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Qualifying paper

LEARNING ENGLISH ONLINE AND OFFLINE: EXPECTATIONS AND REALITY

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Зміст

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INTRODUCTION

In the modern world, where digital technologies penetrate all spheres of social life, the educational process is also undergoing significant transformations. This is particularly evident in the field of foreign language learning, especially English, which serves as a key instrument of global communication, academic mobility, and professional development. Under the conditions of rapid digitalization of the educational environment, there arises a need to reconsider traditional approaches to teaching, particularly when comparing the effectiveness of online and offline formats of instruction. This need became especially relevant during the COVID-19 pandemic, when distance learning became the primary, and often the only, method of acquiring knowledge. However, even after the pandemic, distance formats have not lost their relevance; on the contrary, they are increasingly viewed as a full-fledged alternative to traditional face-to-face education.

The **relevance** of the chosen topic is determined by the necessity to comprehend and objectively evaluate the changes taking place in the field of language education. On the one hand, online learning opens up broad opportunities for individualizing the educational process, accessing authentic materials, and utilizing interactive platforms that stimulate interest in language acquisition. On the other hand, questions continue to arise regarding the quality of material assimilation, the level of feedback, student motivation, and the social aspects of learning. In this context, it is crucial to determine to what extent the expectations of participants in the educational process - both students and teachers - regarding the effectiveness of each format correspond to their actual experience, how each format contributes to the development of language skills, and what factors influence the final outcome.

The **subject** of this study is the process of learning English in the context of various educational formats - online and offline. Within this object, special attention is given to the subject of the research - the specific features of organization, perception, and effectiveness of the educational process in both formats, as well as the correlation between the initial expectations of students and teachers and the actual results achieved during the learning process.

The **object** of the study is the outcomes of online and offline foreign language learning.

The **aim** of this study is to conduct a comprehensive investigation into the degree to which students' expectations regarding the effectiveness of online and offline English language learning correspond to their real experiences and the outcomes obtained. Achieving this goal involves not only identifying the advantages and disadvantages of each format but also developing practical recommendations for combining the strengths of online and offline learning in order to optimize the educational process.

Both quantitative and qualitative methods of data collection and analysis were used in the course of the research. Surveys with students and teachers were conducted, which made it possible to record their expectations, impressions, and evaluations of both formats. Additionally, the results of learning in online and offline groups were analyzed, as well as the dynamics of language material assimilation. A significant addition to the empirical study was a thorough analysis of scientific sources, which helped to identify contemporary approaches to foreign language learning in different formats.

The theoretical value of this research lies in deepening scientific understanding of the specifics of educational formats in foreign language learning, the mechanisms of expectation formation, and the criteria of language teaching effectiveness. The practical value lies in the potential application of the study's findings for the development of more effective educational programs, improvement of English language teaching methodologies.

A review of academic literature indicates a strong interest among scholars in the issue of digital transformation in education. The works of contemporary researchers - such as T. Anderson, S. Hodges, and M. Moore , N. F., Krashen, S. , Dörnyei, Z. , Borisko, I. L. Bim, N. D. Galskova, M. L. Dusheina, N. F.,   Lozova O.M., Nikolaeva, Z. M.,   and others- highlight the advantages and risks of distance learning, analyze its impact on motivation, effectiveness, and the social aspects of interaction within the learning process. However, most studies focus on describing only one format or on general questions related to digitalization of education, often overlooking the comparative aspect connected with the real experiences and expectations of students and teachers.

The expected outcomes of the study include identifying key trends in the perception of online and offline learning formats, determining the main advantages and challenges of each, and developing recommendations for improving English language teaching methodology. Particular attention will be given to the possibility of integrating the most effective elements of both formats to achieve high learning outcomes, increase student

motivation, and enhance the professional effectiveness of teachers.

Thus, the study is both timely and relevant, offering theoretical and practical value. Its results may be useful for a wide range of educators, methodologists, and educational institution administrators, as well as for learners themselves who aim to succeed in studying English in today's evolving educational environment.

Part I

Literature review

1.   Theoretical Background of English Language Learning

In today's world, where proficiency in English has become an essential component of academic and professional success, it is important to explore the theoretical foundations that underpin the process of English language learning. Section 1.1 focuses on examining the key approaches, concepts, and academic frameworks that have shaped English language teaching methodology throughout history. Analyzing this theoretical background provides a deeper understanding of how educational paradigms have evolved, what factors influenced the development of current teaching methods, and how this knowledge can be effectively adapted to meet the demands of both online and offline learning formats.

Foreign Language Acquisition (FLA) is a complex process that encompasses both cognitive aspects and the social environment. It involves mastering vocabulary, grammar, phonology, and writing in a new language. Research indicates that language is learned effectively when it is used in real, meaningful situations where learners interact with others, especially with those who have a higher level of language proficiency.

In practice, the use of blended learning technologies in English language teaching is supported by methodological developments from prominent scholars, linguists, psychologists, educators, and internationally recognized methodologists such as R. Burns, E. Berne, K. Johnson, J. Dewey, W. Kilpatrick, R. Lado, J. Piaget, S. Livingstone, R. Rogers, T. Hutchinson, B. F. Skinner, K. Slavin, among others. It is worth noting that the content of modern scientific works in methodology-forming the methodological foundation-is mainly focused on the conditions of teaching English as a foreign language (T. Anderson, S. Hodges, and M. Moore , Borisko, I. L. Bim, N. D. , Nikolaeva, Z. M. and others).

Western scholars define blended learning as the integration of traditional classroom instruction with online resources and a variety of electronic tools. Blended learning allows students to learn at their own pace, focus on the aspects they find most engaging, and absorb information in a way that suits them best. It is an innovative educational approach that aligns with the vast possibilities of the modern learning environment, offering flexibility and adaptability to different curricula, classroom levels, and available technologies (Stryhul M. V.,

2022).

