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Кваліфікаційна робота
Порівняльний аналіз ставлення учнів і викладачів до навчання англійської мови у віртуальному середовищі
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Qualifying paper

TEACHING AND LEARNING ENGLISH ONLINE: A COMPARATIVE ANALYSIS OF TEACHERS' AND STUDENTS' BELIEFS

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ЗМІСТ

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INTRODUCTION

The rapid expansion of technology in education has transformed the field of learning English as Foreign Language (EFL). In Ukraine this transformation has been accelerated first by the COVID-19 pandemic and then by Russia's full-scale invasion. Today, learning EFL online encompasses all levels of education in every region of the country and is also particularly prevalent when it comes to English language tutoring. While numerous studies have explored the technological and pedagogical aspects of online learning, there is a lack of research comparing the beliefs of teachers and students regarding learning EFL online with a specific focus on the Ukrainian context.

Research demonstrates that there is still some confusion when it comes to defining online learning, as it is characterised by multiple key elements, such as time, the use of technology, physical distance between the participants of the educational process, and the ways they interact with each other (Singh & Thurman, 2019). Online learning presents a new hybrid approach to teaching EFL, as it integrates technology and new teaching strategies into already existing teaching practices (Sharma et al., 2024, p. 26). The various tools used by instructors when teaching online, provide new ways to communicate, collaborate, and deliver content to learners (Bharathi & Rajeshwari, 2021, p. 134). The effectiveness of online EFL learning is impacted by various factors, such as interaction, the ability to meet students' personal needs, ease of use, motivation and others (Zou et al., 2021, p. 2). This thesis investigates how effective students and teachers find learning English online, which aspects of this process impact the educational process positively and which pose additional issues, as well as how online EFL learning could be improved to ensure it caters to the needs of Ukrainian students.

The thesis aims to investigate students' and teachers' beliefs about learning English as a foreign language online.

The object of this study is the process of teaching and learning EFL online, while its subject is students' and teachers' views of the aspects of online EFL learning. Among these are the effectiveness of online instruction compared to traditional in-classroom learning, its main challenges and advantages, and their convergence or divergence with existing research into the effectiveness of online EFL learning.

The tasks of this study are as follows:

1. Analyze the literature on definitions and conceptualizations of online EFL instruction;

2. Analyze available literature on the approaches to teaching EFL online;

3. Analyze the key advantages and challenges of online EFL learning;

4. Conduct a study assessing EFL students' and teachers' beliefs regarding online EFL instruction;

5. Evaluate the alignment of their beliefs with contemporary research into the effectiveness of online EFL learning.

The study employs theoretical methods, such as review of literature on the notion of online EFL teaching, its key elements and students' and teachers' perceptions of it. Additionally, a questionnaire-based survey is used to collect quantitative data about learners' and educators' views of online EFL learning.

Theoretical and practical value: the study explores the various approaches to defining online instruction, its key elements and the various factors that contribute to the effectiveness of online EFL learning. It also offers a novel contribution by surveying Ukrainian teachers' and students' beliefs regarding online EFL instruction.

The thesis first analyzes the theoretical framework of online EFL instruction and its key aspects, as well as the development of EFL teaching approaches. It then presents an empirical study of teachers' and students' views on learning EFL online.

PART 1

THEORETICAL FOUNDATIONS OF TEACHING EFL ONLINE

Online teaching of English as foreign language (EFL) is a field that has been evolving since the 1990s. However, there are still some inconsistencies regarding the definition of the term and its key aspects. This part sets out to analyse the theoretical foundations of online EFL education, the evolution of pedagogic approaches to EFL teaching and their integration into online EFL instruction, as well as the benefits and challenges of learning EFL online.

1.1. Online Education and Language Learning

In recent years, online learning has emerged as a prominent mode of instruction all over the world, and especially in Ukraine. This shift is also prevalent in teaching English as foreign language (EFL). The term "online learning" was first used in 1995 when the web-based system WebCT was developed as the first Learning Management System (LMS), which later became Blackboard. In that context, online learning included using the LMS or uploading text and documents in pdf-format online (Bates, 2014). Since then, online learning has included many distinct and overlapping terms. Scholars consistently discuss the ambiguity and confusion around the definition of online learning. Moore, Dickson-Deane, and Galyen (2011) claim that scholars "believe that there is a relationship between distance education or learning and online learning but appear unsure in their own descriptive narratives," and conclude that online learning is the most difficult to define (p. 130).

Singh and Thurman (2019) conducted a systematic literature review To investigate the concept of online learning and collect definitions of this term. According to their research, the following 19 terms are used by scholars to define learning in the virtual/online space: online learning, e-learning, blended learning, online education, online course, distance education, distance learning, web-based learning, computer-assisted instruction, web-based training, web-based education, web-based instruction, computer-based training, web-enhanced learning, resource-based learning, e-tutoring, computer-based learning, distributed learning, computer-assisted learning (p. 301).

Most scholars agree that, regardless of the terminology used to describe online learning, technology is essential to its definition. It is frequently mentioned as a tool for delivering educational content and fostering interaction. As part of online learning, technology is typically applied in the following ways, as summarized by Singh and Thurman (2019):

(a) learning facilitated or delivered using web-based or internet technologies;

(b) utilizing the internet to improve interaction;

(c) enhancing the learning environment through internet-based tools;

(d) employing information and communication technologies;

(e) technology-driven learning;

(f) audio/video CD-ROMs, particularly in the pre-2000 era (p. 295).

As Singh and Thurman (2019) point out, there is still some confusion when it comes to defining online learning. Much of what is considered online learning often involves simply placing course materials on web-based platforms or class management tools like WebCT or Blackboard (Bates, 2001). Chigeza and Halbert (2014) pointed out that the problem is not limited to terminology but also extends to the lack of consensus on whether definitions should be broad or narrow. This ambiguity then affects the definition of blended learning, often seen as a vague mix of online and face-to-face instruction. The roles that learners and educators play in online learning are also less defined compared to traditional teaching models.

There are different perspectives on online education and eLearning. While some scholars use the terms interchangeably, others distinguish them based on the technologies used: eLearning includes the use of a variety of electronic mediums like CD-ROMs, satellite, and television, whereas online education is defined strictly by Internet-based delivery (Lee, 2017; Moore et al., 2011; Ryan, et al., 2016)

Seener (2002) noted the variety of terms used to describe distance learning, eLearning, distributed learning, independent study, and other non-traditional forms, often have overlapping and contradictory definitions, creating confusion for both observers and practitioners. However, most scholars agree on these key elements of online learning: time, technology, physical distance, educational context, interactivity (Singh & Thurman, 2019, p. 296).

Technology consistently appears as the central element in online learning, with its evolution closely tied to the shifting definitions of online learning. At the same time, technological devices by themselves do not constitute educational methods. They are a medium through which teaching approaches, learning strategies, and pedagogical philosophies can be utilized (Kuo, 2008, p. 2-3).

Some definitions of online learning mention the time factor, especially when it comes to discussing synchronicity and asynchronicity (Singh & Thurman, 2019, p. 297). Physical distance, a key element in discussions about online learning or distance education during the 1990s and early 2000s, has since diminished in relevance and is rarely mentioned in contemporary studies. Interactivity, although noted early on, has not been consistently emphasized over time. When mentioned, interactivity is often used to differentiate between educational materials delivered

through technology and actual learning experiences within online environments (Singh & Thurman, 2019, p. 297).

All these elements define the shift to teaching EFL online. This transition, influenced largely by technological advancements and global circumstances, has changed the way educators deliver lessons, how students engage with learning, and the tools and methods used to facilitate language acquisition.

Traditionally, EFL teaching relied on face-to-face instruction in physical classrooms, where the teacher's presence and direct engagement were key to a positive learning experience. This model focused on interpersonal communication, the teacher giving visual cues, and students being able to receive immediate feedback. However, the development of digital tools introduced new possibilities for EFL instruction. Educators can reach students easier and provide flexible learning opportunities. The COVID-19 pandemic and later the shift to online learning because of Russia's full-scale invasion of Ukraine, accelerated this transition, making online learning a necessity rather than an option (Lőrincz & Komar, 2023).

1.2. Approaches to teaching EFL online

EFL teaching has undergone significant transformations over the years, evolving from traditional classroom-based methods to approaches specific to online learning environments (Lőrincz, 2023). In order to lay out the peculiarities of approaches to teaching EFL online, it is necessary to trace the evolution of traditional teaching methods.

The grammar-translation method is regarded as the first English teaching method. The origin of this method could be traced back to the translation of early Greek and Latin. Its main objective was to foster the intellectual and spiritual development of learners by helping them translate and learn classical texts (Richards, 2001). The grammar-translation method mainly focused on teaching grammatical structures and translation from the first language to the second language. However, it has received a lot of criticism from linguists for its inefficiency in the development of communicative skills and has since not been the prevalent approach to teaching EFL for many decades (Sharma et al., 2024, p. 23). Over time, the focus shifted to the direct method, which focused on instruction in the target language without relying on grammar (Sharma et al., 2024, p. 24).

