Learning to teach and learn (not only foreign languages) during the coronavirus pandemics

Alena Haskova – Romana Havettova – Zuzana Vogelova

Abstract
The authors in the article present the main phenomena that during the state of emergency declared by the Government of the Slovak Republic due to the spreading coronavirus pandemic should contribute to managing the situation and support the functioning of the educational environment of primary and secondary schools in Slovakia in the newly established conditions. Following the summarization of the relevant phenomena, findings arising from the acquired experience of teachers from practice are presented. The analysis of the acquired experience was processed on the basis of panel discussions with teachers, which were focused on a critical evaluation of their practical experience in providing education for primary and secondary school students during an emergency and a subsequent emergency situation. At the same time, both the described process of learning to teach and learn under the pandemic situation, as well as the presented findings resulted from the panel discussions, are put in an international context and compared with the situation and experiences from other countries.
Key words: regional and local schools (ISCED 1 – ISCED 3), coronavirus pandemic, educational environment, online teaching, remote instruction, challenges, opportunities, teachers` experiences, and opinions

Introduction

The coronavirus pandemic, within a few months of its outbreak, has dramatically changed the lifestyles of the entire world, with billions of people being forced to stay at home, observe self isolations, and work and learn from home. It has limited the freedom of people to move, trade, or associate. In general, it has caused an unprecedented crisis in all areas, not excluding the education sector.
In the field of education, the corona pandemic has created the most considerable disruption of education systems in history. Governments responded quickly to protect the safety of learners and education actors by closing schools and other educational institutions. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), in order to prevent the spread of the virus and mitigate its impact, by mid-May 2020 nearly 1.6 billion learners in more than 190 countries and all continents had stopped having their face-to-face lessons (ECLAC-UNESCO, 2020; UN, 2020). In this way, closures of schools and other learning spaces have influenced 94 percent of the world's student population. On the other hand, this crisis has outstandingly stimulated innovation within the education sector, as the sector faced the challenge of transition to online education.

Ensuring learning continuity during the time of school closures became a priority for governments the world over, and many of them – as it is above mentioned - turned to ICT, requiring teachers to move to online delivery of lessons. The use of educational technology platforms became a new reality for all kinds of schools and educational institutions, including both educators and learners. In conditions of isolation, quarantines, and lockdowns, technology became the main means to pupils/student-teacher connection and communication, as well as an essential tool to offer continuous education possibilities. Educational institutions that have integrated the use of

emerging technologies in their systems before the outbreak of Covid-19 had a comparative advantage over those who were yet to embrace technology in their operations. Teachers were required to teach remotely, and pupils/students needed adjustments to the new teaching and learning techniques (UN, 2020; Di Pietro, Biagi, Costa, Karpinski, Mazza, 2020). This occurred at every level of education), moreover, very often without any relevant guidance, training, or resources. Teachers across the globe were primarily unprepared to support continuity of learning and adapt to new teaching methodologies. Even in contexts with adequate infrastructure and connectivity, many educators lacked the most basic ICT skills in relation to online teaching and learning, and they struggled with their own ongoing development, very often let alone with facilitating distance learning (ECLAC-UNESCO, 2020). The corona pandemic has highlighted that both teacher trainees as well as in-service teachers, need to be trained in new methods of education delivery connected with online forms of education.

On the other hand, some countries integrated psychological support into their contingency plans, manuals, and guides for teachers and local associations, and non-governmental organization NGO mobilized to provide additional support (ECLAC-UNESCO, 2020).

In general, the transition to online education posed a challenge to both teachers as well as pupils/students as many of them, on both sides, lacked the needed facilities, digital skills, and expertise to implement remote teaching and learning. Technology represented a means to bridge the gap in the education process maintaining. The increasing use of technology in education had modified teachers' methods from the traditional approach to a new, more flexible approach (Onyema, Deborah, Alsayed, Noorulhasan, Sanober, 2019; Kobylarek, 2019; Pushkarev, Pushkareva, 2018). However, as some of the authors state (Onyema, Eucheria, Obafemi, Sent, Antonye, Sharma, Alsayed, 2020) though, technology can be used to remedy some of the fallouts from school closures; it cannot replace the important effect of face-to-face interactions by pupils/students and teachers. So the transition to online and at-home learning increased pressures on pupils/students, teachers, and parents, too, especially those with limited digital skills, education, and resources for remote education.

Education processes under the pandemic situation in Slovakia

In Slovakia, as a result of preventive measures against the spreading pandemics, approximately 450 000 primary school pupils, 200 000 secondary school students, and almost 100 000 university students have remained at home since March 16, 2020 (Burgerova, 2020; on the basis of the government resolution of Peter Pelegrini of March 11, 2020, a declaration of a state of emergency in the wake of the new coronavirus pandemics of March 16, 2020.) An emergency situation has arisen, and in practice, it has been shown that the Ministry of Education, Science, Research and, Sport of the Slovak Republic (MSVVaS SR, hereinafter referred to as the Ministry of Education) is not prepared for emergency situations. In the confusing division of competencies between the Ministry of Education, school founders, school management, and teachers, a situation arose in which individual participants mostly waited for the decisions of the others.

Schools tried to gradually start teaching via the Internet. However, apart from the information that they should teach, teachers did not receive any instructions from the Ministry of Education. Both schools and teachers fit the situation as they knew it - each school, each teacher according to their facilities and abilities. A positive shift

came after the appointment of a new government (March 21, 2020 - government coalition of political parties OLaNO, We are a family, SaS, For People under the leadership of Prime Minister Igor Matovic).

The main pillar of the operation of the educational environment of primary and secondary schools during quarantine was the website *www.ucimenadialku.sk*, which was established by the Ministry of Education in cooperation with several non-governmental organizations.

The purpose of setting up the website *www.ucimenadialku.sk*, was the effort of the Ministry of Education to help pedagogical and professional staff, management and founders of schools - as well as pupils/students, and parents –to cope with the situation, to be able to orientate themselves in to find new solutions for the functioning of school educational environments during the interruption of traditional teaching. The schools appreciated the establishment of this site but appreciated, in particular, its subsequent flexible operation, which significantly contributed to streamlining the transmission of information (see the previously mentioned positive shift in information communication after the appointment of the new government). Important deadlines were published on the portal, as far as possible clear guidelines for schools and school facilities, recommendations for school management and teachers on how to proceed at a time when attendance is interrupted while respecting the possibilities and needs of individual pupils/students, parents, and teachers.

An important part of the website *www.ucimenadialku.sk*, as a pillar of the operation of the educational environment of primary and secondary schools, was its support sub-page *Podpora* and the section *#zvladnemetodoma*.

The support sub-page *Podpora* is primarily intended for teachers in order to exchange experiences with each other. At the same time, however, it also provides space for a wider range of interested parties (individuals, interest groups, educational institutions, various foundations) to implement webinars, make available either own or downloaded video tutorials, or to provide consulting and advisory services.

The website *www.zvladnemetodoma.sk*, provides suggestions for activities aimed at all-day care for children with disabilities. This section was created at the time of the coronavirus pandemic as part of the *Inklulinka* project, implemented jointly by the *Platform of Families* and the *Foundation for Children of Slovakia*.

Already on the first day of the launch of the *www.ucimenadialku.sk* website (March 26 2020), 119 602 visitors visited it, and the number of views of each site reached 588 678 views. The most visited were online resources that teachers can use to apply distance learning, current changes to deadlines in the organization of the school year, as well as recommendations for online assignments, and advice and tips. At the same time, more than 250 different suggestions and questions were received from parents, teachers, founders, non-profit organizations, and others. The issues were mainly directed to the area of industrial relations and the implementation of online education (Bartosovicova, 2020). More than 100 webinars, online hours, digital learning materials, recommendations for teachers, professional staff, parents, universities, and counseling were provided through the portal.

The *www.ucimenadialku.sk* website also includes an overview of available communication tools and platforms, electronic resources, and existing support for schools, pedagogical and professional staff, as well as for parents.

As an additional pillar of the functioning of the educational environment of primary and secondary schools during quarantine can be seen by the Ministry of Education managed the State Educational Institute (under the administration of which the portal *www.ucimenadialku.sk* also passed). This institution was appointed by the Minister of Education of the Slovak Republic Branislav Gröhling to design further solutions to the successful management of the situation. At the same time, Miroslava Hapalova (MSVVaS, 2020), an educational analyst in the field of inclusion, was entrusted with the management of the State Pedagogical Institute (SPU), replacing the previous director of SPU Ludovit Hajduk.

The first measure to facilitate the current situation for all participants in education was to stop giving grades (from April 6, 2020) in the ongoing assessment of pupils during interrupted school lessons and to recommend to schools that teachers should not take into account grades that were awarded to pupils during the outbreak of the pandemic. The main purpose of this measure was to provide pupils with verbal feedback in particular and to motivate them to learn. As part of the final evaluation, schools were allowed to evaluate pupils in all grades verbally. Schools were, therefore, able to choose whether to classify pupils, i.e. to rate their grades, or whether to rate them verbally or by combining both types of assessments. The exception were pupils in the first years of primary school, for whom verbal evaluation was ordered as a mandatory (only) way of the final assessment of pupils.

Another measure was the recommendation not to classify pupils within subjects in which it was not possible to meet the objectives of the subject at the time of interrupting teaching in schools. In these cases, the school stated on the student's certificate that the student had completed the subject. It was also not recommended to evaluate pupils/students (both primary and secondary schools) on the basis of tests and written examinations, the obligation to carry out the prescribed written tests was abolished, and students could not be given insufficient final evaluation. On the basis of the decision of the Minister of Education Branislav Gröhling, testing of ninth graders, entrance examinations for secondary schools, and oral part of the final secondary school examination were canceled (the ninth graders were accepted to the secondary schools following their results achieved in 8th and 9th grades, and those students who did not accept the granting of the fina exam evaluation according to the average of their marks could have asked for passing the oral part of the final exam).

For teachers and parents who had questions about the Ministry of Education in connection with measures against the spread of coronavirus, the Ministry of Education has set up a free infoline *Advisory Call Centre of the Ministry of Education* (Poradenské call centrum MSVVaS SR). Within the advisory center, the information was provided both by telephone and on the basis of an email contact *helpdesk@iedu.sk*.

A similar email and telephone counseling service were set up by the Research Institute of Child Psychology and Patopsychology (Vyskumny ustav detskej psychologie a patopsychologie VUDPaP). In particular, it was advice on how to work at home during quarantine with children with special educational needs and disabled children.

Analysis of the functioning of the educational environment in pandemic conditions

While the role of these pillars and support services was to create or facilitate the creation of an appropriate educational environment to ensure the implementation of primary and secondary school pupils'/students' education during the coronavirus pandemic, the main burden stayed nevertheless on teachers. Each school and every teacher dealt with this situation depending on their possibilities and abilities.

Analysts at the Institute for Educational Policy (IVP) warned back in April that a significant proportion of pupils/students had been excluded from education as a result of the introduction of a distance form of teaching for primary and secondary school pupils. According to their estimates, ten thousand children were unable or could not participate in home online teaching (estimated total number of 32 000 pupils without internet access), especially children from socially disadvantaged backgrounds (Bednarik, Cokyna, Ostertagova, Rehus, 2020).

Despite the warnings given by analysts of the Institute of Education Policy, the situation in practice was not so dramatic thanks to the approach of teachers to the situation and the specific conditions of their school and pupils. The main burden of ensuring a proper educational environment of distance teaching for their pupils was carried out by teachers. Those teachers who could use the distance form of online teaching had to deal with the burden of creating teaching materials (content) for this form of education. Those teachers who were unable to use the distance form of online teaching had to deal with the burden of creating and delivering written assignments and materials (especially in the case of rural school teachers personally handing out teaching materials created by them and assigning projects or duties to mailboxes).

In an online survey carried out by *Focus* for *Dennik N* (Gdovinova, 2020), parents of primary school pupils were asked to comment on the provision of distance education for students by the school their child attends. As many as 76 % of parents who took part in the survey assessed the way and level of how their child's school reflected the interruption of teaching and the provision of further education for pupils positively. At the same time, 62 % of parents in demand declared that teachers only outsourced homework to pupils via the Internet (e.g., via *EduPage*), but online teaching did not take place. 19 % of parents who participated in the survey said that the teachers were doing interactive teaching via the Internet, including entering activities, and 12 % said that the teachers read the new material to the monitor and then commission homework (e.g., via *EduPage*). 58 % of parents confirmed daily communication between teachers and students.

The results of the Dionysus Ilkovic Foundation survey (Dionysus Ilkovic Foundation/ Nadacia Dionyza Ilkovica, 2020) point to the heavyweight of burden that had to be taken by teachers who implemented distance learning for pupils/students in the form of online teaching. The survey focused on the experience of teaching during the pandemic and interviewed 570 science and technology teachers from primary and secondary schools. The results of the survey make it clear that teachers were essentially self-reliant, despite the established support pillars for the online learning environment. As many as 77 % of teachers used their own techniques to handle the situation, and as many as 90 % of teachers also created their own content. The created teaching materials were subsequently provided by each other to each other. Only less than a quarter of respondents used teaching materials provided by the Ministry of

Education. At the same time, as stated by the teachers themselves (or as the 90 % of teachers who also created the content of teaching themselves), the preparation of teaching materials for online education is much more demanding than the preparation of materials for regular teaching at school. For this reason, the teachers in demand agreed that coping with the whole situation would make it easier for them to have available content to work within online educational environments. *EduPage* and Zoom, MS Teams, and *Skype* teleconferencing tools have been identified as the most commonly used tools in online educational environments.

At this point, we consider that it is necessary to highlight the problem of undergraduate training of future teachers and further training of teachers from practice in shaping their didactic and technological competencies or developing their professional digital literacy. In the Czech Republic and Slovakia, the focus of undergraduate teacher training in the field of shaping their didactic-technological competencies is aimed at developing the ability of teachers to use various software applications in their pedagogical work or to create multiple teaching materials and teaching aids in these applications. The rapid development of either new or upgraded versions of software applications is linked to the need for continuous innovation of the part of the teaching curricula focused on didactic-technological competencies and their digital literacy. In the period 2017-2019, extensive research investigators were carried out within the Slovak and Czech provenance, the aim of which was to create a platform for the design of an optimal model of undergraduate teacher training in didactic-technological competencies, with an emphasis on shaping their professional digital literacy. However, the final design of the optimal model (Zahorec, Haskova, Munk, 2020) is based on the situation before the pandemic. During the pandemic, it became clear that it may be more important for teachers to be prepared to use online teaching systems than to be ready to use different software products in the teaching of individual subjects. In assessing how online education took place during a pandemic, it should be borne in mind that most teachers have not encountered online teaching until then, and no one has ever taught them how to teach in this form. The fact that teachers finally mastered this form of teaching during the pandemic is mainly due to their personal commitment and ingenuity. According to teachers (Nadácia Dionýza Ilkoviča, 2020), in order to be able to fully educate students via computer (online), they need to have adequate technical equipment, acquire appropriate computer skills, and in addition need special content and enough time for preparation. According to teachers (90 %), it would be good for teaching online education and working with relevant systems to be included in undergraduate teacher training at faculties of education.

Research survey aimed at evaluating the experience that was gained

Due to the coronavirus pandemic, it was necessary to change the operation of the educational environment of primary and secondary schools. In the previous part, measures (pillars) put into practice in an effort to create an appropriate support apparatus for the operation of the educational environment of primary and secondary schools in conditions of the spreading pandemic are analyzed. In order to evaluate the experience that teachers gained during the performance of their pedagogical activities in these new conditions, two-panel discussions were held - one in the environment of a primary school and one in the environment of a secondary school in the Nitra region. In terms of content, both discussions focused on the presentation of experiences and the exchange of teachers opinions on four fundamental issues:

1. How did the school cope with the provision of teaching (education) of pupils in the newly occurred conditions of the pandemic?

2. How did the teachers react to this situation? How did they assign tasks to students?

3. How did the students react to this situation? How did they get involved in teaching, how did they perform the assigned tasks?

4. How did the pupils' parents react to this situation? Did they communicate with the school, were they helpful, did they support the school's efforts?

In both cases, the function of the moderator was held by a teacher working at the relevant school.

During the processing of the records of the research investigations in the first phase, the findings from each panel discussion were analyzed separately and then summarized in the overall, general conclusions resulting from both discussions.

The conclusions of the discussion of teachers' experiences can be summarized in the following points:

− Teachers responded to the situation promptly and, according to the content of the subject, chose an acceptable form of teaching.

− During the last personal contact with teachers, students were given assignments for the next one to two weeks.

− Some subjects were taught online via *Zoom*.

− The problems were initially of a technical nature - the availability of computers for teachers and for teachers to adopt new programs and start using them. Due to the fact that both schools already in the previous school year used the *EduPage* platform to keep an electronic class book, or to communicate with students and parents, in the case of the secondary school also to send various teaching materials to students and chats between staff, these problems were handled correctly promptly.

− A much more serious problem was the technical equipment of pupils and students, especially those from socially disadvantaged backgrounds (computer security, the need to share a computer with siblings but also parents who also worked online, the problem with WIFI, insufficient prepaid data, etc.). In many cases, teachers generally encountered pupils/students' reluctance, unwillingness to cooperate, even when there were no objective reasons.

− A serious problem on the part of students was also the level of their digital literacy (even in the case of the secondary school students - insufficient computer skills, they can not download documents, they can not find information in the virtual world, the necessary websites). In addition, there are pupils/students who, without objective reasons, are not interested and ignore such organized teaching (education).

− In the first phase of distance teaching, an oversized volume of tasks was assigned (both in the case of primary and secondary school, oversizing occurred in terms of quantity but also complexity, with frequent occurrence of formulations with which pupils/students had problems). Based on this fact, teachers subsequently reduced the demands placed on pupils/students, assigned smaller volumes of tasks and less demanding activities that all pupils/students could handle. And, of course, as needed, they modified the way they used to

create appropriate texts for the learners so that they could understand them and the texts would not be too long for them.

- In connection with the introduction of online education systems in teaching as well as the creation of teaching materials for distance education of the learners (pupils/learners), teachers learned both themselves and, in particular, they learned from each other.

- All teachers have been involved in online education. And they all identically and unambiguously mark the assignment of tasks, their correction, evaluation and subsequently informing pupils and students not only about evaluation but also about mistakes (incorrect solutions) as more time-consuming in comparison with the classical form of teaching. Online teaching lacks direct contact with pupils/students; it is more difficult for them to explain something they did not understand; there is no possibility to promptly explain it and show it clearly. Nothing replaces direct work in class. In addition, online teaching brings additional burdens and stress to teachers, as they have to encourage non-working pupils/students by email, Facebook message, or telephone to work. Many students ignore this and do not respond to repeated challenges.

- Assignments for all tasks, including video links, interactive exercises, and other activities, were published for the secondary school students on the school's homepage.

- The feedback from students was diverse. There are students who have started working together automatically, some have apologized for having a weak internet connection, but some students have been left without any feedback.

- Students who achieved excellent to good results during their previous studies (classical school teaching) cooperated with teachers regularly and sent them elaborated exercises for control (email, WhatsApp, Messenger).

- Students with only satisfactory results cooperated irregularly or even without showing any feedback.

- Students were led to independence and time management, as they always had to send the completed assignments by the deadline. For some, this form suited, because they knew how to divide the time according to their biorhythm and the extent of their school, respectively and other domestic duties. However, it definitely did not suit everyone, or there was also "abuse of the situation ".

- The classification of students was a big problem. Teachers pointed out the low level of objectivity of the distance study classification, as other factors and persons searching from various sources also entering the educational process, and it is not guaranteed what knowledge the student has acquired or whether the submitted assignments are actually the result of his/her work. Teachers consider the distance form of study to be a type of activity during which the student acquires knowledge, but with a low degree of verifiability.

- Teachers positively assessed the initiative help offered to schools by *Oxford* Publishing - providing until August 31, 2020, the opportunity to use all online activities (online textbooks, exercise books, simplified novels at various levels, etc.) free of charge through the publisher's homepage.

- Communication with pupils' parents was carried out mainly through telephone connection and email. Parents were encouraged to supervise their children and to support and control them in the implemented methods of distance education.

Providing this communication was very time consuming, especially for class teachers.

- Many parents, especially those who had to go to work, contacted teachers both to check that their children were taking part in individual activities and to the tasks assigned to them, and to justify their children who were alone at home and did not know to connect to online lessons (or have experienced some technical issues with the computer or the connection itself).

- In the case of most comments from parents, these have been solved continuously (e.g., requests for more time, for various reasons, for the elaboration of some assignments). No negative comments were received. However, just as there were cases of non-involvement of pupils in the implemented educational processes, so also in the case of parents, there were cases of absolute lack of interest in any cooperation and contact with the school.

- Parents often did not manage the long-term stay of children at home; they stressed themselves and their children; in some cases, they fought with teachers. On the other hand, many parents began to pay more attention to their children, and many began to accept the work of teachers, understood that learning is not easy, and changed their negative attitudes towards school and learning into positive ones.

- In some, not very rare cases, parents did tasks instead of children.

- An interesting phenomenon was "the permanent observation "of parents of the carried out online process of their children teaching, with whom the teachers were confronted (e.g., parents "needed to wipe the dust "in the room where their child was attending online teaching).

- Many parents also started writing to teachers privately and began to consult with them on private matters.

To illustrate, we present several examples of interesting experiences presented by teachers during the panel discussions:

- *In the first days, each teacher went according to how s/he imagined distance learning. Some started learning to learn online, some only taught by assigning tasks to students. We didn't track the amount of the tasks we sent, and that came back to us - when the children started sending back the solved tasks, and we did not have time to check and reply to their emails. In this, we, the online teachers, had a great advantage because we taught the children via Zoom, so we did not necessarily need many tasks.*

- *Teachers spent a lot of time checking, correcting work and assignments, feedback to students, and especially verbal assessment. It should not be forgotten that teachers are also in charge of 150-300 students.*

- *Many of us have had to deal with the question of whether we are teachers or parents at home. Especially we with small children had a problem explaining to our children that the mother is at home but working. After two months of quarantine, we have already taught our children that during online lessons, they could not run into our room, but if they want to see us, they just peek and wave.*

- *The children were so excited about the new way of teaching that the parents asked us to teach like this over the weekend, which of course, we refused.*

- *It was a beautiful chance for the children, they saw each other and heard, and that was the reason why the first month went with enthusiasm. Learning online is very interesting and creative. But it's very difficult to prepare because keeping children's attention is really a masterpiece. We had to constantly invent new things. And yet, for the second month, enthusiasm waned, and it became increasingly difficult to keep the children's interest.*

- *The most beautiful reward for all my efforts was when during the online lessons, the mother of one of my students came to the camera and asked me for my email and phone number because her son wants to nominate me as the best teacher.*

The above-mentioned conclusions of the discussions with the teachers also confirm the comments of the students themselves, who were subsequently asked to comment on the course of teaching activities organized by the school during the declared emergency situation of the spreading pandemic. As an example, here are at least some of them:

- *I think it was handled well. For my school, I think the teachers were quite considerate with students who did not send homework on time. Something was difficult to understand, but it was nothing that could not be resolved with a teacher or consulted with classmates. And as for the other schools I've heard somewhere, I didn't like the fact that the students had too many assignments and tests. By that, I mean three tests in one day or only one day to write larger notes. Of course, it's manageable; I'm not saying no. I just didn't like it.*

- *I probably take it as a positive that we had more time to work out tasks than at school. And the positive thing is that I had less stress than when I went to school every day. I take it as negative that when we had some tasks that were more difficult, or I didn't understand them, then no one was there to explain it to me as when I was in school.*

- *It was demanding from the point of view that everything had to be photographed and then sent. And we didn't have as much communication as at school with the teachers. Or, for example, it was difficult to practice. We don't have such technical equipment at home as at school for practice. And marking is also more complicated.*

- *Even though I missed school, I liked this form of learning, as I had more time and I could share when I learn.*

- *The only disadvantage of learning via the Internet is that I do not understand the new theme as the professor explains it to us in class.*

- *This teaching is much worse for me than at school. It can all be done well, but we need to pay more attention to it. The good thing, in my opinion, was that I did everything in the comfort of my home and I had more time to think.*

- *I didn't like that the teachers sent us two times more than when we go to school normally. I didn't have time for anything but doing homework.*

- *I did not understand many things because we did not take them over, and when I do not hear the interpretation of the curriculum, it is more difficult to understand it.*

- *The nice thing was that I didn't have to get up at 6 o'clock in the morning. I could help myself on the Internet; I had more time to do homework.*

–   *What I didn't like: some students could cheat a lot, sometimes we weren't sent homework assignments, and we had to ask them from professors, we couldn't take new themes that needed to be explained to us, and of course, I missed my classmates and school environment.*

Conclusion – pros and cons of online education

Nowadays, most aspects of education are going digital, and education stakeholders, including teachers and students, are confronted with the challenge of transition to online education. The coronavirus outbreak has forced millions of students to study and learn from home. This is not a new phenomenon because the home has long been the epicenter of learning, particularly as regards informal education). Currently, learning from home is becoming a new norm for students. The majority of university students prefer to study in the comfort of their own homes because the learners tend to have everything at their disposal without having to leave their chairs (Onyema, Eucheria, Obafemi, Sent, Antonye, Sharma, Alsayed, 2020). But the success of online education depends on a lot of factors, including available and accessible technical infrastructure, good internet connections, learning software, digital instructional materials, digital skills of teachers and students.

Currently, an outstanding broad scaled research, topically to which in some topical features the above presented our research survey has been similar, has been carried out in Finland. The research is funded by the Ministry of Education and Culture, and its implementors are the Finnish National Agency for Education Services, the Research Group for Education, Assessment and the Learning and Research Group on Children and Adolescents' Health Promotion of Tampere University, and the Centre for Educational Assessment at the University of Helsinki. Its aim is to analyze the effects of Covid-19 in Finish schools, how the pandemic situation has affected children's education, the work of all those involved in school-related activities, and the well-being of families. The purpose of the study is to provide an overall picture of the impact of exceptional circumstances on school operation (e.g., how teachers' work has been supported by principals and other teachers, what kind of lessons for the future can be learned, variety of assessment practices used during the exceptional situation) and to collect information in preparation for the next school year. Research data have been collected from all Finish basic education school principals and teachers and other staff of the schools (people working with students in the schools), and students (of 4th to 10th grade) and their parents or guardians. The research has started in May 2020 and will continue during the 2020/2021 school year. As the first results of the Finish nationwide study show, despite the fast transition period to online forms of education, distance learning in Finland went technically surprisingly well. To compare with Slovakia, the technical infrastructure of schools in Finland is on a higher level, but similarly to Slovakia, digital devices used for learning (in Finland, e.g., personal laptops) varied from school to school (in Slovakia, this is more a question of the lack of the digital devices which the schools have at their disposal). In Finland, this situation was solved mostly by arrangements that required more work and financial resources from families. A lot of students reported that distance learning had suited them well, and they felt that learning at home had been more effective than at school. However, nearly half of 7th to 9th-grade students and a third of elementary school pupils reported that they had learned less than usually during distance learning (Ahonen, 2020). So the conclusion resulting from the first findings in Finland is that if distance learning is realized again, the focus should be on the content of learning and supporting students.

Of course, in general, it is clear that teachers and students have to be better prepared and supported if teaching and learning are to be carried out in online forms, beyond classrooms, and this training and support should be guaranteed. But as it is stated in United Nations Policy Brief (UN, 2020), technology alone, or even technology together with digital skills, cannot guarantee good learning outcomes. More important than training teachers in ICT skills is ensuring that they have the assessment and pedagogical skills to meet students at their level and to implement the accelerated curricula and differentiated learning strategies likely to emerge in return to school. Digital solutions need relevant content, adequate instructional models, effective teaching practices, and a supportive learning environment. The development and professionalization of teachers are key to ensure they are sufficiently qualified, remunerated, and prepared. Governments could also strengthen systems of support for teachers, facilitators, and parents/caregivers in the successful and safe use of technology for learning (UN, 2020). Quality education cannot be provided through content built outside of the pedagogical space and outside of human relationships between teachers and pupils/students. Technology can be used to remedy some of the fallouts from school closures, but it cannot replace the important effect of face-to-face interactions by pupils/students and teachers.

Moreover, as it is also seen from the above-presented results of our research survey, the school closure due to coronavirus has to point out (besides the basic problems related to the availability of the needed technologies and students and teachers' basic digital skills) a lot of problems which have to be taken into consideration in regard to the transition to online teaching and at-home learning. There have to be taken into consideration (also) increased pressures on teachers, pupils/students and their parents, especially those with limited digital skills, education, and resources for continued education, as to parents also increased demands to perform supervision tasks of ensuring that their children learn from home, increased probability of dropouts due to loss of interest in education and lack of resources to continue, and last but not least also a possibility of a negative impact on the occurrence of sociopathological phenomena (e.g., possible increase of the rate of youth involvement in crimes due to prolonged school closures). In this context also Di Pietro et al. (2020) point out that some European countries consistently indicate that, on average, students may suffer a learning loss and that the transition to remote instructions may influence both cognitive and non-cognitive skills acquisition negatively and may have important long-term consequences (in addition to the short-term ones). Di Pietro et al. give this in connection with three main aspects of the transition. The first one is that quarantined students tend to spend less time learning compared to when schools are open. The second one is that many students confined at home due to Covid-19 may feel stressed and anxious, and this may negatively affect their ability to concentrate on schoolwork. And the third one is the fact that school closure and the lack of in-person contact may make students less externally motivated to engage in learning activities.

Influenced by the same circumstances, due to preventive measures against the spread of Covid-19, practices from different countries promoting the transition of education to remote instructions are essentially the same. The success of these practices in particular environments depends, on the one hand, on the level of available technical infrastructure and digital skills of the concerned subjects, but on the other hand, there is a lot of factors even more important to achieve relevant results. Students should be given, also in online forms of education, the opportunity to master the subject materials in different forms, provision to access teaching materials in a variety of ways, a serious problem represent an assessment of students or support given to teachers to manage the increased load of work related to the preparation of this kind of teaching.

Finally, online learning has not only brought many complications, but the pupils/ students have also learned digital skills they did not know before, tolerance, teamwork, and cooperative learning. They learned to work independently; they were able to take responsibility for the tasks that teachers sent them. Students have proven that they are capable of autonomous learning and can work with a variety of resources. Teachers, on the other hand, have found that online space is not an easy challenge for every teacher. They have learned that family-school cooperation must be at the forefront of education. An interesting finding was that students with developmental learning disabilities performed better than at school. We explain this by a pleasant family environment, which did not add unnecessary stress. No monitor can replace the personal contact with students. Students and their smiles, jokes, but also their conversations with teachers; are the moments that are missing during online learning. But as teachers have to be able and to continue to teach online (also because of the second wave of the corona pandemic), they have to learn new methods related to online forms of education and to bring new ideas on a daily basis that are necessary to master the teaching process. That is why we clearly need to bring online learning know-how to universities and faculties of education for future teachers, who will be soon responsible for future generations.

Bibliographic references
AHONEN, J. 2020. Researchers investigate the impact of the Covid-19 exceptional circumstances on schooling and student well-being in Finland. In: ENIRDELM Newsletters, pp. 18-20.
BARTOSOVICOVA, M. 2020. Korona virus meni skolstvo. K uceniu online pribudne slovne hodnotenie. Available online: https://vedanadosah.cvtisr.sk/koronavirus-meni-skolstvo-k-uceniu-online-pribudne-slovne-hodnotenie.
BEDNARIK, M. – COKYNA, J. – OSTERTAGOVA, A. – REHUS, M. 2020. Ako v case krizy zabezpecit pristup k vzdelavaniu pre vsetky deti. Available online: https://www.minedu.sk/data/att/16113.pdf.
BURGEROVA, D. 2020. Sumar udalosti: Koronavirus a co sa v skolstve stalo po nom. Available online: https://www.ktochyba.sk/sumar-udalosti-koronavirus-skolstvo-v-skratke.
DI PIETRO, G. – BIAGI, F. – COSTA, P. – KARPINSKI, Z. – MAZZA, J. 2020. JRC technical report: The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international databases. Luxembourg: Publications Office of the European Union. ISBN 978-92-76-19937-3. DOI: 10.2760/126686
ECLAC-UNESCO. 2020. Education in the time of COVID-19. In: COVID-19 Report. Available online: https://www.cepal.org/en/publications/45905-education-time-covid-19
GDOVINOVA, D. 2020. Rodicia su z ucenia s detmi coraz castejsie vystresovani, ulohy pipaju aj o polnoci (+ prieskum). Available online: https://dennikn.sk/1829246/rodicia-su-z-ucenia-s-detmi-coraz-castejsie-vystresovani-ulohy-pipaju-aj-o-polnoci/.
KOBYLAREK, A. 2019. Education in the post-scientific culture. In: Journal of Education culture and Society, vol. 10, n. 1, pp. 5-13.
MSVVaS SR. 2020. Statny pedagogicky ustav povedie Miroslava Hapalova. Available online: https://www.minedu.sk/statny-pedagogicky-ustav-povedie-miroslava-hapalova/.
NADACIA DIONYZA ILKOVICA. 2020. Ucitelia online vyuku zvladli, no museli si pomoct, ako vedeli – vychadza z prieskumu pocas pandemie Covid 19. Available

online: https://www.nadaciadi.sk/lepsie-skolstvo/ucitelia-online-vyuku-zvladli-no-museli-si-pomoct-ako-vedeli-vychadza-z-prieskumu-pocas-pandemie-covid-19/.

ONYEMA, E. M. – DEBORAH, E. C. – ALSAYED, A. O. – NOORULHASAN, Q. – SANOBER, S. 2019. Online Discussion Forum as a Tool for Interactive Learning and Communication. In: International Journal of Recent Technology and Engineering, Vol. 8, n. 4, pp. 4852–4859. https://doi.org/10.35940/ijrte.d8062.118419.

ONYEMA, E. M. – EUCHERIA, N. CH. – OBAFEMI, F. A. – SEN, S. – ANTONYE, F. G. – SHARMA, A. – ALSAYED, A. O. 2020. Impact of Coronavirus Pandemic on Education. In: Journal of Education and Practice, Vol. 11, n. 13, pp. 108-121. ISSN 2222-1735.

PUSHKAREV, Y. V. – PUSHKAREVA, E. A. 2018. Philosophical interpretation of knowledge and information: Knowledge value and information diversity in modern communication. In: XLinguae, Vol. 11, n. 3, pp. 176-184.

SAMAD, I. A. – FITRIANI, S.S. – PATAK, A.A. – WEDA, S. 2019. Students' perspective on genre approach in the 'neglected communicative event': Script defense examination in English department. In: Asian EFL Journal, vol. 21, no. 2.2, pp. 31-48.

UN (UNITED NATIONS). 2020. Policy Brief: Education during COVID-19 and beyond. Available online: https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf.

ZAHOREC, J. – HASKOVA, A. – MUNK, M. 2020. Digitalna gramotnost ucitelov v kontexte ich profesijnej pripravy. Bratislava: Univerzita Komenskeho.

Words: 7403
Characters: 48 219 (28,80 standard pages)

Prof. PaedDr. Alena Hašková, CSc.
Department of Technology and Information Technologies
Faculty of Education
Constantine the Philosopher University in Nitra
Dražovská cesta 4, 949 74 Nitra
Slovakia
ahaskova@ukf.sk

PhDr. Romana Havettová
Mgr. Zuzana Vogelová
Department of English and American Studies
Faculty of Arts
Constantine the Philosopher University in Nitra
Štefánikova 67, 949 74 Nitra, Slovakia
Stredná odborná škola obchodu a služieb
Ul. SNP 5, 953 01 Zlaté Moravce
Základná škola, Topoľová 8, 949 01 Nitra
rhavettova@yahoo.com
vogelovazuzana14@gmail.com

The impact of the pandemic on the quality of education and the image of a university

Mikhail V. Vinichenko – Marina V. Vinogradova – Galina Yu. Nikiporets-Takigawa – Marina V. Rybakova

Abstract

The objective of the article is to identify the nature of the impact of the pandemic on the quality of education and the image of a university that uses distance education and artificial intelligence. The research methodology includes a complex of general scientific and special methods. A questionnaire and detailed interview have been formed with regard to the indicators of the leading rating systems of higher education. The data obtained have been summarized and analyzed using a focus group. The regression analysis has been used to examine the connection between students' motives for making life easier in the context of the pandemic and distance education and the dangers of the professor-student-administration system. The sustainable links and tendencies of changes in the quality of education and the image of a university have been revealed. The following traps for students are referred to the stable connections: the absence of a valid system of control over the authorship of the executed works; the possibility of the unauthorized use of various electronic sources during the answer; the coronavirus quarantine leads to the erasure of the boundaries between the study and everyday life, personal space and social environment of students; the growth of students' desire to have high marks in the subjects with the decrease of interest to study. Tendencies: the increase of the workload of professors and supporting (technical) staff; constant redistribution of time spent on the performance of official duties with a different degree of efficiency; the growth of willingness, a desire of the administration and university professors to improve the competitiveness of the university as a high-tech educational organization, included in the world map of science; the growth of dissatisfaction with the distance form of education, the degree of efficiency of return on investment in human development; the decrease in the responsibility of students to acquire knowledge through distance learning. The practical relevance of the work lies in the possibility of considering the identified sustainable links and tendencies to improve the education system at both national and global levels. This will enable attention to problem areas at the local level to achieve their overcoming with minimal financial and human losses through proactive actions. The theoretical relevance of the work lies in adding scientific and methodological elements to the theoretical foundations of the concept of development of higher education. The authors studied for the first time the problems of the impact of the COVID-19 pandemic on the quality of education and the image of a university. The originality of the research is determined by the original methodological model, which allowed the participants of the educational process to assess the essence of the ongoing changes associated with the coronavirus quarantine and with the help of an expert group to identify sustainable links and tendencies in changes in the quality of education and the image of a university.

Key words: pandemic, artificial intelligence, distance education, competitiveness, efficiency

Introduction

The evolution of humanity in the new millennium is rapid but fragile. Vectors of economic development from time to time change their direction. The world economy

is constantly feverish. Leaders of leading states and large companies are looking for ways to solve emerging problems and crises.

Crisis phenomena constantly harm the economy and large companies. It is very difficult for small and medium-sized businesses, which are less protected from crisis phenomena and do not have the necessary "safety cushion" and the ability to diversify their activities (Psychogios, Prouska, 2019). The crises of the late 20th and early 21st centuries have caused significant damage to many enterprises in various business areas. This was especially evident during the global economic crisis in 2008-2009.

Information and digital technologies (Győri et al., 2019), active implementation of artificial intelligence (AI), development and competent use of human potential (STATdat, 2020; Cicea et al., 2019) are among the main sources for overcoming crises and achieving high competitiveness. It is undeniable that all these solutions lie on the educational plane. The formation of a new philosophy of being, behavioral patterns, mechanisms of sustainable development (Ridho et al., 2018), and the digitalization of society is organized and carried out by people in various fields of activity at all levels of government (Yun, 2018; Alzoubi et al., 2019; Kamal, Adouane, 2020). Their professionalism and value system are the foundation of the future of humanity. Scientists, researchers, and university professors try to keep up with time, to discover the essence of emerging problems on time, and to identify ways to solve them. However, the fundamental elements and foundations of the development of society should remain unchanged.

The deepest crisis broke out in the first and second quarters of 2020. The European, world economy felt the impact of the pandemic. The coronavirus epidemic was caused by the rapid spread of the SARS-CoV-2 virus and COVID-19. Although China's authorities launched an active fight against coronavirus back in December 2019, it was not quickly localized and all countries began to look for forms, methods, and tools to protect and counter COVID-19 (Shang et al., 2020; Horowit, 2020).

Last year (2019) put forward new completely unfamiliar demands on the economy, health care, the whole world. The pandemic has made significant adjustments to the plans of everybody. First, the gradual and then comprehensive restriction of the movement of people and goods struck a powerful blow to the economies of all countries (Belov, 2020; European Commission, 2020), especially those related to tourism and hospitality (Connley et al., 2020; ILO, 2020). Restrictions on activities have reduced productivity and worsened socio-economic conditions. The foundations of every individual, company, country, society as a whole are being reformed.

The education system has suffered a serious blow. It has been particularly felt by those educational organizations that have not yet had time to prepare technologically for the transfer of information and education using technical means that allow remote interaction with the students and administration. The problem is the training of professors, some of whom theoretically and practically have not mastered digital and information technologies.

At the same time, universities in many countries of the world have long been involved in the digitalization of the educational process, the introduction of distance learning systems, elements of AI, and advanced technologies and teaching methods. This has allowed for effective and timely application of the latest achievements in science and technology and implementation of innovations in the educational process.

One of the areas of improvement of personnel training is the introduction of distance education systems in its various forms and degrees. There are approaches from transferring all education to a distance format to a complete rejection of innovative forms.

The most significant growth of coronavirus disease in Russia was revealed in March 2020, which was the reason for the announcement of quarantine by the country's leadership. Restrictions were introduced on the movement of people and goods in

certain regions of the country, borders were closed, and Russian citizens were urgently evacuated home. Extensive information support, local and global restrictions, and financial market turmoil began to have a significant impact on all areas of the Russian economy, especially the oil and gas industry, transport, aviation, retail, and tourism and hospitality (Barinov, 2020).

Educational organizations in response to the pandemic have been moved to distance learning. The efficiency of higher education institutions began to change due to the different level of development of digital technologies in higher education institutions, the degree of their introduction into the educational process, and the use of AI in university management and students' education. This began to affect the quality of education, image, and competitiveness of universities as a high-tech educational organization included in the world map of science. Significant changes are taking place in the quality of education and the image of universities that uses distance learning and AI.

The need for qualified specialists determines the demand for education in various educational organizations, including universities. They prepare specialists capable of significantly increasing the competitiveness of organizations in all spheres of business and the public sector. This is especially important in the context of the crisis. Even a small number of creative, talented, systemically thinking employees aimed at results can take the company out of the most difficult crisis situation. However, before such specialists enter the labor market, they need to be identified, their talent revealed, they need to be taught a systematic approach and the ability to form projects and bring them to the end. This can be done by universities, the targets of which are continuous development, the involvement of research and teaching staff in achieving strategic goals to improve the competitiveness of the university, mastering digital, innovative technologies that allow developing those competences of students who are most in demand in the labor market.

In this study, we sought to assess the impact of the pandemic on the quality of education and the image of a university that uses distance learning and AI, focusing on the regime and schedule of universities under quarantine conditions, the approaches and technologies used in the faculty-student-administration system, the nature of changes in the image and competitiveness of universities. The topic of the article is relevant and new. The results of the research can be useful and instructive for improving the training system both on a national and global scale. This will enable attention to problem areas at the local level to achieve their overcoming with minimal financial and human losses through proactive actions.

Literature Review

The most important phenomenon in recent decades has been the global crisis that erupted in 2007-2008. It has significantly changed the business environment (Sawyer, 2011). Some large companies went bankrupt, others were forced to merge with their competitors (Shastitko, 2008; Soininen et al., 2012). Small and medium-sized businesses have partially diversified and partially resisted, but many entrepreneurs have had to stop doing business (Paul et al., 2007). There has been a recession in the American economy (Allen, Carletti, 2010).

The banking sector also did not come out without losses. During the crisis, banks reduced the number and volume of lending, reducing the ability of businesses to overcome economic problems (Belás et al., 2014). The tourism industry was significantly damaged (Veretekhina et al., 2017). The crisis forced a more careful approach to different types of resources: to conserve and multiply nature (Rybakova et al., 2019; Ushakov et al., 2018), to work skillfully with personnel (Buley et al., 2016), to identify talents and competently involve young people in the labor process

(Nikiporets-Takigawa, 2018; Vinichenko et al., 2016; Effron, Orth, 2014), and to prevent ethnocultural conflicts (Oseev et al., 2018).

During the crisis wave, the "Year of the MOOC" was announced as part of the Third Industrial Revolution in 2012, which gave a start to the widespread implementation of online learning. According to Bryan Edward Penprase (2018), it was planned to replace traditional education with online courses. As an advantage, it was suggested that online courses would expand the opportunities for universities and attract more students to study.

Michael Staton (2012) formulated a scheme for the distribution of roles in higher education. It suggested that the functions of the professor should be distributed. Part of the responsibilities remained in the system of personal interaction between professor and learner, including coaching and mentoring. The other part of the educational process was moved to the Internet. This included the development of content and its placement in an electronic environment.

The American Consortium for Online Learning (LACOL, 2020) demonstrates a positive experience. It has succeeded in uniting efforts to find and implement the most advanced and effective forms and ways of using digital learning opportunities in the humanities. Working groups and teams are formed to manage the project. The experimental base is timely summarized and delivered to all consortium members.

The desire of a large number of people in India, China, and the USA for higher education has led to the demand for distance learning. However, the synchronization of individual learning environments and online technologies has not yet happened everywhere. There is often an inflection towards the formal introduction of distance learning, without the scientific and methodological justification of the share and forms of mastering the competencies specified by professions and occupations. Some universities that have completely switched to online learning have lost their client base and gone bankrupt.

The economy, which had started to recover, was again caught in the spiral of another crisis — COVID-19. The forecast for 2020 is disappointing. Restrictions on the movement of goods, services, and people will lead to lower demand and consumer confidence in producers and, as a consequence, slower economic growth (OECD, 2020). Staff cuts, wage cuts, and non-payment of wages have begun (United Nations News, 2020; Bartik, Hershbein, 2020).

Business structures associated with mass events and movement — sports, tourism, and hospitality — were among the first to experience the impact of the pandemic (Abello, 2020). The introduction of social distance, self-isolation at home, closure of cafes and restaurants, and prohibition of active travel have dealt a tangible blow to the hospitality industry (Ozili, Arun, 2020). By restricting and completely closing borders even between allied states, the leadership sought to reduce the risks of the coronavirus' rapid development (Zimmermann et al., 2020). At the same time, measures were taken to reduce the impact of the economic crisis caused by the pandemic, various measures and the quickest ways out of the situation were developed (Gopinath, 2020).

The international education system and national systems of education, youth development, personnel training have found themselves in a difficult situation. They also felt the impact of the pandemic and had to adapt online to the new realities. Those educational organizations that have incorporated information and digital technologies into education have benefited.

The human resources policy both at the state level and in particular universities is complex and ambiguous in the context of education system reform (Nakhratova et al., 2017). With the fourth industrial revolution (4IR), the nature of higher education is changing somewhat and its importance is increasing (Gleason, 2018). Bryan Edward Penprase (2018) believes that it needs to be given the task of ethical and intercultural

engagement, with flexible approaches at the core. This will enable communities to understand the essence of changes and adapt quickly and qualitatively to the innovative 4IR technologies that are being implemented. Higher education must be constantly ready to adjust curricula that allow all participants in the educational process to improve the quality of education.

New methods of education and game technologies should develop in students those soft and hard skills that will be in demand in the labor market in the future (Matraeva et al., 2020; Kirillov et al., 2016). The severity of this problem is confirmed by studies by Shi, Y. (2020). The active introduction of AI into accounting makes many of the competences of accountants obtained at the university unclaimed. A person is inferior to a robot in the question of error-free production of calculations, which makes it less competitive in the labor market and increases the risks of losing a job. In the conditions of the pandemic, the risks of unemployment from AI increase significantly. The 4IR brings with it the digitalization of society and the introduction of AI in all spheres of life, including education. S. Belciug and F. Gorunescu (2019) consider the interaction of natural and AI in decision-making. Options and possibilities of intelligent systems to support management in decision-making. A.I. Sukhorukov et al. (2018) proposed their approach to the development of information management and identified the main tendencies of its evolution in the emergence of a new digital economy ecosystem.

Studies by Lisa Burrell (2019) show that AI can arouse both positive, better qualities and negative ones. In the education system, when making decisions, it is important to consider the risks emanating from AI, and the formation of theoretical and methodological foundations of the ethics of interaction between natural and AI. Paul Daugherty et al. (2018) are concerned that the systems of human evaluation using AI sometimes set criteria that can lead to racial, gender, and sexual discrimination. Regarding the collection and storage of large amounts of data on a person, professor, or student, issues of information security and the ethics of personal data use are on the agenda (Xu et al., 2020). Some American scientists have proposed an intelligent system based on AutoViDev video signals. It provides an opportunity for automatic analysis of human behavior and forecasting the possibility of targeted and efficient use of human potential. It is important for determining the direction of students' training at the stage of university enrollment (Ossmy et al, 2019). Turkish researchers are also concerned with the use of AI in predicting human behavior and social exchange (Abubakar et al., 2019). Zhao Tong et al. (2020) offer new approaches to using AI in the cloud computing environment based on Q-learning. K.-R. Koch and J.M. Brockmann (2019) suggested using AI to determine a multidimensional model with a laser scanner in machine learning.

There are changes in the qualitative and structural characteristics of scientific and pedagogical workers; the most important competences of professors in terms of increasing the competitiveness of the university are being identified (Zinkovskii, Khlebovich, 2014; Sanko, 2019). The management is increasingly trying to get into the essence of teaching through specific performance indicators. The existing world ranking system of higher education institutions is forcing these actions. The management of the Ministry of Science and Higher Education of the Russian Federation and Russian universities are trying to rank among the best universities in the world. However, the transition to new performance indicators cannot bring immediate results.

According to QS World University Rankings, the leading Russian university in 2020 is the Lomonosov Moscow State University. Lomonosov Moscow State University took 84th place. American and English universities are traditionally at the top of the rating (QS WUR, 2020).

In 2020, the World University Rankings conducted a study in the field of higher education for the UN sustainable development goals (SDG) in three main areas: research, outreach, stewardship. It evaluated 768 universities from 85 countries. According to the Times Higher Education University Rankings 2020 version, the top three were Universities of Auckland (New Zealand), University of Sydney (Australia), and Western Sydney University (Australia). Among the young universities with a history of no more than 50 years, The Young University Rankings 2020 selected as one of the best universities in Hong Kong, Singapore, France, Italy, South Korea (The World University Rankings, 2020).

According to Shanghai Ranking's Academic Ranking of World Universities 2019, eight American and two English universities were also ranked among the top ten (ARWU, 2019).

Earlier results may change significantly under the impact of the pandemic. This study will focus on selected university performance indicators that affect the image and rating in a pandemic.

Methods
The research methodology was formed considering the approaches and methods of the previous research, which revealed the motivational aspects of the use of AI and the most appropriate technologies that increase the efficiency of the university (Vinichenko et al., 2020). This work is, to a certain extent, its logical continuation.

The objective of the study is to identify the impact of the pandemic on the quality of education and the image of a university that uses distance learning and AI.

Scientific tasks were formulated to achieve this goal:

1. To study the scientific-methodical basis revealing the basis and nature of the state of scientific knowledge on the impact of the pandemic on the quality of education and the image of a university that uses distance learning and AI;

2. To determine the extent and nature of the impact of the pandemic on learning quality;

3. To identify the impact of coronavirus quarantine on the image of a university that uses distance learning and AI.

The hypotheses were introduced in the work:

H1. The impact of the pandemic on the quality of education and the image of a university that uses distance learning and AI is diverse, multifaceted, and systemic; the essence and depth of its impact in the short and long term have not yet been studied.

H2. The crisis caused by the COVID-19 pandemic may have a negative impact on a university's rating and vice versa, as well as an opportunity to significantly strengthen its position in international ratings.

The research methodology was systemic and included general scientific and special research methods. The main research methods were: content analysis, questionnaire survey using online service Google Form, observation, in-depth interview, focus group, and methods of statistical analysis. Due to the limitations associated with the pandemic in Russia and other countries, the survey, in-depth interview, and focus group were conducted using the Internet and programs that provide digital and video communication.

The team of authors was a cross-functional team. A flexible methodology for studying the nature of the impact of the pandemic on the quality of education and the image of a university that uses distance learning and AI was jointly created, based on a set of different approaches within a self-organizing group in identifying tendencies, identifying and formulating sustainable links in the professor-student-administration system. The developed research methodology, in our opinion, should reduce the risks

of subjectivism by means of a collegial approach to solving research tasks through conducting a group of short cycles on blocks and elements.

As part of the first scientific task, with the help of content analysis of literature, the scientific and methodological basis was studied, revealing the basis and nature of the state of scientific knowledge concerning the impact of crises and the pandemic on the quality of education and the image of a university that uses distance learning and AI.

To solve the second and third scientific problems, a questionnaire was developed. The main criteria for assessing the impact of the pandemic on the quality of education were the following: the relevance of the professor's work; the professor's workload; the vector of change in the quality of education; the nature of the dependence of students' interest on the availability of classroom work; the degree of difficulty in working in a remote format. This questionnaire was subjected to expert analysis by specialists in the field. After that, the experimental test on correctness, conformity to the sphere of research, and clarity of the formulated questions with a group of scientific and pedagogical workers of other sample was carried out. The identified shortcomings were considered when refining the final version of the questionnaire for the sociological survey. To improve the reliability of the obtained results, the respondents were instructed on how to fill in the questionnaires the day before the survey.

This was followed by a survey using the Google Form online-service and an online survey method. The survey was anonymous. After the sociological survey, the working group processed the results and conducted an in-depth interview. An in-depth interview was used to identify the opinion of academic and teaching staff on private issues of the impact of the pandemic on the quality of education, image, and international rating of a university that uses distance learning and AI.

The study was conducted between April 15 and June 15, 2020. The sample set (n=471) was made up of representatives of 23 higher education institutions in the Russian Federation, with a total set of n=245,100 people. The sampling error was 4.75%, with a 95% confidence probability. The selection was made based on quota features: gender, age, academic degree, academic rank, length of service in the university (Table 1).

Table 1: Socio-demographic characteristics of the respondents (in %)

Category of employees		Educator
Gender	male	37%
	female	63%
Age	under 30	8%
	31 to 40	14%
	41 to 50	42%
	51 to 60	29%
	over 60	7%
Academic degree	Doctor of Sciences	17%
	Candidate of Sciences (PhD)	64%
	no degree	19%
Academic rank	Professor	11%
	Associate Professor	45%
	no rank	44%
Length of service in the university	less than one year	0%
	1 to 5	5%
	5 to 10	11%
	10 to 15	36%
	over 15	48%

The analysis of the data in Table 1 shows that the majority of the participants in the sociological survey were female employees over 40 years with PhD degrees and associate professor with more than 10 years of work experience. This leads to the conclusion that the majority of the respondents were experienced professors with degrees and ranks.

The sociological study was conducted in accordance with the ethical requirements for scientific research. The empirically obtained data were processed using descriptive statistics. The information was processed with the help of Excel and IBM SPSS Statistics 22 programs, and for open questions of surveys — manually, with the subsequent systematization of data. Synthesis and analysis of the obtained results became the basis for achieving the research objective.

To achieve the research objective, a focus group was engaged. It consisted of 12 experts from the administrative, scientific, and pedagogical staff of Russian universities of the category of Vice-Rector, Dean of the Faculty, Head of the Department, Professor, and professors of foreign universities. The group was focused on problematic issues identified in the course of a sociological survey and in-depth interview.

Results
The impact of the pandemic on learning quality
The analysis of the results of a sociological survey conducted using Google Form (Table 2) revealed that the use of distance learning due to the pandemic had had a negative impact on the professors' workload. The vast majority of the respondents (91%) noted a significant increase in workload. In in-depth interviews, the professors outlined the essence of the problem according to several indicators.

Table 2: Answers to the question: "What do you think has changed in the work of professors in the transition to distance learning in the conditions of the pandemic?

	Agree	Disagree
Importance of the professor work decreased	37%	63%
Professor load increased	91%	9%
Quality of training decreased	67%	33%
Without classwork, student interest reduced	74%	26%
In the conditions of the distance format of work, it became easier to work	18%	82%

Source: own research, 2020

First, not all participants of the educational process were ready to transfer all forms of communication in the professor-student-administration system to remote form in those programs (Skype, Zoom, TrueCont...) that were offered on the market of information services. The transition to distance learning was impeded by the high dynamics of changes due to the urgency of introducing quarantine restrictions. The majority of professors had sufficient technical means to conduct all forms of distance learning. The experience of the advanced introduction of the distance education system in several universities had had a positive impact. This allowed achieving pedagogical goals without constant direct contact between the professor and the student. At the same time, the academic disciplines were timely structured in such a way that the distance learning part of the training had a limited number of competences that could realistically and reliably be developed by students.

Students who had to urgently change their place of residence, go to summer houses in the suburbs, or return to their permanent residence were in a difficult situation. They did not have time to bring with them several completed tasks in various disciplines. It was difficult to maintain stable communication with the weak Internet in several areas where students were located. Besides, not everyone had enough technical means to maintain video communication. It was difficult and inefficient to conduct business games interactively with such students. Lectures were also held without clear feedback. Only the professor's head could be seen on the monitor screen, partially transmitting emotions and energy. Active participation of all students and dialogue was practically impossible, which significantly reduced the learning of the lecture material. Students' interest in the lesson, teaching materials, and learning in general was decreasing. This was noted by 74% of professors. Paradoxical and striking was that with the decline in students' interest in learning, responsibility for learning outcomes, reduced time and effort to master the teaching material, there was a growing desire to have high grades in the subjects. This was an attempt to pass wishful thinking off and cheat and reassure oneself and parents ― the main sponsors of education.

Unscrupulous students would turn on their mobile device at the study so that formally their participation in the class would be visible and they would engage in other activities. This had a negative impact on the quality of learning. Sixty-seven percent of respondents noted a decline in the quality of learning (Table 1). Inattentiveness and dishonesty of students resulted in poor learning and late completion of tasks. Professors gave unsatisfactory marks and sent tasks for revision and reworking. As a result, the number of inspections and interactions with a particular student who had little understanding of the program increased significantly. The professor spent a lot of time on negligent and weakly progressing students, without increasing the workload of a certain position by a year.

Another challenge in achieving the quality of learning was the performance of study tasks instead of students by other individuals on a commercial basis. As a result, the system of distance learning in the student's office provided good work with someone else's authorship. The scheme of unauthorized use of teaching material and hints from unauthorized persons in the course of answering the task, on the credits and examinations was simplified in the professor-student remote communication format.

The deanery and the technical support service were in a difficult situation. They had to work almost round the clock. The deanery had to constantly change the schedule of professors' classes and form new ones because the part-time and distance education students went to the session. The load on the staff of the deanery grew due to the increase in the information flow, the growth in the number of individual applications from students and professors, and the dismissal of several employees who could not withstand the overload. The technical support service also operated under extremely heavy workload, including weekends. Besides providing classes, it was necessary to establish an effective system to monitor the conduct of classes. It was semi-automatic. The information collected during the week was processed on Sunday, as some sessions were held on Saturday until 10:10 pm. By 8:30 am on Monday, a new schedule for professors and students had to be posted on the distance learning system. These timeframes forced professors and students to be under constant stress and complicated the planning of teaching and research work. Besides, the introduction of quarantine has led to the planning of 6-12 hours of classes per day for professors, including Saturdays. They were not able to regain their strength and prepare well for the next classes.

Only a small percentage of the respondents said that working in a remote format had become easier (18%). This is more true for professors who combine their work with administrative functions. Deans and heads of departments were given more time to

perform administrative functions by saving time on the way to university, as well as reducing contact with staff and external visitors.

All this affected the status of the teaching staff. The decline in the significance of professors' work was noted by 37% of the respondents. This is mainly due to some unwillingness to read lectures and conduct practical classes by a certain part of professors in a new format. Some students made false conclusions about the content of study at the university, having received quite easily high marks at the expense of the work of others and unauthorized use of teaching material from the Internet and other sources in the credits and exams. Supporters of the full transition to distance learning more and more actively began to promote the idea of giving up professors and using only their lectures, practical classes, and workshops recorded on video.

The nature of the impact of coronavirus quarantine on the image of a university that uses distance learning and AI
The analysis of Figure 1 data showed that the impact of coronavirus quarantine on the image of the university is controversial.
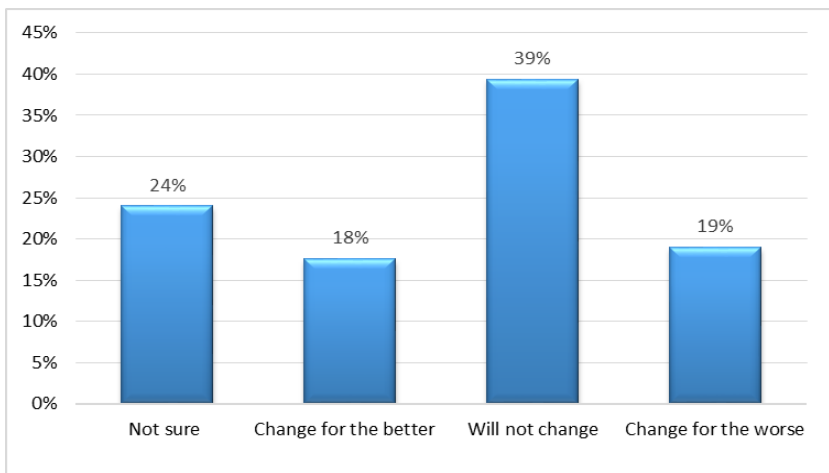

Figure 1: Results of answers to the question: "How will the image of the university change after the epidemiological crisis?"
Source: own research, 2020.

Supporters of the fact that the image of the university will change for the better (18%) and the worse (19%) were approximately the same, with a small advantage in the negative direction.

In-depth interviews revealed that this is the active part of professors who constantly monitor the nature of the ongoing changes. Professors see the prospect of improving the image of the university in the improvement of the distance learning system. Although this system has been operating for more than five years in several universities, it is not yet perfect. Several shortcomings manifested themselves during the pandemic. The negative sector of the respondents linked the deterioration of the image of the university with the growth of profanation in the system of educational services, violation of harmony in the professor-student-administration system, emergency administration of the educational process, significant overloads, weakening (termination) of direct interaction with representatives of the real sector of

the economy, parents' dissatisfaction with the decline in the quality of education, and substitution of the terms of the contract for receiving educational services.

A surprising number of those who did not see the impact of coronavirus quarantine on the image of the university (39%) and those who had not decided on their opinion on this issue (24%) was slightly alarming. As a result, more than half of the respondents did not realize the depth of the ongoing socio-economic changes in the world due to the pandemic and the nature of their impact on Russian society, economy, and education. This category of the respondents had not yet realized the nature of the impact of coronavirus quarantine on key indicators of university efficiency, its role and prestige in the system of social education, and attractiveness among partners and clients — current and potential students.

However, a large number of respondents (61%) believed that the university would remain competitive as a high-tech educational organization (Figure 2).
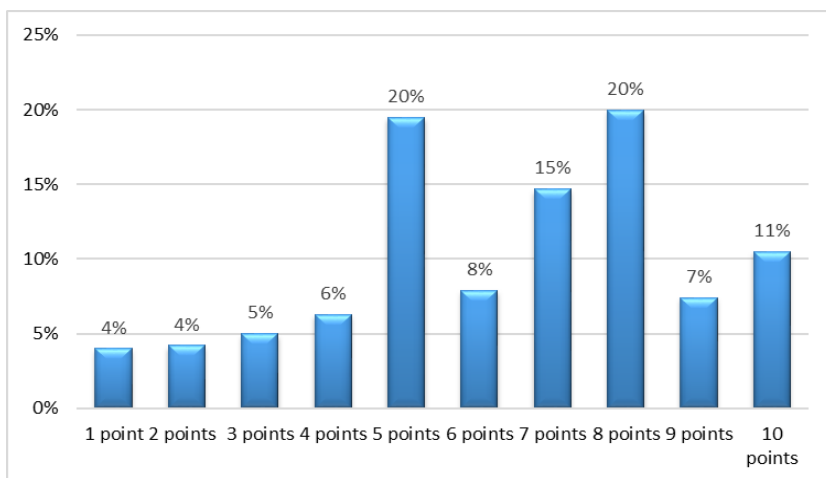

Figure 2: Results of answers to the question: "How do you assess the competitiveness of the university as a high-tech educational organization?" (where 1 is the lowest degree, 10 is the highest)
Source: own research, 2020.

One-fifth of the interviewed professors assessed it by 8 points. An in-depth interview revealed that this opinion was based on the experience of modernization of universities conducted in recent years. The most breakthrough areas of technological transformation are identified and methods for their implementation are developed. Technological clusters are being created and options for the use of AI in training systems are being considered. Educators create electronic teaching materials in Russian and foreign languages and post them in the distance learning system. The methods of teaching disciplines are being improved, gamification, coaching, and AI elements are being actively used.

Low marks (1-3 points) were given by 13% of the respondents. They believed that not all opportunities of the university were used to improve its competitiveness. Several professors were dissatisfied with the priority of distance education; some of them were not very happy with the widespread introduction of technologies. There were opponents of the grading of the university. Negative assessments did not mean that these respondents were opposed to the dynamic development of the university. Often this was due to their own, personal vision of the possibility and/or expediency of

transformation, introduction of certain technologies, and refusal of the management from a classical academic school.

The opinion of the respondents about the status of a university in the system of world science was slightly different (Figure 3).
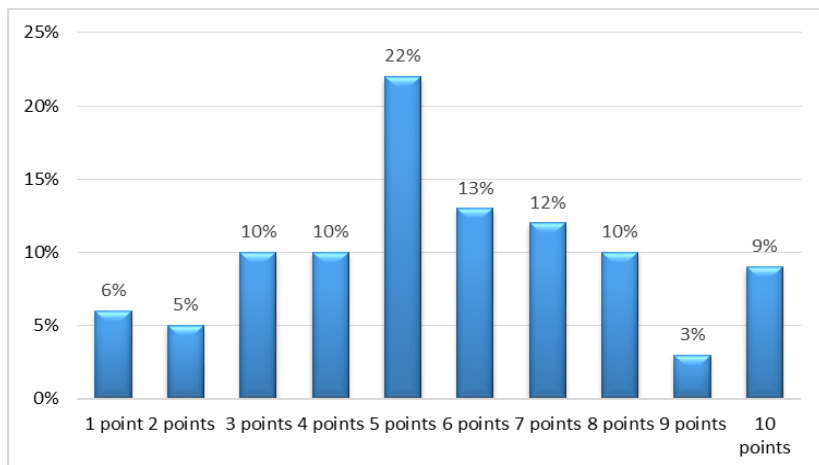

Figure 3: Results of answers to the question: "How do you assess the competitiveness of the university as an educational organization included in the world map of science?" (where 1 is the lowest degree, 10 is the highest)
Source: own research, 2020.

In the positive opinion sector (above five points) slightly less than half of the respondents (47%) were found. The highest number of respondents in the private evaluation defined the average level (5 points) of university research achievements and the degree of international research communication (22%). The results of this survey revealed a real picture of academic mobility, the level of interaction between professors and foreign scholars, and the depth and thoroughness of their scientific studies.

A small number of the respondents, who gave their votes for the maximum evaluation of the university, speaks about the share of active researchers, who work to the maximum for the strategic goals of the university development. It should be noted that this is quite a good percentage, as in any group of societies, talented, dynamically developing ones, as a rule, no more than 10-15%. They can also include self-assured professors who do not always adequately assess the situation.

Discussion

The indicated topics and identified problem areas were brought up for discussion by the group. The quality of education raises serious concerns among the experts. During the discussion, a **tendency** to reduce students' responsibility for acquiring knowledge in their studies was revealed. There is a growing superficial, non-serious approach to learning. During online lectures, they are formally present at the lecture without video output, actually doing other things without getting into the studied subject.

Educators say: "If we continue to increase the time online or fully transfer education to it, then we (the professors) will work long — there will be no one to replace. Students are getting silly, they cannot learn and solve rather simple tasks. Even if we meet personally, it becomes more and more difficult to explain how to approach

problems". Paradoxically, students accuse professors of their poor knowledge amid their laziness and non-serious attitude towards learning. As a result, the respect and status of professors are falling. This correlates with the research (Ilina et al., 2018).

The growth of dissatisfaction with the distance form of learning and the degree of efficiency of the feedback on the invested funds in the development of the human potential of their children by the main investors of education ― parents of students was revealed. This **tendency** became particularly strong during the pandemic. In distance learning, students, especially full-time students, understand learning material worse and devote less time to preparing for classes. Parents see what their children are doing all day long. As the ones who studied offline and received a good education begin to resent the fact that the investment in children's education which is important for the budget of the family does not meet expectations. Parents feel the profanation of this form of education. The search for alternative, more reliable higher education institutions is beginning. This has a negative impact on the image of a university, which to some extent correlates with the research of scientists M.V. Vinichenko et al. (2018). Students are outraged by this attitude to themselves, apply to special organizations and courts, express their indignation on the Internet, and write open letters to university rectors and the Ministry of Science and Higher Education of the Russian Federation.

The pandemic has significantly increased the burden on educators and supporting (technical) staff. This **tendency** has become sustained under coronavirus quarantine conditions. There are various reasons for this. One of them is ineffective time management of managers and their confidence in the fact that under the conditions of the pandemic (quarantine) professors are constantly in the workplace organized by them at home. Therefore, some managers set tasks in a 7*24 mode. The mentality of students is changing, who are also increasingly eager to establish communication with professors and administrative (technical) staff as if it's part of their duty. Often students try to solve their problems with the deanery outside of its regular working hours and send their works for checking by the professors on weekends, requiring urgent feedback.

During the education process in the context of the pandemic, there has been a **tendency** to continuously reallocate the time spent on performance duties with varying degrees of efficiency. The content of the time budget is changing. There is no need to spend time on travel, face-to-face contact, or long meetings with large numbers of staff. Reduced time for administration, professors, and students has both positive and negative effects. On the one hand, it frees up time for studying and performing functional duties. The administration can remotely set tasks and also remotely check them. Time is saved on communication with those employees, professors, who are constantly on business and simply waste the manager's time. Educators can interactively conduct classes, provide certain information, set tasks for students online, and check the work done by students through distance education systems. Students anywhere in the country or planet can learn and acquire knowledge. Bryan Edward Penprase's (2018) studies demonstrate the expediency of interactive and high-tech learning.

However, the professor-student-administration system achieves an effect where every link and every element works conscientiously, professionally, effectively, complementing and helping each other. The costs of the university to provide professors with technical means and programs for conducting classes online are reduced. Creation by professors of workplaces at home allows university management to save money on maintenance of facilities and equipment of workplaces.

On the other hand, there are risks. For the administration, there is a temptation to switch all management to remote form and lose real control and understanding of what is happening. Moreover, with the active introduction of AI into the management

system, a person can be invisibly substituted by a robot, creating the danger to society. Professionals are also at risk of being replaced by AI. However, this path is dangerous and unpromising for the social environment.

At the same time, educators are being entrusted with increasing duties and responsibilities. What was done by the administration, academic and technical staff of the university, now lies on the shoulders of professors. Technical and organizational preparation and conduct of classes, technical self-monitoring and reporting are now the responsibility of professors. They have to prove the fact of conducting the class with recordings of lectures and practical exercises. The hope that students will then see the record of a lecture or practice session is justified in 5-7% of cases among extramural students. As a result, the professor performs many side administrative functions that are not related to the essence and methodology of classes. This leads to increased workload, fatigue, and distractions for professors and creates nervousness that negatively affects the quality of students' learning.

Students in the professor-student-administration system are affected by a group of factors and fall into the trap of pandemic and distance learning. **Traps** are stable connections, dependencies that are seemingly attractive and make life easier for students but carry danger and harm.