Motivation is a key factor in second language learning. In 1956, Eugene Nida emphasized that motivation affects a student's level of engagement and success in learning (Nida, 1956). Later, Zoltán Dörnyei and Kata Csizér developed the "Ten Commandments for Motivating Language Learners," which are based on empirical studies and aim to enhance learners' motivation in the classroom (Dörnyei & Csizér, 1998).

Motivation is typically categorized as either integrative or instrumental. Integrative motivation arises when the learner aspires to become part of the culture associated with the target language, while instrumental motivation is related to practical goals such as career advancement or academic achievement (Netta, 2020).

Learner autonomy involves the ability to take responsibility for one's own learning. Jack Richards notes that autonomous learners set their own goals, choose appropriate learning strategies, and assess their own progress (Richards, 2013). Philip Benson outlines five principles of autonomous learning: active participation, offering choices, support, reflection, and decision-making (Benson, 2013).

The development of autonomy leads to more effective learning, as students become more engaged and accountable for their progress. This is especially relevant in the context of online education, where learner independence plays a crucial role.

The historical development of English language teaching methodologies reflects the broader evolution of educational theory and changing views on how languages are most effectively acquired. Initially, during the 19th century and earlier, language instruction was dominated by the grammar-translation method, which emphasized the memorization of grammatical rules and vocabulary, translation of literary texts, and written exercises. Rooted in classical education, this method prioritized accuracy and reading comprehension over communicative ability. Students were expected to learn English through the lens of their native language, with limited exposure to authentic spoken interaction.

As the limitations of grammar-translation became apparent-particularly in its ineffectiveness in developing speaking skills-alternative approaches emerged. The direct method gained popularity in the early 20th century, introducing the idea that language should be taught through immersion, using only the target language. This method placed emphasis on oral communication, inductive grammar learning, and real-life vocabulary, aiming to replicate the natural process of first language acquisition. Teachers conducted lessons entirely in

English, encouraging students to think and respond in the language being learned, without relying on translation.

The global events of the mid-20th century, especially World War II and the subsequent need for rapid communication skills among military personnel and diplomats, led to the creation of the audiolingual method. Influenced by behaviorist psychology, this method focused on repetition, drilling, and pattern practice. Learners were trained to form correct habits through stimulus-response reinforcement, often without understanding the underlying grammar. Though effective in developing accurate pronunciation and basic dialogue patterns, this approach was eventually criticized for its mechanical nature and lack of focus on meaningful communication.

From the 1970s onward, dissatisfaction with both the rigidity of audiolingualism and the lack of fluency in grammar-translation led to a major pedagogical shift. The communicative approach emerged as a response to the growing belief that language learning should reflect real-life communication. This approach emphasized the functional use of language in authentic contexts, prioritizing fluency, interaction, and learner autonomy. Lessons became more student-centered, focusing on pair work, group discussions, role-plays, and tasks that encouraged active use of English in meaningful situations.

Over time, the communicative method evolved into a broader communicative language teaching (CLT) framework, incorporating elements from earlier methodologies and adapting them to modern classroom realities. The rise of technology further transformed teaching practices, integrating digital tools, multimedia resources, and online communication into the learning process. Blended and hybrid models now combine face-to-face interaction with the flexibility of online platforms, allowing for more personalized and context-sensitive instruction.

In essence, the historical progression of English language teaching methodologies demonstrates a continual movement from teacher-centered, form-focused instruction toward learner-centered, communication-oriented education. Each methodological shift reflects not only advancements in linguistic and psychological theory but also the sociocultural needs and technological capacities of its time. Understanding this evolution provides valuable insight into the foundations of current pedagogical practices and informs the selection of effective strategies for modern language education.

2.   Online and offline learning

This section explores the essential distinctions between online and offline learning formats in the context of English language education. By examining how each format functions, how it affects student engagement, and how it supports the learning process, this part lays the groundwork for understanding the strengths and limitations of both approaches. The comparative perspective highlights the structural, motivational, and pedagogical differences that influence learners' experiences and outcomes in each environment.

Online learning refers to an educational process that takes place over the internet and relies on digital technologies as the primary means of delivering content, interacting with learners, and assessing their knowledge. Unlike traditional classroom-based instruction, online learning does not require the physical co-presence of teachers and students, which allows it to overcome geographic and temporal barriers. In this format, the learning environment is typically hosted on virtual platforms, such as Learning Management Systems (LMS), video conferencing tools, and interactive educational websites, which serve as the central hubs for accessing materials, submitting assignments, and engaging in discussions.

A defining characteristic of online learning is its flexibility. Learners can access educational resources at their own pace and according to their own schedules, which makes it particularly suitable for individuals with diverse needs and lifestyles. This autonomy enables students to take more responsibility for their learning process, cultivating independent learning skills and encouraging self-motivation. At the same time, the role of the teacher transforms from a sole knowledge provider to a facilitator, mentor, and guide who supports students' progress through timely feedback and interaction.

Another essential feature of online learning is its reliance on multimedia and interactive content. Educational materials are often presented in diverse formats-videos, quizzes, animations, simulations, forums-which enhances learner engagement and accommodates various learning styles. Additionally, the integration of real-time communication tools, such as video calls, chats, and discussion boards, fosters active participation and collaborative learning even in a virtual setting.

Despite these advantages, online learning also presents several challenges. The lack of face-to-face interaction can result in feelings of isolation, reduce spontaneous

communication, and make it more difficult to build a strong teacher-student or peer-to-peer relationship. Moreover, successful participation in online learning requires a certain level of digital literacy and self-discipline, which not all learners possess equally. Technical difficulties, unequal access to devices or reliable internet connections, and distractions in the home environment can further hinder the effectiveness of this format.

In summary, online learning represents a dynamic and evolving educational paradigm shaped by digital innovation. Its key features-flexibility, autonomy, interactivity, and accessibility-offer significant potential for language learning, particularly in English, provided that its limitations are acknowledged and addressed through thoughtful instructional design and appropriate support systems.

