermediate	33 (32%)
Basic language user	A2	Elementary	35 (34%)
	A1	Beginner	8 (7%)

Due to the last few years' rapid change in education, the participating institutions were forced to rely on distance education.

All of the studied subjects had prior experience with online language teaching, and the majority of them (77 students, 74%) had an adequate quality and speed Internet connection during distance learning, making the learning process relatively simple. However, the remaining 27 students (26%) could not have with proper quality and speed Internet connection, and had to handle this difficulty as well.

Digital devices are indispensable distance education, so students mostly used their smartphones (83 students) and laptops (71 students) (Diagram 3.5.1).

Diagram 3.5.1. Digital devices used during distance education



The responses created a similar picture of the choice options of the teachers who taught them; 7 teachers indicated that they mostly used their laptops during distance education, while 6 indicated that they used their smartphones. In addition, desktop computers (30 students, 3 teachers) and tablets (14 students, 2 teachers) also played a role

Whether we are talking about hardware or software, their use in distance education is indispensable. It is also due to the aforementioned development processes that, following the direct introduction of distance learning, the Zoom platform was preferred in the lessons, as was the Google Meet application, relegating lessons conducted via Skype and Messenger calls to the background. Using the Google Meet platform, 80 persons said that language courses were held in distance education using this interface, followed by Zoom (40 students), Messenger (22 students), and Skype (10 students).

In the case of foreign language teachers, it was observed that during distance education, they used several interfaces in order to be able to conduct their lessons in the most appropriate way. The Zoom interface received the biggest reaction from the participants (8), followed by Google Meet (6) and Skype (5). After that, the Messenger application was also marked by 1 person.

In the question that followed, the regularity with which language teachers used videos and animations to increase the interaction of their language sessions was inquired. The results showed that the majority of participants, five teachers in total, chose the "often" option, indicating that movies and animations were frequently used in their teaching techniques. In contrast, four respondents chose the "sometimes" option, indicating a less regular but nonetheless common usage of visual aids in their classes. Interestingly, none of the participants chose the two extreme alternatives of "never" or "every lesson", indicating a balanced distribution of preferences among teachers.

The availability of online evaluations through numerous websites provides an excellent opportunity for language teachers to make the evaluative phase of instruction more interesting and participatory. Four respondents said they used quizzes in their English lectures on a regular or occasional basis, emphasising the importance of evaluation tools in determining student development during foreign language teaching. Furthermore, one participant stated that they incorporated some type of quizzes in each class they taught, demonstrating a constant attempt to monitor and follow student learning. Similar to the preceding question, the option "never" was marginalised since no respondents chose it, demonstrating the importance of quizzes in the language teaching community.

The emergence and progression of language learning-appropriate applications is an inevitable outcome of technological advancements. Through familiarity and utilization of this software, language teachers have the opportunity to demonstrate to their students the ease and enjoyment inherent in the process of language acquisition. The Kahoot programme has grown in popularity among pupils, which language teachers also agree on.

Six responders confirmed (Table 3.5.2.) that they use this application in their lectures, and the Jamboard website received a lot of attention in the online English language education community as well. The Quizlet app received four responses, followed by the Duolingo programme with three. Additionally, the Wordwall and Flinga Board applications garnered one response apiece, indicating their existence in the educational scene.

Table 3.5.2. Applications and platforms used during distance education

Name of the applications and platforms	Teachers	Students
Kahoot	6	57
Quizlet	4	29
Jamboard	6	13
Duolingo	3	26
Bamboozle	-	3
Flinga Board	1	-
Wordwall	1	-
No application or platform	-	10

Within the area of students debating online language instruction, as depicted in Table 3.5.1, Kahoot emerged with the most responses (57), followed by Quizlet (29) and Duolingo (26).

Jamboard was chosen by 13 participants, followed by Baamboozle chosen by 3 people. Nonetheless, ten survey participants reported that none of the aforementioned apps appeared in the online courses in which they participated.

According to the literature research carried out in the previous chapter, pupils are given more autonomy throughout the learning process while teaching foreign languages remotely. This autonomy enables pupils to traverse their language education more autonomously, which improves their overall learning experience. As a result, including particular apps in language learning efforts can considerably improve the educational experience for both students and teachers.

Among the programmes evaluated by people who completed the questionnaire, Duolingo received the most responses (78), accounting for 75% of the replies. Following closely behind are Kahoot (27) and Quizlet (25), both of which were actively used by students in the context of English language learning.

The lineup continues, with Xeropan receiving 17 responses and Memrise receiving a mere 2, demonstrating varied levels of popularity among respondents. Interestingly, a student who claimed not to have used any programme for their English lessons received 2 responses.

In terms of using online quizzes, a considerable number of respondents (31 students, 30%) chose the choice "never," indicating a strongly unfavourable attitude. This is especially apparent when considering the potential of numerous online platforms to augment English lessons with interesting components, should teachers want to include quizzes on occasion. The most common response was "sometimes," with 44% of the responses (46 students), suggesting moderate acceptability. Following closely behind was the "often" choice with 23%, while only 3% liked quizzes in "every class."

Following a comprehensive assessment of the study's teachers, it was discovered that four of them routinely included online quizzes in their virtual language lessons, whereas the other four used only sometimes. It is worth mentioning that one participant emphasised the importance of this practice as an essential component of every course they taught in the field of distance foreign language teaching.

Out of 104 survey participants, a strong majority of 94 (90%), acknowledged the value of incorporating applications into language learning. On the contrary, 10% of the total, expressed reluctance to the incorporation of apps into the language learning process.

In the open-ended question that followed, the research participants were asked to give their thoughts on the usefulness of language learning applications. One of the respondents stated, "One

highly advantageous aspect of these apps is their capability to facilitate self-improvement without the need for external assistance, such as a private tutor." The majority of the participants emphasised that these applications are particularly user-friendly and transparent. Users do not need to comb through lengthy texts or books since the applications give the required language learning material in a straightforward and intelligible fashion.

Another respondent pointed out that the content in these programs is explained in a straightforward manner, and the progress of the learner is solely reliant on their dedication and time investment. Thanks to the advancements in technology, the visual elements of these apps can be captivating, a detail that was also highlighted by a participant in the study. "It is essential to acknowledge the significance of the visual aspect because when it is visually appealing, it enhances our motivation to engage in learning."

Furthermore, another student highlighted the differences between traditional language sessions taught by teachers and the options afforded by language learning apps: "In the modern period, we tend to focus more on the app than the teacher. These applications use gamification in their teaching approaches to make the learning experience more entertaining and keep it from getting repetitive".

This divergence in opinions highlights the diverse perspectives held by individuals regarding the efficacy of utilizing technology in language education.

3.5.1 Difficulties during distance education in the process of foreign language skills acquisition

In search for answers to the following two questions, the differences in problems experienced in the process of developing language skills between distance education and typical classroom settings were explored. It was fascinating to learn that writing and listening activities were equally tough in both school contexts, with the same amount of responses assigned to each category. A total of 44 students highlighted the struggles they faced when it came to completing tasks related to text composition, whereas 39 responses were received concerning challenges in text comprehension following auditory input.

When it comes to the realm of reading comprehension exercises conducted in face-to-face classes, a significant barrier was identified by 23 students, whereas only 13 individuals acknowledged facing similar obstacles in the online learning format. The development of speaking skills appeared as a common theme across a wide range of replies in both circumstances, while there was little difference in the frequency of references between conventional and virtual environments. In the context of classroom-based language training, 51 students who participated

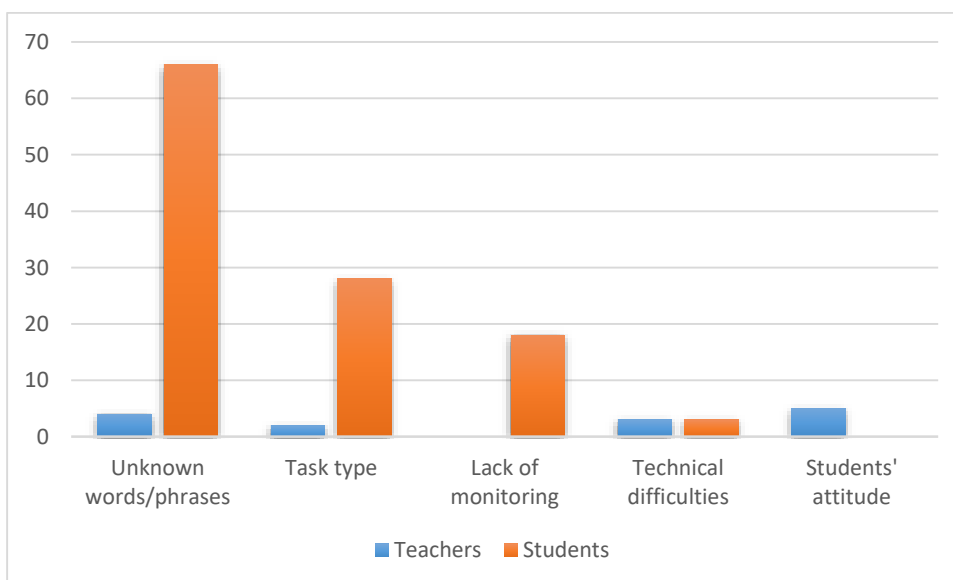
in the survey indicated difficulty completing such assignments, whereas 46 students in online sessions voiced dissatisfaction and issues.