The first trap is the absence of a valid system for monitoring the authorship of the work. Students follow the path of least resistance and fall into this trap. Existing anti-plagiarism testing systems can only detect incorrect borrowing and not actual authorship. As a result, professors check the works of unknown authors, often created for money not by students but by special agencies specializing in providing such services. The second trap is the possibility of unauthorized use of various electronic sources and AI when answering the professor. This allows getting high grades but not knowledge. Acquisition of such demanded competences on the labor market as systematic thinking, creativity, responsibility for results, ability to think, reflect, and generate new ideas with this approach is impossible (Unilever, 2020; Nikiporets-Takigawa, 2018). The third trap is coronavirus quarantine, which erases the boundaries between study and life, personal space and social environment. The lack of skills to form effective time management leads to the wrong prioritization, pushing the study to the background. The fourth trap is the increasing desire of students to have high grades in the subjects while the interest in learning decreases. An attempt to pass wishful thinking off as real leads to self-deception and deception of the main sponsors of education — parents, for budget or target forms of education — the state and business. The mentality shows that it is important to have not knowledge but higher education and it is not necessary to work in this specialty. Moreover, students begin to see not themselves, but professors as the culprits of their failures. They demand "magic", the transformation of bad works into talented ones, and professors have to act as "Khottabych", a fairytale slave, a gin from a bottle.

Professors need to help students overcome and avoid these traps. Gaming teaching methods (Shakhovska et al., 2020; Demchenko et al., 2018) and talent identification technologies (Rutishauser et al., 2018) are helpful here.

The identified problems have a negative impact on the image of a university in the short term and what is especially dangerous — in the long term. According to the experts, a special danger is caused by the disturbance of harmony in the professor-student-administration system, parents' dissatisfaction with the decrease in the quality of education, students' dissatisfaction with the organization of the educational process, the administration's attitude towards them, the growth of profanation in the system of educational services, and the bias towards distance learning.

The competitiveness of the university as a high-tech educational organization is in the positive zone of the respondents' evaluation. This correlates with many Russian and foreign studies of the experience of innovation in education and the use of distance

forms of education (Gleason, 2018; Penprase, 2018; Ossmy et al., 2019; Matraeva et al., 2020).

However, there is dissatisfaction among experienced educators with the priority of distance education in the training of personnel. Their dissatisfaction and fears are correlated with the opinion of the main sponsors of students' education — parents. Pressure on distance education may lead to a decrease in the image of the universities already known by their scientific and pedagogical schools, to search for alternative ways of education in those universities where academic excellence has been maintained or abroad. The introduction of technology should help the pedagogical process, not replace it. To ignore this will significantly harm the competitiveness of universities in the long term due to a gradual decline in the quality of education, the outflow of the best educators and scientists, and a decrease in the flow of applicants.

The competitiveness of a university as an educational organization included in the world map of science has fewer supporters. However, there are quite a few of them. The grade is mediocre (5 points). It is natural. The vector of scientific developments and publishing activity in Russian science has been internal for a long time. It is problematic to reconstruct and come out under the standards of international scientific approaches and standards in a short period, because of the system inactivity. It is also not easy to establish international communications and increase the number of professors and scientists who are fluent in foreign languages, conduct joint scientific research, and publish the results in international high-rating journals indexed in the WoS and Scopus databases.

In general, we can state that there is a clear **tendency** of management and professors' aspiration to increase the competitiveness of a university as an educational organization included in the world map of science.

Every university goes its own way. At the Russian State Social University (RSSU) to a certain extent, this problem was solved by the grading and introduction of a promising system of motivation and stimulation of university staff (Kirillov et al., 2015). This allowed an increase in the number of scientific publications in international editions indexed in the WoS and Scopus databases. It has become a tradition for this university to hold international congresses, with materials being placed in the WoS database. However, in 2019, there was an urgent need to improve the quality of studies with their placement in highly ranked journals indexed in the WoS and Scopus databases (Vinichenko et al., 2020). The underdeveloped network of international communications with both universities and foreign scientists has reduced the efficiency of the university. This problem cannot be solved in the short term. It is necessary to work thoughtfully with advanced scientists, to create and develop scientific schools, academic communities, effective teams, and another improvement of the system of motivation and stimulation of scientific and pedagogical staff.

Alan Bryman (2007) believes that the degree of success is in the area of educational management. It depends on the level of training of all levels of university management and the ability to create creative, hard-working project teams. It is important to respond quickly and adequately to social challenges. The dynamics of changes in the image of a higher education institution and its international rating depend on it. According to S. Belciug and F. Gorunescu (2019), it is useful to use AI in decision-making.

Conclusion

The study confirmed the **hypotheses**: **H1**. — The impact of the pandemic on the quality of education and the image of a university that uses distance learning and AI is diverse, multifaceted, and systemic; the essence and depth of its impact have not yet been studied in the short and long term. **H2**. — The unsustainable, constantly changing higher education ecosystem has been affected by the crisis caused by the

COVID-19 pandemic. It may have a negative impact on the image and rating of a university or, vice versa, it may significantly strengthen its position in international rankings.

The study was conducted during the pandemic by drawing on the experience of Russian universities. Identified sustainable links and tendencies are mostly objectively comprehensive for any conditions of the educational process. These include **tendencies** to increase the load on professors and supporting (technical) staff and constant redistribution of time for performance of duties with varying degrees of efficiency. These tendencies are typical for many national education systems due to the high dynamics of society development, increasing volumes of information, and the necessity to constantly improve the forms and ways of conducting classes. The pandemic has only intensified their dynamics.

The growth of aspiration, the desire of the management and professors of higher educational institutions to increase the competitiveness of the university as a high-tech educational organization is objective and comprehensive. This **tendency** reflects the essence of academic education ― continuous development based on world achievements in science.

At the same time, the trends on several issues are restrictive, inherent either only to the period of the pandemic or to countries actively integrating information technologies into the educational process.

The **tendency** of growing dissatisfaction with distance learning, with the degree of efficiency of feedback on investment in the human development of the children by the main investors in learning ― parents of students is typical for those countries where generations X and Y highly appreciate the fundamental, systemic knowledge obtained mainly in the classical offline form. They have limited acceptance of distance learning, assigning it mainly an informational function with test control.

The **tendency** of students to reduce their responsibility for knowledge acquisition through distance learning is fragmented and may change the vector of development when moving towards a mixed form of learning with offline classes.

The **tendency** of striving to improve the competitiveness of a university as an educational organization included in the world map of science is characteristic of developing national education systems, which for several reasons have focused on other aspects of higher education.

The identified **traps** for Russian and foreign students are generally multicultural and interethnic. These **sustainable links, dependencies** that are externally attractive, make life easier for students but carry danger and harm due to objective reasons and the psychological identity of the person.

The order of use in theory and practice of the identified sustainable links and tendencies is in the sphere of skill and professionalism of the education management, scientific and pedagogical workers, as well as all participants of social and economic interaction, striving for effective and profitable investment in the development of human potential and competitiveness of organizations.

Bibliographic references

ABELLO, P. O. 2020. Cities Starting to Grapple with Small Business Declines Due to Virus Outbreak. Next City. Available online: https://nextcity.org/daily/entry/cities-starting-grapple-with-small-business-declines-due-to-virus-outbreak?utm_source=Next+City+Newsletter&utm_campaign=5d645c1081

ABUBAKAR, A.M. – BEHRAVESH, E. – REZAPOURAGHDAM, H. – YILDIZ, S.B. 2019. Applying artificial intelligence technique to predict knowledge hiding behavior. In: International Journal of Information Management, vol. 49, pp. 45-57. ISSN 02684012

ALLEN, F. – CARLETTI, E. 2010. An overview of the crisis: Causes, consequences, and solutions. In: International Review of Finance, vol. 10, n. 1, pp. 1-26. ISSN 14682443, 1369412X

ALZOUBI, I. – ALMALIKI, S. – MIRZAEI, F. 2019. Prediction of environmental indicators in land leveling using artificial intelligence techniques. In: Chemical and Biological Technologies in Agriculture, vol. 6, n. 1, pp. 1-19. ISSN 21965641

ARWU. 2019. Shanghai Ranking's Academic Ranking of World Universities 2019 Press Release. Available online: http://www.shanghairanking.com/Academic-Ranking-of-World-Universities-2019-Press-Release.html

BARINOV, E.A. 2020. Coronavirus: impact on the economy and financial markets. In: Entrepreneur's Guide, vol. 13, n. 2, pp. 111–118. ISSN 2073-9885. https://doi.org/10.24182/2073-9885-2020-13-2-111-118

BARTIK, T.J. – HERSHBEIN, B.J. 2020. Coronavirus and the Economy. In: Employment Research, vol. 27, n. 2, pp. 1–2. ISSN 1075-8445. https://doi.org/10.17848/1075-8445.27(2)-1

BELAS, J. – BARTOS, P. – HABANIK, J. – NOVAK, P. 2014. Significant Attributes of the Business Environment in Small and Meduim-Sized Enterprises. In: Economics and Sociology, vol. 7, n. 3, pp. 22-39. ISSN 2071-789X

BELCIUG, S. – GORUNESCU, F. 2019. A Brief History of Intelligent Decision Support Systems. In: Intelligent Systems Reference Library, vol. 157, pp. 57-70. ISSN 1868-4394

BELOV, V. 2020. Effects of the Coronavirus Pandemic on the German economy. In: Scientific and Analytical Herald of IE RAS, vol. 2, n. 14, pp. 83–90. ISSN 2618-7914. https://doi.org/10.15211/vestnikieran220208390

BRYMAN, A. 2007. Effective leadership in higher education: a literature review. In: Studies in Higher Education, vol. 32, n. 6, pp. 693-710. ISSN 03075079, 1470174X

BULEY, N.V. – DEMCHENKO, T.S. – MAKUSHKIN, S.A. – VINICHENKO, M.V. – MELNICHUK, A.V. 2016. Human resource management in the context of the global economic crisis. In: International Journal of Economics and Financial Issues, vol. 6, n. 8S, pp. 160-165. ISSN 21464138

BURRELL, L. 2019. Artificial intelligence brings out the worst and the best in us. MIT Sloan Management Review. https://sloanreview.mit.edu/article/artificial-intelligence-brings-out-the-worst-and-the-best-in-us/

CICEA, C. – POPA, I. – MARINESCU, C. – ŞTEFAN, S.C. 2019. Determinants of SMEs' performance: evidence from European countries. In: Economic Research, vol. 32, n. 1, pp. 1602–1620. ISSN 1331-677X. https://doi.org/10.1080/1331677x.2019.1636699

CONNLEY, C. – HESS, A. – LIU, J. 2020. 13 ways the coronavirus pandemic could forever change the way we work. CNBC. Available online: https://www.cnbc.com/2020/04/29/how-the-coronavirus-pandemic-will-impact-the-future-of-work.html

DAUGHERTY, P. – WILSON, H.J. – CHOWDHURY, R. 2018. Using Artificial Intelligence to Promote Diversity. MIT Sloan Management Review. Available online: https://sloanreview.mit.edu/article/using-artificial-intelligence-to-promote-diversity/

DEMCHENKO, T.S. – VINICHENKO, M.V. – DEMCHENKO, M.V. – ILINA, I.Y. – BULEY, N.V. – DUPLIJ E.V. 2018. Students' Satisfaction with Interactive Forms of Training with Elements of Gamification. In: International Journal of Engineering & Technology, vol. 7, n. 4.38, pp. 109-111. ISSN 2227524X

EFFRON, M. – ORTH, M. 2014. Talent Management - a short course. Azbuka Biznesa. Azbuka, Makhaon, 224 p. ISBN: 978-5-389-05784-5

European Commission. 2020. Digital Economy and Society Index (DESI) 2020. https://ec.europa.eu/digital-single-market/en/desi (accessed June 29, 2020).

GLEASON, N.W. 2018. Higher Education in the Era of the Fourth Industrial Revolution. Singapore: Palgrave Macmillan. ISBN: 978-981-13-0193-3. https://doi.org/10.1007/978-981-13-0194-0

GOPINATH, G. 2020. Limiting the Economic Fallout of the Coronavirus with Large Targeted Policies. IMFBlog. https://blogs.imf.org/2020/03/09/limiting-the-economic-fallout-of-the-coronavirus-with-large-targeted-policies/?utm_medium=email&utm_source=govdelivery (accessed May 5, 2020).

GYORI, A. – CZAKO, A. – HORZSA, G. 2019. Innovation, Financial Culture, and the Social-Economic Environment of SMEs in Hungary. In: East European Politics and Societies: And Cultures, vol. 33, n. 4, pp. 976–1004. ISSN 0888-3254. https://doi.org/10.1177/0888325419844828

HOROWIT, J. 2020. The global coronavirus recession is beginning. CNN Business. https://edition.cnn.com/2020/03/16/economy/global-recession-coronavirus/index.html (accessed May 2, 2020).

ILINA, I.Y. – OSEEV, A.A. – VINICHENKO, M.V. – KIRILLOV, A.V. – KAUROVA, O.V. – NAKHRATOVA, E.E. 2018. Transformation of Social Status Of Teachers Of Russian Universities. In: Modern Journal of Language Teaching Methods, vol. 8, n. 3, pp. 381-392. ISSN 2251-6204

ILO. 2020. COVID-19 and the world of work: Impact and policy responses. Available online: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/briefingnote/wcms_738753.pdf

KAMAL, E. – ADOUANE, L. 2020. Reliable energy management optimization in consideration of battery deterioration for plug-in intelligent hybrid vehicle. In: O. Gusikhin, K. Madani (eds.) Informatics in Control, Automation and Robotics. ICINCO 2017. Lecture Notes in Electrical Engineering, vol. 495. Cham: Springer, pp. 150-173. ISBN 978-3-030-11291-2

KIRILLOV, A.V. – VINICHENKO, M.V. – MELNICHUK, A.V. – MELNICHUK, Yu.A. – LAKINA, Y. 2015. Higher education institutions grading: administrative and support personnel. In: International Journal of Economics and Financial Issues, vol. 5, n. 5, pp. 173-182. ISSN 21464138

KIRILLOV, A.V. – VINICHENKO, M.V. – MELNICHUK, A.V. – MELNICHUK, Y.A. – VINOGRADOVA, M.V. 2016. Improvement in the learning environment through gamification of the educational process. In: IEJME — MATHEMATICS EDUCATION, vol. 11, n. 7, pp. 2071-2085. ISSN 1306-3030

KOCH, K.-R. – BROCKMANN, J.M. 2019. Artificial intelligence for determining systematic effects of laser scanners. GEM - International Journal on Geomathematics, vol. 10, p. 3. ISSN 18692672. https://doi.org/10.1007/s13137-019-0122-x

LACOL. 2020. Liberal Arts Consortium for Online Learning. https://lacol.net/ (accessed June 26, 2020).

MATRAEVA, A.D. – RYBAKOVA, M.V. – VINICHENKO, M.V. – OSEEV, A.A. – LJAPUNOVA, N.V. 2020. Development of Creativity of Students in Higher Educational Institutions: Assessment of Students and Experts. In: Universal Journal of Educational Research, vol. 8, n. 1, pp. 8-16. ISSN 23323205

NAKHRATOVA, E.E. – ILINA, I.Y. – ZOTOVA, A.I. – URZHA, O.A. – STAROSTENKOV, N.V. 2017. Analysis of the relevence of educational programs for applicants and the labor market. In: European Research Studies Journal, vol. 20, n. 3, pp. 649-659. ISSN 1108-2976

NIKIPORETS-TAKIGAWA, G. 2018. Youth and youth policy in the UK: Post-brexit view. In: Sovremennaya Evropa, vol. 1, n. 80, pp. 47-58. ISBN 0201-7083. http://dx.doi.org/10.15211/soveurope120184758

OECD. 2020. Coronavirus (COVID-19): SME Policy Responses Available online: www.oecd.org/coronavirus. https://read.oecd-ilibrary.org/view/?ref=119_119680-di6h3qgi4x&title=Covid-19_SME_Policy_Responses

OSEEV, A.A. – DUDUEVA, F.A. – KARACSONY, P. – VINICHENKO, M.V. – MAKUSHKIN, S.A. 2018. The peculiarity of the ethno-social conflicts in the Russian labor market: comparative analysis of Russia, Great Britain and Germany. In: Revista Espacios, vol. 39, n. 22, p. 12. ISSN 0798 1015

OSSMY, O. – GILMORE, R.O. – ADOLPH, K.E. 2019. AutoViDev: A Computer-Vision Framework to Enhance and Accelerate Research in Human Development. In: K. Arai, S. Kapoor (eds.) Advances in Computer Vision. CVC 2019. Advances in Intelligent Systems and Computing, vol. 944. Cham: Springer, pp. 147-156. ISBN 978-3-030-17797-3

OZILI, P. – ARUN, Th. 2020. Spill over of COVID-19: impact on the Global Economy. In: SSRN Electronic Journal, vol. 2-23, pp. 1-27. ISSN 1556-5068. http://dx.doi.org/10.2139/ssrn.3562570

PAUL, S. – WHITTAM, G. – WYPER, J. 2007. The Pecking Order Hypothesis: Does It Apply to Start-up Firms? In: Journal of Small business and Enterprise Development, vol. 14, n. 1, pp. 8-21. ISSN 14626004

PENPRASE, B.E. 2018. The Fourth Industrial Revolution and Higher Education. In: N. Gleason N. (ed.) Higher Education in the Era of the Fourth Industrial Revolution. Singapore: Palgrave Macmillan, pp. 207-229. ISBN 978-981-13-0193-3. https://doi.org/10.1007/978-981-13-0194-0_9

PSYCHOGIOS, A. – PROUSKA, R. 2019. Challenges for SMEs in European Economic Crisis Contexts. In: Managing People in Small and Medium Enterprises in Turbulent Contexts. London: Routledge, pp. 102-122. ISBN 9781315102610. http://dx.doi.org/10.4324/9781315102610-7

QS WUR. 2020. Available online: https://www.topuniversities.com/university-rankings/world-university-rankings/2020

RIDHO, T.K. – VINICHENKO, M. – MAKUSHKIN, S. 2018. Participation of companies in emerging markets to the sustainable development goals (SDGS). In: A. Maloletko, N. Rupcic, Z. Baracskai (eds.) Proceedings of the 34th International Scientific Conference on Economic and Social Development – XVIII International Social Congress (ISC-2018). Economic and Social Development. Moscow: Russian State Social University, pp. 741-752. ISSN 1849-6903

RUTISHAUSER, L. – FURRER, S. – SENDER, A. – STAFFELBACH, B. 2018. Talent management framework. Evidence-based guidelines for Swiss companies operating in China. Lucerne, Switzerland: University of Lucerne. Center for Human Resource Management, 14 p.

RYBAKOVA, M.V. – VINICHENKO, M.V. – USHAKOVA, Y.S. – CHULANOVA, O.L. – BARKOV, S.A. – MALYSHEV, M.A. – MAKUSHKIN, S.A. 2019. Ecological Problems of Russian Cities on the Views of Young People. In: Ekoloji, vol. 28, n. 107, pp. 5019-5026. ISSN 1300-1361

SANKO, A.M. 2019. Funktsii prepodavatelei vuzov v sovremennykh usloviiakh [University teachers' functions in the modern conditions]. In: Samara University Bulletin. Istoriia, pedagogika, filologiia, vol. 1, pp. 57-62. ISSN 2542-0445

SAWYER, M. 2011. UK Fiscal Policy After the Global Financial Crisis. In: Contributions to Political Economy, vol. 30, n. 1, pp. 13–29. ISSN 1464-3588. http://dx.doi.org/10.1093/cpe/bzr008

SHAKHOVSKA, N. – VOVK, O. – HOLOSHCHUK, R. – HASKO, R. 2020. The Student Training System Based on the Approaches of Gamification. In: Z. Hu, S. Petoukhov, I. Dychka, M. He (eds.) Advances in Computer Science for Engineering and Education II. ICCSEEA 2019. Advances in Intelligent Systems and Computing, vol. 938. Cham: Springer, pp. 579-589. ISSN 2194-5357

SHANG, W. – YANG, Y. – RAO, Y. – RAO, X. 2020. The outbreak of SARS-CoV-2 pneumonia calls for viral vaccines. In: Vaccines, vol. 5, n. 1, pp. 1-3. DOI: 10.1038/s41541-020-0170-0. ISSN 2059-0105

SHASTITKO, A. 2008. Global Financial Crisis — An Opportunity to Repair Institutions? In: Voprosy Ekonomiki, vol. 12, pp. 133–138. ISSN 0042-8736. http://dx.doi.org/10.32609/0042-8736-2008-12-133-138

SHI, Y. 2020. The Impact of Artificial Intelligence on the Accounting Industry. In: Z. Xu, K.K. Choo, A. Dehghantanha, R. Parizi, M. Hammoudeh M. (eds.) Cyber Security Intelligence and Analytics. CSIA 2019. Advances in Intelligent Systems and Computing, vol. 928. Cham: Springer, pp. 971-978. ISBN 978-3-030-15234-5

SOININEN, J. – PUUMALAINEN, K. – SJOGREN, H. – SYRJA, P. 2012. The impact of global economic crisis on SMEs. In: Management Research Review, vol. 35, n. 10, pp. 927–944. ISSN 20408269. http://dx.doi.org/10.1108/01409171211272660

STATdat. 2020. Statisticky urad. Makroekonomicke statistiky. Available online: http://statdat.statistics.sk (accessed May 15, 2020).

STATON, M. 2012. Disaggregating the Components of a College Degree. American Enterprise Institute Conference, "Stretching the Higher Education Dollar", August 2, 2012, pp. 1-34. Available online: https://www.aei.org/wp-content/uploads/2012/08/-disaggregating-the-components-of-a-college-degree_184521175818.pdf

SUKHORUKOV, A.I. – SHUHONG, G. – KORYAGIN N.D. – EROSHKIN, S.Y. 2018. Tendencies of Information Management Development in the Conditions of the Origin of a New Ecosystem of the Digital Economy. In: A.D. Tsvirkun (ed.) Proceedings of 2018 Eleventh International Conference "Management of large-scale system development", MLSD 2018, Moscow, Russia, October 1-3, 2018. IEEE, pp. 1-4. ISBN 978-1-5386-4924-4. http://dx.doi.org/10.1109/MLSD.2018.8551859

TONG, Zh. – CHEN, H. – DENG, X. – LI, K. – LI, K. 2020. A scheduling scheme in the cloud computing environment using deep Q-learning. In: Information Sciences, vol. 512, pp. 1170-1191. ISSN 0020-0255. https://doi.org/10.1016/j.ins.2019.10.035

UNILEVER. 2020. Human resources. Search teams. Available online: https://www.unilever.ru/careers/professionals/human-resources/ (accessed June 30, 2020).

UNITED NATIONS NEWS. 2020. Nearly half of global workforce at risk as job losses increase due to COVID-19: UN labour agency. Available online: https://news.un.org/en/story/2020/04/1062792 (accessed May 15, 2020).

USHAKOV, D. – VINICHENKO, M. – FROLOVA, E. 2018. Environmental Capital in National Economy Stimulation: Limitations of Rationality. In: Journal of Computational and Theoretical Nanoscience, vol. 24, n. 9, pp. 6290–6292. ISSN 15461955, 15461963

VERETEKHINA, S.V. – MEDVEDEVA, A.V. – VINICHENKO, M.V. – DEMCHENKO, T.S. – KARYAGINA, T.V. – MAKUSHKIN, S.A. 2017. Current Trends Influencing the Competitiveness of International Tourism. In: Journal of Advanced Research in Law and Economics, vol. 8, n. 2, pp. 658-669. ISSN 2068696X

VINICHENKO, M.V. – FROLOVA, E.V. – KABANOVA, E.E. – KOZYREV, M.S. – EVSTRATOVA, T.A. 2016. The youth employment problems. In: Journal of Advanced Research in Law and Economics, vol. 7, n. 2, pp. 378-387. ISSN 2068696X

VINICHENKO, M.V. – KIRILLOV, A.V. – FROLOVA, E.V. – POCHINOK, N.B. – KAUROVA, O.V. 2018. The Formation of Training and Occupational Safety Conditions as a Factor in the Creation of a Favorable Image of an Educational Organization. In: EURASIA Journal of Mathematics, Science and Technology Education, vol. 14, n. 4, pp. 1229-1237. ISSN 1305-8223. http://dx.doi.org/10.29333/ejmste/82520

VINICHENKO, M.V. – MELNICHUK, A.V. – KARACSONY, P. 2020. Technologies of improving the university efficiency by using artificial intelligence:

motivational aspect. In: Entrepreneurship and sustainability issues, vol. 7, n. 4, pp. 2696-2714. ISSN 23450282. http://doi.org/10.9770/jesi.2020.7.4(9)

The World University Rankings. 2020. Impact Rankings 2020. Available online: https://www.timeshighereducation.com/rankings/impact/2020/overall#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/undefined

XU, ZH. – CHOO, K.-K.R. – DEHGHANTANHA, A. – PARIZI, R. – HAMMOUDEH, M. eds. 2020. Cyber Security Intelligence and Analytics. CSIA 2019. Advances in Intelligent Systems and Computing, Cham: Springer, vol. 928, 1448 p. ISBN 978-3-030-15235-2

YUN, S.J. 2018. The Recent Economic Situation in the Slovak Republic and Policy Recommendations. In: East European and Balkan Institute, vol. 42, n. 4, pp. 189–207. ISSN 1229-442X. http://doi.org/10.19170/eebs.2018.42.4.189

ZIMMERMANN, K.F. – KARABULUT, G. – HUSEYIN BILGIN, M. – CANSIN DOKER, A. 2020. Inter-country Distancing, Globalization and the Coronavirus Pandemic. In: The World Economy, vol. 43, n. 6, pp. 1484-1498. ISSN 03785920, 14679701. http://doi.org/10.1111/twec.12969

ZINKOVSKII, K.V. – KHLEBOVICH, D.I. 2014. Kadrovaia politika vuzov v usloviiakh institutsionalnykh izmenenii: differentsiatsiia ili unifikatsiia? [University personnel policy in the context of institutional changes: differentiation or unification?]. In: Universitetskoe upravlenie: praktika i analiz, vol. 4-5, pp. 92-93. ISSN 1999-6640

Words: 10711
Characters: 72 943 (40,52 standard pages)

Mikhail V. Vinichenko
Department of History, Russian State Social University
4/1 Wilhelm Pieck Street
129226 Moscow
Russia
m.v.vinichenko@mail.ru

Marina V. Vinogradova
Department of Tourism and Hospitality, Russian State Social University
4/1 Wilhelm Pieck Street
129226 Moscow
Russia
m9152531115@mail.ru

Galina Yu. Nikiporets-Takigawa
Department of Political Science and International Relations, Russian State Social University
4/1 Wilhelm Pieck Street
129226 Moscow
Russia
nikiporetsgIu@rgsu.net

Marina V. Rybakova
Department of Sociology of Management, Lomonosov Moscow State University
1 Leninskie gory
119991 Moscow
Russia
rybakova@spa.msu.ru

Developing L2 prosodic competence online: Implications of the emergency remote teaching

Tatiana Aleksandrovna Polushkina – Elena Genrikhovna Tareva

Abstract
This paper addresses the issue of transferring L2 prosody teaching to online settings due to the lockdown. The reasons are provided to account for the vulnerable status of pronunciation teaching and related risks. We report the results of the research project carried out in Moscow Institute of Physics and Technology with forty Russian-speaking engineering students. In this study a combination of qualitative and quantitative research methods was used. The study first provided a critique of pre-existing computer-based pronunciation training (CAPT) options ensuring learning continuity. These options were then analyzed against global educational policies related to the impacts of the *COVID*-19 pandemic. Based on this understanding, a methodological framework was designed to bridge the gap between prosody teaching goals and digital tools. At the next stage, experimental teaching was conducted to evaluate the feasibility of this framework. Once data from the interviews, rating scales and participant observation were collected, a descriptive analysis of the results was given. The findings showed that the suggested training had an important effect on L2 prosody acquisition by engineering students.
Key words: CAPT, prosodic competence, engineering discourse, crisis distance teaching

Introduction

The unprecedented shift to online teaching during the pandemic put tertiary-level L2 spoken communication courses into an unfavorable position. As crisis remote teaching unfolded, we have seen the global disruption of pre-existing curriculum resulted in the reinvention of educational practices aimed at minimizing the learning losses and dropouts. Being one of the most difficult skills to master (Fouz-Gonzalez, 2015: 314) pronunciation teaching was exposed to particular risks. Before the pandemic, pronunciation was often approached in an ad-hoc manner when teachers focused only on communicative mistakes interfering with understanding (Ding et al., 2019: 51). As Levis (2007: 196) states, pronunciation lost in the struggle with high priority language skills lying at the heart of the communicative approach. In addition to the loss of value, teacher's lack of experience and confidence had the effect of depriving learners of one of the most critical skills for effective oral communication (Baker, 2011; Baker, 2014; Macdonald, 2002; Murphy, 2014; Couper, 2018; O'Brien et al., 2019; Hodgetts, 2020). All in all, the peripheral status of pronunciation teaching (Baker, 2013; Derwing, Munro, 2009) has contributed to significant learning losses long before the largest disruption of education systems (Derwing et al., 2012). It has become evident that prosody teaching, viewed by many as "peripheral frills" (Avery & Ehrlich, 2012: 185), seems to have relatively low chances to make its way into an e-learning emergency curriculum.

The ongoing crisis has incentivized technological innovation and alternative modes of delivery in education systems (UN, 2020: 2). One of the ways to address the above-mentioned issues might be the use of CAPT programs. In recent decades, researchers have provided solid evidence of CAPT efficiency in individualizing and maximizing training (Levis, 2007; Hincks, 2015). Despite this progress, digital tools were usually seen as supplementary flashy "cool tools" while the bulk of teaching took place in a face-to-face course. Nowadays the priority of emergency remote learning is the search

for the active approaches enhancing "practice, reflection, peer-to-peer learning and collaboration, and contextualizing its application to real-world problems" (UNICEF, 2020: 12). Although there is a great number of diverse CAPT software to date, their potential to respond to immediate learning challenges is yet to be scrutinized by practitioners.

The goal of this section is to provide a critical overview of the current state of CAPT and digital tools for L2 prosody training, evaluate their appropriateness in terms of crisis distance teaching and present the results of using CAPT during remote L2 prosody teaching to Russian engineering students as part of the course on Speaking for Academic Purposes.

Literature review

Technological advances of the recent decades have made it possible to reimagine pronunciation teaching through the extensive use of CAPT programs and applications. More than any other language practice, pronunciation activities must be designed to appeal to visual, auditory and kinesthetic learner modes (Celce-Murcia, 1996: 316). It was the properties of CAPT that allowed to realize the potential of multimodality and variety to the full extent (Pennington, Rogerson-Revell, 2018: 274).

There exist at least three approaches to determining the basic teaching principles that CAPT designers should consider. In 1999, Pennington (2018: 239) suggested five principles for developing CAPT materials. They are the use of baseline accents, objectivity (measurable goals), achievability (from easier to more challenging tasks), communicative relevance and learner awareness. Based on his years of using CAPT, Levis (2007: 192-193) brought forward an idea that to be feasible CAPT should rely on the principles of consistency with human feedback, immediacy, pertinence, affordability, individualization, control and correction. The CAPT principles proposed by Fouz-Gonzalez (2015: 333) include learner autonomy, achievability, individualization and contextualization. It is apparent that, despite certain variations, the authors are unanimous in emphasizing the ability of an ideal CAPT to consider various contexts and learner's needs. In this respect, CAPT technologies represent an ideal solution to the urgent need for flexible and quasi-individualized learning pathways (UN, 2020: 25).

At the same time, the attractiveness of e-learning pronunciation tools is overshadowed by serious disadvantages and controversies. For the last several years we have seen that initial enthusiasm of researchers about CAPT *gave way to disillusionment.* In 2007, Levis (2007: 186) claimed that CAPT "remains in its infancy". A decade later he stated that CAPT still had many "structural weaknesses" (Levis, 2018: 178). The most critical issue with CAPT is its inconsistency with pedagogical aims and lack of strong theoretical foundation (Levis, 2007: 186; Fouz-Gonzalez, 2015: 330; Pennington & Rogerson-Revell, 2018: 238; Yoshida, 2018: 195). In particular, most CAPT systems are still native accent-centered rather than intelligibility-based (Pennington & Rogerson-Revell, 2018: 269) and inappropriate for teaching within communicative methodologies (Hincks, 2015: 506). In the current circumstances of potential learning losses and the increased value of monitoring, assessment and statistics (UNICEF, 2020: 12; UN, 2020: 12), the gap between practice and learning goals can discourage teachers from online pronunciation practice.

Concerning teaching suprasegmental phonetics, there are not so many CAPT technologies compared to those designed to training segmentals. One of the most promising CAPT approaches to master L2 prosody is a visual representation of pitch, duration and loudness of the speech signal on a screen (Celce-Murcia, 1996; Pennington & Rogerson-Revell, 2018; Hodgetts, 2020). Such programs as Praat, Speech Analyzer, Audacity, etc., allow learners to receive immediate feedback, compare their intonation contour with a model one and see the connection between

the prosodic and syntactical levels. There is extensive research proving the efficiency of visual representation in teaching L2 prosody (Levis, Pickering, 2004; Hardison, 2005; Wilson, 2008; Hincks, Edlund, 2009; Gorijan et al., 2013; Vincela, 2019). The analysis of the visual feedback and subsequent corrective modification of speech empowered learners to improve their perceptual and production skills. Nevertheless, the need for expert knowledge to interpret acoustic data and lack of transparency for a student constitute a serious limitation in using visual representations for autonomous practice during remote crisis teaching (Levis, 2007: 191; Compton: 2009; Fouz-Gonzalez, 2015: 327; Yoshida, 2018: 208).

With the demand to minimize the digital divide and stimulate mobility, mobile-assisted language learning (MALL) has come to the forefront of emergency teaching. Educators were required to master MALL both in teaching and assessment (UNICEF, 2020: 12). Although a wide range of accent reduction, speech synthesis and visualization apps are available on the market (Foote, Medonough, 2017: 37), the amount of activities they offer is limited (Fouz-Gonzales, 2015: 332). The greatest benefits of MALL technologies for pronunciation instruction include ubiquity, affordability, convenience, intuitive appeal and gamelike appearance (Golonka et al., 2012: 84; Fouz-Gonzales, 2015: 332; Pennington & Rogerson-Revell, 2018: 250). However, *controversy arises when it is claimed that m-learning technologies were not sufficiently addressed during the crisis distance teaching. According to the survey conducted by UNICEF in 133 countries, student-teacher interactions using mobile phones and social networks were rare, unsystematic, and lacking feedback (UNICEF, 2020, 7). The reason behind this discouraging result is the lack of research on the use of social networking for language learning (Golonka et al., 2012:84) and the educators' disregard for young people's digital practices.*

It was shown that so far CAPT can not offer an affordable, readily available and pedagogially-driven tool encompassing all the principles of CAPT design. In response to the mentioned challenges and limitations, it is recommended not to view CAPT as a "silver bullet" for building a supportive learning environment. Nor should it be approached as a goal in itself. When choosing an effective pronunciation technology, teachers should primarily consider the pedagogical aims and learners' needs (Yoshida, 2018: 195) to enable robust learning and effective instruction to meet the needs of the time.

Methodology

In this study, we focus on the impacts of using a combination of technologies aimed at preparing higher education students to effective nonverbal interaction at workplace. Practicing English prosody was integrated with the course on Academic Speaking and assessed as one of the prerequisites to successful interacting with the public when reporting research results. The choice of CAPT options was underpinned by the principles of individualization, contextualization, communicative relevance, learner awareness, learner autonomy, achievability and differentiation. The teaching period lasted for 3 months, starting with a pre-teaching interview followed by guided instruction. The limitations during this research were 1) a fully online course with inevitable sound distortions and connection dropouts 2) the absence of a control group, 3) focus on the prosody of engineering discourse.

Participants

The participants were forty Russian-speaking learners of English majoring in engineering. The learners had B2/C1 level of English language competence and studied at undergraduate and graduate levels at Moscow Institute of Physics and Technology. Raters included 1 non-native English-speaking teacher with extensive experience in pronunciation teaching and rating.

Materials

Materials used in this study included prerecorded YouTube videos of presenting engineers to conduct a pre-teaching learner survey, audio recordings of read-aloud tasks, recordings of learners' technical presentations, and audio recordings of pre-, mid-, and post-teaching interviews.

Procedure

It should be noted that the suggested procedure is not innovative and can be found among the most robust ways to teach suprasegmentals (Yoshida, 2018; 197; Hodgetts, 2020). Though there is always a place for innovations in a classroom, the challenging times require to opt for resilient teaching practices.

At the pre-teaching stage, students were exposed to model and antimodel presentations, delivered by native-English-speaking (NS) and non-native-English-speaking (NNS) engineers. To introduce the learning goals implicitly, students were asked to evaluate the presenters delivery skills in a Google survey, accompanied by a video readily available on YouTube. The survey results were shared with the students in a social network to discuss the good and bad points of the presenters' prosodic skills. Through this group reflective practice students noticed the critical value of prosodic features which incentivized them to build up their prosodic competence.

At the mid-teaching stage, we introduced some instructional intervention related to the use of prosodic cues typical for an informative (intermediate level) and a persuading (advanced level) speech.

The post-teaching stage involved an independent task simulating a professional communicative situation – reporting research results to the public with the use of appropriate L2 prosodic patterns.

The core CAPT technology for providing feedback was a digital portfolio, defined as a *dynamic* repository of learning artefacts stimulating metacognitive strategies, such as analysis and reflective thinking (Rhodes, 2011; Ciesielkiewicz, 2012; Yesenina, 2019). The portfolio was managed by the teacher who uploaded the students' recordings to her Youtube channel. The learning results were discussed during a video conference session, using break out rooms. The order of sharing can be planned in advance. As an alternative, teacher or peer feedback can be submitted to a chatbox of a social network in an audio or video format. The CAPT-based methodological framework designed for this study is presented in Table 1.

Table 1: CAPT-based framework designed for developing L2 prosodic competence for workplace communication

Stage	Autonomy	Activity	Goal	Technology
Pre-teaching	Guided	Initial diagnosis Providing pronunciation models	• Exposure to learning goals • Critical listening • Raising awareness of the differences between L1 and L2 phonological systems • Enhancing learner motivation	• Google survey with embedded prerecorded YouTube videos • E-portfolio
		Interview		• Video conferencing platform • SNS for sharing learner survey results
Mid-teaching	Semi-guided	Critical listening	Developing perception skills (noticing, discrimination)	• Ready-to-use audio and video recordings to offer learners a range of appropriate target models of NS discourse
		Read-aloud tasks (sentence level)	Developing production skills (imitation)	• Video conferencing platform • Mobile apps for visualizing prosodic features • Self-recording using a mobile dictation app • SNS for sharing the audio files, peer-review and corrective feedback
		Reading aloud of an extract from a technical presentation Observing L2 prosodic patterns typical for a technical presentation	Mid-course assessment: corrective feedback, self and peer assessment, reflective practice	• Video conferencing platform • Self-recording using a mobile dictation app • SNS for sharing the audio files • E-portfolio
Post-teaching	Unguided	Deliver a technical presentation observing L2 prosodic patterns typical for both an informative and convincing speech	End-of-course assessment: corrective feedback, self and peer assessment, reflective practice	• Video conferencing platform • Self-recording using a mobile phone or a laptop • SNS for sharing the video files, feedback • E-portfolio

Results and Discussion

Results revealed the significant effect of using CAPT-based framework on L2 prosodic competence of Russian-speaking technical students. The analysis of students' pre-teaching evaluations showed that they were able to identify the pronunciation model among both NS and NNS presenters. The points of the survey (1-7) in Figure 1 are the key elements of a public speech where prosodic skills contribute most. We deliberately provided a pronunciation antimodel presented by a NS to underscore the decreased priority of accent in getting one's communicative intention across in a foreign language, unless it is intelligible.

With a reference model and learning goals in mind, students could evaluate their own prerecorded presentations (E-portfolio, pre-teaching stage) in a much more productive way. The use of Google services had a positive impact on data collection and interpretation.
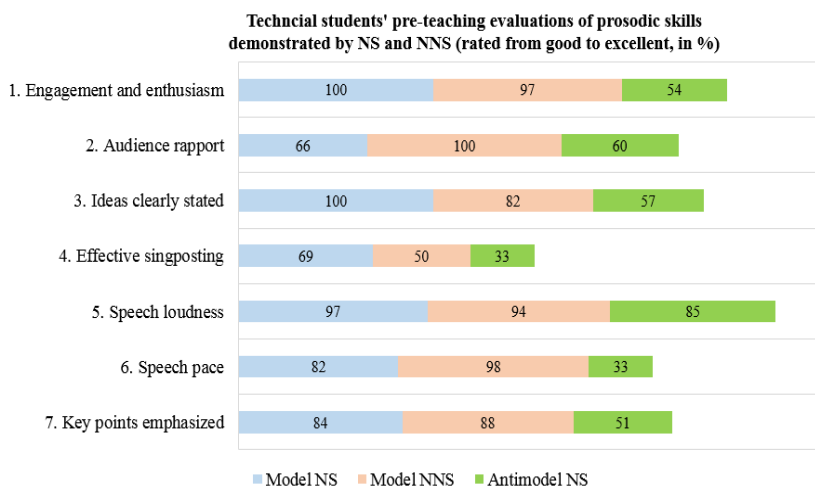
Techncial students' pre-teaching evaluations of prosodic skills demonstrated by NS and NNS (rated from good to excellent, in %)

Figure 1: Technical student's judgements of NS and NNS engineers' prosodic competence based on Google survey

During the course, we judged the students' progress with the help of a digital portfolio, which proved to be a flexible assessment tool. The opportunity to track progress continuously with permanent access to speech samples enabled students to replay and review their results without the limitations of a traditional classroom (Challis, 2005; Chang et al., 2013; Yastibas, Yastibas, 2015). Difficulties may arise, however, with the increase of teacher's workload connected with uploading numerous videos (Slepcevic-Zach, Stock, 2018). A student-managed portfolio might be a much less time-consuming option (Dyson et al., 2018: 107).

Since no CAPT programs support valid automated feedback on discourse prosody available on the market (Levis, 2007: 193; Golonka et al., 2012: 82; Hincks, 2015: 516; Pennington, Rogerson-Revell, 2018: 248; Levis, Suvorov, 2020: 152), we relied on a specially designed listener-based rating scale. This empirical method is known to be suitable for intelligibility and performance assessment (Munro, Derwing, 1995: 77; Isaacs, Thomson, 2013: 137; Pennington, Rogerson-Revell, 2018: 290; Kang, Ginther, 2017: 37; Kang, Thomson, Moran, 2018: 118).

According to Figure 2, during the mid-course assessment, there was a 50%, almost 4 times increase in the number of learners achieving the intermediate level related to the

use of prosodic cues typical for an informative public speech. The post-teaching assessment showed that CAPT-based activities had a lasting impact as evidenced by the number of learners with positive sustainable results (90%).
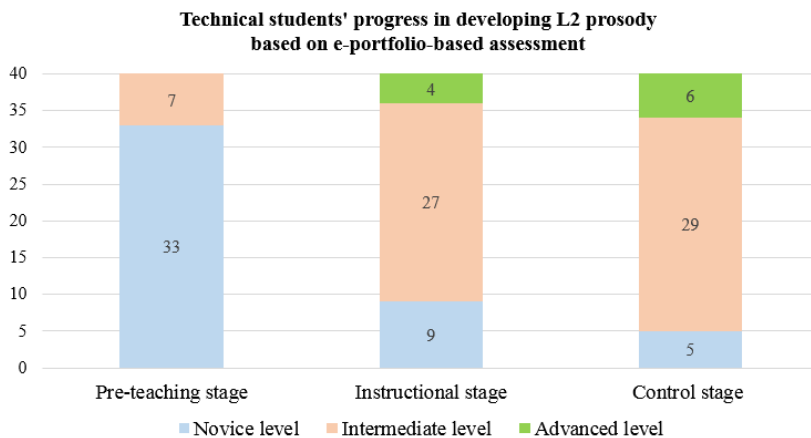

Technical students' progress in developing L2 prosody based on e-portfolio-based assessment

Figure 2: E-portfolio-based assessment of technical students' progress in mastering L2 prosody for workplace communication

While observing the learners' reactions during the Zoom interviews we noticed a positive trend in developing self-efficacy. This was facilitated by changing their mind about previously overlooked issues of professional communication (Kisicek, 2008: 345; Kudesia, Elfenbein, 2013: 806; Patel, Scherer, 2013: 196), building up confidence in using online tools when acquiring a rather complex set of skills (Hirschberg, 2002) in emergency remote teaching, and moving from guided instruction to the autonomous work.

The study provides additional support for the assumption that teachers should opt for the technologies appropriate to learning objectives (Golonka et al., 2012: 93; O'Brien et al., 2019: 200), "not necessarily those that seem newest, coolest, or flashiest" (Yoshida, 2018: 208). Among the limitations of this study, we can call the absence of a control group and data collected from other technical institutions. Future directions of the research are to adapt the suggested framework to teaching other aspects of prosody and explore the emerging technologies from the viewpoint of their applicability to solving urgent educational problems.

Conclusions

In this study, we looked at the potential of implementing CAPT for L2 prosodic acquisition by tertiary level learners to respond to the shocks to education systems caused by the pandemic. The major challenge consisted of aligning the remote learning content with the curriculum. The situation was exacerbated by the specifics of pronunciation teaching as one of the aspects most dependent on face-to-face interaction. The critical analysis of available CAPT technologies indicated at the mismatch between the computer-aided forms of teaching and pedagogical principles. The risks of learning losses conditioned the search for a pedagogically-driven and resilient CAPT-based learning approach. The suggested framework embraced both the core principles of CAPT systems and prosody teaching (individualization, contextualization, communicative relevance, learner awareness, learner autonomy,

achievability and differentiation). A particular focus was placed on the use of mobile technologies and social networks as an unavoidable part of learners' e-routine. The results of the 3-month training proved the efficiency of the proposed approach empowering students to achieve the set goals. Our findings have important practical implications. The study has gone some way to rebut the skeptical arguments against the possibility of teaching suprasegmentals in online settings. We have devised an approach that could help minimize the learning losses in terms of L2 prosody acquisition by means of pedagogically useful, practical and freely available tools. We hope that our research will be valuable for those who express discomfort with new technologies in developing nonverbal communication skills at a tertiary level. The proposed strategy has the potential, at least to a certain degree, to be transferred to other aspects of language teaching in order to sustain seamless learning continuity.

Bibliographic references

AVERY, P. – EHRLICH, S. L. 2012. Teaching American English pronunciation. Oxford: Oxford University Press. ISBN 0194328155.

BAKER, A. 2011. Discourse prosody and teachers' stated beliefs and practices. In: TESOL Journal, vol. 2, n. 3, pp. 263–292. ISSN 1949-3533.

BAKER, A. 2013. Integrating fluent pronunciation use into content-based ESL instruction: Two case studies. In: J. Levis, & K. LeVelle (Eds.), Proceedings of the 4th pronunciation in second language learning and teaching conference, pp. 245–254. Ames, IA: Iowa State University. ISSN 2215–1931.

BAKER, A. 2014. Exploring teachers' knowledge of second language pronunciation techniques: Teacher cognitions, observed classroom practices, and student perceptions. In: TESOL Quarterly, vol. 48, n. 1, pp. 136–163. ISSN 1545-7249.

CELCE-MURCIA, M. 1996. Teaching pronunciation. Cambridge: Cambridge University Press. ISBN: 9780521406949.

CHALLIS, D. 2005. Towards the mature ePortfolio: Some implications for higher education. In: Canadian Journal of Learning and Technology, vol. 31, n. 3, ISSN 14996677.

CHANG, C-C. – TSENG, K-H. – LIANG, C. – CHEN, T-Y. 2013. Using e-portfolios to facilitate university students' knowledge management performance: E-portfolio vs. non-portfolio. In: Computers and education, vol. 69, pp. 216–224. ISSN 0360-1315.

CIESIELKIEWICZ, M. 2012. Digital humanities: the electronic language portfolio as a tool for instruction and evaluation. In: 1st Annual International Conference on Language, Literature & Linguistics (L3 2012), pp. 109–112. ISSN 2251-3566.

COMPTON, L. K. L. 2009. Preparing language teachers to teach language online: a look at skills, roles, and responsibilities. In: Computer Assisted Language Learning, vol. 22, n. 1, pp. 73–99. ISSN 0958-822.

COUPER, G. 2016. Teacher Cognition of Pronunciation Teaching: Teachers' Concerns and Issues. In: TESOL Quarterly, vol. 51, n. 4, pp. 820–843. ISSN 1545-7249.

DERWING, T. – MUNRO, M. J. 2009. Putting accent in its place: Rethinking obstacles to communication. In: Language Teaching, vol. 42, n. 4, pp. 476–490. ISSN 0261-4448.

DERWING, T. M. – DIEPENBROEK, L. G. – FOOTE, J. A. 2013. How Well do General-Skills ESL Textbooks Address Pronunciation? In: TESL Canada Journal, vol. 30, n. 1, pp. 22–44. ISSN 0826-435X.

DING, S. – LIBERATORE, C. – SONSAAT, S. – LUCIC, I. – SILPACHAI, A. – ZHAO, G. – GUTIERREZ-OSUNA, R. 2019. Golden speaker builder – an interactive tool for pronunciation training. In: Speech Communication, vol. 115, pp. 51–66. ISSN 0167-6393.

DYSON, M. – PLUNKETT, M. – MCCLUSKEY, K. 2018. Success in Professional Experience: Building Relationships in Educational Settings. Cambridge: Cambridge University Press. ISBN 9781316091982.

UN POLICY BRIEF: EDUCATION DURING COVID-19 AND BEYOND. 2020. Retrieved September 27, 2020, Available online: https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf

FOOTE, J. A. – MCDONOUGH, K. 2017. Using shadowing with mobile technology to improve L2 pronunciation. In: Journal of Second Language Pronunciation, vol. 3, n. 1, pp. 34–56. ISSN 2215-1931.

FOUZ-GONZALEZ, J. 2015. Trends and directions in computer-assisted pronunciation training. Investigating English Pronunciation, pp. 314-342. ISBN 978-1-137-50943-7.

FOUZ-GONZALEZ, J. 2020. Using apps for pronunciation training: an empirical evaluation of the English file pronunciation app. In: Language Learning & Technology, vol. 24, n. 1, pp. 62–85. ISSN 1094-3501.

GOLONKA, E. M. – BOWLES, A. R. – FRANK, V. M. – RICHARDSON, D. L. – FREYNIK, S. 2012. Technologies for foreign language learning: A review of technology types and their effectiveness. In: Computer Assisted Language Learning, vol. 27, n. 1, pp. 70–105. ISSN 0958-8221.

GORJIAN, B. – HAYATI, A. – POURKHONI, P. 2013. Using Praat software in teaching prosodic features to EFL learners. In: Procedia - Social and Behavioral Sciences, vol. 84, pp. 34-40. ISSN 1877-0428.

HARDISON, D. M. 2004. Generalization of computer assisted prosody training: quantitative and qualitative findings. In: Language Learning & Technology, vol. 8, n. 1, pp. 34–52. ISSN 1094-3501.

HINCKS R. – EDLUND J. 2009. Promoting increased pitch variation in oral presentations with transient visual feedback. In: Language learning & technology, vol. 13, n. 3, pp. 32–50.

HINCKS, R. 2015. Technology and learning pronunciation. The Handbook of English Pronunciation. Edited by Marnie Reed and John M. Levis. John Wiley & Sons, Inc. ISBN 9781118314470.

HIRSCHBERG, J. 2002. Communication and prosody: Functional aspects of prosody. In: Speech Communication, vol. 36, n. 1-2, pp. 31–43. ISSN 01676393.

HODGETTS, J. 2020. Pronunciation instruction in English for Academic Purposes: an investigation of attitudes, beliefs and practices. Springer Nature. ISBN 978-3-030-56-116-1.

ISAACS, T. – THOMSON, R. I. 2013. Rater Experience, Rating Scale Length, and Judgments of L2 Pronunciation: Revisiting Research Conventions. In: Language Assessment Quarterly, vol. 10, n. 2, pp. 135–159. ISSN 1543-4303.

KANG, O. – GINTHER, A. 2018. Assessment in Second Language Pronunciation. London and New York: Routledge. ISBN 978-1-138-85687-5.

KANG, O. – THOMSON, R. – MORAN W.M. 2018. Empirical Approaches to Measuring the Intelligibility of Different Varieties of English in Predicting Listener Comprehension. In: Language Learning, vol. 68, n. 1, pp. 115–146. ISSN: 0023-8333.

KISICEK, G. 2018. Persuasive power of prosodic features. In: Argumentation and Advocacy, vol. 54, n. 4, pp. 345–350. ISSN 0002-8533.

KUDESIA, R. S. – ELFENBEIN, H. A. 2013. Non-Verbal Communication in the Workplace. In: Nonverbal Communication, Mouton de Gruyter. pp. 805-832, ISBN 978-3-11-023815-0.

LEVIS, J. M. 2007. Computer technology in teaching and researching pronunciation. In: Annual review of applied linguistics, vol. 27. ISSN 0267-1905/08.

LEVIS, J. 2018. Technology and second language pronunciation. In: Journal of Second Language Pronunciation, vol. 4, n. 2, pp. 173–181. ISSN 2215-1931.

LEVIS, J. – PICKERING, L. 2004. Teaching intonation in discourse using speech visualization technology. In: System, vol. 32, n. 4, pp. 505–524. ISSN 0346-251X.

LEVIS, J. – SUVOROV, R. 2020. Automatic speech recognition. In: C. A. Chapelle (Ed.), The Concise Encyclopedia of Applied Linguistics. New York, NY: Wiley-Blackwell. ISBN: 978-1-119-14736-7.

LUO, B. 2014. Evaluating a computer-assisted pronunciation training (CAPT) technique for efficient classroom instruction. In: Computer Assisted Language Learning, vol. 29, n. 3, pp. 451–476. ISSN 0958-8221.

MACDONALD, S. 2002. Pronunciation views and practices of reluctant teachers. In: Prospect: An Australian Journal of TESOL, vol. 17, n. 3, pp. 3–18, ISSN 0814-7094.

MUNRO, M. J. – DERWING, T. M. 1995. Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners. In: Language Learning, vol. 45, n. 1, pp. 73–97. ISSN: 0023-8333.

MURPHY, J. 2014. Myth 7: Teacher training programs provide adequate preparation in how to teach pronunciation. In: L. Grant (Ed.), Pronunciation myths: Applying second language research to classroom teaching, Ann Arbor: University of Michigan Press. pp. 188–224, ISBN 9780472035168.

O'BRIEN, M.M. – DERWING, T.M. – CUCCHIARINI, C. – HARDISON, D.M. – MIXDORFF, H. – THOMSON, R.I. – STRIK, H. – FOOTE, J.A. – LEVIS, J.M. – MUNRO, M.J. – LEVIS, G.M. 2019. Directions for the future of technology in pronunciation research and teaching. In: Journal of Second Language Pronunciation, vol. 4, n. 2, pp. 182–206. ISSN 2215-1931.

PATEL, S. – SCHERER, K. 2013. Vocal behavior. In: Nonverbal Communication (pp. 167–203). Mouton de Gruyter. ISBN 978-3-11-023815-0.

PAULSON, F. – PAULSON, P. – MEYER, C. 1991. What makes a portfolio a portfolio? In: Educational Leadership, vol. 58, n. 5, pp. 60–63. ISSN 0013-1784.

PENNINGTON, M. C. – ROGERSON-REVELL, P. 2018. Using technology for pronunciation teaching, learning, and assessment. In: English Pronunciation Teaching and Research. Palgrave Macmillan. ISBN 978-1-137-47677-7.

PUTTING THE 'LEARNING' BACK IN REMOTE LEARNING. UNICEF. 2020. Retrieved September 27, 2020, Available online: https://www.unicef.org/globalinsight/sites/unicef.org. globalinsight/files/2020-06/UNICEF-Global-Insight-remote-learning-issue-brief-2020.pdf

RHODES, T. L. 2010. Making Learning Visible and Meaningful Through Electronic Portfolios. In: Change: The Magazine of Higher Learning, vol. 43, n. 1, pp. 6–13. ISSN 0009-1383.

SLEPCEVIC-ZACH, P. – STOCK, M. 2018. ePortfolio as a tool for reflection and self-reflection. In: Reflective Practice, vol. 19, n. 3, pp. 291–307. ISSN 1462-3943.

VINCELA, Z. 2019. Visualisation Of VOT variations in teaching English pronunciation at tertiary level. In: INTED2019 Proceedings, pp. 4996–5001. ISSN 2340-1079.

WILSON I. 2008. Using Praat and Moodle for teaching segmental and suprasegmental pronunciation. In: Proceedings of the 3rd International WorldCALL Conference: Using Technologies for Language Learning, pp.112–115. ISBN 978-4-990-48-07-0-7.

YASTIBAS, A. E. – YASTIBAS, G. C. 2015. The Use of E-portfolio-based Assessment to Develop Students' Self-regulated Learning in English Language Teaching. In: Procedia - Social and Behavioral Sciences, vol. 176, pp. 3–13. ISSN 1877-0428.

YOSHIDA, M. T. 2018. Choosing technology tools to meet pronunciation teaching and learning goals. In: CATESOL Journal, vol. 30, n. 1, pp. 195–212. ISSN 2215-193.

YESENINA, N. 2019. Electronic language portfolio for foreign language training in engineering universities. In: ICERI2019 Proceedings, pp. 10744-10751. ISSN 2340–1095.

Words: 4249
Characters: 29 754 (16,53 standard pages)

Assoc. Prof. Tatiana Aleksandrovna Polushkina, PhD
Department of Foreign Languages
Moscow Institute of Physics and Technology (National Research University)
9 Institutskiy lane.
141701 Dolgoprudny, Moscow region
Russian Federation
polushkina.ta@mipt.ru

Prof. Elena Genrikhovna Tareva, Dr.Sc.,
Institute of Foreign Languages
Moscow City University
5b Maly Kazenny per.
105064 Moscow
Russian Federation
TarevaEG@mgpu.ru

Online learning: Students' autonomy and attitudes

Like Raskova Octaberlina – Afif Ikhwanul Muslimin

Abstract
This study aims at investigating students' autonomy and attitude in learning TOEFL online which the program was organized by the Language Centre, Department of Education and Culture, West Nusa Tenggara during the pandemic Covid-19. A set of questionnaires was distributed to 134 students that came from a different geographical location in West Nusa Tenggara province, and were different in age. The participants in the present study were all who had been announced officially as the TOEFL course awardees for Mataram area. The findings indicated that albeit positive tenets on students' autonomy and attitude. The results showed very close similarity as described by 2% difference in mean scores between students' autonomy and attitude. The poor category results were found from students' inability to evaluate their strength and weakness in learning autonomously and the students found it was hard to keep make correspondence immediately with teachers. This study ends with suggestions for the next TOEFL course programs.
Key words: Students' autonomy, attitude, online, TOEFL course

Introduction

Pandemic Covid-19 as reported by worldometer.com (8/7/2020) has attacked 215 countries in the world since the middle of December 2019 until July 2020 that has triggered all to made change mode of teaching and learning process. Indonesia which has more than 66.000 people suffer for Covid-19 commands all the governors of the province to implement online mode learning as a substitution to in classroom learning mode. The policy then has been also implemented in the teaching and learning process for TOEFL course awardees in West Nusa Tenggara province, Indonesia.

TOEFL or Test of English as a foreign language is a standardized test for English users or learners that are recognized as non-native. This test is commonly used as the prerequisite to enroll in foreign countries universities where English as an international language is used as a means of academic communication inside teaching and learning. Since many people believe that graduating from overseas universities brings a lot of benefits and pride (Sanparsert, 2009), many students seek for the opportunity to get it through scholarship offers. Many scholarship hunters who are non-native speakers start to pursue their future academic success by starting to meet the university requirements through doing TOEFL test. Generally, there is a standardized score that the students should be accomplished in order to be accepted in the university they apply or getting the scholarship for studying abroad. The standardized score is usually 550 or above. The students have to achieve that minimum score so that the students can win whether to study abroad or to win the scholarship. Getting focused on preparation for these instrumental tests has increasingly become a vital prerequisite. Hence some students take an intensive course to practice their skills in TOEFL.

By joining a program to study intensively about TOEFL is regarded as a preparation test for the students/test-takers before they encounter the test. This kind of program will require the learners to expose themselves to the kinds of item formats they will encounter, emphasizing their guess, and assisting them to manage their time appropriately (Mousavi, Arizavi, Namdari, 2014). According to Powers (2012), the learners need this kind of special preparation as it presumably enables them to master

the mechanics of test-taking, therefore they will focus on and be able to accurately demonstrate the skills and abilities that are being tested. Mousavi, Arizavi, Namdari (2014) state that the issue of the test preparation effect on the learners' performance of TOEFL tests have always been concerned by test developers, researchers, teachers, and students/test-takers. Besides, Mousavi, Arizavi, Namdari (2014) also explain that the benefit of a test is often highlighted by the researchers and test designers because it is presumably able to independently measure the ability of test-takers regardless of how serious they have prepared or crammed for the test. Therefore, the construct validity of the test is questionable if the preparation results in a higher test score regardless of whether the candidate's ability has increased (Nguyen, 2007). In a practical standpoint, the vitality of test preparation is often felt by the students/test-takers and teachers before being tested.

Due to the implementation of online learning, some previous studies depicted the students' perception and attitude toward it. A study that was conducted by Kabilan, Ahmad, Abidin (2010). They stated that the students consider online group discussion feature as an online learning environment can assist them to facilitate and support their language learning. Moreover, the students at a low level of proficiency feel more comfortable and less threatened when they participate in online discussion than face-to-face in class, which are mainly dominated by the high proficiency learners (Al-Hammody, 2014). Haverback (2009) investigates that the students feel more motivated while they are involved in online group discussions, and they can grasp a better understanding of the learning materials. It indicates that when the online learning environment can make the students feel more comfortable and confident in learning, they will be easier to understand the materials given and they can be more motivated to learn.

The online TOEFL course which has been designed by Language Centre, Department of Education and Culture, West Nusa Tenggara province provided five days online learning materials in a week including skills such as listening, structure and written expression, and reading comprehension. This online course had been implemented for 3 months starting in April 2020 and finished in July 2020. This online course program set to learn all skills as appear in real paper based TOEFL test. It is assumed that the students should have a deep understanding on tips and trick of test and being familiar with the questions. By enrolling in this program, the students are expected to get a chance to join and meet the demand of NTB Government postgraduate overseas scholarship.

Regarding the adjustment of teaching and learning mode of TOEFL course due to pandemic Covid-19, as it was new approach by learning TOEFL by students in Mataram area, the researcher was interested to investigate how this online learning model led to students' autonomy in learning and how they reacted through their attitude during the implementation. On the other hand, the researcher would like to find out the state of the art of this research among previous studies.

Literature Review
Autonomy in foreign language teaching and learning
A lot of experts have discussed to explain the term 'autonomy' in learning. One of them is Holec who states that autonomous learner is the one who must be responsible for the success in learning (Holec, 1981; Vanijdee, 2003; Lo, 2010; Sert, 2006; Cotterall, 2000; Sanprasert, 2009;). Smith mentioned a resembling point of view (2008) that being autonomous means that the theoretical and practical background in learning is well managed by the learners. Related to the learning of English as Foreign Language, it can be learned by the learners to control and direct themselves without someone else's compulsion, though the guidance in the text-book, syllabus of the institution, objectives of the learning, and some other manuals to learn language successfully (Smith, 2008). Holec in Benson (2011) suggested another characteristic

of self-directed or autonomous learning is that it usually happens to the technology mode learning or in Computer Assisted Language Learning (CALL), personal access learning and distance learning. Since technology is challenging for some other learners, consequently, the training and counseling strategies are necessarily given in order to automatically make them able to use it. Therefore, the teacher's role is to be the counselor and trainer to increase autonomy of the learners.

Sanparsert (2009) mentions one of the characteristics that promotes learning autonomy is 'relatedness'. The idea comes up with the concept that every learner has the need of being related. In smaller classification, this need includes the need to be contacted, need to get support, and the need of being involved in society or community. Referring the present research context where it is done in South East Asia country, Indonesia, Littlewood (1999) claimed that the people in Asia own the concept of relatedness in learning. This concept can be the basic capital to boost learners' autonomy in learning. Consequently, the relatedness between teacher and learners in the classroom is needed to exist (Andrade, Bunker, 2009).

Another important point to boost the learners' autonomy according to Adrande & Bunker (2009) is the need to have a freedom of choice. Thus, learners will not merely rely on their learning input and method only from the teacher's explanation and guidance. But the learners required to have decision to choose the learning style and mode as their basic need, not only being the object of the teacher as the decision-maker (Cotterall, 2000). Learners must be filled with any instructions to scaffold the autonomy to grab their own choice.

Regarding the previous discussions on experts' idea to define the term autonomy, the freedom given to the learners of being independent in learning plays very important role to manage the learning process. Benson (2011) states that there are three dimensions that learners need to have responsibility to trigger autonomy in learning. First, learners need to have power to manage their learning model. The learners must analyze the strength and weaknesses the place where they learn, the time they will be in best condition, and the strategy of learning that mostly effective for them to apply (Huang & Benson, 2013). Second, learners need to have access to decide their learning materials. Each learner can decide what best meet their passion to learn and which sources are match with their learning goal. Learners are able to find other references from many different media without waiting the learning materials only from the teacher. Third, learners are proposed to involve themselves as the learning success evaluator. They should assess how far they acquire the knowledge for measuring their cognitive achievement and measure which personal psychological factors that affect their success in learning. They may consider some factors like emotion, internal and external motivation, and their belief. (Benson, 2011). In order to control it, the learners' devotion of time and energy to consider and reflect the language learning process is needed (Little, 2009). Furthermore, human as created with millions of characteristics will lead to have various percentage of the dimensions. It is because individuals create specific autonomy personally, which also appears to the same person that stay in different cultural settings and period of time (Benson, 2011).

Promoting autonomy through online media

The employment of media in learning has been viewed as giving advantage to promote the autonomy for learner in EFL classroom. The idea comes up as the media can help learners both in an online or virtual learning class and offline or face-to-face class. A new approach which is proposed in teaching language using online media may serve nonlinguistic and linguistics input to learners. The real proof of its implementation was the cooperation between Queensland and Indonesia students to conduct language learning through QUPNet (Hoven & Crawford, 2001). Hence, the

term technology in the present research is the online media which plays strategic role in improving the learners' language proficiency. Moreover, the existence of online media promotes learners' autonomy as they can operate their own gadgets and notebooks at anyplace to improve their language competence and motivate learners more as it provides more flexibilities than face-to-face (FTF) learning.

Another concept which supports the advantages of the employment of online media from mobile learning has been proposed by Sung, Chang, & Yang (2015). They say that the online media really help to escalate the learners' autonomy in language learning context. The underlying reason is mobile learning aids learners to be in person management learning by deciding the desirable place, pace, and time.

The attitude in language learning

The experts within the field of learning theory discuss attitude in several angles. For instance, Schwarz, Almer-Jarz, & Breitenecker (2009) looked attitude as a behavioral intention. Then, Bohner & Wanke (2002) viewed attitude as a central element of human identity. Other specialists like Latchanna & Dagnew (2009) argued that understanding ones' attitudes permits us to bear in mind of human behavior. The attitude itself is seen as the state wherever people feelings and beliefs are formed. Mensah et al, (2013) explained that attitude described us the individuals' performance, like however they suppose, behave, and act. Attitude will be outlined as someone's tendency to reply negatively and positively towards one thing (object, idea, situation, and person), thus the language learning attitude refers to personal tendencies toward his or her effort to learn the language.

The research topic that connects the language learning and learners' attitude has been discussed in many EFL learning research. Most of the scientific research findings recommend that a positive result is the outcome of having positive attitude in learning and contrariwise (Wang, 2010). Also, Brown (2000) reviewed collect huge number of researches that analyze the connection of language learning and learners' attitude. He found that the learners' positive attitude during the process of learning will influence the way they choose to occupy the language, which results in a satisfactory point. On the other hand, the learners' negative attitude in learning the language creates failure (Holmes, 1992; Karahan, 2008). When it becomes the issue, the role of teachers is pivotal to boost the learners' positive attitudes in learning the language in order to reach the learning success (Mantle-Bromley,1995).

Research Method

The present study employed a descriptive study by analyzing quantitative data that had been acquired from the survey questionnaire method. The researchers utilized the Google Form to distribute the questionnaires.

Participants

A total number of 134 participants who became students in the online TOEFL course as provided by Language Centre, Department of Education and Culture, West Nusa Tenggara and had been living in Mataram city area, participate in the survey. Fortunately, since the students had signed a contract to actively join all the programs in the online TOEFL course scholarship, then all 134 participants filled the questionnaires. The participants were classified based on gender and age. The ranges of the age were between 16 - 45 years.

Table 1: The Data of Participants

Component	Category	Freq.	%
Age	16-20	8	6%
	21-25	83	62%
	26-30	21	16%
	31-35	15	11%
	36-40	4	3%
	41-45	3	2%
Sex	Male	62	46%
	Female	72	54%

Instruments
The first section of the survey was learner autonomy description which was adapted from (Zulaihah, Harida, 2008). The questionnaire covered three steps where autonomy characteristics appeared, they were being able to prepare, being able to implement, and being able to evaluate (Dang, 2012; Benson, 2011). The second section of the survey was a modified questionnaire developed by Kabilan, Ahmad, & Abidin (2010) about students' attitudes in an online learning environment. The questionnaire consisted of 10 items that explored the students' attitude on learning TOEFL through an online course. This questionnaire uses a 5-point Likert-type, in which responses are ranged from 'strongly agree' (scored 5) to 'strongly disagree' (scored 1). Then, the ranges were abbreviated into SA = strongly agree, A = Agree, N = Neutral, D = Disagree, and SD = strongly disagree. The items in the questionnaire cover the aspects such as 1) students' feeling on online TOEFL learning implementation, 2) the advantage of online TOEFL learning implementation, and 3) the future behavioral intention towards online TOEFL learning implementation.

Procedures
As stated in the previous chapter, the present study was the adaptation from the previous study done by Sicam & Lucas (2016). The procedures to conduct this study are five, namely: 1) Questionnaire adaptation and customization to match with the Indonesia context, 2) Online instrument development using Google form, 3) Questionnaire link sharing through email and social media, 4) Data tabulation in Microsoft Excel, and 5) Data statistical calculation using SPSS version 16.

Findings
The finding of the present study was directed to students' autonomy and attitudes in the implementation of online TOEFL learning during pandemic Covid-19. The result of the present study would contribute to suggest whether or not this mode of TOEFL learning would be appropriate for future implementation to establish students' autonomy and positive attitude for TOEFL learning. The data was processed in SPSS 16 to get the descriptive analysis. The obtained analysis included some data in the range of the percentage, mode (frequency), mean, and score. The scores were used to classify the category of response into very high, high, poor, or very poor.

Students' Autonomy Characteristics in Online TOEFL Learning
The first objective of the present study was to investigate how students showed autonomy characteristics. The following were the findings of descriptions of autonomy that were found from students' questionnaires.