Offline learning, often referred to as traditional or face-to-face education, is a mode of instruction where teachers and students are physically present in the same environment, usually within the framework of a classroom or lecture hall. This type of learning has a long-standing historical foundation and continues to serve as a dominant model in many educational institutions around the world. It is characterized by direct interpersonal interaction, structured schedules, and a stable, predictable learning routine.

One of the defining features of offline learning is the immediacy of communication between participants. In this format, teachers can observe students' reactions in real-time, respond instantly to questions, clarify misunderstandings, and adjust their teaching strategies based on the dynamics of the group. Students, in turn, benefit from the opportunity to receive immediate feedback, participate in live discussions, and engage in collaborative learning experiences that are enriched by non-verbal cues such as body language, tone of voice, and facial expressions. These subtle forms of communication significantly contribute to the learning atmosphere and foster a deeper emotional and intellectual connection between participants.

The physical presence of learners and educators creates a focused environment, relatively free from the distractions common in digital learning settings. The classroom becomes not only a space for knowledge transmission but also a social microcosm where students develop interpersonal skills, learn cooperation, and build a sense of academic community. The structure of offline education often involves regular timetables, face-to-face assessments, group projects, and extracurricular engagement, all of which contribute to a holistic educational experience.

Offline learning is also influenced by its material context. The availability of printed textbooks, physical resources, laboratory equipment, and real-time access to facilities plays an important role in shaping the content and delivery of lessons. Furthermore, the physical classroom provides a controlled setting that allows educators to implement discipline strategies, foster accountability, and maintain a consistent learning pace among students.

Despite the rise of digital education, offline learning remains highly valued for its human-centric approach. It allows for rich pedagogical interaction that fosters not only cognitive but also affective and social development. The personal connection between teacher and student, the shared learning space, and the structured learning path are integral elements that define the offline learning experience and distinguish it from its virtual counterpart.

A comparative analysis of online and offline learning formats is a crucial component in evaluating the effectiveness of modern education, particularly in the context of English language instruction. Each format operates within its own structure, guided by distinct principles of organization, interaction, and influence on learning outcomes. With the rapid transformation of the educational landscape-driven by technological advancements and global challenges such as the COVID-19 pandemic-this comparison has become especially relevant.

Online learning offers new possibilities for flexible educational organization. Through digital platforms, students can access learning materials at any time and from any location, allowing them to study at their own pace. These platforms also provide interactive tools such as videos, quizzes, simulations, and discussion forums, which can enhance engagement and sustain interest in the learning process. However, this format requires a high level of self-discipline, time management, and intrinsic motivation. In the absence of these factors, the learning experience may be less effective, as students are more prone to distractions and disengagement.

Offline learning, on the other hand, is based on direct, face-to-face interaction between teachers and students. This form of communication promotes deeper engagement through non-verbal cues, immediate feedback, and in-person discussions. The traditional classroom environment creates a structured learning atmosphere that helps students maintain focus and adhere to a clear schedule. Teachers can more easily observe student reactions and adapt their teaching methods to meet individual or group needs, which can be more difficult to achieve in an online setting.

The comparison reveals that online learning provides greater flexibility, access to a

wide range of resources, and the potential for personalized learning paths. At the same time, it presents challenges related to maintaining motivation, managing learning independently, and ensuring effective communication. Offline learning supports social interaction, classroom discipline, and personalized feedback but can be limited by geographical and time constraints. Thus, the success of each format largely depends on the context in which it is used, the preparedness of teachers, the characteristics of the student group, and the institutional support provided.

In conclusion, this comparative analysis demonstrates that neither format is inherently superior. The decision to use online or offline learning should be based on the specific goals of the educational program, the availability of resources, and the individual needs of learners. In many cases, a blended or hybrid approach-combining the strengths of both online and offline methods-can lead to the most effective outcomes in English language education.

3.   The goal is half the success

First and foremost, the foundation of success is a clearly defined goal - the reason why the language needs to be learned. This is the cornerstone. If someone attends lessons out of obligation, just because the company is paying for them, that is not real motivation. There has never been a case where that approach worked. A clearly defined goal also helps to understand what level the student should aim for. When someone says to a teacher, "I want to learn the language because it opens up more opportunities," that is not a guiding goal - it's too vague. The learner's request needs to be narrowed down to the point where they can clearly answer the question: "If I have this skill, what will I gain?" For example, one might aim to freely communicate with a client, give instructions, write business emails clearly, give a presentation, or politely insist on one's own point of view. The more specific the goal, the easier it is to achieve.

It's a different case when a person simply enjoys communicating with others and loves the process of learning, or is just in love with the sound of the language. In that case, the goal is to enjoy the process itself, and the student is lucky. This is, without a doubt, an extremely rare case in the IT environment.

There is a common belief that some people are meant to learn languages, while

others are not capable of it. That's not quite true. Everyone has abilities, motivation, and prior experience. Of course, these differ from person to person, but thanks to the brain's neuroplasticity, everyone is capable of learning just about anything. Naturally, it's easier to absorb new information in childhood - especially language - when new words are memorized quickly, and sounds are easily imitated. That is the only advantage. Adults actually learn more efficiently because of their developed logical thinking and ability to motivate themselves. Grammar, for instance, is acquired much faster when learning ready-made patterns and rules that a language operates by, rather than trying to extract those rules from spoken input.

Part I has provided a comprehensive overview of the foundational theories and contemporary perspectives relevant to English language learning. The exploration of the theoretical background in section 1.1 highlighted the evolution of teaching methodologies and the key factors influencing language acquisition. Section 1.2 examined the distinctive characteristics of online and offline learning formats, emphasizing their respective advantages and challenges in the context of modern education. Finally, section 1.3 underscored the critical role of setting clear, achievable goals as a driving force behind successful language learning outcomes. Together, these discussions establish a solid framework for understanding the complex dynamics involved in teaching and learning English today, serving as a basis for further empirical investigation and practical application.