When the attention was transferred to the teachers' point of view, it is clear that teaching speaking skills was the most difficult obstacle, as evidenced by input from 5 teachers, who accounted for 56% of all replies. Following closely behind were the difficulties encountered in teaching listening comprehension and writing skills, which received two responses apiece and accounted for 22% of the overall opinion. Interestingly, in this scenario, there were no substantial concerns about reading comprehension, despite students facing difficulties while engaged in tasks that required these abilities.

With the answers to the following few questions, it was aimed to delve into the challenges encountered by both students and teachers in academic settings when it comes to distance foreign language lessons, specifically focusing on the process of acquiring and imparting personalized skills in a virtual learning environment.

One area of expertise that was focused on for further exploration was the realm of reading comprehension (Diagram 3.5.1.1). A significant majority of the responses (66 responses) highlighted that the acquisition of this skill is predominantly hindered by encountering unfamiliar words and phrases by the students.

Diagram 3.5.1.1. Commonly occurring difficulties during reading comprehension tasks



The following most prevalent challenge was the complexities arising from the nature of the tasks, by 28 responses in total from the students.

Among the responses of the students, 18 participants mentioned that the lack of adequate monitoring and feedback in virtual language instruction sessions was a notable drawback. Neglecting to provide such support significantly hinders the students' advancement and rectification of errors.

There was a solitary respondent (1 student) who encounter no difficulties in developing their reading comprehension skills in the online learning environment. This student's story demonstrates the possibility of overcoming common challenges with the appropriate strategy and tools in place.

It is clear that realizing the complexities of reading comprehension entails overcoming a variety of obstacles with vocabulary comprehension and task complexity at the lead. Incorporating efficient monitoring and feedback methods is critical for encouraging student progress and improving their learning experience. The existence of individuals who achieve success against all obstacles serves as a powerful illustration of the potential for cultivating successful skills even within unconventional and challenging circumstances.

The low level of vocabulary knowledge was not accorded the highest importance by the teachers, receiving just four responses. The teachers emphasized that the key issue was the students' approach to the assignment, a feeling shared by five teachers who stressed the significance of attitude in task completion.

Two teachers brought the issue of the complex nature of the tasks to attention, highlighting its importance in the learning process. Furthermore, three teachers noted the prevalence of challenges related to technical issues in foreign language lessons delivered through distance education. It is critical to handle these challenges in order to improve the overall learning experience and ensure academic achievement for all persons engaged.

In the next part of the research, the art of listening comprehension was explored thoroughly (Diagram 3.5.1.2), a receptive skill similar to the aforementioned reading.

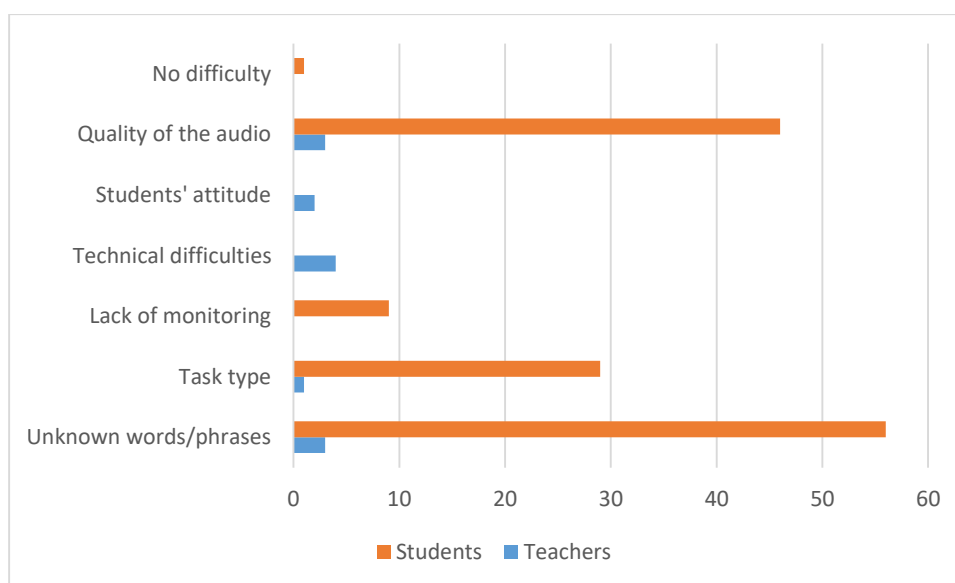
A conclusion emerged, emphasising the significant obstacle given by unknown words and expressions encountered by students while engaging with audio resources in the context of online language instruction. A majority of respondents (56) indicated that this particular weakness greatly hampered their ability to successfully explore the instructional content. Furthermore, 46 participants stated that the low quality of the audio materials supplied during online language sessions caused barriers that made it difficult, if not impossible, to perform the required tasks properly.

The difficulty of the assignments themselves also contributed to the students' perceived difficulty level, as it was mentioned by 29 students. It became evident that post-listening tasks needed clear and precise instructions to enhance understanding and task accomplishment.

Notable is the discovery that a lack of feedback and monitoring, as noted by 9 respondents, emerged as a major impediment to students' growth and success in this sector. A survey respondent stated that they did not find it particularly difficult to complete reading comprehension tasks online, revealing insight on individual disparities in learning experiences.

According to teacher feedback, technological difficulties were the most major impediment (4 participants) to improving listening skills in the digital environment. The literature research in the previous chapter of the thesis emphasised that delivering audio materials to students might be difficult, needing a quick and effective resolution for successful task completion (Harris, 2015).

Diagram 3.5.1.2. Commonly occurring difficulties during listening comprehension tasks



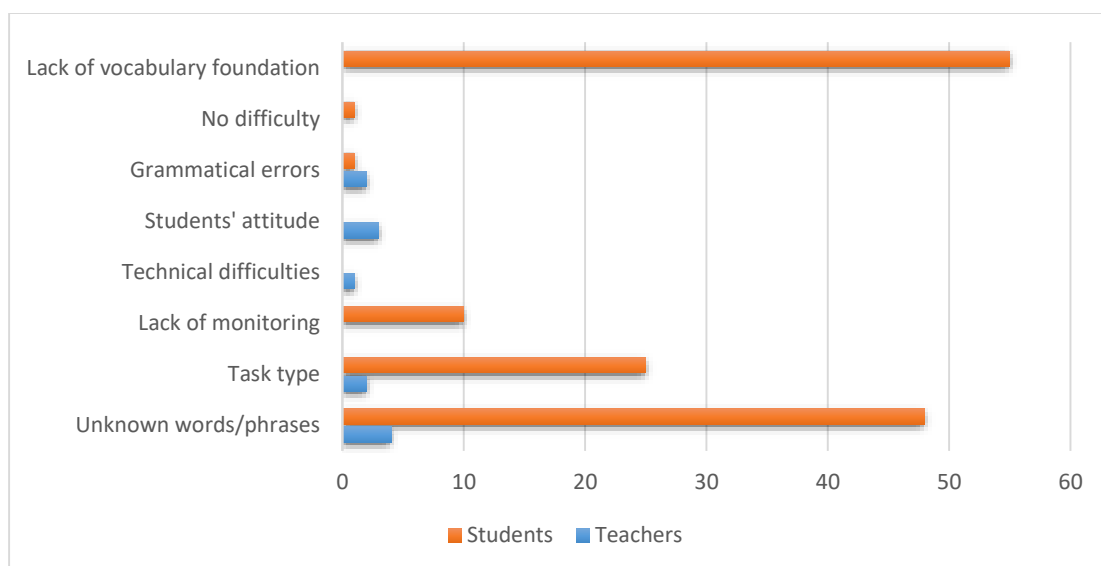
Teachers also identified pupils' inadequate vocabulary (3 responses) and poor audio quality (3 responses) as ongoing challenges in this instructional environment. Additionally, students' unfavourable attitudes towards such activities were mentioned (2 responses), as well as the intrinsic difficulty given by the assignment type itself (1 response).