The reading method was centered around the importance of grammar as necessary for reading comprehension. However, no attention was given to pronunciation or conversation skills.

This method's main objective is to understand sentence construction through careful reading and observation, which is not sufficient for acquiring a foreign language (Sharma et al., 2024, p. 23).

The Audio-Lingual Method was developed based on the idea that language is primarily a system of sounds for social communication, with writing being a secondary system for recording spoken language (Carroll, 1963). This method marked a significant departure from the grammar translation method, shifting focus to the practice of language skills in the order of listening, speaking, reading, and writing. Learners were prohibited from using their native language, a practice common in the 1960s but which faded in the 1970s after Chomsky argued that behaviorism was irrelevant or meaningless in understanding human language acquisition. The Audio-Lingual Method emerged after World War II, driven by the military's urgent need to learn and speak foreign languages. After the war, a civilian version of this method, emphasizing direct speaking and practice, gained popularity. Teaching methods shifted dramatically from translation-based approaches to using only the target language. This method emphasized memorizing dialogues, practicing listening and speaking drills, and focusing on pronunciation. The four language skills were taught sequentially, and students were expected to avoid their mother tongue and achieve proficiency in the target language (Sharma et al., 2024, p. 23-24).

Towards the end of the 20th century, more modern methods emerged. For example, cooperative learning, which changed the teacher's role from information provider to facilitator. As facilitators, teachers create a supportive learning environment where students practice speaking dialogues in a foreign language (Lightbrown & Spada, 1993). Cognitive approaches, which emphasize mental engagement in language learning, also gained prominence. For instance, the silent way encouraged students to take a proactive role while the teacher remained largely silent, using objects to convey meaning and solve problems (Sharma et al., 2024, p. 24).

Another influential approach was the community language learning method, which emphasized trust and cooperation between teachers and students, fostering self-learning and independence (Curran, 1976). The whole language approach, focused on making language learning relevant and interesting, with the teacher acting as a facilitator rather than an authority figure (Krashen, 1981). This method emphasized the functional aspects of language, encouraging communication and social interaction.

The functional-national approach structured language learning around real-life situations, categorizing functions into personal, interpersonal, directive, referential, and imaginative areas. The Lexical Approach, on the other hand, emphasized learning language in chunks, with the mind storing and processing these chunks as whole units (Sharma et al., 2024, p. 25).

In the 1990s, methods like total physical response emerged, where students responded physically to the educators' instructions, supported by research on brain-mind-behavior

connections. The multiple intelligence method highlighted the importance of tailoring language tasks to different types of intelligence, while project-based learning focused on real-world projects to develop knowledge and skills. Task-based learning was based on authentic language use and meaningful tasks, integrating grammar and vocabulary to build confidence in social and linguistic contexts. The combination of reading and storytelling to teach foreign languages effectively manifested into the total physical response storytelling method (Sharma et al., 2024, p. 25-26). Content-based instruction, which heavily incorporated immersion programs, focusing on speaking and organizing curricula around topics rather than grammar or vocabulary is a derivative of the direct method (Brinton et al, p. 254).

Towards the end of the 20th century, computer-assisted language learning (CALL) emerged as an important field in language education, which was initially defined as "the search for and study of the computer applications in language teaching and learning" (Levy, 1997, p. 1). Further technological advancements and their influence on the transformation of pedagogical approaches prompted the re-definition of CALL as "the development and use of technology applications in language teaching and learning" (Levy & Hubbard, 2005, p. 143). Some researchers suggest even broader definitions of CALL as "learners learning language in any context with, through, and around computer technologies" (Egbert, 2005, p. 4).

Research into the evolution of CALL revealed that technology has played a key role in foreign language education for many decades. During the 1990s CALL had limited applications, like the use of multimedia in its early stages. Gradually, diverse technologies were also integrated into CALL, from mobile technologies, computer-mediated communication, and automatic speech recognition to digital games, wikis, digital multimodal composing, virtual world and virtual reality, and artificial intelligence (Chen et al., 2021, p. 169).

In the 21st century, the hybrid movement integrated technology, multiple intelligence, and lexical approaches to strengthen language learning foundations. Technology has become integral to language learning, with gamification, virtual reality, and artificial intelligence offering new opportunities and challenges.

Online EFL teaching is conducted using various synchronous and asynchronous resources:

- Emails provide a straightforward way for educators and students to communicate individually. They are also useful for private comments and replies, avoiding the potential discomfort of public posts. Newsletters can be used to broadcast updates or announcements to a group, while mailing lists support small-group discussions and collaborative projects.

- Instant messaging, chat platforms and discussion forums are widely used web-based applications that enable real-time text exchanges between two or more users. Group conversations can occur in chat rooms, making it a versatile tool for communication.

- Blogs are user-friendly platforms for sharing content without requiring technical expertise. They function like online diaries, allowing users to post regularly. Blogs can be used for task submissions, peer comments, and reflective learning logs.

- Webcasting delivers audio and video content from a single source to multiple viewers, often without real-time interaction.

- Screen-sharing and whiteboards enable real-time visual communication, allowing teachers to share materials and make last-minute adjustments. Whiteboards also support two-way interaction, making them useful for synchronous presentations.

- Podcasts are audio files distributed online, which can be downloaded to digital devices. Educators use podcasts to deliver content, instructions, or motivational messages.

- Audio and video conferences are real-time communication tools that are ideal for meetings and project updates.

- Virtual classrooms replicate traditional classrooms using tools like whiteboards, chat, and audio conferencing. Examples include Google Classroom, Moodle, and WizIQ, which offer similar features despite varying interfaces (Bharathi & Rajeshwari, 2021, p. 135).

These tools collectively enhance online education by providing diverse ways to communicate, collaborate, and deliver content effectively. As part of online EFL teaching, teachers utilize three main approaches: sharing different types of content with students; assigning group and pair tasks and encouraging cooperative learning; imitating a traditional classroom via special platforms (Bharathi & Rajeshwari, 2021, p. 134).

During online EFL teaching, instructors provide learning materials in various formats, including non-interactive resources like text documents, presentations, videos, and audio files, which learners can read, watch, or listen to without further interaction. These materials are simple and quick to create. Additionally, there are interactive web-based learning resources that combine text, graphics, animations, audio, and video, along with interactive elements like surveys, quizzes, and feedback. These resources often include links to additional online materials, glossaries, guides, checklists, and notes to enhance learning.

Virtual classrooms are essential when it comes to online EFL learning. They replicate a traditional classroom setting using synchronous tools such as whiteboards, chats, and audio/video conferencing. For this to work effectively, both students and instructors need access to reliable digital tools and a stable connection. This also creates opportunities for various collaborative activities, such as group meetings, information sharing, and joint projects.

Online learning has also influenced the assessment of students' knowledge. The most common method of assessment in online EFL learning is testing (Kalnik, 2021, p. 67). Platforms like Moodle and online services such as Master-Test, LearningApps, Online Test Pad,

ClassMarker, Quizizz, and Kahoot! primarily use closed tests. This approach is popular because it offers quick, objective, valid, and reliable evaluation, particularly for assessing linguistic skills (vocabulary and grammar) and receptive language abilities (listening and reading). However, experts criticize the overreliance on such tests, arguing that they:

- encourage rote memorization rather than deep understanding;

- promote the misconception that there is always a single correct answer;

- turn students into passive participants who simply identify correct answers rather than generate them;

- pressure instructors to "teach to the test," neglecting more meaningful learning objectives;

- limit skill development to test-taking strategies, reducing the richness of the learning experience (Kalnik, 2021, p. 67).

Modern scholars distinguish between two types of assessment: formative assessment, which emphasizes educational and developmental goals, and summative assessment, which focuses on evaluating outcomes. This highlights that assessment should not only measure students' knowledge and skills but also support their ongoing learning and personal growth (Ryzhenko & Anisenko, 2021).

Chernyshova et al. (2021) thus propose that project-based tasks are a particularly effective way to assess students learning EFL online. In modern education, the project method is defined as a way for students to acquire knowledge and skills by planning and executing practical tasks. Projects not only assess learning outcomes but also foster professional competence, cognitive engagement, intellectual growth, and creativity, supporting developmental and self-improvement goals (Zou et al., 2021).

When evaluating foreign language projects, it is essential to consider more than just vocabulary, grammar, and pronunciation. Projects are collaborative and creative, so evaluation should include both the final product and the group's overall effort, as well as individual contributions. Researchers recommend assessing three key aspects:

(a) evaluate how well oral and written presentations align with the project's goals, professional relevance, and educational needs. Criteria include goal achievement, depth of knowledge, interdisciplinary connections, innovation, creativity, and the use of diverse sources.

(b) assess individual contributions, teamwork, coordination, responsibility distribution, attitude, and collaboration. This includes the ability to listen, respect diverse opinions, and ensure equal participation in preparation, presentation, and discussions.

(c) evaluate language proficiency, stylistic appropriateness, integration of speech activities, and the accuracy and fluency of communication (Kalnik, 2021, p. 68).