Table 2: Students' autonomy characteristics in online TOEFL learning

No	Description of Autonomy	SA		A		N		D		SD		Score	Category
		n	%	n	%	n	%	n	%	n	%		
1	I can motivate myself to be autonomy in learning TOEFL	20	14.9	53	39.6	28	20.9	28	20.9	5	3.7	457	High
2	I can manage my emotion myself during online TOEFL learning	0	0.0	68	50.7	62	46.3	4	3.0	0	0.0	466	High
3	I can keep being discipline to join the online TOEFL learning	3	2.2	56	41.8	45	33.6	30	22.4	0	0.0	434	High
4	I know what I need to learn in online TOEFL learning	17	12.7	78	58.2	30	22.4	9	6.7	0	0.0	505	High
5	I can plan the best time and place to learn TOEFL online	45	33.6	65	48.5	18	13.4	6	4.5	0	0.0	551	Very High
6	I can adapt to the best ways to learn TOEFL online	13	9.7	80	59.7	33	24.6	8	6.0	0	0.0	500	High
7	I can select which materials in online TOEFL course I should comprehend earlier	0	0.0	38	28.4	78	58.2	18	13.4	0	0.0	422	High
8	I am able to complete the TOEFL task given autonomously	77	57.5	43	32.1	14	10.4	0	0.0	0	0.0	599	Very High
9	I can monitor the progress of my online TOEFL learning	14	10.4	92	68.7	28	20.9	0	0.0	0	0.0	522	High
10	I can evaluate the strength and weakness of my online TOEFL learning	0	0.0	29	21.6	73	54.5	32	23.9	0	0.0	399	Poor
	Total											4855	
	Mean											486	High

The table above (table 2) had shown that the flexibility to decide which materials to learn earlier and to select the best time to learn TOEFL online was one of the highest characteristics that students maintain their autonomy in learning. The other highest characteristic of student's autonomy in learning TOEFL online was they were able to finish the given task online by themselves. These meant that in planning and during implementation, students depicted autonomous learning experience. On the other hand, students showed poor category for the self-evaluation since they said that many disagree to be able to monitor their strength and weaknesses in learning TOEFL online. The only response for being strongly disagree appeared when 3.7% of students (5 students) were hesitating whether they could motivate themselves or not to learn TOEFL online.

The majority of responses to identify the autonomy of students in online TOEFL learning described a high category that ranged from score 405 to 536. They experience being autonomous learners by motivating themselves to learn, controlling their emotion to keep the mood, being disciplined on learning schedule, knowing the need of learning TOEFL, finding the best way to learn TOEFL online, choosing the priority of materials to learn, and checking the learning progress in the online system.

Consequently, the overall responses explained that the majority of students were being autonomous learners with the average score was 486 and categorized as high.

Students' attitudes on online TOEFL learning

The second objective of this study was to find out what the students' attitudes were toward the implementation of the online TOEFL learning program. Hence, the findings related to this were described in the following table.

Table 3: Students' attitudes on online TOEFL learning

No	Attribute	Responses										Score	Category
		SA		A		N		D		SD			
		n	%	n	%	n	%	n	%	n	%		
1	Learning TOEFL online is a nice idea	17	12.7	25	18.7	78	58.2	11	8.2	3	2.2	444	High
2	TOEFL online learning system is easy to be operated at any time and any place	0	0.0	89	66.4	29	21.6	16	11.9	0	0.0	475	High
3	Learning TOEFL online reduces anxiety	34	25.4	65	48.5	26	19.4	9	6.7	0	0.0	526	High
4	Learning TOEFL online is comfortable for me	0	0.0	44	32.8	56	41.8	34	25.4	0	0.0	412	High
5	TOEFL online course allowed me to academically engage with tutors at any time and any place	0	0.0	49	36.6	34	25.4	51	38.1	0	0.0	400	Poor
6	TOEFL online learning help me to catch up with the past materials	16	11.9	93	69.4	25	18.7	0	0.0	0	0.0	527	High
7	Joining TOEFL online learning effectively improves my TOEFL tips and trick understanding	31	23.1	49	36.6	12	9.0	33	24.6	9	6.7	462	High
8	I found that TOEFL online is useful for my TOEFL score improvement	22	16.4	86	64.2	26	19.4	0	0.0	0	0.0	532	High
9	Tasks in TOEFL online course improve my familiarity with TOEFL questions test	56	41.8	65	48.5	13	9.7	0	0.0	0	0.0	579	Very High
10	TOEFL online course is applicable as an aid to improve TOEFL score	11	8.2	78	58.2	27	20.1	18	13.4	0	0.0	484	High
	Total											4841	
	Mean											484	High

Table 3 describes the students' attitude on the implementation of online TOEFL learning that covers three aspects namely students' feelings, students' findings on the advantage, and students' future behavioral intention. Regarding the students feeling aspect, the students thought that TOEFL online learning was a nice idea, easy operated, might reduce their learning anxiety, and created comfort to learn TOEFL.

They were categorized as high which meant the students showed a positive attitude in terms of feelings. However, there were 3 responses (2.2%) that said that online TOEFL learning was not a nice idea.

The next aspect was about the advantage of learning TOEFL online. The result of the questionnaire depicted contradiction in certain attributes. They said that learning TOEFL online through doing some tasks improved their familiarity with TOEFL questions that scored for 579 with 41.8% strongly agree responses. In addition, students perform positive attitudes by responding that online TOEFL learning made them be able to find the past materials (81,3% responses) and no one stated disagree or strongly disagree. Similar responses were also for the students' TOEFL score that improved after the online TOEFL learning. The contradiction was stated when students wanted to contact the tutor at anytime and anywhere. It was about 38% of students met this disadvantage and a quarter percentage of students did not stand for the position. Also, there were 9 responses, or 6.7% of students stated that they disagreed if online TOEFL improved their understanding of TOEFL tips and trick.

The last aspect of the above questionnaire to investigate the students' attitude was the students' future behavioral intention. This attribute showed the view of students to provide suggestions for the future online TOEFL learning program whether it was recommended or not. The findings explained that 66.4% of students or 89 responses stated to propose a similar program may be held in the future. The 20.1% of students were confused and did not show any position while 13.4% of responses decided to disagree toward the implementation of online TOEFL learning. As a result, the overall findings in this aspect supported the implementation of the program by score 484 that was categorized as high.

According to all responses, the students performed a positive attitude with only one attribute to show poor category. The average score for the students' attitude was 484 which meant that majority of students were supportive of the implementation of the program.

Discussion
Students' Autonomy Characteristics in Online TOEFL Learning
The findings of this study figured out those students who joined online TOEFL learning were categorized high for being autonomous learners. This finding may add the knowledge of very few online learning studies that promote students' autonomy in learning (Khotimah et al., 2019). The possible reason as respect to the result of the comments to some students was because they had been in a controlled system of learning where they were unable to avoid. The West Nusa Tenggara TOEFL scholarship systems directed them to be obedient to the rule, to be diligent and meet the minimum attendance to get the free official TOEFL test, and to pass the grade of TOEFL score that may bring them to be selected as awardees to study in a university abroad. Those were the students' external motivations which led them to be active. Motivation is strongly correlated to the students' autonomy in learning (Liu, 2015). Meanwhile, the 33 students showed hardly to motivate themselves as they were not situated in a formal setting

These findings have shown different idea from Khotimah et al., (2019) and Dang (2012) who mentioned that students' monitoring outperformed the preparation and evaluation stages in case of showing autonomous learning characteristics. Whereas, the present study showed that students were poor only for the evaluation stage. In the present study, students were able to make good preparation or initial action before learning TOEFL as they were able to motivate themselves, control their emotion, know the need to learn TOEFL, decide the best time and place for learning (Sheard, Lynch, 2003), and be disciplined in keeping the schedule. In addition, during the online TOEFL learning, they were also able to monitor whether their learning ways

appropriate or not, select the best self-suit material to learn earlier, monitor their learning progress, and being independent in accomplishing the tasks.

Regarding the poor category in the finding which was related to students' poor ability to evaluate the strength and weakness of their online TOEFL learning may strengthen the idea that Indonesia students tend to emphasize on the implementation or process of learning rather than evaluation for progress (Dang, 2012). In case of this study, the intention to get a high TOEFL score did not make them learn if they have to evaluate what to evaluate and how to evaluate it. During online learning also, students did not actively search why their learning progress was in such away. Marcellino (2008) stated that Indonesia students were dependent on the teacher. Moreover, as this program was only a TOEFL course, they thought that after doing the TOEFL test they would not have another thing to do because the test was the last step.

Students' Attitudes on Online TOEFL Learning

According to the obtained data which are stated in the previous chapter, the students' attitudes were classified into some attributes, such as 1) students' feeling on online TOEFL learning implementation, 2) the advantage of online TOEFL learning implementation, and 3) the future behavioral intention towards online TOEFL learning implementation.

The first attributes were showing the students' perception before the implementation of the online TOEFL learning. They believed that this mode of learning would be a nice idea, easy to operate, create comfort, and may reduce anxiety (Arifin, 2019). These beliefs are in the same ideas with Maslin et.al., (2010) who said that technology is not something difficult to be operated today, help human to simplify job (Maslin et al., 2010), and reflect the adaptation to the current trend in ELT as well as adjustment to the situation where pandemic Covid-19 attack many countries. The situation where students did not meet face-to-face directly with the teachers reduced their anxiety when making a response for tasks or questions (Hoven & Crawford, 2001). Moreover, they were also free from being looked as weak by classmates as if they were in the real classroom situation (Ananga, Biney, 2017).

During the implementation of the online TOEFL learning, students met some advantages that triggered them to show positive attitudes through providing high category. They showed an agreement with Rattray (2013) who stated that online learning provides flexibility to choose the best time and situation for students to learn (Adrande, Bunker, 2009; Sung, Chang, Yang, 2015). This flexibility improved students' positive attitudes and influenced their performance during the program implementation. The other positive attitudes were also seen for some attributes such as students were able to open the past materials as this mode of learning implement asynchronous system (Beyth-Marom, Saporta, Caspi, 2005), students were drilled by online TOEFL tasks that help them to be more familiar with the test (Noviyenty, 2019), and they found they could improve their score based on their tasks accomplishments.

The asynchronous model made some students hardly contacted their teacher at anytime and anywhere (Beyth-Marom, Saporta, Caspi, 2005). The teachers hardly responded to all questions which needed a very long explanation that was hard to do by typing. Sometimes, the students' inquiry was ignored because it was piled up by other many questions. Moreover, they hoped that they would have direct learning assistance to answer all their questions.

The second questionnaire result suggested that the online TOEFL learning model is applicable for the future as supported by the majority of the students (66.4%) who stated their agreements or positive attitudes. This position was in line with Rachmawati & Cynthia (2010) who suggested that schools should take the benefit of the internet to facilitate their students in learning English language. Whereas 13.4% of

them believed that this mode would provide disadvantages due to some obstacles such as internet connection, the availability of computers, and the unfamiliarity of operating an online TOEFL learning system.

Comparing the result of the first and second questionnaires, both of them depicted similar high category responses. A very slight difference of means that was 2% between them explained that they have a strong relationship which may come to the idea that students' attitudes would influence students' autonomy in online TOEFL learning. Wang (2011) explained that students' attitudes on learning correlate with the characteristics of students' autonomy. Students who have sufficient information on what autonomy in learning is and have a positive attitude tend to equip the characteristics of being autonomous learners. Last, students might learn not only linguistics aspect of learning through online learning, but they also learnt non linguistics aspect such as being more familiar with gadgets, computer tools, and searching skill for online materials (Benson, 2011). Then, those were needed to be investigated deeper.

Conclusion

The present study reveals that students were able to be autonomous learners as they were able to prepare themselves emotionally, control their online TOEFL learning process, and a big percentage of students were able to evaluate their strengths and weakness during learning. In addition, the students' autonomy characteristics were in the same category as students' attitudes. Students showed positive responses and beliefs on the implementation of online TOEFL learning by considering their feeling, understanding the advantages, and intention to the future similar application.

This study offers pedagogical information to keep implementing online mode as an aid to scaffold learning in a conducive situation such as during pandemic Covid-19 where the face-to-face classroom hardly to do Cotterall (2000). The discussion on how strong the correlation of students' attitudes toward autonomy in different learning models such as flipped classroom or blended learning will contribute a broader understanding of the same topic.

Bibliographic references

AL-HAMMODY, A. 2014. When a facebook group makes a difference: Facebook for language learning. Available online: https://www.semanticscholar.org/paper/When-a-Facebook-Group-Makes-a-Difference%3A-Facebook-Al-Hammody/

ANANGA, P. – BINEY, I. K. 2017. Comparing face-to-face and online teaching. In: MIER Journal of Educational Studies, Trends and Practices, vol. 7, n. 2, pp. 165-179. ISSN 0976-8203

ANDRADE, M. S. – BUNKER, E.L. 2009. A model for self-regulated distance language learning. In: Distance Education, vol. 30, n. 1, pp. 47-61. ISSN 0158-7919, eISSN 1475-0198

ARIFIN, F. 2019. The effectiveness of Google classroom media on the students' learning outcomes of madrasah ibtidaiyah teacher education department. In: Jurnal PGMI, vol. 6, n. 2, pp. 271–285. ISSN 2442-5133, eISSN 2527-7227

BENSON, P. 2011. Teaching and researching autonomy in language learning (2nd ed.). Harlow: Pearson Education. ISBN 0582368162.

BEYTH-MAROM R. – SAPORTA K. – CASPI A. 2005. Synchronous vs. asynchronous tutorials: Factors affecting students' preferences and choices. In: Journal of Research on Technology in Education. Spring 2005, vol. 37, n. 3. ISSN 1539-1523, eISSN 1945-0818

BOHNER, G. – WANKE, M. 2002. Attitudes and attitude change. New York, NY: Psychology Press. ISBN 9781315784786.

BROWN, H. D. 2000. Principles of language learning and teaching. 4th ed. White Plains, NY: Addison Wesley Longman. ISBN 0-13-098834-0

COTTERALL, S. 2000. Promoting learner autonomy through the curriculum: Principles for designing language courses. In: ELT Journal, vol. 54, n. 2, pp. 109-117. ISSN 0951-0893, eISSN 1477-4526

DANG, T. 2012. Learner autonomy: A synthesis of theory and practice. In: The Internet Journal of Language, Culture, and Society, vol. 35, n. 1, pp. 52-67. ISSN 1327-774X

HAVERBACK, H. R. 2009. Facebook: Uncharted territory in a reading education classroom. In: Reading Today, vol. 27, n. 2, pp. 34. ISBN 9781787351950

HOLEC, H. 1981. Autonomy and Foreign Language Learning. Oxford: Pergamon. ISBN 0-08025-357-1.

HOLMES, J. 1992. An introduction to sociolinguistics. Pearson, NY: Longman. ISBN 978-1-4082-7674-7.

HOVEN, D. – CRAWFORD, J. 2001. Networking and communicating: Technological applications and implications for the learning of Indonesian and EFL. University of Technology, Canberra: AALA 2001. Available online: https://eprints.qut.edu.au/509/1/509.pdf

HUANG, J. – BENSON, P. 2013. Autonomy, agency and identity in foreign and second language education. In: Chinese Journal of Applied Linguistics, vol. 36, n. 1, pp. 7-28. ISSN 2192-9505, eISSN 2192-9513

KABILAN, M. K. – AHMAD, N. – ABIDIN, M. J. Z. 2010. Facebook: An online environment for learning of English in institutions of higher education?. In: The Internet and Higher Education, vol. 13, n. 4, pp. 179-187. ISSN 1096-7516

KARAHAN, F. 2008. Language attitudes of Turkish students towards the English language and its use in Turkish context. In: Journal of Arts and Sciences, vol. 7, n. 2, pp. 73-87. ISSN 1944-6934.

KHOTIMAH, K. – WIDIATI, U. – MUSTOFA, M. – FARUQ UBAIDILLAH, M. 2019. Autonomous English learning: Teachers' and students' perceptions. In: Indonesian Journal of Applied Linguistics, vol. 9, n. 2, pp. 371–381. ISSN 2301-9468, eISSN 2502-6747

LATCHANNA, G. – DAGNEW, A. 2009. Attitude of teachers towards the use of active learning methods. E-Journal of All India Association for Educational Research. 21(1). Available online: https://pdfs.semanticscholar.org/3b12/38ab4320fa08afc02aafae140179566e14a1.pdf

LITTLE, D. 2009. Language learner autonomy and the European language portfolio: Two l2 English examples. In: Language Teaching, vol. 42, n. 2, pp. 222-233. ISSN 1475-3049

LITTLEWOOD, W. 1999. Defining and developing autonomy in East Asian contexts. In: Applied Linguistics, vol. 20, n. 1, pp. 71-94. ISSN 0142-6001, eISSN 1477-450X.

LIU, H. 2015. Learner autonomy: The role of motivation in foreign language learning. In: Journal of Language Teaching and Research, vol. 6, n. 6, pp. 1165-1173. ISSN 1798-4769

MANTLE-BROMLEY, C. 1995. Positive attitudes and realistic beliefs: links to proficiency. In: Modern Language journal, vol. 79, n. 3, pp. 372-386. ISSN 1540-4781

MARCELLINO, M. 2008. English language teaching in Indonesia: A continuous challenge in education and cultural diversity. In: TEFLIN Journal, vol. 19, n. 1, pp. 57- 69. ISSN 0215-773X, e-ISSN 2356-2641.

MASLIN, N. M. – CONSULTANT, P. – LTD, S. S. 2010. HF Communications: Impact of modern technology. London: Pitman Publishing. ISBN-13 978-0273026754

MENSAH, J. – OKYERE, M. – KURANCHIE, A. 2013. Students attitude towards mathematics and performances: does the teacher attitude matter?. In: Journal of education and practice, vol. 3, n. 2, pp. 132-139. ISSN 2222-1735, eISSN 2222-288X

MOUSAVI, S. A. ARIZAVI, S. – NAMDARI, N. 2014. The effect of test preparation on the test performance the case of the IELTS and TOEFL iBT reading tests. In: International Journal of English and Education, vol. 3, n. 2, pp. 10-22. ISSN 2278-4012

NGUYEN, T. N. H. 2007. Effects of test preparation on test performance: The case of the IELTS and TOEFL iBT listening tests. In: Melbourne Papers in Language Testing, vol. 12, n. 1, pp. 1-23. ISSN 0265-5322

NOVIYENTY, L. 2019. Lecturers' Strategies in Teaching TOEFL to Non-English Department Students at State College for Islamic Studies STAIN Curup. In: ADJES, vol. 6, n. 1, pp. 45–61. ISSN 2356-5012, eISSN 2477-2879

POWERS, D. E. 2012. Understanding the impact of special preparation for admissions tests. Princeton, New Jersey: ETS. Available online: https://www.ets.org/Media/Research/pdf/RR-12-05.pdf

RACHMAWATI, Y. – CYNTHIA, R. J. 2010. Information and communication technology (ICT)-based learning in teaching secondary school in Indonesia. Proceeding of the 1st UPI International Conferences on Technology and Vocational Education and Training, 10-11 November 2010, Bandung, Indonesia. Available online: http://fptk.upi.edu/tvetconference/download/TVET%20Conference%20Proceedings/Papers_Theme4/03_Yulia.pdf

RATTRAY, P. 2013. Bridging cultural divides (text version). Australia: ETC Indonesian Language and Business Services. Available online: https://www.scribd.com/document/137634102/Bridging-Cultural-Divides-Eastern-and-Western-Worldviews-in-Focus

SANPRASERT, N. 2010. The application of a course management system to enhance autonomy in learning English as a foreign language. In: System, vol. 38, n. 3, pp. 109-123. ISSN 0346-251X

SCHWARZ, E. J. – WDOWIAK, M. A. – ALMER-JARZ, D. A. – BREITENECKER, R. J. 2009. The effects of attitudes and perceived environment conditions on students' entrepreneurial intent: An Austrian perspective. In: Education+ Training, vol. 51, n. 4, pp. 272-291. ISSN 0040-0912.

SHEARD, J. – LYNCH, J. 2003. Accommodating learner diversity in web-based learning environments: Imperative for future developments. In: International Journal of Computer Processing of Oriental Languages, vol. 16, n. 4, pp. 243-260. ISSN 1793-8406, eISSN 2010-0205.

SICAM, F. P. M. – LUCAS, R. I. G. 2016. Language attitudes of adolescent Filipino bilingual learners towards English and Filipino. In: Asian Englishes, vol. 18, n. 2, pp. 109-128. ISSN 1348-8678, eISSN 2331-2548

SMITH, R. 2008. Key concepts in ELT: Learner autonomy. In: ELT Journal, vol. 62, n. 4, pp. 395-397. ISSN 0951-0893, eISSN 1477-4526.

SUNG, Y. – CHANG, K., – YANG, J. 2015. How effective are mobile devices for language learning? A meta- analysis. In: Educational Research Review, vol. 16, n. 3, pp. 68-84. ISSN 1747-938X

WANG, C. 2010. Toward a second language socialization perspective: Issues in study abroad research. In: Foreign Language Annals, vol. 42, n. 3, pp. 270-286. ISSN 0015-718X

WANG, H. 2011. Promoting university English majors' learner autonomy in the Chinese context. In: Journal of Language Teaching and Research Journal of Language Teaching and Research, vol. 2, n. 2, pp. 408-413. ISSN 1798-4769, eISSN 2053-0684.

WENDEN, A. 1991. Learner strategies for learner autonomy. London: Prentice Hall. ISBN 978-0135296035

WORLDOMETER. 2020. Updata corona virus cases. Available online: https://www.worldometers.info/coronavirus/

ZULAIHAH, S. – HARIDA, R. 2008. Autonomous learning strategy of the successful nontraditional students. In: ELTIN Juornal, vol. 5, n. 2, pp. 71–84. ISSN 2339-1561

Words: 6449
Characters: 41 275 (22,93 standard pages)

Assoc. Profesor Like Raskova Octaberlina, Dr.
English Education Department, Faculty of Education and Teachers Training
Universitas Islam Negeri Malang,
Jalan Gajayana 50, Malang 65144
East Java,
Indonesia
like_raskova@yahoo.com

Assistant Profesor Afif Ikhwanul Muslimin, M.Pd.
English Education Study Program, Faculty of Education and Teachers Training
Universitas Islam Negeri Mataram,
Jalan Gajahmada 100 Jempong Baru, Mataram 83125
West Nusa Tenggara,
Indonesia
afifikhwanulm@uinmataram.ac.id

Most effective educational technologies in the era of coronavirus: Case-study and e-learning Russian as a foreign language

Larisa V. Ukhova – Valentin N. Stepanov – Zhanna K. Gaponova – Elena M. Boldyreva – Natalya A. Kovaleva

Abstract
The article substantiates the need for the use of the most effective educational technologies in the process of distance teaching communication disciplines in the era of coronavirus. As the main effective educational distance technology, the case-study method is presented. It allows to identify the competence level of students with the maximum of communication completeness. The content of the cases is given, the conditions and features of their use in new reality of self-isolation and distance teaching are revealed, the technology of case development is considered, and the method of the case-study application role games is presented. The article presents some results of using case-study method in teaching English language speaking students a Russian language writing. Online case-study technology brings the learning process closer to the real practice of preparing texts of different journalism genres and style. This is fully facilitated by two role games as follow: "The interview with a director of a theatre performance" and "The writing a feature article". During the role game "The interview with a director of a theatre performance" students should prepare, conduct, and record the interview with a director of a theatre performance, and then present it (the interview) online in the form of an article designed for a newspaper or magazine, having stood the formal and substantive requirements of the genre of interview. During the role game "The writing a feature article" in accordance with the topic proposed by teacher, students should identify the problem to be analyzed, determine the vector of representation of the examined problem, and write a feature article due to its genre-forming and genre-defining parameters.
Key words: communication, competence, education, e-learning, case-study, case-technology, case-method, role play, Russian as a foreign language (RFL), teaching writing, journalism style, feature article, interview, coronavirus

Introduction

Due to highly competitive educational environment, transition of state educational standards to new versions displays intention of the Ministry of education of the Russian Federation to reduction of hours of theoretical courses and increasing of time for practical work. New rules should not be aiming just at transferring knowledge for "the modern approach to learning should focus on the introduction of the learning process of novelty, due to the characteristics of the dynamics of life and activity, the specifics of the various technologies of learning and the needs of the individual, society and the state in the development of students socially useful knowledge, beliefs, traits and qualities of character, relationships and behavior experience" (Bagirov, Burykhin, 2012: 118). The end of 2019 and 2020 created a new reality in the world due to the pandemic COVID-19, ensured self-isolation of the population for several months, transferred education in schools and universities to remote mode, which required a quick response from the pedagogical community to the challenges of time, rethinking the traditional learning process in various fields, including foreign languages, finding effective tools and methods for e-teaching Russian as a foreign language.
It has become obvious today, in the new e-learning reality in the era of coronavirus, that is necessary to manage not only the personality of a student, but also the process

of its development. Interactive distance teaching means and methods allow in education to increase the level of acquisition of knowledge, enrich communication skills and stimulate the grow of learning abilities of students, which is a necessary condition for improving competencies (Ukhova, 2012a; Caliskan et al., 2019).

The purpose of this article is to identify the most effective educational technologies in the process of distance teaching communication disciplines in the era of coronavirus.

Literature Review

The communication concept implements the goal and means of training the interaction of specialists in professional activities to increase their communicative competence. Students need to improve the culture of communication, know the forms and methods of influencing the addressee, be able to adequately perceive and respond to the information received (Vezhbirskaya, 1999; Stepanov, 2008; Ostrikova et al., 2018; Aleshchanova et al. 2019; Razumovskaya et al., 2018; Vikulova et al., 2020). Being the basic competence of teaching a foreign language, communicative competence expands communication opportunities and contributes to increasing the motivation of students to learn a foreign language. "From the point of view of the productivity of educational activities, an orientation towards cognitive interest as a motive in learning a foreign language is justified, since the achievement of professional motivation is formed on the basis of sustained cognitive interest" (Obraztsov, Ivanova, 2005: 123).

Unlike traditional teaching, where the student's active participation is minimal, the case-study method (Yin, 1984; Eisenhardt, 1989; Hamel, Dufour & Fortin, 1993; Stake, 1995; Soy, 1997), which requires the student's involvement in classroom and independent work (Kuimova, 2010), is presented as an effective method of teaching. It should be emphasized that the technology can be implemented in different situations by different performers in different ways (Zobrik, Khudaikulova, 2007).

The main emphasis is placed on the personal component of the teacher's activities. In addition, components such as the features of the contingent of students, their general mood and the psychological climate in the group are significant (Kasatkina et al., 2011; Serebryantseva, 2020). Case-study can be developed by a teacher, students, or taken from special literature, both in Russian and in a foreign language.

Case-study as a educatinal technology is an analysis, discussion of a situation or a specific case in the form of a business role game (Zeldovich, 2011; Weiss & Bucuvala, 1980). The case for analysis should reflect the real-life situation, which can be discussed from the point of view of the specialty of students. The situation should contain a problem that students need to solve. For example, in the situation with coronavirus when introducing a certain topic, psychologists discuss cases from a psychological point of view, sociologists from a sociological point of view, political scientists from a political point of view, teachers from a pedagogical point of view, etc. in the virtual reality in social networks (Gabrielova et al., 2020).

Thus, the main educational question in the era of coronavirus needs to be resolved: How can we use the most effective educational technologies in the practice of teaching Russian as a foreign language in the situation with distance learning? And then another question is natural: How can we use the case-technology in the practice of e-learning Russian as a foreign language in the discussion of problems of real COVID-19 situation?

Methodology

One of the new forms of effective e-learning technologies is problem-situational learning via cases. The implementation of case-study method into the practice of education in Russia is a currently very urgent task. Used in the preparation of bachelors of Humanities such interactive method as case-study, is the most effective,

as it provides building of core competencies in the e-learning process: communication, leadership, ability to analyze in short time large amount of disordered information, making decisions under stress and with incomplete information, creating texts of different genres and stylistic focus, online communication competence and other competences (Arutyunova, 1999; Zheltukhina et al., 2016). "In this capacity, he serves as a fundamentally necessary addition to the lecture method of training, which is a structure-forming part of the learning process in classical University education system" (Ukhova, Nikkareva, 2014: 70).

Case-technology (method) of teaching is considered as e-learning by doing. The acquisition of knowledge and the formation of skills occur because of independent activity of students in resolving contradictions, creating professional knowledge, skills, abilities and developing mental abilities. "The case is a description of a specific real situation, prepared in a certain format and designed to teach students the analysis of different types of information, its generalization, skills of problem formulation and development of possible solutions in accordance with the established criteria" (Bagirov, Burykhin, 2012: 123).

The case-study method is not just a methodological innovation, but implementing of the method is related directly to changing of the current situation in distance education. It can be said that the method is aimed not so much at the development of specific knowledge or skills, but at the development of the general intellectual and communicative potential of the student and the teacher.

So, the case-technology includes several stages (Zeldovich, 2011: 11):
1. Introduction to the situation.
2. Division of students into groups.
3. Study of the situation.
4. Discussion on the situation in groups, and distribution of roles within the group.
5. Role play (analysis of the situation, decision-making, its design).
6. Summarizing, and analysis of the activities of the groups, and assessment of the role performance by students.
7. Analysis of the optimal option.
8. Plenary, or concluding, discussion.

In a role game, each participant performs actions similar to that of ordinary people do in real life, but taking into account the acceptance of the conditions set by an assignment. The role games are used as a means of practical training, and serve as a means of learning the rules of a certain type of behavior, displaying the development of decision-making process, and building a certain type of thinking. Role-playing games are actively used in teaching foreign languages. For example, role-playing games in Russian lessons as a foreign language are described (Zheleznyakova, 2017), methodology for organizing role-playing games of a problematic orientation in distance learning of foreign languages: on the material of the English language is proposed (Titarenko, 2007).

Results and Discussion

Widely spread in the West the so called "simulation games" or "game simulations" create a simulation model considered as a given indicative structure of the reproducible activity. Thus, in this article under the term "role game" is meant a simulation, a model, a simplified reproduction of a communication situation in the form of a game (Zeldovich, 2011: 19) in online reality in the era of coronavirus.

This article is devoted to the peculiarities of distance teaching of a written text to American students who are trained in Russian as a foreign language in the framework of the Middlebury College program (Vermont). The specificity of this program is full immersion of foreign students in the Russian language, the rejection of communication in the native language. In this regard, the so-called elective e-courses play an important role in the teaching system of the RCU, as they perform the

function of individualization of e-education and compensation of the limited opportunities of basic courses to meet the diverse needs of students, which become very popular in the context of general language training of trainees.

The elective e-course "Writing" is intended for the advanced level of training. It is assumed that students are familiar with the grammar of the Russian language at a high level, have a large vocabulary. In this course, written speech is understood as the ability to combine words in writing to express thoughts in accordance with the circumstances of the situation of communication.

In the syllabus of the e-course "Written speech|language" it is noted that students studying in Russian universities should be able to plan, and write an abstract, summary, review, and present online the results of research in accordance with their diploma thesis.

For some categories of students studying at the faculties, which profile is associated with technology, industry, commercial and diplomatic activities, a student should be supplemented by the formation of skills to do business correspondence regarding the structural, lexical, and grammatical features of such types of business writing as diplomatic, commercial, industrial letters. Currently, the Russian official business style is undergoing changes associated with the adoption of the Russian official speech international style standards, but the official business style is conservative, so along with the new forms of business documents (CV) old official documents (autobiography) are actively used.

Didactic units of this course include work with texts of different genres according to the nature of the professional profile of students. Special attention is paid to the style design of the students' written speech. It is assumed that students should master the basic characteristics of the functional styles of modern Russian literary language.

The communication trend in e-learning written language criteria is obvious: the student outlines his thoughts in the required form of writing so to target a certain Russian-speaking public.

The e-course "Writing" is built on the "from simple to complex and very complex" principle.

1 block.

Types of speech.

The study of style differentiation in the Russian language as a rule does not cause any difficulties to students, they are quite receptive to a typological and stylistic variety of speech and using the table "Functional styles of modern Russian literary language" give a detailed analytical description of texts of different stylistic direction.

The design of the text-reasoning is the only difficulty because American students are not used to divide information into paragraphs, and especially in writing statements based upon metalinguistic constructions (introductory words, rhetorical questions, figures of joint activity, etc.).

2 block.

Colloquial speech in the system of functional varieties of the Russian literary language.

At this stage, students should learn such genres of spoken style as a note, SMS, letter, greeting card, diary. It should be noted that in this case, students without any difficulties cope with the tasks set before them: quickly and correctly determine the genre of the text and create their own statements in the frame of a particular genre variety.

3 block.

Science style.

In the genres of the science speech specific vocabulary, complicated and complex syntactic constructions, logical structure of speech are used, and all this causes great difficulties for foreign students.

The work begins with an introduction to the types of reading (global, detailed, critical) and ways of processing information in secondary texts. Of course, special difficulties arise in critical reading, since the work with the Russian secondary text genres (review, abstract, review) is difficult for English speaking students. However, experience shows that in the presence of speech clichés that serve the genres of critical reading, trainees can create both a review and an essay on a scientific problem. In addition, at this stage, students should prepare their future course work in the framework of Russian culture studies. In this course, they should learn how to draw the title and content up, as well as write an introduction.

4 block.

Official business style.

As for work with business documents, there is, primarily, the total demand for the ability to issue different types of documents is taken into consideration. As a rule, by this time the interns are already determined by the place of work, so the most popular genre is that of resumé, which they create as a test assignment. As for other genres of official business style, there are mainly given assignments such as follows:

1) "Find errors in the text of the document (min six errors), correct them, and submit an edited version";

2) "Describe the genre of the text, justify your description".

5 block.

Journalism style.

Finally, the most difficult to deal with is the journalism texts. However, by this stage of learning, American students have significantly expanded and qualitatively changed the lexical composition of their texts in Russian language, enriched grammatical structure of texts, so they are quite ready to create complex genres of journalism style. As a genre assignment, they are invited to present a text for a local newspaper as an interview with a director of the theatre performance. The students prepare a feature article on "the Russian province from the point of view of American students", and design it as a newspaper or magazine article do to its genre-forming and genre-defining features (Barabash, 2010; Ukhova, 2012b; Repina et al., 2018).

Thus, the elective e-course "Written speech" is designed to expand the knowledge and skills of online-working with texts of different functional styles repertoire obtained during the basic courses. It should be noted that the Russian education has a fundamental difference from the American one, in the sense that it is more traditional and often represents the transfer of knowledge from teacher to student. In the United States, teaching is more focused on group forms of education and are based on discussion. The use of the case-technology, thus, allows bringing together fundamentally different teaching methods and obtain a high-quality limit of educational result, which is understood as a set of cognitive, motivational, and operational results that have maximum performance in each paradigm. The remote application of this method opens new opportunities for students to interact online and study in the new conditions of the educational process in the era of coronavirus.

First, the trainees continue to use the table "Functional styles of the modern Russian literary language", where the following information is contained about the journalism style:

1) Sphere of communication: social and political communication.

2) Speech situation: official situation, mass addressee, the author's task (to inform and influence).

3) Style features: documentary, authenticity, emotionality, invocability (Babenko, 1989; Izard, 1999; Stepanov, 2014).

4) Vocabulary: socio-political terminology; words denoting proper names; words with an abstract meaning; vocabulary and phraseology related to the area of moral and ethical problems (duty, honor, conscience, moral principles); words having an

evaluative character, positive and negative (social worker-parasite, advocate-helper); outdated forms of words (sons, knees, people); vocabulary and phraseology of the most different layers: legacy, solemnly raised (the flag, the Fatherland, the hour), conversational and colloquial (specifics, hype, crowd), figurative language tools.

5) Morphology: numerals, proper name, word structure with suffixes -ity, -ets, -jeni, -ist, -ism; with prefixes anti-, arch-, super -, ...; the plural of nouns having a collective meaning (election); compound adjectives, participle; imperative verb forms; quantitatively-nominal combination (2 days).

6) Syntax: diverse offerings, often exclamation motive nature, rhetorical questions, rhetorical appeals; introductory words, involved and adverbial-participial turnovers; inversion; elliptical constructions, stylistic figures, and citations.

Due to the materials of the table, students first analyze samples of newspaper-journalism style texts focused on the analysis deliberately selected original texts, united by thematic dominant (language, language and society, culture of speech) trying to isolate the language features characteristic of this style of speech. Then a complex genre-style analysis of texts of different stylistic orientation is carried out, during which the regularities of the creation of texts marked by different speech situations are distinguished. Below are options for such tasks.

Assignment 1.
Read a sample of the text designed for a newspaper and answer the questions after the text.
Sample questions to the text:
* What are the characteristic features of the style of the text?
• What is the purpose (task) of the author of the text?
• What language features would you highlight in this text?

Assignment 2.
Read two texts and complete the tasks after the texts.
Sample questions and tasks:
1. Where and in what sphere of communication can this text be used?
2. Determine the components of the speech situation (situation, destination, author's problem)?
3. What are the stylistic features of both texts?
4. Select the main features of the language of both texts.
5. What genre and style type do the texts belong to?
As for the journalism style is characterized by a large variety of lexical means, it is of particular importance in the training of foreign language students to create a written speech utterance, mark the communication situation, acquire lexical and grammar exercises aimed at identifying literal and metaphorical meanings of words, building synonymic and antonymic units. Of course, this kind of job cause the greatest difficulties for trainees, so the use of dictionaries is required. Below are the options for assignment.

Assignment 3.
Describe the value (literal or figurative) of the highlighted word and find synonyms (where possible) and then antonyms (where possible) of the selected words.

Assignment 4.
Come up with sentences with each of several synonyms and explain the difference (semantic or stylistic) between synonyms.

Assignment 5.

Find in the poem given means of expression, for what purpose does the author use them in his poem?

Only after that, the genre experiments might be launched.

Assignment 6.

According to the basic words "culture – man – language – society" create a statement in the style of journalism (10-15 sentences).

The role game "The interview with the director of a theatre performance" (Ukhova, 2012a; Zheltukhina et al., 2017).

Within the e-course "Writing" students are offered the following case:

1. Visit the performance of the theater named after F. Volkov online, prepare questions for the director of the theatre performance, selecting a genre type of interview, conduct an interview, record it.

2. Decipher the record, transfer it into a written form, issue in the form of an article designed for a newspaper or magazine, invent a catchy title, heading, 2-3 frames, select the photos.

The didactic materials designed for this unit contain the following information.

1) Interview is a conversation of journalist with a person highly competent in a certain area of human activity, for the purpose of receiving new, exclusive information, valuable discussing socio-political, economic, moral, and ethical and other problems.

2) Types of interviews:

Event interview is focused on a situation in a life of a famous person, organization, or state.

A portrait interview almost always concerns someone's biography and include several types as follows:

A leitmotif, when the interlocutor helps to approach a specific topic and not drop.

A narrative, when the interlocutor is first asked to tell the story of his life in chronological order.

An open, when a journalist plays the role of "curious listener" and asks only leading questions.

A problem, which is focused on important issues of politics, economy, social order, the journalist asks direct questions and requires the same direct answers.

The students readily incorporate in the role game "Interview with the director of the theatre performance", as a rule, choose the genre of event interview. Noting the difficulties in understanding the storylines of a theatrical production, difficulty in deciphering an interview and creating a complete text, students, however, note the need to use this method in the preparation of texts of journalism style, because they act as journalists.

The role game "The training problem".

Within the e-course "Writing" students are offered the following case:

1. In accordance with the proposed by the teacher topic "Russian province seen by American students" identify the problem to be analyzed.

2. Come up with a text that might be presented by a journalist.

3. In accordance with the policy of the publication, determine the vector of the representation of the problem.

4. Write an article corresponding to the genre-forming and genre-defining parameters of the problem-solving text, choose strong arguments and bring them into the system.

5. Write the text in the form of an article designed for a newspaper or magazine, come up with a title, heading, 2-3 frames, select the photos (if necessary).

The didactic materials designed for this unit contain the following information.

1) An article is a journalism genre of a text aimed at representing a socially relevant problem, event, or person. The article expresses openly or understate certain author's

position. It must include quotations, statistical and illustrative material. The text structure is as follows: thesis – argumentation – conclusion.

2) Argumentation is the process of bringing evidence, explanations, examples to justify any thought.

3) The thesis is the main idea, which the speaker tries to justify.

4) Argument is the evidence given in support of the thesis; it displays information of "because". The optimal number of arguments for the proof of the thesis is three.

5) Strong arguments include facts (what is proven, accurate, reliable), statistics, references to authorities (laws, documents; expert opinions, eyewitnesses; statements of famous personalities).

Conclusion

Let us sum up stated above. We identified one of the most effective educational technologies in the process of teaching communication disciplines in the era of coronavirus. It was a case-study.

The online-way the students broaden their real journalism practice brings a high-quality result, because they "try on" the role of professional journalists, make a very responsible and conscientious approach to the creation of a written statement designed in the frame of a certain genre and style. The latter also concerns the problem statement for discussion such as "about Russian soul, Russian character, Russian cuisine, cultural features, temples, transport, sports/fans, theater/audience, cinema, etc." in the era of coronavirus, and which is especially valuable, linguistic, and stylistic embodiment of the conceived idea.

In the final questionnaire, students note that by preparing their classes online they significantly enriched their vocabulary, developed, and improved the skills of writing a text of a certain genre in Russian, which confirms the need for this course in the system of training of foreigners in general. Almost all students note the case-technology not only as an interesting and creative, but what is most important, as a necessary form of education in general and of e-learning foreign languages in particular. In the e-courses of training and during the presentation of genre assignments it is possible to demonstrate the new knowledge and skills gained during the training in the virtual reality, and identify problems often associated with insufficient practical experience of online-interaction.

As a conclusion, it should be underlined that the role of the teacher when using the case-technology in distance education in the era of coronavirus is very multifaceted and the teacher leads the roles of a creator, designer, consultant, and expert, and, finally, a direct participant in a role game online giving maximum freedom to the students for their self-realization.

Acknowledgments

Bibliographic references

ALESHCHANOVA, I.V. – FROLOVA, N.A. – ZHELTUKHINA, M.R. 2019. Teaching resources in professionally oriented foreign language learning. In: IOP Conf. Ser.: Mater. Sci. Eng., vol. 483, n. 1, pp. 1-12. https://doi.org/10.1088/1757-899X/483/1/012038 ISSN: 17578981, 1757899X

ARUTYUNOVA, N.D. 1999. Language and Human world. Moscow: Languages of Russian Culture. ISBN 5-7859-0027-0

BABENKO, L.G. 1989. Lexical means of designation of emotions in Russian. Sverdlovsk: Publishing house of the Ural university. ISBN 5-7525-0061-3

BAGIROV, I.KH. – BURYKHIN, B.S. 2012. Case-study as an interactive method in the education of Economics students in the process of studying the discipline "Personnel Management". In: Bulletin of Tomsk State University. Economy, vol. 3, vol. 19, pp. 118-129. ISSN: 2311-3227 (Online). ISSN 1998-8648 (Print).

BARABASH, V.V. 2010. Images of Russia in the world. Moscow: AIRO. ISBN 978-5-91022-130-1.

CALISKAN, S. – GUNEY, Z. – SAKHIEVA, R.G. – VASBIEVA, D.G. – ZAITSEVA, N.A. 2019. Teachers' views on the availability of web 2.0 tools in education. In: International Journal of Emerging Technologies in Learning, Vol. 14, n. 22, pp. 70-81. ISSN: 18688799.

EISENHARDT, K.M. 1989. Building theories from case study research. In: Academy of Management Review, vol. 14, n. 4, pp. 352-550. ISSN 0363-7425.

GABRIELOVA, E.V. – ZHELTUKHINA, M.R. – SLYSHKIN, G.G. – SHIRYAEVA, O.V. – VOLSKAYA, N.N. – SURIKOVA, T.I. 2020. Online verbalization of personal assessment: English-language Twitter reactions in the protest political discourse. Astra Salvensis, Supplement, no. 1, pp. 403-421. ISSN 2457-9807. ISSN-L 2457-9807

HAMEL, J. – DUFOUR, S. – FORTIN, D. 1993. Case study methods. Newbury Park: Sage. ISBN-10: 0803954166. ISBN-13: 978-0803954168.

IZARD, C.E. 1999. Psychology of Emotions. Saint Petersburg: Piter. ISBN 5-314-00067-9

KASATKINA, N.E. – GRADUSOVA, T.K. – ZHUKOVA, T.A. – KAGAKINA, E.A. – KOLUPAEV, O.M. – SOLODOVA, G.G. – TIMONIN, I.V. 2011. Modern educational technologies in the educational process of the university. Kemerovo: GOU "CRIRPO". ISBN: 978-5-9572-0045-1; 070-5-9572-0044-4.

KUIMOVA, M.V. 2010. Using the case-study method in the process of teaching English as a foreign language in a technical university. In: Young scientist, vol. 1-2, n. 2, pp. 82-86. ISSN: 2072-0297

OBRAZTSOV, P.I. – IVANOVA, O.Yu. 2005. Vocational-oriented foreign language education at non-language faculties of universities. Orel: OGU.

OSTRIKOVA, G.N. – ZHELTUKHINA, M.R. – ZYUBINA, I.A. – SIDOROVA I.G. 2018. Learning Via Visualization at the Present Stage of Teaching a Foreign Language. In: Astra Salvensis, vol. 4, pp. 601-607. ISSN: 23441887, 23934727

RAZUMOVSKAYA, M. – ZAITSEVA N.A. – LARIONOVA, A.A. – CHUDNOVSKIY, A.D. – BREUSOVA, E.A. 2018. Prospects for applying various forms of organizational integration to improve the quality of education. In: Astra Salvensis, n. 6, pp. 348-362. ISSN 2457-9807. ISSN-L 2457-9807.

REPINA, E.A. – ZHELTUKHINA, M.R. – KOVALEVA, N.A. – POPOVA, T.G. – GARCIA CASELLES, C. 2018. International media image of Russia: trends and patterns of perception. In: XLinguae, vol. 11, n. 2, pp. 557-565. DOI: 10.18355/XL.2018.11.02.45. ISSN 1337-8384.

SEREBRYANTSEVA, O.G. 2020. The case-study method as a means of developing communicative competence in a non-linguistic university. In: International Research Journal, vol. 8, n. 98, pp. 40-44. ISSN: 2227-6017 (ONLINE), ISSN: 2303-9868 (PRINT).

SOY, S.K. 1997. The case study as a research method. Unpublished paper. Ostin: University of Texas at Austin.

STAKE, R. 1995. The Art of Case Study Research. New York: Sage. ISBN-10: 080395767X. ISBN-13: 978-0803957671

STEPANOV, V.N. 2008. Pragmatics of spontaneous television speech. Yaroslavl: MUBiNT. ISBN 5-93002-177-5.

STEPANOV, V.N. 2014. Emotionogenic speech and its genres in advertising. In: Psychological influence in interpersonal and mass communication. Moscow:

Publishing House "Institute of Psychology of the Russian Academy of Sciences". ISBN 978-5-9270-0286-3.

TITARENKO, N.V. 2007. Methodology for organizing role-playing games of a problematic orientation in distance learning of foreign languages: on the material of the English language: PhD paper on Pedagogy: 13.00.02. Moscow.

UKHOVA, L.V. – NIKKAREVA, E.V. 2014. Innovative educational technologies in teaching communication disciplines. In: Alma mater, vol. 7, n. 7, pp. 69-77. ISSN: 1026-955X.

UKHOVA, L.V. 2012a. Interactive forms of teaching foreign language students in the language environment. In: Russian as a non-native language: new in theory and methodology. In: Materials of the III International Scientific and Methodological Readings. Moscow: Publishing House MGPI, pp. 392-400.

UKHOVA, L.V. 2012b. Teaching written speech to foreign trainees studying the Russian language. In: Problems of modern philological education: collection of scientific articles. Moscow: MSPU, pp. 43-57.

VEZHBIRSKAYA, A. 1999. Semantic universals and description of languages. Moscow: Languages of Russian culture. ISBN 5-7859-0032-7

VIKULOVA, L.G. – ZHELTUKHINA, M.R. – GERASIMOVA, S.A. – MAKAROVA, I.V. 2020. Communication. Theory and practice. Moscow: VKN Publishing House. ISBN: 978-5-7873-1738-1

WEISS, C.H. – BUCUVALA, M.J. 1980. Social science research and decision-making. New York: Columbia University Press. ISBN-10: 0231046766. ISBN-13: 978-0231046763.

YIN, R.K. 1984. Case study research: Design and methods. Newbury Park: Sage. ISBN 9780803920583.

ZELDOVICH, B.Z. 2011. Business games in the management of printing and publishing processes. Moscow: Publishing House MGUP named after Ivan Fedorov. ISBN: 978-5-8122-1138-7.

ZHELEZNYAKOVA, S.N. 2017. Role-playing games in Russian lessons as a foreign language. In: Topical problems of humanities and natural sciences, vol. 2, pp. 21-24. ISSN 2073-0071.

ZHELTUKHINA, M.R. – VIKULOVA, L.G. – MIKHAYLOVA, S.V. – BORBOTKO, L.A. – MASALIMOVA, A.R. 2017. Communicative Theatre Space in the Linguistic and Pragmatic Paradigm. In: XLinguae, vol. 10, n. 2, pp. 85–100. ISSN 1337-8384.

ZHELTUKHINA, M.R. – VIKULOVA, L.G. – SEREBRENNIKOVA, E.F. – GERASIMOVA, S.A. – BORBOTKO, L.A. 2016. Identity as an Element of Human and Language Universes: Axiological Aspect. In: International Journal of Environmental and Science Education, vol. 11, n. 17, pp. 10413-10422. eISSN 1306-3065.

ZOBRIK, A. – KHUDAIKULOVA, A. 2007. John Goering. Investigation of situations: principles and practice. Cambridge. Available online: http://www.intertrends.ru/fourteen/018.htm

Words:5239
Characters: 35 615 (19,79 standard pages)

Assoc. Prof. Larisa Vladimirovna Ukhova, Dr.Sc
Faculty of Russian Philology and Culture
Yaroslavl State Pedagogical University named after K.D. Ushinsky
108/1 Respublikanskaya Str.
150000 Yaroslavl
Russia
larissauchowa@mail.ru

Prof. Valentin Nikolaevich Stepanov, DrSc.
Mass Communication Department
Intenational Academy of Business and New Technology (MUBiNT)
80 Sovetskaya Street
150999 Yaroslavl
Russia
vsrhetor2000@mail.ru

Assoc. Prof. Zhanna Konstantinovna Gaponova, PhD
Faculty of Russian Philology and Culture
Yaroslavl State Pedagogical University named after K.D. Ushinsky
108/1 Respublikanskaya Str.
150000 Yaroslavl
Russia
jangap1@mail.ru

Assoc. Prof. Elena Mikhailovna Boldyreva, DrSc
Faculty of Russian Philology and Culture
Yaroslavl State Pedagogical University named after K.D. Ushinsky
108/1 Respublikanskaya Str.
150000 Yaroslavl
Russia
e71mih@mail.ru

Prof. Natalya Anatolyevna Kovaleva, DrSc.
Russian language center
National University of Science and Technology "MISIS"
4 Leninsky Prospekt,
119049 Moscow,
Russia
kna13@yandex.ru

The significance of a pandemic in teaching foreign languages, with special regard to the teaching of seniors

Aleksander Kobylarek – Emilia Alaverdov – Luba Jakubowska

Abstract
This article presents the results of research into the influence of a pandemic on education in the field of foreign languages. Research regarding opinions was conducted by the free interview technique on specially selected foreign language teachers in Poland, Belarus, Italy, Ukraine and Georgia. The areas researched covered opinions on various topics – changes in the functioning of educational institutions; changes in students' needs, expectations and behaviour, with special regard to seniors; problems connected with remote learning; changes in educational methods and content; and the specifics of teaching seniors foreign languages during a pandemic. As a result of qualitative analysis, three categories of problem emerged - pedagogical, didactic, and those specific to the teaching of seniors.
Key words: remote learning, Covid-19, language learning, education of seniors

Introduction
The explosion of the Covid-19 pandemic in 2019, together with its relatively swift proliferation in the months following, left the whole world in a singular situation (Daniel, 2020: 91-96). At first the virus was a fatal threat to those who were weak, old, and ill, especially those suffering from chronic diseases. However, after some time it turned out that in effect our whole species is under threat, and the complications among those who had survived the disease could last for a very long time and be the cause of serious long-term health problems. The threat to life and the possibility of long-term complications forced the authorities in various countries to adopt drastic counter-measures, such as the necessity of disinfecting hands, covering the respiratory tract or social distancing, ending in the suspension of the activities of institutions and shutting down whole areas of the economy, such as transport, trade, gastronomy and education (Murgas, Petrovic, 2020). Countries which more or less consciously ignored the facts (such as the United Kingdom and Sweden) in time paid with an increased death-rate among seniors and a sharp rise in infections.
The pandemic has had a direct and indirect influence on the education system (Biana, Joaquin, Dacela, 2020). For education, efforts to prevent the spread of the Covid-19 virus led to learning via the Internet. The limiting of contacts or social isolation connected with this must have had an effect on the methods of education, including foreign language teaching, as well as on educational content (Coskun, 2020; Bianco, Cobo, 2019ab). On the other hand, the education system fell victim to the problems in other economic sectors which we depend on, including those arising from defective government policies, household economic problems, personal uncertainty and danger (Flores, Swennen, 2020; Haskova, Manduliakova, Van Merode, 2017).
Direct contact during the teaching of languages has a huge significance (see: Szalma, Rekai, 2020). To some degree the teaching of foreign languages should be treated as a workshop, many of the elements of which cannot be replaced by remote learning (Biana, Joaquin, 2020b). A similar problem occurs in other cases such as professional education, physical education and theatre workshops. The unmediated presence of a teacher appears to be key when it comes to correcting mistakes swiftly or effective control of the learning process. (Gadusova, Haskova, Szarsoi, 2020). Apart from this, if we accept that the teaching process itself is a kind of communicative process, then it

can only be realized to the full by the unmediated presence of another (Biana, Joaquin, 2020a; Aguas, 2020).

The situation of education during a pandemic can be examined from two different perspectives. From one of them teaching can be placed alongside other spheres of social life. In comparison to trade, tourism, transport or gastronomy, the education system can appear to be stable and resistant to shock. After all, the pupils have the possibility of remote learning and the teachers don't lose their jobs – they can earn enough to support themselves and fulfil their mission. It is even possible to suppose that the pandemic has created additional possibilities for learning, particularly in the case of adult students, for whom home working or unemployment can be seen as gaining more free time and the possibility of taking on educational challenges as an answer to critical events (Woods, 1993).

A completely different picture of education appears when we look on it as a system which functions with the support of strictly defined education goals. In this case every change is dangerous, because it brings about the necessity of redefining teaching methods and checking their effectiveness in new conditions. In the case of the pandemic this must be done by trial and error, in real time. In such a situation the considered opinions of practitioners are unusually valuable, because they are able to supply science with knowledge from the front line, and because they are at the bottom of the hierarchy they have to grapple with the greatest problems on a daily basis (Li, 2017).

The education of seniors has its own peculiarities (Ziebinska, 2010; Marcinkiewicz, Wilk, 2020). As with the education of adults generally, the motivation of the elderly is first and foremost based on strictly specified goals (Slowik-Krogulec, 2019). Seniors usually want to learn foreign languages so that they can communicate with grandchildren brought up in a different country, go travelling, or simply for social reasons, because learning then becomes a pretext for social gatherings where achievement has no special significance. Lockdown must be particularly onerous for this last group.

Remote learning was enforced by the emergency caused by the pandemic. It is difficult to identify it with online education, and the comparisons or attempts at identifying with e-learning must be considered as far from accurate. Remote learning is somewhat reminiscent of clumsy attempts at coping with an uncomfortable situation and attempts at obtaining the best possible results, despite worsening working conditions. Therefore, for those teachers who have so far only used the Internet to a small extent to support their teaching, remote learning can be a particularly serious challenge.

Research aim

The Aim of the research was the identification and characterization of changes in the organizational process of foreign language teaching caused by the pandemic. Attention was paid to the general problems connected with the adaption of the didactic process to remote learning, as well as to:
- the specific problems of remote education connected with seniors being the subject of the didactic process,
- the problems of remote learning connected with specifics of the subject being taught (foreign languages).

Methods and materials

The research was conducted in Poland, Georgia, Italy, Ukraine and Belarus at the end of 2020 and beginning of 2021.
Tools employed: A qualitative analysis of content was employed in the research. Research material was obtained with the aid of the intensified one-to-one interview

technique. The statements of the educators became the unit of analysis. The initial categories embraced five areas of change connected with the pandemic:
- reorganization of the education institutions' activities
- the needs, expectations and behaviour of pupils, with particular regard to seniors
- the main problems connected with remote teaching
- changes in the area of education methods and content
- the specifics of teaching seniors foreign languages.
People researched: Educators specialized in teaching foreign languages N=18 took part in the research (higher education students, academic teachers, lecturers working in language schools.)

Results
In planning the research process the initial categories were defined by taking the following into consideration – changes in the operation of an institute, changes in the needs of students (particularly seniors), problems connected with remote learning, and changes in the didactic process and adapting this process to the needs of seniors.
Reorganizing the operation of the institute
Changes in the reorganization of an institute depends on the type of institute and the country it is in. In all the countries researched, with the exception of Belarus, the schools were closed during the first wave of the pandemic and switched to remote learning. Non-formal institutes either generally suspended their operations or attempted to replace at least some of their lessons with remote learning.
On the basis of the statements made by foreign language teachers, it is possible to distinguish the following strategies:

1 – Suspension of operations through lack of clients (this concerns private language schools and Universities of the Third Age – R1 and R14)
2 – Changes in the method of teaching. Above all, this concerns the formal education system, but it also applies to societies and language schools which were conducting EU projects (in Poland R16 and in Italy R8.) Some language schools reduced group numbers and made some of their staff redundant (R13), and others switched to remote learning (R4).
3 – Limiting necessary changes as much as possible. The best example of this is Belarus, which did not announce a state of emergency due to the pandemic. Both teachers from Belarus declared that there were no significant changes in the U3A where they worked, apart from sanitary precautions (R5, R6)
This last strategy was reported only by the teachers in Belarus. By using the second strategy, institutes generally tried to do everything to survive in a difficult situation. The first strategy of operation was forced on language schools by the worsening financial situation of their clients, or by anxiety over health, particularly in the case of seniors. For this group, language learning ceased to be a priority.

Changes in the needs, expectations and behaviour of students and seniors
Three different types of student behaviour respond to the above-mentioned operational strategies – escape, combat, reinforcement.
Many students fell out of the system. In the case of formal and compulsory education, the reasons indicated were a lack of appropriate equipment, whereas in the case of seniors it was a lack of equipment, unfamiliarity with technology, or a lack of motivation towards remote learning because there was no possibility of interacting with other people.
Those students who decided on combatting the difficulties most often had to cope with lower motivation and apathy and, in the case of seniors, with depression, anxiety and anger. Some institutes (mostly NGOs) organized training for seniors in the use of

new technologies, thanks to which they were able to retain elderly students on their courses in Italy (R8) and in Poland (R16). Many pupils needed technical support during their lessons, and some took advantage of help from their parents. Younger students (pre-school and junior school) had problems with concentration (R2, R3, R7, R10, R11).

For some pupils remote learning turned out to be better than what had formerly been offered. Gifted students did particularly well (R18). Seniors who with time became used to this kind of lesson, became more courageous and uninhibited in their on-line statements (R16). It turned out that the possibility of recording lessons was particularly useful, meaning that seniors could participate in lessons at a time convenient to them. Many of those who earlier had felt stressed during class lessons, maintained that mediated lessons actually had a therapeutic character (R16).

The main problems connected with remote learning
The majority of those interviewed indicated that it was the financial difficulties of adult students which ultimately decided on their resignation from the lessons.

      In the case of people who participated in the classes, they repeat themselves:
1 – technical issues – sometimes the equipment fails, sometimes the internet connection
2 – lack of proper training for head teachers and teachers, who were left alone and struggled
    to find solutions suitable for their institution
3 – emotional issues – triggered by isolation, fear and a feeling of insecurity
4 – specifics of remote teaching – most primary students don't treat it seriously enough to
    actually learn something
5 – cheating – especially when some parents or older siblings do the quizzes and tests,
    or answer the questions instead of the learners themselves – they care about marks instead
    of maintaining new skills.

Changes in education methods and content
Remote learning forced a change in the approach to teaching methods and set new priorities when it comes to the choice of educational content.
The application of education content in formal education revealed much underdeveloped material and errors in electronic textbooks (R3). In the case of adult students it became necessary to search for additional online materials more suitable for remote learning.
When it comes to teaching methods, it turned out that the biggest problem was a lack of direct contact. Generally, teachers see no possibility of working in groups or pairs. To some extent, these deficiencies were eliminated through work on the project and by using freely available material obtained from online publications.
Teachers attempted to strengthen motivation largely through the choice of more attractive content, either referring to the current situation of the pandemic (R7) or more interactive content, making use of games, quizzes and competitive elements (R3, R4), for example 'Kahoot'.
At the same time, teachers indicated that remote learning was more physically demanding, both for them and their pupils. Because of the necessity of searching for new teaching materials and testing new education methods, teachers had to devote much more time to preparing lessons (R7). On the other hand, after spending several hours (sometimes a dozen or more) in front of a screen, pupils showed symptoms of fatigue or even physical exhaustion (R16, R17).

Material was frequently cut to a minimum, because in many cases it was not possible to achieve educational aims during lessons. For example, a topic which was formerly covered in one lesson had to be divided over two lessons (R14).

Particular problems were presented by having to explain new grammar issues, search for electronic worksheets published in open access, and shaping skills in speaking and listening comprehension, due to the limitations resulting from the specifics of indirect communication.

The specifics of educating seniors in the area of foreign languages

The pandemic has had a decidedly negative influence on the education of most seniors. The closure of institutes has forced them to stay at home and switch to remote learning. Unfortunately, seniors belong to the age group which has the least developed skills when it comes to using the latest technologies. From this, it should not be surprising that teachers point to this group as being the most aggrieved when it comes to the possibility of participating in language lessons. An exception to this were cases of the implementation of educational projects by non-governmental organizations, which turned out to be the most flexible in their operations and attempted to carry out their pre-planned lessons in one form or another. They invested additional time and resources in preparing their beneficiaries to switch to hybrid or remote mode by organizing additional lessons for them in suitable programs, such as for example Skype and Zoom (R8). Thanks to this, those who possessed a suitable connection and equipment, but lacked skills in using the new technologies, could quickly make up for their educational deficiencies.

Seniors who overcame the psychological barrier in using the new technologies quickly spotted new educational possibilities. One of the teachers interviewed (R16) pointed out that it was actually these seniors who, appearing in front of internet cameras, gained self-confidence and freedom of expression. Others also pointed out that the necessity of participating in remote learning caused some seniors to become more interested in the new technologies, and they studied the new possibilities of their computers and integrated peripheral devices, such as speakers, cameras, microphones, and headphones (R16).

It is also worth noting that some of the seniors excluded themselves from this new form of learning through fears for their own health or acquired medical conditions. The main reasons for resigning were problems with sight or hearing (R13). In the case of attempts to maintain stationary classes, seniors resigned because they felt threatened by their advanced age accompanied by lower immunological resistance, as well as by accompanying chronic diseases, which also placed them in the group of people at a particularly high risk of infection.

For many seniors, language learning ceased to be a priority in the hierarchy of their life goals. As indicated by one of the teachers interviewed, care for one's health became a fundamental value (R4). Decreased motivation among this age group resulted from the fact that remote language lessons no longer satisfied their need for affiliation. They also cast doubt on the sense of learning a language in a time when free travel was impossible (R4).

Summary

In analysing the problems connected with reorganizing the didactic process of language learning during a pandemic, preliminary categories have been combined and three key areas giving rise to problems defined:

- general problems connected with remote education
- problems connected with language education in its strictest sense
- problems connected with language education specific to seniors

The first group of education problems includes, above all, the non-specific ones which set the framework for remote education. They were selected and defined on the basis of an analysis of the answers to the first 3 questions in the interview handbook. They are:
- the specifics of mediated communication
- financial problems
- limited social contact
- technical problems
- emotional problems

Analysis of replies to questions 3 and 4 provided the material for selecting the specific problems of language education in the times of the pandemic. They are:
- changing or limiting educational content
- redefining educational aims
- changing the education method to a more attractive one based on interactivity
- attempting to cope with a lack of direct contact and the lowering of educational effectiveness which goes with it
- problems with teaching new grammar principles

Answers to the last question provided information on the subject of problems with seniors learning in the areas of:
- using the new technologies
- health
- controlling negative emotions connected with the pandemic itself
- a fall in general motivation and in particular motivation to language education

Conclusions
Remote learning creates new possibilities. One person interviewed in Georgia stated that in this form of education the main advantages can be seen as the saving of time, money and energy. Unfortunately only one teacher in Poland was of the same opinion. The remaining teachers saw only a host of problems connected with remote learning (Rotas, Cahapay, 2020).
An ambivalent approach to computer-mediated learning is most evident in statements regarding changes in education methodology. Some of the teachers saw problems, but on the other hand others saw a whole range of new perspectives and numerous possibilities of enriching their methodological workshops, especially when it comes to educational material and teaching methods (Ulum, 2020)
Furthermore, on the basis of an analysis of the material collected, it is possible to state that seniors have become a disadvantaged group, excluded from the field of education by the pandemic. The threat to health, combined with the relatively low digital skills of seniors, has led to some of them being completely eliminated from lessons. Those seniors who coped with technological challenges, just like some of the teachers, were generally able to discover new possibilities which they used to enhance the learning process. In this connection it could be expected that in the future the technological gap between those who use the new media and those who are excluded will widen. Faced with the possibility of a protracted pandemic, its subsequent recurrences or the spread of other dangerous viruses, bridging the technological gaps should be treated as a basic task for society.
Conclusions should also be drawn from the limitations which have affected us and do everything so as not to be surprised by a similar (very likely) situation in the future. Language education, enriched by the possibilities of using ad hoc solutions applied during a pandemic, may become more efficient and even more flexible. Perhaps it is also a sign to consider remote education as an alternative form to the existing

traditional and stationary ones. Before the pandemic, institutions were closed to such opportunities. Now is a good time to think about this kind of problem.

Bibliographic references
AGUAS, J. J. S. 2020. Critical thinking in this time of global pandemic. In: Philosophia, vol. 21, n. 2, pp. 285-290. ISSN 2244-1875
BIANA, H. T. – JOAQUIN, J. J. B. 2020a. The ethics of scare: COVID-19 and the Philippines' fear appeals. In: Public Health, vol. 183, pp. 2-3. ISSN 0033-3506
BIANA, H. T. – JOAQUIN, J. J. B. 2020b. COVID-19: The need to heed distress calls of healthcare workers, In Journal of Public Health, UK, vol. 42, n. 4, pp. 853-854. ISSN 1741-3842
BIANCO, R. – COBO, M. O. 2019a. Formal and informal language acquisition during the migration processes: A comparison between immigrants and refugees.. In: Lengua y Habla, vol. 23, pp. 399–412. ISSN 1316-1180.
BIANCO, R. – COBO, M. O. 2019b.The linguistic integration of refugees in Italy. In: Social Sciences, vol. 8, n. 10, 284 p. ISSN 2076-076.
BIANCO, R. – COBO, M. O. 2019c. Refugees education: an ethnography of teaching experiences in Jordan. In: The European Proceedings of Social and Behavioural Sciences, vol. 60, pp. 31-38. ISSN 2357-1330
COSKUN, H. 2020. Design of the Subject of Weather Report as a Course Unit in Language Teaching. In: Journal of Education Culture and Society. vol. 11, n.2, pp. 183-198. ISSN 2081-1640.
DANIEL, S. J. 2020. Education and the COVID-19 pandemic. In: Prospects. n. 49, pp. 91-96. ISSN 1573-9090.
GADUSOVA, Z. – HASKOVA, A. – SZARSOI, D. 2020. Teachers` competences evaluation: Case study. In: Science for Education Today, vol. 10, 3, pp. 164–177. ISSN 2658-6762.
FLORES, M.A. – SWENNEN, A. 2020. The COVID-19 pandemic and its effects on teacher education. In: European Journal of Teacher Education. vol 43, n. 3, pp.453-456. ISSN 1469-5928.
HASKOVA, A. – MANDULAKOVA, S. – VAN MERODE. 2017. Problematic aspects of technology education in Slovakia. In: Communications - Scientific Letters of the University of Zilina, vol. 19, n. 1, pp. 75–80. ISSN 1335-4205.
HATAR, C. 2019. Social communication of seniors. In: XLinguae, vol. 12, n, 3, pp. 3-11. ISSN 2453-711X.
JOAQUIN, J. B. – BIANA, H. T. – DACELA, M. A. 2020. The Philippine Higher Education Sector in the Time of COVID-19. In: Frontiers in Education, vol. 5, 576371. ISSN 2504-284X
LI, L. 2017. Social Interaction and Teacher Cognition (Studies in Social Interaction). Edinburgh University Press. ISBN 978-0748675753.
MARCINKIEWICZ-WILK, A. 2020. Learning in late adulthood in the light of biographical research. In: Journal of Education Culture and Society. vol. 11, n. 2, pp. 133-146. ISSN 2081-1640.
MURGAS, F. – PETROVIC, F. 2020. Quality of life and quality of environment in Czechia in the period of the COVID-19 pandemic. In: Geograficky Casopis, vol. 72 n.2, pp. 261–274. ISSN 0016-7193.
ROTAS, E. E. – CAHAPAY, M. B. 2020. Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis.In: Asian Journal of Distance Education. vol. 15, n. 2, pp. 147-158. ISSN 1347-9008.

SHALMA, I. – REKAI, K. 2020. Personal and Online Contact during the COVID-19 Pandemic among Nonresident Parents and their Children in Hungary. In: International Journal of Sociology. vol. 50, n. 2, pp. 1-9. ISSN 1557-9336.

SLOWIK-KROGULEC, A. 2019. Developing efficient foreign language classroom environment for older adult learners. vol. 10, n. 2, pp 189-200.ISSN 2081-1640.

ULUM, O. G. 2020. Pre-Service English Teachers' Narrative Identity. IN: Journal of Education Culture and Society. vol. 11, n. 1, pp. 92-101. ISSN 2081-1640.

WOODS, P. 1993. Critical Events in Education. In: British Journal of Sociology of Education. vol. 14, n. 4, pp. 355-371. ISSN 1465-3346.

ZIEBINSKA, B. 2010. Uniwersytety Trzeciego Wieku jako instytucje przeciwdzialajace marginalizacji osob starszych. Slask: Katowice. ISBN 978-83-7164-619-5.