The skill that followed, explored in greater detail (as depicted in Diagram 3.5.1.3), was the art of crafting texts (writing), is one of the productive skills. Its advancement may face numerous obstacles both in traditional classroom settings and in the realm of distance language education. Among the difficulties encountered, there was an exceptional individual who adeptly and swiftly acquired and refined this particular skill without encountering any obstacles or hindrances

throughout the learning process. Over half of the survey participants (55) highlighted the scarcity of vocabulary as their primary challenge. Without an extended vocabulary, expressing thoughts and subsequently transcribing them onto paper becomes a daunting task. It falls upon both the student and the teacher to collaboratively address this insufficiency in the most effective manner possible to triumphantly fulfil the assignment.

A total of 48 respondent students pointed out that they struggled with unfamiliar expressions in the given tasks, presenting an initial barrier to task completion. This complication can be readily resolved by a detailed explanation of requirements by the teacher, followed by a quiz to ensure students truly comprehend the anticipated task solutions. The obstacles stemming from task types are indeed reflected in the feedback from the students (25), potentially impeding successful task resolution. The teacher's role is to provide appropriate information about certain structural forms and formal norms.

Diagram 3.5.1.3. Commonly occurring difficulties during writing comprehension tasks



The lack of feedback and monitoring has also surfaced as an issue for online language training. Constructive criticism provides pupils with vital information, allowing them to approach comparable projects more strategically. Inadequate knowledge of grammar rules surfaced in the individual responses of the survey participants. While grammatical structures may appear insurmountable to students, they should not be overlooked or marginalized.

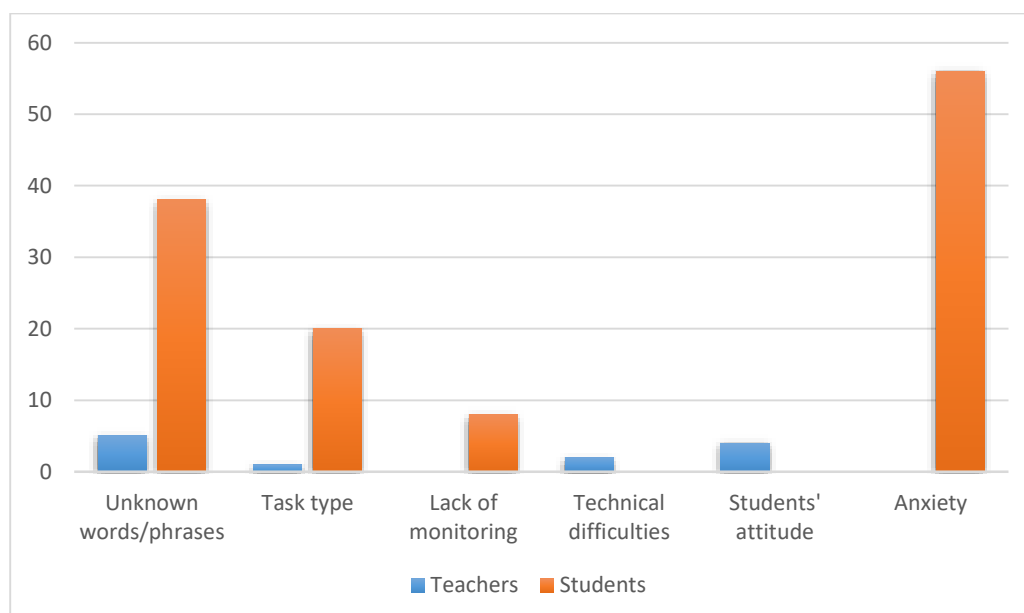
In the cultivation of writing skills, teachers frequently grappled with students' deficient vocabulary (4 responses) and confrontational attitudes (3 responses). Two language teachers remarked that the students often had grammatical mistakes. It is critical for teachers to identify these difficulties during assessments and offer appropriate feedback, adopting remedial actions as

needed. This strategy enables students to recognise their inadequacies and set goals for growth based on the assistance they receive.

The challenge posed by task complexity was also mentioned by 2 respondents in alignment with the previous obstacle. When honing writing abilities, special emphasis should be placed on understanding the expectations outlined in the assignments. According to the teachers, the least common issue (1 response) stemmed from technical glitches in online language instruction while developing writing skills.

The fourth section (Diagram 3.5.1.4) of the research report delves into the topic of productive abilities, focuses on the fact that over 50% of the individuals involved in the study expressed anxiety as their main worry. This illustrates the psychological obstacles that might prevent language learners from fully participating in oral communication activities, emphasising the significance of resolving such emotional barriers in language learning contexts. This illustrates the psychological hurdles that might prevent language learners from fully participating in oral communication activities, emphasising the significance of resolving such emotional barriers in language learning contexts. The prevalence of new words and phrases, as well as a limited vocabulary, appear to be inextricably tied to the previously described anxiety of speaking.

Diagram 3.5.1.4. Commonly occurring difficulties during speaking comprehension tasks



Overcoming the challenges associated with the nature of the task proved to be a struggle for the students as they honed their speaking abilities, a fact underscored by 20 responses in the

research. It is indispensable for the learners to have a clear understanding of the necessary steps to successfully accomplish a task before they commence it.

Furthermore, another issue highlighted by the respondents in the survey was the absence of control and feedback, which poses a hindrance during the enhancement of speaking skills. Constructive criticism and support are essential components as they strive to improve their spoken communication. Speaking is a useful skill in and of itself since it motivates us to express our ideas so that our discussion partners may comprehend them. Even if a pupil wants to express themselves vocally, a restricted vocabulary might be a considerable impediment. The richness and breadth of one's vocabulary are directly linked to the speed with which communication barriers are overcome. Engaging in a variety of vocabulary-building tasks can help pupils develop their language repertoire.

When it comes to online foreign language classes, teachers may exhibit a diverse range of attitudes toward oral responses, as evidenced by the accounts of four teachers. Technical obstacles also surfaced as a challenge during the online instruction of this skill, with two teachers encountering such issues. One astute teacher made a perceptive observation that it is a common occurrence for delays to happen due to slow internet connections, leading to a delay between posing a question and getting a response. In instances like these, it is crucial for the teacher to maintain their composure and patience during interactions with students.

Providing a clear description of the activities and expectations in advance may help learners respond more accurately and cohesively. In such cases, teacher should endeavour to establish a supportive environment that encourages good communication and comprehension among all participants.

After the participants in the research above drew the attention to the difficulties they were aware of during distance foreign language teaching, it was important to ask their opinion on possible solutions as well.

"Learning more words, more frequent word tests, tasks oriented to the use of foreign words. More frequent assessment of speaking skills, expressing opinions in English." - received a response from a student, which seems really useful in relation to the development of each skill.

"In case of a vocabulary problem, it should be expanded by reading topic-focused literature, perhaps by watching some films/series/shows in the given language." - a detailed answer, from which it can be deduced that the students themselves are interested in how these difficulties can be faced in such a way that the language learner emerges as a winner.

A participant explained why music may play an important role in the language learning process even during distance education: "By listening to songs, it is important to pay attention to the words and understand their meaning, it also helps with listening, because the ear gets used to it and the brain you will be able to assimilate information in another language more easily."

Vocabulary development also appeared most often in the other answers: "It wouldn't be bad to play word games and other games more often, because I think we remember the expressions better, and we can also concentrate much better if it is not monotonous as we just write throughout the lesson."

Some students prioritise developing their grammatical abilities via constant practice and application. They feel that understanding grammatical rules is essential for language acquisition and are prepared to devote additional time and effort to this area of their studies.

However, there were those who favoured of offline language teaching and gave answers similar to this: "It is definitely beneficial if the lesson is not conducted online. Also, the teacher's attitude and the students' relationship with each other." Some students have expressed displeasure with online lessons, pointing out that in conventional face-to-face foreign language sessions, the teacher is more efficient at assisting students when they find difficulties while working on certain assignments. These students enjoy an environment in which they may receive help and direction from their teacher at any given moment.

These problems seem to root from the asynchronous approach the teachers may have used during foreign language teaching. As it has been discussed in the first chapter of the thesis, one of the main advantages of the implementation of named approach is the limited (direct engagement between the language teachers and their students) (Гавриленко, 2020).

When it comes to improving their speaking abilities, the students find it daunting to conquer the fear of speaking in front of others. Many of them have expressed a desire for strategies to overcome their anxiety, such as enrolling in specific courses or having one-on-one discussions with their teachers to increase confidence.

Furthermore, they have stressed the need of being brave and overcoming their fears of making mistakes during the learning process. They realise that errors are an inherent part of language learning and should be seen as opportunities for growth and improvement.

The language teachers participating in the research also expressed their opinions in detail about the given question.

"In my opinion, modernizing the teaching material required by the curricula is a good option to face fewer problems in online classes. If students could access these more easily and quickly, even away from home, language teaching would be much easier." - a language teacher expressed his opinion.