During project presentations, attention should be given to the clarity, logic, and aesthetic quality of the work, as well as the use of visual aids, time management, and the persuasiveness of responses to questions. Each participant should receive multiple grades based on their contributions.

Involving students in the evaluation process is crucial. Peer evaluation helps students develop critical thinking and self-assessment skills. A useful self-assessment tool is the "can-do technique," which allows students to evaluate their abilities against specific criteria. Instructors can use frameworks like the self-assessment scales provided by the Association of Language Testers in Europe (ALTE) to guide this process (Kalnik, 2021, p.68).

Research shows that when teaching EFL online, educators perform a wide range of roles (figure 1.1.), which could extend beyond their responsibilities in a traditional classroom (Martin, Budhrani, Kumar & Ritzhaupt, 2019, p. 193).
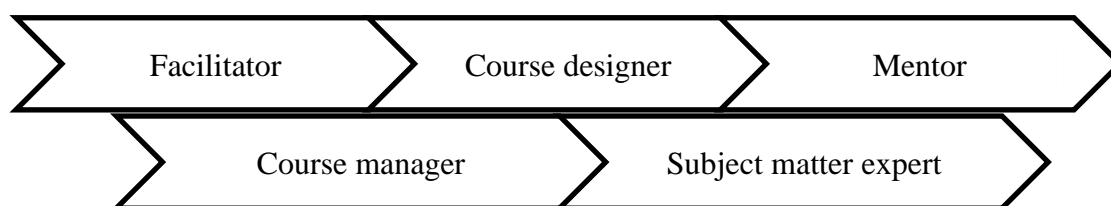

Figure 1.1: Roles of online instructors

As part of online instruction, teachers are seen as facilitators. They foster student engagement, interest, and interaction with the use of different interactive and creative exercises. Online instructors help students develop time management skills and self-discipline. Such tools as chat boxes and personal messages, which are available in many online learning platforms, create opportunities for students to ask questions and increase the teachers' availability.

As course designers, teachers establish the objectives, content and approaches used for a certain course, within the established guidelines. As course managers, teachers provide the course material in various forms, evaluate students' work, as well as reflect on the effectiveness of their teaching approaches and content. Teachers are also perceived as subject matter experts, not only because they demonstrate their knowledge during lessons, but also because they also keep up with the latest research on the given topics. Lastly, as mentors, educators in online courses advise students on the course material or even their overall academic and professional development and offer consultation on certain topics if needed.

Considering all this, the main tasks that teachers perform during online instruction could be divided into two main categories:

1. Designing the course. This includes finding and selecting appropriate content and then structuring it; developing new materials if needed; developing course activities; selecting and creating assessment tools; reviewing the course material and updating it.

2. Teaching the course. This covers delivering the course material; facilitating and observing activities; giving feedback and evaluating students (Martin et al., 2019, p. 200).

Online teaching also requires a particular set of skills and competencies, which somewhat differs from those required by traditional in-person courses. An overview of online instructors' competencies proposed by Martin et al. (2019) is presented in table 1.1.

Table 1.1: Competencies of online instructors

Competencies	Description of competencies
Technical skills	The ability to use the learning management systems; uploading files; communicating via e-mail and other platforms; creating documents in different formats; creating and distributing audio-visual materials
Willingness to learn	The willingness to constantly evolve pedagogical approaches, as well as develop the necessary technical skills
Knowledge of "how people learn"	Having an understanding how students learn and how to teach them online
Content expertise	Knowing the content and subject matter of their course
Course design	The ability to create a comprehensive, logical and easy-to-use online course, which is accessible and understandable for students
Assess student learning	The ability to design appropriate assessments and provide comprehensive feedback

The competencies necessary for successful online teaching could be acquired by educators via the next routes:

(a) Professional development within an institution;

(b) Professional development with a professional organization;

(c) Learning on one's own (Martin et al. 2019, p. 195-197).

1.3. Challenges and Advantages of Online EFL Teaching

The shift toward online teaching has transformed the way languages are taught and learned, offering new opportunities and challenges for educators and students alike. It is evident that learning a foreign language online is more challenging compared to other subjects (Lőrincz, 2022; 2024). Teaching or learning a language requires significant time, patience, and adaptability, as a

single approach cannot be universally applied across all learning levels. Lukina (2021, p. 232) points out three critical aspects of online EFL education: access and equity issues, flexibility and personalization in learning, and teacher and student engagement.

One of the most significant challenges in online EFL teaching is ensuring equitable access to educational resources. Online learning depends on the following factors:

(a) access to proper technical equipment (smartphones, laptops, tablets, and other digital gadgets), as well as reliable and high-quality Internet connectivity;

(b) sufficient levels of digital literacy among students and, equally as important, among educators;

(c) an online educational environment adapted to the needs of teachers and students, and methodological support for conducting lessons (Lukina, 2021, p. 232).

Students from underserved communities often lack reliable internet access, appropriate devices, or digital literacy skills. These disparities create a digital divide, which adds to already existing inequalities in education. For instance, rural areas or developing countries often face technical barriers, making it difficult for learners to participate fully in online classes.

Several other factors also contribute to the challenges of learning EFL online. Students tend to get more distracted in online classes compared to traditional classroom settings. One reason is the lack of interaction with peers, which limits opportunities to practice collaboratively. Online classes also offer less time for both teachers and students to teach and learn effectively. The volume of classwork and exercises may decrease in an online environment, and students often hesitate to apply what they have learned. Additionally, the absence of peer learning diminishes the overall educational experience (Bharathi & Rajeshwari, 2021, p. 133).

While learning the basics of a language, such as letters and word formation, may not pose significant challenges, online learning could be perceived by students as less serious than classroom lessons and issues like cheating during assessments arise more often. Another critical issue is the absence of physical interaction with teachers, which makes it easier for students to lose focus, as there is no one to guide or redirect them, often rendering the class less effective (Bharathi & Rajeshwari, 2021, p. 133).

On the other hand, as Kuo (2008) points out, internet-access provides both EFL teachers and students with an abundance of English resources and activities for classroom use. In addition, when learning online, students can practice English and digital skills at the same time. They can also be exposed to real-life language and communicate with native speakers. Student autonomy is also positively impacted, as they can direct their learning to areas that they are interested in.

Online EFL learning allows students from remote locations to connect with qualified instructors and peers worldwide. Platforms like Zoom, Google Meet, Microsoft Teams, LMS

enable asynchronous and synchronous learning, which can accommodate students who might otherwise be excluded from traditional settings.

Online EFL teaching is also characterized by flexibility and opportunities for personalized learning. The flexibility of online learning is a key advantage of studying via the Internet. The main benefits of online learning flexibility include:

(a) a wide range of options to choose a good teacher or a prestigious school for residents of suburban and small towns;

(b) the ability to study during work hours or at the office. For example, during a lunch break, a student can communicate with a teacher using specialized programs. If necessary, the lesson can be extended or finished earlier;

(c) materials provided by the teacher can always be saved and accessed later;

(d) the modern approach to learning English allows for joint sessions with other people (Ryzhenko & Anisenko, 2021, p.39).

Despite these advantages, flexibility can sometimes lead to challenges, such as procrastination or a lack of discipline among students. Without the structure of a physical classroom, some learners may struggle to stay motivated or meet deadlines. Teachers, therefore, play a crucial role in fostering accountability and providing guidance.

Hubbard (2019) pointed out a set of areas where the use of technology positively affects the learning and teaching of languages (figure 1.2.).
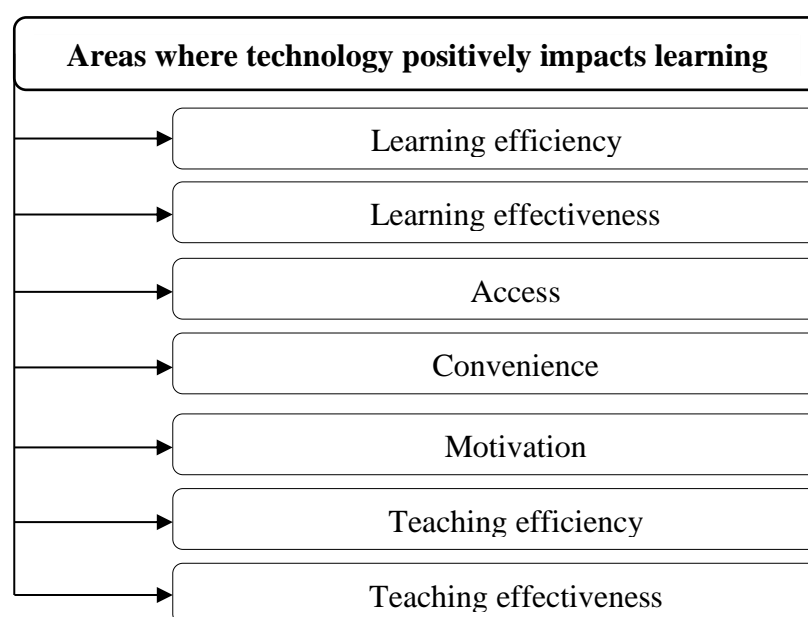

Figure 1.2. Areas where technology positively impacts learning

Learning efficiency refers to students acquiring the language and other skills quicker or easier. Effectiveness, on the other hand, means that students learn what is required, keep language or skill in mind longer, and learn more.