Words: 3945
Characters: 25 535 (14,19 standard pages)

Assistant Professor Aleksander Kobylarek, PhD
Institute of Pedagogy
University of Wroclaw
Dawida 1/3, 50-518 Wroclaw
Poland
aleksander.kobylarek@gmail.com

Associate Professor Emilia Alaverdov, PhD
Georgian Technical University
77, Kostava str., 0160, Tbilisi
Georgia
emily-78@mail.ru

Assistant Professor Luba Jakubowska, PhD
Department of Public Health Faculty of Health Sciences,
Wroclaw Medical University
Bartla 5, 51-618 Wroclaw
Poland
luba.jakubowska@umed.wroc.pl

Teaching somatic idioms during the corona crisis
(based on historical and literary texts)

Botagoz Suiyerkul – Altynshash Kurmanali – Bakhytgul Smanova – Kuralay Aitmukhambetova – Gulmira Bayalieva

Abstract
By the last millennium of the twentieth century, phraseology was established as an independent branch of linguistics, and now it is being developed in several directions. One of them is the theory of idioethnic phraseology. This doctrine considers the asymmetry in phraseology and the semantic description of the resulting phraseological units (PhU), the concept of phraseological paradigm (PhP), the "cap" as a phraseological category, and its relationship to phraseological derivation. This paper focuses on phraseological units and the difficulties in teaching students during the corona crisis. We use the World Bank's data on Kazakhstan (summer 2020), building on the narrative that "the COVID-19 pandemic has a negative impact on the development of human capital not only in Kazakhstan, but all over the world. Uneven access to quality education, especially during the quarantine period, can negatively affect the development of human beings." Because of said challenges, many educational establishments transferred the education system to distance learning. Teaching languages, especially when teaching phraseology, requires a lot of strength, a good grasp of modern technology, and innovative approaches. The aim of our research is to identify (1) the semantic field of the somatic idioms based on relevant historical and literary texts and (2) viable ways of teaching students during the corona crisis.
Key words: somatic idioms, phraseological phrases, semantics, semantic field, historical text, literary text, corona crisis, teaching

Introduction
The COVID-19 pandemic brought extreme challenges to the functionality of education systems globally. It has affected almost 1.6 billion students in more than 190 countries and on all continents. The closing of schools and other educational institutions resulted in a 94 percent decline in global school attendance. In low-income countries, the indicator was down by 99 percent. The pandemic crisis has exacerbated the existing problem of inequality in the sphere of education.

Some argue that the crisis has served as an incentive for innovations in the field of education. Though this may have been the case in some contexts, we should not consider the pandemic a virtue conducive to educational development. Nevertheless, in an attempt to ensure the continuity of professional training, innovative approaches had to be implemented in all school environments: from radio and television broadcasts to on-line teaching platforms, students were exposed to relevant ideas and study materials, which then enabled them to study at home. Thanks to the adoption of prompt operative measures by state and local governments and partner institutions, the uninterrupted educational process could continue. The group of active agents in this process included the Global Coalition on Education that dealt with educational issues under the auspices of UNESCO. Adequate solutions for distance learning were thus developed and made available on a global scale. The situation served as a reminder of the importance of teachers and an adequate support structure in education facilitated by governments and other stakeholders on all levels.

In order to solve said problems, it was necessary to prepare new materials, innovative programs, shoot video lessons, develop new rules for teaching, establish new procedures of assessment and instructions, identify new ways of conducting training courses for teachers, deploy specialized Internet platforms for distance learning and explain these new measures and tools to the parents and the public. (Zahorec, Haskova, Munk, 2019). Considering the existing problems and opportunities, after studying international experience, recommendations of UNESCO and the World Bank, we decided to use several distance learning technologies at once: training via the Internet; training through television and radio; and regular training in remote villages.

In this research paper, we will discuss the phraseology problem and specifics in teaching. Firstly we will clarify what phraseology is and how we apply it in teaching students. Given the fact that phraseology is one of the essential aspects of teaching/learning languages, it requires a lot of focused attention.

Language phraseology has been the subject of special attention among linguists from different countries throughout the past century. The need for language teaching and translation studies' development gave impetus to the comparative study and description of languages. The ongoing comparative study of the lexicology of languages led scientists to significant conclusions and opened up new prospects for studying such colorful and expressive means of creating imagery as idiomatic phraseological units of the language.

Idiomatic phraseological expressions belong among the most specific aspects of language, the comparative study of which is of high scientific interest and requires, accordingly, a specific research approach. Idioethnic phraseology is both a theory (idioethnic theory of phraseology) and a branch of phraseology that studies idioethnic marker phraseologies in two or more languages. Its subject is the national specific features of the phraseological system. These include idioethnic features arising from the properties of phraseology inherent in the system of a particular language, cultural and historical data, which are reflected in the linguistic consciousness of its adherents.

Published research on phraseology uses the method of comparing analogues of selected units to identify national characteristics. For example, the concepts of lexeme → phraseology, prototype of phraseology → atomic (fractional) phrase, phraseological meaning → phraseosema, phraseology as a pseudonym → phraseosymbol, and their content are compared (Akhmanova, 1966). The lexeme used in phraseology is called phraseolex. Phraseolexes in different languages that are in an equivalent, alternative relationship are called isophraseolexes, or they can be abbreviated as isolexes. Isolexes of four, three, and two languages are usually distinguished. Phraseolexes that occur only in one of the considered languages are called idioethnic phraseolexes or idiolexes and are contrasted with isolexes. They consist of two nouns used in the same phraseology. Accordingly, isodiads and idiodiads are distinguished. A set of phraseological units containing a common token forms a phraseological paradigm (Gak, 1975).

Phraseological paradigms, in which words belonging to a common thematic field are the main component, form a phrase-thematic field. For example, in our language, somatic names as individual lexemes "liver" and "heart" belong to the lexical-thematic group, while phraseological lexemes belong to the phraseological field identified as "the inner world of man." In addition, this field includes phraseology, in which the tokens "soul" and "mood" are the main components.

> "In the phraseological fragment of the conceptual and linguistic image
> of the world, the heart is expressed in the form of a material organ that
> describes the sensory actions associated with the physiological
> reactions of the human body. The location of the heart is connected
> with the chest of a person, which is a primitive image of the world,
> the concentration of quasi-organs and material organs in relation to

the inner soul of man. In this sense, the heart is used in conjunction
with the quasi-organs 'soul' and 'mood.'" (Nurzhanova, 2010: p. 25)

The conceptual and linguistic pictures of the world represent a full base of knowledge about the world, which has been accumulated during the entire history of the nation speaking that language. They represent the phenomenon of mass consciousness of the native speakers of a particular language and are able to convincingly reveal the national and cultural specifics of the images of the consciousness of the different bearers' lingua-cultural communities (Sametova, 2019). The analysis of somatic phraseology, which includes the name "heart," shows that human strength and endurance are also associated with the physiological properties of the heart "in perceiving and resisting the effects of the environment." (Sametova, 2019, p 27). For example, if we take the somatic phraseology of the heart, which means "true hero, brave," which enters the semantic field of "heart-strength," "primitive" linguistic consciousness is a powerful force that can lead to unseen heroism. It also serves as protection from external influences. The authenticity of the primitive "anatomical" information about the "outer hairy membrane of the heart" fixed in the primitive image of the world is reflected in the medical fragment of the scientific image of the world: "The inner surface of the pericardium is called the pericardium. There is serious moisture in the cavity between the pericardium and epicardium. It causes the membranes to become incompatible as the heart contracts. The epicardium and pericardium also belong to the conduction system of the heart." (Potebnya, 1994: p. 86).

In the text of the "Love Letter," the heart is found in the phrase "lion's heart" (lion's heart):
A 107 Zehi lion heart Konrat clan
Hey, lion-hearted, Brown offspring
A 108 Little Yashdin is the eldest of the sons
K. The greatness of the great from an early age
A 109 Happiness is a treasure
K. Happiness is the source, prosperity is the mine
A 110 Muhammad-Khoja-bek Jalam Kuvanji
K. Mohammad Khoja-bek is the joy of the world
A Oza inanimate tan land property without you
Q 111 In your absence, our state was like a soulless body ... (From "Love Letter") (Sagyndykuly, 2007: p.228).

It is clear that the meaning of this phrase is "a brave, courageous and strong" batyr ruler. This value is especially acute when taken in conjunction with the name "lion." For the lion is the king of the beasts. At the same time, the image of the ruling hero in the medieval linguistic consciousness of Khorezm is fully combined with the image of the Kazakh national linguistic consciousness and cognitive consciousness as a "brave commander and khan." For example, recall what Bukhar Zhyrau said about Abylai Khan. Therefore, it is no exaggeration to say that this is an integral part of the image of the "Ruler," which is accompanied by a number of qualities, such as "foresight, intelligence, cunning ...". (Sagyndykuly, 2007: p.229)
In this regard, we should pay attention to the last line in the excerpt from the "Love Letter": The author connects the whole state with the human phenomenon: that is, the inaction before the coming to power of Mohammad Khoja-bek, the indifference of the country, its legitimate continuation - the decline and stagnation - always worries the poet. It is known that this is a trend that continued in the later Kazakh society. Even in the 15th-18th centuries after the official recognition of the Kazakh people, this concept, this image became the basis for the formation of a whole literature - Zhyrau

poetry. Thus, the unity and prosperity of the country is one of the main themes in the works of the Middle Ages, as well as one of the three largest components of the work. These macro-components are listed in the version "Creator - Ruler - Beauty" and form the body of the whole poetic text, that is, it can be recognized as a continuum in the form of "Praise to God" - "Praise to the Ruler" - "Praise to the Beauty of Mankind."

In the linguistic image of the world, liver somatism is used as a direct anatomical name and participates in the formation of the world of words and images related to the kinship of man in the figurative sense. For example, in the phraseology, a child's liver is equated with a child born from the womb, and is used in the sense of a "born child" who breaks his brother. In the primitive cognition of the ethnos, the liver "moves," "hardens," "shrinks," i.e., undergoes physical changes, depending on various typical life situations. For example: the liver is cold, the skin is "broken," the liver is very "cruel," etc. The greatest grief of a person - the loss of a loved one, is associated with the "crushing" of this organ: the crushing of the liver "deeply grieved."

In the Kazakh worldview, the liver is taken as a symbol of the "closest" distance in human relations: the liver "pulled the head," the liver "very close," the liver "held close," the liver is whole, the liver is "children, relatives" - a relative is safe, a brother is unhappy, a "childless woman," a brother "hugs his head, hugs him" or "adopts a child," enters a brother, "has a very close relationship," etc. In the nominative and phraseological fragments of the linguistic image of the world, liver somatism is taken as a symbol of blood kinship (child, brother). (Nurzhanova, 2010).

In the medieval written heritage, these lexemes were used in the versions "liver / liver," "heart," "mind." Among them, there is a wide range of "mood" - the semantic scope and, accordingly, the scope. This is confirmed by the fact that it is used 354 times in the text "Khusrau ua Shyryn" (Ibatov, 1974), and 32 times in "Muhabbatname" (Sagyndykuly, 2007).

As *konil* (Mood) is coming out from Water, so it should be clean and pure. As dirty water can harm a man's organism: *konilge tusken kirbin* annoyance/dissatisfaction seized somebody can be harmful to emotional, spiritual world of a man. Similar to what you sow in the ground, then you gather that in the harvest, the same about the Mind, what you learn that will be reasonable and clear and assumed by the spirit (Suiyerkul, 2018). In "Khusrau ua Shyrynda," "liver" is called along with "heart" and forms a diad, and the emotional sphere of a person is characterized by its physiological state: Burning heart is bleeding - burning brother, my heart is bleeding; The burnt liver is full of blood - the burnt liver, the heart is full of blood (Ibatov, 1974).

Thus, it is observed that the variables formed on the basis of the literal meaning of the word vary significantly in the composition of phraseological units. The concentration of several phraseological units (FU) around one phraseology is especially characteristic of a work of art. This is due, on the one hand, to the author's desire to gradually expand the artistic idea, to thicken the color, and on the other hand, to strengthen the influence of the artist on his readers, developing the idea behind the work. Ultimately, this approach, which is in line with the author's pragmatic style, leads to the creation of new phrases, in addition to the existing regular expressions in the language. Thus, variants or equivalents of phraseology arise by replacing individual components of long-known regular expressions with other words. This enriches the phraseological base of the language and expands and transforms the phraseological fields in it.

Now back to the terms in the field of phraseology. The phenomenon of asymmetric dualism in language, discovered by Kartsevsky, was later further developed in the study of language from different angles. The first to pay attention to asymmetry in phraseology was V.G. Gak (Gak, 1975). The scientist revealed the essence of this phenomenon and found that FB combines two types of asymmetry - syntagmatic and paradigmatic (Gak, 1975). From this combined/combined asymmetry emerge the

three main features of phraseology: polynomial, metaphorical (variability of meaning), and idiomatic. Later V.G. Gak calls these three polylexematic, idiomatic, and elongated, respectively. The first of them distinguishes FB from other units of the whole form, the second - from analytical phrases, and the third - from individual-authorial phrases (Gak, 188, p 78).

Applying the unity of these three signs in relation to the phraseological material, one of the main and controversial issues in the study of phraseology, is the answer to the question of what are the main features of FB. This, in turn, allows you to give a concise and complete definition of phraseology. That is, phraseology is a separately formed unit of language, the components of which have undergone a complete or partial semantic change.

The concept of phraseological paradigm (FP), which begins with the research of V.G. Gak, is the main unit in the comparative analysis of national phraseology in idioethnic phraseology. By comparative analysis of phraseological paradigms, rather than phraseological ones, the substrate material in phraseology can be considered in close connection with vocabulary and the history of ethnic cultures. Studies using this method have shown that two or three languages do not have the same paradigms. This conclusion confirms the idioethnicity of the phraseological system of any language. Diads play a special role in phraseology. It is no coincidence that phraseographers highlight the most commonly used diads in the form of "caps" (Gak, 1998). Because they create a new phraseosema, they participate in phraseological derivation and develop their "own" paradigm. Phraseological units that enter this paradigm as independent units cannot be equal to each other. Because the semantic range of the phraseological lexicons that distinguish them from each other does not completely correspond to each other, the semantic framework of the phraseological units will be somewhat different. This shows that phraseological units that are part of the same phraseological paradigms cannot be considered equal. Although they can be used interchangeably in any context, they differ at the level of phraseology. In this regard, it can be concluded that each phraseology has its own influence on the nature and scope of phraseological paradigms.

Discussion

In this regard, we would like to focus on the method and techniques of teaching phraseological units and their variants – namely, their explication to students during the corona crisis. As we mentioned before, complete lessons were conducted on-line, which causes problems in understanding the theory and practice of phraseology and phraseological units. The urgent and rather abrupt transfer of in-school training to distance learning during the pandemic required significant changes to facilitate adequate on-line training procedures based on massive, open on-line courses (MOOCs). Educational organizations forced to work with students remotely to reduce the risks of the spread of coronavirus should be aware of this difference when assessing the effectiveness of so-called "on-line learning" using distance learning technologies (DLT). Under the threat of the spread of coronavirus infection, most universities and colleges, on the recommendation of the Ministry of Science and Higher Education, decided to switch to distance learning. In this regard, all face-to-face classes, including lectures, practical training, and even laboratory classes with virtual analogues, were transferred to the on-line environment. Teachers are forced to organize the educational process through distance learning technologies based on various methods of delivering electronic content and available communication tools for students and teachers in the electronic information and educational environment (EIE).

Such a sharp transition to "remote learning" is a forced and urgent measure. Not all universities were ready for this radical restructuring of the educational process based

on objectively different levels of development of their information infrastructure, provision of disciplines with electronic educational resources and readiness of teachers to use digital platforms and services in the educational process. Correctly selected course materials, based on the goals and objectives of learning and the educational process's characteristics in the on-line environment, will provide students with a positive educational result and the teacher with a positive feedback. This approach implies that on-line learning is primarily a cognitive and social process and not just a process of transferring information via the Internet. Just like face-to-face training, on-line learning requires social support for students. In full-time education, this role is played by the material resources of the university and the teachers involved in the educational process. On-line learning is impossible without an IT infrastructure, which requires significant investments, including an on-line learning platform, either owned by the school or leased, as well as high-quality on-line courses that provide effective training and support for learners in an on-line environment. In the current situation, when the transition to on-line learning is carried out as soon as possible, all these conditions must be created in advance, and teachers must have experience in using on-line learning tools and student support services. (Zatkova, Ambrozy, 2019).

Experience shows shows that the development of an on-line course takes on average 6-9 months, and the teacher's skills on the on-line platform are formed during the first two launches of the course.

Taking into consideration all the aspects of distant learning, all the theoretical material of this research was arranged in on-line platforms and presented to students. In the following section below, we present the extracts from the lectures introduced to the students by the IT technology in modules. The problem of explicit transformation of phraseology in modern linguistics arises in connection with the development of the science of phraseology in general, the study of the internal properties of phraseological units, their formation, and use. Despite the fact that there is a lot of work on the phenomenon of the transformation of phraseological units, some issues remain open. One of the issues awaiting further study is the quantitative change in the component composition of phraseological units.

The external form of any language unit is stable and not rigid. This also applies to phraseologies, in the process of which the speaker, especially the author of the literary text, tends to constantly change their meanings and forms in accordance with pragmatic goals, stylistic and communicative needs. (Kondrla, Durkova, 2018).

The numerical variability of the form of phraseological units, reflecting the interaction of stability and instability, is dialectical. Scientists A.A. Potebnya, A.B. Kunin, W.T. Bondarenko et al. (Sametova, 2019) have repeatedly noted the opposite direction of the process of change in the composition of phraseology. These changes are likely to take place in both directions, i.e., the number of components of phraseological units may decrease or increase. Following in the footsteps of V.M. Mokienko, these two processes can be called implication (implicit) and explication (explicit), respectively (Mockienko, 1989). In this regard, the work considers the change of language units (words, phraseological units) by increasing or decreasing the component content. It can be said that this type of phrase formation and variant construction is poorly studied at the present stage of linguistic development.

The problem of increasing or decreasing the composition of language units is closely related to linguistic concepts such as language, synchronicity, and diachrony. The peculiarities of explication and implication in phraseology are reflected in the dialectical integrity of these concepts. It is determined by the action of speech, which arises from phraseological units. The operation of the mechanism of explication is an example of the law of dialectics formulated by Hegel, in which quantitative changes lead to qualitative changes. Changes in appearance, type, including quantitative changes, are the basis for semantic renewal. This makes it possible to look at this problem in terms of the semantic, expressive, pragmatic possibilities of phraseology.

Thus, we consider the mechanism of explication in connection with the phenomenon of implication as a factor that develops and changes the language's phraseological structure.

Let us look now at the study of explication in phraseology. The term "explication" in encyclopedic dictionaries and directories is derived from the Latin word explication - "interpretation, explanation," which has the following meanings:

　　　1) Interpretation; Interpretation of symbols and signs used in plans, maps;

　　　2) Written plan of the director of the play, opera, ballet;

　　　3) Texts in the form of small information used in the work of the museum, hung at the entrance to the museum rooms or exhibition halls, written about the works and exhibits in this section, the principles of exposition.

We use the term only in a narrow sense, which is understood in relation to phraseological processes. Phraseological explication is one of the two types of quantitative change. And the opposite process - implication, implicit - means the reduction, removal of components. It should be noted that in the history of phraseology, the numerical transformations (transitions, changes) (new units and variants) that occur as a result of implications (reduction, reduction of units) have been studied more extensively.

Regarding the genesis of proverbs, i.e., the issue of considering stories as one of the sources of Kazakh proverbs, the article deals with historical, religious, and other issues. It has been proved in several epics ("Atymtai Zhomart," "Ghayar Katyn," etc.) that poets, who sang about the life experiences of the characters of legends, at the end of their works express the ideas of the event in the form of proverbs (Suyerkul, 2004). V.V. Vinogradov noted in his works that there is a genetic connection between the vocabulary (vocabulary) and word combinations (including regular expressions): Many scientists (R.N. Popov, E.I. Zemskaya, V.V. Istomina, T.M. Kondratyuk, etc.) have paid attention to the problem of word-formation from the phrase (by reduction). N.M. Shansky emphasizes the importance of the role of phraseological units in the formation of the lexical system of the language: "many phraseological units are primary in comparison with synonymous words, on the basis of which their word synonyms appeared." (Shansky, 1969: p. 231) Analyzing the formation of words based on phraseological units, the scientist points out the following ways:

　　　1. lexical-semantic;
　　　2. morphological and syntactic;
　　　3. lexical and syntactic;
　　　4. morphological (Shanski, 1969).

V.M. Mokienko (2007) considers the simplification of the component structure of the unit as a historical process that began in ancient times and ends with individual words in our modern language. Like other authors, V.M. Mokienko notes that "the shift or reduction of phraseology to the word is one of the most common types of phrase transformation." (Mokienko, 1989: p. 78) The researcher also contrasts implicitism with the process associated with the expansion of the component structure of phraseology - explicitism, and emphasizes it as an important phenomenon in language. However, the author does not distinguish between phraseological units and the new units that emerge as a result of this process; the explication begins with the word (Mokienko, 1989).

Also, students were given different practical tasks to fulfill during self-preparation time, for example, to fill the gaps, where they were given phraseological units with gaps. In addition, they were to find equivalents for the phraseological units given below. Moreover, they were supposed to listen to interviews and find the translation of the phraseological units. (Khonamri, Ahmadi, 2015), These are concrete examples

of how we try to reach our goal in teaching phraseological units during the corona crisis.

Conclusion
In the current situation marked by a high risk of coronavirus infection, universities' and colleges' only possible and adequate response to an external challenge was a temporary full transition to distance learning. Under these conditions, all possible resources of universities, partner universities, as well as external providers of content and services were used to implement the educational process via the Internet. The crucial requirements for the system were its reliability, the bandwidth of Internet channels, the ease of creating and posting content, the availability of services and platforms for teachers and students. Most popular among universities were the LMS platforms for posting content and testing students' knowledge, webinar services for on-line lectures and consultations, social networks and messengers for communication between students and teachers, and e-mails for delivering content. Many universities were able to take advantage of free on-line courses from leading Russian and foreign universities hosted on the national (PVET) and international (Coursera, edX, etc.) platforms.

A distinctive feature of the use of explicit phraseology in the work of art is their pragmatic orientation. In the use of phraseological units, the author's desire to make a special impression on the mood of the reader or listener is most evident: by increasing the component content of the unit, the addressee sharpens each word, conveys the idea more interestingly, while improving his mood and building up his character. It is obvious that they try to describe it as convincingly, accurately, and precisely as possible.

In conclusion, the semantic characteristics of words differ significantly in terms of synchrony and diachrony. It is possible that a linguistic unit, which is now considered to have one meaning, has several etymological meanings. Conversely, units used in the same sense in earlier stages of language development can be used in different ways in our modern language, especially in poetics. However, not all of them can be included in the written material, which is limited in space and time, so when studying the history of language, it is useful to compare the data of several heritages published in the same epoch. And the channel that is the source of antiquity, showing the diachronic evolution of our language, or continuing with our origins - paying attention to the semantic load on each person in the written heritage, word formation is one of the most effective ways to enrich the lexical and phraseological base of modern language.

Bibliographic references
AKHMANOVA, O. S. 1966. Dictionary of linguistic terms. In: Moscow, Soviet Encyclopedia, 607 p.

BABKIN, A. M. 1970. Russian phraseology, its development and sources. In: Leningrad: Nauka, 264 p.

BURTSEVA, V. V. – SEMENOVA, N. M. ed. 2003. Dictionary of foreign words. Отв. In: Moscow, Russian lang. Медиа, 820 p.

DIBROVA, E. I. 2002. Modern Russian language. In: Moscow, Higher School, 348 p.

FITRIANI, S.S. – ANANDA, R. – IRAWAN, A.M. – SAMAD, I.A. – WEDA, S. 2021. Representation of 212 Rallies in the Jakarta Post articles: A hybridity of CDA and SFL analysis. In: Studies in English Language and Education, vol. 8, no. 1, pp. 328-345. ISSN 2461-0275.

GAK, V. G. 1975. Phraseological units in the light of the asymmetry of the linguistic sign, In: Tr. Samarkand. гос. un – ta im. A. Navoi. vol. 277, pp. 3-10.

GAK, V. G. 1998. Linguistic transformations. In: School "Languages of Russian culture", 188 p.

GAVRILENKO, N.N. – BIRYUKOVA, YU.N. 2019. Forecasting the translation profession development: Foresight Technology. Journal of history culture and art research. vol. 8, n. 4, pp. 123-134. doi: 10.7596/taksad.v8i4.2365

IBATOV, A. 1974. Dictionary of Qutb's poem "Khusrau ua Shirin". In: Almaty, Science, 279 p.

KHONAMRI, F. – AHMADI, F. 2015. The effect of metacognitive strategy training and raising EFL learners' metacognitive awareness on listening comprehension. Indonesian Journal of Applied Linguistics, vol. 5, n. 1, pp. 19-28.

KHUKHLAEV O.E. – GRITSENKO V.V. – PAVLOVA O.S. - TKACHENKO N.V. – USUBIAN S.A. – SHOROKHOVA V.A. 2020. Comprehensive Model of Intercultural Competence: Theoretical Substantiation. RUDN Journal of Psychology and Pedagogics, vol. 17, n. 1, pp.13-28. ISSN 2313-1705. doi: 10.22363/2313-1683-2020-17-1-13-28.

KUBRYAKOVA, E. S. 1990. Paradigmatics, Linguistic encyclopedic dictionary. In: Большая советская энциклопедия, pp. 366-367.

KURMANALI, A. A. 2018. nalysis of the proverbs related to the lexemes "tongue / language "/ Opción, Año 34, n. 85-2 Journal Opcion Bolvarian Republic of Venezuela University of Zulia, pp. 97-115, e-ISSN: 2477-9385, ISSN 10423-4461587, Available online: www.luz.edu.ve

LARIN B, A. 1956. Essays on phraseology, Essays on lexicology, phraseology and stylistics. In: Leningrad: LGU, 235 p.

MALA, E. – MUGLOVA, D. – STRANOVSKA, E. 2019. Stimulation of creativity and ambiguity tolerance as effective foreign language teaching predictors. In: Slavonic pedagogical studies journal. vol. 8. N. 1. pp. 164-175. ISSN 1339-8660.

MODERN RUSSIAN LANGUAGE. 2006. Theory. Analysis of linguistic units. In: Moscow, Academy, n. 1, 480 p.

MOKIENKO, V. M. 1989. Slavic phraseology: textbook. In: Moscow, Higher School, 287 p.

NURZHANOVA, A. B. 2010. Primitive image of the world: somatic code of the phraseological fragment: phylol. science candid. ... author's ref. 10.02.02. Astana, 2010. 25 p.

POPOV, R. N. 1967. Phraseological units of modern Russian literary language with historisms and archaisms. In: Vologda, Sev.-zap. kn. Izd-vo, 268 p.

POTEBNYA, A. A. 1994. From lectures on the theory of grammar. Fable. Proverb. Conversation. Kharkov, pp. 86-124.

RUBACHA, K. – SIROTOVA, M. – CHOMCZYNSKA-RUBACHA, M. 2016. Educational self-efficacy in teachers of various ethical orientations. In: New Educational Review. vol. 43, n. 1, pp. 193-200. ISSN 1732-6729.

SAMAD, I. A. – FITRIANI, S.S. – PATAK, A.A. – WEDA, S. 2019. Students' perspective on genre approach in the 'neglected communicative event': Script defense examination in English department. In: Asian EFL Journal, vol. 21, n. 2.2, pp. 31-48.

SAMETOVA F. 2019. Representation of the concept of time in the linguistic consciousness / Opción, Journal Opcion Bolvarian Republic of Venezuela University of Zulia, vol. 35, n. 88, pp. 27-52, ISSN 10423-4461587, e-ISSN: 2477-9385, Available online: www.luz.edu.ve, www.serbi.luz.edu.ve

SAGYNDYKULY, B. – TASHIMBAY, S. 2007. The text of the monument "Love Letter" (XIV century): textbook. In: Almaty, Kazakh University, 228 p.

SUIYERKUL, B. 2018. Archetypes in ancient manuscripts and their significance and value in the Kazakh spiritual ethno culture, Journal Opcion Bolvarian Republic of Venezuela University of Zulia, vol. 33, n. 85, pp. 423-446. ISSN 10423-446158. e-ISSN: 2477-9385, Available online: www.luz.edu.ve www.serbi.luz.edu.ve

SUYERKUL, B. M. 2011. Linguosemiotic space in Khorezmi's "Love Letter" (XIV century). In: Almaty, Dyke Press

SREZNEVSKY, I. I. 1973. Notes on the formation of words from expressions. –SPb., 260 p.

SUYERKUL, B. M. 2004. On the genesis motivation and pragmatic features of Kazakh proverbs, A. Baitursynov and problems of Kazakh philology: Proceedings of the International scientific-theoretical conference. Almaty: Arys, pp. 122-126.

SHMELEV, D. N. 1973. Problems of semantic analysis of vocabulary. In: Moscow, Nauka, 246 p.

SHANSKII, N. M. 1969. Phraseology of modern Russian literary language. In: Moscow, Higher School, 231 p.

VINOGRADOV, V. V. 1977. About basic types of phraseological units in Russian, Selected works. Lexicology and lexicography. In: Moscow, Nauka, pp. 33-59.

ZAHOREC, J. – HASKOVA, A. – MUNK, M. 2019. Teachers' professional digital literacy skills and their upgrade. In: European Journal of Contemporary Education, vol. 8, n. 2, pp. 378–393. ISSN 1824-2979.

ZATKOVA, T. – AMBROZY, M. 2019. VET teacher preparation in Slovakia and the new professionals - Entrepreneurship trainers for VET. In: TEM Journal, vol. 8, n. 1, pp. 248-254. ISSN 2217-8309.

Words: 5543
Characters: 36 492 (20,27 standard pages)

Assoc. prof. Botagoz Suiyerkul
al-Farabi Kazakh National University
Temiryazeva 72
500050 Almaty
Kazakhstan

Prof. Altynshash Kurmanali
Kainar Academy
Department of Languages and Journalism
Satbayeva 75
500050 Almaty
Kazakhstan

Bakhytgul Smanova
Silkway International University
Tokayev street 27a
160011 Shymkent
Kazakhstan

Kuralay Aitmukhambetova
Academy of Public Administration under the President of the RK
Abay avenue 33a
010000 Nur-Sultan
Kazakhstan

Assoc. prof. Gulmira Bayalieva
Korkyt Ata Kyzylorda State University
City of Kyzylorda, 29A Aiteke bie str.
Kazakhstan
bislauka@mail.ru

Methods and techniques of teaching English and German classes in Nigeria during the Covid-19 pandemic era

Florence Orabueze – Henrietta Ifeoma Okafor – Uche Uwaezuoke Okonkwo – Mbefo Marydoreen Chinonso – Obiorah Ekwueme

Abstract
We want to infer that language teachers in Nigeria resorted to digital modes of teaching language processes during the COVID-19 era as maintaining social distancing became of paramount importance and the lockdown was implemented by the government of different nations. This study is predicated on the prevalent methods and techniques employed in teaching English and German language processes in the COVID-19 era in Nigeria. The digital methods and techniques have their accompanying challenges, especially in the knowledge delivery of the two foreign languages. Data was collected by interviewing 22 students of some private universities through Focus Group Discussions (FGD 1, 2, and 3) and also using social media/online publications as well as newspapers using qualitative descriptive paradigm. The choice of students of private universities is because the government-owned ones are on strike under the umbrella of Academic Staff Union of Universities (ASUU). The theoretical framework for this study is Ethnography of communication. The participant observation method will be adopted in the framework of analysis of this paper. By the end of this study, we would have established that though there are several techniques and methods of teaching language processes, digital modes became the new normal for language teachers as they were the most used.
Key words: Covid-19, communication, teaching, learning, methods, techniques, English language, German language, virtual, online

Introduction

E-learning has been in the public domain for years but the Covid-19 lockdown and social distancing acted as catalysts that propelled its wide use by language teachers as it appeared to be the readily available medium for teaching and learning English and German language processes in a Corona virus infected environment (Yekini et al., 2020, p.29). Every discipline requires a medium of communication through which it can be disseminated or passed on to listeners which is where language comes in (Flood et al, 2005). This work posits that virtual teaching and learning have become the new normal among language teachers. The paramount importance of language in every human society is indisputable. Language is the exclusive property of man and human beings everywhere in the world communicate with one another by means of language through the exchange of ideas, dissemination of information, expression of knowledge, beliefs, opinions, wishes, threats, commands, gratitude, promises, declarations, feelings, messages, directions and interests, to mention but a few (Eran, 2016, p.1). People of the same speech community interact among themselves and with foreigners to foster international trade, global unity, and peace (Melitz, 2008, p.668). Man's system of communication is by means of language and this makes it an integral aspect of the teaching and learning process of every discipline.

Language is the medium of learning, teaching, commerce, communication, entertainment and cultural transmission. Since learning a language is in line with learning the culture of the language owners, language teachers involve different techniques and methods to enable students understand the particular language as well as the history of the owners of the language, culture, and literature which will give room for proper communication and understanding. According to Schewe

(2020,p.10), *Lehrerinnen und Lehrer, die Deutsch als Fremd- oder Zweitsprache unterrichten, haben meist ein mehrjähriges Studium hinter sich. Sie haben in der Regel Sprachwissenschaft, Literaturwissenschaft und Kulturwissenschaft studiert, sich also wissenschaftlich mit Sprache, Literatur und Kultur auseinandergesetzt* (Teachers, who teach German as a foreign or a second language have most times extending years of study after school. It is a norm for them to study linguistics, literature, and cultural studies, so that they can scholarly deal with the language, literature, and culture). Every sphere of human endeavour undoubtedly has had its share of the effects of the novel Corona virus and therefore reconciled itself with the current situation. Teachers of language in Nigeria were not left out, as they tried different avenues of teaching language processes and settled for virtual modes.

It is worthy of note that the English language is the world's most prevailing language. It is equally the language of international communication and instruction in most countries of the world and therefore very important in teaching different disciplines effectively around the globe. Over the years, authorities and scholars of English and German languages have explored various techniques and methods of effectively teaching the two languages. However, in the Covid-19 era where social distancing is of paramount importance in inhibiting the pandemic, there arose the need for other techniques and methods which are more efficacious in teaching language processes under the circumstances and that is the gap in scholarship that this work is out to fill. This paper aims at projecting viable techniques and methods of teaching language processes in the Covid-19 era while avoiding physical contact as much as possible.

Language teachers employ e-learning synchronously as audio-visuals or asynchronously as audio-oral method to reach out to their students. Most of the methods and techniques of teaching language are adaptations of what used to apply by converting them or making them amenable to virtual modes in compliance with the Covid-19 protocols while some others are innovations geared towards bridging the gaps between students and teachers during the lockdown. However, there are several challenges combating such virtual classes broadly classified under, accessibility, affordability, connectivity, proximity, and interest retention (Anekwe, 2017).

The announcement of lockdown by the Federal government of Nigeria in March 2020 and the accompanying social distancing put a halt to every vocation from economic to education, entertainment, aviation, business, hospitality, and even religious sector. With the intrusion of Covid-19, a new beginning was mapped out for language teachers as they were saddled with the responsibility of creatively generating ideas on how to arrange their lectures to convert analogue modes of teaching to digital or online modes in such a way that the different aspects of language skills such as, listening, reading, writing and speaking are adequately captured. E-learning seemed to be the best option for language teachers considering the large number of classes some of them have to handle and social distancing which cannot be achieved with physical, face to face classes.

It is true that Covid-19 foisted itself on the world unannounced with the concomitant changes occasioned by the paradigm shift in the way things were hitherto done but as human beings, educators and language teachers swung into action by adapting to changing times. E-learning refers to the use of technology in accessing educational curriculum outside the traditional face to face classroom (Editorial, Universities Must Embrace E-Learning, 2020, p.11). E-learning is not altogether new as it has been present in Nigeria for over 20 years. However, the implementation of covid-19 pandemic lockdown left academics with no other option. E-learning though efficacious and smooth, has its own challenges.

The idea of an alternative method of teaching has been the norm in Europe, America, and Asia for years. The Chinese for example, had 22 online platforms for all school levels even before the Covid-19 outbreak. In Nigeria, such strategic platforms were

grossly absent (Salami, 2020, p.12). There is need for the unbundling of the educational system through virtual learning but at the same time, academics should be mindful of the vulnerability of their platforms to psychopaths, cybercrime, and unguarded online behaviors (Aremu, 2020, p.13).

Research methodology
The study adopted the use of Focus Group Discussions (FGD 1,2 and 3) of random sampling of 22 students of two private universities and one state owned tertiary institution namely- Gregory University Uturu, Godfrey Okoye University Enugu and the Nigerian Institute of Journalism Lagos, Nigeria. The participants were allowed to freely recount their experiences about online teaching classes. Their views were properly articulated, analysed and synthesized for the purpose of this research using the qualitative descriptive model of analysis.

Theoretical framework of analysis
This study adopts Ethnography of Communication Theory which employs discourse analysis linguistically in the ethnographic field to decide on communication modes and acts suitable for a particular target group. Ethnography of Communication is a linguistic theory propounded by Dell Hymes in 1962 (Dell, 1962). Originally, the theory was called ethnography of speaking. Dell Hymes first coined 'ethnography of speaking' in his 1962 paper and expanded it in his 1964 article, 'Introduction: Toward Ethnographies of Communications' by adding both non-vocal and non-verbal features of communication to it (Dell,1964). This qualitative research theory is concerned with analysing communication socially and culturally, taking into consideration the belief system of the people. Ethnography of communication simply put, refers to the various aspects of an approach in the direction of grasping language processes through the angle of anthropology. Thomas R. Lindlof and Bryan C. Taylor in their book, *Qualitative Communication Research Methods* opine that "Ethnography of Communication conceptualizes communication as a continuous flow of information, rather than as a segmented exchange of messages" (Lindof, Taylor, 2002).
 For Deborah Cameron, "Ethnography of Communication is the application of ethnographic methods to the communication patterns of a group (Deborah, 2001)". Littlejohn and Foss on the other hand, buttress Hymes postulation that, "cultures communicate in different ways yet all forms of communication need a shared code, communicators who know and use the code, a channel, a setting, a message form, a topic, and an event created by transmission of the message" (Littlejohn and Karen, 2011). Gerry Philipsen holds that, "Each community has its own cultural values about speaking and these are linked to judgments of situational appropriateness" (Philipsen, 1975). Ethnography of Communication is employed in studying the interactions of members of a speech community. This implies that a group of people can create and establish its own speaking norms. The emphasis of this theory is on communication processes in a speech environment. During the Covid-19 era, language teachers in Nigeria as a community of academics sought ways of communicating with their students and eventually settled for online lectures using communication platforms which were readily available and easier to understand and manipulate by teachers and students alike. To impact knowledge on students, language teachers set up WhatsApp, telegram groups and zoom meetings to reach their students. Some took their lectures to YouTube, Go To and Google Meet and gave their links to students to enable them participate in the lecture.

Use of virtual classes in Nigerian universities
The Nigeria situation is such that the virtual mode of online teaching and learning is used more in private universities than public ones. Academic Staff Union of Federal

universities in Nigeria (ASUU) embarked on an indefinite strike on April 9, 2020 before the declaration of Covid-19 lockdown (Ezigbo, 2020, p.1) and did not participate in online classes like other universities. Most secondary schools in Nigeria adopt computer education as part of their curricular, yet were not used to online classes. This poses a big challenge for English and German language students in Nsukka and environs and calls for the intervention of the federal government of Nigeria to implement the Policy of Virtual online teaching processes in both public and private schools. Some private universities in Nigeria like Babcock University, Afe Babalola University, Pan-Atlantic University, Elizade University and Mcpherson University, were engaged in serious academic exercises via digital classrooms during the pandemic because they were already used to virtual teaching and learning and were therefore ready for the digital revolution (Babine, 2020, p.17; Dike, 2020, p.18; and Ojo, 2020, p.17). The use of ICT during the pandemic lockdown came with its own challenges which the universities tried their best to remedy, especially for first year students who had no prior knowledge of online learning in their individual secondary schools and therefore had to be trained (Dike,2020, p.18). Few state universities like Lagos State University and Kwara State University used WhatsApp platforms to deliver lectures to their students while ASUU remained on strike. Efforts were put in place to configure data to solve the problem of online teaching as the financial implications were much on the lecturers (Belo-Osagie, 2020, p.22). Teaching and learning processes through online platforms were not restricted to universities alone. Virtual modes of teaching were introduced and made available for secondary and primary school students in Nigeria on WhatsApp group platforms, face book, television, and radio broadcast stations (Salami, 2020, p.12). Private primary and secondary schools equally made use of a digital downloadable app known as U Lesson for online teaching whereas public schools relied on radio and television lessons (Dike, Ikegbule, 2020, p.17). Government owned Star TV began home schooling which was aired daily from 9.00am on Monday through Friday on ST kids Channel (StarTimes, 2020, p.46).

Different E-learning platforms used in teaching language processes during the Covid-19 era
Online learning modes are broadly classified under flipped and blended which could be synchronous or asynchronous. Some of the synchronous e-learning platforms or virtual classes used by teachers during the lockdown are adobe connect, Zoom, Google Meet and Go to applications. They are referred to as synchronous because they have time schedules and codes used to log into by users such that any user who misses the scheduled time would be unable to log in or access the class it is over unlike the asynchronous modes like YouTube, WhatsApp, and telegram where students in those language groups can log in and access classes at their convenience.
It is important to state here that most schools in Nigeria are just beginning to get used to online communication and learning platforms and surprisingly are more comfortable with the communication platforms which they adopt into their training modes instead of using LMS. Although Learning Management System (LMS), both cloud-based and open source are designed specifically for online learning and training of all kinds for schools, businesses and organizations, many schools ignore it and go for online communication platforms like zoom, google meet, WhatsApp, telegram and Go To, which they are more comfortable with. Some of the cloud-based learning management systems are schoology, docebo, talent, learn upon, SAP litmos, adobe captivate prime, learning pool, inquisiq, ispring, moodle, absorb, looop and minflash while moodle, open edx, chamilo, canvas and totara learn are open source systems. Although virtual classes have been in existence for some time, many educators shied

away from using them, but the pandemic lockdown left them no choice and so they resorted to online teaching modes.

Challenges of virtual teaching
There are many challenges impeding the teaching of English and German languages during the Covid-19 crisis period broadly categorized under, accessibility, affordability, connectivity, proximity, lack of sufficient power, unavailability of smart phones or lap tops, attention retention and lack of digital netiquette.

Accessibility
One of the challenges of online teaching is lack of accessibility to the internet. Many students complained that they had no access to the internet which made it difficult for them to participate in the virtual lessons conducted by their schools. Some of the study areas especially rural areas have limited or zero access to the internet. Five German language students of ABC Sprachschule, Nsukka who hail from Igogoro in Enugu-Ezike called to inform their tutor of their inability to join the online classes because of network issues. Most of these places lack access to internet connections and power.

Connectivity
The few students who were able to connect to the internet complained bitterly that the network fluctuated badly, making it difficult for them to participate actively in the virtual classes while their data ebbed away. The networks are hardly steady and strong such that the connectivity may not be sustained throughout the duration of the class. Emeka Udaja, a second year student of biological chemistry in Gregory University Uturu, complained bitterly that he used his MTN SIM card and later, his mother's Glo and Airtel SIM cards to connect to the internet using his universal modem, yet he missed parts of the lecture because the networks were unstable (Focus Group Discussion 1, Friday July 24, 2020).

Affordability
Many students complained of the high cost of data subscriptions. Some students of Gregory University Uturu lamented that they could not afford to buy data and their parents could not help because the compulsory lockdown made it difficult for them to go out and eke out a living as families had to survive on the little savings they had (Focus Group Discussion 1, Friday July 24, 2020). Most language students in Nsukka missed their online English and German classes because of financial problems buffeting families due to the pandemic. Most of the students could not afford the monthly data bundle which would have enabled them to download materials made available for them on the different learning platforms and also to watch pre-recorded video classes online.

Lack of Sufficient Power Supply
Nigeria is known for constant power outages and epileptic power supply. Many students of Godfrey Okoye University complained bitterly that they could not participate fully in their online classes because of regular blackout. They needed electricity to charge their laptops and phones for the online classes. They were always cut off from the online classes each time their batteries go down and there is no electrical power to have them charged (Focus Group Discussion 2, Monday July 27, 2020).

Proximity
Distance is also a barrier in the teaching of English and German languages as students have to cover some distances from their remote villages to get to town where most of the computer centers are situated. One of the German students, who hail from Umuaba in Enugu-Ezike said he has to climb to the top of valleys or tress to access the internet which is even a dangerous thing to do. The same applies to undergraduate students living in hilly environments in Uturu (Focus Group Discussion 1, Friday July 24, 2020).

Unavailability of Smart Phones or Laptops It is worthy of note that some students have neither smart phones nor laptops which would have enabled them to go online and participate in the online lectures with their mates because they cannot afford them due to the high cost of living in Nigeria. Many parents in Nsukka are low income earners or farmers who do not earn enough to adequately take care of their children and therefore may find it difficult to buy the electronic devices needed for online learning for their children.

Attention Retention and Lack of Digital Netiquette It is difficult to retain the attention of students online as they get easily distracted while attending classes. Their friends and playmates sometimes lurk around while lectures are ongoing. On the other hand, most students navigate between their online classes and social media platforms which they use to entertain and amuse themselves(Focus Group Discussion 3, Thursday July 30, 2020) Josef (2020) gives crededence to this thus, *Ich sehe eher die Gefahr, dass der Unterricht durch vermehrten Einsatz von digitalen Medien zum Edutainment, zur reinen Unterhaltung verkommt.* (I rather see the danger that education will reprobate from aggrandizing use of digital media to Edutainment and to pure amusement). Many students lack netiquette and do not conduct themselves properly while online classes are ongoing. Some crack jokes and hail their friends in online classes. It is important that the students discipline themselves to focus on learning the languages instead of misusing the opportunity to tweet and chat with friends and loved ones or post unnecessary messages on the learning platforms, thereby disturbing the online classes.

Recommendations
Administrators in language schools and universities should implore their ICT departments to hold seminars and workshops for language instructors, tutors, teachers, and lecturers on the nitty-gritty of online class management, digital teaching and learning like the ones organized for staff members by the University of Nigeria Nsukka from 14th to 16th September and 12th to 14th October 2020.This will enable them to explore the potentials of virtual classes and platforms like Zoom, Google meet, WhatsApp, Telegram, Go to, Youtube, Adobe Connect and so on. Teachers should be made to understand that what is to be done online is exactly what they do in their classrooms. Digital platforms equally make language learning quite easy as pre-recorded videos and other teaching aids are made available to students online (Zakirova et al. 2020, p.765).
- The Federal Government of Nigeria should enact policies to incorporate online teaching as a prerequisite method of teaching all levels of students as this would aid visually-impaired students too.
- Electricity should be made available to students to enable them charge their laptops and phones for virtual classes.
- Internet connections should be made available and accessible to schools and students at all level of education at very affordable rates.

- It is advisable for English and German language learners who hail from problem areas to upgrade their SIM cards to 4G network which will facilitate easy access to the internet. According to Royal (2020), FG granted Nigerian students' free access to internet subscriptions.
- Government should use mass media to sensitize parents on the need to allow their children join online English and German classes.
- Students should be coached on netiquette to enable them comport themselves appropriately in online classes. Online distractions can be curbed by using self-control app to block unnecessary apps and websites during digital classes.

Conclusion

Methods and techniques associated with digital learning of foreign languages such as English and German languages are not without difficulties. In an attempt to overcome some of these difficulties during the Covid-19 era as observed in this study, language students and teachers were faced with the unavailability of proper digital teaching and learning platforms which made them adapt communication platforms instead, and also man-made problems like lack of electricity, connectivity, high cost of data. They equally encountered a few challenges in listening, speaking, hearing, and writing constraints with digital learning because it is new to them. It was also difficult to access data due to some financial and network constraints. As a way of improving digital learning skills, institutions should endeavour to provide internet friendly environment and proper virtual learning platforms for their teachers and students. Teachers should be trained and re-trained in the use of such virtual teaching platforms annually.

Bibliographic references

ANEKWE, J. U. 2017. Impacts of Virtual Classroom Learning on Students' of Nigerian Federal and State Universities. In: European Journal of Research and Reflection in Educational Sciences, vol. 5, n. 3. pp. 21-36.

AREMU, O. 2020. Covid-19 and Challenges of Virtual Learning. In: Daily Sun Newspaper. Friday April 17, pp. 15.

ASOULIN, E. 2016. Language as an instrument of thought. In: Glossa: A Journal of General Linguistics, vol. 1, n. 1. pp. 1–23.

BABINE, B. 2020. Lock down Lectures, Varsities Leverage on Digital Technology. In: Daily Sun Newspaper. Tuesday June 9.

BELLO-OSAGIE, K. 2020. LASU VC: Date Should Not Hinder E-Learning. In: The Nation Newspaper. April 23.

CAMERON, D. 2001. Working with Spoken Discourse. London: Sage Publications. pp. 53–67.

DELL, H. 1962. The Ethnography of Speaking. In: Gladwin, T., Sturtevant, W. C. (Eds) 1962. Anthropology and Human Behavior. Washington, D.C.: Anthropology Society of Washington.

DELL, H. 1976. Foundations in Sociolinguistics: An Ethnographic Approach (8th ed.). Philadelphia: University of Pennsylvania Press.

DELL, H. 1964. Introduction: Toward Ethnographies of Communication. In: American Anthropologist, vol. 66, n. 6. pp. 1–34.

DIKE, G., - IKEGBULE G. 2020. Covid-19: School Go Online to Beat Lockdown. In: Daily Sun Newspaper. Tuesday April 14, 17 p.

DIKE, G. 2020. Online Teaching Fast Becoming Our Hallmark. In: Daily Sun Newspaper. June 9.

EDITORIAL. 2020. Universities Must Embrace E-Learning. In: Daily Sun Newspaper. Friday May 22, p. 9.

EZIGBO, O. 2020. FG in Fresh Moves to End ASUU Strike (1). In: ThisDay Newspaper. August 5.

FISH, S. 1980. Is There a Text in this Class? In: The Authority of Interpretive Communities. Cambridge, London: Harvard University Press.

FLOOD, J. – HEATH, S. B. – LAPP, D. 2005. Handbook of Research on teaching literacy through the Communicative and Visual Arts. New Jersey: Lawrence Erlbaum Associate Publishers.

FOCUS GROUP DISCUSSIONS 1 at GREGORY UNIVERSITY UTURU. 2020. With Equere Abasiakama Akpan, Lawrence Ifeanyichukwu Michael, Odinakachukwu Victory Chidinma and Anomah Angel

FOCUS GROUP DISCUSSIONS 2 at GODFREY OKOYE UNIVERSITY, ENUGU. 2020. With Jerome Kosisochukwu Gift, Duke Helen Kosisochukwu, Daniel Martin Albert,Eze Ifunaya Miriam-Regis, Elizabeth Mmasichukwu Omego, Ebisike Onyinyechi Favour and Anomah Angel

FOCUS GROUP DISCUSSION 3 at THE NIGERIAN INSTITUTE OF JOURNALISM, IKEJA, LAGOS. 2020. Falusi Itunuoluwa, Soyoye Tolulope, Aderemi Adebayo, Mercy Okeke, Jerome Kosisochukwu, Elizabeth Mmasichukwu Omego, Daniel Martin Albert, Ogunlenu Rafiat Ololade, Siyaka Samson and Obi Mercy Glory

HOLLAND, N. 1968. The Dynamics of Literary Response. New York: Oxford University Press.

JAUS, H. R. 1982. Toward an Aesthetic of Reception. Translated by Timothy Bahti. Minneapolis: University of Minnesota Press.

JOSEF, K. 2020. derstandard.at/2000032836506/Lehrervertreter-Ein-Handyverbot-in-derSchule-ist-sinnvoll . Berlin, 27 May 2016. Document.

LINDLOF, T. R. – TAYLOR B. C. 2002. Qualitative Communication Research Methods (2nd ed.). Thousand Oaks: Sage Publications.

LITTLEJOHN, S. W. – FOSS K. A. 2011. Theories of Human Communication (10th ed.). Long Grove, Ill.: Waveland Press.

MELITZ, J. 2008. Language and foreign trade. In: European Economic Review. pp. 667–699.

OJO, S. 2002. Covid-19: Varsities Cant Use TV, Radio for E-learning. In: Dailysun Newspaper. Tuesday May 19, pp. 17.

OLUWADEMILADE, I. 2020. Only teachers resume in public secondary schools in Nsukka. Available online: http://www.today.ng/news/nigeria/teachers-resume-pubic-secondary-schools-nsukka-311021.

PHILIPSEN, G. 1975. Speaking 'like a man' in Teamsterville: Culture patterns of role enactment in an urban neighborhood. In: Quarterly Journal of Speech, vol. 61, n.1. pp. 13–22.

ROYAL, D. 2020. Covid-19: Reps urge education minister to introduce e-learning, online education (1). In: PMIN News. Tuesday May 19.

SALAMI, A. 2020. Covid-19 and the E-Learning Our Tertiary Institutions Need (1). In: Daily Sun Newspaper. Wednesday May 20.

SALAMI, A. 2020. Covid-19 and the E-Learning Our Tertiary Institutions Need (2). In: Daily Sun Newspaper. Thursday May 21.

SCHEWE, I. 2020. Unterricht als Kunst; Goethe-Institut, Andreas, Christian, Britta. In: Fremdsprache Deutsch. Berlin: Erich Schmidt verlag GmbH & Co.

STARTIMES EXCITES KIDS WITH EDUCATIONAL PROGRAMME. 2020. In: Saturday Sun Newspaper. March 28, pp. 46.

YEKINI, N. A. et al. 2020. Assessment of Adoption of E-Learning and M-Learning during Covid-19 Lockdown in Nigeria. In: International Academic Journal of Education & Literature, vol.1, n.1. pp. 28-34

ZAKIROVA, D. Y. et al. 2020. The use of ICT in foreign language learning and teaching. In: Journal of Critical Reviews, vol 7, n. 5. pp. 765-767.

Words: 4437
Characters: 29 583 (16,44 standard pages)

Florence O. Orabueze PhD
Department of English and Literary Studies
Faculty of Arts
University of Nigeria,Nsukka
Nigeria
florence.orabueze@unn.edu.ng

Henrietta Ifeoma Okafor
Department of English and Literary Studies
Faculty of Arts
University of Nigeria,Nsukka
Nigeria
henrietta.i.okafor@unn.edu.ng

Uche Uwaezuoke Okonkwo PhD
Department of History and International Studies
Faculty of Arts
University of Nigeria,Nsukka
Nigeria
ucheokonkwo2007@yahoo.com

Mbefo Marydoreen Chinonso
Department of Foreign Languages and Literary Studies
Faculty of Arts
University of Nigeria,Nsukka
Nigeria
doreendinono@gmail.com

Obiorah Ekwueme PhD
Department of Theatre and Film Studies
Faculty of Arts
University of Nigeria,Nsukka
Nigeria
obiorah.ekwueme@unn.edu.ng

English-to-Russian interpreting course in distance mode: Methodological issues and curriculum implementation challenges

Irina V. Tivyaeva – Albina A. Vodyanitskaya

Abstract
As Covid19 spread around the world causing national lockdowns, millions of school and university students had to continue their studies in distance mode. The unplanned shift to online learning turned out to be a challenge to educators in many fields, the most problematic spheres being those that conventionally rely on face-to-face interactions. University programs in interpreting were among the worst affected ones as interpreter training requires conference equipment, direct tutor guidance and long hours of individual and group work. Adapting a graduate course in consecutive interpreting to the online format highlighted a number of methodological issues and curriculum limitations related to the specifics of the digital learning environment. Following a case-study design, this paper presents an in-depth analysis of positive and negative factors of mid-term transition to distant mode in interpreter training with a special emphasis on methodological and technological aspects of synchronous online teaching. In exploring the efficiency of the new format, the study relies on a three-phase research procedure developed to monitor the transition process on the basis of pre-start screening, progress tracking and final evaluation data. The set of methods and tools employed to obtain and analyze research data includes student questionnaires, regular class observations, student self-assessment reports, open discussions and retrospective protocols. The study uses qualitative analysis in order to gain insights into advantages and disadvantages of the new format and assess its application perspectives. The findings suggest for a blended model and a need for developing the concept of digital didactics.
Key words: COVID-19, interpreter training, distance mode, online course, university curriculum

Introduction

The year 2020 will enter history textbooks as a life-changer affecting all spheres and all social groups. While the long-term aftermath of the corona crisis on economy and social life is yet to be assessed by experts in the respective fields, its here-and-now effect on the education system is already tangible. On the one hand, the sharp shift to distance mode exposed a number of issues related to technical infrastructure of schools, universities, and households, digital incompetence of teachers and lecturers, student indolence, and curriculum inflexibility, while on the other, it also offered solutions and new opportunities to introduce diversity into the education process and increase its efficiency. One cannot deny that with many issues being common to all educators who have faced the corona crisis, a great number of problems are specific to region, culture, level of education, the subject being taught, etc.

As long as it concerns the education process whether at the school or university level, the lockdown crisis has a unique standing as shifting to distance mode has not previously been the subject of intense debate among scholars. Distance learning has been on the stage for several decades now, but until recently it has been a complementary activity or an alternative option, but never the only available format of getting education. A considerable amount of literature published during the 1990-2010s approaches various aspects of distant and online learning (see, for instance, Garrison, Anderson, 2003; Chinnery, 2005; Dudeney, Hockly, 2007; Alipichev et al.,

2017; Klimova et al., 2017), but the existing accounts do not address the new challenges educators are facing today.

At present, literature is emerging that offers findings and opinions on teaching under corona-imposed conditions (see, for instance, Khatoony, Nezhdamehr, 2020; Mohmmed et al., 2020; Morris et al., 2020). A debate is taking place among those supporting the pandemic teaching mode and those who are utterly against it. The discussions are dominated mostly by theoretical reasoning and arguments concerning the potential and drawbacks of the education system in general while the teaching community is in desperate need of at least some solutions that would allow progressing with their students.

This research addresses the demand for practical solutions and offers some practice-oriented insights that may be of value to university lecturers teaching courses in interpreting and translation. The authors' ideas and suggestions are based on the experience of mid-term emergency shift of an on-site English-to-Russian interpreting course taught to first-year graduate students to the online format. The paper designed as a case study focuses on methodological issues and curriculum challenges aiming to provide a hands-on approach to online interpreter training.

Recent research has explicitly demonstrated that modern industry requires new approaches to interpreter training and linguist training in general (Suleimanova et al., 2019; Tareva 2011, 2014; Tareva, Galskova, 2013). New models rely on both innovative instruction concepts and advanced training techniques involving latest technological developments. Although interpreter training has always been perceived both by tutors and professional interpreters as an 'on-site only' area dependent on face-to-face interaction between all parties to the educational process (Kalinin, 2017; Yeskindirova, Alshinbayeva, 2017), a number of experiments were described in special literature that implemented different models of distant delivering of interpreting courses, working in virtual classes and learning environments (Mayor & Ivars 2007; Panagiotis et al., 2012; Biernacka, 2018), exploring virtual worlds (Sahin, 2014), using online repositories and resources (Ko, 2006; Ko, 2008; Kurz, 1999), among many others.

The existing accounts are of great value to all trainers, and they could become a source of inspiration for future experiments, however, they fail to provide a solution to the corona-driven challenge faced by university tutors teaching interpreting courses. The research to date has tended to focus on the role of technology in e-training while there is much more to training interpreters online than technological advancements designed to deliver and distribute course materials. Student indolence and distress, digital skills, curriculum composition, control methods, to mention just a few of related issues.

Obviously, technology is a great asset in interpreter training (see, for instance, Melchor et al., 2020; Prandi, 2020; Spinolo, 2020) as well as in the interpreter's work. Spinolo and Amato (2020) point out three ways in which technology affects the interpreting industry: extended use of professional tools and sources, terminology management and information retrieval via Computer Assisted Interpreting tools and shifting from on-site to remote interpreting. Despite the obvious advantages, the use of technology is still limited to certain contexts and formats. In interpreter training it is specifically employed for delivering course content, engaging students in some kind of training activities and tracking progress. A comprehensive list of Computer Assisted Interpreter Training (CAIT) solutions is presented in (Kajzer-Wietrzny, Tymczyńska, 2014). Analyzing their training potential, the researchers conclude that CAIT tools are becoming integral part of interpreter education and technology is getting integrated into both in-class and out-of-class settings (Kajzer-Wietrzny, Tymczyńska, 2014).

The unprecedented impact of technology in interpreter education manifests itself in various interpreter training courses available on the Internet. Online interpreter training has recently become part of the Internet-based mass education segment, a variety of courses and programs being offered by prominent universities, private interpreting schools, professional interpreter associations, and online education giants like *Coursera* and *Udacity*. The seeming abundance of offers on the market creates an impression of a solid methodological basis for planning and delivering an online interpreting course and availability of ready-made solutions for tutors. A variety of available resources, some of them in free access, adds up to the illusion.

Content analysis of available resources allows for at least two reasons why none of the Internet-based courses could be used as a model in training Master's degree students. The issues are primarily related to methodology and curriculum.

The shift to online learning presupposed scheduled online meetings in which students are expected to work synchronously as a group while available online courses are designed for individual progressing and include a modest interactional component, if any at all. Therefore, asynchronous student-oriented (rather than synchronous group-oriented) tasks do not exactly match the course format.

Another issue with online courses is that their content does not meet standards of university curricula. They may be topic- or method-focused (for example, courses for medical or court interpreters aimed at preparing their students for a certification test, or courses for telephone interpreters as described in Jaime Pérez, 2018), intended for an audience without any prior training in interpreting or translation (courses for students with a high level of proficiency in foreign languages), etc. In the latter case, an online interpreting course could actually be a signboard for a practical English course presented as part of a larger professional training program (Ivanova, Tivyaeva, 2015).

A special note should be made about interpreter training programs made available by leading universities (see, for instance, (Rodríguez, 2020) for a case study of the *SHIFT Summer School of Remote Interpreting* held by University of Bologna in 2018). While providing a professionally designed curriculum and an advanced distant learning management system, they still do not offer any degree programs delivered online, but rather provide access to modules for self-study. Currently, there is little research available on designing all-online graduate programs in interpreting – a gap that is likely to be filled in the near post-Covid future since all-online degree programs in translation have already been successfully launched at the university level as stated in (Bilic, 2020).

Thus, a review of available Internet-based interpreting courses reveals that their standard format cannot be transferred and integrated into an online course intended for Master's degree students, which adds to the relevance of the procedure below.

Methodology

In accordance with the curriculum, at Moscow City University the English-to-Russian interpreting course is offered to first-year graduate students studying for the Master's degree in linguistics and majoring in translation and intercultural communication. The course began in the second semester of the 2019/2020 academic year and continued for four full weeks before the corona-conditioned lockdown was imposed and the channel of student-to-tutor interaction changed. To provide for the continuous implementation of the curriculum, the course was shifted to the online format, specifically, to the Microsoft Teams platform that offers a fully-equipped online working space for students and teachers. Class meetings were held regularly in strict accordance with the pre-pandemic on-campus schedule. Besides that, the Microsoft Teams platform was used for sharing additional course materials, assigning home tasks, and monitoring students' progress. Other digital resources included an online

microphone service and ORCIT (Online Resources for Conference Interpreter Training).

In the course of adapting the on-site interpreting course to the online format, the following goals were set: 1) testing technical infrastructure, including hardware and software, both on the tutor and the student parts, exploring technical limitations and new available options; 2) revising the curriculum content, substituting or redesigning items that could be implemented only in online mode; 3) developing strategies for online adjustment of regular training methods and techniques; 4) probing for new relevant teaching resources and opportunities of any kind made available by the online format; 5) monitoring students' involvement and progress in relation to the new studying mode.

The general transition-to-online strategy was focused on preserving as much as possible of the original format. The efficiency of the completed shift was evaluated on the basis of several parameters, including 1) tackling technical issues, 2) creating an effective learning environment for interpreter training in the new virtual setting, 3) student involvement and progress.

The study was conducted within the qualitative research framework and relied on a research procedure implemented in three stages. Stage 1 – Pre-Start Screening – preceded the shift to the online format and was initiated as soon as relocation to the learning setting was announced. Stage 2 – Progress Tracking – consisted in regular class observation and performance evaluation on the weekly basis. The final stage included overall performance assessment.

The participants of the study were first-year graduate students (n=13) working towards their Master's degree in linguistics at Moscow City University. All of the students held Bachelor's degrees in linguistics, philology or foreign languages, that is, had some prior training in English-to-Russian and Russian-to-English interpreting (at least at the elementary level). Some also had part-time jobs that listed translation or interpreting skills as a qualification requirement. Therefore, the trainees were a highly motivated and professionally competent group of students.

The methods and analysis tools used to obtain data in this research included student questionnaires, regular class observations, student self-assessment reports, open discussions, and retrospective protocols. Questionnaires were provided via Google forms within three days after the new training model was introduced at the university and were further maintained until the end of the semester. Questions on the list concerned all relevant aspects of learning in distant mode and could be classified into three categories: technical issues, course design, self-evaluation and psychological adaptation. Regular class observations and open discussions took place on the weekly basis and relied on video recordings of each online session. Retrospective protocols focused on pedagogical techniques and course design while student self-assessment reports offered insight into their expectations and progress.

Results

The results of the emergency transition to distant mode, contrary to early expectations and contrary to many voices from the linguistic community declaring the impossibility of training interpreters under online conditions, turned out to be positive in many ways, although it cannot be denied that a number of negative effects also surfaced. Some of them could be neutralized, at least partially, while others are still in need of optimal solutions. They are listed below in the sequence of goals set out in the previous section.

Technical issues

Testing the new technical infrastructure disclosed a number of limitations. The major advantage of the Microsoft Teams platform lies with the fact that it supports

synchronous interaction with students. As mentioned above, interpreter training options offered online do not presuppose any direct involvement between the trainer and trainees. In other words, other interpreting courses are taught in asynchronic mode, which brings the two parties apart both in time and in space. The video conference format did not allow that gap to appear.

However, data obtained from students' questionnaires and open discussions with the educators reveals that minor issues related to technical conditions of online training turned out to be major inconveniences both for students and tutors. One is obvious and not in any way specific to Microsoft Teams – unstable Internet connection was a problem to all parties. Local problems with sound and microphone took place in the first or second week of studying in distant mode, but were soon under control. Another potential problem was related to modest digital experience (which was partly expected as pre-start screening suggested lack of interacting in virtual environments), however, getting acquainted with the new learning space was smooth and did not take long, which was, among other factors, also due to emergency online training sessions offered by the university to all students and tutors as well as to interpreting community support provided via Internet forums, Facebook groups and specialized online-based events (a good example would be webinars organized by Russia's Translation Teachers Association).

The problems listed above were observed in the initial phase of the transition process that lasted for about two weeks and were easily resolved which was also confirmed by students reports.

A major technical problem was derived from the specifics of interpreter training. Working individually via a video conference deprived students of access to conference equipment and imposed certain restrictions on interaction forms commonly employed in interpreting courses. The limitations were an obstacle to working in pairs and parallel interpreting via the Bosch interpretation system used in the on-site training process. This serious disadvantage could hardly find a satisfactory solution under the given consequences, so the only methodologically justified way of dealing with it required finding workarounds, which incurred modifications of the curriculum.

Curriculum and methodology challenges

As the format-imposed technical limitations affected an important component of the interpreter training program, dropping it would result in non-completed items on the curriculum, so an appropriate substitute procedure had to be developed and introduced into the training course. The affected component consisted in practicing consecutive interpreting via specific exercises and techniques which could not be applied during online training sessions. Below is a list of format-induced curriculum challenges and suggested solutions: 1. Impossible to continue with regular practices of taking notes. – Use the taking note training system available on the ORCIT website. 2. Impossible to continue with memory drills. – Use the self-recording option of an online recording service. 3. Impossible to continue working with the Bosch interpretation system. – Use the self-recording option of an online recording service and combine with analytical work. In these three cases an alternative solution was successfully found without any damage to the resulting performance.

The most problematic item on the curriculum was consecutive interpreting practice that could not be neglected as developing skills in conference interpreting is one of the major objectives of the course and it takes a great amount of the course hours. The suggested solution introduced minor modifications into the original course plan and included the following steps: 1) expanding the theoretical part of the course via a) revising theory presented in (Suleimanova et al., 2012); b) expanding the analytical component by studying parallel English and Russian transcripts of political speeches

and their translations and focusing on language structures relevant in interpreting (e.g. speech compression; 2) engaging students in practice-oriented events for interpreters-to-be (e.g. webinars and online discussions); 3) introducing students to industry by encouraging them to participate in online professional meetings; 4) involving students in professional competitions (e.g. translation contests); 5) practice working with digital tools (e.g. remote interpreting software). In this way, the practical component of the training was still in place, but provided in an unusual format.

It should be mentioned here that the problem of practicing conference interpreting skills was immediately addressed by the professional community of interpreting trainers who faced similar issues whatever their choice of the specific learning space and instruction principles was. A response came from the Association of Translation Teachers (http://translation-teachers.ru) of which the authors are proud members. The Association brings together translation and interpreting instructors from Russia, offering professional advice and support. Some of the implemented solutions were inspired by discussion sessions and didactic webinars organized by the Association.

Methods and techniques used in training were also subject of professional and open discussions with students, and certain approaches had to be revised in order to be in line with the new format. The most obvious innovation is expanding the inventory of online tools and digital methods used in training. Another modification of the original format concerned the balance between class work and homework: while the on-site time was originally intended for more practicing with the home time being mostly used for reading and analytical work, remote mode required that a lot of analytical tasks be resolved during conference sessions. Thus, curriculum modifications, not all of them being a compromise, have affected the choice of appropriate teaching techniques as well.

New opportunities and students' involvement

Time limits and the emergency scenario activated when shifting to remote teaching mode, put a lot of pressure on instructors who had to develop digital confidence and adjust their teaching materials and training styles to the online format. This part of the shifting procedure was most rewarding as it brought about exposition to new online resources. Introduction of new tools was enthusiastically received by students as it worked both for their interpreting competence and professionally oriented digital skills.

Students' involvement in class activities increased as compared to the pre-pandemic figures, which was manifested, first, in attendance indicators, and, second, in students' participation in class activities. By the end of the semester the students have all successfully completed the course and demonstrated the level of professional skills comparable to those of the preceding year.

A new trend in student involvement could be observed: while the regular period structure underwent certain modifications, with more efforts focusing on digital resources, students' interest in online tools and new interaction forms resulted in their spending more time on extracurricular activities of professional relevance, such as attending open online lectures or webinars initiated by industry representatives or instructors from other universities.

Discussion

It is common knowledge among language mediators that recent developments and technological breakthroughs have created new professional contexts for translators and interpreters (Kosciałkowska-Okonska, 2019). Keeping up with the pace requires both working and training flexibility. To meet the demands of modern consumers of interpreting services, educators need to be aware of global trends in the industry and ready to adjust course contents in order to provide desirable learning outcomes. The

Covid-19 pandemic changed the perspective of interpreter education foregrounding the mode of course delivering and implementing along with its content and curriculum. This paper focuses on the authors' experience of training prospective interpreters in all-online mode and highlights both general issues the academia had to face and specific challenges that required selective approaches.

The obvious negative effect of the new learning environment consists in lack of face-to-face interaction between the trainer and trainees, which results in psychological and emotional discomfort for both parties. The obvious solution to this predicament seems to lie in redefining the roles of both the tutor and the student as suggested in (Kajzer-Wietrzny,Tymczynska, 2014). Being in control of the learning process, trainers need more flexibility in adapting to new roles and conditions (Kosciałkowska-Okonska, 2019), while students are granted more autonomy in order to learn managing their study time and practicing (Kelly, 2005).

Technical limitations imposed by the system also contribute to the disadvantages list of the all-online format in general. However, the negative effect could be neutralized, at least partially, when efficient workarounds were found. The data extracted from student questionnaires and open discussions clearly demonstrates the need for further research into available technologies and tools, specifically into the BYOD (bring your own device) concept, in order to develop general guidelines for trainers and trainees. The importance of conducting research on available tools and working out industrial standards is also accentuated in (Spinolo 2020; Naimushin, Stepanova, 2018).