"Every student should be provided with a laptop or tablet and suitable internet connection." – an teacher wrote his answer reflecting on the difficulties of the past periods.

One of the answers emphasized the importance of group-works: "Although the development and importance of technology is indisputable, nothing can beat face-to-face, personal education. Working in smaller groups may definitely be useful."

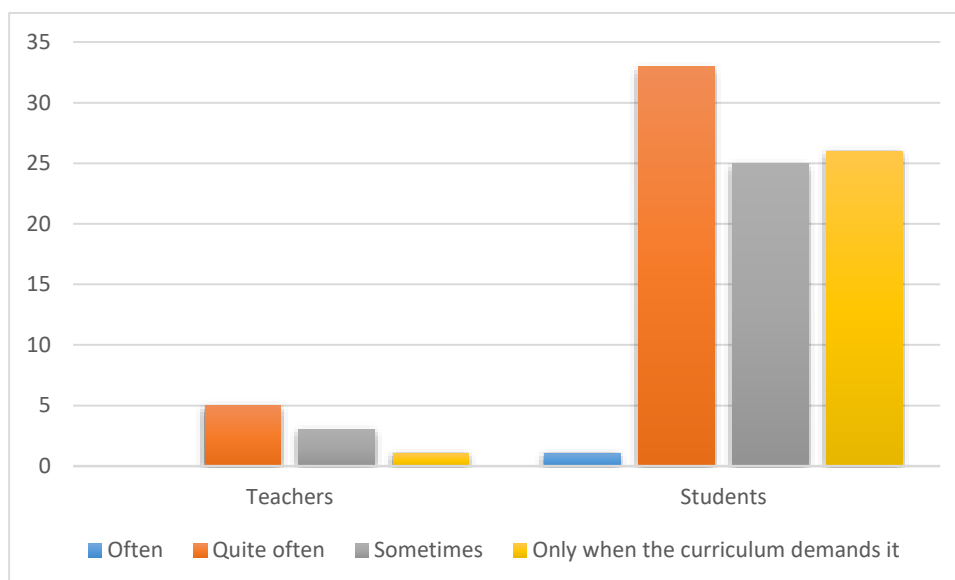
3.5.2 Monitoring and feedback during distance education in the process of foreign language teaching

An essential component of the language teaching process involves the control phase, where both the teacher and the learner have the opportunity to identify any shortcomings that may have arisen during the student's language acquisition journey and determine the appropriate methods for rectifying these issues. This phase serves as a crucial moment for reflection and improvement, allowing for a more tailored and effective approach to language instruction.

Diagram 3.5.2.1 shows that a large number of the teachers, especially five out of nine, emphasised the need of quite often assessing the English language abilities offered via online channels. This extensive monitoring procedure is critical to maintaining the quality of language teaching and ensuring that students have a smooth and uninterrupted learning path. Additionally, it demonstrates these teachers' commitment to maintaining high levels of quality in their digital classrooms. Their dedication to upholding high standards is seen by their emphasis on continual monitoring and improvement of language abilities in an online context.

Three participants said that while providing distant language instruction, they quite often examined the students' knowledge levels, indicating a more flexible approach to evaluation. On the other side, one respondent stated that such assessments were only conducted when required by the curriculum, demonstrating a stricter adherence to set rules.

Diagram 3.5.2.1. Frequency of evaluations



Examining the frequency of assessment and feedback, as illustrated in Table 3.5.2.1, it was found that a minimal number of students, precisely one student (1%), reported that their language skills were consistently evaluated often. In contrast, a greater number (25%), stated that evaluations were entirely focused on satisfying curricular requirements. Furthermore, the group labelled "sometimes" accounted for 24%, implying that they encountered evaluations less frequently, whereas 32% of the respondents, preferred the alternative of assessments occurring "quite often." It is worth mentioning that 18% of survey respondents mentioned the presence of frequent evaluations in the online language programmes they were enrolled in, emphasising the importance of constant evaluation in the context of language learning.

According to the respondents' responses, 64 students mostly used mini-tests or essays for assessment, closely followed by "word tests" with 60 responses, while "topic closures" received 54 responses. This suggests that teachers use a range of evaluation approaches.

Both word tests and mini-tests or essays emerged as the most popular assessment techniques, selected by 5 language teachers each. Furthermore, three responses were cast in favour of topic closures.

Most students were fortunate to interact with mixed assessors (both written and oral) during their online foreign language education, constituting 51% of the responses. This method emphasises a thorough review of all skill sets. Furthermore, 41% of participants stated that their language competency was exclusively tested through written tests in their English lessons, with only 4% reporting oral evaluations. Nonetheless, "neither way" was as popular as the option for verbal ratings.

A significant 90% (8 responses) of assessments encompassed both written and oral components, enabling teachers to gain a holistic understanding of students' abilities. In contrast, the remaining 10% (1 response) exclusively focused on oral examinations, severing ties with written evaluations.

The majority of participant teachers, saw the importance of employing both oral and written formats, seeing each as useful in its own right. On the other hand, a smaller group of three people (33%) stated that they preferred oral assessments over written exams due to their perceived efficacy and impact. This variety of perspectives underlines the importance of offering a well-rounded set of evaluation procedures that cater to varied learning styles and personal preferences. It is obvious that employing a combination of oral and written evaluations may help to give a more comprehensive and adaptable manner of assessing knowledge and abilities.

Following the evaluation, the next stage is to provide feedback, which is an important part of improving language abilities.

Out of the teachers who participated in the survey, a majority of 7 teachers (78%) mentioned that upon assessing assignments, they not only assigned grades but also highlighted the errors to the students, enabling them to learn from these mistakes in the future. Alternatively, 2 participants (22%) solely focused on evaluating the tasks without providing any specific feedback on the errors.

A total of 57 responses from the students indicated that the homework assignments were reviewed by the teachers, who then pointed out the mistakes made by the students and suggested possible corrections.

In contrast, 41 students said that the professors chose not to correct the faults in the students' work but instead of it assigned grades to the language learners.

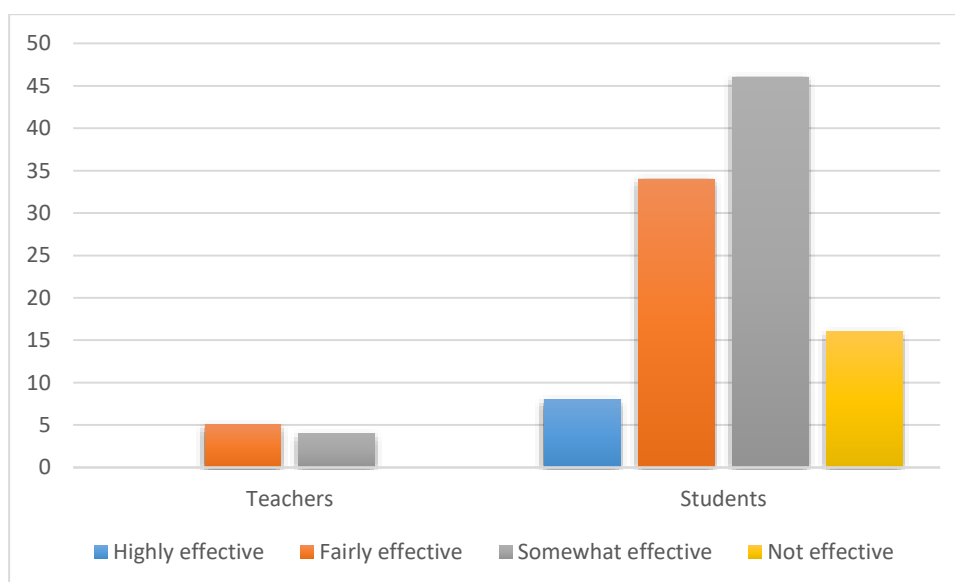
Furthermore, there was an alternative option of not using any procedures for checking or correcting mistakes in the context of online language training.

The variety of approaches used by teachers to assess and modify students' assignments underlines the need of utilising a variety of evaluation techniques to satisfy students' various requirements and preferences. This highlights the need of providing a diverse variety of evaluation approaches to adequately meet the needs and preferences of the student population. Providing a choice of evaluation methods is essential for addressing students' educational requirements and preferences.

3.5.3 Effectiveness of distance education in the process of foreign language acquisition

Concerning the efficacy of language instruction (Diagram 3.4.3.1), the survey participants held divergent views, with 8% (8 respondents) considering it highly effective, 33% (34 respondents) fairly effective, 44% (46 respondents) somewhat effective, and 15% (16 respondents) finding online foreign language teaching not useful at all.

Diagram 3.5.3.1. The effectiveness of distance foreign language teaching



Upon consulting language teachers regarding the effectiveness of online language instruction, the responses that were almost evenly divided. Five language teachers (56%) believed that English language teaching through distance education was conducted fairly effectively, while four (44%) opted for the "somewhat" category.