Obtaining some materials or experiencing certain interactions may be harder or even impossible without computer-assisted language learning (CALL). Therefore, technology improves access to language learning.

Technology positively impacts motivation, as students could be more willing to learn this way and enjoy the process at the same time. Additionally, CALL contributes to making learning more convenient, because students (and teachers alike) have more flexibility when it comes to choosing the time and place of the lesson.

The last two areas listed in figure 1.2 refer to teachers having to spend less time on finishing certain tasks (e.g. grading assignments) and educators creating a deeper or more continuous positive impact on students' learning, respectively.

When examining the factors that influence the effectiveness of online courses, Zou et al. (2021, p. 2) highlight the importance of interaction and other key elements. Chickering and Gamson (1987) introduced seven principles to assess teaching effectiveness in traditional classrooms, including encouraging student-teacher interaction, fostering student cooperation, and providing timely feedback. Among these, the first principle, promoting student-instructor contact, is crucial for motivating and engaging learners, while the second – encouraging student collaboration – enhances learning outcomes. Both principles emphasize the significance of interaction in the learning process. Similarly, Wei (2018) identified two critical factors for the effectiveness of online EFL teaching: addressing individual student differences and creating diverse interactive platforms.

Research further supports the importance of interaction in online education. For instance, Cheng (2011) and Selim (2007) argued that student-teacher interaction plays a key role in the success of online learning.

In the context of online EFL teaching, Zou et al. (2021, p. 15) found that student-teacher and student-student interactions (whether through video, audio, or text) are perceived as crucial and effective. Positive relationships between teachers' perceptions of online teaching effectiveness and factors such as ease of use, perceived importance, enjoyment, and confidence in using online tools were revealed.

In sum, learning in the virtual or online space could be denoted by various terms, such as online learning, e-learning, blended learning, online education, online course, distance education etc. Most scholars agree that, regardless of the terminology used to describe online learning, technology is essential to its definition. Other key elements of online education include time,

physical distance, educational context, and interactivity. In the 21st century, the hybrid movement integrated various previously developed teaching approaches, as well as technology, multiple intelligence, and lexical approaches to strengthen language learning foundations. At the same time, transformations in pedagogic approaches also created the necessity for educators to perform a wider range of roles – facilitators, mentors, course managers, course designers, and subject matter experts. Online EFL learning has several advantages, namely flexibility and access to resources and activities. On the other hand, new challenges like lack of student motivation or lower engagement also arise. Research suggests that technology positively impacts the following areas of learning: learning efficiency, learning effectiveness, access, convenience, motivation, teaching efficiency, teaching effectiveness.

PART 2

COMPARATIVE SURVEY OF TEACHERS' AND STUDENTS' BELIEFS ABOUT TEACHING AND LEARNING EFL ONLINE

In recent years, the integration of digital technologies into education has reshaped the way languages are taught and learned. In Ukraine this shift became even more pronounced with the COVID-19 pandemic and then Russia's full-scale invasion in 2022. While numerous studies have explored the technological and pedagogical aspects of online EFL learning, there is a lack of comparative research into the beliefs of teachers and students regarding learning EFL online with a specific focus on the Ukrainian context. This part of the thesis explores teachers' and students' perceptions of online EFL education, using a questionnaire designed to gather both quantitative and qualitative data

2.1. Method
Participants and Context

The survey involved 79 students and 10 English language teachers. 34 student participants currently attend the Bakosh Lyceum, 28 attend the Marhanets Lyceum №10, and 17 attend the Batyovo Lyceum. Among the teachers, 3 respondents teach only at the primary school level (in the Batyovo Lyceum, in the Svoboda Primary School and the Batragy Primary School), while 7 teach in the 5th grade and above (in the Batyovo Lyceum, Bakosh Lyceum, Marhanets Lyceum №10, Reformed Grammar School of Nagydobrony, Batyovo Gymnasium). Every participant has experience with learning or teaching English online and were participating in online learning when the study was taking place, which makes them eligible candidates for surveying beliefs about teaching and learning EFL online. To ensure anonymity, participants were assigned codes, e.g., T1, T2 for teachers and S1, S2 for students.

The study was conducted in the context of the ongoing shift to digital education environments, which became particularly relevant during and after the COVID-19 pandemic. As schools adapted to online teaching formats, it became essential to understand the perceptions and challenges faced by both students and teachers in learning and teaching EFL remotely. The participants' current involvement in online education provided valuable insights into the effectiveness and limitations of online EFL instruction.

Data collection and analysis

The questionnaire used in this study was designed to collect data on the participants' experiences, perceptions, and beliefs regarding online EFL teaching and learning (Appendix A). It was structured into four sections. The survey included a mix of closed-ended and open-ended questions to allow for both quantitative and qualitative analysis.

The first section aimed to gather essential background information about each respondent to contextualize their experiences and responses. It included five questions focused on:

1. Participant's role in education to identify whether the participant is a teacher or student;

2. Age group to understand the age distribution of respondents, ranging from under 18 to 45 and above;

3. Level of education the participants study or teach at;

4. Experience with online learning and teaching to assess participants' familiarity and exposure to online learning environments;

5. Primary platform used when learning or teaching EFL online, to identify the most used digital platforms for online EFL instruction and learning (e.g., Zoom, Google Meet, Microsoft Teams, Moodle, or other tools).

The second part of the survey was divided into two sections, tailored specifically for teachers and students. It explored subjective experiences with online EFL classes and gathered opinions on their effectiveness, challenges, and preferences.

The section for teacher-participants focused on such questions, as:

1. Effectiveness of online vs. traditional EFL teaching, which evaluated perceived efficacy on a five-point scale.

2. Challenges of online EFL teaching, which included a multiple selection question targeting common obstacles such as engagement, technical issues, and assessment.

3. Strategies for student engagement, an open-ended item where teachers described methods used to maintain student interest.

4. Level of personalization in online EFL teaching, to assess whether teachers felt online formats supported individualized learning.

5. Use of interactive tools, which measured perceptions of the effectiveness of tools like quizzes, polls, and breakout rooms.

The section intended for student-participants included the following questions:

1. Level of comfort with online learning compared to face-to-face learning on a five-point scale.

2. The most enjoyable aspects of online EFL learning, a multiple-choice question, which included such benefits as flexibility, access to diverse resources, reduced travel time, and self-paced learning.

3. Challenges faced when learning EFL online – an open-ended question for students to share personal struggles.

4. Closed question regarding whether students believe there are enough opportunities for interaction when learning EFL online.

5. Level of effectiveness of the digital tools, like apps and virtual whiteboards supported learning, used during online EFL lessons.

The final section focused on the beliefs of both students and teachers regarding the value and viability of online EFL learning. It included five questions:

1. Perceived effectiveness of online EFL learning compared to traditional face-to-face instruction, with an option for conditional responses.

2. The key advantages of online EFL education, an open-ended item.

3. What are the disadvantages of online EFL learning, also open-ended, allowing respondents to share their perceived concerns.

4. Suggestions for improvement online EFL education, an open-ended question encouraging constructive feedback on how online English education could be enhanced.

5. Whether the participants are willing to recommend online EFL learning to others.

The survey was administered digitally, which allowed participants to complete it anonymously and at their own pace. The format of the questionnaire was simple and suitable for a wider age range, with clear instructions provided for each section. The inclusion of both quantitative and qualitative items allowed for comprehensive analysis of participants' attitudes towards online EFL teaching and learning.

2.2. Results

Table 2.1 reflects data on whether students feel comfortable learning English online.