Part II

Didactic and Psychological Dimensions of Language Learning Modalities

1. Psychological Aspects

Motivation plays a crucial role in the process of language learning, serving as one of the primary driving forces behind learners' engagement, persistence, and success. It shapes not only the initial decision to study a new language but also influences the intensity and quality of effort throughout the learning journey. Different types of motivation, such as intrinsic and extrinsic, impact how learners approach their studies. Intrinsic motivation arises from an internal desire to master the language, fueled by personal interest, curiosity, or the satisfaction of overcoming challenges. Extrinsic motivation, on the other hand, is driven by external rewards or pressures, such as achieving better grades, career advancement, or social recognition. Both forms can coexist and interact, but research suggests that intrinsic motivation often leads to more sustained and meaningful learning experiences.

Motivation also affects the strategies learners employ and their ability to cope with difficulties encountered during language acquisition. Highly motivated learners tend to be more proactive, seeking out additional practice opportunities and persisting despite setbacks. Conversely, a lack of motivation can result in decreased attention, lower participation, and ultimately poorer outcomes. Furthermore, motivation is dynamic and can fluctuate depending on various factors, including the learning environment, teaching methods, and personal circumstances.

Understanding the psychological underpinnings of motivation provides valuable insights for educators and curriculum designers. By creating supportive, engaging, and relevant learning experiences, teachers can foster higher motivation levels, which in turn enhances learners' commitment and achievement. Motivation is thus not only a psychological state but also a critical component that interacts with other cognitive and affective factors, influencing the overall effectiveness of language learning.

Cognitive factors, such as memory and thinking, are fundamental elements in the process of acquiring a foreign language (Bondar, 2003). Memory is responsible for storing and retrieving linguistic data, while thinking processes enable understanding and producing language (Wenden, 1991).

In language acquisition, memory-particularly working and long-term memory-plays an extremely important role (Wenden, 1991). Working memory provides temporary storage and retrieval of information necessary for complex cognitive tasks, such as language comprehension and production. Long-term memory, in turn, stores and recalls linguistic knowledge, including vocabulary, grammar rules, and cultural information. The effectiveness of these memory systems directly influences the speed and productivity of language acquisition.

Thinking involves a wide range of cognitive activities that are integral to language learning. These include problem-solving, decision-making, reasoning, comprehension, and metacognition. For instance, problem-solving and decision-making skills may be useful when interpreting grammatical structures or understanding unfamiliar words.

Metacognition, which involves awareness and understanding of one's own thought processes, can also enhance language learning by enabling students to adjust their learning strategies and assess their own progress (Altay & Saracaloglu, 2017).

In addition, individual psychological factors such as motivation, impulsivity, and language anxiety significantly affect the language acquisition process. Motivation is often regarded as a critical success factor (Dörnyei, 1998), while impulsivity can influence learning both positively and negatively, depending on its manifestations (Rothbart & Bates, 2006). Language anxiety, on the other hand, may potentially hinder language progress (Horwitz, 2001).

The psychological differences between online and offline learning contexts are significant and influence how students engage with the language acquisition process. In traditional offline settings, learners often benefit from direct interpersonal interactions, which foster immediate feedback, social presence, and a sense of community. These face-to-face encounters can reduce feelings of isolation and anxiety, encouraging more spontaneous communication and collaborative learning. The physical classroom environment provides sensory cues and structured routines that help students maintain focus and motivation.

In contrast, online learning environments present unique psychological challenges and opportunities. The lack of physical presence can lead to feelings of detachment and loneliness, which may negatively impact learners' motivation and emotional well-being. However, the flexibility and autonomy offered by online platforms empower students to take greater control over their learning pace and style, potentially enhancing self-regulation and

intrinsic motivation. The virtual setting often requires higher levels of self-discipline and time management skills, as learners must navigate distractions and the absence of immediate social cues.

Moreover, the psychological experience of language learning online is shaped by the nature of digital communication tools. Synchronous interactions via video calls can simulate some aspects of face-to-face learning but may also induce stress related to technical issues or self-consciousness on camera. Asynchronous communication, such as discussion forums or recorded assignments, allows reflection and thoughtful responses but might reduce the immediacy of conversational practice.

Overall, the psychological dynamics in online and offline language learning contexts differ in ways that affect motivation, anxiety, social interaction, and cognitive engagement. Understanding these differences is crucial for educators aiming to design effective instructional strategies that address learners' emotional and psychological needs in each format, ultimately supporting better language acquisition outcomes.

Finally, adolescence is considered a key stage in human development, characterized by a combination of cognitive, emotional, and social transformations (Steinberg, 2005). During this period, individuals develop the capacity for abstract thinking, improve their working memory, and enhance executive functions (Blakemore & Choudhury, 2006). Moreover, adolescence is often marked by increased impulsivity and sensitivity to external motivation (Casey et al., 2008), which can significantly impact the language learning process.

2. Pedagogical Strategies

This section explores key pedagogical strategies that have shaped modern approaches to English language teaching. By examining various instructional methods and their underlying principles, it highlights how effective teaching practices can enhance learner engagement, motivation, and overall language acquisition. Understanding these strategies is essential for adapting instruction to meet the diverse needs of students in both traditional and digital learning environments.

The Communicative Language Teaching (CLT) approach represents a significant shift in language education, focusing primarily on the ability to communicate effectively and meaningfully in real-life situations rather than merely mastering grammatical rules or

memorizing vocabulary lists. Rooted in the belief that language learning is most successful when learners engage in authentic communication, CLT emphasizes interaction as both the means and the ultimate goal of learning a language. This approach prioritizes the development of communicative competence, which encompasses not only grammatical accuracy but also sociolinguistic, discourse, and strategic competences that enable learners to use language appropriately across various contexts.