The major challenge of the teaching situation presented in this case study was to keep all items on the curriculum, which was successfully implemented with only minor modifications related to rebalancing of theoretical (analytical) and practical components. An obvious advantage of the expanded theoretical part is that students get a rare chance to discuss theoretical aspects with peers and see their application in practice, thus making a step towards eliminating the gap between theory and practice often observed in interpreter and translator training (Wadensjo, 2011; Fedyuchenko, 2018; Kosciałkowska-Okonska, 2019; Di Mango, 2019).

Two more curriculum modifications implemented under the new training conditions – exposition to industry professionals and working with digital tools – also turned out to be advantages in terms of content modernization and student motivation. A strong demand for both was reported in previous research (Atabekova et al., 2018), however, university curricula are not always flexible when it comes to rapid change, so an emergency shift to a certain extent could be seen as a positive impetus.

Another positive aftereffect of transition to online mode could be seen in developing professional competences as well as soft skills required for off-site remote interpreting, which has recently become a trend in delivering interpreting services as suggested by Nimdzi Insights' market research (Nimdzi, Insights, 2020), and, according to Spinolo and Amato (2020), has been accelerated by the COVID-19 pandemic. Thus, the findings presented in this study are generally in line with global trends in education and in the interpreter training specifically. The obvious consequence of the shift to virtual classrooms both for students and instructors is the opportunity to re-evaluate traditional methods and approaches and design a new training model that would be effective in providing the market with competent practitioners committed to high-quality interpreting in any setting.

Conclusion

The global outbreak of Covid19 in early 2020 has affected all spheres of social and economic activity and brought about new realities to everyday lives of millions. The world had to make an emergency overnight shift to distant mode of working, learning, and living. As a result, the education system found itself in an awkward situation: on the one hand, educators have years of experience in delivering courses online, while

on the other, many of those in the teaching and tutoring were utterly unprepared for the transition.

The unplanned transition to remote work mode seen by many educators as a disaster did affect the training process on all levels, universities being no exception, however, semester-long teaching experience under new circumstances suggests that positioning the shift as a threat to high-quality education would certainly be an overstatement. As any change in a system, it triggers both positive and negative effects, the former including new digital skills and learning experience, expanded curriculum, exposure to innovative teaching technology, and new monitoring systems, the latter concerning mostly technical inconveniences and psychological issues.

The results of the case study presented in this paper reveal that despite its obvious limitations, remote mode of interpreter training relying on regular synchronous video sessions offers trainers and trainees a flexible didactic toolset that can help minimize possible faults conditioned by the online format. The emerging training environment will undoubtedly promote digital competences and professional flexibility of both Master's degree students and their instructors.

Bibliographic references

ALIPICHEV, A.Yu. – KHALEVINA, S.N. – TRUBCHENINOVA, A.A. – FEDULOVA, A.N. 2017. Practical Solutions to Foreign Language Training Courses Implemented Using Distance Learning Tools. International Electronic Journal of Mathematics Education, vol. 12, n. 1, pp. 59-68. ISSN 2468-4945.

ATABEKOVA, A.A. – GORBATENIKO, R.G. – SHOUSTIKOVA, T.V. – GARCES, C.V. 2018. Academia's thought and graduates' opinions of education at university degree for translators and interpreters: is there a need for revisiting both concept and practice? In: XLinguae, vol. 11, n. 1, pp. 269-283. eISSN 2453-711X.

BIERNACKA, A. 2018. Virtual Classes as an Innovative Tool for Conference Interpreter Training. In: E-mentor, vol. 77, n. 5, pp. 30-35. ISSN 1731-7428.

BILIC, V. 2020. The online computer-assisted translation classroom. In: The International Journal for Translation & Interpreting Research, vol. 12, n. 1, pp.127-141. ISSN 1836-9324

CHINNERY, G. M. 2005. 'Speaking and Listening Online'. In: English teaching forum, vol. 43, n. 3, pp. 10-16. ISSN 8755-0393.

DI MANGO, D. 2019. Does Teaching Theory Enhance Students' Translation Competence? Viewpoints, Expectations, Findings. In: inTRAlinea Special Issue: New Insights into Translator Training. Available online:

http://www.intralinea.org/specials/article/2425. ISSN 1827-000X

DUDENEY, G. – HOCKLY, N. 2007. How to teach English with technology, Harlow: Pearson Education Limited. ISBN 978-1405853088.

FEDYUCHENKO, L.G. 2018. Practical knowledge vs translation theory: assessment of students' knowledge. In: XLinguae, vol. 11, n. 3, pp. 114-125. eISSN 2453-711X.

GARRISON, D. R. – ANDERSON, T. 2003. E-learning in the 21st Century, London: Routledge/Falmer. ISBN 9780203166093.

IVANOVA, V. – TIVYAEVA, I. 2015. Teaching foreign languages in Soviet and present-day Russia: a comparison of two systems. In: Zbornik Instituta za Pedagoska Istrazivanja, vol. 47, n. 2, pp. 184-192. ISSN 0579-6431.

JAIME PEREZ, A. 2018. Designing and Implementing an Online Training Programme for Telephone Interpreters. In: Approaches to telephone interpretation: research, innovation, teaching and transference. Berna, Peter Lang, pp. 33-50. ISBN:978-3-0343-3105-0

KAJZER-WIETRZNY, M. – TYMCZYNSKA, M. 2014. Integrating Technology into Interpreter Training Courses: A Blended Learning Approach. In: inTRAlinea Special

Issue: Challenges in Translation Pedagogy. Available online: http://www.intralinea.org/specials/article/2101. ISSN 1827-000X

KALININ, A.Yu. 2017. Information and communication technology in interpreter training: e-tools and multimedia content. In: PNRPU Linguistics and Pedagogy Bulletin, vol. 2, pp. 131-139. ISSN 2305-140X.

KELLY, D. 2005. A Handbook of Translator Trainers. Manchester, St Jerome Publishing. ISBN: 978-1900650816

KHATOONY, SH. – NEZHADMEHR, M. 2020. EFL Teachers' Challenges in the Integration of Technology for Online Classrooms during Coronavirus (COVID-19) Pandemic in Iran. In: The Asian Journal of English Language & Pedagogy, vol. 9, Special Issue COVID-19, pp. 1-16. ISSN 2289-8689.

KLIMOVA, I. – KALUGINA, O. – KHALEVINA, S. – FEDULOVA, A. – TRUBCHENINOVA, A. 2017. Investigating effective foreign language learning design and the implications for distance learning tools. In: XLinguae, vol. 10, n. 3, pp. 273-284. eISSN 2453-711X.

KO, L. 2006. Teaching interpreting by distance mode: Possibilities and constraints. In: Interpreting, vol. 8, n. 1, pp. 67-96. E-ISSN 1569-982X.

KO, L. 2008. Teaching Interpreting by Distance Mode: An Empirical Study. In: Meta, vol. 53, n. 4, pp. 814-840. ISSN 1492-1421.

KOSCIAŁKOWSKA-OKONSKA, E. 2019. Translation as a profession: training the new generation. In: inTRAlinea Special Issue: New Insights into Translator Training. Available online: http://www.intralinea.org/specials/article/2426. ISSN 1827-000X

KURZ, I. 1999. Remote conference interpreting: Assessing the technology. In: Lugris, A.A., Ocampo, A.F. (eds.) Anovar/anosar estudios de tranduccion e interpretacion, Servicio de Publicacion da Universidade de Vigo, pp. 114-116. ISBN 84-8158-139-9.

LEE, S.-B. 2019. Holistic assessment of consecutive interpretation. In: Interpreting, vol. 21:22, pp. 245-269. E-ISSN 1569-982X

MAYOR, M. – IVARS, A. 2007. E-Learning for interpreting. In: Babel, vol. 53, n. 4, pp. 292-302. E-ISSN 1569-9668.

MOHMMED, A. – KHIDIR, B. – NAZEER, D. – VIJAYAN, V. 2020. Emergency remote teaching during Coronavirus pandemic: the current trend and future directive at Middle East College Oman. In: Innovative Infrastructure Solutions, vol. 5, 72. ISSN 2364-4184.

MELCHOR, M. – HORVATH, I. – FERGUSON, K. 2020. The Role of Technology in Conference Interpreter Training. Oxford, Bern, Berlin, Bruxelles, New York, Wien: Peter Lang. ISBN: 978-1-788874-407.

MORRIS, S. – ROTHMAN, J.R. – OWENS, J. 2020. Introduction to the Special Section: Teaching During a Pandemic. In: Literacies & Language Education: Research & Practice. English Language Institute, KUIS, pp. 1-6.

NAIMUSHIN, B. – STEPANOVA, M. 2018. The Association of Translator and Interpreter Trainers: Building a Network of Teaching Excellence. In: Society and Languages in the Third Millennium. Communication. Education. Translation. RUDN University, Moscow, pp. 169-178.

NIMDZI INSIGHTS. 2020. Interpreting in times of Covide-19. Available online: https://www.nimdzi.com/interpreting-in-times-of-covid-19/

PANAGIOTIS, R. – GETTING, R. – ROBERTS, R. – BRAUN, S. – SLATER, C. 2012. Using virtual reality for interpreter-mediated communication and training. In: Cyberworlds. Proceedings of the International Conference. Darmstadt, pp. 191-198.

PRANDI, B. 2020. The use of CAI tools in interpreter training: where are we now and where do we go from here? In: inTRAlinea Special Issue: Technology in Interpreter Education and Practice. Available online: http://www.intralinea.org/specials/article/2512. ISSN 1827-000X

RODRIGUEZ, M. 2020. La interpretación a distancia y su formación: la experiencia de la Shift Summer School y cómo crear la 'virtualidad necesaria' en el aula. In: inTRAlinea Special Issue: Technology in Interpreter Education and Practice. Available online: http://www.intralinea.org/specials/article/2514. ISSN 1827-000X

SAHIN, M. 2014. Virtual Worlds in Interpreter Training. In: The Interpreter and Translator Trainer, vol. 7, n. 1, pp. 91-106.

SEEBER, K.G. – KELLER, L. – AMOS, Rh. – HENGLE, S. Expectations vs. experience. Attitudes towards video remote conference interpreting. In: Interpreting, vol 21 (2), pp. 270-304. E-ISSN 1569-982X

SPINOLO, N. – AMATO, A.A. 2020. Technology in Interpreter Education and Practice: Introduction. In: inTRAlinea Special Issue: Technology in Interpreter Education and Practice. Available online: http://www.intralinea.org/specials/article/2520 ISSN 1827-000X

SPINOLO, N. 2020. Nuevas tecnologías para la transmisión de la interpretación simultanea: una revolución ya en marcha. In: inTRAlinea Special Issue: Technology in Interpreter Education and Practice. Available online: http://www.intralinea.org/specials/article/2516. ISSN 1827-000X

SULEIMANOVA, O.A. – BEKLEMESHEVA, N.N. – KARDANOVA, K.S. – LYAGUSHKINA, N.V. – YAREMENKO, V.I. 2012. Grammaticheskie aspekty perevoda. Moscow: Academia. ISBN 978-5-7695-8740-5.

SULEIMANOVA, O.A. – NERSESOVA, E.V. – VISHNEVSKAYA, E.M. 2019. Technologicheskii aspekt podgotovki sovremennogo perevodchika. In: Filologicheskie nauki. Voprosy teorii i praktiki, vol. 12, n. 7, pp. 313-317. ISSN 1997-2911.

TAREVA, E.G. 2011. Mezhkul'turnyi podhod k podgotovke sovremennyh lingvistov. In: Problemy teorii, praktiki i didaktiki perevoda. Sbornik nauchnyh trudov. Yazyk, kul'tura, kommunikatsiya. Nizhnii Novgorod: Nizhnii Novgorod State Linguistic University, pp. 237-244. ISBN 978-5-85839-219-4.

TAREVA, E.G. 2014. Kommunikativnyi podhod: v poiskah lingvodidaticheskih innovatsiy. In: Pedagogicheskoe obrazovanie i nauka, vol. 5, pp. 98-103. ISSN 2072-2524.

TAREVA, E.G. – GALSKOVA, N.D. 2013. Innovatsii v obuchenii yazyku i kul'ture: pro et contra. In: Innostrannye yazyki v shkole, vol. 10, pp. 2-8. ISSN 0130-6073.

YESKINDIROVA, M.ZH. – ALSHINBAYEVA, ZH.K. 2017. Methodology of simultaneous translation: some strategies and features. In: XLinguae, vol. 10, n. 4, pp. 196-208. eISSN 2453-711X.

WADENSJO, C. 2011. Interpreting in theory and practice. Reflections about an alleged gap. In: Methods and strategies of process research: Integrative approaches in translaiton studies. Amsterdam, John Benjamins, pp. 13-21. ISBN 9789027224422

Words: 5286
Characters: 37 797 (21,11 standard pages)

Prof. Irina Tivyaeva
Assoc. Prof. Albina Vodyanitskaya
Department of Linguistics and Translation Studies
Institute of Foreign Languages
Moscow City University
4-1, 2nd Sel'skokhozyajstvennyj proezd, 129226, Moscow
Russian Federation
TivyaevaIV@mgpu.ru
VodyanickayaAA@mgpu.ru

Emergency remote teaching of French as a foreign language: Course adequacy to the INEE standards

Rana Hasan Kandeel

Abstract
The objective of this paper is to explore the adequacy of French as a foreign language (FFL), with specific context to teaching and learning of the beginners' course for the International Network for Education in Emergencies (INEE) standards. Specifically, in terms of the impact of coronavirus pandemic on teaching foreign languages. The paper utilized qualitative methodology with the two mediums of direct observation and the open questionnaire. According to the study results, adaptive changes were seen in the curriculum, and these were in accordance with the INEE standards for education in emergencies. For example, revision in the contents, planning and methodologies. More specifically, while the Blackboard platform saw an increase in the new learning materials and written communicative activities in the forum; there was a clear reduction in the oral skills and language practice. Also, in comparison the use of traditional methodology was seen to be higher than the communicative method.
Key words: education in emergencies, beginners, remote teaching, French as a foreign language (FFL), INEE standards

Introduction
The measures against COVID-19, led to the transference of education completely to the online medium for the many academic establishments across the globe. This was also seen to be implemented on March 9, 2020 at College of Languages at Princess Nourah bint Abdulrahman University. Correspondingly, the teachers adopted the use of online mediums for instruction delivery. These included: Blackboard, Microsoft Teams, and Zoom, amongst others. The primary objective was to avoid wasting a student year and also ensure seamless and continued education despite the new challenges.

During the initial stages of these unfamiliar times, the students learning French at the University were able to engage in continued learning with minimal disruption. Under the new normal, the University teachers invested efforts in teaching a beginners' FFL course using the online teaching platform as a mediating role. Guichon (2012:6) also corroborates that without the teacher's mediation, technology is of marginal importance to language learning (Guichon, 2012: 6). On the lines of Nader (2019: 84) the level of beginners was considered, especially those students from non-French native backgrounds that make learning FFL a challenge.

As the pandemic onset brought forward unprecedented conditions, the teaching faculty approached the online remote teaching of French language without any prior plan or design. Attributed to the fact that in remote settings the first tasks involve the instructor, the teaching faculty employed the concept of teaching and not learning (Hodges et al., 2020). In all cases, the concept of teaching is closely related to learning, as "*Teaching is the action performed by the person or technology that facilitates the presentation of content and the exchange of knowledge and skills. Teaching is an attempt to organize external events for the purpose of constructing knowledge and skills*" (Branch, Dousay, 2015: 18). While "*learning is done by an individual to construct knowledge and skills*" (Branch, Dousay, 2015: 18), and learners use a personal cognitive activity to achieve their learning.

Technological dimension of academic offers significant edge in remote settings, and additionally it is equally important to ensure the educational quality and continuity with a focus on a comprehensive analysis of teaching and learning. The study explores the sufficiency of teaching and learning methodology of FFL introductory course towards meeting the minimum INEE standards for teaching in emergencies. The paper is divided into four sections:

- Theoretical framework of the study pertaining to the concepts and foundations of education in emergencies.
- Description of the educational settings components in emergency that underpin the teaching and learning. This section also describes the research problem.
- The research methodology, tools, and data analysis approach used in the study.
- Study results, discussion, and recommendations.

1. Theoretical framework

This section of the paper presents the overarching theoretical concepts and foundations with reference to the remote settings' educational scenario, and with specific intersect with teaching FFL. Also, this section highlights the INEE standards used in the study.

1.1. Education in emergencies

According to INEE, 'education in emergencies' refers to the disruption of education during any disaster or conflict situation of large magnitude, that is, extending to tens of millions of children and youth. Here, the term "education" includes all types of formal, informal, technical, vocational higher, and adult education. It comprises education for all ages, primary, secondary and higher education, targeting children, youth or adults (INEE, 2010: 2).

Furthermore, societies experiencing conflict, forced displacement, natural disasters and public health emergencies emerge as focus areas of education disruption during emergencies (INEE, 2018: 4). Due to the unprecedented, rapid, and far-reaching effects of the coronavirus pandemic, this crisis can be proportional to warranting a classification within the framework of education in emergencies. According to Kirk, Cassity (2007: 51), the physical, psychosocial and cognitive protection of people is enhanced by this type of education during and after emergencies. This can be attributed to the fact that such education is underpinned by the principles governing the exceptional education conditions and caters to ensuring the provision of a minimum level of education. This implementation of education albeit is shadowed by the specific emergency conditions, it offers scope of improvement in academic curricula, teacher training, teaching, learning, and learning outcomes.

With the advent of the Covid-19 pandemic, researchers suggest a specific term for the instruction in these circumstances "*Emergency Remote teaching (ERT)*". It is a "*common alternative term used by online education researchers and professional practitioners to draw a clear contrast with what many of us know as high-quality online education*" (Hodges et al., 2020). In the specific scenarios that demarcate the emergency situations and are not ideal educative circumstances, the resultant online education cannot be deemed comparative to the planned and normal online education. In fact, education in emergency situations is not carried out in ideal circumstances, it is a temporary online education carried out in response to an emergency and it should be differentiated from online education, which is planned and occurs in normal situations (Hodges et al., 2020). A planned online education follows a course of careful preparation and design that influence the ultimate quality. However, this

meticulous attention to course design is not possible during emergencies, particularly in absence of a prior crisis response plan.

Such education may be conducted using distance learning modes like radio, mobile or a combination, based on the feasibility. Several studies have focused on the education systems in remote situations within the specific context of educational disruption due to conflicts and war, where radio and textbooks were used to support education continuity (Davies, Bentrovato, 2011; Qahir, Kirk, 2007).

1.2. Online remote learning for FFL beginners

Quality of education cannot be solely associated with the use of technology. Correspondingly, this powerful tool should be carefully exploited considering the plausible positive, as well as negative impact (Warschauer, 2009: xx).

For an effective implementation of online learning environments, it is necessary that the students also are equipped with the requisite language skills and sufficient proficiency in communication and interaction. The study of previous literature shows that though research is available around teaching of intermediate and advanced levels, studies focusing on the beginners' use of Web2.0 for learning and teaching (Chakowa, 2018). According to Kandeel (2013:103), the beginners lack autonomy and demonstrate a dependence on the teacher with particular reference to the use of technologies. In addition, the use of online aids for teaching beginners may also be affected due to challenges around individual follow-up. Beginners require continual motivation, encouragement and a specific focus on their individual needs and interests for an engaged and successful learning. Also, a regular feedback can help adjust and improve the online learning experience for students.

Foreign languages and FFL teaching oriented research has been found to explore several significant topics including Web2.0 for sustained student focus and motivation (Martínez, 2012; Ducate, Lomicka, 2008; Pinkman, 2005), learning autonomy (Lenkaitis, 2020; Cruaud, 2018; Cappellini et al., 2017), and self-confidence (Bournel-Bosson, Kostov, 2018). Several studies are increasingly exploring the use of social media in informal learning of foreign languages. Reinhardt (2019) reviewed the existing literature on social media use (formal and informal) in second and foreign language teaching and learning; for a period between 2009 to mid-2018. According to him, the social media use in learning contributes towards the development of cross-cultural and social pragmatics awareness, learners and users' identities, and particular literacies. The use of technology in education saw an organic growth resulting from the educational institutions' and stakeholders' intent to move towards more effective teaching, and this was evident despite the extensive research.

However, there is an apparent lack of focus on the 'how' of ensuring education to all types of learner in remote learning situations in the existing research on foreign languages, wherein, as remote conditions offer a unique distinction of relatively quicker responses under less than ideal conditions. With specific reference to the FFL set-up, it has been evidenced that online modes in FFL is responsive towards educating immigrants or refugees, thus affirming the FFL didactics in terms of catering to individuals in specific learning needs. Though, this affirmation resulted from several years of development of novel learning spaces for education management underpinned by theoretical references and specific methodologies aligned with unique needs of learning French as a Second Language (FLS) (Lepez et al., 2008). In addition, FFL didactics' efficient response to language teaching and learning needs as seen in language of integration (FLI) for immigrants evidence the methodological developments and the emergence of specific didactic field. According to Adami (2012:11), in France this specialization has witnessed a gradual growth with respect to the most important potential theoretical sources-most relevant to its intervention field corresponding to research trends. However, these resources and

capacity cannot be utilized in a generic manner owing to the exceptional conditions and specific learners.

Thus, it can be safely inferred that in remote situations, a relevant and applicable theoretical framework can be leveraged to further improve teaching and learning FFL, and as such, the current paper uses the theoretical framework specializing in education in emergencies.

1. 3. Education in Emergencies Framework and INEE Standards

The INEE handbook developed in 2004, with 2010 updates contains 19 standards for education pertaining to three stages in an emergency, namely preparedness, response, and recovery (INEE, 2010: 4). The standards are organized into five domains (Figure 1): Foundational standards, access to learning environment, teaching, and learning, teachers and other education personnel, and education policy (INEE, 2010: 8). This paper takes into consideration the teaching and learning domain due to its relevance to the exceptional learning conditions of the French language and translation program in FFL course's quality improvement.
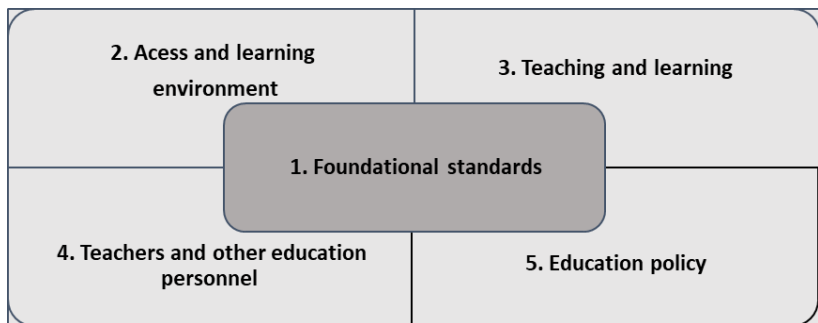
Figure 1: **Domains of the INEE Minimum Standards**

The quality of teaching can be significantly improved via analyzing FFL course teaching and learning within the particular context of didactic practices and introduction of more activities and new contents. Often times, crisis and emergencies result in infrastructure, resource, and capacity gaps that can be addressed also in local contexts through standards. The 'standards' refer to global, recommend actions that ensure the provision of a good teaching in emergencies.

The domain of teaching and learning is divided into more sub-standards, namely: Curricula, training, professional development and support, instruction and learning processes and assessment of learning outcomes (Figure 2).
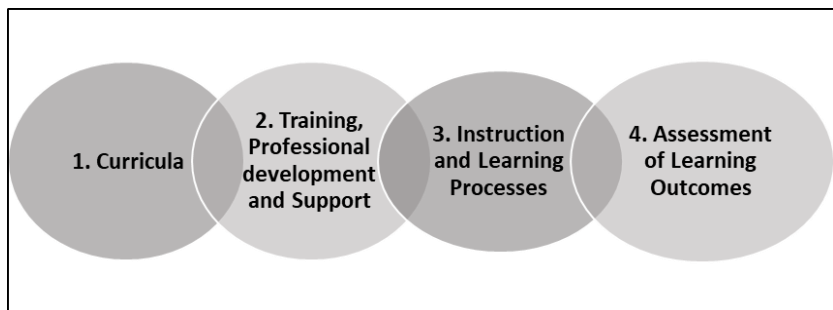

Figure 2: **Sub-standards of the domain of teaching and learning**

This paper considers the education related standards, that is, Standard 1 or the Curricula and Standard 3 or the Instruction and Learning Processes. In teaching foreign languages, Curricula (Standard 1) or educational programs refer to the design, implementation, and evaluation of language programs, which implies the complete educational process (Richards, 2001). In education of emergencies, curriculum is "*a plan of action to help learners to improve their knowledge and skills. It applies to both formal and non-formal education programs and needs to be relevant and adaptable to all learners. It includes learning objectives, learning content, assessments, teaching methods and materials*" (INEE, 2010: 77).

The premise of selecting the sub-standards in this paper was not only the fact that these are applicable to a language program, but also as these constitute essential course elements. The development or changes in a course's teaching program can be identified through learning objectives, learning content, assessments, teaching methods and materials. More so as changes resulting in education program due to any emergency may be evident in any of these sub-standards. The Standard 3 or instruction and learning process is defined as a learner-centered process characterized by participation and inclusion, according to the INEE (2010: 87). The INEE has furnished a general definition of each of the sub standards, describing their specific criteria. Underpinned by these criteria and mapping these with the study objectives the resultant metric describing the study criteria is presented as Table1. Herein, the criteria were formulated based on parameters like, specific emergency situation, public health scenario, absence of war or forced migration, targeted learners and their types, university students, educational interest area and teaching faculty.

Table 1: **criteria for the two INNE sub-standards "Curricula" and "Instruction and learning processes".**

Standard	Criteria
Curricula	Appropriate to context and level of learners.
	Curriculum review and development should be carried out by accepted and appropriate education authorities.
	Using formal and non-formal education programs/ activities during or after emergencies.
	Life skills learning content and key concepts should be context-specific and may include: Health and hygiene promotion; Culture, recreation, sports, and arts, including music, drama and visual arts.
	The psychosocial needs, rights of learners should be addressed at all stages of emergency through to recovery.
	Education personnel need training to recognize signs of distress in learners to provide additional support.
	Language of instruction is language(s) understood by learners.
	Locally available learning materials for learners should be assessed, adapted, or developed if necessary, at the beginning of an emergency.
Instruction and learning processes	Teaching methods are appropriate to context.
	Teaching methods should address the rights and needs of learners.
	Implementation of new methodologies, particularly during the initial stages of an emergency, may be stressful even for experienced teachers
	Teaching should be interactive and participatory, ensuring that all learners are involved in the lesson and encouraging active engagement of learners.

For all study purposes, the paper has used the definition provided by the INEE for all the terms used in the study, and these definitions are similar to the FFL. Learning

"objectives" identify the knowledge, attitudes and skills that will be developed through education activities. The concept of "learning content" refers to subject areas, while the "assessment" refers to the measurement of what has been learned as knowledge, attitudes or skills for the learning content covered. This research uses also "teaching methods" a concept which refer to the approach used in the presentation of learning content and it refers to the term of methodology. And finally, the "instruction material" refers to books, supplementary study materials and other teaching and learning materials (INEE, 2010: 78).

2. Contextual framework

The Princess Nourah Bint Abdulrahman University (PNU) is established in the north of the Saudi capital, Riyadh. The Translation Department of the Faculty of Languages offers a course in the French language as a part of the French-Arabic translation studies. The course caters to non-native French students, who do not have any prior knowledge of the French language and Arabic is the mother tongue of these students. French is the second foreign language after English and the students obtain a bachelor's degree in translation after four years of learning French language.

In education domain, this was an unprecedented emergency condition and as such demonstrated lack of any contingency plan for continuing education in emergency/crisis situation. As such, in order to meet the novel emerging challenges of online remote education, the education establishment largely relied on the capabilities and experiences of the faculty staff in the field of language teaching and translation.

The technological advancement has assured a concurrent and fortified technological infrastructure overall with students having access to a good internet connection and electronic devices. The use of technology has been largely focused on teaching translation with the students being encouraged to FFL learning through directed use of websites (example, for grammar exercises). The university also has employed the use of Blackboard platform for course launch and provides the fundamental information about each French language course (duration, course topics, learning objectives, contact details for teachers, teaching strategies and teaching methods, assessment and announcements).

According to Aljaber (2018), multiple factors including the distrust of online education and ineffective use in higher education resulted in limited use of the Blackboard platform in online teaching and assessment. The university encourages the use of digital platforms in teaching FFL with a mandatory minimum activation level for the Blackboard platform that constitutes one of the academic and professional evaluation criteria of professors.

Mowad (2020:101) adds that the use of this medium in teaching and assessment fails to qualify as a majority proportional use due to the restricted use. Despite the fact that Blackboard platform features tools that create interactive electronic lectures as well as help manage assignments, tests and grades, and send and receive emails and announcements to students. Thus, the tool serves as a robust channel for interaction, communication, and collaborative work. The faculty members are enabled to manage live discussions with the facility to divide students into groups and allow direct conversation between them with the Blackboard platform. Furthermore, the teachers are able to track the student interest and study activities as the platform provides analytics on how often students access and use the system (Al Meajel, Sharadgah, 2018, Pusuluri et al. 2017, D'silva, Reeder 2005). As such, in an evolving hybrid educational system in Saudi, these capabilities of the platform have led to its use in teaching English as a foreign language (Alsaied, 2016). To the best of author's knowledge, there are no studies that have explored the use of Blackboard platform in teaching FFL in the same context.

3. FFL course for beginners

This paper focuses on the analysis of teaching and learning the French language in a course entitled "*Introduction to the French Language*" during the COVID-19 pandemic. The course is intended for first-year students in the second semester of their academic year, which in this case is 2019-2020. In this specific instance, it was taught for a period of four months, and the last two months were learnt during the COVID-19 pandemic. The course was taught once a week, for three hours. The total number of enrolled students is forty-three and as stipulated in the CECRL Framework (2001), these students are in the process of obtaining the A1 level.

The primary reason that underpins the selection of this course for the research is that the specifics of this course allow for

(i) understanding the main challenges of

(a) teaching beginners in a;

(b) fully online environment, and

(ii) in using this experience to think about the adaptation of other courses targeting beginners.

The curriculum analysis was conducted used the four components listed in the Curricula standard developed by INEE and include, learning objectives, content, teaching materials, teaching methods and assessments. The in-depth analysis based on these components is particularly relevant to help identify the changes in teaching and learning during the COVID-19 pandemic.

The course is designed to provide an introduction of the French language to the students through the development of oral comprehension, oral expression, reading comprehension and written production. The course construct follows a linear progression, as outlined in textbook *Texto 1* (Lopes, Le Bougnec, 2016). Moreover, for a higher customization, the contents or the lessons have been modified to include only the relevant topics from each lesson to cover the necessary elements for this level, thus deviating slightly from the curriculum organization in *Texto1*. Classroom learning is conducted through student book and exercise book which is made available in physical copies at the university's library for purchase. As an example of the lesson adopted for online teaching, the current paper focuses on the tenth lesson. It allows for a better insight into the online learning methodologies as methodologies vary between traditional methodology for teaching grammar and vocabulary and communicative approach for teaching communication to improve learners' language skills (oral and written comprehension and expression).

Interactive learning constitutes a necessary element of teaching, highlighting the significance of instructor-learners and learner-learner interactions in basic communication situations. With a participative approach the students answer simple questions asked by the teacher in French, and also the learners engage in oral role-play, working in peer teams to write dialogues in French and present in class, and more such activities. Basic dialogues in French are used by the students to communicate in the class. The teacher uses the sing-along method to encourage students for an expedited learning of the language, for example, name of the days, months and such, thus giving the students a good idea of the pronunciation, as well we language vocabulary. Thus, a more interactive way of learning helped even the struggling students to stay motivated through the online mode. Furthermore, these participative activities fostered and strengthened the peer-teacher bond. Cumulatively, these developments evidenced the achievement of the acquisition of basic knowledge and targeted skills and demonstrated progress in FFL teaching and learning. The assessment methodology used was face-to-face interaction without using online tests or exams and these are valid for learning outcomes in the areas of knowledge and skills.

4. Research problem and questions

The research problem pertains to conducting an explorative and qualitative study on the changes affected in the teaching and learning scope due to COVID-19 pandemic with specific reference to changes in FFL beginner's curriculum and if teaching and learning meets the needs of students and the INEE minimum standards for education in emergencies.

The teaching faculty initiated the virtual classes with the use of online platforms like MS Teams and Blackboard with the objective to ensure instruction continuity using available and accessible technology for students and faculty alike. In addition, for a seamless transition to online teaching the university conducted technical training in supporting the initiative and facilitating the teachers to familiarize themselves with essential Blackboard features and virtual classes. However, considering the unprecedented nature of the pandemic and resultant emergency situation the teachers were not prepared to address the change. The faculty thus evolved and developed their capacities as teachers and researchers in context if FFL didactics to diligently find appropriate teaching methods and methodology for the remote learning situation in the course "*Introduction to the French Language*" for beginners. Similarly, for students the situation demanded quick adaptations to new learning methods. More specifically, the students were well-versed in learning this course from a textbook *Texto 1* and the use of an online platform like the Blackboard was new to them. Irrespective of the exposure to integrating technology into language classes the proportion of the adoption of online medium posed a challenge for the teaching faculty as it has specific nuances for a remote situation like course management, lesson design, online resources, and student interactions.

This led to the following research questions:

1. What are the changes that have occurred in the course curriculum and in teaching and learning the French language?

2.What is the students 'opinions about learning the French language post implementation of these changes?

3. How compatible are these changes with the INEE minimum standards?

5. Methodology

The study adopted a qualitative methodology, combining the researcher's observation with an open questionnaire survey. The first is a technique that allows for questioning and materialization on an empirical level the components of the beginner's course. It is "*an essential method of providing access to what is hidden, restoring the chain of actions and interactions, or even assimilating what is not said or "what is not to be said*" (Chauvin, Jounin, 2010: 145). The participant observer can first define the case under review in this study and then proceed to draw a comparative analysis with other states and environments and build more general models (Chauvin, Jounin, 2010: 152). During the observation period, March 2020 to May 2020, the author collected data through notes on processes and activities involved in implementation of the online teaching mode. For example, the class events and activities, digital tools, teaching methods and more. These data sourced the analysis to define the resulting change from COVID-19 pandemic in teaching towards understanding the adaptation mechanisms and elements of change. Emphasis was placed on analyzing content, learning plans, preparing learning materials and adapting them to circumstances, and using teaching methodologies.

In addition to this approach to analyze the change in teaching, it was equally significant to accumulate student's feedback for changes in learning. The open questionnaire survey was thus implemented to question students about their experience in learning the French language during the Covid-19 pandemic and to know the effectiveness of the changes and its role in providing a quality online

teaching for students. In May 2020, the questionnaire was distributed to course student population (n=43), wherein, total responses received were (N=27). The primary open-ended question in the survey was: Elaborate your experience of learning French during the COVID-19 pandemic?

The mode of sharing the questionnaire to the study participants was WhatsApp platform, as it serves as the most popularly used and fasted mode of communication. In particular, the teaching faculty has seen higher responses to academic information and queries circulated through this medium. The questionnaire was circulated to individual WhatsApp account of each participating students and was formulated in Arabic language. The students' responses to the questions were translated to English for study purposes and to retain participant anonymity, the response records were coded into letter (Student 1 = E1). The qualitative approach was used to analyze the responses. The objective analysis was underpinned by two main premises: (i) students' impressions of FFL learning, and (ii) students' perspective on French language learning during the COVID-19 pandemic.

Thus, once the changes affected in the academic program are analyzed, followed by collating the students' opinions on learning, the study aims to assess the compliance of these changes with the minimum INEE standards.

6. Results

6.1. Changes in the course curriculum and in teaching and learning FFL beginners during the COVID-19 pandemic

In this section, the paper puts forth the procedures implemented to adapt instruction concurrent to the alterations in content and learning plans, formulation of learning materials, applicability of these, circumstances regulating the change and the modified teaching methodologies and assessment. The primary idea was to adapt the curriculum in alignment with the in-use methodology of teaching FFL, with respect to the context, institutional instructions, student characteristics, with little attention to the INEE standards—all in prime interest of continuing education for the students and prevent any academic loss. Notably, the curriculum objectives remained the same, as these are stipulated by the department of translation. However, the curriculum components were modified to some extent in order to accommodate the online learning environment.

6.1.1. Modifying the content and introducing new plans

In order to adapt to the new situation of online learning it was imperative to rely on the original curriculum for this course. As such, the adaptation pertained to content modification towards objectives mentioned in the previous section. The underpinning idea was to align to the university instructions for the educational process suggested by the administration in the college. The primary process change was reducing the lecture time to an hour instead of the standard three hours.

6.1.1.1. Modifications in the content

In terms of course content, the lecture topics identified included those topics that could be covered quickly with the students and did not require classroom settings for discussions or dialogues. Emphasis was placed on imparting grammar and vocabulary lessons with reduced time for verbal communicative language skills. This is because, of insufficient time to include dialogue or conversation in the lessons and higher time allocation to this scope would have hampered teaching the entire planned content due to change in process. Correspondingly, the following table shows the addition conjugation of the verb do (faire) to another lesson as an example for changes.

Explanation of this verb was given in Lecture 9 and the instructor prepared a written activity on the Blackboard about it.

The following table shows changes in the content of Lecture 10.

Table 2: **Breakdown of a single face-to-face course into two online courses**

Contents of course before COVID-19 pandemic	Contents of course after COVID-19 pandemic
Cours 10 **Savoir-faire :** - Dire le temps qu'il fait : parler de la Météo Livre : Encadré bleu, p.44+ exerc.6, p.50. - Dire l'heure Livre : encadré blanc, p.46 + exerc.12, p.51 **Lexique :** -La météo - Les mots de la journée : *matin, midi, soir…* Livre : encadré bleu, p.47. Cahier d'activités : exerc.3, p.47 -Les nombres : 0-60 -Les noms de pays *La France / La Belgique / La Chine / La Pologne / La Corée* *L'Arabie Saoudite / L'Espagne* *Le Brésil / Le Japon / Le Mexique / Le Canada* *Les Etats Unis / Les Philippines.* **-Grammaire :** -Les prépositions (en – au –aux + noms de pays) Livre : encadré jaune, p.31 + exerc.6, p.37 -Les prépositions de lieu : *Devant – derrière- sur- sous- à côté– dans.* P. 47	**Cours 9** **Lexique:** -Les noms de pays *La France / La Belgique / La Chine / La Pologne / La Corée* *L'Arabie Saoudite / L'Espagne* *Le Brésil / Le Japon / Le Mexique / Le Canada* *Les Etats Unis / Les Philippines.* **Grammaire** -conjugaison des verbes Faire+ Aller -Les prépositions (en – au –aux + noms de pays) -les prépositions de lieu utilisées avec les noms des villes et des pays (masculin, féminin et pluriel) **Cours 10** **Savoir-faire :** Parler de ses activités dans le temps libre sur le Blackboard. **Savoir-faire :** Sur le Forum du Blackboard - Dire le temps qu'il fait : parler de la Météo **Lexique :** - La météo

Notably, the amendment made led to segregation and use of content from one lecture in normal class (Lecture 10) into content for two lectures in online learning (Lecture 9, 10). This is primarily attributed to the reduction in the lecture time thus limiting the accommodation of entire existing content. The selection of content to be included was also (in addition to above-mentioned criteria) was based on its relevancy and interconnectedness with the other topics included in the lessons. As such, other topics, such as numbers and hours, that were not related to other topics in the lesson or that needed to be learned for another whole lecture were excluded. Also, the lesson plan now included two short written assignments: Writing activities for the students to do during their free time (like, describing the weather conditions in the city on the discussion forum of the Blackboard).

With such a lesson plan and assignments, the beginner batch of students, were encouraged to write in FFL and use the new online forum activities optimally towards engaging in online education activities and constructive peer work as well as feedback from the faculty. The teaching faculty consciously adhered to the online medium in allocating a writing assignment and did not engage in the conventional classroom practice of conducting all writing activities on paper or in the student book of *Texto 1* as in pre-COVID-19 times.

6.1.1.2. New lectures plan

During the new regime of online teaching medium, the teaching faculty made the following observations in designing the new lecture plans:

- Weekly lesson plan were better-suited to help students develop an improved understanding of lesson to be covered in each lecture, as well as the new tasks in online learning.
- The lesson plans were organized to include basic information for the students in the new online learning environment.
- The modified lesson plans were aligned to the use of online medium, in terms of instructor explanation, teaching content, and performing existing exercises in the textbook *Texto 1,* as well as online.
- The lessons plans were modified to follow a one-directional linear flow with inclusion of online platform pertaining to entailed student activities during the FFL course.
- The lesson plan contained a detailed description of the activities and was drafted separately for each lecture containing the lesson page numbers in the textbook, all the exercises that the students will undertake in the textbook, files, discussions, assignments, quizzes.
- The modified lesson plan, in addition included the targeted knowledge and skills, guidance notes, and other learning materials like videos and new activities utilizing the Blackboard platform. More specifically, the written assignments were aimed to encourage students to write simple sentences
- The lesson plan presented a meticulously and well-ordered understanding of the class content and schedule. The plans were written in MS Word doc, in the native language of the students, that is, Arabic towards also encouraging independent learning amongst the students.
- The new lesson plans also included supportive materials to facilitate and support learning in the new environment towards access and summarizing the relevant course contents. For example, an educational video was shared online with the students on weather, with instructions to watch for 20 seconds and two writing assignments after the online lecture.

During the FFL class, the communication language was not only restricted to French but the teaching faculty also used Arabic, that is, the students' native language as in remote teaching conditions. This is because, the faculty observed that as a beginner level batch, not only students could understand all lesson/course content in French language.

6.1.2 Videos as learning materials

The supporting learning material was also modified to suit the online platform. The teaching faculty decides to include simplified aids to boost better comprehension and student engagement.

- Inclusions like explanatory videos to complement the lesson plan for content that necessitated better or enhanced learning
- Use of online visual aids was restricted from using printed materials. For instance, videos were used in the online classroom sessions for Time lesson. Thus, giving the students the choice to watch a video or refer their textbooks.
- The challenge in video selection was identifying video content to best match or align with the textbook content, leading to high time investment by the faculty in searching and retrieving the apt video.
- Another evident challenge was the video quality to be ideal for online sharing and transmission. Also, it was important to identify videos that were

presented in a clear dialect as regards the pronunciation from non-native person, which is not preferable in learning beginners.
- The students were asked to watch the videos and prepare the lesson, practice pronunciation, develop vocabulary. Also, the students were shown pictures to help remember and sharpen their vocabulary and language comprehension by answering questions related to those pictures. This was intended to replace the classroom activities.

6.1. 3. Instruction and teaching methodologies

A two-hour online training program was organized by the university in order to create virtual classrooms to enable remote learning in all disciplines. This ensured that the entire teaching faculty body has access to distance learning platforms, including MS Teams and Zoom. This transition from the conventional face-to-face classroom teaching to virtual remote education marked a necessary transition in the unprecedented coronavirus times.

This online training program however was not extended to cover any specific needs of the FFL teaching. As such, the following practices characterized the delivery of lessons:

- The lessons were explained on a synchrony virtual classroom created for the lesson on the Blackboard.
- The virtual sessions are only constructed to allow the use of microphone and the sessions refrained from using videos cameras (instructors and students) owing to the personal and social cultural reasons. In this respect, it is necessary to note that lack of a visual encounter/interaction leads to absence of non-verbal communication.
- In order to explain the lessons, a shared screen was used, wherein, the lessons were presented in a MS Word file by the instructor and the important elements of the lesson were highlighted using colors and shading.
- The reduced lecture time, affected the traditional method of elaborate verbal explanation and discussion, which, in turn, impacted the interaction possibility between learners-learners, and learners-instructor group. Even though, the chat option was used by some students as discussion medium to give a written answer, the use of verbal response was highly limited.
- The solution to expedite teaching in a reduced span was to bank upon the grammatical translation methodology of lesson delivery. With the use of native language, this reassuring methodology reduces misunderstandings that may percolate in in organizing learning and transferring information.
- There was minimal emphasis on verbal skills as significant amount of time is expensed in an oral dialogue involving interaction between learners-learners, and learners-instructor group. Thus, rendering the online session time allotted insufficient to cover all the intended topics in the lesson plan.
- In the conventional classroom scenario, dedicated time is allocated for learners to practice verbal language skills. This is essentially achieved through organizing class into groups and teams. However, this is not feasible through the online medium where is the students are attending through a remote location.
- It was also observed that students requested the instructor to deliver instructions in their native language, i.e., Arabic—this was despite sharing the instructions prior to the actual online session.
- Additionally, the students used the synchrony tools in the Blackboard during the online lecture to communicate with the instructor. Alternatively,

students also sent emails asking for information on the assignments or to convey any other related messages.

Clearly, the majority of content and teaching methodology used is conventional, albeit via a virtual medium, and the writing activities entailed a communicative approach. Another pattern that emerged was the psychological response the use of a new technology/medium to learning by the students. Definitely the faculty has prior exposure to the use of ICT in teaching FFL, however the application of this technology in remote scenario was a novel aspect. This, resulted in new challenges around managing stress in the early stages of crisis, and engaging all students in the interaction to ensure fairness in learning.

6.1.4. Assessment

Similar to the course design, and content, the assessment methods were also modified for improved adaptability from the student population. These modifications involved (i) Designing new assessment plans in line with the available technology and remote access mediums; and (ii) Changing the assessment methods based on the curricula/content changes.

The resultant modifications and observations are discussed in the following points:

- In the new curricula design, homework and quizzes were allocated more scores, thus raising the formative assessment score to 80% instead of 60%. This was initiated by the university administration to reduce the negative effects of the academic and psychological burden of online exams for students and to conduct all exams at the university level on the official platform.
- As such, the online exam duration was restricted to one hour with the purpose of accommodating all the other courses in the university. As the Blackboard platform would have run into technical glitches and issues, in case it was burdened with high number of tests, corresponding students logging and entering answers simultaneously.
- The assessment methods were changed to include self-correcting test papers. This mode was supported by the Blackboard platform's features that allowed to design these types of assessments, automatically correct tests, and send scores to the Grade Center, to be calculated and shown to students.
- Furthermore, in order to ensure the transparency of the procedure, the assessment results were discussed with the students. Moreover, the students who could not attend the online test had the option to sit for the assessment again, in case, they faced any technical issues and shared evidence of the same, for example, a screenshot of a system crash message.
- The majority of online assessments were oriented towards linguistic knowledge, that is, learning outcomes for language skills and knowledge such as grammar and vocabulary. This was conducted using written or verbal activities.
- The assessments were formulated as closed questionnaire containing MCQ and true or false questions. This was specifically because of the limitation of using a regular, open-ended questionnaire as this requires students to write short form or long form texts. Rather, assessment using open-ended questionnaire is highly time-consuming in an online context. As this requires multiple steps like, first downloading of test paper by the students, then filling-in the answers, uploading the answer sheets, then downloading of the answer sheets by the invigilator, correcting, scoring, and sending of these sheets to the students.

- Initially designing the online tests posed its challenges to the instructor, attributed to the fact that the instructors were not trained for these remote tasks, requiring research for conducting instruction and assessment for online medium. Indeed, the support extended by the university helped propel the entire effort to a significant extent.
- Another challenge was conducting the actual assessment of the (n=43) students, as the correction would leave limited time for preparation of lessons for the teaching sessions.
- Also, it was necessary to keep the virtual sessions, engaging and interactive by continually enriching them with new learning materials requiring extensive, time-consuming research on the part of the instructor.

6.2. Opinions of the students about online remote learning FFL
Upon the completion of the online remote learning, the students were asked to participate in the questionnaire survey, as mentioned earlier, in order to assess their experience on learning the FFL course through the online medium. In the following section, the paper puts forth the emerging patterns and results relevant to language learning.

6.2. 1. General impressions about the French language
- A beautiful and enjoyable language for majority of students:
  a. (E5) "*it felt like a beautiful and enjoyable language*"
  b. (E6) "*French language has a great culture*"
- The difficulty of French language compounds its beauty:
  a. (E16) "*French is an enjoyable language for me, but it is a bit difficult to learn and needs focus*"
  b. (E2) "*Grammar is difficult*"
  c. (E18) "*Difficult to practice*"; "*Large vocabulary*"
- A large majority of students opined that French is a complex, rich, powerful, communicative language.
  a. (E19, E21) "*…communicative nature… for future use*"

6.2. 2. The students 'point of view on remote learning the French language
The COVID-19 pandemic has resulted in changes in the learning environment, across the linguistic and didactic levels. The students shared the following feedback:
- Learning difficulty during the remote situations
  a. (E1, E2, E18) "*Grammar is the most difficult*"
  b. (E13, E16, E17) "*Grammar rules require memorization and… attention*"
  c. (E5, E7) "Difficult to *differentiate between masculine and feminine*"
  d. (E1, E10, E17) "*Learning requires more effort*"
  e. (E8, E10) "*Due to other online courses, less time to study*"
- Lack of language practice is the second difficulty with online remote learning, attributed to minimal opportunities of verbal interaction (learners-learners & learners-instructor). This was mentioned by (E1, E7, E13, E18, E21). A foreign language can be easily forgotten in absence of oral practice.
  a. (E1) "*The conversation was fun and at first I felt I mastered it well. But, I mean, when we got into the rules, it became more difficult for me to speak*"
  b. (E7) "*It is a difficult language without practice and it is easy for me or for beginners but if I leave it for a long time or if I do not study or practice it, I forget it* "

- Lack of comprehension of vocabulary during the virtual sessions emerged as the third difficulty from the responses.
  a. E11"*With online remote education, we faced many difficulties in tests and new vocabulary, For example, if I want to translate a word to understand it, I will get the rest of the sentence that I did not understand because I did not learn it in the textbook*"
- Lack of time-management capabilities during the online exams. This could be attributed to couple of reasons: new medium for the students; shorter time than the conventional written exams and students wanting to share the same long-form answers as discussed in regular classroom sessions; difficulty in writing online answers as machines (mobiles, PCs) do not contain French characters. Only one student cited 'no negative' effect on learning with the online medium
  a. (E12) "*New words are being introduced into my life, so I enjoy French lessons whether they were face to face learning or online*"

6. 3. The extent to which changes comply with the INEE minimum standards

Clearly, the course design and content were modified to align with the teaching and learning challenges presented in contrast to the traditional classroom methodologies. Some of these changes could be considered to be in line with the INEE standards as mentioned in Table1.

The existing curriculum was specifically designed to cater to learning needs of the beginner level students and as such linguistically appropriate. The changes affected in the course made it more suitable for delivery using the online medium and entailed (i) organizing content with new additions; (ii) support other educational resources such as videos; (iii) provide access to new learning materials and perform activities through the Blackboard platform.

The responsibility of reviewing and developing the course curriculum was with the specific course instructor and was not lined up for official review by the program committee. This decision was taken in consideration of the fact that official review is a time-taking process, and moreover the changes were made during the pandemic, and to avoid disruption in continuity of course. Some of the content modifications were made in cognizance of the emergency situation and entailed including course content not previously included in the course, specific to online remote situation.

The framework of the traditional and formal learning capacities was retained in the classroom activities, and hence limited to textbook activities. In order to introduce new extra-curricular activities, it was decided to not refer or use the abundant digital resources available during the pandemic. Though, this is a natural course, according to Hodges et al., (2020), the transition to online education is difficult and poses challenges in terms of fully taking advantage of the possibilities of online resources.

The modified course did not contain content related to learning life skills and basic principles. Irrespective of the significance of these skills in enabling students to lead an independent and productive life. The focus was on solely building up the linguistic quality of the content, considering the limitations of teaching language in remote situations and no content was introduced to enhance students 'understanding of preventive measures in either the mother tongue or the foreign language. Likewise, no content related to entertainment, arts, or songs, for example, was taught.

It was also observed that the psychological needs of the students may go unattended. This can be attributed to a couple of reasons – (i) lack of prior training to the instructor on assessing the signs of distress in students; (ii) absence of physical and visual contact with students. This can be addressed by providing the instructors with necessary training in reading the signs in remote teaching conditions, and identifying indications that the student needs psychological support in continuing the course and

successfully completing the course duration. The drawback of this lacunae is that the students encountering difficult circumstances in remote situations may quit the program without access to necessary help.

The course instructions were not solely in French language but the students' native language, i.e., Arabic was also used to give instructions and clarify organizational procedures. This was done in response to the observation that students were seeking help from the instructor in Arabic language on emails to request clarification and information about instructions placed on the list of announcements in French language. Towards the set-up of online remote learning the students unanimously agreed on their desire to use the mother tongue in communication. As regards the decisions regarding the language of instruction this choice corresponds to the INEE standards stating that it is necessary to use a language that is understood by the learners to facilitate seamless communication.

Correspondingly, the focus on grammar and vocabulary gave a traditional methodological framework to the online remote learning Indeed, INEE reports that "*Implementation of new methodologies, particularly during the initial stages of an emergency, may be stressful even for experienced teachers*" (2010:88). There was a transition away from interactive method and the communicative approach towards the traditional content-rich learning. Definitely, this approach was in line with the context of education in emergencies with attention to facilitate students' understanding. However, it contrasted the students' perspective on developing the vocal and oral skills for the language. As no oral activities were suggested, there was no interactive integration or participation of students in oral activities.

The students' participation, their motivation, engagement and commitment were ensured through the Blackboard assignments and questions raised on the discussion forum. In accordance with the INEE standards no drastic change in the teaching methodologies was introduced to avoid any confusion amongst the students and the instructors alike.

7. Discussion

In the unknown times of corona crisis, as a first response to education, it was necessary to mechanisms and methodologies for online remote teaching. Correspondingly, the course instructor invested the profession exposure and acumen to expedite and formulate adaptable changes using the available capabilities to ensure continued student learning without enrolling in any training related to education in emergencies. These changes were affected mid-way during the course and as such, all the lessons in this course did not undergo a complete change. The change was limited to lessons scheduled to be covered in the last four lessons. Owing to these as well as the time constraints, it was not feasible to submit the changes for an official review and approval. It is recommended that the rest of the lessons should also be modified to cater to the altered scenario and these can be submitted for necessary review by the committees determined by the academic administration. In fact, these modifications should be made on periodic intervals, in order to scan and focus on novel emerging realities for use of appropriate content in language skills.

As regards the intersect between INEE criteria and the students 'opinions about learning, it was observed that for FFL, grammar constitutes one of the core qualities representing the learning of the course. This was taken into account while modifying the content to scale it to current online sessions. Also, as accommodating conversations or speaking-oriented content would have been higher time-consuming in comparison to video content for explaining the course modules. Moreover, grammar rules videos were available online, that could be accessed by students for learning.

As also mentioned earlier, the focus was on linguistic and ideally the course should be able to extend wider benefits. More specifically, an imbalance between knowledge and skills, was evident resulting from the adaptation of the curriculum. This was because a large amount of knowledge was adjusted to fit into shorter timelines. As such it is suggested that for the next semester, it is a priority to rethink the balance. This will particularly address the concern raised by the students regarding the difficulty and the intensity of studying grammar.

In addition, the students also cited challenges around comprehending sentences/sections/words that were not covered in class. This was seen specifically in case of sentences used in the tests or in the assignments. However, this can be considered as a trigger to motivate students towards self-learning to expand their language vocabulary and relate with their textbook learning.

In this case, it is necessary to develop an insight on the diverse strategies that can be leveraged to help students understand this vocabulary. For example, using the online bilingual dictionary to find out the meanings of words. This practice will also encourage students to engage in self-learning. As is corroborated by El-Hmoudova (2015), students become more adept at foreign language learning through better engagement, effective, and efficient learning when driven through making available new relevant study materials to learners. Moreover, the instructor can help students read and understand the meaning of sentences at the beginner level towards reassuring and supporting students in acquiring learning strategies.

In terms of the alignment of the modified content to meet the students' expectations, students expressed their inadequate practice of language and oral conversation. Due to the limitations of online remote learning, the students could not engage in interactive education opportunities. This resulted in an increase in the difficulty of the language creating obstacles in deriving practical communication benefits (like, while traveling). For beginners, in any case, online interaction poses challenges of diverse nature.

As such, it was observed that the criteria of suitability of the methodology used in accordance with the learners' needs was not met completely. Thus, in the future courses, the instructor can formulate learning scenarios that ensure provision of interactive and oral activities, like role playing in addition to developing reading and writing language expertise amongst the students. By appealing to sentimental, emotional, fun, enjoyable, confidence, friendliness, playing, singing, and interactive elements of foreign language learning within unconventional methodologies can help students become more vocal. For instance, the use of songs can aid grammar and vocabulary comprehension as well as memorization. Because in language class, the use of songs facilitate exposure to new sounds and in structures that remain in memory, as well as are well-accepted by learners (Kazlauskaitė et al, 2016: 247). Biquard, Eddatkra (1982: 71) claim that with these elements, the lessons do not merely function as a tool for transmitting knowledge but become synonymous with fun, play and communication. The learners' needs are met with the use of diversified activities in classroom through adoption of combined methodologies and as corroborated by Puren "the only bad method is the unique method" in teaching foreign languages (2018: 12).

This study focused on exploring the teaching and learning of French language within a holistic framework for education in emergencies. Notably, the modifications made in an early response to the situation cannot be considered commensurate with the specificity of the remote situation. The approach needs to take into account integrating extracurricular activities that are focused on the life skills related activities like culture and art, health awareness, and training teachers on psychological support for learners. Language learning and teaching cannot be treated in isolation from contextual events and conditions. For example, pandemic situations like coronavirus that affect the

entire student population, thus necessitating the framework to include these elements in course structure.

Moreover, the instructor can suggest extracurricular activities towards helping the students with psychological distress. These activities can include a virtual class visit to places of historical or cultural significance, for example, the Louvre Museum. Post which, the students can be asked to make presentations on their observations in teams. This will facilitate learners-learners, as well as learners-instructor interaction with reduced focus on content-based methods.

Blanchet (2018) says that there must be consistency between human relations and life in society, with regard to focusing on life skills in language teaching. Thus, it becomes necessary for the instructor to implement classroom practices revolving around building and fostering consistent attitudes around ideal behavior in the society. For example, in this scenario, the instructor can ask students about sharing their perspective on the COVID-19 pandemic and assign activities that can done remotely and shared online. For example, in a written activity, students can associate symbols related to the pandemic with corresponding words to talk about how to act in facing the pandemic. In another activity, they can prepare pamphlets in French language on how to maintain a good diet and sports to have a good health and prevent COVID-19.

Another important element is the teachers' training. All the above-listed activities can demonstrate better results with equipping the teachers with the right skill-set. It was observed that during this initiative to transition to online teaching, the instructors had to invest significant amount of personal effort. No didactical training was provided in the remote situation to support this procedure and it is the responsibility of education authorities to implement teacher training activities (INEE, 2010: 84). Moreover, in order to successfully navigate the changed scenario, the instructor needs training on how to adapt teaching content, learning materials and methodologies to the respective needs of the learners and to the learning objectives.

Also, the students are facing this scenario for the first time where the entire study module has been relegated to the online platform. As such, the students may need psychological support from the instructors. Herein, a working group of instructors can address this situation by identifying and sharing materials and resources that may assist the instructors to conduct virtual sessions in a thoughtful way, without compromising the quality of teaching. Also, the team can provide their expertise to research and analyze the learning theories underpinning the new materials and identify the most relevant materials to encourage collaborative learning and develop cognitive skills. Definitely, a crisis situation mandates rapid resolution of education disruption and instructor support from specialized teaching faculty can help strengthen the lecture designing and possibilities of professional development.

Conclusion

The paper focused on the curriculum and the teaching and learning of FFL course for beginners in online remote situations. The fundamental design of the course followed a conventional, face-to-face, classroom framework. Though, the demand of the change in educational scenario, the corresponding adaptation to transition to online remote learning enabled learners to use new materials without being limited to the textbook. Definitely, the program presented challenges like reduced session duration, lack of training of the instructors and any preparedness to conduct teaching activities in such an unprecedented situation. However, the situation also showcased an opportunity to ruminate and bring forward creative methods for online teaching FFL beginners' course.

The significant observation for language teaching in remote situation showed the importance of teacher and the learner as the key roles. More specifically, despite the infrastructural support and expertise of created high-quality digital platforms being

made available by the university, the success or failure of these sessions to a large extent lies with the teacher and the learner. In this case, both the roles were subjected to same psychological distress and they assumed their responsibilities with fervor and open mind.

Notably, it is beneficial to consider the INEE standards that can help in responding better to the needs of the learners. The use of technology can be further customized to align with the teaching purposes, for example, more communicative tasks that promote learner-centered learning (Alsaied, 2016) can be achieved through a stimulating and interactive use of the Blackboard platform. Also, collaborative learning can be encouraged in Blackboard virtual classes through team activities. This experience, summarily, brought forth the significant role of a language instructor in teaching language courses to university students with enabling qualities like interdisciplinary competency in psychology, didactics of foreign languages, as well as computer science and in sociology.

Acknowledgment

Bibliographic references
ADAMI, H. 2012. La formation linguistique des migrants adultes. In : Savoirs, vol. 2, n. 29, pp. 9-44. ISSN1763-4229.

ALJABER, A. 2018. E-learning policy in Saudi Arabia: Challenges and successes. In: Research in Comparative and International Education, vol. 13, n. 1**,** pp**.** 176-194.ISSN :1745-4999.

AL MEAJEL, T. M. – SHARADGAH, T. A. 2018. Barriers to using the blackboard system in teaching and learning: Faculty perceptions. In: Technology, Knowledge and Learning, vol, 23, n. 2, pp. 351-366. https://doi.org/10.1007/s10758-017-9323-2

ALSAIED, H. 2016. Use of Blackboard Application in Language Teaching: Language Teachers' Perceptions at KAU. In: International Journal of Applied Linguistics & English Literature, vol. 5, n. 6, pp. 43-50. ISSN 2200-3452.

BIQUARD, A. – EDDATKRA, K.1982. La langue maternelle comme outil d'enseignement. In : Langage et société, n. 19, pp. 67- 73. E ISSN 2101-0382.

BLANCHET, Ph. 2018. Quels cadres, quels objectifs et quels critères pour évaluer une méthodologie d'enseignement-apprentissage des langues ? What frameworks, ends and criteria to evaluate a language teaching methodology? In : Actes du 2e Colloque international Methodal "Méthodologie de l'apprentissage des langues. Vers l'excellence pédagogique, didactique et linguistique". Available online: https://methodal.net/Quels-cadres-quels-objectifs-et-quels-criteres-pour-evaluer-une-methodologie-d

BOURNEL-BOSSON, C. – KOSTOV, J. 2018. Créer un climat de confiance dans un cours de français sur objectifs universitaires sur Moodle. In : Recherche et pratiques pédagogiques en langues de spécialité, vol. 37, n. 1. ISSN: 2119-5242.

BRANCH, R. – DOUSAY, T. 2015. Survey of Instructional Design Models, Association for Educational Communications and Technology (AECT). Indiana: USA.ISBN 0997075503.

CAPPELLINI, M. – LEWIS, T. – RIVENS MOMPEAN, A. 2017. Learner Autonomy and Web 2.0. (Advances in Call Research and Practice). Sheffield: Equinox Publishing Ltd. ISBN-10: 1781795975.

CHAKOWA, J. 2018. Enhancing beginners' second language learning through an informal online environment. In: Journal of Educators Online, vol.15, n. 1. ISSN: 1547500X.

CHAUVIN, S. – JOUNIN, N. 2010. L'observation directe. In : Serge Paugam (éd.), L'enquête sociologique. Paris : Presses Universitaires de France, pp.143-165. ISBN - 10 : 2130608736.

CONSEIL DE L'EUROPE. 2001. Un Cadre Européen Commun de Référence pour les Langues : Apprendre, Enseigner, Evaluer. Strasbourg : Division des Politiques Linguistiques. ISBN 227805075-3.

CRUAUD, C. 2018. Learner Autonomy and Playful Learning: Students' Experience of a Gamified Application for French as a Foreign Language. In: Alsic, vol. 21. ISNN 1286-4986.

DAVIES, L. – BENTROVATO, D. 2011. Understanding Education's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia. Paris: International Institute for Educational Planning. Available online: https://unesdoc.unesco.org/ark:/48223/pf0000191504

D'SILVA, R. – REEDER, K. 2005. Factors that influence faculty members' uptake and continued use of course management systems. In: British Journal of Educational Technology, vol. 36, n.6, pp. 1071–1073. ISSN:1467-8535.

DUCATE, L. - C. – LOMICKA, L. 2008. Adventures in the blogosphere: From blog readers to blog writers. In: Computer Assisted Language Learning, vol.21, n. 1, pp. 9-28. ISSN: 17443210.

El-HMOUDOVA, D. 2015. Developing English learning skills in blackboard virtual learning environment. In: Procedia - Social and Behavioral Sciences, n. 199, pp. 517-524. ISSN: 1877-0428.

GUICHON, N. 2012. Vers l'intégration des TIC dans l'enseignement des langues. Paris: Didier. ISBN-10: 2278072633.

HODGES, C. – MOORE, S. – LOCKEE, B. – TRUST, T. – BOND, A. 2020. The Difference Between Emergency Remote Teaching and Online Learning. Available online: https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

INTERNATIONAL NETWORK IN EDUCATION IN EMERGENCIES (INEE). 2018. Strategic Framework 2018-2023. New York: International Rescue Committee.

INTERNATIONAL NETWORK IN EDUCATION IN EMERGENCIES (INEE). 2010. Minimum standards for education: preparedness, response, recovery. New York: Education section. Available online: https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf

KANDEEL, R. 2013, Représentations des apprenants jordaniens sur l'utilisation des technologies de l'information et de la communication (TIC) dans l'enseignement / apprentissage du français langue étrangère : le cas de l'université du Yarmouk. In : Thélème. Revista Complutense de Estudios Franceses,vol. 29, pp. 91-109. ISSN 1989-8193.

KAZLAUSKAITE, D. – ANDRIUSKEVICIENE, J. – VINGELIENE, R. 2016. Adaptation des méthodologies non- conventionnelles lors des pauses créatives. In: Verbum, vol. 7, pp. 241-251. ISSN 2029-6223.

KIRK, J. – CASSITY, E. 2007. Minimum standards for quality education for refugee youth. In: Youth Studies Australia, vol. 26, n. 1, pp. 50-56. ISSN 1038-2569.

LENKAITIS, C. A. 2020. Technology as a mediating tool: videoconferencing, L2 learning, and learner autonomy. In: Computer Assisted Language Learning, vol. 33, n.5-6, pp. 483-509. ISSN: 1744-3210.

LEPEZ, B. – HAMEZ, M.-P. – BIGOT DE PREAMENEU, S. 2008. Le Français Langue Seconde : un domaine didactique en émergence en relation avec la politique d'accueil des flux migratoires. In : Spirale. Revue de recherches en éducation, n. 42, pp. 123-137. ISSN 2118-724X.

LOPES, M.-J. – LE BOUGNEC, J.-T. 2016. Texto 1. Paris, Hachette. ISBN 10: 2014015856.

MARTINEZ, C. 2012. Developing metacognition at a distance: Sharing students' learning strategies on a reflective blog. In: Computer Assisted Language Learning, vol.25, n. 2, pp. 199-212. ISSN: 17443210.

MOAWAD, R.-A. 2020. Online Learning during the COVID- 19 Pandemic and Academic Stress in University Students. In: Revista Romaneasca pentru Educatie Multidimensionala, vol. 12, n. 1, pp. 100-107. ISSN 2066-7329.

NADER, A. 2019. Challenging, supporting, and empowering students in IWLP beginners' classes: a teaching and learning response to internationalisation. In N. Becerra, R. Biasini, H. Magedera-Hofhansl & A. Reimão (Eds), Innovative language teaching and learning at university: a look at new trends. pp. 83-93. Research-publishing.net. ISBN13: 978-2-490057-36-8.

PINKMAN, K. 2005. Using blogs in a foreign language classroom: Encouraging learner independence. In: The JALT CALL Journal, vol. 1, n. 1, pp. 12-24. ISSN :1832-4215.

PUREN, C. 2018. L'élaboration de la perspective actionnelle et la situation méthodologique résultante en didactique des langues-cultures. In : les Actes du 2e Colloque international Methodal "Méthodologie de l'apprentissage des langues. Vers l'excellence pédagogique, didactique et linguistique". Available online https://methodal.net/L-elaboration-de-la-perspective-actionnelle-et-la-situation-methodologique

PUSULURI, S. – MAHASNEH, A. – AHHMED, B. – ALSAYER, M. 2017. The Application of Blackboard in the English Courses at Al Jouf University: Perceptions of Students, In: Theory and Practice in Language Studies, vol. 7, n. 2, pp. 106-111, ISSN 1799-2591.

QAHIR, K.– KIRK, J. 2007. INEE Minimum Standards: A tool for education quality assessment in Afghan Refugee Schools in Pakistan. In: Current issues in comparative education, vol. 9, n.2, pp. 20-32. ISSN 1523-1615.

REINHARDT, J. 2019. Social media in second and foreign language teaching and learning: Blogs, wikis, and social networking. In: Language teaching. vol. 52, n. 1, pp. 1-39. ISNN 1475-3049.

RICHARDS, J. -C. 2001. Curriculum development in language teaching. New York: Cambridge University Press. ISBN-10: 0521804914.

WARSCHAUER, M. 2009. Foreword. In: M. Thomas (Ed.), Handbook of research on Web 2.0 and second language learning, pp. xix-xx. Hershey, PA : IGI Global. ISBN-10 :1605661902.