Table 2.1: Student comfort levels in learning English online vs. traditional classroom

Level	*Percentage*
Very Comfortable	21,52%
Somewhat Comfortable	27,85%
Neutral	36,71%
Somewhat Uncomfortable	11,39%
Very Uncomfortable	2,53%

Almost 37% of the student participants indicated a neutral stance on how comfortable they feel learning English online. A combined 49,4% of students expressed some level of comfort with online learning, which is significantly higher than the 14% who reported discomfort. Therefore, there is a generally positive attitude toward online learning among the surveyed secondary school pupils.
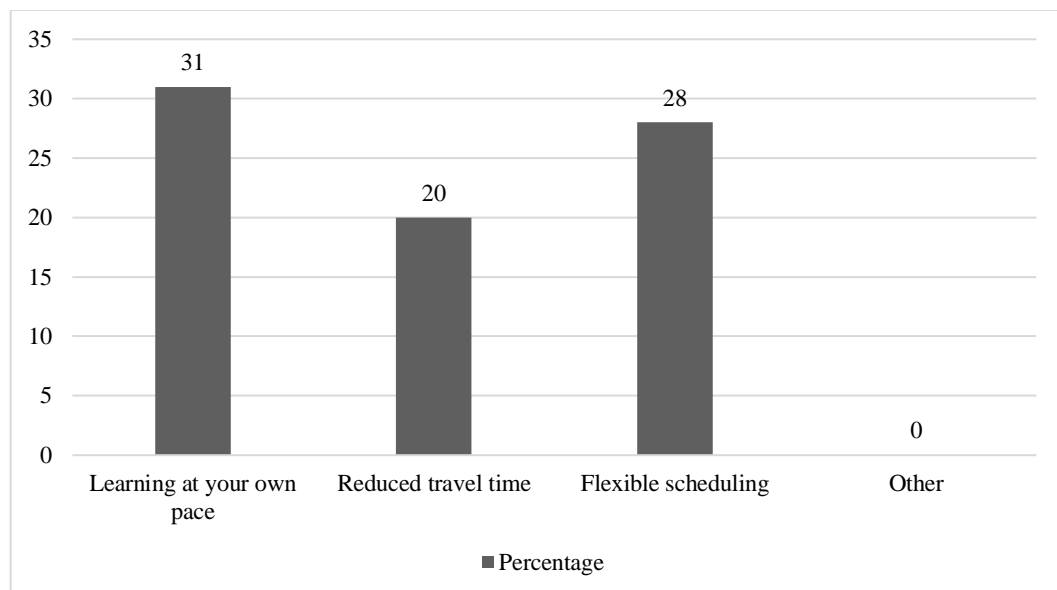

Figure 2.1: Aspects of learning English online that students find most enjoyable

When it comes to the benefits of learning English online, the most frequently mentioned one is the ability to learn at one's own pace (figure 2.1). With 28 mentions, flexible scheduling is

another factor students enjoy. 24 responses highlight that online learning offers access to varied learning materials, while 20 students also mentioned reduced travel time.

In response to the open question *"What are the biggest challenges you face while learning English online?"*, many students noted that they struggle with decreased motivation and self-discipline when learning online. Responses included:

- *To find the motivation to attend class (S1);*
- *Sometimes I don't have motivation (S11);*
- *I don't like to learn by myself I like to learn with my classmates (S13);*
- *decreased self-confidence, decreased motivation (S20);*
- *It's mentally difficult to study online (S31);*
- *It's hard to develop your discipline (S32).*

A significant number of students have had problems with internet connection, which has been a prominent issue in Ukraine in the past three years. Notably, the most frequently used videoconferencing platform is Google Meet. This suggests that online education has become more systemized, as the Google Workspace system offers relatively easy access to all necessary learning materials, chats and email with teachers, and others.

Several students noted that they find interacting with the teacher, as well as their classmates online challenging. Responses include:

- *Limited peer interaction (S60);*
- *Lack of speaking practice (S45);*
- *Learning correct pronunciation without face to face guidance (S21);*
- *Difficult for students to participate fully (S41);*
- *Breaking the ice with my teacher (S29).*

Some students struggle with mastering comprehension, grammar, pronunciation, and vocabulary by themselves. Participants also find it challenging to deal with distractions at home and properly organize their studies.

The responses to the question *"Do you think online learning offers enough opportunities for speaking practice and interaction with peers?"* show mixed opinions. 41,8% of the participants believe that online learning provides enough speaking practice and peer interaction. At the same time, a significant portion of students - 34,2% - expressed uncertainty. Additionally, 24% feel that learning English online doesn't offer sufficient speaking opportunities.

The majority of student participants find digital tools beneficial, with around 34% rating them as Highly Effective and 44% as Somewhat Effective. Only 5% find digital tools ineffective. While 16,5% have a neutral stance on the effectiveness of digital tools when it comes to enhancing the process of learning English online (table 2.2).

Table 2.2: Student perceptions of the effectiveness of digital tools
in enhancing English learning

Level	*Percentage*
Highly Effective	34,18%
Somewhat Effective	44,30%
Neutral	16,46%
Somewhat Ineffective	2,53%
Highly Ineffective	2,53%

The responses to the question *"Do you believe online learning is as effective as face-to-face learning for mastering English?"* are quite balanced. Almost 32% of the student respondents believe that online learning is just as effective as face-to-face learning, while 28% disagree. The largest group, 40% of the students, responded with Depends on the context. Which suggests that the effectiveness of online learning is based on such factors as course structure, teaching methods, digital tools, student preferences, and others.

As for the opinion of the surveyed teachers on whether online EFL learning is effective, the distribution of answers is represented in figure 2.2.
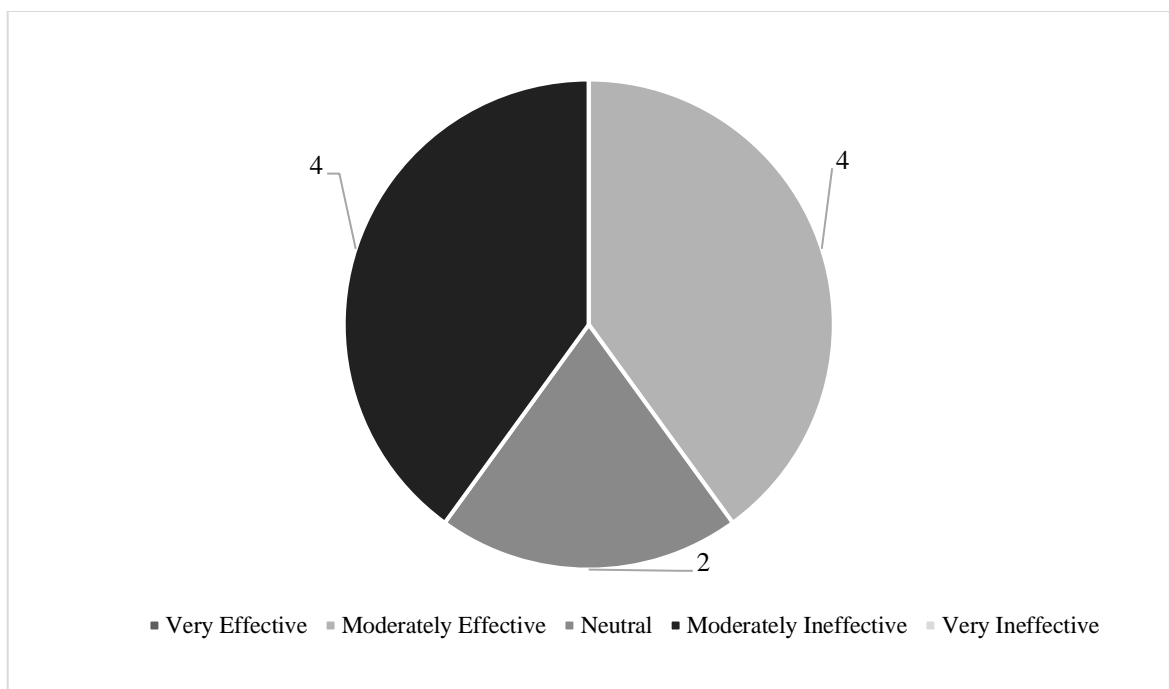

Figure 2.2: Teachers' opinions on the effectiveness of teaching EFL online

The teachers' responses show a mixed perception of the effectiveness of teaching EFL online. 40% of the respondents believe that teaching English online is moderately effective and the same number of participants find it moderately ineffective. The remaining 20% have a neutral stance regarding this. Notably, none of the teachers rated online EFL teaching as either "very effective" or "very ineffective".
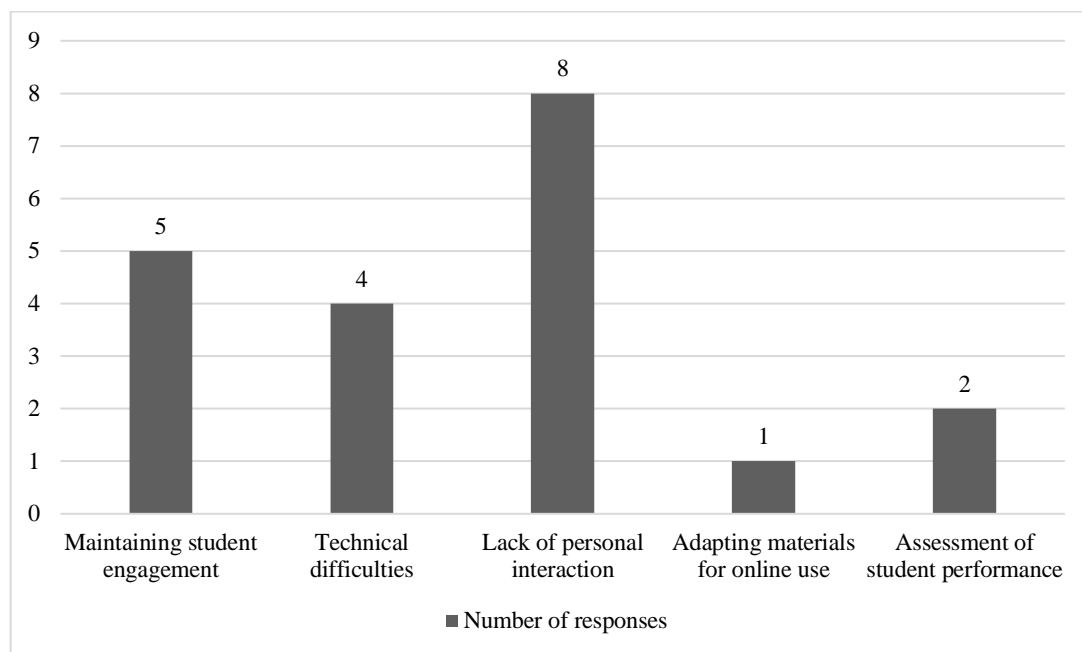

Figure 2.3: Aspects of online EFL teaching participants find most challenging

As for the main challenges of teaching English as foreign language online, close to 73% of the participants believe that a lack of personal interactions with students is the main issue (figure 2.3). Maintaining student engagement throughout lessons is also a problem for many. Around 35% of the surveyed teachers have had technical difficulties hinder their online courses. While some find adapting educational materials for online use and assessing students to be particularly challenging when teaching online.