In practice, CLT encourages the use of meaningful tasks, collaborative activities, and problem-solving exercises that mimic real-world scenarios, fostering learner engagement and motivation. Teachers adopting this approach typically serve as facilitators rather than traditional authoritative figures, guiding learners to experiment with language, express personal ideas, and negotiate meaning with peers. The classroom environment becomes dynamic and learner-centered, often incorporating pair and group work, role plays, and authentic materials such as news articles, videos, or dialogues to simulate natural language use.

Furthermore, CLT acknowledges the importance of learners' individual differences, including their cultural backgrounds and personal experiences, which influence how they communicate and interpret meaning. This sensitivity to diversity aligns well with the global nature of English as a lingua franca, where learners must navigate intercultural communication effectively. The communicative approach also supports the integration of four key language skills-listening, speaking, reading, and writing-in a balanced manner, promoting holistic language development.

Despite its many strengths, implementing CLT can present challenges, particularly in contexts where traditional, grammar-focused methods dominate or where large class sizes limit opportunities for meaningful interaction. Nevertheless, its learner-centered philosophy and focus on practical communication continue to make it a cornerstone of modern language teaching methodologies, adaptable to both online and offline learning environments. By fostering authentic communication skills, CLT prepares learners not only to understand and produce language but also to participate confidently and competently in diverse social and professional settings.

Differentiated instruction is a pedagogical approach that acknowledges and addresses the diverse learning needs, abilities, interests, and backgrounds of students within a single classroom. Unlike traditional one-size-fits-all teaching methods, differentiated instruction

involves tailoring content, processes, and learning outcomes to better align with individual student profiles. This approach is grounded in the understanding that learners vary not only in their prior knowledge and skill levels but also in their preferred ways of processing information and demonstrating understanding. In practice, differentiated instruction requires educators to be highly flexible and responsive, continuously assessing students' readiness, interests, and learning styles to design multiple pathways for engagement and mastery.

Implementing differentiated instruction involves modifying various instructional elements. For example, teachers may present the same core content through different modalities such as visual aids, auditory materials, or hands-on activities to cater to varied learning preferences. Tasks and assignments can be adjusted in complexity or format, allowing students to work at an appropriate challenge level that promotes growth without causing frustration or boredom. Furthermore, educators often employ varied grouping strategies-ranging from individual work to peer collaboration or small groups-to foster social learning while respecting individual learning needs. Assessment methods are also diversified to provide multiple opportunities for students to express their understanding, whether through written work, oral presentations, projects, or creative expressions.

Differentiated instruction also places great emphasis on building a supportive classroom environment where all learners feel valued and motivated to take ownership of their learning. Teachers serve not only as knowledge transmitters but as facilitators who guide students in setting personal goals, monitoring their progress, and reflecting on their learning journeys. This personalized approach helps to boost student confidence and engagement by recognizing their unique strengths and challenges, thus creating a more inclusive and effective learning experience. In the context of English language learning, differentiation is especially crucial because learners often come with varying degrees of language proficiency, cultural backgrounds, and learning histories, all of which influence how they acquire and use a new language. By implementing differentiated instruction, educators can better meet these diverse needs, ultimately fostering improved language acquisition and learner autonomy.

The use of feedback and assessment techniques plays a crucial role in the effectiveness of language learning, acting as a bridge between instruction and student progress. Feedback serves not only as a tool for correcting errors but also as a motivational factor that guides learners toward improved performance. In the context of English language teaching, timely and constructive feedback helps students become aware of their strengths and

areas requiring improvement, which in turn fosters a deeper understanding of language structures and practical usage. Moreover, effective feedback encourages learner autonomy by involving students in the reflection process and promoting self-assessment skills.

Assessment techniques, both formative and summative, are integral to monitoring progress and tailoring instruction to meet individual learner needs. Formative assessment, often conducted through quizzes, oral presentations, and in-class activities, provides ongoing insights into students' evolving competencies. It allows instructors to adjust teaching strategies dynamically, ensuring that difficulties are addressed promptly before they hinder further learning. Summative assessment, on the other hand, evaluates cumulative knowledge and skills at the end of a learning period, offering a comprehensive picture of student achievement.

Importantly, the integration of feedback and assessment is not limited to mere evaluation but extends to creating a supportive learning environment. When feedback is specific, clear, and focused on actionable steps, it empowers learners to set realistic goals and track their progress systematically. This process is particularly significant in online learning environments, where the physical distance can sometimes reduce immediate teacher-student interaction. Digital tools can enhance the delivery of feedback through interactive platforms that allow for personalized responses, instant corrections, and peer review mechanisms.

Overall, the strategic use of feedback and diverse assessment methods contributes substantially to language acquisition by reinforcing positive learning behaviors, identifying gaps in knowledge, and adapting instruction to individual learner trajectories. It emphasizes that effective language teaching is an ongoing dialogue between teachers and students, fostering a collaborative and responsive educational experience.

Motivational strategies play a crucial role in the success of language learning, as motivation directly influences a learner's engagement, persistence, and overall achievement. In the context of teaching English, understanding and effectively applying motivational techniques can significantly enhance students' willingness to participate actively in both online and offline learning environments. Motivation in language learning is multifaceted, encompassing intrinsic factors, such as personal interest and enjoyment of the language, as well as extrinsic factors like grades, recognition, and future career opportunities. Effective pedagogical approaches recognize this complexity and strive to create an atmosphere that nurtures both intrinsic and extrinsic motivation.

Teachers who successfully implement motivational strategies often focus on making the learning experience relevant and meaningful to students' lives. This can involve connecting language content to learners' personal goals, cultural interests, or real-world situations, which helps students see the practical value of their studies. Moreover, providing learners with a sense of autonomy and choice in their learning process empowers them, fostering a deeper internal drive to engage with the material. Encouraging collaboration and social interaction among students also contributes to motivation, as peer support and positive feedback create a community of learners who inspire and challenge each other.