Words: 10607
Characters: 72 085 (40,05 standard pages)

Assoc. prof. Rana Kandeel, PhD.,
Department of translation-French program
Faculty of Languages
Princess Nourah bint Abdulrahman university
Kingdom of Saudi Arabia (KSA), Riyadh
Kingdom of Saudi Arabia
RHKandeel@pnu.edu.sa

Analysis of communicative methods effectiveness in teaching foreign languages during the coronavirus epidemic: distance format

Ekaterina A. Samorodova – Irina G. Belyaeva – Sofia A. Bakaeva

Abstract
The forced transition to distance learning in 2020 forced the world scientific community to pay special attention to researching the effectiveness of the methodology for teaching subject disciplines in a remote format. In this manuscript, the authors did attempt to study, analyze, and classify various methods of teaching a foreign language (English, French, and German) at MGIMO University. The present research is based not only on a direct professional experience of working at a distance but also on an anonymous survey conducted among students. The purpose of this study is to develop and describe the most effective model of teaching a foreign language in the specified conditions. In addition to the empirical approach - observation of students' work during the semester, the use of experimental control methods, comparison, comparative analysis of the results - the authors also use data from an anonymous survey among students and foreign language teachers, which emphasizes the practical significance and relevance of the study. During the students questioning, it was found out which teaching methods and specific exercises are the most effective in the framework of a distance lesson. The questioning of teachers made it possible to classify statistical results and identify methods that teachers use in teaching a foreign language in a distance format and which could be used by them but are not used. On the basis of the data obtained, the authors conclude that there is a discrepancy between the ideas of teachers and students about the effectiveness of using certain forms of online education. This conclusion will allow in the near future to adjust the methodological and teaching aids for working in a distance format in foreign language classes.
Key words: pandemic, coronavirus, distance learning, distance learning, foreign language teaching, teaching methods

Introduction

Distance learning has been known as a form of education for nearly three hundred years. Originated in Boston, it made it possible for everyone to complete the Boston shorthand and accounting courses without coming to this city. Students received educational materials by mail for self-study. The so-called mail-order training or correspondence training has existed for several centuries. In Russia, correspondence or distance education was based on the principle of such correspondence education. It didn't disappear with the e-mail advent, and it only accelerated the process of receiving and sending educational materials. Distance learning began to undergo fundamental changes with the emergence of new technical capabilities that allow teachers and students to communicate at a distance and the emergence of electronic learning platforms. Participants in distance learning began to actively use new technical opportunities to bring distance learning as close as possible to full-time in order to improve its quality. The development of distance learning forms is carried out with the involvement of administrative, technical, and pedagogical resources. The administration sets hours for the development of relevant professional competencies, and teachers develop educational materials that develop the relevant professional skills, technical services implement the developments of the administration and teachers in electronic format. The content of training, depending on the specialization

and focus, in each university is individual; this is the reason for the development of each university of its own electronic platforms for distance learning. The first step that was undertaken by higher educational institutions that train specialists on a full-time basis was the translation of educational materials into electronic format. This opened up access for students, located anywhere in the world, to the educational materials of the university in which they study. Educational materials, converted into electronic form, began to grow overgrown with interactive exercises. A radical change in the so-called correspondence learning brought with it the ability to contact the teacher with his students online. Distance learning in terms of efficiency began to approach full-time education. The most important stage in the development of distance learning was the criteria and methods for assessing students. If, in the course of correspondence education, universities were forced to take exams in full-time format, now, thanks to the video control system, it is possible to assess the quality of knowledge remotely (in distance).

Foreign language training of higher educational institutions students in the correspondence format has undergone significant changes. The share of classical mnemonic techniques for memorizing educational material, based on its visualization, has increased. With the help of computer graphics, almost any element of information can be transformed into a visual image and an artificial association in order to connect images, thus facilitating the process of capturing. Graphically expressed sequences of associations ensure their rother firm fixation in memory. Memorizing a number of new words can be carried out by creating a graphic drawing with a single storyline, separate graphic pictures united by a single storyline, as well as images that do not form a single semantic whole. Foreign language training does not mean memorizing the sequence of words as such, but their nomination in a foreign language. Such a correlation can be realized purely graphically or in combination with dubbing foreign words. That is, the introduction of new vocabulary can be represented by a picture that combines the meaning of words for memorization with graphic signatures; a film that combines graphics and audio within the framework of the studied vocabulary, a number of pictures connected by meaning with the graphic signatures of the studied lexemes, only with their dubbing, or a combination of graphics and audio.
Students were given the opportunity to independently train hard skills until they are fully automated, which is necessary when working on vocabulary and grammar.
Online consultations, lectures, and reports in an active form, seminars, various types of group forms of education, made possible by participating in forums, chats, online conferences, have become new opportunities for the distance learning format, developing both rigid and flexible skills.
The 2020 pandemic has made significant adjustments to all forms of university education. Full-time education has become unavailable for students of most universities in the world due to the imposed bans and restrictions at the state level in order to reduce the victims of the pandemic. Students of correspondence faculties found themselves in the most advantageous situation, since learning at a distance did not become a force majeure for them, university teachers and students possessed the necessary arsenal of equipping the pedagogical process both from a technical point of view and from a methodological point of view for conducting classes in a remote mode. Thus, distance learning has become the main form of education for a long time. The work experience of MGIMO (Russia), in which the only form of education is full-time, during the Pandemic showed that the methods and principles of traditional full-time education became the basis for teaching in distance mode, and the main task was to bring distance education as close as possible to full-time education with the help of modern technical equipment. Going beyond traditional teaching methods and creating our own methods within distance education could improve the quality of distance learning. To develop new methods of teaching in a distance mode, it is

necessary to first analyze the existing experience of distance teaching and find out how the methods of full-time learning in a distance format function.

All types of educational activities in electronic mode can be divided into four groups:

- webinars
- online conferences
- forums,
- simulators and tests.

Webinars and online conferences allow you to organize lectures by invited teachers in a foreign language, discussions, round tables, educational games with peers and native speakers, and work within a training company.

Forums are an opportunity for joint brainstorming, developing skills of various types of writing. Simulators allow you to consolidate and expand knowledge in the studied discipline. Tests provide control of students' knowledge, partially relieving the burden on teachers, freeing them from checking exercise books. As teachers, a natural question arose before us: what methods of full-time teaching of a foreign language are used and can be applied within the framework of the above four conditionally distinguished forms of activity in a distance format, which of them are the most effective for optimizing the process of mastering foreign languages from the point of view of students

In order to answer these questions, we formulated the following research objectives:
1) Identification of methods of full-time teaching of foreign languages in non-linguistic universities, which are applied and can be applied in a distance format.
2) Evaluation of the effectiveness of these methods from the point of view of students.

Literature review

The authors analyzed the scientific works of Russian and foreign teachers, in which various methods of teaching foreign languages were identified and analyzed. As a result of the analysis of scientific literature, the following methods were identified that are widely used in teaching a foreign language in modern pedagogical practice: project (Nargis, Armelif, 2018), case study (Fesenko, Fedyaeva, Bestsennaya, 2017), ICT (Fedotova,2015, Bilyalova, 2017, Mazur, Rzepka, Araki, 2018), game (Nechayuk, 2017, Kalyuzhnaya, Skorobogatova, Vlasova, 2015, Prikoszovits, 2017), tandem (Pomino, Salom, 2016), extensive reading (Renandya, Jacobs, 2016) podcasts (Masudul, Tan, 2013), associative (Vasyuhnevich, 2016), cooperative learning, collaborative learning (Mikhina,Potrikeyeva, 2018), sliding (Antselevich, Smagrinskaya, Malakhov, 2015), contrastive linguistics (Durst, 2017), discussions (Yelon, Cooper, 1984), dilemma (Kholod, 2019), Jigsaw Reading (Yahananiky, 2018), theatrical performance (Raquel, 2011), SCRUM (Jurado-Navas, Munoz-Luna, 2017), round table (Rodomanchenko, 2017), Peer review (Sysoev, Merzlyakov, 2016), mnemonics (Ostrikova, Zheltukhina, Zyubina, Sidorova, 2018), brainstorming (Gogus, 2012), video blogging method, grammar and translation (Thamarana, 2015), interview, briefing, audio-lingual method (Bidenkob, Shcherbak 2017), flipped learning / flipped classroom (Jun Wang, Clare Wright, 2018), CLIL-subject-language integrated learning (Xabier San Isidro, 2018) cooperative teaching method (Wysocki, 2010).

All identified methods of teaching a foreign language at a non-linguistic university can be grouped as follows (Table 1):

Table 1.

1	ICT
2	collaborative learning
2.1	project
2.2	jigsaw reading
2.3	SCRUM
2.4	cooperative learning
3	problems method
3.1	discussions
3.2	dilemma
3.3	case-study
3.4	round table
3.5	peer review
4	game
4.1	role game
4.2	business game
4.3	training firm
5	tandem
6	mnemonics
7	extensive reading
8	brainstorming
9	flipped classroom
10	CLIL

Materials and methods

This study is based on the analysis of scientific works of Russian and foreign scientists covering the problem of teaching foreign languages in non-linguistic universities, the results of the questionnaire survey of foreign language teachers at MGIMO, and the results of the survey of students of the 1st, 2nd, 3rd and 4th-year undergraduate courses studying a foreign language in such spheres like international relations, political science, law, economics, and journalism.

The solution to the first research question involves identifying the methods that teachers use when teaching a foreign language in a distance format and which could be applied by them but are not used. For this, an anonymous questionnaire was distributed to teachers, the task of which was to identify the methods of teaching a foreign language that they use, as well as methods of teaching a foreign language that corresponds to the distance format but is not used by teachers. The survey was attended by 50 teachers of the departments of English, French and German languages, who were asked to choose from Table 1 the methods that they used in distance

learning. The method using ICT was accordingly excluded since it is the basis for all types of learning activities in distance learning.

To solve the second research question, that is, to identify the degree of effectiveness of a particular method of teaching in a distance format, a survey of students was conducted. The questionnaire consisted of two parts. In the first part of the questionnaire, students were asked to answer the following questions:

- Did distance learning take more time to complete foreign language assignments than during full-time?

- Do you think that in order to successfully study foreign languages in a distance format, a student should put more effort than full-time?

- Do you find it useful for yourself personally that the assignments had to be typed rather than written by hand?

- Do you feel a lack of emotional interaction with the teacher during distance learning?

- What form of work in a distance format when learning foreign languages seems most effective for you personally:

(Regular video seminars and regular implementation of written homework / Lack of video seminars, independent review of material and submission of work before the deadline)

- What technical combination of distance learning lessons is preferable for you in terms of psychological comfort?

● Audio only, video disabled

● Mandatory video and audio

● Communication only in writing

- Would you choose distance learning instead of regular classes?

These questions make it possible to understand how comfortable the distance format is for students.

In the second part, students are invited to select and evaluate the methods of teaching a foreign language that was used by their teachers in a distance format. For this, from the methods listed in Table 1 (the method using information and communication technologies, respectively, was not proposed), the methods of teaching a foreign language in higher educational institutions that were relevant in the opinion of the authors were selected, which formed the basis for the survey of undergraduate students. The assessment was made on a scale from 5 points to 0 points, where:

5 - a method of very high importance;

4 - a method of high importance;

3 - method of average significance;

2 - a method of low significance;

1- method of very low importance;

0 - method of no significance.

Several methods could have been given the same number of points.

Methods that were not applied in your training were not subject to evaluation.

To solve the problems posed in this article, methods were used that were applied at the empirical level (study and analysis of the works of Russian and foreign scientists, teachers on the research questions posed in the work; student survey in the form of a questionnaire) and at the theoretical level - *analysis, synthesis, comparison, generalization, deduction, and induction.*

Research results

The survey revealed the methods and their frequency that were used by MGIMO teachers when working with students in a distance format in the context of the coronavirus pandemic (Figure 1):
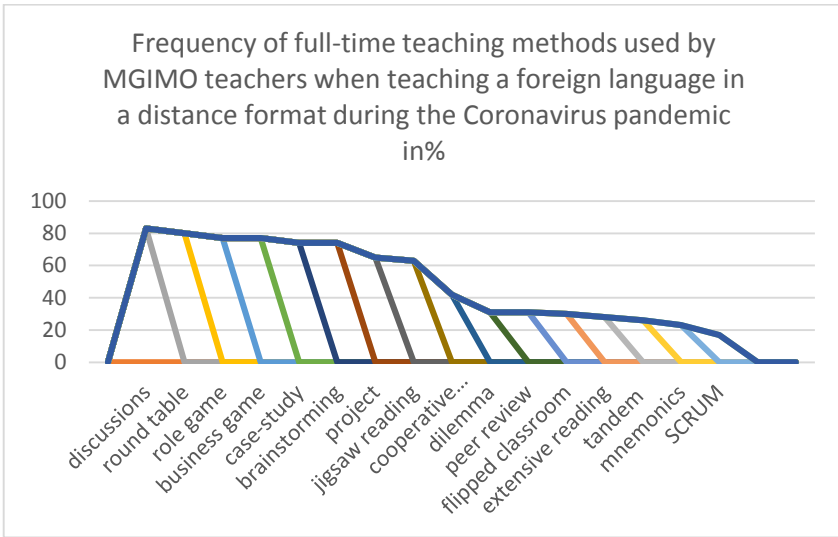
Figure 1.

The diagram clearly shows that when distance teaching students a foreign language at MGIMO, teachers used almost all the methods that they used during face-to-face studies. This has become possible thanks to modern technological means that blur the line between face-to-face and distance learning thanks to the possibility of audiovisual contact. The most popular method of teaching a foreign language has become a discussion. SCRUM was used less often, just as one of the methods of training speech skills.

The students' questionnaire allows us to find out what types of activities in learning a foreign language in distance mode caused the greatest difficulties and which of the methods of full-time education used is most effective in the conditions of distance learning in a foreign language.

Of course, as we assumed, with distance learning, there is no emotional interaction between the teacher and the student, which most students consider as a significant disadvantage of this form of education. Nevertheless, 58% of students prefer teaching with the "video" function turned off. The main problem in distance learning in a foreign language for 99% of students was technical problems. Therefore, 75% of students would choose the distance format only if it was impossible to personally attend the class. According to 92% of students, distance learning of foreign languages is based on video seminars, and regular written work. Distance students spent as much time on homework as full-time students. But nevertheless, most of them had to put more effort into distance learning than during their studies directly within the walls of the university. We did not receive a definite answer about the advantages of typing homework assignments and handwriting. The opinions were equally divided. Half of the students consider the ability to enter text on a computer to be an advantage, the other a disadvantage.

The second part of the questionnaire forms an idea of teachers of foreign languages about the effectiveness of their methods of full-time education in distance learning. The data from this survey are displayed in Figure # 2.
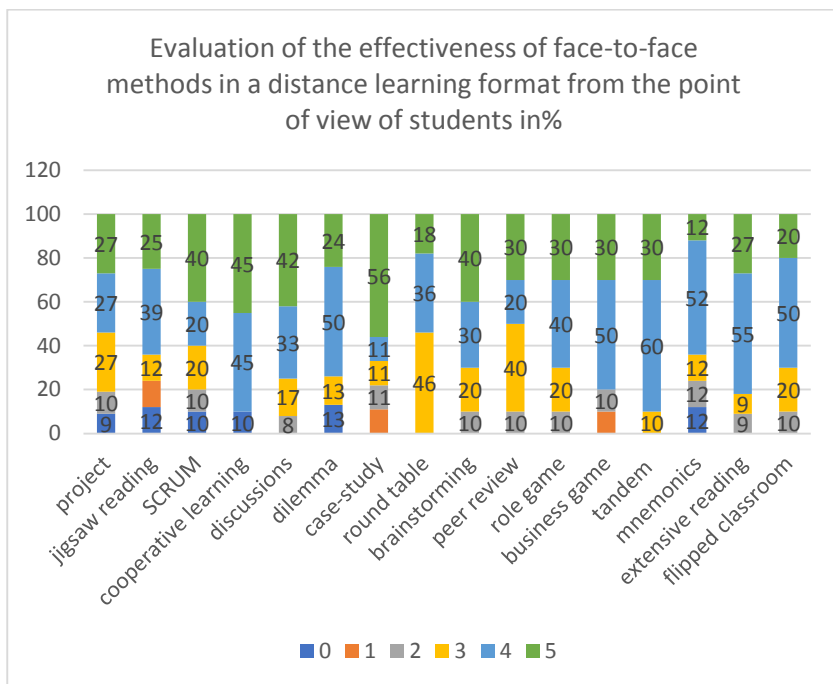
Figure 2.

According to the students' assessment, the most effective method for distance learning is *a case study*, which is in fourth place in terms of frequency of use in foreign language classes after discussion, round table, role-playing, and business games. According to students, the most ineffective method of distance learning is a dilemma, which, in terms of the frequency of use by teachers in distance learning, occupies a central position. On the other hand, 50% of students rated the effectiveness of this method at four, which justifies its rather frequent use in foreign language classes in a distance format. Efficiency in remote conditions by 4 points. Most of the students assessed the tandem method, which was used to work in the Zoom system using the "waiting room" function. This method was used extremely rarely by teachers in distance learning.

Discussion and conclusions
The results of this study revealed a discrepancy in the ideas of teachers and students about the effectiveness of the use of full-time forms of training in a distance format, which allows you to adjust the methodological and teaching aids for working in a distance format in foreign language classes. On the one hand, the advantage of distance learning is its flexibility, and the transfer of classroom lessons to the online format helps to save a student's time resource. But, on the other hand, the training time for a teacher increases significantly: methodological design becomes more complicated, the choice of control forms and their design, as well as work with the plan, materials, and presentations, becomes more painstaking and voluminous. The "experimental" period of work at a distance showed that the teachers based the lesson-less presentation of material on discussion forms of work since, at first glance, it is the various types of oral activity that seem to be the most effective at a distance. However, it is impossible to exclude written types of work on grammar and

vocabulary from foreign language teaching programs - therefore, it is necessary to find a suitable interactive format that allows for the most effective practice (homework) and control of the acquired competencies. The analysis of the assessment by students and teachers of various methods of teaching a foreign language carried out in this study makes it possible to choose the most effective exercises, tasks, and work format when building a plan. In other words, it is necessary to strive for maximum compensation for the advantages of full-time teaching, because the most unfavorable scenario for the development of events, in the opinion of many specialists, is not the transition from classroom teaching to distance teaching, but the widespread replacement of distance learning by correspondence, which will lead to a guaranteed decrease in the quality of education. Undoubtedly, distance learning is an effective additional form of full-time education, but only distance learning is not yet the unambiguously preferred form of teaching foreign languages at MGIMO. First of all, due to the lack of opportunities for the uninterrupted operation of technology, as well as its impossibility in the psychological and emotional plans to replace a human.

Bibliographic references

ANTSELEVICH O. – SMAGRINSKAYA N. – MALAKHOV B. 2015. Modern educational technologies in non-linguistic university\\ Scientific enquiry in the contemporary world: theoretical basics and innovative approach research articles. vol. 2, PEdagogic and psychology. DOI: 10.15350/L_26/4_2ISBN-10:194165519X ISBN-13:978-1-941655-19-1 DOI: 10.15350/L_26/4_2

BIDENKOB, L. – SHCHERBAK, H. 2017. Implementing audio-lingual method to teaching Ukrainian as a foreign language at the initial stage. Advanced Education. 3. pp. 23-27. 10.20535/2410-8286.82711. ISSN 2410-8286 (Online), ISSN 2409-3351 (Print)

BILYALOVA, A. 2017. ICT in Teaching a Foreign Language in High School. Procedia - Social and Behavioral Sciences. vol. 237, pp. 175-181. 10.1016/j.sbspro.2017.02.060. DOI: 10.1016/j.sbspro.2017.02.060 ISSN: 1877-0428

DURST, U. 2017. Tekin, Özlem: Grundlagen der Kontrastiven Linguistik in Theorie und Praxis. Informationen Deutsch als Fremdsprache, vol. 41, n. 2, 3, pp. 384-386. doi:10.1515/infodaf-2014-2-385

FEDOTOVA, N.L. 2015. On the concept of distance training course ,, Methods of teaching Russian as a foreign language (RFL): traditions and innovations ''". Russian Linguistic Bulletin. vol. 4, n. 4, 41 p. OI: https://dx.doi.org/10.18454/RULB.4.05 ISSN 2411-2968(ONLINE), ISSN 2313-0288 (PRINT

FESENKO, O.P. – FEDYAEVA, E.V. – BESTSENNAYA, V.V. 2017. Cases in methods of teaching russian as a foreign language // Language and Culture. n. 9, pp. 104–117. DOI: 10.17223/24109266/9/12 ISSN 2410-9266

GOGUS, A. 2012. Brainstorming and Learning. In: Seel N.M. (eds) Encyclopedia of the Sciences of Learning. Springer, Boston, MA. https://doi.org/10.1007/978-1-4419-1428-6_491 print ISBN978-1-4419-1427-9 Online ISBN978-1-4419-1428-6

JUN WANG, NA. AN. – CLARE, WRIGHT 2018. Enhancing beginner learners' oral proficiency in a flipped Chinese foreign language classroom, Computer Assisted Language Learning, vol. 31, n. 5, 6, pp. 490-521, DOI: 10.1080/09588221.2017.1417872

JURADO-NAVAS, A. – MUNOZ-LUNA, R. 2017. Scrum Methodology in Higher Education: Innovation in Teaching, Learning and Assessment. International Journal of Higher Education, vol. 6, n. 6, pp. 1-18 2017. DOI: https://doi.org/10.5430/ijhe.v6n6p1

KALYUZHNAYA, T.V. – SKOROBOGATOVA, E.V. – VLASOVA, A.V. 2015. Business role-play as a means of competence approach implementation in teaching the English language at higher education institutions. Bulletin of Kemerovo State

University. vol. 3, n. 2, pp. 52-54. (In Russ.) https://doi.org/10.21603/2078-8975-2015-2-52-54

KHOLOD, N.I. 2018. Application of moral dilemmas method for students communicative competence development in classes of foreign language at higher education institution, ВестникТГПУ. n. 7, (196). Available online: https://cyberleninka.ru/article/n/primenenie-metoda-moralnyh-dilemm-dlya-razvitiya-kommunikativnoy-kompetentsii-studentov-na-zanyatiyah-po-ino-strannomu-yazyku-v-vuze

KRALOVA, K. – STIPEK, J. – VONKOVA, H. – PAPAJOANU, O. 2020. Self-assessment of motivation for information and communication technologies learning: Results of a pilot study among secondary school students. In Slavonic Pedagogical Studies Journal, 2020, vol.9 N.1 pp. 70-77. ISSN 1339-8660.

MASUDUL HASAN, Md – TAN, B. H. 2013. Podcast Applications in Language Learning: A Review of Recent Studies. English Language Teaching. 6. 10.5539/elt.v6n2p128.

MAZUR M. – RZEPKA R. – ARAKI K. 2018. Teaching Words in Context: Code-Switching Method for English and Japanese Vocabulary Acquisition Systems. In: Vetulani Z., Mariani J., Kubis M. (eds) Human Language Technology. Challenges for Computer Science and Linguistics. LTC 2015. Lecture Notes in Computer Science, vol 10930. Springer, Cham DOI https://doi.org/10.1007/978-3-319-93782-3_24

MIKHINA, O. V. – POTRIKEYEVA, E. S. 2018. On the way of the search of new methods in teaching foreign languages (analysis of domestic and foreign experience). Perspektivy naukii obrazovania -Perspectives of Science and Education, vol. 36, n. 6, pp. 155-163. doi: 10.32744/pse.2018.6.17. (In Russ., abstr. in Engl.)

NARGIS, N. – ARMELIA, L. 2018. Optimizing EFL learners' communicative competence through short movie project// Asian EFL Journal. vol. 20, pp.201-208. ISSN: 1738-1460

NECHAYUK, I.A. 2017. Active methods as optimization model for teaching English for special purposes. Interactive science, vol. 2, n. 12, pp. 96-99. doi:10.21661/r-117837

NOVIKOVA, I.A. – BERISHA, N.S. – NOVIKOV, A.L. – SHLYAKHTA, D.A. 2020. Personality Traits and Foreign Language Proficiency in Russian Linguistics and Non-Linguistics Students. RUDN Journal of Psychology and Pedagogics. vol. 17 (3). pp. 426-439. ISSN 2313-1705 doi: 10.22363/2313-1683-2020-17-3-426-439

OSTRIKOVA, G.N. – ZHELTUKHINA, M.R. – ZYUBINA, I.A. – SIDOROVA, I.G. 2018. Learning Via Visualization at the Present Stage of Teaching a Foreign Language. Astra Salvensis, vol. VI, n. 1, pp. 601-607.

POMINO, J. – SALOM, D. 2016. Integrating E-tandem in Higher Education. Procedia - Social and Behavioral Sciences. vol. 228. pp. 668-673. 10.1016/j.sbspro.2016.07.102.

PRIKOSZOVITS, M. 2017. Auf dem Prüfstand – Wie berufsbezogen und praktikabel sind moderne handlungsorientierte DaF-Unterrichtsaktivitäten? In: Magazin 25/2017 (Andalusischer Germanistenverband), pp. 34-45. DOI: http://dx.doi.org/10.12795/magazin.2017.i25.04

RAQUEL, M. 2011. Theatre production as a language learning environment for Chinese students. Journal of Drama and Theatre Education−Asia. 2. 93-120.

RENANDYA, W.A. – JACOBS, G.M. 2016. Extensive Reading and Listening in the L2 Classroom. In: Renandya W., Widodo H. (eds) English Language Teaching Today. English Language Education, vol 5. Springer, Cham. https://doi.org/10.1007/978-3-319-38834-2_8

RODOMANCHENKO, A. 2017. Roundtable Discussion in Language Teaching: Assessing Subject Knowledge and Language Skills. Journal of Language and Education, vol. 3, n. 4, pp. 44-51. https://doi.org/10.17323/2411-7390-2017-3-4-44-51

SAN ISIDRO, X. 2018. Innovations and Challenges in CLIL Implementation in Europe, Theory Into Practice, vol. 57, n. 3, pp. 185-195, DOI: 10.1080/00405841.2018.1484038

SYSOYEV, P.V. – MERZLYAKOV, K.A. 2016. Methods of teaching international relations students writing skills using peer review/ P. V. Sysoyev,K. A. Merzlyakov// YazykiKultura-Language and Culture. vol. 2, n. 3, 4, pp.195-206. DOI: 10.17223/19996195/34/15.

THAMARANA, S. 2015. A Comparative Study of Various English Language Teaching Methods, Approaches. 10.13140/RG.2.1.4026.5046, DOI: 10.13140/RG.2.1.4026.5046

VASYUHNEVICH, I.A. 2016. The associative approach in the study ofLatin medical and pharmaceutical terminology. Science Almanac. vol. 7-1(21). DOI:10.17117/na.2016.07.01.216

WYSOCKI, K. 2010. Kooperatives Lernen im Englischunterricht: die Kommunikationsfähigkeit aktiv fördern - vom ersten Schuljahr an / Karolina Wysocki. Mit einem Vorw. von Ruth Kirchmann. Essen: Neue-Dt.-Schule-Verl.-Ges., 175 p.

YUHANANIKY, Y. 2018. Using jigsaw model to improve reading comprehension of the ninth graders of SMPN 1 Karangploso. IJOTL-TL: Indonesian Journal of Language Teaching and Linguistics. vol. 3, n. 1, pp. 51-64. DOI: https://doi.org/10.30957/ijoltl.v3i1.50.

YELON, S.L. – COOPER, C.R. 1984. Discussion: A naturalistic study of a teaching method. Instr Sci, vol. 13, pp. 213–224. https://doi.org/10.1007/BF00055532

Assoc. Prof. Ekaterina A. Samorodova, PhD.
French Language Department
Moscow State Institute of International Relations (MGIMO University)
119454, Moscow, Prospekt Vernadskogo, 76
Russia
ORCID : https ://orcid.org/0000-0002-0702-0253
samorodova.ekaterina.78@mail.ru

Irina G. Belyaeva, PhD.
German Language Department
Moscow State Institute of International Relations (MGIMO University)
119454, Moscow, Prospekt Vernadskogo, 76
Russia
ORCID : https ://orcid.org/0000-0002-7083-3564
irinatimakova@mail.ru

Sofia A. Bakaeva PhD.
French Language Department
Moscow State Institute of International Relations (MGIMO University)
119454, Moscow, Prospekt Vernadskogo, 76
Russia
ORCID https://orcid.org/0000-0001-8196-0350
sophiebakaeva@gmail.com

Technology: Language teachers' digital and navigating skills in emergency education

Bambang Agus Darwanto – Sri Endah Setia Rini – Hesthi Herusatoto

Abstract
The Covid-19 pandemic has forced school administrators and practitioners including teachers to find quick ways to mitigate the pandemic impacts on education including language education. When the pandemic hit, all parties were groping for new ways to conduct education (teaching and learning) in the emergency period. This research was intended to find out what skills teachers need to quickly transform themselves from the traditional to tech-rich teaching from home (TFH) in the pandemic outbreak with total school closure like that of the Covid-19. This research was descriptive quantitative with surveys and focus group discussions (FGD) with university teachers of different foreign languages to attain data. The results show that with different levels of digital and navigations skills, teachers have to be trained to attain the threshold level of various teachnological savviness to quickly serve. A diagram of a digital skills list is presented with hardware tools skills (skills to use gadgets) as the initial emergent skills to acquire and the learning tools skills (skills to access sources) as the last skills to train. All these trainings have to be carried out very quickly, and an around-the-clock mentoring system to give assistance to a teacher in an emergency teachnological situation must be provided. The findings should provide ideas as to how schools have to respond to a pandemic situation like the Covid-19 when a similar outbreak occurs in the future.
Key words: teachnology, digital skills, navigating skills, teaching from home, language education

Introduction

The abrupt school closure due to the Covid-19 outbreak in early March 2020 had forced schools and colleges in Indonesia and probably across the world to make a quick adaptation to the chaotic situation. All teachers and students suddenly had to stay home. The new term of "work from home" (WFH), "study from home" (SWH), and "teach from home" (TFH) were there and became trending. For a while, many schools and colleges might lose grips as to how they had to carry out teaching-learning. Schools had to come up with quick contingency educational decisions. An immediate and quick decision on the how-to-teach/learn was urgent while anticipating the probable incessant stumbling blocks in its implementation. The decision was urgent to mitigate the educational impacts during the pandemic. Classes have to run one way or another in this emergency state. Online education (learning and teaching) is inevitable. Teachers and students had to be immediately connected.

Teachers needed tools to teach. However, the teachnological skills for teachers previously had not been sufficiently attended before the pandemic hit; it had not yet been well mapped. Generally, the teachers had not had minimum knowledge and skills regarding teachnology. They have not received specific training on it. They usually explored the technology by themselves to meet the individual needs.

Before the pandemic, teachers could have felt comfortable with the level of teachnology that they had. They were in the comfort zone that email and WA were fully felt adequate for their teaching facilitation. This is because teaching was still fully offline with a few additional tasks delivered via email, WA, or Google Classroom. Some exercised on blended learning and flipped learning. These teachers

did not yet see the strategic potentials of further teachnology savviness because they might think that what they acquired was fully sufficient. When the pandemic hit, the comfort zone fell apart. The school management and the faculty were made more aware of the lack.

The Covid-19 pandemic has forced the academics to extensive use of technology. They have to operate their teaching fully online. Offline interaction is the most affected side of education. This situation can change the mode of teaching and learning into a new normal setting. The new normal requires a different teaching venue and teachnological skills.

Teachers had to get accustomed to living with their new academic life, with new teachnology that they may not have even imagined before. Nevertheless, that had different technological entry barriers. Eventually, they were forced to quickly learn new teachnology during the crisis. Teachnology and the way people learn a new language have been revolutionizing from the conventional broadcasting functionalities of technologies to the web technology of "folksonomies" and "mashups". This has changed the contents, the venues, and the ways people construct knowledge and acquire a new language. People use, share, and create content in ways fundamentally different from the previous eras.

Usually, different types and levels of teachnological skills are needed by different teachers. Some need to become more tech-savvy in using any teachnological tools to serve. They want to be more skillful with teachnologies especially with new authoring tools, presentation tools, and learning tools. This type of teacher always keeps pace with the teachnological currencies. This is the ideal model of self-developed teachers. This practice is aligned with the opinion that a teacher should keep pace with innovations and advances (Peredrienko et al., 2020:106). For digital natives, digital technology is just natural. However, for some digital immigrant teachers, they might experience tech apprehension that will affect their tech skills depth that they want to learn. They might set a boundary to their technological living room to secure their comfort zone. They would need the minimum tech functionalities to support their teaching profession.

To serve optimally, teachers today need both digital skills and navigating skills (Grand-Clement, 2017). Regarding these skills, Grand-Clement (2017:5) wrote that digital skills are the ability in using digital technologies and digital navigation skills, which include searching for information, emphasizing information, and checking the quality and authenticity of information, are a broader set of skills required by people to perform well in the digital world. Digital navigation skills are 'eternal skills' that are basically the same as the non-digital skills in the past which are still needed today.

Research by Khodabandelou (2016) about barriers in incorporating technologies for teachers found out that the teachers were not sufficiently exposed to technology. They do not sufficiently know how to use technology to teach. Teachers, especially those aged 50 and above, were not willing to involve themselves in using the technology. The study reported that teachers gave the excuse that they were too old to learn the technology.

Teachers today must acquire at least the threshold level of teachnological skills to digitally serve. They should acquire the minimum skills of selecting, editing, applying, and integrating particular technology that supports their teaching (Liu et al., 2015:684). Some teachers may not be highly able to keep up with the technological currency that is rapidly revolutionizing. Whereas, one new technology can be obsolete tomorrow. One that teachers want to learn today may have got a replacement. This can be a frustrating challenge. Consequently and factually, the levels of needs for teachnologies can vary from one teacher to another. Getting them used to the teachnology requires a long process but then a new tech kicks in. As educational tasks are becoming more complex and the challenges are getting diverse, a new concept of

teaching and teacher training to conform with technologically related changes should be considered (Peredrienko et al., 2020:109). Universities must train and help teachers access the technologies and to learn how to use them and to apply them in the didactical context (Abdelrazeq et al., 2016:2). A newly introduced technology must meet the contextual requirements for its implementation.

The teaching contexts have been shifting. One of them is that courseware has been shifting into performance ware (Brown, 2006:5). Lecturing has been partly supplemented with learning artifact creation and innovation to show how one has learned. What students can perform matters more than what they can finish in tests. Technologies have to provide supports to the proposal. Students are required to provide digital artifacts of learning evidence. Teachers, consequently have to keep pace with it. Performance assessment according to O'Malley and Pierce (1996) requires students to show a response, create a product, or demonstrate knowledge application. Learning evaluation or assessment is no longer the same as traditional practices. It is no longer merely about what they can do in a *test*, but also what they can perform in a *task*. As far as language teaching and learning is concerned, for assessment purposes, students today can share their learning artifacts into blogs for especially texts and images to showcase their performance, ideas, and learning achievements. SlideShare for presentation formats, YouTube for video images, and such applications as SoundCloud for audio artifacts have become common media for the purpose.

People share to learn (Thomas J. P. et al., 2002:1). They network to get more informed. Other peoples' idea matters in the connectivist era (Siemens, 2004:3). This needs different learning skills. The ability to expand and maintain connectivity has become central in the teaching-learning processes. Teachers must have this type of capacity as well.

For teachers, different types of T in the TPACK (technology, pedagogy, content knowledge) need to be figured out. Teachers (and students) need to carry both digital skills and navigation skills (Grand-Clement, 2017:20).   to function optimally. Teachers need to be aided not only with computer literacy but also with skills in how to make connections digitally. Especially for the "T", the keep-renewing authoring tools, learning tools, learner tools, testing tools, learning management tools, connecting tools are of a challenge for, especially, language teachers at this point in technology advancement. This fundamental change offers a wider range of tools and development opportunities for teachers and students (Dudeney & Hockly, 2012). Even so, such a simple skill as screen sharing in the video conference apps can be a serious problem for a teacher if s/he has not been familiar with it. Technological skills, digital, and navigating skills, are important.

Teachers need to be able to digitally navigate, interact, and collaborate along with their students. In addition to navigation skills, interaction and collaboration are two essential skills for teachers/learners in the 21st century (Sahin, 2009; Jansen, Merwe, 2015;Bell, 2010;Bialik, Bogan, Fadel, Horvathova, 2015). In the traditional view, the last two are conducted via classroom-related tasks. Today, knowledge currency can be kept up to date by making connections through tagging, linking, attaching, or through mashups technologies. Personal knowledge is comprised of a network, which feeds into organizations, which in turn feeds back into the network and then continue to provide learning to the individual (Siemens, 2004:3). This cycle of knowledge development and personal network to the organization allows teacher-learners to remain current in their field through the connections they have formed in.

One of the key skills is then navigation skills (Brown, 2006:12-13). Navigationism, the new learning paradigm introduced by Brown (2006), is the umbrella perspective for developing educational policies, including the teaching and learning of a second language (L2). To further characterize learning in the beyond constructivism era,

Siemens suggested that "connections between specialized communities are important activities, and the connections that enable people to learn more are more important than our current state of knowing" (2004:3).

Similarly, Brown (2006:7) suggested paradigmatic shifts occurring in teaching and learning (education) from teaching centeredness to learning centeredness. Teachers do not teach but facilitate students' learning. Learning is not about reproducing what a teacher has taught but about giving a new contribution to knowledge and skills that a student can make and this can be promoted using digital technologies.

The 21st-century skills of communication, collaboration, creativity, critical thinking need to factor in the technological skills (including accessing skills, synthesizing, and authoring skills). Authoring tools and templates allow language teachers to develop their materials and tests (Chapelle & Sauro, 2017:365). Other important skills that are not commonly attended yet need to be nurtured as part of technologies are networking or connecting skills.

Such skills as organizing information to facilitate learning in mashup technology are necessary. Gonzalez-Lloret and Ortega, 2014:10)noted that Web technology provides an unbundled environment never spotted before. The "broadcast" and "store" mode of the web technology of information exchange has far developed into a "mass" Internet connectivity based around the collective actions of online user communities rather than based on individual users (Selwyn in Oecd, 2010:24). Teachers need to carry a different type of teaching technologies today. The pedagogical, technological, and content knowledge (TPACK) of a teacher is challenged to the extreme that s/he may feel that their knowledge and skills today are obsolete or irrelevant tomorrow. However, regarding teachnology, a certain level of teachnological skills threshold can be functionally satisfactory to teach in the digital era of today. Teachers 4.0, as suggested by Abdelrazeq et al., must meet the new requirements and teaching behavior as the impact of digital technology. In this regard, universities have to prepare and support teachers in their new teaching role. University directors need to decide on a full adaption of new technology in the education system. Teachers need to be given training and chances to gain access to technology, to acquire skills is using it, and to use it in their teaching. (2016:2).

Any new technology for helping teachers to educate (teach and learn) in and outside classrooms has to be selected to accord with a set of informed teaching principles to handle the challenges that may pop up in its application. A selected technology should at least meet the threshold level of teachnology that can help teachers function optimally.

What about provisional teachnology skills in the pandemic like the Covid-19? In the pandemic situation, the "academic panic" is divided between university teachers who come from the new teachnological generation and those coming from the previous teachnological individuals; those who are adept at teachnology and those who are not. Both groups of teachers cannot avoid using current teachnologies. They cannot escape from the must-have digital and navigating skills of today. For instance, factually such as video conference technologies as Google Meet, Zoom, and the like were not well heard before. Now, teachers just have to select one from the list to teach. It is "*a conditio sine quanon*".

This research is descriptive qualitative to explore and describe the teachnology that the faculty of foreign language schools in Indonesia urgently needs in the crisis of the Covid-19 pandemic when all schools are closed and both academics and students have to stay home. The beginning of the sudden outbreak is the most critical time to get all the educational staff and students ready with teaching arsenals including the digital and navigating skills that they might not have been sufficiently familiar with. The findings may inspire other schools to get equipped in a pandemic situation like the Covid-19 outbreak, once it hits in the future (hopefully not). The research question

addressed in this research is: To what level of emergency teachnological transformation do language teachers need to be equipped in an emergency situation like the Covid-19 outbreak when all schools are closed?

Research Method
Instruments
This research used both questionnaires and focused group discussions (FGDs) to explore the in-depth information regarding the teachers' lived experience especially during the emerging moment of the pandemic outbreak. The questionnaires tapped on the teachers' teachnology savviness before and after the emergency time of the sudden educational crisis. This was also to find information regarding the tech-lack, tech-need, and tech-want of the teachers in the critical situation.

The questionnaires were developed based on the 6 teachnological areas (hardware tools, LMS tools, authoring tools, learning tools, presentation tools, and connecting tools) assumed to be essential for teachers to carry out their teaching during a pandemic like the Covid-19. The questionnaires were built in Bahasa Indonesia to avoid misunderstandings compared to when they were developed in English. This is because the respondents were composed of those teaching English, French, and Korean. Questions were made in the checkbox grid format. The respondents would compare their teachnological abilities before the Covid-19 and now. The translation of the sample items is as follows:

On a scale of 5 (1 for very poor skills; 5 for expert skills), my ability in using authoring tools is…

	1	2	3	4	5
Before Covid	☐	☐	☐	☐	☐
Now	☐	☐	☐	☐	☐

Some open-ended questions were provided to tap further information around the respondents' teachnological skills. The sample questions when translated are as follows.

1. What new applications that you had not learned, and you finally acquired now.
2. What have you done to increase or keep pace with the new technologies that you need to teach?
3. What applications that you suggest mastering for a teacher?

This research was also carried out through FGDs with groups of senior and junior university teachers to tap on their lived experience in the hectic time of the initial outbreak of the Covid-19. This was to know if the two groups of teachers encountered different digital teachnological experience. This would reveal what levels of teachnology was necessary to be trained to the two groups of teachers. Being necessary in this case is not meant for being fully sufficient, however. Technological complexity could vary for the same functionalities by different apps among different groups of teachers.

The core questions for the FGD when translated are as follows.

1. In the early Covid-19 outbreak, when you have to Teach from Home (TFH), what popped up in your mind regarding the transformation from teaching offline to teaching online?
2. When you experienced difficulties, kindly share anything regarding TFH.

3. TFH is difficult. What do you think?
4. In your experience, what skills that you think teachers had have to acquire to be able to serve in the TFH?

Data and Analysis
Data from the questionnaires were to reveal the teachers' needs, lacks, and wants. The data collected from the FGDs were to learn the most conditional teachnology that they need to serve in a closure situation. The data were coded based on the types of technologies that they (1) needed, (2) wanted, and (3) lacked. The teachnologies were subsumed into:
1. Authoring tools: The digital application for the creation of education materials (Hot Potato, VN editor, Kinemaster, Audacity, etc.)
2. Testing tools: Digital applications to help teachers develop online tests (Hot Potatoes, Google Form, etc.)
3. Sharing/presentation tools: The digital application for visualizing education materials and teaching contents (e.g. Prezi, PowerPoint, Slides, MindMapping, YouTube, IG, etc)
4. Learning management tools (LMS): The digital application to help administer the education process, to mount the course traffic, to share coursework including quizzes and tests, to keep track of students' participation and attendance. (E.g. Schoology, Google Classroom, Edmodo, etc)
5. Learning tools: The digital sources and applications that provide sources and digital programming for learning (e.g. www.4test.com; Pronunciation Checker, Grammarly, online dictionary, etc.)
6. Hardware tools: Equipment that teachers use for educating (e.g. cellphones, laptops, PC, etc.)
7. Conference tools: The digital equipment for making synchronous communication (e.g. Zoom, Meet).
8. Messenger tools: Applications that use the messenger platform for interaction (WA, Line, Twitter, etc).
Data were coded using NVivo11 and qualitatively analyzed for all pertaining phenomena worth attending when facing a sudden pandemic outbreak with school closures.

Participants
As many as 12 Indonesian university teachers finally responded to the questionnaires. The participants for the FGD were composed of senior teachers and junior teachers. Ten seniors were those of 41-50 years and above; while two juniors were all below 41 years old. They all were the teachers of different foreign languages: English, Korean, and French.

Results
The data indicate that, in general, the initial tech skills condition is as follows (1: Very Poor Skills; 5: Expert Skills).
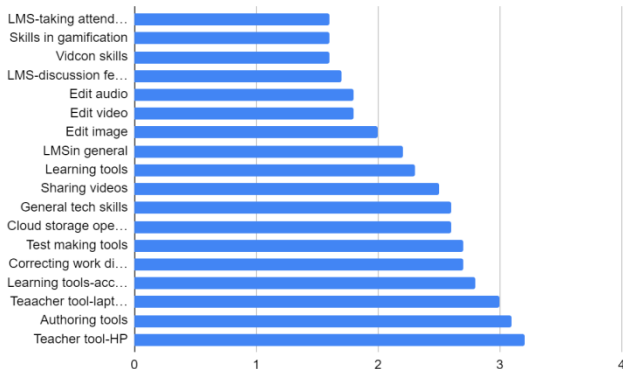
Figure 1. Teachers' initial tech skills condition

This chart indicates that before the Covid-19 outbreak, some teachnological skills have been commonly acquired but some others still need improvements. First, skills in the learning management system (LMS) should be given more priority. The teachers in general have not been familiar with various features offered in an LMS such as testing, discussion, and attendance. Such features need to be immediately improved by the school.

Second, the domain of authoring tools such as video, audio, and image editing along with the sharing tools (uploading skills) necessitates immediate training. Data show that the teachers' authoring skills are low.

Skills in teachnology are found varied. The findings suggest that it is not at all signifying that one skill can be neglected at all in the quick response training. All need to receive a refresher course. This is because, some teachers lack the necessary skills to teach from home (TFH), and this is accounted for in the distribution of the skill levels of each skill prompted in each questionnaire item.

Data indicate that the teachers' teachnological skills were averagely low with the distribution as indicated below.
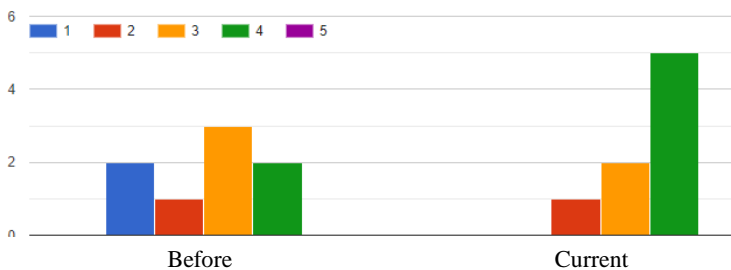

Figure 2. General Skills in Teachnology

Some teachers perceived that their tech skills fell within the very poor category as indicated in the blue bar. Some teachers have, however, reported that their teachnological skills were "very good" as indicated with the green bar. This condition was gradually improving with the training provided by the schools to respond to their lamenting. The right bars indicate the conditions after the training.

Authoring tools skills
Similarly, their skills in using authoring tools were averagely low with the distribution as indicated below.
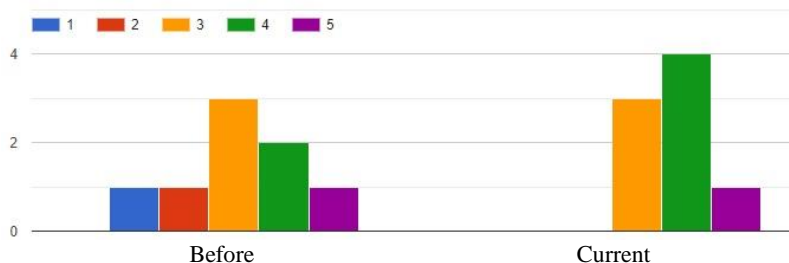

Figure 3. Authoring Tools Skills

Below are the authoring skills that the teachers need to improve.

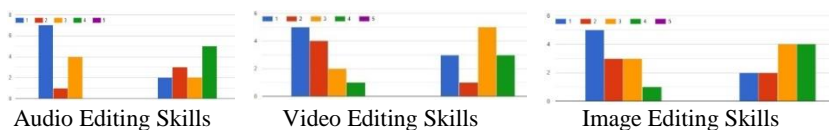Audio Editing Skills　　Video Editing Skills　　Image Editing Skills

Figure 4. Authoring Tools Skills Discrepancies

The figure above indicates how these teachers need immediate help to teach from home. This is because somehow these teachers need to share their lectures and learning materials in video, audio, and image formats.

Presentation Tools Skills
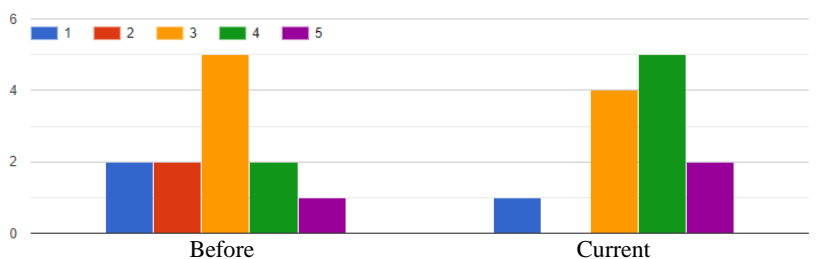
Figure 5. Presentation Tools Skills

Data indicate that these teachers provisionally need to be provided with emergency training to serve digitally. On the scale of five, the average score for all areas of technologies that have to be acquired to minimally serve in the initial outbreak of the pandemic was 2.5 with the scores ranges from one to four. This means that these teachers initially were not yet ready to teach using technologies. Amongst the areas of the different tools, they reported that they were most familiar with sharing tools, such as PowerPoint Presentation and Whatsapp.

Hardware Tools Skills

On average, data reveal such an interesting phenomenon as indicated in the figure below. Teachers have been using laptops and cell-phones. However, when the teachnological aspects of these gadgets were factored in, many teachers admit knowing less about the use of them.
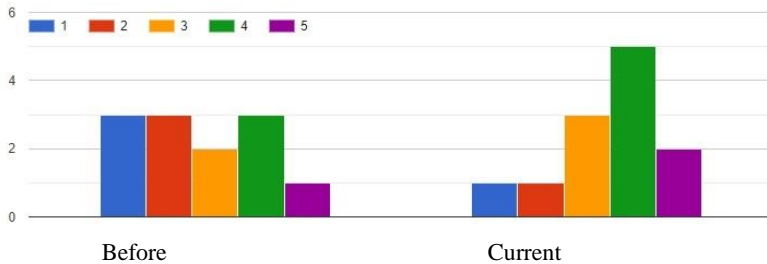

Figure 6. Hardware Tools Skills

The blue and red bars indicate a big number of teachers have not yet been familiar with the use of hardware tools to help to teach. It seems that they simply use the gadgets for "normal" uses.

Learning Tools Skills (grammar checker)

Data show a similar trend over the distribution of skill levels regarding the ability to use technologies to access sources of knowledge. These teachers' learning tools skills improved after emergency training.
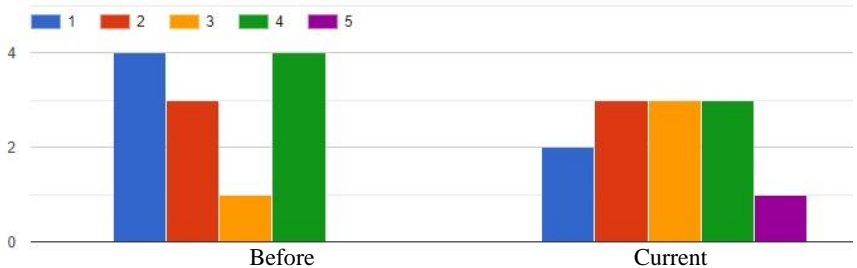

Figure 7. Learning Tools Skills

The number of teachers with barely any learning tools skills decreased after the emergency training.

LMS Tools Skills

The next serious area that needs immediate attention concerns with their LMS tools skills. Data indicate that many reported that they were not ready to use an LMS to help their teaching when they had to WFH.
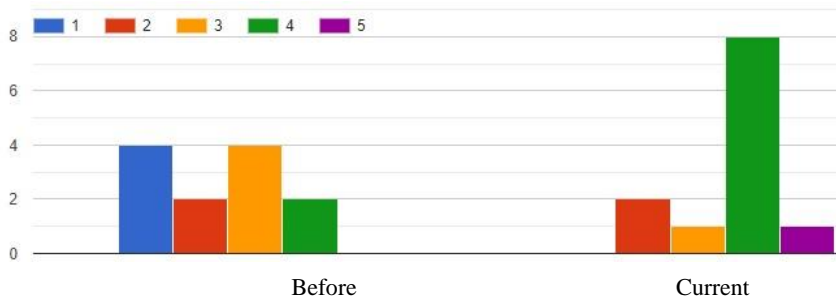
Figure 8. LMS Tools Skills

After a quick emergency training, they reported that their skills in using an LMS especially Google Classroom increased.

Sharing Tools Skills
Sharing tools skills are required to present all media in the forms of file sharing, link sharing, file upload, video upload, slide share upload, and messenger-based apps sharing. Many of the skills are required to enrich their LMS, to rectify their lectures, and to increase teacher-student interactions to make teaching-learning more individually-focused.
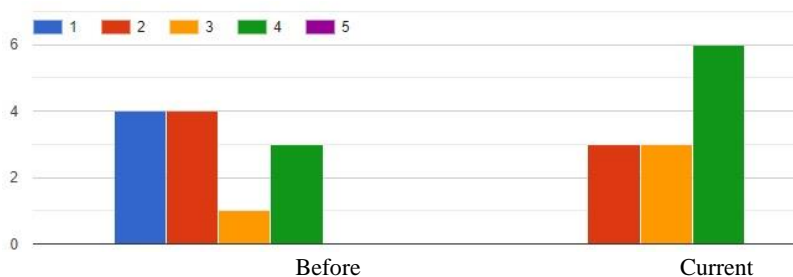

Figure 9. Sharing Tools Skills

The blue, red, and yellow bars indicate that these teachers in the sudden pandemic outbreak had not sufficient confidence that they can really TFH. This information is also accounted for in the FGD that after quick training, these teachers said that they increased their skills in sharing files, links, videos, etc.

Conference Tools Skills
Conference tools are digital equipment for making synchronous and asynchronous communication. The skills level distribution is visualized below.
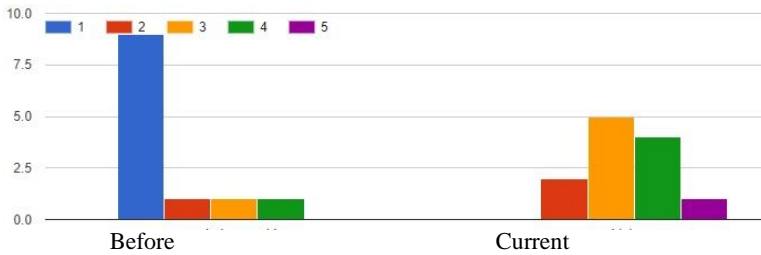
Figure 10. Conference Tools Skills

The FGD confirmed that most of the teachers said that they did not have enough skills or they had no skills to manage conferences. After training, they increased their skills even though more than 50% said that they still did not have enough skills to manage conferences. They still were not confident enough to do conferences on their own.

Gadget Tools Skills
Almost all teachers had a smartphone and a laptop, and they have already had skills in accessing those gadgets. Yet, most of them used it only to make presentations, especially using PowerPoint presentations. They did not synchronize the applications on their handphones. They used their handphones only to communicate with their students' using Whatsapp or to access social media such as Instagram and Facebook. The skills distribution before and after the pandemic outbreak is seen in Figure 11.
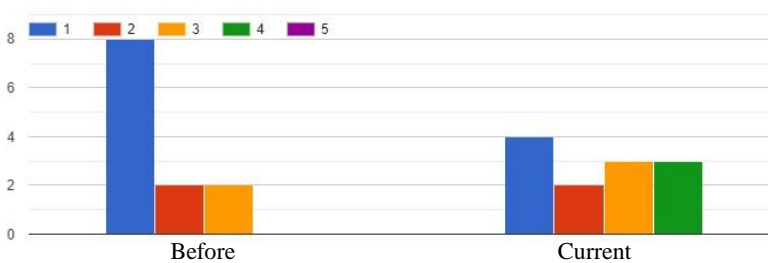

Figure 11. Gadget Tools Skills

After the training, the teachers' skills increased. They turn to be able to use smartphones to manage LMS, to make forms, and to edit or make videos.

Gamification Skills
Gamification skills are skills to teach or test students through games. There is a lot of game application learning, such as Quizizz, Kahoot, and Socrative. Only three respondents claimed that they already mastered game applications.
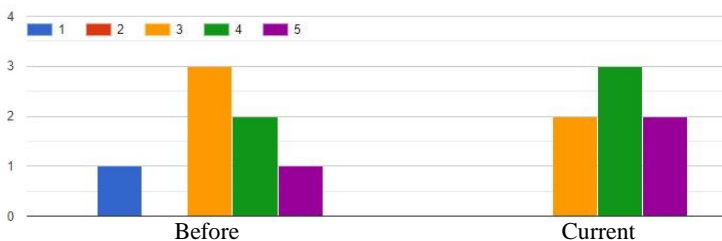

Figure 12. Gamification Skills

After training, the number of respondents who were able to do gamification increased. However, the FGD gave various perspectives to gamification. Some lecturers thought that it was not really important to acquire this type of skills to serve in an emergency situation as that of the pandemic sudden hit.

Learning Tools Skills
Learning tools skills are the digital sources and applications that provide sources and digital programming for learning (e.g. www.4test.com; Pronunciation Checker, Grammarly, online dictionary, etc.)
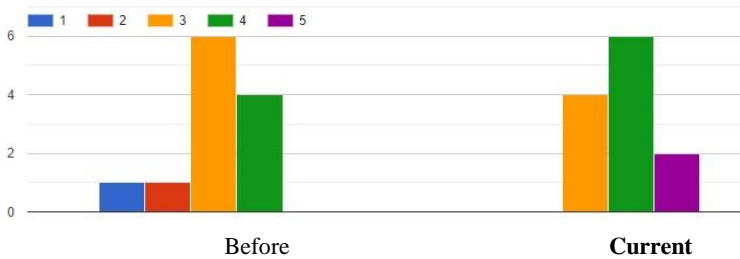

Before   **Current**
Figure 13. Learning Tools Skills

After training, teachers said that now they can use more digital sources and applications to find more information.

Types of Application Needed
From the questionnaires and FGDs, it can be seen that the teachers need to know some tools as follows:

Table 1. of teachnology tools

Types	Examples
Teacher Tools (Hardware)	Laptop, PC, handphone
LMS	Google Classroom, Schoology, Moodle
Presentation Tools	Presentation tool (PPT, WPS), Share screen, Video presentation
Authoring Tools: Video recording Video presentation making Video editing Audio editing	Faststone, PowerPoint voice-over, Bandicam Powtoon, Toonly Kinemaster Audacity
Sharing management/connecting tools	Video conference: Zoom, Teams, Google Meet Chatting: WhatsApp
Learning Tools	Online dictionary, translate tool

Discussion
Teachers with their technological entry barriers regardless of their age experienced sudden confusion as to how teaching should be carried out in the sudden pandemic outbreak. The confusion can be attributed to several grounds. First, data show that WFH is a new concept. Teaching students from home was still beyond imagination. They have less know-how regarding teaching and learning (education) administration from home. Second, even when they have got the idea of virtual classes, many have not been provided with supporting materials such as internet connection at home and online education materials. Third, many do not have sufficient digital and navigating

skills to manage a virtual class. Many are lacking skills in operating authoring tools, presentation tools, learning management tools, teacher tools, and connecting tools. These tools simply have to be sufficiently acquired to teach.

Hussin (2018) listed the most fundamental skills for a teacher. He suggested that teachers must have skills in authoring tools such as recording and editing audios and making annotated attractive and interactive video contents, skills in connecting tools like using social networking websites and social bookmarking websites and sharing resources with students, skills in authoring tools that is creating visually attractive contents, skills in participatory/interaction tools such as using blogs and wikis, skills in presentation tools like creating appealing presentations, skills in participatory/interaction tools such as making e-portfolios, and skills in evaluations tools that is creating non-traditional quizzes (Hussin: 95).

The school administration was aware of the provisional characteristics of the teachnological problems for the teachers. The FDG with the school managers reveals that in response to the emergency situation, they carried out non-stop virtual meetings to find quick solutions to the provisional situations. They did a quick survey as to what the teachers lack and want to help to teach digitally.

The school managers came up with the following policies regarding the threshold (emergency) requirements for teachers to teach virtually:
1. some skills in using LMS
2. some skills in LMS's communication traffic management, coursework management (including learning materials, testing, and attendance taking), and mashup skills
3. some skills in creating learning materials of different media: audio, video, and texts
4. some connecting skills such as uploading and sharing.

These skills are considered significant. During the pandemic, learning takes place in a new digital ecology. Currently, for teachers and learners, everywhere is a school, and everyone is a teacher. The ecology is composed of complex settings and unpredictable input often dissimilar to what students learn in class. Teachers need to somehow acquire both digital and navigating skills to successfully serve when offline schooling is not probable. They need to be equipped to anticipate such educational shifts in the pandemic situation as follows.

The FGD with the university teachers also indicates that they are aware of their poor skills in conducting online teaching. At the beginning of the pandemic, they did not know what to do. Some teachers who already used LMS as their teaching media said that they were not surprised when they had to teach using LMS, but they only shared slides presentation and gave students online exercises and tasks. At that time, students complained about the huge number of tasks and no explanation on slide presentations. Teachers were not yet ready to conduct online teaching using conference tools or to make video presentations. In this case, the school managers decided to try lots of video conferences to decide which tool can be easily used by the teachers. The decision taken is based on the stability of the tool. Yet, no decision was made to make video presentations.

During the pandemic, the school managers tried to find a solution to overcome the teachers' weaknesses. Having joined some training and webinars, the school managers decided to give training and coaching to the teachers. They asked the teachers who have technological skills to give training and coaching. Junior teachers (ages between 31-40 years old) did not have any difficulty in adapting to technology. They could master the teachnological skills taught quickly. Middle teachers (ages between 41-50 years old) have different abilities. Most of them could not master technology quickly. They needed a longer time to understand. Most of them understood that they had to know how to use a laptop and a mobile phone especially the smartphone. There was one teacher that did not have a smartphone, but in this

pandemic era, she started using a smartphone to facilitate the teaching-learning process.

After knowing how to use a laptop and smartphone, skills that are important to be mastered are LMS, presentation tools, connecting/sharing management tools, and authoring tools. Those are the necessary tools to be mastered during the pandemic. When the teachers were asked about types of LMS, they preferred Schoology because it is easy to use and more interesting. In Schoology, all functions are already there. There are posting updates, uploading materials, making quizzes, discussions, attendance, and grade books. The school management decided to use Google Classroom because of the stability and ease of access for some students with low bandwidth. One teacher recommended Moodle, but it needs a big server to manage the LMS. For presentation tools, the teachers still preferred to use slide presentations and most of them had already added more explanations in their slide presentations to help students understand the material. To prepare a video presentation, the teachers preferred using Faststone or PowerPoint voice over. However, some teachers said that it was not necessary to prepare a video presentation because they still could explain the materials at Zoom meetings. Most teachers said that it was necessary to give students a video presentation so that in Zoom meetings they only needed to discuss the material given before the Zoom meeting or to practice English. They thought that students could learn the material by watching the video explanation. The teachers with advanced skills in technology always used videos to explain the materials, and sometimes they used video editing such as Kinemaster or video presentation makers such as Powtoon or Toonly, to make their video more interesting. For listening audios, the teachers also used audacity to edit audios.

When asked about gamification, they said that this was not a necessary thing to be applied in teaching. When asked how they shared their files with students, all of them said that they uploaded it on the LMS if the size of the file was not too big. If the size was big, they uploaded it on YouTube or cloud storage. In the early pandemic, they did not know how to upload a video on YouTube, but most of them had already known how to use cloud storage. Some students did not have good internet access, so some teachers shared their files on the WhatsApp group. To connect with the students, all teachers made WA groups to contact the students if there was a sudden announcement. The teachers also had the skills to use a conference tool that is Zoom meetings. Almost all teachers could open and manage the conference tool such as login, share conference link to students, mute and unmute audio, hide and unhide video, use chat, record, etc.

Another tool asked is learning tools. Learning tools skills are digital sources and applications that provide sources and digital programming for learning (e.g. www.4test.com; Pronunciation Checker, Grammarly, online dictionary, etc.). The teachers stated that they sometimes used an online dictionary or Google translate to find words or terms they did not know. One teacher said she used the Sound of Text to check how to pronounce some words.

Some interesting things were found in senior teachers (age up to 51 years old). There were three senior teachers with three different competencies. One teacher had good adaptative skills to technology, one had a low skill, and one teacher had a very low skill. This senior group needed a longer time to learn how to use those technologies. They could not learn in a big-sized group. One teacher could learn the technology independently, but two teachers need more attention. They need private coaching. One teacher could finally adapt to the technologies after some intense coaching. One teacher claimed that she already mastered the use of LMS and conference, but apparently, she still did not know what to do to manage the LMS and conference by herself. She asked a student to be her assistant as she did not want to learn more about technology. She said that she did not need more preparation before the teaching-

learning process. When asked about her skills before and after the Covid-19, she confidently said that her skill improved significantly especially in managing LMS and conference. She could not accept that she had to learn something new from her junior; thus, she did not want to learn something new from the training. She expected that the Person in Charge does those things for her. She claimed that she already understood what was given in the training, but she did not understand at all.

Teaching should also be about where and how knowledge can be attained independent of classroom instructions. Real-life communication phenomena can be unpredictable yet provide rich relevant information. Teachers need to transform from the offline mode to the online mode, and the transformation is not merely about moving teaching from physical to virtual classrooms. In language teaching, at least three principles in the teaching of language in the connectivist era need to be considered. First, teachers' skills and experience in leading students to learning independence is significant.

Ivanovska (2014:353) said that learner autonomy in language education is interpreted in various ways in the literature using various terms, such as (1) *learner autonomy*, (2) *learner independence*, (3) *self-direction*, (4) *autonomous learning*, (5) *independent learning* and all these items have been used to refer to similar concepts.

Little (2007:14,22) noted that the term autonomy derives from learner-centered theories within the constructivist epistemologies as also referred to as "independent learning". He denoted that learner autonomy is a social-interactive as well as an individual-cognitive phenomenon. He further contended that autonomous learners take the initiative of carrying out learning-related actions. As such, students feel more competent in the things they do or carry more learning capacity within their learning arsenals.

Second, evaluation of students' learning is about what the student can do, not about what they think they can do. Erben, Cruz, and Thornton, (2009:153) noted that there are basically 3 types of alternative *performance*-based assessment: performance (i.e. in-person acting/doing), projects, and portfolios. These assessment modes are highly enabled by technology.

Assessment should focus more on students' performative outputs. What makes the three different from other tests is that the English language learners (ELLs) are assessed based on their language performance (output) not merely their language competence. A direct testing technique is used to evaluate the ELLs' language performance. Students write when their writing skills are to investigate; they speak when their speaking skills are to evaluate. Also, ways to evaluate learners' progress are not limited only to tests.

Third, teaching should nurture collaboration and interaction as the practice of the notion of "knowledge in the making". Laal and Laal (2012:1) noted that collaborative learning is an approach that encourages students to work together to solve problems, complete assignments, or make products. Johnson in Laal and Laal noted that learning is collaborative if class members are required to depend on one another to attain the goal. This is when anyone fails to do their part, the rest also get the consequences. They need to feel that they are connected and can succeed together. Together they work and support each other to learn, seek and share knowledge, give feedback, develop critical thinking, teach and support one another. Each student is responsible for performing their role, and class members evaluate regularly their performance and try to make improvement to perform better (2012:493).

In short, according to Johnson in Laal and Laal (2012:493), collaborative learning should carry in it (1) positive interdependence, (2) evaluation, (3) personal responsibility, (4) social skills, and (5) considerable interaction with others. All of these, with sufficient teachnological skills, can be put into practice. Teachers can use such learning-teaching technology as offered in www.pcsystem.web.id, or other applications. Today, teaching should integrate a rigorous coaching mechanism as a

priority. With communication technology, a learning management system can make learning more individualized. One student's needs can be different from the others. This needs teachnological skills beyond the entry levels, however. This can be nurtured in a long-termed period after the entry barrier level has been leveled up.

In an emergency situation, some threshold teachnological level needs to be ensured for teachers to serve:

1. Authoring tools skills

Selecting the most proper authoring tools can be painful because it requires information about every detail of all. For this reason, choosing the best authoring tools requires needs assessment. Teachers need to determine the minimum functionalities that best suit the emergency needs. In this regard, the school administration should tap information about various authoring tools from different users based on the results of the general needs analysis, from which they must select the most proper tools to be taught to all teachers in a very brief course.

2. Sharing/presentation tools skills

Most teachers are familiar with MS PowerPoint. However, they need to be guided to share it online either into the asynchronous platform like SlideShare, shared links, or the synchronous platforms like Zoom, Meet, and other similar applications. Note that data show that almost all teachers were not familiar with video conference apps.

3. Learning management tools (LMS) skills

Different LMS offer some different features. Some are in a WYSIWYG (what you see is what you get) mode, while the rest are not. Teachers prefer to use one with the WYSIWYG platform and easy to operate. The choices are either Google Classroom or Schoology.

4. Learning tools skills

The fact that many teachers have not got the experience in accessing various online teaching-learning sources needs to be attended in the emergency training. The skills to help organize their "library" also need to be trained. Such simple skills as saving a document in the Drive (cloud) and organizing the documents in Mendeley or Zotero, for instance, can be a serious challenge for teachers with entry levels.

5. Gadget tools skills

A cell phone is not really a "phone", literally. People do not use this gadget to frequently make calls. They use it more as access to all kinds of apps provided in the store. However, rarely do teachers use this gadget to help to teach. Data show that they do not know yet that it can be used as a limited synchronous LMS. They can conduct conferences with a limited number of participants. Many have not learned that it can ease up downloads and online media saving. This also needs to be introduced to provide back-up gadgets for their TFH.

6. Testing tools skills

Somehow, testing is necessary. First, teachers need to be provided with a refresher course to get them tuned to how to test creation can be developed using an online app such as Google Form or using features built-in an LMS such as Schoology. Second, after they are sufficiently familiar with any of the online testing platforms, they can be introduced to offline software like Audacity or Cool Edit (for listening tests).

Conclusion

This research has revealed what teachers need to minimally serve in the TFH activity. Teachers with different technological entry barriers must be provided with emergency training on the threshold level of teachnology. When arranged based on the levels of urgency, the teachnological skills that they need to be guided is as follows.
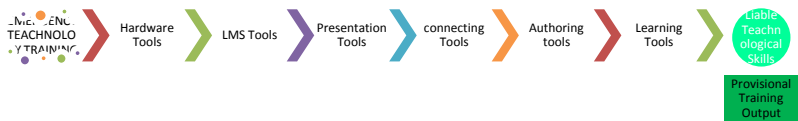
This workflow shows that first, emergency training should be quick and had better be provided in not more than two weeks. To follow up, a peer-coaching system needs to be considered. The college can assign different teachers who are good at one teachnological tool to serve as a Person in Charge (PIC) or a consultant for those who need further guidance. Continuous group discussions about an app can be enforced. Whatsapp Group (WAG) has proven to be effective for the purpose.

Suggestion
This research has not looked into situations experienced by the students. Information regarding the learnological condition among the students is significant to be revealed. This is to provide a complete emergency education framework as to how an emergency education when school closure takes place should be conducted
To close, the pandemic is somehow a blessing in disguise. Teachers' teachnological skills and their teaching efficacy increased.

Bibliographic references
ABDELRAZEQ, A. – JANSSEN, D. – TUMMEL, C. – RICHERT, A. – JESCHKE, S. 2016. Teacher 4.0: Requirements of the Teacher of the Future in Context of the Fourth Industrial Revolution. In: ICERI2016 Proceedings, 1 (November), pp. 8221-8226. Available online: https://doi.org/10.21125/iceri.2016.0880
BELL, S. 2010. Project-based Learning for the 21stCcentury: Skills for the Future. IN: The Clearing House: A Journal of Educational Strategies, Issues and Ideas, vol. 83 n.2, pp. 39-43. Available online: https://doi.org/10.1080/00098650903505415
BIALIK, M. – BOGAN, M. – FADEL, C. – HORVATHOVA, M. 2015. Education for the 21st Century: What should Students Learn. In: Center for Curriculum Redesign, vol. 3 n.4, pp. 415-420. Available online: www.curriculumredesign.org
BROWN, T. H. 2006. Beyond Constructivism: Exploring Future Learning Paradigms beyond Constructivism, Navigationism in the Knowledge Era. In: On The Horizon, vol. 4 n. 3, pp. 1-15.
CHAPELLE, C. A. – SAURO, S. 2017. The Handbook of Technology and Second Language Teaching and Learning. Available online: https://www.wiley.com/en-us/The+Handbook+of+Technology+and+Second+Language+Teaching+and+Learning-p-9781118914038
DUDENEY, G. – HOCKLY, N. 2012. ICT in ELT: How did we get here and where are we going? In: ELT Journal, vol. 66, n.4, pp. 533-542. Available online: https://doi.org/10.1093/elt/ccs050
GONZALEZ-LLORET, M. – ORTEGA, L. 2014. Task-based Language Teaching: Issues, Research, and Practice (6th ed.). John Benjamins Publishing Company.
GRAND-CLEMENT, S. 2017. Digital Learning: Education and Skills in the Digital Age. pp. 1-23. Available online: https://www.rand.org/content/dam/rand/pubs/conf_proceedings/CF300/CF369/RAND_CF369.pdf
HUSSIN, A. A. 2018. Education 4.0 Made Simple: Ideas for Teaching. In: International Journal of Education and Literacy Studies, vol. 6, n. 3, pp. 92-98.