As they were asked about their perspectives on the matter, they shared their views on the effectiveness of distance foreign language teaching.

One respondent remarked, "I do not perceive online learning as advantageous because in a traditional classroom setting, our focus is solely on the lesson, the syllabus, and the teacher, whereas in distance education, our attention may drift, teachers may have less capacity to engage with us, and technical issues can occasionally impede the learning process."

Another participant echoed this perspective, noting, "My primary issue was being more quickly distracted by my surroundings than by a real classroom environment." They admitted, this is primarily their responsibility, but staying focused gets difficult when they have to listen to the lecture while encountering phrases or sentences that are unclear or unknown for them. The theme of sustaining concentration was recurrent in several responses.

It is important to highlight that every language teacher involved in the study consider distance education to be less effective in the realm of education. Simultaneously, they also believe that this particular mode of education lacked some utility whatsoever. It is interesting to observe how each teacher shared a similar perspective on the effectiveness and utility of distance education in the field of language teaching.

Subsequently, the language teachers were invited to share their views on this efficacy in a brief statement. The following responses were provided: "In my view, during challenging times, it is imperative to strive for maximum effectiveness in teaching, and students should continue to learn despite the circumstances."

According to one participant, foreign language instruction offered via online learning may not produce substantial outcomes. They proposed that it may be more beneficial if the student is an older person or an adult who is willing to study freely.

Furthermore, the notion of student autonomy was highlighted as a critical component of distant language training. When considering various approaches during distance education we have to mention the notion of blended-education. As it was explained in the theoretical of the thesis, this version of education combines the synchronous and asynchronous approaches and their benefits, minimalizing their drawbacks. This blended option encourages a student-centered atmosphere. During lessons (and beyond them) it enables self-paced and autonomous learning opportunity (Tusino, Sukarni & Pokhayati, 2021).

3.6 Pedagogical implications

The thesis focuses on the rise of distant learning in the field of foreign language education, with a thorough examination of the methodological framework and efficacy of this educational area. Furthermore, it examines the issues experienced from both the viewpoints of teachers and learners, while also providing viable solutions to these impediments.

The research endeavour comprised two distinct phases of inquiry, the initial segment of which involved an in-depth exploration of relevant literature to have a comprehensive understanding of the subject matter. Throughout this process, the four language skills were scrutinized —speaking, writing, reading, and listening—to identify the shortcomings of the existing module in the context of online language instruction.

Following that, a study was conducted using questionnaires targeting educational institutions in Beregszász, with research participants consisting of 9-11 grade students and their

language teachers. Each group of 30 people actively participated in the research by completing the survey questionnaire.

Through a meticulous examination of the responses, it was ascertained that both language learners and teachers in Transcarpathia exhibited a swift and proficient adaptation to distance language instruction, with the lessons being enhanced and enriched through the utilization of diverse online platforms and applications. The survey results also clarified the interactive methodologies used in foreign language classes, such as online quizzes, the variety of teaching materials available to both students and teachers—including textbooks and online resources—and the challenges encountered during online language teaching, as well as the solutions devised to address these issues.

In discussing the usefulness of distant foreign language teaching, the participants universally indicated a negative attitude towards traditional offline education. Nonetheless, there was complete agreement on the potential success of this method of instruction, if sufficient resources are available and both teachers and students take a proactive approach. It was recognised that, given the right conditions, remote education may provide results comparable to traditional in-person instruction, demonstrating its feasibility as a strong educational option.

The students and their teachers who participated in the study found an agreement on the nature of foreign language training in the context of distant learning. Analysing their replies revealed that they prefer direct interpersonal contact while also demonstrating a desire to participate in virtual learning settings. Nonetheless, when the issues raised in their feedback were examined, it became clear that both students and teachers face similar hurdles in both remote learning environments and traditional educational systems. This highlights a similar set of concerns that must be addressed in order to improve the efficacy of language education in diverse forms.

CONCLUSION

Through a comprehensive and detailed analysis of the existing literature in the preceding chapters, it is apparent that the field of foreign language teaching comprises a multitude of methodologies and strategies that can be efficiently implemented within educational settings in distance education.

Three types of approaches were mentioned in the first chapter of the thesis, namely: synchronous, asynchronous and blended approaches. Synchronous foreign language teaching happens in real time, usually at fixed times. Asynchronous education can be conducted at any time and it is for the students' convenience. The blended approach combines elements from the previous two variants, creating an even more successful distance teaching option. Opting for the most suitable approach significantly facilitates the process of acquiring a foreign language.

The domain of distance education in foreign language pedagogy encounters numerous challenges, as clarified in the second chapter of the thesis. After conducting a thorough examination of the existing body of literature in the second part of the thesis, it was deduced that a number of frequently encountered challenges included the anxiety experienced by students when undertaking tasks (especially during speaking skills development), the substandard nature of audio files and supplementary teaching resources, the prevalence of unfamiliar phrases and words within tasks, and various additional contributing factors.

Through the identification and examination of these obstacles, it becomes necessary to explore and devise appropriate solutions and interventions. By delving into the complexities and distinctions of these challenges, teachers may collaboratively work towards finding viable result that can enhance the efficacy and quality of foreign language instruction in distance learning environments.

Based on the previous analyses, appropriate conclusions may be summarized regarding the outcomes of distance language education in the context of online foreign language instruction. It may be observed from the feedback provided by both language teachers and students that they generally prefer traditional, in-person classroom settings during English language classes.

However, this desire does not entail a full rejection of online teaching and learning approaches. The findings of the study show that both teachers and students faced several obstacles throughout the transition to online language instruction, but they actively sought and implemented effective solutions to overcome these concerns.

An analysis of the responses from teachers and students reveals that the skill most commonly identified as challenging to develop in a distance education setting was oral proficiency. As it was stated in the analysed works of literature as well, several factors, including student attitudes and nervousness, were found to influence the acquisition of speaking skills, a notion supported by existing literature in the field. Furthermore, both teachers and learners encountered comparable difficulties in enhancing their abilities in text production and listening comprehension.

The participants discussed the technological challenges and probable audio difficulties encountered during listening comprehension exercises. Teachers should do a pre-lesson check to verify that audio resources may be easily accessible by students. Such finding was also mentioned in the analyzed pieces of literature in the previous chapters of the thesis. When it comes to text creation tasks, students must comprehend the teachers' unique expectations. Teachers may help students by defining the expectations for completed work, such as word count, structure, and level of formality.

While reading comprehension was not viewed as a substantial barrier by respondents, there were certain subtleties that hampered job completion to some extent. If a student lacks the necessary vocabulary to participate effectively in reading activities, the quality of their work may suffer, and they may struggle to complete the assignment at all. Teachers have to ensure that proper preparation and follow-up procedures are employed to help students with reading assignments. Teachers may limit the number of new concepts encountered by pupils by introducing key terms ahead of time, enhancing their confidence and enthusiasm in the work at hand.

Further research is needed to acquire a more unified picture of the foreign language instruction in multinational contexts, with the goal of illuminating further obstacles and exploring various solutions to possible problems. Expanding the breadth of study will assist to have deeper insights into the complexity of teaching languages in technological environments, allowing for the identification of a larger variety of challenges and the creation of a more complete set of techniques to address them.

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SUMMARY IN UKRAINIAN

РЕЗЮМЕ

Тема дипломної роботи – дистанційна освіта у викладанні іноземної мови, що включає процес навчання та засвоєння заданих модулів, пошук виникаючих проблем та пошук можливих шляхів вирішення цих недоліків.

Об'єктом дипломної роботи є процес викладання та вивчення іноземних мов за допомогою дистанційної освіти. Це включає в себе багато факторів, пов'язаних з дистанційним мовним навчанням, наприклад дизайн інструкцій, технологічні ресурси, взаємодія вчителя та учня та залучення учнів. Дослідження буде зосереджено на тому, як ці компоненти взаємодіють для створення ефективного навчального середовища у сфері дистанційної освіти.

Предметом роботи є ефективність та впровадження підходів дистанційного навчання для навчання іноземним мовам. Це включає огляд педагогічних підходів, цифрових платформ і навчальних стратегій, що використовуються в дистанційному викладанні мов. У дипломній роботі досліджуватимуться різні проблеми, з якими можуть зіткнутися студенти та викладачі під час вивчення іноземної мови за допомогою дистанційної освіти. Крім того, він покаже дієві рішення таких проблем. Ця дисертація має на меті запропонувати розуміння рішень, запропонованих у науковій літературі, і викладачів, які беруть участь у дослідженні для ефективного вирішення цих проблем.