Another important aspect of motivational strategies is the setting of achievable goals and the recognition of progress. Clear, realistic objectives give learners a roadmap for success and prevent feelings of frustration or overwhelm. Celebrating small accomplishments along the way reinforces students' confidence and encourages sustained effort. Additionally, teachers who are responsive and provide constructive, timely feedback help maintain motivation by showing learners that their efforts are noticed and valued.

In online learning environments, where physical presence and immediate social cues may be limited, maintaining motivation requires particular attention. Instructors must utilize diverse digital tools and interactive activities that capture learners' interest and foster a dynamic learning atmosphere. Strategies such as gamification, multimedia resources, and personalized learning paths can keep students engaged and motivated despite the physical distance.

Overall, motivational strategies are not isolated techniques but an integral part of a holistic teaching approach. They demand a deep understanding of learners' psychological needs and continuous adaptation to their changing attitudes and circumstances. When applied thoughtfully, these strategies help bridge the gap between teacher intentions and student experiences, making the process of learning English more effective, enjoyable, and sustainable.

3.   Role of Technology and Digital Tools

Teaching English through distance learning requires the use of modern educational electronic platforms and software. It is worth mentioning the most well-known among them:

LearningApps – a constructor of interactive tasks that allows for easy and convenient creation of electronic interactive exercises. These exercises help students develop independence and engagement. They combine both theory and practice, and can be used in both group and individual learning formats.

Google Classroom – a free web service developed by Google specifically for secondary schools and higher education institutions. It also has a mobile application.

Moodle – an online learning platform that enables the creation of effective online education within a personalized environment. This service allows educators to design educational programs and courses across more than 20 different subjects. It also has a mobile application.

Part 2 has explored critical components that influence the effectiveness of English language learning by examining both psychological aspects and pedagogical strategies. The psychological factors discussed reveal how motivation, anxiety, cognitive styles, and learner attitudes significantly impact students' engagement and success in acquiring language skills. Complementing this, the pedagogical strategies section highlights various instructional approaches designed to address these psychological dimensions, fostering an environment conducive to active learning and skill development. Together, these two facets underscore the intricate relationship between learners' mental processes and teaching methods, emphasizing that successful language acquisition depends not only on what is taught but also on how it is delivered and how learners emotionally and cognitively engage with the material. This integrated perspective forms a foundation for optimizing English language instruction in diverse learning environments.

Part III

Practical Research: Survey on Students' Experience with Online and Offline English Learning

1. **Research instrument**

In my research, I studied students' experiences of learning English in both online and offline formats. The research was conducted from January to March 2025.

2. **Research participants**

The questionnaire was distributed online among students' who are learning English. Forty students' answered questions in a Google form, where I asked them to express their opinions on online and offline education.

3. **Procedure of the research**

In general, the survey participants were offered options for answers, but also had the opportunity to express their own opinion. The questions concerned their motivation for online and offline learning. I sought to find out what exactly the methods of encouragement are used in both online education and in the traditional format.

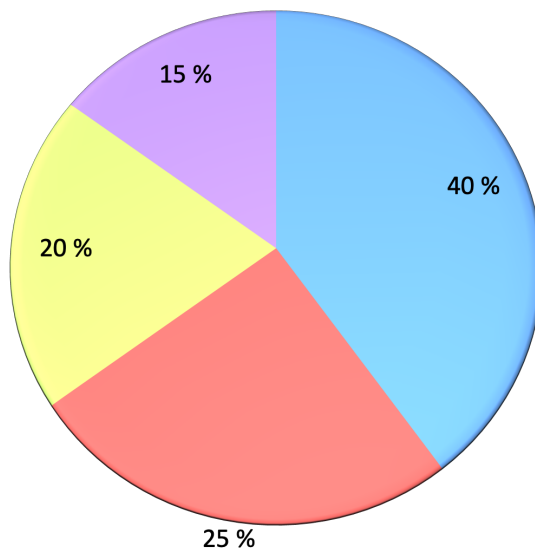4. **Presentation of Results**

The results of the study showed that more girls voted for the question "What gender are you?" (Figure 1).

Figure 1. Gender distribution of the respondents
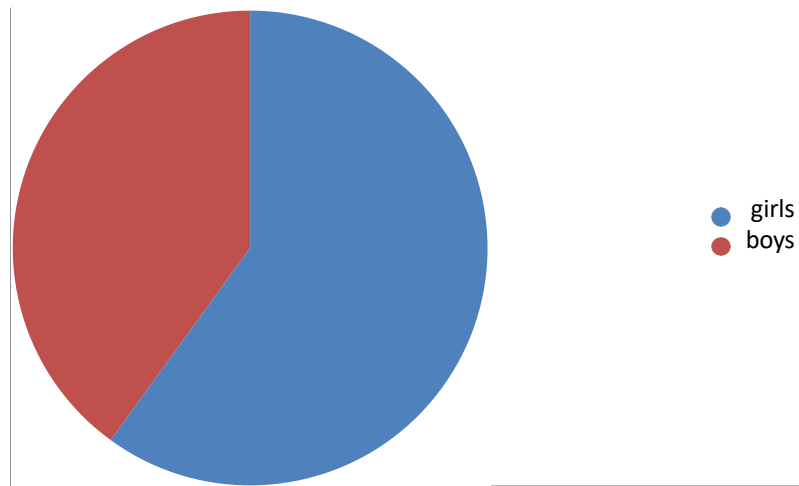
The percentage value and dominance of girls corresponds to the typical distribution in philological studies.

Figure 2. Method of learning a foreign language

Based on the responses to the question 'How do you primarily study foreign languages?', the greatest preference, accounting for 40%, was for traditional offline classes, while the least favored response was individual lessons with a tutor, with only 15% (Figure 2).