JANSEN, C. – MERWE, P. Van Der. 2015. Teaching practice in the 21st century : Emerging trends, challenges, and opportunities. Horizon Research Publishing.

KHODABANDELOU, R. 2016. Exploring the Main Barriers of Technology Integration in the English Language Teaching Classroom: A Qualitative Study. In: International Journal of Education and Literacy Studies, vol.4, n.1, pp. 53-58. https://doi.org/10.7575/aiac.ijels.v.4n.1p.53

LIU, S. – LIU, H. – YU, Y. – LI, Y. – WEN, T. 2015. TPACK: A New Ddimension to EFL Teachers' PCK. In: Journal of Education and Human Development, vol. 3, n.2, pp. 681-693.

O'MALLEY, J. M. – PIERCE, L. V. 1996. Authentic Assessment for English Language Learners: Practical Approaches for Teachers (1st ed.). Longman.

OECD. 2010. Inspired by Technology, Driven by Pedagogy Inspired by Technology. In: Educational Research. Available online: https://doi.org/10.1787/9789264094437-en

PEREDRIENKO, T. – BELKINA, O. – YAROSLOVA, E. 2020. New Language Learning Environment: Expectations and the Role of Teacher 4.0. In: International Journal of Instruction, vol. 13, n.3, pp. 105-118.

SAHIN, M. C. 2009. Instructional Design Principles for 21st Century Learning Skills. In Procedia - Social and Behavioral Sciences, vol.1, n.1, pp. 1464-1468. Available online: https://doi.org/10.1016/j.sbspro.2009.01.258

SIEMENS, G. 2004. Connectivism: A Learning Theory for the Digital Age. In: International Journal of Instructional Technology and Distance Learning, vol. 2, n.1, pp. 3-10.

THOMAS, J. P. – MAES, R. – VERNOOIJ, F. T. J. 2002. Learning by Sharing: A Model for Life-long Learning. In: Educational Innovation in Economics and Business vol. VI, pp. 189-198. https://doi.org/10.1007/978-94-017-1390-0_13

Words: 7704
Characters: 50 666 (28,15 standard pages)

Drs. Bambang Agus Darwanto, M.A.
English Department
LIA School of Foreign Languages (STBA LIA)
Yogyakarta,
Indonesia
agusdarwanto66@gmail.com

Sri Endah Setia Rini, S.S., M.Pd.
English Department
LIA School of Foreign Languages (STBA LIA)
Yogyakarta,
Indonesia
sriendah.setiarini@gmail.com

Hesthi Herusatoto, S.S., M.A.
English Department
LIA School of Foreign Languages (STBA LIA)
Yogyakarta,
Indonesia
hesthi.stbalia@gmail.com

Teaching the electric power and industry terminology during Coronavirus

Tolganay Kurmanbayeva – Damina Shaibakova – Meirimkul Tuleup –
Marzhan Nurmakhanova – Karlygash Kubdasheva

Abstract

This paper is devoted to the study of general issues of teaching English terminology in the electric power industry during the Coronavirus. The outbreak of the pandemic posed a serious challenge to education systems around the world. For the first time ever, traditional face-to-face training turned out to be impossible. Governments' decision to make distance education compulsory on all levels in the context of the coronavirus pandemic was unprecedented but needed. The development of the electric power industry affects the state of various industries and the daily life of people around the world. The search for alternative forms of education during the time of the crisis, therefore, became urgent. The aim of our research paper was to create a substantiated, experimentally proven methodology for teaching students terminological vocabulary of the professional language of the electric power industry during Coronavirus. In addition, we identified strategies for mastering professional terminological vocabulary pertaining to reading specialized texts as well as to oral communication in professionally significant communication situations focused on the electric power industry. To achieve this goal, the following tasks needed to be completed: (1) to study linguistic, psychological, psycholinguistic, methodological literature on the problems of teaching terminological vocabulary; (2) to determine the features of the functioning of the lexical skills of operating with professional terms; (3) to determine the lexical features of the terminological vocabulary of the sublanguage "the electric power industry"; (4) to develop based on this typology a technology for teaching students the skills of using terminological vocabulary in the process of oral and written communication; (5) to check the effectiveness of the proposed methodology in the process of experiential learning.

Key words: semantic characteristics, teaching, vocabulary, professional language, electric power industry, Coronavirus

Introduction

The world is living in a new digital age, and a lot has been said about it. Various development scenarios were developed: somewhere quickly, somewhere slowly. But the crisis forced them to find solutions rapidly. And in general, the education system managed to withstand the first wave. In order to improve the quality of education, state-sponsored online seminars are held daily on various aspects of organizing training using distance educational technologies. All universities and colleges have a HelpDesk system that provides technical support to students and teachers. The education system must learn from the current situation and take the necessary measures. (Zatkova, Ambrozy, 2019; Kobylarek, 2010).

To solve these problems with teaching students during Coronavirus, it was necessary to prepare materials, programs, record video lessons, develop new rules for teaching, assessment and instructions, conduct training courses for teachers, and deploy special Internet platforms for distance learning and find viable ways to explain these tools and procedures to parents and the general public.

Taking into account the existing problems and opportunities, after studying international experience, recommendations of UNESCO and the World Bank, we

decided to use several distance learning technologies at once: training via the Internet; training through television and radio; regular training in remote villages, as well as sending educational materials through the post office in settlements where there are no schools. In modern conditions, the study of the features of the formation of foreign language communicative competence is due to the need to train highly qualified specialists who can work in new conditions, taking into account the requirements of the labor market and the development of international professional ties. The system of higher education provides training for specialists in various fields. Nevertheless, there is a shortage of qualified specialists not only possessing professional knowledge but also characterized by personal qualities necessary for becoming a specialist able to compete in the global market. These include: the presence of a common culture; the ability to adapt to changing production conditions; the ability to take responsibility for the decisions made, to realize the creative potential; and knowledge of a foreign language in professional activities (Kunanbayeva, 2006).

In the era of internationalization and globalization of the education system, the factors of tolerance and sociability are becoming increasingly important, and the ranges of intercultural cooperation are significantly expanding. With the active development of economic and political ties and increasing competition, it becomes necessary to systematically improve the professional qualifications and mobility of employees. Changes are taking place in all areas of our life, and the education system is no exception. Currently, in the Khazaki education system, the issue of integrating some academic subjects into certain areas of knowledge is relevant, which contributes to the achievement of high results in the study of these disciplines (Pustovalova, 2008). The promoted strategic prospects for the development and modernization of Kazakhstan, defined in the "Development Strategy of the Republic of Kazakhstan until 2050" (Nazarbayev, 2019) and "The third modernization of Kazakhstan: global competitiveness" (Nazarbayev, 2018), determine the target orientation of the "State Program for the Development of Education of the Republic of Kazakhstan for 2011 - 2020" (Nazarbayev, 2010). In connection with the globalization of education and the expansion of our country's cultural, economic, and political borders, and the entry into the international educational space, there is a need to study foreign languages. Most important in the current global environment is undoubtedly English. Thus, it has become crucial to train specialists ready for foreign language professional communication in this language, with a particular focus on using relevant professional vocabulary.

It should be noted that in modern conditions, the function of a foreign language as a means of forming a professional orientation is of paramount importance. Among other things, this means that interest in the future profession and the desire to gain knowledge through the largest possible number of communication channels, one of which in this case becomes knowledge of a foreign language, makes it possible to get acquainted with the achievements in the professional field (Chaklikova, 2011). This aim is realized through an adequate organization of the entire educational process, designing a viable content of the educational material itself while focusing its orientation, as well as through implementing proper methods of introducing this material to the students. In addition, engaging forms of interaction between the teacher and the students in the educational process play an essential role. At the same time, a two-way connection is established between the student's desire to acquire special knowledge and the success of mastering a foreign language (Zimnyaya, 2001). The experience of working with students of the Almaty University of Energy and Communications named after G. Daukeev showed that formal or mechanical unification of the humanities and special sciences without deep penetration of their interpenetration in the educational process of a higher educational institution does not bring the desired result. Teaching proficiency in a modern professionally-oriented foreign language is aimed not only at the formation of foreign language

communicative competence of students but also to improve the level of professional training. Despite the variety of approaches and the wide array of their theoretical and practical significance, the problem of the formation of foreign language communicative competence of students of non-linguistic universities in the process of professionally-oriented education as an integral part of their professional competence is relevant. Currently, in professionally oriented teaching of a foreign language in a non-linguistic university, a new methodology is needed for the selection of training content, which ensures the development of interdisciplinary connections. Interdisciplinary connections in higher professional education express the unification of the processes occurring at the present stage in science and in the life of society. These connections play a significant role in raising the level of quality of human and scientific and theoretical training of students, an essential feature of which is the mastery by students of the generalized nature of the cognitive activity. The development of interdisciplinary connections allows us to consider the content of education as a whole, connected with all the goals facing a non-linguistic higher education institution. In this regard, it is required to develop a structurally meaningful model of the formation of a foreign language communicative competence in the course of studying a professionally-oriented foreign language vocabulary of the professional language of the electric power industry.

The conducted research demanded an appeal to the works of modern foreign teachers, in which the problems of approaches to the formation of foreign language communicative competence are being developed, among other D. Wilkins (2004), Harding, (2007), Hartman (2009); numerous studies in the CIS countries (Beam, 2007), (Biboletova, 2005); as well as research by Kazakh scientists, such as Atabaeva (2004), Zhetpisbaeva (2006), Kunanbaeva (2006), and others.

Research methods

To implement the tasks, we used the following methods: theoretical analysis of domestic and foreign psychological, pedagogical, lingua didactic, and methodological literature on the problem under study; generalization of pedagogical experience on the range of issues under investigation, as well as a systematization of personal teaching experience at a university; detailed analysis of educational standards, model programs, curricula, textbooks and teaching aids in the context of the research; ascertaining and forming pedagogical experiment; observation, testing, questioning of students of a non-linguistic university; quantitative and qualitative analysis of the experimental results. (Gadusova, Haskova, Predanocyova, 2019)

The experimental research base was Almaty University of Energy and Communications, named after G. Daukeev, Kazakhstan, Almaty. The experiment was also conducted online. Naturally, distance learning does not mean simply translating traditional content, methods, and programs into teaching over the Internet. This is an overly simplistic and ineffective understanding of the process. To work in the new mode, new teaching methods, new pedagogical technologies, diagnostic and monitoring procedures must be developed, programs, lesson structure must be changed, and a transition to more flexible and individualized standards must be made.

The survey results showed the willingness of students of the experimental group to work with the professional terminological vocabulary of the professional language of the electric power industry. The process of learning had to take place online. The pandemic situation, however, did not affect their desire and confidence that this activity will improve their knowledge of the professional language and contribute to mastering the means of communication, helping them later in life in their professional activities (Table 1).

Students' readiness for professional training activities

Indicators in%

0
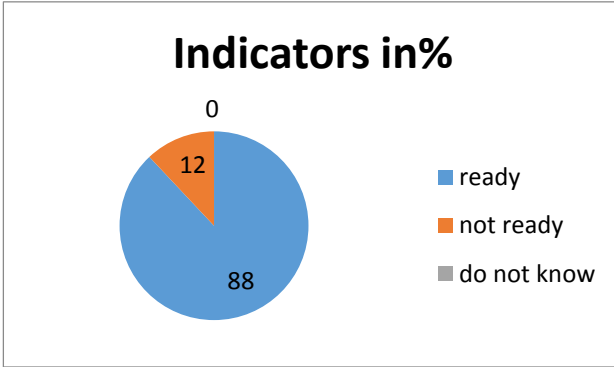12
88

- ready
- not ready
- do not know

Table 1

Each of the stages of the implementation of professional language (PL) activities has its own purpose in the formation of competence. The first stage contributes to the formation of goal-setting skills, develops the ability to plan their activities, systematizes PL knowledge, and enhances skills to search for information in foreign sources. After the completion of the PL training course, a final section of experimental training was conducted. Comparing the results after the training with the results measured at the initial stage of experiential learning revealed quantitative and qualitative changes in the level of proficiency in professional skills among students, which helped us evaluate the effectiveness of the proposed methodology. For the final chart, we used similar input tests for the possession of the PL and for the possession of communication tools appropriate to the context of the situation. Indicators of the level of formation of the terminological vocabulary of the professional language of the electric power industry competence in the course of experimental learning are shown in Table 2.

Indicators of the level of formation of terminological vocabulary usage skills of the professional language of the electric power industry of students (in%)

	Indicators	Stages of the experiment	Levels					
			Low		Average		High	
			EG	KG	EG	KG	EG	KG
1.	Completeness of use of terms	Start	34,9	44,8	48,6	41,5	16,3	13,1
		the end	5,5	46,2	64,1	42,1	31,3	14,3
2.	Accuracy of achieving the communicative goal	Start	21,8	35,8	62,7	54,7	15,7	8,6
		the end	the end	the end	the end	the end	the end	the end
3.	The amount of recoverable information in the process with the materials of the PL	Start	45,5	17,7	68,4	67,2	18,1	43,4
		the end	5,5	89,6	63,5	68,6	27,5	14,3
4.	Student activity in the work on PL	Start	12,3	13,6	64,3	65,7	24,7	22,8
		the end	-	15,3	48,8	68,5	53,9	18,8

Table 2

From the results presented in table 2 it can be concluded that the level of the terminological vocabulary of the professional language of the electric power industry of students of experimental groups has increased significantly. For example, if at the beginning of the experimental work a low level in the achievements in the EG showed 21.8%, and in the CG 27.9%, then at the end of the experiment, there were practically no students with a low level in the EG (only 4.1%) while in the CG there was practically no change: the beginning –27.2%, the end –27.9%.

Given the above results, PL courses were carried out systematically. As a result of these courses, students learned how to work more independently. In addition, they acquired the necessary knowledge, skills, and abilities when working on project tasks. At the same time, they carried out different types of assignments (depending on the stage of work) and received all the necessary information for organizing such work in their activities. During the process, it was essential to provide the necessary equipment: servers, communication channels, proctoring systems, and communication equipment. Thus, the relevant equipment requirements may have to be included already in the licensing of educational activities. To effectively build a learning trajectory, summary information is needed, the so-called "digital footprint," which should include data on the content, learning tools, results obtained, and the degree of student engagement. Besides, work in new conditions has shown the need to change the education management system. The experience of introducing remote technologies has clearly demonstrated the importance of closer coordination and building clear connections in management.

Discussion

The transition to distance learning is enormous. It is certainly important to provide the necessary infrastructure, but a much greater challenge is providing adequate teachers' support, as well as high quality and relevant digital educational materials. In addition, a focus on developing students' digital skills for effective use of technology for learning and introducing them to the available support data systems and information management proved to be equally indispensable. Many education systems intending to move to online learning due to school closures, first consider using instructional videos instead of lectures in class. Education systems that planned to simply write long lectures by teachers so that students can listen to them online often find out that only the most highly motivated and diligent learners can process such content and even then with varying degrees of success. Video tutorials over the Internet (such as in Khan Academy), particularly for self-study assistance and in cases where the education system can purchase such content or create it, are more efficient. Best practices suggest that the shorter the content, the easier it is for learners to use it and cognitively process the material. Should an education setting experience some technical difficulties, such as self-posting video content, they can require an external provider's services, for example, to host content and accompanying technical support.

In principle, in academic subjects that predominantly provide lectures and/or independent mastering of the material, it is easier to make a quick transition to online training. Subjects with digitized learning content, especially if it clearly conforms to schools' official curriculum, have advantages in the transition to online learning in the short term versus non-digital subjects content.

Along with the general principles of vocabulary selection, we have used special principles for the selection of terminological vocabulary of the professional language of the electric power industry for teaching during Coronavirus. Let us list these principles: a) the principle of the term's ability to express the concept in congruence with the "terminological vocabulary of the professional language of the electric power industry" is based on the essence of the lexical meaning; b) the principle of compliance with the goals and objectives of training in a university, in accordance

with which a student of the university should know basic terminology of their broad and narrow specialty; read and understand with a dictionary the available written sources within the narrow specialty; participate in the discussion of topics related to the specialty; c) a quantitative principle that helped to identify the frequency of terms; d) on the basis of the principle of word-formation value, terms were included in the minimum dictionary, which made it possible to form new terms with the help of word-formation elements; e) the principle of field formation made it possible to select terms with a more general meaning, i.e., extensional ones, and also terms with a narrow meaning, i.e., intensional terms. Extensional terms are basic. They form the core of the functional terminological field, while intensional terms are located at the periphery of the field. The conceptual meaning of intensional terms can be derived from the conceptual meaning of the basic term; f) the principle of semantic-contrastive value. In accordance with this principle, contrastively practical terms were included in the minimum dictionary, i.e., terms whose equivalent meanings are difficult to find; g) the principle of combinatory value was used to select terms that allow the formation of the largest number of phrases typical for the language; h) according to the principle of thematic, the terms were divided into topics. This principle of selection of terminological vocabulary is primarily focused on the goals of education in a university setting.

For educational purposes, the minimum dictionary is organized according to functional and terminological fields. Within the experiment, the following terminological associations were distinguished: a) a contrastive set; b) taxonomy; c) partonemia; d) cyclicity; e) word-formation series; f) paradigms (gender, number, etc.); g) functional fields and rows.

The principles of selection of terminological vocabulary of professional orientation indicated above, and the proposed variant of its organization for educational purposes in the form of a manual make the process of teaching students the terminological vocabulary a more successful, efficient, and strictly controlled process.

In the process of working on the terminological vocabulary of professional orientation, it is necessary to use the following strategies: a) cognitive, b) informational, c) compensatory. Each type of strategy corresponds to specific techniques aimed at improving the process of mastering this type of vocabulary. Methods of working on the terminological vocabulary of the professional language of the electric power industry include: highlighting certain features of the given terms and their identification; comparison and classification of terms, their systematization; search and extraction of information; generalization, assessment, and interpretation of information; the use of guesswork, equivalent substitutions, paraphrases, combining, etc. These have proved to be especially effective when used based on a single-purpose as well as multi-purpose contexts. The use of single and multi-purpose contexts makes it possible to use a variety of lexical contextual exercises to consolidate the semantics of terms in this sublanguage.

The results of the semantization of terms in the terminological vocabulary of the professional language of the electric power industry are consolidated using a system of lexically directed exercises. This system of exercises is organized in accordance with the following principles:

1. Development of the cognitive sphere of students;
2. Taking into account the peculiarities of the structure of lexical skills for operating with the terminological vocabulary of professional orientation;
3. The principle of the complexity of teaching the lexical aspect of speech in unity with the grammatical and phonetic elements of speech;
4. Phased formation of lexical actions.

The system of lexically directed teaching (linguistic, conditional speech) exercises and control tasks ensures the assimilation of lexical knowledge, the development of

lexical skills for the conscious operation of terminological vocabulary in productive and receptive types of speech activity. Various forms of assessment were used to assess the level of formation of skills in operating with terminological vocabulary: current, periodic, final. The assessment of the correct understanding of the meanings of new terms by students was carried out by presenting the terminological vocabulary in several diverse contexts, providing for multiple receptions of the activated terms.

The results of experimental teaching using a system of lexically directed exercises indicate a significant expansion of students' stock of terminological vocabulary of the professional language of the electric power industry. Proper assessment, techniques, and exercises increase the level of formation of lexical skills. These skills help the educational process participants to successfully operate with this type of vocabulary.

The conducted research has shown a significant increase in productivity of the proposed methodology for teaching terminological vocabulary of the electric power industry's professional language. The success of the formation and improvement of lexical skills in operating with this type of vocabulary creates favorable prerequisites for the communication process in professionally significant situations. The goals and objectives set in the study have been achieved, namely: the features of the functioning of the lexical skills of operating with the terminological vocabulary of the professional language of the electric power industry have been determined; a typology of professional terms of the terminological vocabulary of the professional language of the electric power industry has been developed; a technology for teaching students the skills of using terminological vocabulary in the process of oral and written communication was developed based on this typology; a system of lexically directed exercises for mastering terminological vocabulary in different areas of the future specialist's activity has been developed. The newly acquired lexical skills of students, taking into account the lexical features of the terminological vocabulary of professional orientation, have been shown to be stable and less susceptible to the de-automation process. This level of development of lexical skills in operating with terminological vocabulary increases the quality of mastering new lexical material, which in turn has a positive effect on the quality of teaching a foreign language in a non-linguistic university as a whole. The methodological learning process must be built on the basis of the strategies and techniques described in the research, taking into account the gradual formation of lexical actions, which are practiced in the system of lexically directed exercises.

In the course of the experimental training of students in the terminological vocabulary of agricultural orientation, the consistency of the proposed methodology for teaching this type of vocabulary in a non-linguistic university was proved. This means that this technique can be used in the practice of teaching special (terminological) vocabulary in non-linguistic universities. The developed approach to the formation and improvement of the lexical skills of operating with terminological vocabulary, as well as the process of teaching it as a whole, seems to be quite constructive and can be applied with appropriate modification not only at the stage of higher professional education but also at the middle stage - in specialized classes of secondary school and at the stage of postgraduate education (postgraduate study).

The hypothesis put forward in the course of the research that the mastery of terminological vocabulary in their specialty by students of a non-linguistic university will be more effective provided that cognitive, informational and compensatory strategies for working on this type of vocabulary are used rationally based on specially developed methods, techniques and a system of lexically directed exercises, was proven in full. As a result of the conducted research, new areas of research of the problem of teaching terminological vocabulary in the specialty have opened, which need more detailed consideration, namely: further study of the context (single-purpose and multi-purpose) and the methods of teaching such a complex type of vocabulary;

clarification and differentiation of the concepts of the "terminological lexicon" and "special vocabulary"; detailed development of a methodology for teaching terminological vocabulary at other stages (except for university) of teaching a foreign language; functioning of terminological vocabulary in written speech. The prospect of this study lies in the fact that the described method of teaching the terminological vocabulary of a foreign language can be used in teaching students of other specialties, including non-linguistic specialties. The proposed organization of a terminological dictionary for educational purposes can help authors prepare professionally-oriented textbooks in a foreign language for other sub-languages in diverse sectors.

Conclusion

Much of what happens at university cannot be easily transferred to the online environment. Teaching methods, learning content, learning rates, interaction models, and assessment methods - all this may require adaptation when switching to training in online mode. Creative uses of new techniques and technologies can be beneficial for "non-mainstream" activities; however, there are few examples that work on a large scale, reaching all students. Online teaching is very different from face-to-face teaching, requiring a specific set of skills and new approaches. Even teachers with extensive experience in using educational technologies and progressive teaching techniques when teaching students in the classroom find it difficult to work exclusively in the online environment.

During the research, we came to the following conclusions: firstly, the content of the stage-by-stage professionally oriented training of students of non-linguistic universities has been developed, contributing to the formation of foreign-language communicative competence; also, the designed structural-content model of the formation of professional foreign language competence of students of non-linguistic universities in the process of vocational education can be used to optimize the professional training of technical specialists in the context of higher professional education. Developed and tested manuals and methodological developments have been introduced into the practice of vocationally oriented teaching of students of non-linguistic universities, which contribute to the effective formation of foreign language communicative competence of students in the process of vocationally-oriented education. "Methodological guide for teaching terminological vocabulary of the professional language of the electric power industry," "Methodological manual for the formation of students' terminological vocabulary of the professional language of the electric power industry," and a new set of criteria for the formation of foreign language communicative competence of students of non-linguistic universities developed in the course of the study. These materials help assess the structure of newly-acquired competencies and allow monitoring the quality of professionally-oriented teaching of a foreign language in higher professional education conditions. The proposed critical diagnostic apparatus of research can be widely used to form a foreign language communicative competence of students of non-linguistic universities in the course of vocationally oriented teaching of a foreign language. The reliability and validity of the research results obtained ensured by the initial methodological positions and the theoretical basis of the research; application of methods corresponding to the subject, goal, and objectives of the study; monitoring the results at all stages of the process of forming the foreign language communicative competence of students of non-linguistic universities. Conclusions are made based on qualitative and quantitative analyses of the data obtained and a fitting approbation of research results in teaching practice. The authors' model of the formation of foreign language communicative competence of students of non-linguistic universities in the process of professionally oriented education was tested in the course of experimental work.

Online learning is impossible without an IT infrastructure, which requires significant investments, including an online learning platform, as well as high-quality online courses that provide effective training and support for learners in an online environment. In the current situation, when the transition to online learning is carried out as quickly as possible, all these conditions must be created in advance, and teachers must have experience in using online learning tools and student support services.

Bibliographic references

ALIFERENKO, L. B. 1982. Structural and semantic properties of synonymous terminology, Structural and semantic features of industry terminology: Interuniversity. Sat. scientific. tr. / Voronezh Technological Institute. Voronezh, p. 117-123.

ALL, A. A. 1979. Methods of teaching reading literature in the specialty in German: (non-linguistic university): Author. dis. Cand. ped. Sciences,18 p.

ALKHAZASHVILI, A. A. 1988. The basics of mastery of oral foreign language speech. In: Education, 128 p.

ALYAKRINSKY, V. S. 1971. About talent and abilities. In: Knowledge, 174 p.

ANTONOVA, M. V. – LEICHIK, V. M. 1990. Functions of a scientific and technical term and their application in information processes // NTI, vol. 11, n. 2, pp. 15-23.

ANTYSHEV, A. N. 1980. Terminology in special scientific texts, Questions of analysis of a special text: Interuniversity. topics. scientific. Sat. Ufa, pp. 7-9.

ANYUSHKIN, E. S. 1984. Substantive terms and their extralinguistic determinism in the German terminology of sugary substances: Author's abstract. dis. ... Cand. philol. Sciences, Kiev, 24 p.

ATABAEVA, F. K. 2004 Methodology for the use of innovative communication technologies in foreign language education of students of non-linguistic universities: abstract. Almaty, 22 p.

BIBOLETOVA, M. Z. 2005. Sample programs of secondary general education. Foreign languages / M.Z. Biboletova, N.P. Gracheva, E.N. Sokolova, N.N. Trubaneva. In: Education,

BIM, I. L. 2007. Competence approach to education and teaching foreign languages / I.L. Beam, A.V. Khutorskoy // Competence in education: design experience: collection of articles. scientific. tr. / ed. A.V. Khutorsky. In: Research and Development Enterprise "INEC", 327 p.

DEVYATOVA, 2017. Modern philology: materials of the V International. scientific. conf. In: Samara: ASGARD, pp. 53-55.

CHAKLIKOVA, A. T. 2011. Categories "competence" and "competence" in the modern educational paradigm, In: Bulletin of KazNU. Series of pedagogical sciences. n. 2, pp. 9-17.

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES, 1996. Learning, Teaching, Assessment. Strasbourg: Language Policy Unit,

DE MARTINO M. – GUSHCHINA Y.S – BOYKO Z.V. – MAGNANINI A. - SANDOR I. – GUERRERO PEREZ B.A. – ISIDORI E. 2020. Self-Organisation in Lifelong Learning: Theory, Practice and Implementation Experience Involving Social Networks and a Remote Format. RUDN Journal of Psychology and Pedagogics. vol. 17. N. 3. pp.373-389. ISSN 2313-1705. doi: 10.22363/2313-1683-2020-17-3-373-389

GADUSOVA, Z. – HASKOVA, A. – PREDANOCYOVA, L. 2019. Teachers' professional competence and their evaluation. In: Education and Self Development, vol. 14, n. 3, pp. 17–24. ISSN 1991-7740.

GAVRILENKO, N.N. – BIRYUKOVA, YU.N. 2019. Forecasting the translation profession development: Foresight Technology. Journal of history culture and art research. vol. 8, n. 4, pp. 123-134. doi: 10.7596/taksad.v8i4.2365

GOLOVIN, B.I. 1996. Actual problems of stylology and terminology: Theses of the interstate. ISU im. Lobachevsky, N. Novgorod, 100 p.

GUZHELYA, D. – KURILENKO, V. – BIRYUKOVA, YU. 2020. The specifics of distance methodological support for foreign language teachers in a foreign language environment. Revista Inclusiones, vol 7. pp. 22-31, Available online: http://revistainclusiones.org/index.php/inclu/article/view/1312

KOBYLAREK, A. 2010. Integration of elderly citizens through learning. New educational review, vol. 22, n. 3, n. 4, 24 p. ISSN 1732-6729

KUNANBAEVA, S. S. 2005. Modern foreign language education: methodology and theory. In: Almaty, Edelweiss, 264 p.

KUZNETSOVA, S. A. – LEONTIEV, A. A. 1998. Psychological and pedagogical foundations of updating the methods of teaching foreign languages: Lecture-report. A.A. Leontiev. In: Research Center for the Problems of the Quality of Training of Specialists, 24 p.

MIRZA N.V. Professional competence of a teacher. 254 p.

NAZARBAYEV, N. A. 2020. New Kazakhstan in a new world // Kazakhstanskaya Pravda. n. 33 (25278).

NAZARBAYEV, N. A. 2020. The plan of the nation - 100 concrete steps to implement five institutional reforms of the Head of State Nursultan NAZARBAYEV, N. A.

SAGADIEVA K.K. – MIRZA N.V. 2015. Foreign language communicative competence as an integral part of the successful professional activity of a specialist. Collection of materials of the International Scientific and Practical Conference "Dnyvedy 2015". In: Prague: Educationandscience, pp. 32-36.

SCHELENBERG, W. 1994. Untersuchungen zur Strategic der Sprachgestaltung ausgewahlter Fachtextsorten aus Gegenwart und Neuzeit, Hamburger Arbeiten zur Fachsprachenforschung. Bd. 2. -Tostedt,

SHCHUKIN, A. N. 2004. Teaching foreign languages: theory and practice: a textbook for teachers and students. A.N. Shchukin. In: Filomatis, 416 p.

SKINNER, B. F. 1980. Beyound Freedom and Dignity. New York: Bantam Books, In: Vintage books, 215 p.

SKINNER, B. F. 1980. Beyound Freedom and Dignity. New York: Bantam Books, In: Vintage books, 215 p.

SOLOVOVA, E. N. 2003. Methodology for teaching a foreign language: Basic course of lectures: A guide for students ped. universities and teachers / E.N. Solovov. - 2nd ed. In: Education, 239 p.

SURYGIN, A .I. 2000. Fundamentals of the theory of learning in a language foreign to students. / A.I. Surygin. - St. Petersburg: Zlatoust Publishing House, 230 p. 5

SAFONOVA, V. V. 1996. Studying the languages of international communication in the context of the dialogue of cultures and civilizations. In: Voronezh: Istoki, 239 p.

TERMINOLOGY WORK IN SUBJECTFIELDS. 1993. Proceedings 3rd Infoterm Symposium. Wien,

TROYANSKAYA, S. L.2016. Fundamentals of the competence-based approach in higher education: textbook. / S.L. Trojan. Izhevsk: Publishing Center "Udmurt University", 176 p.

TSATUROVA, I. A. 2004. Testing of oral communication: Study guide / I.A. Tsaturova, S.R. Baluyan. In: Higher. shk., n. 127, pp. 51-52

UTEUBAEVA, E. A. 2001. Methodological recommendations for the IWS and IWS in the discipline "Language for Academic Purposes". In: Almaty, Evero, 68 p.

VAN EK, A. – TRIM, J.L. 2002. Vantage. Cambridge University Press, 176 p.

WIISTER, E. 1970. Internationale Sprachnormung in der Technik, besonders in der Elektrotechnik/ Sprachforum, Beiheft 2. Bonn,

ZATKOVA, T. – AMBROZY, M. 2019. VET teacher preparation in Slovakia and the new professionals-Entrepreneurship trainers for VET, In: TEM Journal, vol. 8, n. 1, pp. 248-254. ISSN 2217-8309.

ZHETPISBAEVA, B. A. – SHAIKHYZADA, ZH.G. – KOSTINA, E.A. 2015. Components of a foreign language professional-communicative competence of students of non-language specialties. Available online: http://articlekz.com/article/11919

Words: 5531
Characters: 38 333 (21,30 standard pages)

Kurmanbayeva Tolganay
Kazakh National Pedagogical University Abai
Dostyk avenue 1
500050 Almaty
Kazakhstan
Almaty University of Energy and Communications named after G. Daukeev
Baitursynov street 126/1
500050 Almaty
Kazakhstan

Prof. Shaibakova Damina
Dostyk avenue 1
Baitursynov street 126/1
500050 Almaty
Kazakhstan

Doc. Tuleup Meirimkul
Almaty University of Power Engineering and Telecommunications (AUPET) named after G. Daukeev
Baitursynov street 126/1
500050 Almaty
Kazakhstan

Assoc. prof. Nurmakhanova Marzhan
Doc. Kubdasheva Karlygash
Almaty University of Energy and Communications named after G. Daukeev
500050 Almaty
Kazakhstan
nurzhazhan@mail.ru

Teaching lawyer intercultural professional communication during the COVID-19 pandemic

Darya Viktorovna Aleynikova

Abstract
COVID-19 Pandemic has significantly affected and changed many spheres of life. Education is said to be one of the most vulnerable. The article offers an analysis of problems faced by teachers and students during the COVID-19 Pandemic in the area of intercultural professional communication. The article provides a comparative analysis of the notions of distance teaching, online teaching, and emergent remote teaching. The author discusses problems of emergent remote teaching lawyers intercultural professional communication. One possible solution to the problems discussed is seen in the use of information and communication technology (ICT). Particular emphasis is made on the description of new ICT techniques that could be used while teaching lawyers. The author stresses the significance of continuous learning in the period of the COVID-19 Pandemic, as well as the importance of applying an action-oriented approach in teaching lawyers. The author concludes that, on the one hand, emergency remote teaching has revealed vulnerabilities. On the other hand, it has demonstrated teachers' and staff's organization skills, ability to adapt to new conditions, and creativity that boost students' motivation in the educational process. The idea of the university educational environment is the upbringing of an independent, critically thinking personality, ready to consciously build his own life, to raise his spiritual, moral, and professional level. The author regards the situation that higher education faced as a good experience. Technological advances in the informatization of education open up new prospects for increasing the availability, efficiency, and quality of education. The author employs an experimental research design and combines both qualitative and quantitative design: descriptive and statistical analyses (correlation analysis and T-test).
Key words: remote teaching, intercultural professional communication, COVID-19 Pandemic, modern lawyer professional formation, information and communication technology

1. Introduction
The COVID-19 crisis has put the whole society in the conditions unknown before. It has touched every sphere of our life, bringing significant changes. Education is not an exception. The closure of universities and other educational institutions affected more than 500 million students worldwide. Subsequently, the Russian Federation's Government suspended face-to-face teaching and established measures to maintain remote education within the period of the COVID-19 Pandemic. Nevertheless, such an immediate turn from a traditional form of studying to studying online proved to be challenging for teachers and students. As such, it is crucial to realize that teachers were vulnerable in such circumstances and, at the same time, eager to provide a high level of teaching in a new reality. McQuirter (2020) highlights that educators met a wide range of challenges but at the same time brought positive changes in moving to online learning. The survey conducted in a Pioneer Caribbean Dental School considering teachers' and students' perception of the effectiveness of emergent teaching points to the fact that teachers found such a rapid transition quite difficult, but at the same time most teachers mentioned that they successfully "created an enthusiastic online environment" (Rafeel et al., 2020).

Online-learning in teaching languages is not regarded as new. It appeared in the first half of the 20th century. Many universities have introduced courses in legal English and other subjects. The educational software was created specifically for such purposes. Online learning considers such an organization of the educational process in which teachers have developed a curriculum mainly based on self-study. Online-learning supposes that students and teachers are separated in space and/or time, but they can carry out a dialogue via the internet. The whole educational process is based on a set system that includes a list of submitted tasks at an educational virtual platform and classes delivered at various educational platforms known as Virtual Learning Environment (VLE). At Moscow State Linguistic University, we apply SKYPE, Moodle, Zoom, Google Meet, etc.

The critical point is that there is a significant distinction between well-planned online courses and emergency remote teaching (Hodges et al. 2020). It takes about 6-9 months to prepare a high-quality online system and proves to the point how challenging it was to get accustomed to new circumstances within a limited time period. Teachers had to start thinking unconventionally to work out literally a new strategy of teaching common things from a different perspective. That is what we did, trying to face strongly the perspectives brought by COVID-19.

The scope of our teaching deals with teaching lawyers intercultural professional communication. Nowadays, teaching lawyers intercultural professional communication aims not only to increase the initial level of language proficiency but also to prepare competitive specialists ready and willing to work in the intercultural dimensions. We could achieve the aim by integrated use of intercultural, contextual, personality-oriented, and discursive approaches in teaching intercultural professional communication. The fact that we were to get accustomed to remote-learning proved that it is time we analyzed and rethought the educational process regarding new demands. These flagrant perceptions provided the intrinsic motivation for this research.

1.1 Aim of the Study

In connection with what has been said, it should be noted that COVID-19 created new conditions in teaching worldwide. The Russian Federation switched to emergent remote teaching on the 16th of March 2020. There has been a widespread and unforeseen infiltration of modern technologies in teaching lawyers intercultural professional communication.

Subsequently, this study intends to examine innovative methods of remote teaching lawyers intercultural professional communication and the influence of emergent online teaching on its quality.

The following research questions guided the study:

• What are some challenges of emergent remote teaching lawyers intercultural professional communication?
• What technological tools were introduced in the studying process?
• What is the influence of the introduced instruments?

2. Literature overview
2.1 Analysis of scientific and pedagogical literature

The analysis of the literature and Internet resources on this topic showed that teaching online is well-studied, and it considers several notions that may give rise to misunderstandings. In order to avoid any ambiguity, we are going to explore the idea that is behind these notions.

Concerning computer technologies/ICT, scholars distinguish e-learning, distance learning, remote learning, and blended/virtual/hybrid learning.

Federal Law of the Russian Federation about Education in the Russian Federation (2012) draws a distinction between "e-learning" and "distance learning." According to article 16 of the law mentioned above, "e-learning is understood as the organization of educational process with the application and implementation of the information provided in databases, educational programs, and information technologies, as well as with the use of telecommunication networks that provide information transmission over the communication lines, the interaction between students and teaching staff." Whereas "distance learning technologies are understood as educational technologies implemented mainly with the use of information and communication networks in the indirect interaction of students and teachers" (Federal law, 2012). It has been suggested that for e-learning, it is obligatory to apply electronic educational resources in any e-learning system (database), and teaching at a distance without using a virtual learning environment is defined as distance learning.

It is necessary to note that the ideas of distance learning are not fundamentally new in pedagogy. Polat et al. (2008), Andreev (1998), Klarin (2016), Khutorskoi (2000) studied the distance-learning approach. According to the authors, the distance learning process involves the use of the developed system in the joint activities of teacher and students with the application of electronic educational resources. Polat (2000) notes that distance learning is a relatively new form of learning that is to be based on the fundamental didactic principles (conscious approach, activity, individualization, visualization, differentiated and integrated instruction, accessibility, durability). Nevertheless, they are to be introduced with regard to new conditions of the educational process.

Khutorskoi (2000) pays great attention to the necessity of the development of the basics of distance education. Among the essential areas of scientific research the author defines: "philosophy, methodology, the psychology of virtual education; the basic curriculum, providing for asynchronous forms of education and the combine full-time and distance learning; electronic textbooks, web quests, educational sites; telecommunication educational technologies that provide distributed education; systems for remote diagnostics, monitoring, and certification, testing, document management, personnel training, restructuring of the advanced training system – transition from full-time courses to the use of Internet technologies for professional self-improvement." It is highly likely that all these areas were thoroughly examined, and the experience was incorporated in everyday distance education. The opposite is the situation considering emergency remote learning, in which necessary resources, professional staff, student accessibility were to be organized under tight deadlines.

Modern researchers and pedagogists are widely exploring the extremely created reality of teaching online. They point out that emergency remote teaching revealed a range of vulnerabilities of the educational systems worldwide. According to Cherdakli (2020), most of the teachers have a reasonably high level in the field of information and communication technologies. However, the experience of introducing emergency distance learning based on computer telecommunications shows that Russian teachers, who are professionals in the subject area, at the same time lack knowledge in the field of information technology.

On the other hand, we should not forget about the students' motivation. Students can lose their motivation due to many reasons. Some are distracted by the media, while others find that the university's working atmosphere is totally lost. We can confirm that we faced psychological difficulties involving some of the students in the educational process carried out in a new format. These psychological difficulties might have affected the effectiveness of the studies and the result. The lack of face-to-face interaction with the teacher and technical communication interferences also reduced the students' motivation to participate in the learning process actively. A decrease in motivation is observed among students who were not active enough in the full-time study process. The absence of face-to-face interaction, often arising

technical problems of Internet communication, led students with a low level of self-control and self-organization to an irrelevant attitude to the learning process. A student with a low level of motivation cannot develop the competencies necessary for him as a professional in the chosen area (Tantsura, 2020).

2.2 Analysis of foreign scientific and pedagogical literature
Foreign studies show reliable experience in the field of distance, online – learning. The idea of distance education traditionally included the separation of teacher and learner. With the development of the internet, such education is supported by the ICT. Rumble (1982), Farnes (1993), Mclsaac and Gunawardena (1993), Raggatt (1993), Garrison (1993) were among the first ones to analyse the strategic benefits of distance teaching.

As well as in Russian pedagogical literature, foreign researchers state there is a discrepancy in the usage of terms e-learning, distance learning, and distance teaching (King et al., 2001), while some authors suppose that these terms could be used interchangeably. This point of view was widely supported by the report issued by The Pew Learning and Technology Program in the USA: ''The terms 'distance learning', 'distance education', 'distributed learning' and 'online learning' are used more or less interchangeably'' Twigg, 2001: 4).

However, based on the abovementioned thesis, we cannot agree that these notions can be used interchangeably. We adhere to the position that 'distance education' and 'e-learning' are "based on two different teaching/learning paradigms''. Guri-Rosenblit (2005) highlights that 'distance education' is based on teaching large numbers of students by a handful of professors, most of whom do not communicate with the students at all, efficient 'e-learning' encourages direct interaction between a small number of students and expert teacher/s."

A very interesting question in this regard is the appearance due to COVID-19 Pandemic of a new term – 'emergency remote teaching'. According to the EDUCAUSE report by Brown (2020), who has been involved in the process of creating online courses for 24 years, states that there is a significant difference between "true online education and sudden." Emergency remote teaching is a temporary measure of delivering classes due to force-majeure circumstances.

Analyzing recent works of foreign authors concerning the sudden switch to remote learning, we can trace the tendency that universities with such experience of ICT learning found themselves more prepared. They were not starting from scratch with new and untested tech solutions (Czerniewicz, 2020). Others were underprepared and had to absorb new technologies. Among the most frequently met challenges, the authors define: incapacity to use ICT tools and applications, staff readiness, lack of students' motivation, student accessibility, technical difficulties, etc.

3. Methodology
This study employed an experimental research design. To specify the effect of integrated technologies on the students, we combined both qualitative and quantitative design: descriptive and statistical analyses (correlation analysis and T-test). Two groups of students (17 students) were taught with new technological instruments, and two groups of students (18 students) taught without such instruments. Overall, students of the first two groups achieved about 30% higher results than the other two groups' students.

The students were divided into four groups. Each group consisted of 9-10 students. The students were of the same level that had been identified previously at the moment of university entrance. The students had skyped sessions twice a week. Two groups

of students were taught with new tools. At the end of the semester, all four groups of students took online tests.

While remote teaching, we applied a flipped classroom strategy involving the students in the discussion and setting problems to be solved. To facilitate the process of studying doctrines, we applied an online mind map preparation at https://www.xmind.net. To improve legal vocabulary acquisition, we used a free online service Quizlet.

Collecting data included online tests and questionnaires. Four groups of students were asked to do an online test from quizlet.com, including legal problem tasks and vocabulary exercises. The first two groups of students were taught with the use of new tools. The average scores showed that these students achieved better results than the others. We applied correlation analysis to assess the correlation between the achievement of the first two groups of students with the integration of online teaching tools.

4. Results and Discussion
It should be noted that emergency remote teaching intercultural professional communication faced to some extent mentioned above challenges. Such an unforeseen development of distance learning courses turned out to be a far more laborious task. We take into consideration that teaching lawyers intercultural professional communication is intrinsically linked to the growing necessity for purposeful development of the intercultural legal space, the development of effective strategies for interaction in it, the development of the ability of lawyers to foresee future consequences of their actions and decisions in the areas of their professional activity.
Co-working in the classroom helps engage students in a broad scope of activities. The course aims to improve a foreign language as a means of professional communication, competently, applying the acquired skills to analyze foreign socio-cultural experience in all professional and research activities, and improving the intellectual and general cultural level.
With regard to vocabulary acquisition, students get familiarized with foreign legal systems, comparing them and analyzing different scholars' approaches. We are encouraged to facilitate our students' legal systems understanding, improve their linguistic performance, and socio-cultural background. The whole educational process rests on an active-oriented approach that means that the tasks are to reproduce situations from the real environment. Thus, students are treated as active participants and users of the language. (C. E. F. R., 2001). The students' tasks have, at its core, a legal problem that is to be solved. The educational procedure for teaching at non-linguistics universities is described by Vonog and Yarotskaya (2018). Such an approach stimulates the ability to think clearly, critically, and coins to the widely expressed opinion that thought is inseparable from the way it is formed, meaning from language and speech. Consequently, psychologists and linguists conclude that the problem situation places paramount importance in the process of thinking and the process of speech production.
In spring 2020, students as part of the course "Intercultural professional communication" studied Criminal law. The course combines studying the doctrine that includes such legal issues as *mens rea, actus reus*, omission to act, causation etc. It envisages at understanding the foundation of criminal law and legal vocabulary acquisition. Due to the fact that we were to switch to remote learning, we had to find opportunities to meet the high-quality standard of education delivered at Moscow State Linguistic University. We should take into consideration that merely transferring educational content online (videos or lecture texts) will not have the same effect as in the classroom.

In most cases, teaching is not only content. It is inextricably linked with the methods and ways of delivering this content to the students, social interaction in a group, and problem-solving itself. Consequently, we support the strategy of a flipped classroom dedicating the class period to enriching and deepening the concepts, involving the students in the discussion, and setting problems to be solved. At home, students are asked to watch videos based on the current legal issue and to come up with the questions while meeting on-line. The strategy that we applied for studying the doctrines is a mind map preparation that could be formed online at https://www.xmind.net. Mind maps are used by the students to study and analyze theoretical material, as shown in figure 1 below.
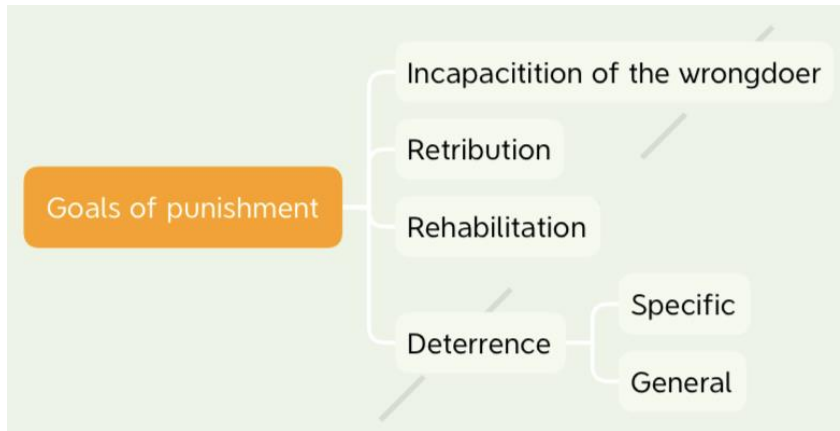

Figure 1: Mind map example

The other point necessary to mention is new vocabulary acquisition. It is proposed that to facilitate legal vocabulary acquisition during the COVID-19 Pandemic, we started using such apps as Quizlet. After discussing the target vocabulary, the students themselves upload the terms accompanied by definitions in the app. Quizlet is a free online service that allows students to learn new terms (when teaching a foreign language - new vocabulary) using special tools and educational games presented on this online platform. Students themselves or a teacher can create flashcards. A flashcard is the primary component of each training block that could include a term/word with a definition/translation, voice acting, and illustration. The training module consists of sets (sets) of cards on different topics. In order to create the modules, it is necessary to register and create an account. New words can be learned in five different learning modes and two games. The learning mode covers semanticization and memorization of vocabulary. The mode of cards touches upon the primary development of lexical units. The writing and spelling modes are aimed at building spelling skills. The types of tasks are shown in the figures below. (Figure 2)
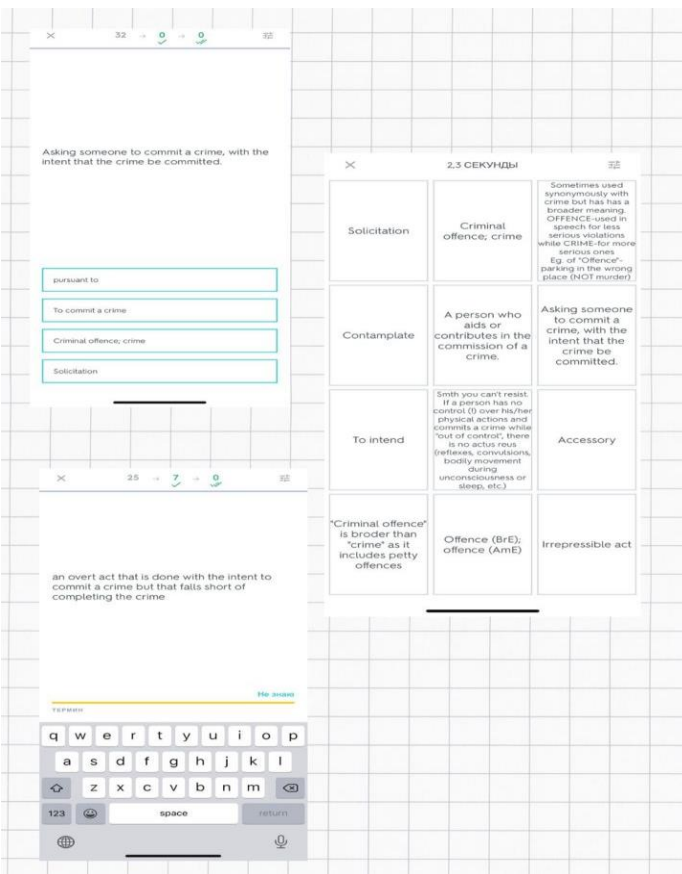
Figure 2: Quizlet tasks examples

Moreover, the use of such an app allows checking the knowledge of the vocabulary. While having an online class, a teacher could open the app and share the screen asking the students to define the terms provided.

According to Yarotskaya (2018), "the lawyers need to perceive sociocultural differences in the logic of lawyers' professional activities representing different legal systems." Nowadays, lawyers operate beyond national contexts. Subsequently, while teaching lawyers intercultural professional communication, we choose those tasks that simulate typical situations that lawyers may face in their professional employment.

Novikova et al. (2018) coin to the idea that a foreign language can broaden students' outlook in the spheres of their interests. Nevertheless, we do not diminish the role of traditional tasks frequently carried out by law students (rendering and text analysis, translation, etc.). We will specify which contextual-based teaching methods are offered to the students during the course of intercultural professional communication and how their application has changed due to the COVID-19 Pandemic.

Talking about teaching methods, we mean educational problem-based situations and tasks, that as Verbitskii (1991) states, provide the transition from learning activity to quasi-professional and professional activities. There are those that enhance individual-intellectual activity and complex ones that simultaneously realize intellectual and social activity. There are those that enhance individual-intellectual activity and

complex ones that simultaneously realize intellectual and social activity. We are going to explore the first group. It includes various types of legal writing that fall into two broad categories:

- Legal analysis (memoranda and letters to clients);
- Persuasive legal writing (appellate briefs).

Writing clearly and concisely has always been defined as thinking clearly. It may seem incredible, but legal writing basics are as crucial for Anglo-Saxon lawyers as for Russian lawyers who are engaged in learning intercultural professional communication.

The course of legal writing is seen as one of the instruments of teaching law in the Anglo-Saxon legal system that is to prepare law students for a considerable burden of legal written work and to improve their writing skills. According to the director of Legal Writing University of New Hampshire School of Law, Vorenberg (2011), the first year Legal Writing course covers objective legal analysis and persuasive legal analysis that require specific skills development. Due to such an approach, after one year of studying legal writing students acquire a wide range of useful skills, including:

- reading and comprehension of legal documents;
- drafting a complete legal analysis;
- communicating the ideas clearly;
- improving overall literacy.

It respectively brings up the whole interesting idea that legal writing develops the whole personality that is eager to practice in the professional community. The critical point here is that we do not aim at teaching Russian lawyers how to make typical Anglo-Saxon legal documents in English. Our goal is broader – we teach how to analyse a stated problem in the most efficient and reasonable way. Russian law students get into legal cases synthesizing them in order to identify the critical facts of the case, form a rule with its subsequent explanation and application. The final stage of legal writing deals with a profound analysis of arguments and counterarguments in the outline.

Teaching legal writing in the classroom requires much attention from students and much enthusiasm from teachers. Legal writing professors state that "designing "mock" legal problems for first-year law students is a project unto itself" (Vorenberg, 2011). Teaching legal writing online turned out to be even more demanding and required much preparation from teachers. Unlike traditional legal writing classes that are separate, legal writing is entrenched into studying intercultural professional communication.

The students first study doctrinal issues, and then they are asked to deal with legal writing based upon the studied issues—for instance, a criminal issue involving actus reus. The issue is shown on the screen in the PowerPoint presentation. The issue may have about three cases, and students are asked to study the cases attentively, organize all the case details, and explain the legal issue provided. The form of legal writing could be a client letter that could be sent to the teacher via e-mail. Considering the fact that nowadays, a significant load of legal correspondence is being done through e-mail, it will be a real practical experience for future lawyers. Such types of e-mail are defined to be less formal and more comfortable to draft for those who have just started dealing with legal writing. Furthermore, such letters to a client can be answered by a teacher who will provide complete feedback. Legal correspondence, letters to a client are legal analysis.

When this competence is achieved, and law students have a solid foundation in the legal analysis, we move to persuasive legal writing.

According to Moylan and Brungess (2013), persuasive legal writing is a "written advocacy" that aims at "supporting your client's legal position." The approach is first

to study the case objectively and find counterarguments that will favor the client. For such an analysis, the students are asked to apply mind map software to compartmentalize the points.

The most difficult challenge that we have faced during the period of the remote COVID-19 learning is the lack of personal contact. The fact that students did not see each other in real life resulted in a sudden lack of motivation. After 40 minutes of classes, it turned out that their attention was less concentrated, and they seemed to be less involved. It was evident that we had to introduce more visual material that would keep the students motivated. On the other hand, remote learning opened access to ICT that had not been used before. Referring to the above-mentioned tasks of problem-solving and case-solving, we worked out QR-cards that had cases in a coded way. Coleman (2011) states that "QR-codes are two-dimensional images that, when scanned by a smartphone's camera, prompt the smartphone to open a web-page or display an image, video, or text." The case details are stated in the middle, and additional information is hidden in the labels, as shown in figure 3 below. These labels will send the students to the articles or similar cases to enrich their comprehension of the case. QR-codes are easily created with the help of QR-code generators. After that, it is necessary to copy the link from the address bar, and QR-code will be generated automatically in several seconds.

Figure 3: QR-code innovative tasks

Conclusion

The arrival of the coronavirus pandemic in Russia affected many sectors of the economy, the formats of interaction between people, business environment, work collectives. "The world after COVID-19 Pandemic would not be the same again" - that is the phrase in common use. In spring 2020, we clearly understood that the educational system that worked cohesively preparing high-class specialists stopped operating. This dynamic system started changing hourly and daily. It is likely that in some areas of our life the nature of these changes will be smooth and gradual, and therefore little noticeable to the eye of an ordinary citizen. That is not to be said about the educational process. The challenges we met and the solutions provided showed the necessity of working hard to maintain a high level of education.

Having analysed the current situation, it is possible to define the main problems that occurred with extreme remote teaching:

- lack of direct face-to-face communication between students and the teacher
- absence of distance learning experience
- insufficient development of information and communication infrastructure
- the problem of high-quality educational and material support for distance education

It should be noted that a significant drawback is the increasing energy and time consumption for course preparation. As it was mentioned above, it generally takes from 6-9 months to prepare a course-online. However, we had neither 6 nor 9 months. We were to think quickly and to come up with solutions that would keep students motivated and encouraged. Unfortunately, such solutions proved to be time-consuming. According to the survey conducted by the Chartered College of Teaching (Müller, Goldenberg, 2020), the load on the teaching staff and students in the context of distance learning increased by 50-90%.

Also prominent is the idea that not all the methods traditionally used in teaching could be transferred to remote teaching. We are in a constant search for such strategies that would enhance students involved in the process of studying intercultural professional communication. On the one hand, emergency remote teaching has revealed vulnerabilities. On the other hand, it has demonstrated teachers' and staff's organization skills, ability to adapt to new conditions, and creativity that helped to boost students' motivation in the educational process. Subsequently, university teachers will have to continually update and replenish their professional competencies to organize the educational process. COVID-19 pandemic has stimulated teachers to master new technologies. The idea of the university educational environment is the upbringing of an independent, critically thinking personality, ready to consciously build his own life, to raise his spiritual, moral, and professional level. We see the situation higher education faced as a good experience. Technological advances in the informatization of education open up new prospects for increasing the availability, efficiency, and quality of education.

Bibliographic references
ANDREEV, A. A. 1997. Introduction to distance learning. Distance learning: Tutorial // MOSCOW: Human., Center, Vlados, 210 p.
BROWN, M. 2020. Educause report. From Emergency Remote Teaching to Rigorous Online Learning. Available online: https://edtechmagazine.com/higher/article/2020/05/emergency-remote-teaching-rigorous-online-learning-perfcon
CHERDAKLI, U. S. 2020. The specifics of work of pedagogical workers in the remote training system during the COVID-19 Pandemic. Available online: https://cyberleninka.ru/article/n/osobennosti-truda-pedagogieskih-rabotnikov-v-sisteme-distantsionnogo-obucheniya-v-period-pandemii-covid-19
COLEMAN, J. 2011. QR Codes: What are they and why should you care? Kansas Library Association College and University Libraries Section Proceedings, vol. 1, n. 1, pp. 16-23. DOI: https://doi.org/10.4148/culs.v1i0.1355
COUNCIL OF EUROPE. 2001. The Common European framework of reference for languages: Learning, teaching and assessment. Cambridge: Cambridge University Press. Available online: http://www.coe.int/t/dgg/linguistic/source/manual/revision-proofread-final_en.pdf.
CZERNIEWICZ, L. 2020. What we learnt from "going online" during university shutdowns in South Africa. Available online: https://philonedtech.com/what-we-learnt-from-going-online-during-university-shutdowns-in-south-africa/

FARNES, N. C. 1993. A distance education contribution to a social strategy to combat poverty: Open University Community Education courses in Glasgow. International Journal of Lifelong Education, vol.12, n. 3, pp. 191–204. ISSN: ISSN-0260-1370

FEDERAL LAW OF THE RUSSIAN FEDERATION ABOUT EDUCATION IN THE RUSSIAN FEDERATION. 2012. n. 273, Available online: http://www.consultant.ru/document/cons_doc_LAW_140174/

GARRISON, R. 1993. Quality and access in distance education: Theoretical considerations, in D. Keegan (Ed.) Theoretical Principles Of Distance Education. New York: Routledge, pp. 9-21. ISBN: 0-415-08942-5

GURI-ROSENBLIT, S. 2005. 'Distance education' and 'e-learning': Not the same thing. Springer. Higher education, vol. 49, n. 4, pp. 467–493. DOI: 10.1007/s10734-004-0040-0

HODGES, C. – MOORE, S. – LOCKEE, B. – TRUST, T. – BOND, A. 2020. The difference between emergency remote teaching and online learning. Educause Review. Available online: https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

KHUTORSKOI, A. V. 2000. On the development of distance education in Russia. Available online: https://cyberleninka.ru/article/n/o-razvitii-distantsionnogo-obrazovaniya-v-rossii

KING, F. B. – YOUNG, M. F. – DRIVERE-RICHMOND, K. – SCHRADER, P. G. 2001. Defining Distance Learning and Distance Education. AACE Journal, vol. 9(1), pp. 1–14. Norfolk, VA: Association for the Advancement of Computing in Education (AACE). Available online: https://www.learntechlib.org/primary/p/17786/

KLARIN, M. V. 2016. Twenty-First Century Educational Theory and the Challenges of Modern Education: Appealing to the Heritage of the General Teaching Theory of the Secondary Educational Curriculum and the Learning Process. Russian Education & Society, vol 58, n. 4, pp. 299-312. DOI: http://dx.doi.org/10.1080/10609393.2016.1250510

MCISAAC, M. S. – GUNAWARDENA, C. N. 1996. Distance Education. In D.H. Jonassen, ed. Handbook of research for educational communications and technology: a project of the Association for Educational Communications and Technology. New York: Simon & Schuster Macmillan, pp. 403-437.

MCQUIRTER, R. – 2020. Lessons on change: shifting to online teaching during COVID-19. Brock Education Journal. A journal of educational research and practice, vol. 29 n. 2, pp. 47-51. Available online: https://journals.library.brocku.ca/brocked/index.php/home/article/view/840

MOYLAN, M-B. – BRUNGESS, A. L. 2013. Global Lawyering Skills. Persuasive legal writing. St. Paul: West Academic Publishing, 351 p. ISBN: 9780314277473

MULLER, L.M. – GOLDENBERG, G. 2020. Education in times of crisis: Teachers' views on distance learning and school reopening plans during COVID-19. Analysis of responses from an online survey and focus groups. Available online: https://my.chartered.college/wp-content/uploads/2020/07/EducationInTimesOfCrisisII_20200708_final.pdf

NOVIKOVA, Y. B. – ALIPICHEV, A. Y. – KALUGINA, O. A. – ESMURZAEVA, Z. B. – GRIGORYEVA, S. G. 2018. Enhancement of socio-cultural and intercultural skills of EFL students by means of culture-related extra-curricular events. XLinguae, vol. 11, n. 2, pp. 206-217. DOI: 10.18355/XL.2018.11.02.16

POLAT, E. S. – BUKHARKINA, M.V. – MOISEEVA, A. E. 2008. New pedagogical and information technologies in the education system: studies. manual for students of higher educational institutions. Moscow: Publishing Center "Academy", 272 p. ISBN: 978-5-7695-4788-1.

RAFEEK, R. – SA, B. –HARNARAYAN, P. – FARNON, N. – SINGH, S. – GIDDINGS, S. – REID, S. Rapid transition to online teaching during COVID 19:

Students' and Teachers' Perceptions in a Pioneer Caribbean Dental School. Research Square. DOI: https://doi.org/10.21203/rs.3.rs-84862/v1

RAGGATT, P. 1993.Post-Fordismand distance education – a flexible strategy for change? Open Learning, vol. 8, pp. 21-31. DOI: https://doi.org/10.1080/0268051930080104

RUMBLE, G. 1982. The cost analysis of learning at a distance: Venezuela's Universidad Nacional Abierta. Distance Education, vol. 3, n. 1, pp. 116-140.

TANTSURA, T. A. 2020. The problem of students' motivation to learn a foreign language during the transition to a distance learning format. Available online: https://cyberleninka.ru/article/n/problema-motivatsii-studentov-k-izucheniyu-inostrannogo-yazyka-v-period-perehoda-na-distantsionnyy-format-obucheniya

TWIGG, C. 2001. Innovations in online learning: Moving beyond the no significant difference. Troy. NY: Rensselaer Polytechnic Institute, Center for Academic Transformation, Pew Learning & Technology Program. Available online: https://files.eric.ed.gov/fulltext/ED470226.pdf

VERBITSKY, A. A. 1991. Active Teaching in College: Contextual Approach. Moscow: Vysshaya shkola, 204 p. ISBN 5-06-002079-7

VONOG, V. V. – YAROTSKAYA, L. V. 2018. Learning Individual's Development as Function of Productive Assessment. The Asian EFL Journal, vol. 20, n. 6, pp .429-449. ISSN: 1738-1460. Available online: https://www.elejournals.com/asian-efl-journal/the-asian-efl-journal-quarterly-june-2018/

VORENBERG, A. 2011. Strategies and Techniques for Teaching Legal Analysis and Writing. Wolters Kluwer Law & Business, 62 p. Available online: https://ssrn.com/abstract=1988519

YAROTSAYA, L. V. 2018. Language pedagogy foundations of developing a contemporary lawyer's professional identity. Available online: https://cyberleninka.ru/article/n/lingvodidakticheskie-osnovy-formirovaniya-professionalnoy-lichnosti-sovremennogo-yurista

Senior Lecturer Darya V. Aleynikova, Phd
Department of Theory and Practice of Teaching Foreign Languages
Institute of Foreign Languages
People's Friendship University of Russia
Miklukho-Maklaya Str., 7
117198 Moscow
Russia
aleynikova-drvk@rudn.ru

Department of Linguistics and Professional Communication in the Field of Law
Institute of International Law and Justice
Moscow State Linguistic University
Ostozhenka Str., 38
119034 Moscow
Russia
festabene@mail.ru

Will the "normality" times come back? L2 learning motivation between immigrants and refugees before Covid-19

[¿Volverán los tiempos de "normalidad"?: motivaciones para el aprendizaje de la L2 de inmigrantes y refugiados previas al Covid-19]

Monica Ortiz-Cobo – Jose Garcia-Martin – Rosella Bianco

Abstract

In these turbulent times of changes and transformations where educational processes are being virtualized due to the pandemic, we must not forget the difficulties that this implies for certain vulnerable learners and some learning contexts. That is the case of the L2 learning by immigrants and refugees. Such learners already have a starting difficulty, both for not mastering the language of learning and for the digital divide, which is increased by the migration variable.

This work analyses, within a context of "normality", the motivation of immigrants and refugees, in the light of their links and expectations. The differences in the relation with the Italian language are shown. The results show that the dependency on the host society, the uncertainty of the future and the absence of family ties are influential factors for refugees learning motivation. On the contrary, immigrants are not subjected to these factors, and therefore their Italian L2 learning motivations are different. By this research we conclude that adult refugees and immigrant students have different attitudes through the residency country language learning.

Key words: Second language, motivation, refugees, forced migration, ethnography, pre-Covid-19

Resumen

En estos tiempos tan convulsos de cambios y transformaciones donde los procesos educativos se están virtualizando a causa de la pandemia no debemos olvidar la dificultad que ello supone para determinados aprendizajes y colectivos vulnerables. Es el caso del aprendizaje de la L2 del colectivo de inmigrantes y refugiados. Quienes ya cuentan con una dificultad de partida, por no dominar la lengua vehicular de aprendizaje y en los que la variable migración supone un factor que acrecienta la brecha digital. Este trabajo analiza en un contexto de "normalidad" la motivación de inmigrantes y refugiados, a la luz de sus vinculaciones y expectativas. Se evidencian las diferencias en las relaciones con la lengua italiana. En el caso de los refugiados, los resultados muestran que en dicha relación influyen la dependencia con la sociedad de acogida, la incertidumbre sobre el futuro y la ausencia de lazos familiares en el país de recepción. Por el contrario, los inmigrantes, no están sujetos a estos factores, diferenciándose en sus motivaciones para el aprendizaje del italiano. Hemos podido concluir que los estudiantes refugiados e inmigrantes adultos tienen diferentes actitudes hacia el aprendizaje de la lengua del país de residencia.

Palabras claves: Segunda lengua, motivación, refugiados, migración forzada, etnografía, pre-Covid-19

Introducción

Cuando se habla de lengua y de comunicación entre individuos, es importante indicar que la lengua no es solo un sistema de signos y elementos interdependientes, sino un acto y un producto social que requiere su investigación desde una mirada sociológica. Sociedad y lengua están conectadas por una relación de interdependencia. Es decir, la

lengua es un producto de la sociedad, y a su vez, influye sobre las actividades sociales. Así que, el uso de la lengua está estrictamente condicionado por factores socioculturales.

En este sentido, la elección de hablar una lengua y no otra a partir del propio repertorio lingüístico viene dictada por razones relacionadas con el contexto socio-cultural (Marcos Casquero, 1984). En el ámbito migratorio, esta elección está supeditada a menudo a decisiones políticas de carácter asimilacionista por las cuales los ciudadanos llamados 'extranjeros' tienen que ajustarse a la sociedad de acogida a través, entre otras cosas, del aprendizaje de su lengua (Locchi, 2012; Catarci, 2014).

A partir de estas consideraciones y teniendo en cuenta que el incremento de los flujos migratorios ha hecho poner el foco de atención en el aprendizaje de la lengua del país de recepción como medio para la integración, consideramos relevante plantear como objeto de estudio las relaciones que los ciudadanos inmersos en procesos de migración mantienen con las lenguas que usan y aprenden, especialmente con la lengua del país de acogida (Kobylarek, 2010). La relevancia radica en que la relación que los sujetos establezcan con las lenguas, y en particular con la lengua de acogida, influirá en la construcción de sus propias identidades y en la relación que establezcan con el contexto sociocultural, determinando su desarrollo personal.

En este sentido parece interesante investigar las relaciones establecidas con la lengua del país de acogida por parte de los migrantes forzados, cuyo objetivo migratorio (o destino deseado) no siempre corresponde con el país de la permanencia. Diferente es el caso de quien migra por razones económicas y familiares, los cuales tienen más poder de decisión sobre su recorrido migratorio. Las circunstancias que implican ambas situación de migración, la de los refugiados y los inmigrantes, determinan las motivaciones de aprendizaje de las lenguas relacionadas con el país de acogida, tal y como pretendemos mostrar con el estudio realizado y que pasamos a presentar.

Migraciones y nuevas necesidades lingüísticas

El colectivo de aprendices refugiados ha sido poco considerado en la literatura hasta ahora, probablemente porque el fenómeno del asilo y del refugio ha estado relegado al problema del control de la inmigración obviando las nuevas necesidades educativas (Pinson, Arnot, 2007).