Метою цієї дипломної роботи є дослідження та оцінка ефективності підходів до дистанційної освіти в контексті навчання іноземних мов. Це включає вивчення того, як різні цифрові інструменти, платформи та методи навчання впливають на вивчення мови, залучення студентів і загальні результати навчання. Метою дослідження є пошук найкращих практик і рішень, які можуть бути використані для покращення якості та ефективності дистанційного вивчення мови. Таким чином, він сподівається зробити внесок у створення міцної основи для дистанційного навчання іноземних мов, яка може бути адаптована до різних освітніх ситуацій і вимог учнів.

Завдання, поставлені перед дипломною роботою, численні та складні, з метою забезпечення всебічного розуміння дистанційної освіти в контексті навчання іноземних мов. Спочатку основною метою є вивчення та синтез поточної літератури з цієї теми, щоб визначити основні теоретичні та практичні ідеї. Потім фокус зміщується на виявлення потенційних перешкод для навчання та опанування навичок іноземної мови за допомогою дистанційної освіти. Крім того, у дослідженні розглядатимуться проблеми та можливості,

пов'язані з дистанційним навчанням мов з точки зору як викладачів, так і студентів. Крім того, він забезпечить інноваційні освітні підходи, які використовують нові технології для прискорення засвоєння мови. Нарешті, дипломна робота надасть рекомендації для ефективної практики.

Метод дослідження даної дипломної роботи поєднує теоретичні та емпіричні підходи, включаючи вторинні та первинні джерела для забезпечення ретельного вивчення. Теоретична основа вимагає ретельного збору та оцінки академічних знань з відповідних літературних джерел, таких як рецензовані журнали, наукові публікації та надійні бази даних в Інтернеті. Ця ретельна оцінка вторинних джерел закладе міцну основу для розуміння існуючого масиву знань і виявлення прогалин, які поточне дослідження має намір виправити.

Емпіричний компонент дослідження передбачатиме проведення стандартизованих анкет для ретельно відібраної вибірки учасників, включаючи тих, хто вивчає іноземні мови, і вчителів. Ці запитання спрямовані на отримання розгорнутих відповідей щодо досвіду, сприйняття та ставлення учасників до вивчення мови. Дані, зібрані з цих оригінальних джерел, будуть піддані ретельному якісному та кількісному дослідженню із використанням статистичних підходів для виявлення закономірностей і взаємозв'язків. Цей підхід із змішаними методами дозволить отримати більш детальне розуміння тем дослідження, гарантуючи поєднання теоретичних ідей та емпіричних доказів для досягнення вичерпних висновків.

Перші 2 розділи дипломної роботи присвячені теоретичному підходу до теми.

У першому розділі розглядаються загальні відомості про дистанційну освіту та її значення у викладанні іноземних мов. Як зазначалося, під час дистанційної освіти можуть бути реалізовані декілька підходів (синхронний, асинхронний, змішаний). Окрім підходів, використовуються ІКТ (Інструменти комунікації інформації), онлайн-ресурси та платформи, щоб переконатися, що оволодіння іноземною мовою є таким же успішним, як і особистий варіант.

У другому розділі дипломної роботи зосереджена на набутті 4 мовних навичок під час дистанційного навчання. За допомогою відповідної літератури ми змогли отримати уявлення про проблеми, які виникають, і рішення, з якими стикаються викладачі та студенти.

Третя частина дипломної роботи присвячена емпіричному дослідженню та його результатам. В опитуванні брали участь викладачі та студенти, які вивчали іноземну мову під час дистанційного навчання. Результати показали, що обидві частини зіткнулися з кількома труднощами під час дистанційної освіти, і вони спробували кілька методів подолання цих перешкод. Значною перешкодою є недостатній словниковий запас студентів, а також їхнє ставлення до дистанційного навчання. Для вирішення цієї проблеми вчителі використовували інтерактивні цифрові засоби.

Звертаючи увагу на прагматичні перешкоди, з якими стикаються викладачі та учні у віртуальному середовищі, ця теза має на меті запропонувати реальні рекомендації, які можна легко застосувати на практиці в різних освітніх контекстах.

Ключові слова: дистанційна освіта, навчання іноземних мов, мовні навички, онлайн-ресурси, цифрові технології, цифрові інструменти, труднощі навчання та рішення.

APPENDICES

Appendix 1

Questionary for the students

1. Neme /sex /Стать?

- férfi /Чоловік / male
- nő /Жінка/ female

2. Életkora? /Вік? /Age?

- 14-15
- 16-17

3. Milyen tanintézményben folytatja tanulmányait? / What type of institution are you studying? /В якому типі навчальному закладі Ви навчатесь?

4. Jelenleg hányadik osztályban/évfolyamon tanul?

- 9. / grade 9 /9 клас
- 10. középiskolai oktatásban / 1.évf. szakképzés szerint / grade 10/year 1 /10 клас в школі(ліцеї) / 1 курс в коледжі
- 11. középiskolai oktatásban / 2.évf. szakképzés szerint What grade/year are you currently studying in? /grade 11/year 2 /11 клас в школі(ліцеї) / 2 курс в коледжі

5. Rendelkezik-e nyelvvizsgával? /Have you taken a language exam? /Чи маєте сертифікат з міжнародного іспиту з іноземної мови?

- igen /yes / Так
- nem /no /Ні

6. Milyen szintre helyezi az angol nyelvtudását? / What is your English level? / На якому рівні Ви володієте англійською мовою?

- A1 (minimumszint) / A1 (minimum level) /A1 (початковий)
- A2 (alapszint) /A2 (basic level) /A2(нижчий та середній)
- B1 (közébszint) /B1 (Intermediate level) /B1 (середній)
- B2 (középszint) /B2 (Upper-intermediate level) /B2 (вище за середній)

- C1 (felsőfok) /C1 (Advanced level) /C1 (просунутий)
- C2 (mesterfok) /C2 (proficiency level) /C2 (досконалий)

7. Melyik oktatási formát részesíti előnyben? /Which form of education do you prefer? /Якій формі навчання Ви надаєте перевагу?

- offline/személyes oktatás /- offline/classroom education /Офлайн/очно
- online/ távolléti oktatás / online/distance education /Онлайн/дистанційно

8. Amennyiben távolléti oktatásban volt része, rendelkezett-e megfelelő minőségű és gyorsaságú internetkapcsolattal? / If you participated in distance education, did you have an internet connection of adequate quality and speed? /Якщо Ви навчалися дистанційно, чи мали якісний та швидкий інтернет?

- igen /yes /Так
- nem /no /Ні

9. Milyen eszközöket tudott/tud igénybe venni távolléti oktatás során? / What tools did you/can you use during distance education? /Чим користувалися під час дистанційного навчання?

- okostelefon / Смартфон /smartphone
- tablet / Планшет /tablet
- laptop / Ноутбук /laptop
- asztali számítógép / Комп'ютер /personal computer
- egyéb /Інше /other

10. Amennyiben részt vett távolléti angol nyelvórákon, milyen platformon valósultak meg a tanórák? /If you participated in distance learning English classes, on which platform were the lessons held? /Якщо під час дистанційного навчання Ви мали уроки англійської мови, якими платформами користувалися?

- google meet
- zoom
- skype
- messenger

- egyéb /Інше /other

11. Milyen tananyag volt biztosítva? / What material was provided? /Яким начальним матеріалом Ви були забезпечені?

- tankönyv/munkafüzet / textbook/workbook /Підручник/робочий зошит
- online források /online resources /Онлайн джерела

12. Melyik készség elsajátítása/fejlesztése jelenti önnek a legnagyobb kihívást az angol nyelvtanulásban általánosságban véve? / Which skill is the biggest challenge for you in learning English in general? Які навички для засвоєння/розвитку викликають труднощі під час вивчення англійської мови?

- Olvasás utáni szövegértés/ Читання /reading
- Hallgatás utáni szövegértés /Аудіювання /listening
- Íráskészség /Письмо /writing
- Beszédkészség /Говоріння /speaking

13. Mely készség elsajátítása jelentette önnek a legnagyobb kihívást a távolléti nyelvoktatásban? / Learning which skill was the biggest challenge for you in distance learning? /Які навички для засвоєння викликають найбільші труднощі під час вивчення англійської мови онлайн?

- Olvasás utáni szövegértés/ Читання /reading
- Hallgatás utáni szövegértés /Аудіювання /listening
- Íráskészség /Письмо /writing
- Beszédkészség /Говоріння /speaking

14. Amennyiben az olvasási készség fejlesztése kapott központi szerepet a tanórán, milyen problémák merültek fel? /If the development of reading skills was given a central role in the lesson, what problems did you face? /Якщо основна увага зосереджувалася на розвитку читання під час уроку, то яка проблема виникала?