Figure 3. Participation in online learning among respondents
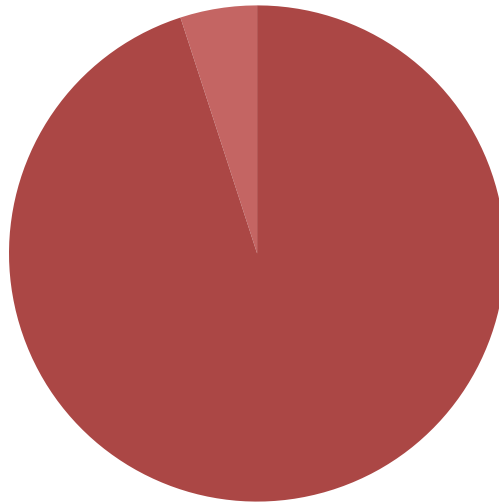
The vast majority 95% have experience with online learning, while only 5% have never studied online (Figure 3).

Figure 4. Preferred format
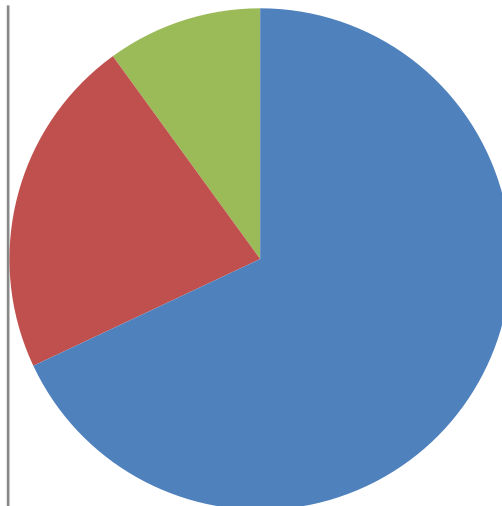
According to the survey question "Which learning format do you prefer?", 68% of respondents prefer offline learning, only 22% choose online, and just 10% have no clear preference (Figure 4).

Figure 4.Effectiveness of learning formats

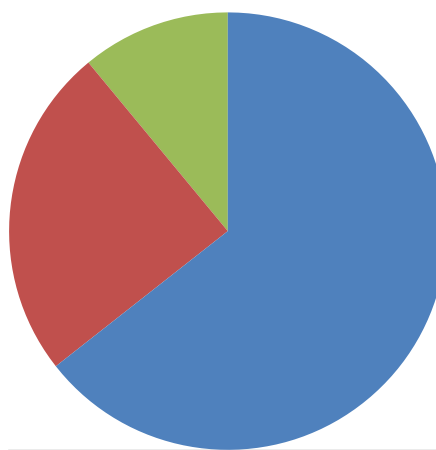Analyzing the respondents' answers, it can be concluded that the survey question "Which learning format do you prefer?" almost directly corresponds to the results of the question "Which format helped you better learn English?". Therefore, it can be stated that offline learning is currently considered more effective by the respondents. Only 11% believe both formats are equally effective, while the preference for offline learning reaches as high as 64.4% (Figure 4).

In the Google Form, a field called «Additional Comments» was also added, where respondents shared their thoughts on online and offline learning. The responses were summarized and categorized as follows:

- Technical difficulties and the lack of face-to-face interaction, which were most common in the online learning format, as it was affected by unstable internet, low motivation, and the absence of emotional interaction with the instructor.

- The preference for in-person learning, which was the most common among respondents, as they valued the atmosphere in the classroom and group work, which provide motivation

Based on the results of the study, about 60% of respondents prefer offline language learning. This indicates that for a significant number of participants, direct contact with the teacher and other students is important. Offline learning creates a special atmosphere that encourages active interaction and socialization, which is a key factor for those who are emotionally dependent on being physically present in the learning process. This format allows students to fully immerse themselves in the language environment, which is especially

important for people who require visual explanations, emotional support, and direct communication with other participants.

However, there are certain limitations to offline learning, particularly difficulties in finding native speakers in countries where the foreign language is not widely spoken. In such cases, language learning may be less effective since it is challenging to simulate a natural language environment. Additionally, offline learning can be less accessible for people who have limited resources or time to attend classes.

On the other hand, online learning offers significant flexibility. It allows students to choose teachers from different parts of the world, including native speakers, which provides significant advantages in learning correct pronunciation, intonation, and cultural aspects of the language. Online platforms also offer the opportunity for interactive learning, access to various materials, and online communities that support the learning process. However, for those who lack sufficient motivation or tend to learn independently, the online format may be less effective since the absence of direct supervision from the teacher can sometimes lead to reduced discipline and attention.

Thus, the choice between offline and online learning is individual and depends on personal preferences, the motivation of the learners, their level of self-discipline, and their learning goals. For those who seek flexibility and access to native speakers, the online format is the optimal choice. Meanwhile, for those who value emotional contact and direct interaction, offline learning remains the most effective.

CONCLUSIONS

As a result of the conducted research, it was found that both online and offline learning formats have their specific advantages and disadvantages. Their effectiveness is not universally predetermined, but rather depends on a number of factors, including the learner's individual characteristics, level of motivation, the quality of instruction, and access to necessary educational resources. This finding aligns with modern pedagogical theories emphasizing learner-centered approaches, where personalization and adaptability play a key role in achieving optimal learning outcomes.

Offline, or traditional face-to-face learning, remains a more familiar and comfortable environment for a significant number of students. This is largely due to the presence of live communication, social interaction, and the emotional support that teachers can provide in person. The classroom environment also enables immediate feedback, peer collaboration, and spontaneous discussion, all of which contribute to a deeper immersion in the target language. This format fosters the development of communication skills, supports more structured learning routines, and often results in better retention of new material.

In contrast, online learning offers a different set of benefits that align with the technological advancements and lifestyle needs of contemporary learners. Flexibility in scheduling, accessibility of a vast array of digital resources, and the ability to connect with native speakers or international communities regardless of geographical location are among its primary strengths. Additionally, modern educational platforms allow for personalized learning paths, gamification, and real-time tracking of progress, which can significantly boost learner engagement-provided that the student possesses a sufficient level of digital literacy and self- regulation.