In the responses to the open-ended question, *"What methods do you use to increase student engagement during online lessons?"*, a significant number of teachers mentioned using interactive tools, multimedia resources, and gamification to keep students engaged. Responses included:

- *Interactive tools (T1);*
- *I use interactive activities such as quizzes, polls, gamification elements (T8);*
- *Videos, interactive exercises, audio materials (T10);*
- *Use visual aids, project-based assignments, interactive lessons (T7);*

Gamification is an approach specifically mentioned by a teacher that works with primary school students.

Many teachers highlighted the importance of group exercises and interaction between students with answers such as

- Breakout rooms, discussions or presentations on different topics (T2);

- Encourage collaborative, active learning (T3);

- Real-life scenarios and role-playing exercises (T9).

One answer in particular showed that using different engagement strategies for different age groups is key: *"With senior students – breakout rooms, personalized feedback, open-ended questions. Younger pupils – quick check-ins, cartoons, songs." (T2)*

The surveyed teachers believe that online EFL teaching offers some level of personalization, as 90% responded with "Sometimes" to the question *"Do you believe online teaching allows for sufficient personalization to meet students' individual needs?"*. Such aspects of online learning as digital tools, adaptive learning platforms, flexibility and accessibility can support personalization. However, lower student engagement, difficulties with fostering real-time interaction might make it challenging.

The majority of teachers - 60% - rated interactive tools as "Somewhat Effective". This proves that tools, such as quizzes, polls or breakout rooms contribute positively to online EFL teaching, however, they are not sufficient on their own to fully engage students or cannot replace traditional methods. Only 1 teacher rated interactive tools as "Highly Effective", while 3 participants have a neutral stance on their effectiveness. It is worth noting that none of the respondents believe interactive digital tools to be ineffective.

The responses to *"What do you think are the key advantages of online EFL learning?"* show that students value such aspects of online education, as the use of technology, having more flexibility, and having access to diverse learning resources (table 2.3).

Table 2.3: Key advantages of learning EFL online

Options	Number of answers	
	Students	**Teachers**
Use of Technology	49	6
Flexibility	38	7
Accessibility	36	4
Diverse Learning Resources	34	5
Personalized Learning	24	5
Immediate Feedback	21	0
Interactions with New People	11	3
Cost-Effectiveness	7	1

Online courses also make learning English more accessible to students. Some participants believe that online learning offers the ability to personalise their learning experience. They can

also receive immediate feedback on certain assignments. Around 20% of the respondents chose "Interactions with New People" as an advantage of online EFL learning, while 10% considered cost savings as a positive.

In contrast, teachers value the ability to adapt schedules, pace, and learning styles the most. This is particularly beneficial for accommodating different time zones, student needs, and personalizing instruction. The use of technology is also highly regarded by the surveyed teachers. Many teachers acknowledge that online platforms provide opportunities for personalised learning, as well as grant access to a diverse range of learning resources. Accessibility was also noted as a key benefit by some. A few teachers chose the opportunity for students to interact with new people as a key advantage. Only one teacher mentioned cost-effectiveness as an advantage.

As for students' and teachers' beliefs regarding the disadvantages of online EFL learning, they are presented in table 2.4.

Table 2.4: Key disadvantages of learning EFL online

Options	Number of answers	
	Students	**Teachers**
Lack of Face-to-Face Interactions	31	7
Limited Speaking Practice	27	4
Technical Issues	29	4
Lower Student Engagement	22	4
Dependence on Self-Discipline	17	4
Distractions at Home	26	4
Less Personalised Feedback	12	1
Limited Hands-On Activities	10	0

The most frequently noted drawback (chosen by nearly 18% of participants) for the students is the absence of face-to-face interactions with teachers and other learners. Students also frequently experience technical issues, such as connectivity problems, glitches, and platform limitations. Around 15% of the student respondents feel that online learning only provides limited speaking practice. Studying from home also introduces various distractions, as well as the need for more self-discipline, which students think are disadvantages to online learning. A significant number of students – almost 13% – reported that they feel less engaged in online lessons. Students also noted that there is a lack of hands-on activities.

When it comes to teachers' responses, the most common concern is also the absence of in-person interactions. Other major issues include the difficulty in providing sufficient speaking practice; dealing with technological issues; lack of active student participation. The increased reliance on students' self-discipline and time-management skills, coupled with different distractions at home also negatively impact online EFL learning. One teacher (T4) mentioned that

online learning limits their ability to provide immediate, individualized feedback. While none of the teachers noted that online learning hinders the incorporation of hand-on activities.

When it comes to students' willingness to recommend learning the English language online, a significant majority, around 61%, answered with "Yes". 30% of the participants are unsure, while only 9% stated that they would not recommend online English learning to their peers. On the other hand, 50% of the surveyed teachers are unsure about whether they would recommend learning EFL online. 40% answered with a "Yes", while 1 teacher gave a definitive "No".

The participants also expressed their opinions on how online EFL learning could be improved. Teachers' responses to the question "*How can online English lessons be improved to better meet the needs of students?*" include the following:

- *regular feedback and support, flexibility and accessibility, cultural and contextual learning, etc. (T2);*

- *When it comes to primary classes especially, parents should be more involved in online education. Utilising more projects and task based activities, where students work in teams or pairs, could help develop creativity and encourage using what they have learned. This also helps students develop skills which apply to other subjects as well (T5);*

- *Flexible schedule, welcoming environment, interactive activities, practical application (T7);*

- *Using a variety of multimedia resources, such as videos, songs, and virtual reality experiences (T9);*

- *More involvement from parents, as they need to supervise the learning process when the children aren't learning in class (T10);*

- *Combined with attendance education (T1).*

The surveyed educators emphasize the importance of interactive and engaging learning, as they suggest utilizing gamification techniques, interactive activities, and various multimedia resources. Regular feedback and support to ensure student progress are also seen as key factors of improving online EFL lessons. Increased parental involvement for younger learners is also believed to be necessary for the improvement of online English language learning. One teacher suggested the combination of online instruction with attendance-based education, which reflects the finding of previous questions regarding the effectiveness of online instruction compared to traditional classroom settings.

2.3 Discussion

This study offers insights into the beliefs of both students and teachers regarding learning English as a foreign language online in Ukraine. The results align with existing research on the importance of interaction in online education (Zou et al., 2021; Cheng, 2011; Selim, 2007), while also reflecting certain unique aspects specific to the current Ukrainian context (Lőrincz, 2023).

Interaction emerged as a central theme in both student and teacher responses. Students and teachers alike emphasized the importance of student-teacher and student-student interactions, which aligns with the principles outlined by Chickering and Gamson (1987) and the findings of Wei (2018). However, the study showed that while students generally appreciate the flexibility and accessibility of online learning, many also struggle with the lack of face-to-face interaction. The limited opportunities for interaction are seen as a barrier to effective speaking practice and the development of communication skills. This aligns with Zou et al.'s (2021) research that interaction, whether through video, audio, or text, is crucial for online language learning. The mixed responses regarding whether online learning provides sufficient speaking practice suggest that while digital tools facilitate interaction, they do not fully compare to in-person communication.

Teachers also identified the absence of personal interaction as a significant challenge, with 73% citing it as a disadvantage of learning EFL online. This underlines the need for diverse teaching strategies to foster engagement in online environments. Teachers noted using interactive tools, multimedia resources, and gamification to enhance engagement, which aligns with Wei's (2018) emphasis on creating diverse interactive platforms. However, the moderate effectiveness ratings of these tools (60% of teachers rated them as "Somewhat Effective") suggest that while they are beneficial, they may not be sufficient on their own.

A notable finding from the student responses is the challenge of maintaining motivation and self-discipline while learning online. Many students reported difficulties with self-motivation, distractions at home, and dealing with the mental strain of studying online. This aligns with broader research on online education, which highlights the increased responsibility placed on learners to manage their time and stay engaged (Cheng, 2011). The fact that almost half of students expressed some level of comfort with online learning, while only a few students reported discomfort, suggests that individual differences play a significant role in shaping students' experiences. This supports Wei's (2018) argument that addressing individual student differences is critical for the effectiveness of online EFL teaching.