- ismeretlen szavak/kifejezések / unknown words/phrases / Невідомі слова/вирази
- feladattípus okozta nehézségek / difficulties caused by task type / Складність завдань різного типу

- ellenőrzés/visszacsatolás hiánya / lack of control/feedback / Перевірка/ відсутність відповіді

- egyéb /other /Інше

15. Amennyiben a hallgatás utáni szövegértés készség fejlesztése volt a cél a tanórán, milyen problémák merültek fel? /If the goal of the lesson was to improve listening skills, what problems did you face? /Якщо основна увага зосереджувалася на аудіюванні під час уроку, то яка проблема виникала?

- ismeretlen szavak/kifejezések / unknown words/phrases / Невідомі слова/вирази

- feladattípus okozta nehézségek / difficulties caused by task type / Складність завдань різного типу

- ellenőrzés/visszacsatolás hiánya / lack of control/feedback / Перевірка/ відсутність відповіді

- hanganyag nem megfelelő minősége /inadequate sound quality /Поганий аудіозапис

- egyéb /other /Інше:

16. Amennyiben az íráskészség fejlesztése kapott központi szerepet a tanórán, milyen problémák merültek fel? /If the development of writing skills was given a central role in the lesson, what problems did you face? /Якщо основна увага зосереджувалася на письмі під час уроку, то яка проблема виникала?

- ismeretlen szavak/kifejezések / unknown words/phrases / Невідомі слова/вирази

- feladattípus okozta nehézségek / difficulties caused by task type / Складність завдань різного типу

- ellenőrzés/visszacsatolás hiánya / lack of control/feedback / Перевірка/ відсутність відповіді

- szókincs hiánya /lack of vocabulary /Відсутність словникового запасу

- egyéb /other /Інше:

17. Amennyiben a beszédkészség fejlesztése volt a cél a tanórán, milyen problémák merültek fel? /If the aim of the lesson was to improve speaking skills, what problems did you

face? /Якщо основна увага зосереджувалася на говорінні під час уроку, то яка проблема виникала?

- ismeretlen szavak/kifejezések / unknown words/phrases / Невідомі слова/вирази
- feladattípus okozta nehézségek / difficulties caused by task type / Складність завдань різного типу
- ellenőrzés/visszacsatolás hiánya / lack of control/feedback / Перевірка/ відсутність відповіді
- szókincs hiánya /lack of vocabulary /Відсутність словникового запасу
- idegesség a mások előtt való felszólalástól / nervousness about speaking in front of others /Нервовість через відповідь перед іншими
- egyéb /other /Інше

18. Milyen lehetőségeket tud arra ajánlani, hogy ezen akadályokat ki lehessen küszöbölni? (Kérem, válaszát pár mondatban fogalmazza meg!) /What options can you offer to overcome these obstacles? (Please formulate your answer in a few sentences!)

/Які можливості є для подолання цих перешкод? (Будь ласка, напишіть відповідь кількома реченнями)

19. Milyen gyakran lettek videók/animációk használva a tanórákon? / How often were videos/animations used in the lessons? /Як часто використовувалися відео/анімацією під час уроків?

- minden órán / every lesson /Кожен урок
- gyakran /often /Часто
- néha /sometimes /Рідко
- soha /never /Ніколи

20. Milyen gyakran lettek online quizek alkalmazva a tanórákon? /How often were online quizzes used in the lessons? /Як часто використовували онлайн квіз (QUIZ) на уроках?

- minden órán / every lesson /Кожен урок
- gyakran /often /Часто

- néha /sometimes /Рідко
- soha /never /Ніколи

21. Az alábbi online oktatási platformok közül melyek voltak alkalmazva a tanórákon? / Which of the following online educational platforms were used in the lessons?

/З перелічених онлайн платформ, які використовувалися під час навчання?

- Kahoot
- Quizlet
- Jamboard
- Baamboozle
- Duolingo
- egyéb /other /інше

22. Mely applikációkat használta már nyelvtanulásra? / Which apps have you used to learn languages? /Яку програму використовували для вивчення мови?

- Duolingo
- Херопан
- Memrise
- Kahoot
- Quizlet
- egyéb /other /інше

23. Hasznosnak tartja-e az applikációk bevonását a nyelvtanulásba? / Do you find it useful to include applications in language learning? /Чи корисним є використання цих програм під час вивчення мови?

- igen /yes /Так
- nem /no /Ні

24. Válaszát, kérem, indokolja meg néhány mondatban! /Please justify your answer in a few sentences. /Вашу відповідь, будь ласка, мотивуйте кількома реченнями.

25. Az online nyelvoktatás folyamán milyen gyakorisággal volt tesztelve a megszerzett nyelvi tudás? / How often was the acquired language knowledge tested during online language education? / Під час дистанційного навчання як часто перевірявся рівень знань з мови?

- gyakran /often / Часто
- elég gyakran /quite often / Досить часто
- néha /sometimes / Рідко
- csak amikor a tanterv követelte / only when the curriculum demanded it / Тільки за навчальним планом
- egyéb /other /Інше

26. Milyen módon volt megvalósítva a megszerzett tudás ellenőrzése? / How was the control of the acquired knowledge implemented? /Як перевіряли отримані знання?

- szótesztek / word tests /Словниковий диктант
- mini-tesztek/röpdolgozatok / mini-tests/papers /Тести/ самотійна робота на 15 хв.
- témazárók / subject closures /Тематична
- egyéb /other /Інше

27. Milyen módon valósultak meg a felmérések? / How were the tests carried out? /Як було здійснено оцінювання?

- írásban / in writing /Письмово
- szóban / orally /Усно
- írásban és szóban / in writing and in orally /Письмово й усно
- egyik módon sem / not in any way /Ніяк

28. Milyen módon voltak a házi feladatok / beadandók ellenőrizve? / How were the homework / assignments checked? /Як було перевірено домашні завдання/роботи?

- a tanár érdemjegyet adott / the teacher gave a grade /Вчитель тільки оцінив

- a tanár érdemjegyet adott és felhívta a figyelmet a hibákra, és ezek lehetséges kiküszöbölésére / the teacher gave a grade and drew attention to mistakes and their possible elimination /Вчитель оцінив, звернув увагу на помилки, вказав як їх уникати

- a tanár nem adott érdemjegyet se nem hívta fel a figyelmet a hibákra, és ezek lehetséges kiküszöbölésére / the teacher did not give marks or draw attention to the mistakes and their possible elimination /Вчитель не оцінив, не звернув увагу на помилки, не вказав як їх уникати

29. Összességében mennyire tartja hatékonynak a távolsági nyelvoktatást? / Overall, how effective do you think distance language education is? /Наскільки Ви вважаєте дистанційне навчання ефективним?

- nagyon / very much /Дуже
- eléggé / enough /Достатньо
- kissé / a bit /Трохи
- semennyire / not at all /Ніяк

30. Kérem, válaszát indokolja meg pár mondatban! /Please justify your answer in a few sentences! /Будь ласка, дайте відповідь кількома реченнями!

Appendix 2

Questionary of the teachers

1. Neme? / Стать? /Sex?

- férfi /Чоловік / male
- nő /Жінка/ female

2. Életkora? /Вік? /Age?

- 20-30
- 31-40
- 41-50
- 50+

3. Milyen szakmai képzettségi szinttel rendelkezik? / Який диплом маєте? / What level of professional education do you have?

- BA
 - MA
 - PhD
- 4. Hány év szakmai tapasztalattal rendelkezik? / Скільки років стажу маєте? /- 10+ év How many years of professional experience do you have?**
- kevesebb mint 1 év / Менше 1 року /1-2 p. / less than 1 year
 - 1-2 év / 1-2 p. /1-2 years
 - 2-5 év /2-5 p. /2-5 years
 - 5-10 év /5-10p. / 5-10 years
 - 10+
- 5. Jelenlegi milyen típusú tanintézményben dolgozik? / У якому типу навчальному закладі працюєте зараз? / What type of educational institution do you currently work at?**
- lyceum/ Ліцей /Lyceum
 - gimnázium / Гімназія /High School
 - szakgimnázium / Коледж /Vocational High School
- 6. Folytatott-e oktatói munkát távolléti oktatás formájában? / Чи займалися Ви педагогічною діяльністю в дистанційному форматі? / Did you continue teaching work in the form of distance education?**
- igen / Так /yes
 - nem / ні /no
- 7. Mennyire találta nehéznek az átállást offline (tantermi) oktatásról online (távolléti) oktatásra? / Наскільки складно перейти з офлайн навчання (в класі) на онлайн (дистанційно)? /How difficult did you find the transition from offline (classroom) education to online (distance) education?**
- egyáltalán nem volt nehéz / Взагалі нескладно /it wasn't difficult at all
 - kissé nehéz volt / Тришки складно /it was a bit difficult