However, the shift to online learning also brings notable challenges. The research revealed that many students struggle with maintaining motivation in a virtual environment, particularly in the absence of direct supervision and peer presence. Technical difficulties, such as unstable internet connections or unfamiliarity with online tools, further complicate the learning process. Moreover, the lack of emotional interaction and non-verbal cues in online settings

can hinder the development of interpersonal communication skills and reduce students' sense of belonging.

The practical survey conducted among students confirmed these observations: while many learners acknowledged the flexibility and resource-rich nature of online education, the majority still expressed a preference for traditional, in-person instruction. Emotional connection with the teacher, real-time clarification of doubts, and the physical presence of classmates were cited as critical components of their learning experience. These aspects not only enhance academic outcomes but also play a vital role in maintaining psychological well-being, which is increasingly recognized as a fundamental factor in successful language acquisition.

Taking into account the strengths and weaknesses of both educational formats, it becomes evident that the most effective and future-oriented approach is the implementation of blended learning. This hybrid model combines the best of both worlds: the interpersonal and immersive benefits of offline education with the flexibility and innovation of online learning. Blended learning allows educators to adapt to students' varied learning preferences and needs, offering them a more balanced and inclusive educational experience.

Furthermore, blended learning reflects current global trends in education, where digital competence is increasingly important, yet human interaction remains irreplaceable. By alternating between online and offline activities, students are given opportunities to develop independent learning strategies while also benefiting from guided instruction and peer collaboration. Such a model not only enhances academic performance but also prepares learners for real-world communication scenarios, where adaptability and digital literacy are essential.

In conclusion, the findings of this research underscore the necessity of adopting a flexible, student-centered approach to language instruction. No single format can fully meet the diverse needs of all learners. Instead, a carefully designed combination of online and offline methods—tailored to the specific goals, contexts, and learners involved—represents the most promising direction for foreign language education in the 21st century. As educational

systems continue to evolve, it is essential that institutions, instructors, and learners remain open to innovation, while never losing sight of the fundamental human aspects that make language learning meaningful, effective, and enduring.

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SUMMARY IN UKRAINIAN

У роботі здійснено комплексний аналіз особливостей онлайн та офлайн форматів вивчення англійської мови, з урахуванням теоретичних засад, психолого-педагогічних підходів, а також практичного досвіду студентів. Актуальність дослідження зумовлена стрімким переходом багатьох освітніх закладів на дистанційну форму навчання в умовах пандемії COVID-19, що суттєво змінило підходи до організації освітнього процесу.

У першому розділі проаналізовано наукову літературу з проблематики викладання англійської мови, зокрема концепції мотивації, автономії навчання, а також роль змішаного навчання (blended learning) як синтезу онлайн та традиційної форми. Підкреслено важливість постановки чіткої навчальної мети для досягнення високих результатів.

У другому розділі розглянуто психологічні чинники, які впливають на засвоєння іноземної мови: пам'ять, мислення, мотивацію, імпульсивність та мовну тривожність. Також проаналізовано педагогічні стратегії, які є ефективними у викладанні англійської мови в онлайн та офлайн форматах. Висвітлено роль сучасних цифрових інструментів (LearningApps, Google Classroom, Moodle) у дистанційному навчанні та їх вплив на підвищення ефективності освітнього процесу.

Третій розділ присвячено практичному дослідженню, яке проведено шляхом опитування студентів щодо їхнього досвіду навчання англійської мови в онлайн та офлайн форматах. Опитування показало, що більшість респондентів віддають перевагу офлайн навчанню завдяки живому спілкуванню, емоційній взаємодії та глибшому зануренню в мовне середовище. Водночас онлайн формат високо оцінюється за гнучкість, доступ до носіїв мови та різноманіття ресурсів, хоча й виявляє проблеми з мотивацією, технічними перешкодами та самодисципліною.

У загальних висновках підкреслено, що ефективність навчання залежить не стільки від формату, скільки від методики викладання, мотивації студентів і якості зворотного зв'язку. Запропоновано рекомендації щодо поєднання найкращих елементів обох форматів з метою створення гнучкої, адаптивної та ефективної системи навчання англійської мови.

Результати дослідження можуть бути використані для оптимізації освітнього процесу, розробки нових підходів до викладання іноземної мови та впровадження змішаного навчання у навчальних закладах різного рівня.

Appendix

Questionnaire as the main research tool

I am György István Dominik, a correspondence student of the Philology Department of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. I am writing an English bachelor thesis at the moment, in which I am investigating the differences between learning English online and offline. My research is conducted under the supervision of Katalin Lizak, English language teacher. The data is collected anonymously, and you do not have to provide any data from which you can be identified. The answers and data received are collected and used for research purposes only. Thank you in advance for your

participation.

1. What is your age?

   ◦ Under 18

   ◦ 18–21

   ◦ 22–25

   ◦ Over 25

2. What is your gender?

   ◦ Male

   ◦ Female

   ◦ Prefer not to say

3. How do you primarily study foreign languages?

   • In traditional (offline) classroom settings

   • In online classes

   • With a private tutor

   • Independently (e.g., apps, self-study)

4. Have you ever participated in online English learning?

    ◦   Yes

    ◦   No

5. Which format of learning do you prefer?

    ◦   Online

    ◦   Offline

    ◦   No preference

6. Which format do you think has helped you learn English more effectively?

    ◦   Online

    ◦   Offline

    ◦   Both equally

7. What motivates you most in online learning? (Multiple answers allowed)

    ◦   Flexibility of schedule

    ◦   Availability of resources

    ◦   Ability to learn from home

    ◦   Interaction with international teachers

    ◦   Other: _____

8. What motivates you most in offline learning? (Multiple answers allowed)

    ◦   Direct interaction with the teacher

    ◦   Classroom atmosphere

    ◦   Group work

    ◦   Immediate feedback

◦   Emotional support

◦   Other: _____

9. **Additional Comments:**

If you have any thoughts or personal experiences related to online or offline English learning, please share them here.

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