Teachers also acknowledged the challenges of maintaining student engagement and addressing motivational issues. The use of personalized feedback, breakout rooms, and

collaborative activities reflects efforts to overcome these challenges. However, the mixed perceptions of online teaching effectiveness among teachers (40% moderately effective, 40% moderately ineffective) indicate that there is still room for improvement in designing online EFL courses that cater to diverse learner needs.

Technical issues, such as internet connectivity problems and platform limitations, were a recurring theme in both student and teacher responses. These challenges are particularly relevant in the Ukrainian context. Despite these obstacles, the majority of students found digital tools to be effective or highly effective. Teachers also recognized the value of digital tools, though their moderate effectiveness ratings suggest that these tools should be complemented with other pedagogical strategies.

The study revealed a balanced perspective among students regarding the effectiveness of online learning compared to face-to-face instruction. While some students believed online learning is equally effective, more participants indicated that its effectiveness depends on contextual factors, which could include course structure, teaching methods, and student preferences. This view aligns with the literature, which suggests that the effectiveness of online learning is influenced by a variety of factors, including interaction, motivation, and technological support (Selim, 2007). Teachers' perceptions were similarly mixed, with none rating online EFL teaching as "very effective" or "very ineffective." This suggests that while online teaching offers certain advantages, such as flexibility and access to diverse resources, it also presents significant challenges that need to be addressed to enhance its effectiveness.

This study has several limitations, including its relatively small sample size and its focus on a specific geographic context. Future research could explore the beliefs and perceptions of a larger and more diverse group of participants, as well as investigate the impact of specific pedagogical strategies on the effectiveness of online EFL learning. Additionally, longitudinal studies could provide insights into how perceptions of online learning evolve over time.

CONCLUSIONS

1. The first part of the thesis explored the theoretical foundations of online EFL learning and teaching, including its definition, key elements, advantages and disadvantages. Online learning is a term that was first used in 1995 when the web-based system WebCT was developed as the first Learning Management System (LMS), which later became Blackboard. In that context, online learning was about using the LMS or uploading text and documents in pdf-format online. Since then, online learning has included many distinct and overlapping terms, such as online learning, e-learning, blended learning, online education, online course, distance education, distance learning, web-based learning, and others. Most scholars, however, agree that online learning is characterized by these key elements: time, technology, physical distance, and interaction.

2. The teaching of English as a foreign language has undergone significant transformations over the years, evolving from traditional classroom-based methods, such as the grammar-translation method, the reading method, audio-lingual method, the direct method, and content-based instruction to approaches specific to online learning environments. Online learning is based on integrating various digital tools and resources into the principles of modern classroom-based teaching approaches. As part of online instruction, teachers have also taken on new roles, and are also required to develop the necessary skill-set to perform them. Online instructors are seen as facilitators, course designers, course managers, mentors, as well as subject matter experts. Their tasks encompass two main areas – designing the online course and teaching the material.

3. The shift toward online EFL teaching has revolutionized the way languages are taught and learned, offering new opportunities and challenges for educators and students alike. Online EFL teaching is characterized by flexibility, opportunities for personalized learning, wider access to EFL courses and diverse learning resources. Integrating technology into EFL education has been found to positively impact learning efficiency and effectiveness, access to resources, convenience, teaching effectiveness and efficiency, and, in some cases, motivation. At the same time, online learning poses its own unique challenges.

4. The second part of this thesis was devoted to a survey on Ukrainian students' and teachers' beliefs about online EFL instruction. The survey involved 79 students and 10 English language teachers. Every participant had experience with learning or teaching English online, and were participating in online learning when the study was taking place, which made them eligible candidates for surveying beliefs about teaching and learning EFL online. The survey utilized a questionnaire, designed to collect data on the participants' experiences, perceptions, and beliefs regarding online EFL teaching and learning. It was structured into four sections. The survey

included a mix of closed-ended and open-ended questions to allow for both quantitative and qualitative analysis. The study revealed that interaction, motivation, and technological support were the key contributors to the effectiveness of online EFL learning. Participants recognized the benefits of online education, such as flexibility, opportunities for personalized learning, wider access to EFL courses and diverse learning resources. But they also faced significant challenges, like limited teacher-student and student-student interaction, struggles with motivation and reliance on students' self-discipline, lack of reliable internet access.

5. This study contributes to the growing body of research on online EFL education as it analyses the beliefs and experiences of students and teachers in Ukraine. The findings highlight both the opportunities and challenges associated with online EFL learning. The participants' answers emphasize the role of interaction, student motivation, and technological access, which aligns with previous research into the effectiveness of online EFL instruction. While both students and teachers acknowledged such benefits as flexibility and use of digital resources, they also pointed to difficulties when it comes to communication and engagement during online lessons. Limited face-to-face interaction with teachers and classmates, as well as the moderate effectiveness of current digital tools suggests the need for further adaptation of teaching strategies. The study also underlines the importance of addressing individual learner needs and such factors, as access to technical devices and home learning environments, to improve the overall effectiveness of online EFL education. Although the study's scope was limited, it offers valuable insights into students' and teachers' perceptions of the current state of online EFL instruction in Ukraine. Future research involving a broader and more diverse group of participants would further enhance the understanding of how to improve online EFL education in Ukraine and beyond.

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РЕЗЮМЕ

Швидкий розвиток технологій в освіті трансформував сферу вивчення англійської мови як іноземної. В Україні ця трансформація була пришвидшена спочатку пандемією COVID-19, а згодом і повномасштабним вторгненням Росії. Сьогодні вивчення англійської мови у віртуальному середовищі охоплює всі рівні освіти в кожному регіоні країни та є особливо поширеним у сфері репетиторства з англійської мови.

Попри те, що численні дослідження вивчали технологічні та педагогічні аспекти онлайн-навчання, залишається потреба у дослідженні ставлення викладачів та учнів до вивчення англійської мови у віртуальному середовищі, з особливим акцентом на український контекст.

Дослідження демонструють, що єдиний підхід до дефініції онлайн-навчання відсутній, адже це поняття характеризується низкою ключових елементів, таких як час, використання технологій, фізична відстань між учасниками освітнього процесу та способи їхньої взаємодії. Навчання у віртуальному середовищі представляє собою новий гібридний підхід до викладання англійської мови як іноземної, оскільки воно інтегрує технології та нові стратегії викладання з уже існуючими освітніми практиками. Різноманітні інструменти, які використовують викладачі під час онлайн-навчання, відкривають нові можливості для спілкування, співпраці та подачі навчального матеріалу.

Ефективність онлайн-вивчення англійської мови як іноземної залежить від багатьох чинників, зокрема: рівня взаємодії, здатності задовольнити індивідуальні потреби студентів, зручності використання, мотивації тощо. Ця дипломна робота досліджує, наскільки ефективним вважають онлайн-навчання англійської мови учні та викладачі, які аспекти цього процесу позитивно впливають на навчання, а які створюють додаткові труднощі, а також як можна покращити онлайн-викладання англійської мови, щоб воно відповідало потребам українських учнів та учениць.

Метою цієї кваліфікаційної роботи є дослідження ставлення викладачів та учнів до навчання англійської мови як іноземної у віртуальному середовищі.

Об'єктом дослідження є процес викладання та вивчення англійської мови як іноземної у віртуальному середовищі.

Предметом дослідження є ставлення учнів і викладачів до онлайн-навчання англійської мови. Серед них – ефективність навчання у віртуальному середовищі порівняно з традиційною очною формою, основні переваги й виклики, а також відповідність або розбіжність поглядів опитаних викладачів та учнів із наявними дослідженнями у цих сферах.

Завданнями кваліфікаційної роботи є:

1. Проаналізувати літературну базу щодо визначення та концептуалізації онлайн-викладання англійської мови як іноземної;

2. Проаналізувати наявні підходи до онлайн-викладання англійської мови;

3. Проаналізувати основні переваги та труднощі навчання англійської мови у віртуальному середовищі;

4. Провести дослідження уявлень студентів і викладачів англійської мови щодо онлайн-навчання;

5. Оцінити відповідність їхніх уявлень сучасним дослідженням ефективності онлайн-вивчення англійської мови.

Методика дослідження: Використано теоретичні методи, зокрема аналіз літератури щодо поняття онлайн-викладання англійської мови, його ключових елементів, а також сприйняття цього процесу студентами й викладачами. Крім того, для збору кількісних даних щодо поглядів учасників навчального процесу було проведено анкетне опитування.

Теоретична та практична цінність дослідження полягає у тому, що дана кваліфікаційна робота розглядає різні підходи до визначення онлайн-навчання та його основні компоненти, а також чинники, що впливають на ефективність онлайн-вивчення англійської мови. Водночас робота пропонує новий внесок у галузь, оскільки містить емпіричне дослідження ставлення українських викладачів й учнів до онлайн-навчання англійської мови.