- eléggé nehéz volt / Досить складно /it was quite difficult
 - rendkívül nehéz volt / Дуже складно /it was extremely difficult
- 8. Milyen eszközöket tudott/tud igénybe venni távolléti oktatás során? / Які засоби Ви використовували або використовуєте під час дистанційного навчання? / What tools did you/can you use during distance education?**
- okostelefon / Смартфон /smartphone
 - tablet / Планшет /tablet
 - laptop / Ноутбук /laptop
 - asztali számítógép / Комп'ютер /personal computer
 - egyéb /Інше /other
- 9. Milyen platformon valósultak meg a tanórák? / На якій платформі Ви працювали? / What platform were the lessons held on?**
- google meet
 - zoom
 - skype
 - messenger
 - egyéb /Інше /other
- 10. Milyen tananyag volt biztosítva? / Яким навчальним матеріалом були забезпечені? / What materials were provided?**
- tankönyv/munkafüzet / Підручник, робочий зошит / textbook, workbook
 - online források / Онлайн джерела /online resources
 - egyéb /Інше /other
- 11 Mely készség(ek) fejlesztését tartotta a legkönnyebbnek? / Яку навичку найлегше було розвивати? / Which skill(s) did you find easiest to develop?**
- Olvasás utáni szövegértés/ Читання /reading
 - Hallgatás utáni szövegértés /Аудіювання /listening
 - Íráskészség /Письмо /writing

- Beszédkészség /Говоріння /speaking

12. Mely készség(ek) fejlesztését tartotta a legnehezebbnek? /Яку навичку найскладніше було розвивати? / Which skill(s) did you find most difficult to develop?

- Olvasás utáni szövegértés/ Читання /reading
- Hallgatás utáni szövegértés /Аудіювання /listening
- Íráskészség /Письмо /writing
- Beszédkészség /Говоріння /speaking

13. Milyen nehézségekkel szembesült olvasáskészségre fókuszáló feladat(ok) elvégzése közben? / Які труднощі виникали під час виконання завдань, які мали на меті розвиток навичок читання? / What difficulties did you face while completing the task(s) focusing on reading skills?

- a diákok hiányos szókincse / Малий словниковий запас учнів /students' incomplete vocabulary
- feladattípus nehézségei / Складність завдань /task type difficulties
- technikai nehézségek (pl.internetkapcsolat) / Технічні складнощі /technical difficulties (e.g. internet connection)
- a diákok hozzáállása a feladatokhoz /Відношення учнів/студентів до навчання /the students' attitude towards the task
- egyéb /Інше /other

14. Milyen nehézségekkel szembesült szövegértéskészségre fókuszáló feladat(ok) elvégzése közben? / Які труднощі виникали під час виконання завдань, які мали на меті розвиток навичок аудіювання? What difficulties did you face while completing the task(s) focusing on listening comprehension skills?

- a diákok hiányos szókincse / Малий словниковий запас учнів /students' incomplete vocabulary
- a hanganyag minősége / Якість аудіозапису / - the quality of the audio material
- feladattípus nehézségei / Складність завдань /task type difficulties
- technikai nehézségek (pl.internetkapcsolat) / Технічні складнощі /technical difficulties (e.g. internet connection)

- a diákok hozzáállása a feladatokhoz /Відношення учнів/студентів до навчання /the students' attitude towards the task
- egyéb /Інше /other

15. Milyen nehézségekkel szembesült az íráskészségre fókuszáló feladat(ok) elvégzése közben? / Які труднощі виникали під час виконання завдань, які мали на меті розвиток навичок письма? / What difficulties did you face while completing the task(s) focusing on writing skills?

- a diákok hiányos szókincse / Малий словниковий запас учнів /students' incomplete vocabulary
- nyelvtani hibák jelenléte / Мовні помилки / presence of grammatical errors
- feladattípus nehézségei / Складність завдань /task type difficulties
- technikai nehézségek (pl.internetkapcsolat) / Технічні складнощі /technical difficulties (e.g. internet connection)
- a diákok hozzáállása a feladatokhoz /Відношення учнів/студентів до навчання /the students' attitude towards the task
- egyéb /Інше /other

16. Milyen nehézségekkel szembesült a beszéd-készségre fókuszáló feladat(ok) elvégzése közben? / Які труднощі виникали під час виконання завдань, які мали на меті розвиток навичок говоріння? / What difficulties did you face while completing the task(s) focusing on speaking skills?

- a diákok hiányos szókincse / Малий словниковий запас учнів /students' incomplete vocabulary
- kiejtésbeli hibák jelenléte / Орфоепічні помилки / - the presence of pronunciation errors
- nyelvtani hibák megléte / Мовні помилки /- existence of grammatical errors
- feladattípus nehézségei / Складність завдань /task type difficulties
- technikai nehézségek (pl.internetkapcsolat) / Технічні складнощі /technical difficulties (e.g. internet connection)
- a diákok hozzáállása a feladatokhoz /Відношення учнів/студентів до навчання /the students' attitude towards the task

- egyéb /Інше /other

17. Milyen lehetőségeket tud arra ajánlani, hogy ezen akadályokat ki lehessen küszöbölni? (Kérem, választát pár mondatban fogalmazza meg!) /Які є шляхи вирішення вищеназваних проблем? (Будь ласка, напишіть кількома реченнями)

/What options can you offer to overcome these obstacles? (Please formulate your answer in a few sentences!)

18 Milyen gyakran lettek videók/animációk lejátszva a tanórákon? / Як часто користувалися відео/анімацією під час уроків? /How often were videos/animations played in the lessons?

- minden órán /Кожен урок /every lesson

- gyakran /Часто /often

- néha /Рідко /sometimes

- soha /Ніколи /never

19. Milyen gyakran lettek online quizek alkalmazva a tanórákon? / Як часто використовували онлайн квіз (QUIZ) на уроках? / How often were online quizzes used in the lessons?

- minden órán /Кожен урок /every lesson

- gyakran /Часто /often

- néha /Рідко /sometimes

- soha /Ніколи /never

20. Az alábbi online oktatási platformok közül melyek voltak alkalmazva a tanórákon? / З перелічених онлайн платформ, які використовувалися? / Which of the following online educational platforms were used in the lessons?

- Kahoot

- Quizlet

- Jamboard

- Baamboozle

- Duolingo

- egyéb /іше /other

22. Mely applikációkat használtára ösztönözte diákjait már nyelvtanulásuk során? / Яку з перелічених програм ви заохочували використовувати учнями під час вивчення мови? / Which applications did you encourage your students to use during their language learning?

- Duolingo

- Херопан

- Memrise

- Kahoot

- Quizlet

- egyéb /іше /other

23. Hasznosnak tartja-e az applikációk bevonását a nyelvtanulásba? / Чи корисним є використання цих програм під час вивчення мови? / Do you find it useful to include applications in language learning?

- igen / Так /yes

- nem / Ні /no

24. Válaszát, kérem, indokolja meg néhány mondatban! / Вашу відповідь, будь ласка, мотивуйте кількома реченнями. / Please justify your answer in a few sentences.

25. Milyen módon tudta megoldani a megszerzett tudás ellenőrzését? / Як можете перевірити отримані знання учнів? / In what way were you able to test the acquired knowledge?

- szótesztek / Словниковий диктант /word tests

- mini-tesztek/röpdolgozatok / Тести/ самостійна робота на 15 хв. /mini-tests/papers

- témazárók / Тематична /subject closures

26. Milyen módon valósultak meg a felmérések? / Як було здійснено оцінювання? / How were the tests carried out?

- írásban / Письмово /in writing

- szóban / Усно /orally

- írásban és szóban / Письмово й усно /in writing and orally
- egyik módon sem / Ніяк /not in any way

27. Mely ellenőrzési formát találta hatékonyabbnak? / Яку із форм перевірки ви вважаєте ефективним? /Which form of control did you find more effective?

- írásbeli / Письмово / written
- szóbeli / Усно /oral
- egyaránt hasznos mindkét változat / Обидва корисні / - both versions are equally useful

28. Milyen módon történt a visszacsatolás? / Яка була відповідь? / How was the feedback provided?

- érdemjegy adásával / Тільки оцінка / - by giving a grade
- érdemjegy adásával és a hibákra való reflektálás / Оцінка та реагування на помилки /
- giving grades and reflecting on mistakes
- nem történt visszacsatolás / Не було відповіді / - no feedback
- más /Інше /other

29. Összességében mennyire tartja hatékonynak a távolsági nyelvoktatás? / Наскільки Ви вважаєте дистанційне навчання ефективним? / Overall, how effective do you think distance language education is?

- nagyon / Дуже /very much
- eléggé / Достатньо /enough
- kissé / Трохи / a bit
- semennyire / Ніяк / not at all

30. Kérem, válaszát indokolja meg pár mondatban! / Будь ласка, дайте відповідь кількома реченнями! / Please justify your answer in a few sentences!

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