У першій частині кваліфікаційної роботи було розглянуто теоретичні засади онлайн-навчання та викладання англійської мови як іноземної, зокрема його визначення, ключові елементи, переваги та недоліки. Термін «онлайн-навчання» вперше почали використовувати у 1995 році, коли було створено WebCT – першу систему управління навчанням, яка згодом стала відомою як Blackboard. У тому контексті онлайн-навчання означало використання LMS або розміщення текстових і PDF-документів в інтернеті. З того часу онлайн-навчання охоплює багато суміжних понять, як-от: е-навчання, змішане навчання, онлайн-освіта, дистанційне навчання, веб-орієнтоване навчання тощо. Проте більшість дослідників погоджуються, що онлайн-навчання характеризується такими ключовими елементами, як час, технології, фізична відстань та взаємодія.

Викладання англійської мови як іноземної зазнало значних трансформацій, еволюціонуючи від традиційних аудиторних методів, як-от граматико-перекладний метод, метод читання, аудіолінгвальний метод, прямий метод і контентно-орієнтоване навчання до підходів, що специфічні для віртуального середовища. Онлайн-навчання базується на інтеграції різноманітних цифрових інструментів і ресурсів у сучасні методи викладання. У

межах онлайн-навчання викладачі повинні виконувати нові ролі та мають володіти відповідними навичками для їх виконання. Онлайн-викладач виступає як фасилітатор, розробник курсу, адміністратор, наставник і експерт у предметній галузі. Діяльність учителя охоплює два головні напрямки – розробку онлайн-курсу та викладання матеріалу.

Перехід до онлайн-викладання англійської мови радикально змінив способи викладання та вивчення мов, відкривши нові можливості та виклики як для викладачів, так і для студентів. Онлайн-викладання англійської як іноземної характеризується гнучкістю, можливістю персоналізованого навчання, ширшим доступом до курсів і різноманітних ресурсів. Інтеграція технологій у навчальний процес позитивно впливає на ефективність навчання, доступ до матеріалів, зручність, а також, у деяких випадках, мотивацію. Водночас навчання у віртуальному середовищі має свої унікальні труднощі.

Друга частина цієї дипломної роботи присвячена опитуванню українських учнів і викладачів щодо їхніх ставлень до онлайн-навчання англійської мови. В опитуванні взяли участь 79 учнів і 10 учителів англійської мови. Усі учасники мали досвід навчання або викладання англійської мови в онлайн-форматі та на момент дослідження були залучені до онлайн-навчання, що робило їх релевантними респондентами для вивчення уявлень про цей процес. Було використано анкету, яка мала на меті зібрати дані про досвід, сприйняття та ставлення учасників дослідження до онлайн-вивчення та викладання англійської мови. Анкета складалася з чотирьох частин і містила як закриті, так і відкриті запитання, що дозволило провести як кількісний, так і якісний аналіз. Дослідження показало, що ключовими чинниками ефективності онлайн-вивчення англійської мови є взаємодія, мотивація та технічна підтримка. Учасники визнали переваги онлайн-освіти, такі як гнучкість, можливість персоналізованого підходу, широкий доступ до курсів і ресурсів. Проте вони також стикалися з серйозними труднощами, такими як обмежена взаємодія між викладачами та студентами, труднощі з мотивацією та необхідність високої самодисципліни, а також нестабільний доступ до інтернету.

Це дослідження робить внесок у розширення наукової бази про онлайн-викладання англійської мови як іноземної, аналізуючи досвід та ставлення учнів і викладачів в Україні. Отримані результати висвітлюють як можливості, так і виклики онлайн-навчання. Відповіді учасників підкреслюють важливість взаємодії, мотивації студентів та доступу до технологій, що узгоджується з попередніми дослідженнями щодо ефективності онлайн-викладання англійської мови як іноземної. Попри те, що і учнів, і викладачі визнають такі переваги навчання у віртуальному середовищі як гнучкість та доступ до цифрових ресурсів, вони також вказують на проблеми з комунікацією та залученням під час занять. Обмежена очна взаємодія з викладачами та іншими учнями, а також помірна ефективність поточних

цифрових інструментів свідчать про необхідність подальшої адаптації освітніх стратегій. У дослідженні також підкреслено важливість урахування індивідуальних потреб здобувачів освіти та таких факторів, як доступ до технічних пристроїв і домашнє навчальне середовище, з метою підвищення загальної ефективності онлайн-викладання англійської мови. Попри обмежений масштаб, це дослідження надає цінну інформацію про сприйняття поточного стану навчання англійської мови як іноземної у віртуальному середовищі в Україні. Подальші дослідження, що охоплюватимуть ширшу й більш різноманітну вибірку респондентів, допоможуть поглибити розуміння шляхів удосконалення онлайн-освіти як в Україні, так і за її межами.

Survey Instrument. Questionnaire on Teachers' and Students' Beliefs about Online EFL Teaching and Learning

Part I: Participant Demographics

1. What is your role in education?
- ( ) Teacher
- ( ) Student

2. Select you age group
- ( ) Under 18
- ( ) 18–24
- ( ) 25–34
- ( ) 35–44
- ( ) 45 and above

3. Select the level of education you teach/study at
- ( ) Secondary School
- ( ) Undergraduate
- ( ) Postgraduate
- ( ) Other:

4. Which is the main platform you have used for learning/teaching English online?
- ( ) Zoom
- ( ) Google Meet
- ( ) Microsoft Teams
- ( ) Moodle
- ( ) Other:

Part II: Perceptions of Online EFL Teaching and Learning
For Teachers:

1. Which school do you teach at?
(open-ended question)

2. How much experience do you have with teaching English online?
- ( ) Less than 1 year
- ( ) 1–3 years
- ( ) 3–5 years
- ( ) More than 5 years

3. How effective do you find online teaching compared to traditional classroom teaching?
- ( ) Very Effective
- ( ) Moderately Effective
- ( ) Neutral
- ( ) Moderately Ineffective
- ( ) Very Ineffective

4. Which aspects of online teaching do you find most challenging? *(Select all that apply)*
- [ ] Maintaining student engagement

- [ ] Technical difficulties
- [ ] Lack of personal interaction
- [ ] Adapting materials for online use
- [ ] Assessment of student performance

5. What methods do you use to increase student engagement during online lessons? *(open-ended question)*

6. Do you believe online teaching allows for sufficient personalization to meet students' individual needs?
- ( ) Yes
- ( ) No
- ( ) Sometimes

7. What is your opinion on the effectiveness of using interactive tools (e.g., quizzes, polls, breakout rooms) in online EFL teaching?
- ( ) Highly Effective
- ( ) Somewhat Effective
- ( ) Neutral
- ( ) Somewhat Ineffective
- ( ) Highly Ineffective

Part II: Perceptions of Online EFL Teaching and Learning
For Students:

1. Which school do you attend?
(open-ended question)

2. How much experience do you have with learning English online?
- ( ) Less than 1 year
- ( ) 1–3 years
- ( ) 3–5 years
- ( ) More than 5 years

3. How comfortable do you feel learning English online compared to in a traditional classroom?
- ( ) Very Comfortable
- ( ) Somewhat Comfortable
- ( ) Neutral
- ( ) Somewhat Uncomfortable
- ( ) Very Uncomfortable

4. What do you enjoy the most about learning English online? *(Select all that apply)*
- [ ] Flexible scheduling
- [ ] Access to diverse resources
- [ ] Reduced travel time
- [ ] Learning at your own pace

5. What are the biggest challenges you face while learning English online?
(open-ended question)

6. Do you think online learning offers enough opportunities for speaking practice and interaction with peers?
- ( ) Yes
- ( ) No
- ( ) Sometimes

7. How effective do you find digital tools (e.g., apps, virtual whiteboards) in enhancing your English learning?
- ( ) Highly Effective
- ( ) Somewhat Effective
- ( ) Neutral
- ( ) Somewhat Ineffective
- ( ) Highly Ineffective

Part III: Beliefs About Online EFL Teaching and Learning
For Both Teachers and Students:

1. Do you believe online learning is as effective as face-to-face learning for mastering English?
- ( ) Yes
- ( ) No
- ( ) Depends on the context

2. What do you think are the key advantages of online EFL learning? *(Select all that apply)*
- [ ] Flexibility
- [ ] Accessibility
- [ ] Diverse Learning Resources
- [ ] Personalised Learning
- [ ] Cost-Effectiveness
- [ ] Use of Technology
- [ ] Immediate Feedback
- [ ] Interactions with New People
- [ ] Other:

3. What do you think are the major drawbacks of online EFL learning? *(Select all that apply)*
- [ ] Lack of Face-to-Face Interactions
- [ ] Limited Speaking Practice
- [ ] Technical Issues
- [ ] Lower Student Engagement
- [ ] Distractions at Home
- [ ] Less Personalised Feedback
- [ ] Dependence on Self-Discipline
- [ ] Limited Hands-On Activities
- [ ] Other:

4. How can online English lessons be improved to better meet the needs of students?
(open-ended question)

5. Would you recommend online English learning to others?
- ( ) Yes
- ( ) No
- ( ) Not Sure

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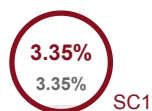
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