En el contexto italiano, la didáctica del italiano como segunda lengua (L2) ha empezado recientemente a especializarse en el ámbito migratorio, mostrando interés por las nuevas necesidades educativas como la alfabetización de los inmigrantes no escolarizados (Borri, Minuz, Rocca, Sola 2014; Minuz, Borri, Rocca 2016; Minuz y Borri 2016) y la certificación de las competencias en la L2 de adultos inmigrantes (Rocca, 2008). Se están dando los primeros pasos hacia una toma de conciencia de la necesidad de especialización en el campo de la didáctica para refugiados (Aloisi y Perna, 2016). Ello se debe a la urgencia de formar docentes preparados para enfrentarse a las particulares necesidades de aprendizaje de este grupo de estudiantes (Bianco, Ortiz Cobo, 2019a). Por otro lado, está emergiendo la insuficiencia de los cursos de lenguas en la integración lingüística de los refugiados, debido al poco tiempo que suele dedicarse a la educación de este colectivo (Bianco, Ortiz Cobo, 2019b; Stranovska, Gadusova, 2020; Gadusova et. al, 2020)

Sin embargo, el reciente interés hacia la enseñanza en contextos migratorios se debe al aumento de los flujos migratorios y la adopción de políticas de integración que reclaman el conocimiento de la lengua nacional como requisito para obtener el permiso de residencia de larga duración (Sergio, 2011; Locchi, 2012). A través de estas políticas, Italia se ha alineado en la tendencia ya presente en otros países europeos, en los que la integración de los adultos inmigrantes pasa necesariamente por requisitos lingüísticos que regulan el acceso, la permanencia o la adquisición de la ciudadanía en un país dado. En el periodo comprendido entre 2009 y 2013, la

legislación a este propósito ha sido testigo a nivel europeo de un aumento de las leyes inherentes el aprendizaje lingüístico para fines migratorios (Pulinx, Van Avermaet, Extramiana, 2014).

Así pues en el contexto italiano, el Decreto Ley 4 Junio 2010 que establece los nuevos criterios para la permanencia del ciudadano extranjero en Italia prevé un conocimiento de nivel A2 de la lengua italiana (según el Marco Común Europeo de Referencia para las Lenguas), requisito imprescindible para quien solicita el permiso de residencia de larga duración y que gracias a este reducen las numerosas solicitudes para renovar permisos más cortos (Mastromarco, 2011). Según el Marco Común Europeo, el nivel A2 corresponde a un conocimiento básico de la lengua, que supone el uso de expresiones sencillas sobre asuntos de utilidad inmediata, cuales pedir y dar informaciones sobre uno mismo y su entorno (Corpas Arellano, 2018; Council of Europe, 2001).

Al requisito de conocimiento de la lengua están exentos los refugiados, para los cuales la renovación del permiso está garantizada por la perpetuación de las razones por las cuales se les ha concedido el permiso la primera vez. De hecho, ellos residen en el país de acogida bajo un régimen de protección, según los derechos garantizados por la convención de Ginebra de 1951. Todavía, el aprendizaje de la L2 queda considerado como uno de los pasos para lograr la integración, ya sea de los inmigrantes como de los refugiados, colocándose en el seno de una dinámica asimilacionista que, sin embargo, termina reservando a estos ciudadanos solamente roles marginales en la sociedad (Catarci, 2014).

En este contexto, brillan por su ausencia los estudios sobre la dimensión emocional implicada en la vinculación de los procesos de acogida e integración con la lengua, así como los estudios sobre la motivación de los refugiados en el aprendizaje del italiano L2.

Los usuarios extranjeros de los cursos de italiano han ido cambiando en las últimas décadas y las motivaciones de los usuarios inmigrantes no son las mismas que las de los estudiantes de italiano como lengua extranjera (Vedovelli, 2002; De Mauro, Vedovelli, Barni, Miraglia, 2003). Por lo que es necesario un análisis de los nuevos aprendices, conformados ampliamente por refugiados y solicitantes de asilo.

En esta dirección, es indispensable tener en cuenta algunos aspectos fundamentales. Es necesario diferenciar entre migraciones voluntarias y forzadas y las implicaciones que ellas tienen en el aprendizaje de la L2. Los refugiados constituyen un tipo particular de inmigración, su peculiar situación los coloca en un sistema de privaciones-obligaciones. Una vez llegados a Italia, son víctimas de retención administrativa (Campesi, 2011) y la lengua forma parte de una de las imposiciones a las que están a menudo sometidos. En este sentido, el rechazo a aprender la L2 podría ser una manera de manifestar su necesidad de autoafirmación (Galli, 2017). Por otro lado, destaca la riqueza del repertorio lingüístico de este colectivo, que sufre un proceso de ampliación a través de su larga trayectoria migratoria (Bianco, Ortiz Cobo, 2019a).

La motivación para el aprendizaje lingüístico

Otro aspecto que es imprescindible considerar en los procesos de aprendizaje de la L2 son las necesidades que influyen en la motivación de estos particulares colectivos de aprendices.

Es necesario señalar que la literatura sobre la motivación en el aprendizaje lingüístico está en su casi totalidad enfocada en el estudio relativo al aprendizaje de la lengua inglesa. Estudios recientes señalan que más del 70% de las investigaciones del sector se centran en el aprendizaje de esta lengua (Boo, Dornyei, Ryan, 2015).

Debido al estatus y a los particulares roles que el inglés recubre en el contexto global, es posible suponer que el aprendizaje de una lengua diferente del inglés (definida en literatura por el acrónimo LOTE, desde el inglés 'language other than English'),

puede estar motivado por razones diferentes de las que mueven el aprendizaje del inglés. Por otro lado, si pensamos al ámbito escolar, el aprendizaje del inglés puede comportar en el estudiante un menor interés hacia el aprendizaje de otras lenguas. De hecho, debido a su estatus, es común pensar que no es necesario aprender otras lenguas ya que hablando inglés es posible comunicarse prácticamente con todo el mundo. Por otro lado, la particular posición de esta lengua, presente en los planes de estudios desde los primeros años escolares, hace que esta lengua sea parte integrante de la educación recibida durante la escolarización, por lo que en definitiva su aprendizaje no supone una elección derivada de motivaciones personales, como puede ocurrir con otras lenguas (Dornyei, Al-Hoorie, 2017; Dornyei, Csizer, Nemeth, 2006, Graddol, 2006).

Cabe señalar que la literatura en este campo de estudio se focaliza principalmente en el aprendizaje lingüístico de lenguas extranjeras, aprendidas en el ámbito escolar, en un país diferente del de la lengua de aprendizaje (llamada lengua extranjera o LE). Por el contrario, muy escasa ha sido la atención prestada al aprendizaje de una segunda lengua en el país de origen de esta lengua (llamada segunda lengua o L2).

Al abordar la motivación para el aprendizaje de una segunda lengua, hemos considerado las teorías fundamentales que vinculan el aprendizaje lingüístico con las necesidas y expectativas del aprendiz. Resulta necesario considerar el tipo de motivación que influye en el aprendizaje. En este sentido, el enfoque de Gardner (2001) y el modelo más novedoso en el campo, el de Dörnyei (2005) aportan consideraciones relevantes. El primero analiza dos tipos de orientaciones que influyen en la motivación: la orientación integrativa y la orientación instrumental. La integrativa concierne a la necesidad de acercarse a la población local. Mientras que la instrumental se refiere al uso de la lengua como instrumento para alcanzar un resultado práctico o finalidad funcional como la laboral (Gardner, 2001). Dörnyei amplia esta teoría añadiendo tres conceptos: Ideal L2 Self (referido a la identificación con la comunidad hablante la L2), Ought-to L2 Self (referido a las expectativas externas) y L2 Learning Experience (referido a la experiencia de aprendizaje) (Dornyei, 2005). Específicamente el Ideal L2 Self se refiere a la imagen del ideal hablante de la L2 que el estudiante querría ser en el futuro. El Ought-to L2 Self, en cambio, representa los atributos que un aprendiz debe tener para cumplir las expectativas de otras personas (por ejemplo, las expectativas de los padres). Por último, la experiencia de aprendizaje o L2 Learning Experience se refiere al impacto que la experiencia de aprendizaje tiene en la motivación; por ejemplo la relación con el docente, los compañeros de clase y los resultados escolares (You, Dornyei, 2014).

El peso que cada uno de estos factores tiene en la motivación es variable y cambia de un estudiante al otro. Por lo que se refiere al contexto migratorio, más en detalle en el aprendizaje de la segunda lengua por parte de refugiados, ha sido demostrado que el Ought-to L2 Self es un elemento de relieve en la motivación de este colectivo. Es decir, las presiones externas para aprender la lengua de acogida tienen, para este colectivo de estudiantes, una influencia relevante en el desarrollo de la motivación para el aprendizaje. (Polok et al., 2020) En detalle, estas presiones están ejercidas tanto por la comunidad de acogida que requiere que los refugiados comuniquen en la lengua local, como por el gobierno y las asociaciones de acogida que exigen la frecuencia y aprobación de cursos de la lengua nacional.

Por otro lado, es imprescindible en nuestro caso tener en cuenta las motivaciones que estimulan el aprendizaje de los adultos, tal y como el sueldo, la mejora de las condiciones de vida y el trabajo (Knowles, 2005). De igual modo adquieren una cierta importancia las teorías que relacionan la motivación con el tiempo de permanencia previsto en un país, porque cuando se planifica vivir en el país de la L2 por un largo plazo de tiempo se reduce la distancia social y ello puede favorecer la motivación para el aprendizaje de la lengua (Schumann, 1976).

Señalar que estos últimos aspectos, es decir, la experiencia de aprendizaje y el tiempo de permanencia previsto en un país pueden sufrir la influencia de la pandemia por Covid-19. De hecho, los presupuestos didácticos han sido completamente replanteados a causa de la pandemia, pasando de una didáctica presencial a las clases en línea. En el caso de algunos aprendices, este cambio representa una dificultad añadida para el aprendizaje ya que, como en el caso de los refugiados, el uso y la disponibilidad de medios tecnológicos son limitados debido a la peculiar condición de refugiado (Bianco, 2020). Por otro lado, el Covid-19 está teniendo un increíble impacto en las posibilidades de movilidad, comportando, por un lado, la imposibilidad de desplazarse hacia otro país debido a las restricciones impuestas para la prevención y contención del contagio y, por otro lado, la necesidad de volver al propio país de origen debido a las crecientes dificultades económicas. (Biana, Joaquin, Dacela, 2020). Por consiguiente, la motivación para aprender la lengua del país de permanencia puede aumentar o disminuir debido a los efectos de la Covid-19 en la permanencia en un país por parte de los sujetos migrantes. (Aguas, 2020; Biana, Joaquin, 2020a,b)

Definición de los objetivos fundamentales del estudio
Como ya hemos apuntado, nuestro interés por el objeto de estudio, está motivado, en primer lugar, por la escasa presencia de estudios, por un lado, sobre la motivación para aprendizaje de lenguas diferentes al inglés y por otro lado, a por las motivaciones para el aprendizaje de una segunda lengua, pues en este último caso los esfuerzos se han focalizado en el estudio del aprendizaje de lenguas extranjeras. No obstante, el incremento del fenómeno migratorio pone de manifiesto la necesidad de abordar este ámbito de estudio, por lo que desde este trabajo se analiza la motivación para el aprendizaje de una segunda lengua, diferente al inglés, concretamente la lengua italiana aprendida por sujetos inmigrantes y refugiados en Italia.
Así pues nuestra investigación se ha fundamentado en las teorías expuestas anteriormente, las cuales enmarcan este trabajo en el ámbito del aprendizaje lingüístico, y toma como fundamento los estudios sobre la motivación. El objeto teórico de estudio es el aprendizaje del italiano como segunda lengua en contextos migratorios y su relación con sus usos y motivaciones de los estudiantes.
El objetivo fundamental ha sido analizar, a través del método etnográfico, las relaciones que refugiados e inmigrantes adultos tienen con la lengua italiana y su aprendizaje. Para la consecución de este, se han planteado los siguientes objetivos específicos:
- Analizar la relación de los dos colectivos con el país de la L2, individuando diferencias entre el colectivo de los refugiados y el de los inmigrantes.
- Investigar la motivación para el aprendizaje del italiano e identificar las diferencias entre los dos colectivos.
- Analizar, a través de la comparación inmigrante-refugiado, las peculiaridades de los aprendices sujetos a migración forzada.
Para lograr estos objetivos, se ha analizado el complejo de relaciones de dichos aprendices con la lengua italiana y el país (Italia) de residencia. Además, se ha investigado directamente las motivaciones para el aprendizaje del italiano, teniendo en cuenta los proyectos de vida de los estudiantes en el país.

Sobre el método de estudio
Tradicionalmente para el estudio sobre la motivación para el aprendizaje de una lengua se ha utilizado técnicas cuantitativas basadas sobre la aplicación y análisis de cuestionarios. Sin embargo, en los últimos años, el creciente interés por este ámbito de estudio ha comportado la ampliación en los instrumento empleados, por lo que se ha utilizado también las técnicas cualitativas y mixtas (Boo, Dornyei y Ryan, 2015).

Para realizar este estudio hemos adoptado un enfoque cualitativo, empleando una metodología etnográfica. Para la recogida de información se ha empleado el cuestionario, la observación participante y la entrevista informal. El uso del enfoque cualitativo ha permitido aproximarnos al contexto y a los sujetos de la investigación de manera natural, vivenciar una realidad para poder comprenderla e interpretarla. A través de un trabajo de campo prolongado nos hemos podido integrarnos en el contexto de investigación, conocerlo en profundidad, directamente y sin filtros (Alvarez Alvarez, 2008).

La elección de la metodología empleada ha estado determinada por la particularidad del contexto de estudio. En este sentido cabe señalar que aproximarse al colectivo de refugiados no ha sido fácil. De hecho, ellos asocian las situaciones en las que se les hacen preguntas con su relación con abogados y policía por las solicitudes de asilo. En este sentido, relacionarse de manera prolongada con ellos ha ayudado a establecer relaciones de confianza esenciales para el desarrollo de la investigación. Por otro lado, la presencia de analfabetismo y de bajos niveles de alfabetización así como de niveles educativos de los participantes ha supuesto una dificultad para la administración de los cuestionarios. (Kobylarek, 2019). El modo en que se ha solventado lo indicamos más adelante.

Con respecto a la observación, ella se ha realizado en 4 clases de italiano: 3 clases impartidas en un centro para la educación de los adultos y 1 clase impartida en un centro para la acogida de los solicitantes de asilo y refugiados. Las características de ambas entidades serán detalladas en el apartado siguiente, y se nombrarán a lo largo del artículo a través de códigos identificativos, con el objetivo de garantizar el anonimato y proteger la identidad de las mismas. Del mismo modo, se procederá con los sujetos informantes. Se utilizará el acrónimo CEA para referirnos al centro de educación de los adultos y CAR para el centro de acogida de los refugiados. Para nombrar a los informantes utilizaremos un código compuesto por una letra, 'R' para referirnos al colectivo de refugiados e 'I' para el colectivo de inmigrantes, seguida de un número para diferenciar informantes pertenecientes al mismo colectivo y, por último, se indicará el país de procedencia del informante (ejemplo: R2 Nigeria, I1 Brasil).

El periodo de observación participante se ha llevado a cabo durante dos meses en los cuales se ha asistido diariamente a las clases. La observación ha sido casi siempre dividida en tres o cuatro momentos: los que preceden y siguen a la lección, durante la lección y la pausa o descanso. Durante la lección, se ha entrado en contacto con el alumnado y con las dinámicas de clase y del curso, adoptando distintos roles: como observadora de la realidad presenciada, como participante interviniendo como docente que ha servido de apoyo a la responsable de la clase y de mediadora lingüística (actuando como traductora e intérprete). En otros momentos, ha sido posible entrar más en contacto con los docentes y conocer la rutina de la escuela. Durante las sesiones de observación participante se ha aprovechado para administrar el cuestionario, además de realizar entrevistas informales a los aprendices.

En cuanto al cuestionario, este consta de 54 preguntas de respuestas tanto abiertas como cerradas y ha sido estructurado en tres partes, la referida a la motivación y expectativas, la que aborda los usos de las lenguas habladas y la que pretende recoger la relación del estudiante con el aprendizaje del italiano. El cuestionario ha sido administrado de forma escrita y de forma oral en aquellos casos en los que el nivel educativo no permitiera la administración escrita. De hecho, algunos aprendices de la muestra están escasamente alfabetizados y otros, pese a estarlo, han tenido dificultades en la lectura y la comprensión de las preguntas. Por lo que algunos cuestionarios se han iniciado de manera escrita y continuados oralmente.

Con respecto a las entrevistas, han sido realizadas en varias sesiones, durante las mismas sesiones de observación participante. Se ha utilizado la entrevista informal,

que ha permitido de un modo natural y relajado lograr la visión subjetiva de los entrevistados, profundizando en su relación con la lengua italiana. Esto es importante porque nuestros informantes son particularmente sensibles a contextos más formales en los cuales se les administra una entrevista, ya que tienen experiencia con ella por motivos inherentes a la solicitud de asilo, lo que genera en ellos una gran aprensión. El uso de una modalidad más formal de entrevista condicionaría probablemente su actitud y respuestas. Por ello, se ha optado por un acercamiento de la manera más natural posible para no generar tensiones y lograr respuestas sinceras. Por el mismo motivo, ha sido necesario explicar bien el objetivo del cuestionario antes de su administración. Además hemos considerado utilizar la entrevista como medio para complementar el cuestionario y triangular los instrumentos de recogida de datos, pudiendo profundizar en los datos recogidos en el cuestionario, así como para confirmarlos.

En total, se han realizado 33 cuestionarios (10 inmigrantes y 23 refugiados) y 11 entrevistas (5 inmigrantes y 6 refugiados). Los cuestionarios se han repartido en 3 clases del CEA: 10 cuestionarios en la clase 1, 12 en la clase 2 y 11 en la clase 3. Las 11 entrevistas se han realizado también en 3 clases: 3 en la clase 1, 3 en la clase 2 y 5 en la clase 3. Para ello, ha sido necesario el uso de diferentes lenguas, debido al bajo nivel de italiano de muchos estudiantes. Las lenguas utilizadas han sido el inglés, el francés, el portugués y el árabe. Estas lenguas han permitido la comunicación con la totalidad de los aprendices a excepción de dos estudiantes, pues uno de ellos únicamente hablaba criollo y el otro bengalí. En ocasiones nos hemos servido de otros estudiantes en calidad de mediadores lingüísticos y hemos tenido que emplear más de una lengua. En concreto, los cuestionarios administrados de forma escrita se han pasado en inglés a 11 alumnos, en francés a 2 y en árabe a otros 2. Por otro lado, 1 que se administró en francés se terminó realizando en italiano porque una vez leídas las cuestiones el estudiante se dio cuenta que tiene las suficientes competencias lingüísticas para realizarlo en la L2. Además otro administrado en portugués se realizó finalmente tanto en portugués como en italiano. Por otro lado, 4 han sido administrados en inglés, inicialmente realizados por escrito pero continuados oralmente. Los restantes han sido administrados oralmente: 2 en inglés, 8 en italiano, 1 en árabe e italiano y 1 en francés e inglés. En cuanto a las entrevistas, se han realizado 5 en italiano, 5 en inglés y 1 en francés.

Sobre el contexto de estudio e informantes
El trabajo de campo se ha desarrollado en dos entidades situadas en Salento (Italia): un centro que se ocupa de la acogida de los solicitantes de asilo y refugiados (CAR) y un centro que se ocupa de la educación de los adultos (CEA). Se han seleccionado por ser los centros a los que acuden este tipo de usuarios para aprender la lengua italiana. Además el CEA es la entidad principal donde se puede hacer el examen de lengua de nivel A2, requerido para la renovación del permiso de residencia de larga duración. Por su parte, el CAR se ocupa de la acogida de los solicitantes de asilo y de administrar cursos de lengua italiana, así como otras actividades además de facilitar alojamiento y comida. El CEA es una entidad pública encargada de la educación de los adultos a la que acuden adultos italianos o extranjeros para conseguir el certificado de educación primaria y donde también se administran cursos de lengua italiana para aprendices adultos de nacionalidad extranjera. En esta entidad, en los últimos años el perfil de los aprendices ha sido casi en su totalidad de estudiantes de nacionalidad extranjera: inmigrantes y refugiados. Los refugiados viven en centros de acogida de la zona y son enviados a estudiar italiano al CEA por los responsables del centro de acogida. Por eso, algunos estudiantes que asisten al curso del CEA son los mismos que asisten a los cursos organizados por el CAR. En este último, al ser un centro que solo atiende a refugiados, el perfil de los aprendices se reduce a este colectivo.

Concretamente la recogida de información se ha realizado en los cursos de italiano que ambas entidades imparten, en 3 clases del CEA y en 1 del CAR. Como ya hemos adelantado anteriormente, 8 estudiantes del CAR, los cuales participan en este estudio como informantes, siguen el curso del CEA. Para estos casos se ha optado por recoger la información (a través de las entrevistas y cuestionarios) durante las clases del CEA, pues el tiempo del que se dispone en esta entidad es mayor. De hecho, ha sido posible realizar trabajo de campo al CEA 5 días a la semana porque se imparten clases a diario. Las clases de italiano del CAR tienen una frecuencia de 1 a 2 días por semana y se ha optado por dejar estos días solo para la observación. Todos los refugiados viven en centros de acogidas gestionados por entidades CAR. La selección de los sujetos ha estado dictada por cuestiones prácticas, se han entrevistado y administrado los cuestionarios a los sujetos que disponían de más tiempo en clase. De hecho, la mitad de los estudiantes estaban sujetos a los horarios de trenes, utilizando los transportes públicos para venir a clase, por lo que no lograban seguir la lección entera. Esto ha dificultado la recogida de la información, que se ha realizado en los momentos de pausas, así como en los momentos previos y posteriores a la lección.

En este contexto, cuando hablamos de refugiados incluiremos no solo los que ya poseen el estatus de refugiado, sino también a los solicitantes y no se hará distinción entre solicitantes o titulares de permiso de residencia por asilo político, por protección humanitaria o por protección subsidiaria. Nos referiremos a ellos, de manera general por ser todos individuos que por diferentes razones y riesgos graves, no pueden volver a su país y son víctimas de migración forzada. De la misma manera, cuando hablamos de inmigrantes no se diferenciará entre inmigrantes por razones económicas o familiares. Los que migran por motivos de estudio, en general, se dirigen a otros tipos de cursos organizados por las universidades y, por tanto, quedan excluidos automáticamente.

Así pues, la muestra de este estudio está formada por 33 individuos de entre 16 y 40 años. De ellos 23 son refugiados y 10 son inmigrantes. Los dos colectivos están en Italia hace relativamente poco tiempo, por un periodo similar que oscila entre 1 mes y 3 años. La procedencia de los aprendices está repartida del siguiente modo: 2 aprendices de Somalia, 1 de Egipto, 1 de Marruecos, 1 de Mauritania, 1 de Guinea, 1 de la Costa de Marfil, 1 de Guinea Bissau, 3 de Gambia, 1 de Sierra Leona, 7 de Nigeria, 1 de Ghana, 1 de México, 1 de Colombia, 1 de Argentina, 1 de Brasil, 2 de Polonia, 1 de Ucrania, 2 de India y 2 de Pakistán. En suma, 18 aprendices proceden de África Occidental, 2 del Norte de África, 2 de África Oriental, 4 del Sur de Asia, 4 de América del Sur y 3 de Europa del Este.

Análisis de datos
Motivaciones para el aprendizaje del italiano L2 de los refugiados
Al abordar la motivación de los refugiados para aprender la lengua italiana, en primer lugar hemos tratado de determinar el motivo por el cual los informantes realizan un curso de italiano. La casi totalidad de los refugiados asisten a cursos de lengua simplemente porque el centro de acogida donde viven los derivan al curso que el mismo centro administra, así como a otros cursos externos. ()Es decir, en los programas de integración de los centros que atienden a refugiados en Italia la integración pasa por el aprendizaje de la lengua italiana, por lo tanto esta enseñanza ocupa un lugar relevante en los programas formativos de estos centros. La motivación para aprender italiano responde, por tanto, al cumplimiento de las expectativas del centro de acogida y forma parte, según el modelo de Dörnyei, de las motivaciones del grupo Ought-to L2 Self (Dornyei, 2005).

Para profundizar en el análisis de la motivación e intentar comprender la relación de los refugiados no solo con la lengua italiana sino también con el país de acogida, hemos considerado los proyectos de vida de estos aprendices, teniendo en cuenta las

expectativas del estudiante como futuro ciudadano o trabajador italiano. Atendiendo a estas variables hemos analizado las razones que les llevan a aprender la lengua italiana.

La casi totalidad de los refugiados entrevistados, 22 de 23 informantes, no tienen ningún lazo familiar en Italia y, a excepción de un caso, se encuentran solos en Italia, lo que supone una variable importante en el planteamiento de sus proyectos futuros. De hecho, los planes de vida de estos refugiados son bastante heterogéneos, denotando un sentimiento de incertidumbre por el futuro. Por ejemplo el informante R4 cuando hace referencia a dónde va a vivir en el futuro manifiesta: "Solamente el destino lo dirá, porque no depende de mí" (R4, Costa de Marfil).

Los proyectos de residencia de los refugiados son variados, sin embargo Italia es para muchos una tierra de paso, un refugio momentáneo. Aunque de entre los 23 refugiados hay quien piensa quedarse en Italia para siempre (concretamente 9 sujetos), el resto (14) se dividen entre quien no sabe todavía dónde vivir (8), quien se queda solo para terminar sus estudios (2), quien prevé volver un día a su propio país (2) y quien ya tiene planeado su destino en otro país (2).

Además, los proyectos de vida en otros países son considerados también por quien todavía no sabe qué hacer en su futuro y por quien ha decidido quedarse momentáneamente para estudiar. Es el caso, por ejemplo, del informante R5, que prevé vivir en Canadá o Alemania y que pretende vivir en Italia hasta que termine sus estudios:

Hasta cuando termine la Universidad. Porque quiero estudiar hasta la universidad. Esto me ayudará en mi futuro… Tomo este curso para mi futuro. Quiero estudiar en Italia y este curso me ayudará a continuar mi educación… Es muy importante escribir bien en italiano así que pueda sacar buenas notas en los exámenes (R5, Pakistán).

Además, también encontramos informantes que declaran querer volver a su país una vez que no haya más problemas en él y ven Italia como el refugio donde quedarse durante algunos años. Es el caso de 2 estudiantes, quienes a pesar de demostrar incertidumbre sobre su residencia futura, manifiestan la voluntad de volver a su propio país en un futuro, aunque este no sea próximo. Se trata de un estudiante egipcio y de un aprendiz de Ghana. En suma, solo 9 informantes planean quedarse de manera estable en Italia.

Al respecto es necesario apuntar que la elección de quedarse en Italia para siempre, en el caso de los refugiados, no está forzosamente ligada a una elección personal sino la única alternativa posible para huir de atrocidades y persecuciones, lo que implica que no se dé un aumento en la motivación por aprender la L2, como afirma la teoría de la distancia social de Schumann (Schumann, 1976). En consecuencia, no todos los que se quedan en Italia consideran este país como el país ideal donde vivir. Más bien son pocos los refugiados que mantienen motivaciones para aprender italiano por idealizar Italia y a los italianos y querer un día ser uno más o simplemente soñar con hacer carrera en Italia.

Así que 5 de los 6 entrevistados aprenden italiano por las expectativas de la sociedad y porque no tienen otra alternativa para comunicarse o encontrar un trabajo. Según el refugiado R6, no se puede vivir en Italia sin conocer la lengua, tal y como nos indica: "Si vives aquí sin la lengua no eres nada, de alguna forma" (R6, Ghana). De igual modo se manifiesta el aprendiz R7: "Es necesario aprender la lengua italiana porque los italianos no hablan inglés" (R7, Gambia).

Además, no siempre hay correspondencia entre el tiempo que se programa vivir en Italia y el tipo de motivación para el aprendizaje del italiano porque también entre los informantes que manifiestan quedarse en Italia de manera definitiva hay quien se siente obligado a aprender la lengua y se queda solo porque no tiene alternativas, no por una elección personal.

Haciendo referencia al modelo de Dörnyei, las motivaciones de los aprendices refugiados de nuestra investigación se pueden identificar con el tipo de motivación

Ideal L2 self y Ought-to L2 self. Es decir, entre quien idealiza Italia y aspira a ser parte de esta comunidad de alguna manera y quien aprende italiano porque tiene que responder a expectativas sociales y se siente de algún modo obligado a hacerlo. Al respecto los estudiantes con una motivación de tipo Ideal L2 Self logran resultados más elevados en el aprendizaje, mientras que la motivación Ought-to L2 self, por el contrario, está ligada básicamente a sentimientos de obligación y no está necesariamente asociada a resultados positivos, como se recoge en estudios anteriores (Dornyei, Chan, 2013).

Es decir, mientras un grupo está realmente motivado por aprender la lengua porque hace de Italia su segunda casa y/o le gusta Italia, el otro grupo se siente obligado a aprender la L2 porque por el momento no tiene otras posibilidades y tiene que quedarse en Italia, aunque temporáneamente, por cuestiones burocráticas. Es lo que apunta el informante R8: "Es mejor Austria, allí hay trabajo. Yo fui en Austria unos meses, pero me hicieron volver, porque me han tomado las huellas dactilares aquí" (R8, Pakistán). No obstante, hay quien decidió quedarse en Italia porque este país le ha salvado la vida y por eso lo idealiza "Me siento muy bien en Italia porque los italianos son los que han salvado mi vida en el mar y me han traído aquí a Italia, me dan simplemente todo lo que necesito" (R9, Gambia). En estos casos, lo que parece influir es más la idealización de Italia como país que los ha acogido y salvado de atrocidades y de la privación de la libertad. Citamos algunos ejemplos al respecto: "Me siento bien porque nadie me niega mi libertad" (R4, Costa de Marfil); "Italia es mi futura casa después de que me hayan rechazado en mi país" (R10, Nigeria).

Motivaciones para el aprendizaje del italiano L2 de los inmigrantes
En el caso de los inmigrantes entrevistados, estos están casi todos en Italia con sus familias (9 sobre 10 informantes) y a veces están casados con italianos (es el caso de 4 informantes). Aunque ellos estén en Italia por motivos principalmente laborales, los lazos familiares parecen fortalecer sus vínculos con el país italiano.

Los proyectos de vida de los inmigrantes son más homogéneos que los de los refugiados: 9 de los 10 inmigrantes quieren quedarse en Italia, ya que su situación es estable y tienen un trabajo y/o una familia que los liga al territorio. Es el caso del informante I1 que lleva un año en Italia: "Mi casa ahora está aquí, mi marido es italiano y pronto vamos a tener hijos, sería muy complicado irse a otro país y además estamos muy bien aquí, la vida no cuesta mucho y la familia de mi marido me ha acogido como una hija" (I1, Brasil).

Dentro del colectivo de inmigrantes hemos podido diferenciar entre quien vive en Italia con parientes de su tierra de origen (5 de 10 sujetos) y quien se ha casado y vive con italianos (4 de 10). Solo en un caso, un inmigrante indiano, vive con amigos. Al contrario que los refugiados, todos los inmigrantes, con la excepción de un solo caso, quieren quedarse en Italia y por esta razón todos quieren aprender italiano. El único aprendiz que no está seguro sobre su permanencia futura en Italia es un ciudadano marroquí de 21 años, él aunque viva con parientes en Italia, piensa que Italia no le ofrece mucho en términos de trabajo y se plantea la posibilidad de irse a otro país, una vez haya aprendido inglés.

En suma, los factores que influyen en la motivación del colectivo de inmigrantes tienen que ver con el hecho de estar casado con una pareja italiana así como vivir con la propia familia de origen o con parientes. Es decir, la estabilidad familiar es para este colectivo el principal factor que determina su permanencia en Italia y la necesidad de aprender la lengua local. Además, las razones para aprender el italiano son instrumentales, ligadas a la carrera laboral y al reconocimiento de Italia como país ideal donde vivir. Las motivaciones de este colectivo por tanto son del tipo Ideal 2 Self, del modelo de Dörnyei (2010). Recogemos a este propósito las palabras del informante I1 (mujer casada con un hombre italiano): "Italia es un país que adoro, a

través de la lengua espero conocer más su cultura y sus tradiciones populares, es un país rico de cultura, adoro la música y quiero aprender a bailar la pizzica (baile local del sur Italia), es muy divertido" (I1, Brasil).

Construcción de la motivación y los lazos con el país de acogida
Durante la observación se ha evidenciado la influencia que la entidad de atención y/o acogida y sus docentes pueden tener en la motivación por aprender italiano, haciendo que pueda incrementarse o descienda. Aunque esto tenga validez para cualquier tipo de estudiante, creemos que en el caso de los refugiados es particularmente significativo, debido al estado psicológico del refugiado. De hecho, dicho estado está condicionado por factores como los traumas, haber vivido en duras condiciones o la preocupación por los familiares en que se encuentra en zona de guerra (Kirmayer et al., 2011). Además, experimenta una situación de transición y sufre largos periodo de espera para obtener el estatus de refugiado, que lo coloca una vez más en la incertidumbre.
Además, las relaciones que el refugiado tiene con la población local se limitan, en los primeros momentos, a los contactos que mantiene con los trabajadores y docentes de los centros de acogida. A través de ellos, el refugiado crea una relación con el nuevo país, influyendo en la voluntad de quedarse, así como en los proyectos y la idealización de su futuro. Por lo que la responsabilidad de las entidades de acogida no se limita a la función mediadora entre el refugiado y el país receptor, sino que en ella se encuentra connotaciones pedagógicas.
El caso de los inmigrantes es diferente, porque en la mayoría de las ocasiones ellos viven una situación ya definida, teniendo a menudo familia, trabajo y proyectos futuros. Al contrario, para los refugiados las clases de italiano es una de las actividades que llenan un vacío. En este sentido recogemos las palabras del informante refugiado R11: "Estoy cansado, porque no he hecho nada hoy. ¿Tú a mi edad hacías muchas cosas, verdad? Yo no puedo hacer nada". (R11, Guinea Bissau). Por este motivo, las clases, así como la relación con el docente y los trabajadores de los centros de atención y/o acogida pueden crear no sólo la motivación para aprender la lengua, sino también ofrecer motivos para quedarse en Italia y establecer lazos.

Conclusiones
Al abordar en este trabajo las diferencias en la vinculación de los refugiados e inmigrantes con el aprendizaje del italiano L2, encontramos que una de ellas hace referencia al carácter del proceso migratorio, es decir, que la migración sea forzada o voluntaria, así como a la condición de migrante que se encuentra en el país de recepción solo o con familia. La segunda diferencia está ligada a la primera, en cuanto que los colectivos analizados demuestran que es mucho más probable que un refugiado no tenga lazos familiares en Italia, mientras que quien migra de manera voluntaria lo hace bien con la familia o porque tenga familiares (u otro tipo de redes) ya en el país de destino, en cuyo caso sea como sea la migración se debe a motivos laborales para mejorar su calidad de vida.
La peculiar situación de los refugiados que implica la dependencia a la organización de acogida, la falta de lazos personales, un sentimiento de incertidumbre e inestabilidad, se contrapone con la posibilidad de elegir y planificar un proyecto futuro por parte de los inmigrantes, sea por motivos económicos o familiares. Todos estos factores repercuten tanto en el ámbito lingüístico como en las vidas de los sujetos estudiados. En particular, hemos visto como estos aspectos tienen influencia sobre las motivaciones para aprender la L2.
Los resultados muestran que, debido a la gran incertidumbre en los proyectos de vida de los refugiados, muchos planean desplazarse a otros países o volverse a su propio país apenas las condiciones sean favorables y, por tanto, tienden a ampliar la distancia social con los nativos italianos, lo que implica una disminución de la motivación para

el aprendizaje de la lengua italiana, tal y como apunta Schumann en su trabajo de 1976. La previsión de residencia de los refugiados en el territorio italiano es generalmente temporal y por este motivo están motivados, a veces, a aprender otras lenguas y estudian la lengua italiana porque sienten no tener otra opción para poder comunicarse con la población local y encontrar un trabajo.

Además, el aprendizaje del italiano resulta para este colectivo a veces más una imposición que una elección. La mayoría lo aprende porque los centros de acogida donde reside lo deriva a los cursos de L2, mientras que el colectivo de inmigrantes lo aprende por motivos instrumentales, motivaciones que según Dörnyei confluyen en las motivaciones del Ideal L2 Self, las que están más ligadas a resultados positivos de aprendizaje. Este colectivo, además, aprende la lengua italiana por motivos laborales así como familiares y lo hace con previsiones de establecerse de manera permanente en Italia. No obstante encontramos algunos casos de refugiados que están más motivados por aprender la lengua italiana, movidos por la idealización de Italia como país que les ha salvado la vida. Estos, junto al colectivo de inmigrantes, son los más motivados para el aprendizaje del italiano.

Sin embargo, la reorganización de la didáctica de las lenguas en el actual contexto pandémico a través de clases no presenciales comporta la necesidad de averiguar cómo este tipo de experiencia de aprendizaje ha influido en la motivación de los aprendices de origen migrante, por lo que se plantea la necesidad de seguir investigando en esta línea de interés.

Finalmente, después de haber constatado la incertidumbre presente en los proyectos de vida de los refugiados y la consiguiente escasa motivación en el aprendizaje de la L2, nos planteamos si en un mundo globalizado, donde los desplazamientos humanos seguirán caracterizando todas las sociedades, el futuro de un modelo de convivencia eficaz, armoniosa, justa, en definitiva intercultural, pasa, no por potenciar medidas de carácter asimilacionista que imponga el aprendizaje de la lengua del país de acogida, sino por una política lingüística que favorezca el desarrollo de competencias plurilingües en todos los ciudadanos, no solo en refugiados e inmigrantes, sino en la población nativa italiana, de manera que se hable al menos una lengua franca.

Bibliographic references
AGUAS, J. J. S. 2020. Critical thinking in this time of global pandemic. In: Philosophia, Philippines, vol. 21, n. 2, pp. 285–290. ISSN 2244-1875
ALOISI, E. – PERNA, A. 2016. Ataya, manuale di lingua italiana multilivello. Bergamo: Sestante.
ALVAREZ ALVAREZ, C. 2008. La etnografía como modelo de investigación en educación. In: Gazeta de Antropología, vol, 24, n. 1, pp. 1-15. ISSN 0214-7564
BIANA, H.T. – JOAQUIN, J. J. B. 2020a. COVID-19: The need to heed distress calls of healthcare workers, In: Journal of Public Health, United Kingdom, vol. 42, n. 4, pp. 853–854. ISSN 1741-3842
BIANA, H.T. – JOAQUIN, J. J. B. 2020b. The ethics of scare: COVID-19 and the Philippines' fear appeals. In: Public Health, vol. 183, pp. 2-3. ISSN 0033-3506
BIANCO, R. 2020. An analysis of refugees' use of ICT: languages and limitations. In: Sociología y tecnociencia, vol. 10, n. 2, pp. 95-105. ISSN 1989-8487
BIANCO, R. – ORTIZ COBO, M. 2019a. Adquisición formal e informal de las lenguas en procesos migratorios: comparativa entre el caso de inmigrantes y refugiados. In: Lengua y habla, 23. ISSN 2244-811X
BIANCO, R. – ORTIZ COBO, M. 2019b. The linguistic integration of refugees in Italy. In: Social Sciences, vol. 8, vol. 10, 284 p. ISSN 2076-0760
BIANCO, R. – ORTIZ COBO, M. 2019c. Refugees education: an ethnography of teaching experiences in Jordan. In: The European Proceedings of Social and Behavioural Sciences, vol. 60, pp. 31-38. ISSN 2357-1330

BOO, Z. – DORNYEI, Z. – RYAN. S. 2015. L2 motivation research 2005-2014: understanding a publication surge and a changing landscape. In: System, vol. 55, pp. 145-157. ISBN 0346-251X

BORRI, A. – MINUZ, F. – ROCCA, L. – SOLA, C. 2014. Italiano L2 in contesti migratori. Torino: Loesher. ISBN 9788857714738

CAMPESI, G. 2011. La detenzione amministrativa degli stranieri: storia, diritto, politica. In: Democrazia e diritto, vol. 3-4, pp. 177-225. ISSN 0416-9565

CATARCI, M. 2014. Considerazioni critiche sulla nozione di integrazione di migranti e rifugiati. In: REMHU, vol. 43, pp. 71-84. ISSN 1980-8585

CORPAS ARELLANO, M. D. 2018. Revisión de las escalas de niveles lingüísticos y comunicativos: modelos norteamericanos y europeos. In: Revista de lenguas modernas, vol. 29, pp. 11-35. ISSN 1659-1933

COUNCIL OF EUROPE 2001. Common European Framework of Reference for Languages: learning, teaching, assessment. Cambridge: Cambridge University Press.

DE MAURO, T. – VEDOVELLI, M. – BARNI, M. – MIRAGLIA, L. 2003. Italiano 2000. I pubblici e le motivazioni dell'italiano diffuso fra stranieri. Roma: Bulzoni. ISBN 8883197976

DORNYEI, Z. 2005. The psychology of the language learner: individual differences in second language acquisition. Mahwah, NJ: Lawrence Erlbaum. ISBN 0805860185

DORNYEI, Z. 2010. Researching motivation: from integrativeness to the Ideal L2 Self. In S. Hunston y D. Oake (Eds.), Introducing applied linguistics. Concepts and skills, London: Routledge. pp. 74-83. ISBN 0415447682

DORNYEI, Z. – AL-HOORIE, A. H. 2017. The motivational foundation of learning languages other than global English: theoretical issues and research directions. In: The modern language journal, vol, 101, n. 3, pp. 455-468. ISSN 15404781

DORNYEI, Z. – CHAN, L. 2013. Motivation and vision: an analysis of future L2 Self images, sensory styles, and imagery capacity across two target languages. In: Language learning, vol. 63, pp. 437-462. ISSN 1467-9922

DORNYEI, Z. – CSIZER, K, – NEMETH, N. 2006. Motivation, language attitudes and language globalisation: a Hungarian perspective. Clevedon, UK: Multilingual Matters. ISBN 978-1853598852

GADUSOVA, Z. – HASKOVA, A. – SZARSOI, D. 2020. Teachers` competences evaluation: Case study. In: Science for Education Today, vol. 10, 3, pp. 164–177. ISSN 2658-6762.

GALLI, T. 2017. La logica del sistema di accoglienza dei richiedenti protezione internazionale e la sua ricaduta sull'apprendimento dell'italiano. In: Bollettino Itals, vol. 68, pp. 14-38. ISSN 2280-6792

GARDNER, R. C. 2001. Integrative motivation: past, present and future. Distinguished lecturer series. In Temple University Japan. Tokyo, Osaka. Recuperado, el 24 de abril de 2019, Available online: http://publish.uwo.ca/~gardner/docs/GardnerPublicLecture1.pdf

GRADDOL, D. 2006. English next: why global English may mean the end of 'English as a foreign language'. London: British Council.

IBRAGIMOVA, T. – SARGAZIN, Z. – ZHANZHUMENOVA, A. – AKCHIN, A. – FEDOSEENKO, K. 2020. The issues of influence of moral denotions to self-esteem of people. In: Slavonic pedagogical studies journal. vol. 9. N. 1. pp. 86-92. ISSN 1339-8660 doi: 10.18355/PG.2020.9.1.10

JOAQUIN, J. B. – BIANA, H.T. – DACELA, M. A. 2020. The Philippine Higher Education Sector in the Time of COVID-19. In: Frontiers in Education, vol. 5, 576371. ISSN 2504-284X

KHUKHLAEV O.E. – GRITSENKO V.V. – PAVLOVA O.S. – TKACHENKO N.V. – USUBIAN S.A. – SHOROKHOVA V.A. 2020. Comprehensive Model of Intercultural Competence: Theoretical Substantiation. RUDN Journal of Psychology

and Pedagogics, vol. 17, N. 1, pp.13-28. ISSN 2313-1705. doi: 10.22363/2313-1683-2020-17-1-13-28.

KIRMAYER, L. J. – NARASIAH, L. – MUNOZ, M. – MEB, R. – RYDER, A. G. – GUZDER, J. – POTTIE, K. 2011. Common mental health problems in immigrants and refugees: general approach in primary care. In: Canadian medical association journal, vol. 183, pp. 959-967. DOI: https://doi.org/10.1503/cmaj.090292

KOBYLAREK,A. 2010. Integration of Elderly Citizens through Learning. In: New E ducational Review, vol. 22, n. 3-4, p, 24. ISSN 1732-6729

KOBYLAREK, A. 2019. Education in the post-scientific Culture. Journal of Education culture and Society, vol. 10, 1, pp. 5-13. ISSN 2081-1640

KNOWLES, M. S. – HOLTON, E. F. – SWANSON, R. A. 2005. The adult learner. San Diego: Elsevier. ISBN-13: 978-1856178112

LOCCHI, M. C. 2012. L'accordo di integrazione tra lo stato e lo straniero. (Art. 4-Bis T.U. sull'Immigrazione N. 286/98 alla luce dell'analisi comparata e della critica al modello europeo di 'integrazione forzata'. In: Associazione italiana dei costituzionalisti, vol. 1.

MALA, E. – MUGLOVA, D. – STRANOVSKA, E. 2019. Stimulation of creativity and ambiguity tolerance as effective foreign language teaching predictors. In: Slavonic pedagogical studies journal. vol. 8. n. 1. pp. 164-175. ISSN 1339-8660.

MARCOS CASQUERO, M. del C. 1984. Acercamiento a la sociolingüística. Aldaba, 2. ISSN 0213-7925

MASTROMARCO, A. 2011. Il test di lingua italiana 'scritta' per gli stranieri. In: Bollettino Itals, vol. 38.

MINISTERO DELL'INTERNO. 2010. Decreto 4 giugno 2010. Modalità di svolgimento del test di conoscenza della lingua italiana, previsto dall'articolo 9 del decreto legislativo 25 luglio 1998, n. 286, introdotto dall'articolo 1, comma 22, lettera i) della legge n. 94/2009. Gazzetta Ufficiale, 134. Recuperado, el 24 de abril de 2019, Available online: http://3.flcgil.stgy.it/files/pdf/20100604/decreto-interministeriale-del-4-giugno-2010-modalita-di-svolgimento-test-lingua-italiana-4819391.pdf

MINUZ, F. – BORRI, A. 2016. Literacy and language teaching: tools, implementation and impact. In: Italiano LinguaDue, vol. 2, pp. 220-231. DOI: https://doi.org/10.13130/2037-3597/8184

MINUZ, F. – BORRI, A. – ROCCA, L. 2016. Progettare percorsi di L2 per adulti stranieri. Torino: Loesher. ISBN 9788820137571

POLOK, K. – MALA, E. – MUGLOVA, D. 2020. On the salience of becoming a creative foreign language teacher. In: XLinguae, vol. 13, n. 4, pp. 152-162. ISSN 1337-8384.

PINSON, H. – ARNOT, M. 2007. Sociology of education and the wasteland of refugee education research. In: British Journal of Sociology of Education, vol. 28, pp. 399-407. ISSN 0142-5692

PULINX, R. – VAN AVERMAET P. – EXTRAMIANA, C. 2014. Linguistic integration of adult migrants: Policy and practice. Final report on the 3rd Council of Europe Survey. Strasbourg: Council of Europe. Recuperado, el 24 de abril de 2019, Available online: https://languageforwork.ecml.at/Portals/48/ICT_REV_LFW/LIAM-SurveyReport2014_EN.pdf.pdf

RESKIANA – HARYANTO – WEDA, S. 2020. A study on vocabulary teaching strategy for students with impairment at special education school (SLB), Makassar, Indonesia. In: Slavonic Pedagogical Studies Journal, vol. 9, n. 2, pp. 141-151 ISSN 1339-8660.

ROCCA, L. 2008. Percorsi per la certificazione linguistica in contesti di immigrazione. Perugia: Guerra Edizioni. EAN 9788855701860

RUBACHA, K. – SIROTOVA, M. – CH MCZYNSKA-RUBACHA, M. 2016. Educational self-efficacy in teachers of various ethical orientations. In: New Educational Review. vol. 43, N. 1, pp. 193-200. ISSN 1732-6729.

SERGIO, G. 2011. Un lasciapassare per l'Italia. La legge Maroni e l'obbligo del test di italiano per stranieri. In: Italiano LinguaDue, vol. 1, pp. 53-64. DOI: https://doi.org/10.13130/2037-3597/1228

SCHUMANN, J. H. 1976. Social distance as a factor in second language acquisition. In: Language learning, vol. 26, pp. 135-143. ISSN 1467-9922

STRANOVSKA, E. – GADUSOVA, Z. 2020. Learners' success and self-esteem in foreign language reading comprehension. In: Education and Self Development, vol. 15, n. 3, pp. 109-119. ISSN 1991-7740.

VEDOVELLI, M. 2002. L'italiano degli stranieri: storia, attualità e prospettive. Roma: Carocci. ISBN 9788843023103

YOU, C. – DORNYEI, Z. 2014. Language learning motivation in China: results of a large-scale stratified survey. In: Applied Linguistics, vol. 37, pp. 495-519. ISSN 1477450X

Words: 8948
Characters: 56 765 (31,54 standard pages)

Mónica Ortiz Cobo
Faculty of Political Sciences and Sociology
Department of Sociology
University of Granada
C/Rector López Argüeta, S/N
18007 Granada,
Spain
monicaoc@ugr.es

Prof. Dr. José García Martín
Faculty of Political Sciences and Sociology
Department of Sociology
University of Granada
C/Rector López Argüeta, S/N
18007 Granada,
Spain
jgarciamartin@ugr.es

Rosella Bianco* (corresponding author)
Institute of Migrations
University of Granada
Polígono Tecnológico Ogíjares
Calle Zamora. Parcela 111-112
18071 Granada,
Spain
rosellabianco@correo.ugr.es

Information technologies in language education during the COVID-19 pandemic

Oksana Hrydzhuk – Lyubov Struhanets – Yuriy Struhanets

Abstract
The article presents the experience of online teaching of the discipline "Ukrainian language for professional purposes" in Ukrainian National Forestry University and Ternopil Volodymyr Hnatiuk National Pedagogical University during the COVID-19 pandemic. The research is based on general scientific, specifically scientific and procedural methodological approaches. Basic methods of language learning with projection on information technologies are presented. The results of the study are devoted to the use of information resources (Zoom, Google Meet, Skype, Google Classroom and Moodle) in teaching students. Work with virtual libraries is described. Online assessment of learning outcomes is characterized. The advantages and disadvantages of distance and blended learning are indicated.
Key words: information technologies, distance learning, blended learning, language education, language teaching methods

Introduction
Transition to blended and distance learning in Ukraine
In connection with the spread of acute respiratory disease caused by coronavirus COVID-19 in Ukraine and the world, the National Security and Defense Council of Ukraine in its decision of March 13, 2020 stated that the epidemic situation in Ukraine has become extremely threatening. On March 16, 2020, the Ministry of Education and Science of Ukraine issued an order "About organizational measures to prevent the spread of coronavirus COVID-19", which banned applicants from visiting educational institutions during the quarantine period. Heads of educational institutions had to ensure the implementation of educational programs of educational institutions, in particular by organizing the educational process using distance learning technologies, which does not involve visiting educational institutions by applicants. From March to mid-autumn (the time of preparation of our intelligence), the educational process at universities was different. The organization of study largely depended on which zone the settlement fell into. If in the green or yellow zone, the training could be full-time (traditional), in orange – mixed, in red – distance. In early autumn, quarantine zones in Ukraine are changed every two weeks according to the epidemic situation. Higher education institutions within the autonomy independently determined both the beginning of the academic year and the organization of the educational process depending on such conditions as the provision of space, means of distance learning, the number of academic groups. Unfortunately, in October 2020, the epidemic situation in Ukraine is still difficult. As regular classroom learning became impossible, teachers were forced to adapt traditional teaching methods and techniques to the online format. Therefore, the problem of methodical organization of the educational process with the use of information technology remains extremely relevant.
Due to the spread of information technology, a wide range of tools is available to organize training during the pandemic. Information technology is used to mitigate the negative impact of the crisis on the educational process and to promote continuity of education. "The online learning process has been effectively used to ensure that students continue with their studies during a pandemic" (Chang, 2020: 114).

The purpose of our research is to analyze the features of use of information technology for teaching "Ukrainian language (for professional purposes)" (ULPP) in distance (or online learning) and blended learning in higher education institutions of Ukraine during the COVID-19 pandemic, describe the methods and techniques of teaching that have proved to be most effective in this process, outline the most important issues that should be considered in distance learning.

Research methodology
The complexity of the problem of implementing information technology in language education during the pandemic of COVID-19 determines the search for ways to solve it. The general scientific approaches in the context of our research include systemic, synergetic, complex, which contribute to the systematic research, its constant development, self-improvement of participants in the educational process. In particular, the descriptive method, methods of comparison, analysis and synthesis, classification and systematization were used. The specific scientific level in our study is represented by linguodidactical methods and theories for the organization of language education. The importance of the competency approach through the prism of the modern educational process in universities is growing, when the program results of student learning are considered as a set of key competencies, without which the activity of a specialist in modern society is impossible. Methodology of procedural level (empirical analysis, pedagogical observation) allows to solve problems of methodical nature in specific classes with students. The analysis integrated theoretical analysis and empirical research. A review of the special literature is aimed at forming a theoretical basis for research. Empirical analysis sought to explore the process of online learning of students, to identify its positive and negative aspects.

Analysis of scientific works
Given that methods and computer science have become inseparable components of modern education, Ukrainian universities for two decades have paid much attention to the problem of implementing computer technology training. At the beginning of the XXI century Zhuravskyi in the monograph "Vyshcha osvita yak faktor derzhavotvorennia i kultury v Ukraini" ("*Higher Education as a Factor of State Formation and Culture in Ukraine*") noted that the tasks of universities to implement information technology in the educational process and research include:
- development of special disciplines on the basis of information and Internet technologies communication, educational-methodical and software-hardware support of distance learning;
- development of a network of virtual scientific and educational laboratories, information resources of educational and scientific nature, electronic libraries, information portals;
- creation of normative-legal base, system of licensing and accreditation, mechanisms of multichannel financing **(**Zhuravsky, 2003: 133**)**.
There is a lot of research on the use of computer technology in the training of specialists in various fields. A number of practical recommendations have been created. For example, the manual "Kompiuterni tekhnolohii v osviti" ("*Computer Technology in Education*") discusses and analyzes modern methods and tools of computer technology in education, which can cardinally increase the efficiency of both teachers and students. It is noted that distance learning is one of the forms of education, which is almost entirely based on the use of computer technology. But these same technologies are used in traditional forms of education (full-time, part-time). Therefore, in the general case, the methods of learning using information and communication technologies are called Computer Based Study or e-learning (Zharkykh et al., 2012.).

Informatization of education depends on the objective conditions and current trends in the information society, which include the following: ensuring the mobility of information and communication activities of users in the information space, further development of mobile-oriented tools and ICT access to electronic data; development of cloud computing and virtualization technology, corporate, public and hybrid ICT infrastructures, as well as the introduction of cloud computing technology; accumulation and processing of significant amounts of digital data, formation and use of electronic information databases and systems, in particular, electronic libraries and scientometric databases (Bazelyuk et al., 2018: 7).

It is gratifying that there are already some systematic studies on the organization of the educational process in Ukraine in quarantine, in particular in schools (Hrynevych et al., 2020). The authors of the analytical notes claim that the right digital tools for distance learning make the educational process as comfortable and efficient as possible, while ignoring them leads to irritation and waste of extra resources (effort, energy and time) of all participants in the educational process. The main difficulties are that there is no single right solution. It all depends on the specific requests. (Hrynevych et al., 2020: 47).

With the support of the International Foundation "Renaissance" within the project "Organization of distance learning at school" prepared guidelines, which set out the general principles of ordering distance education during quarantine due to the coronavirus pandemic, provide background information on tools and platforms for distance learning, specific methods of distance learning (Lototska, Pasichnyk, 2020). Against the background of such works, the need to systematize the achievements in higher education institutions, in particular during the study of linguistic disciplines, is emphasized. Generalize our own experience at the Ukrainian National Forestry University (UNFU) and Ternopil Volodymyr Hnatyuk National Pedagogical University (TNPU).

Results of the research

Means of achieving the educational goal
Next, we consider the algorithm for the use of information technology in the course ULPP at different faculties of universities UNFU and TNPU in the process of preparing students of educational qualification level "bachelor".
ULPP is an academic discipline that is studied in the first or second year in all institutions of higher education in Ukraine. The main purpose of students' education of ULPP is the formation of a high level of linguistic and communicative competence; and the ability to effectively use the state Ukrainian language in future professional activities. Formulation of the purposes of teaching and learning, revision of didactic principles, a choice of reliable methods and receptions of training should be directed on achievement of the educational purpose and the general development of the personality of the student. "The teaching of any subject should be carried out in the context of the future profession of a student as a way of generalizing the knowledge, abilities, and skills acquired by him" (Aitenova et al, 2020: 88). The method of teaching UMPS in the conditions of mixed or distance learning requires updating of methodical tools: approaches, methods, technologies. "Current trends in the development of society and the search for new effective forms and methods of teaching require the teacher to be able to reflectively think and master the content of developing pedagogy and methodology of activity" (Aitenova et al, 2020: 88). We support the opinion of scientists that "at present, the teacher is not the only source of information, and information sources are not just articles of encyclopedias. Since the emergence and development of the Internet, the availability and abundance of information make it extremely important to be able to use electronic sources, to find

the necessary information, to process and systematize, thus obtaining quality knowledge and skills that can be used in practice" (Kostikova, 2014). The global pandemic COVID-19 has made its adjustments in the educational process: regular teaching in the classroom has become impossible, teachers have been forced to adapt traditional teaching methods and techniques to the online format. "The online learning process has been effectively used to ensure that students continue with their studies during a pandemic" (Chang, 2020: 114).

Basic teaching methods

In a pandemic, we used mixed and / or distance learning. Mixed learning is appropriate in cases where practical classes are held in the classroom (face-to-face), and lectures (when there are more than 20 students) the teacher reads online. The expediency of using only distance learning is due to the fact that the university has groups with more than 20 students.

In the conditions of mixed or distance learning, it was important for the teacher to implement qualitatively three groups of basic methods of teaching the Ukrainian language for professional purposes.

1. Methods aimed at improving language knowledge (method of direct interpretation, methods of cognitive orientation (explanation, display of linguistic facts, phenomena, linguistic story, conversation on language material, work with the textbook), methods of educational and educational-scientific cognition of language (hypothesis method, modelling method, comparative, method of analysis of language concepts)). The method of direct interpretation is used in cases when it is necessary to explain the essence of linguistic concepts that a student must learn, for example: logos, ethos, pathos, topos, invention, disposition, eloquence, memory, action, etc. Cognitive methods should be used to explain new educational material, analysis of linguistic facts, phenomena, processes in the historical aspect (for example, the development of terminological systems of forestry and woodworking). Linguistic narrative can relate to any topic, but more often it is combined with conversation and acquires signs of problematic, debatable. Observation of language allows students to understand the patterns of formation and use of certain grammatical forms, syntactic constructions (for example, complex cases of case forms, the possibility of using parallel endings, features of combining surnames and names in address, etc.). In the process of working with the textbook, the student not only independently develops a new topic, but also can clarify the necessary information from an additional source.

Execution of language tasks is aimed at consolidating theoretical knowledge, developing skills of their practical application, checking the level of assimilation of new material. The use of methods of cognitive language tasks (analytical, comparative, proof, etc.) helps the student to develop the ability to comprehend and analyse theoretical material, compare and systematize information collected from different sources, justify their own arguments and convincingly present them. Theoretical methods of educational and educational-scientific cognition of language (method of hypothesis, method of modelling, comparative method, method of analysis of language concepts) can become a basis for formation skills at the student for carrying out scientific research. For educational purposes, we use them to model the process of researching certain linguistic concepts, comparing their features (e.g., professional terms and professionalisms), analysis of the vocabulary of the Ukrainian language (e.g., terms by structure, origin). Research training promotes the activation of students' thinking, forms the ability to combine already learned theoretical material with new; develops the skills of scientific analysis and research skills of students, teaches them to approach the problem creatively, to choose the most effective ways to perform the task.

2. Methods of formation of speech text competence (methods of formation and development of speaking skills, methods of formation and development of writing skills). The use of methods of formation of speech text competence during the study of the discipline helps students to realize their own speech abilities, work on their expansion, enrich the vocabulary (including professional, that is terminological), develop a sense of language in terms of correctness and purity, logic of information presentation, its content, as well as the development of students' speaking skills in general: internal communication skills, strategy, speech tactics, selection and sequence of arguments, choice of lexical means, self-analysis / reflection. We believe that the successful implementation of methods of formation and development of speaking skills is possible under the following basic conditions: the necessary vocabulary of the student, his mental and speech activity, communicative interaction between teacher and students, providing a favourable communicative situation in which the student can overcome psychological difficulties, related to public speaking. Since "the product of the formation of speaking and writing skills is utterance (text)" (Kucheruk, 2011: 195), in the process of gradual development of productive speech at the same time we use methods of developing speaking and writing skills, including: methods of preparation of the message, report, public speech, joint project. The formation of academic writing skills is also facilitated by abstracting scientific sources (students perform it in preparation for classes), compilation of abstracts on the processed scientific article (this task is performed by students as an individual work), formulation of key provisions of their own report (used in the preparation of a speech on a selected topic), editing the text of the document and professional scientific text. The application of communicative methods in the process of learning the Ukrainian language for professional purposes is based on the use of educational communicative situations, on the situational generation of "speech to express personal thoughts and feelings in the process of live discussion" (Kucheruk, 2011: 202).

3. Communicative teaching methods (conversation, discussion, brainstorming, dialogue, case method, etc.). The purpose of communicative methods is seen in the development of students' communication skills. In particular, it is: internal adjustment to communicative interaction, formation of skills of conversation, discussion, taking into account the specifics of their organization and process, consideration of arguments and sequence of their use, planning results, perception of opponent's answers and interpretation, analysis of semantic and logical errors in case of "communicative failure". With the help of elements of the case method we teach students to practically solve situational problems of a problematic nature, for example, hypothetical (temporary employment; meeting of students from other cities who came to the scientific-practical conference, etc.), which allow to develop skills to take a systematic approach to their solution. It should be noted that most of these methods are binary, as they are both forms of learning. Undoubtedly, the most effective methods are those that "involve the psychological interaction of teacher and student" (Baranovska, 2002: 98), provide educational dialogue, allow to form communicative abilities and skills of students and to develop their professional speech.

Features of students online learning

The transformation of the traditional ULPP training course and the development of an effective distance learning course based on it, taking into account the peculiarities of learning a professional language, is a rather difficult task. According to Kandeel, these features "involve learning based on language skills, language practice through interaction and communication, reflection and response to the needs of learners, and achievement of learning objectives" (Kandeel, 2020: 25). Adapting the traditional course of ULPP to distance learning, teachers had to take into account and "should ensure that the course provides learners with support for independent learning,

opportunities for collaboration (peer interaction), and a variety of activities" (Kandeel, 2020: 25). The organization of distance learning, on the one hand, involves the involvement of Internet platforms, determining their potential in working with students (organization of study groups, the opportunity to organize group learning, interaction between teacher and students, exchange of educational materials, individual student work, reviewing, assessment). On the other hand, it changes the work of the teacher and students: we mean the virtual presence of the teacher and students on lesson.

Scientists indicate that "distance learning" is the education that excludes the physical presence of the teacher. The source of the material to study and examiner is in fact a computer connected to the Internet" (Molchanova et al., 2020: 173). However, Kandeel emphasizes the importance of the virtual presence of the teacher, in particular he notes that "this presence in distance training through videos has a double advantage: the first is the reassuring effect for beginners of the presence of a teacher: the learner has the feeling that he is not left alone in front of a screen, videos or resources without the intervention of the teacher, as is the case in some online training. It reduces the feeling of loneliness" (Kandeel, 2020: 31).

Of course, in order to use all 100% optimal teaching methods in accordance with the topic and purpose of the lesson, the teacher seeks to bring online communication as close as possible to live communication. One of the main elements of distance learning is video conferencing or webinars. This format is as close as possible to the usual lesson in the school - students not only hear but also see the teacher. Conversely, a teacher can see any student. Digital tools Zoom, Google Meet, Skype, Google Classroom and Moodle platforms are mostly used to organize webinars in Ukrainian universities. Undoubtedly, to prepare for an online lesson, a student needs something more than a notebook with a pen. You need a laptop with high-speed Internet and a high-quality headset, because these devices become a pass to uninterrupted cooperation with the teacher.

Let's dwell in more detail on the specifics of the use of information technology to teach students during the course ULPP. We use the Zoom service to conduct online classes on high quality video. This service is actively used in TNPU. With this digital tool it is convenient for the teacher to demonstrate supporting materials (tables, diagrams, pictures, videos) during classes and seminars. For example, working on the topic "Styles of modern Ukrainian literary language", we conduct classes in the form of a linguistic auction. First, we clarify the definition of the term "functional style", update the basic knowledge of the established names of functional styles. Students are divided into 7 teams according to the number of functional styles: 1) artistic, 2) official-business, 3) journalistic, 4) scientific, 5) confessional, 6) spoken, 7) epistolary. Next, there is an interactive interaction with the audience: analysis of the parameters of all styles according to 6 criteria: 1) scope, 2) purpose, 3) basic features, 4) language tools, 5) background, 6) genres. To do this, the Zoom service uses the "screen demonstration" option. Style parameters are alternately projected on the screen according to all six criteria, such as: "systematization, knowledge of the world, reporting on research results, proving theories, substantiation of hypotheses, classification" (this is the purpose of scientific style). Students agree to "buy" a lot if it is a sign of the style that the team represents. The winner is the team that has chosen the right lots, it means that all the parameters of a particular functional style are selected. It is gratifying that when working with the Zoom service it is possible to add comments in the chat, give the right to show the screen to students, regulate the alternate communication.

The Skype service is also convenient for ULPP training, as it works on both personal computers and gadgets. The teacher can demonstrate presentations, play audio and video in screen mode, ask questions to each student face to face, send files, chat with

him. The Skype service is mostly used for individual consultations with students, for long (in time) meetings, for example, student participation in scientific conferences or competitions of various ranks from ULPP.

The choice of an educational electronic platform (repository, educational site or cloud service) plays an important role in the implementation of educational tasks in universities. First of all, such a platform should integrate digital learning tools, facilitate the planning and design of educational activities. All participants in the educational process have benefit from such a resource. Applicants for higher education on the electronic platform receive basic educational content, post completed tasks. The university administration can monitor the quality of educational services and learning outcomes at any time. According to the analysis of educational practice, in the universities of Ukraine during the COVID-19 pandemic, the most involved educational platforms were Google Classroom and Moodle, as some experience in using such platforms had already been gained.

The Google Classroom platform is widely used in UNFU. All students and teachers have corporate e-mail, access to a virtual environment, so it simplifies the process of organizing distance learning. The primary task of the teacher was to create a class in the Google Classroom service (separately for each group), to send students an access code so that they could register. Then the teacher had to quickly theoretically comprehend and practically solve certain problems, in particular:

- find out how to use a traditional textbook;
- technically prepare teaching materials (create files in pdf format, finalize presentations for lectures, etc.;
- determine the amount of information that is submitted for independent processing (due to a change in the form of education);
- consider how necessary it is to create support materials, develop additional tasks, exercises, tests, etc.;
- consider how to make a student a real active participant in the learning process, rather than a passive observer;
- consider how appropriate and possible it is to virtually group students into minigroups (2-3 people) to work together on a task or project.

The Classroom platform is quite an effective tool for organizing the learning process and interaction with students in general, because the teacher regularly (weekly) publishes learning materials and tasks for students, monitors their learning activities, reviews and comments on their tasks. The downside of Classroom is that video communication with students is not possible on this platform. That's why there is a need to use Google Meet for educational purposes.

Analysing the educational process, we must note that the traditional methods of teaching ULPP with sufficient efficiency can be used in distance learning of students associated with the pandemic COVID-19. We mean the lecture and its analogue in the online format. The content of the lecture material is the same as in traditional teaching. However, after listening to the online lecture at Google Meet, the student works on a presentation of the topic presented by the teacher in the Classroom, and also has access to the text version of the lecture.

The methods that we mainly used in the distance teaching of lecture material are: method of direct interpretation and methods of cognitive orientation, in particular explanation, linguistic-thematic story, conversation on language material (in online format it is real). The method of hypothesis and the method of modelling during the online lecture was difficult to use, because they involve group work with students, finding a common solution. On the one hand, it takes a lot of time, and on the other hand, it is almost impossible to give a lecture, listen to students and at the same time follow their written comments. Comparative analysis of language phenomena, process

was appropriate only in some educational situations (for example, when comparing the style and manner of speech of different social groups).

Seminars and practical classes are aimed at giving students the opportunity to comprehend the theoretical knowledge gained during the processing of lecture material and discuss them. In the process of practical training professionally important qualities are formed, in particular language skills and communication skills, which are necessary for realization in the future profession. The most significant changes in teaching methods have undergone the process of conducting seminars and practical classes, changed the way the teacher interacts with students and students themselves, the way of submitting completed tasks for testing, in part the method of assessment. We conduct seminars and practical classes using the Google Meet service.

During the practical lesson on "Business papers as a means of written professional communication" the teacher shows on the screen a document (for example, a statement) made with errors. Students must find mistakes and correct them. The student continues the work of editing documents at home independently (on samples of other documents, including resumes, characteristics, letters of recommendation, etc.) and sends them to the teacher for review in the Classroom. The process of editing documents is one of the forms of learning, because it develops students' critical thinking, forms in them the ability and skills to see mistakes, choose normative options for replacement.

Working with a professional text is the next step in the formation of a student's linguistic and communicative competence. It is impossible without visualization of materials through digital tools for creating presentations (Power Point, Prezi, etc.). At the first stage there is a joint search and analysis of professional terms in the text, at the second stage - editing of the scientific text. The purpose of this task is to form students' skills to check the prepared messages (practical works, essays, reports, etc.) on compliance with lexical, stylistic and grammatical norms of the modern Ukrainian literary language. Consider a fragment of a practical lesson on "Morphological means of scientific and business speech. Syntax of scientific and business speech", related to different types of work with text. In the traditional (offline format) class, each student performs this task individually, the teacher then checks it and gives a grade. In the context of distance learning (via Google Meet), the group performs this task collectively. The teacher shows the text on the screen and gives students time to get acquainted with it. Each student can voice the mistakes he noticed and comment on them. The teacher marks them with a coloured marker, makes the necessary explanations. The teacher sends a screenshot of the text with marked errors to each student. Students must write down the corrected version, explain / comment in writing on the errors identified by the relevant rules and send it to the teacher for review (attach the file to the appropriate topic in the Classroom).

The means of communication with students led to a review of teaching methods and techniques appropriate in the online format. As already mentioned, it is much more difficult for a teacher to organize an online educational discussion. The teacher asks himself the question: how to organize effective communicative interaction between students on the Google Meet platform, in which the teacher will observe the students' statements and direct them in the right direction? Another problem that arises before the teacher: if in the process of classroom he observes the reaction of students to what his classmates say, then during online learning it is difficult to do. The sequence of utterances, on the one hand, teaches students to listen and not interrupt, and on the other hand, minimizes their speech reaction to what is said by classmates.

Distance independent work of students in terms of content is also no different from traditional learning. We used typical tasks to organize independent work. Students performed reproductive, reconstructive, creative, partial-search, creative-search tasks. In distance learning, the student's independent work acquires special significance,

because intellectualization and high dynamism of labour brought to the forefront the tasks of developing cognitive activity and creative forces of students, the formation of their skills of independent knowledge acquisition (Wulfson & Malcova, 1996). That is why the process of introducing independent work of students is based on the gradual implementation of pedagogical tasks that stimulate the intellectual development of the student, develop his logical thinking, creative abilities, teach self-organization. Methods of submitting completed independent tasks for examination and assessment have taken another form: the student performs tasks in a notebook, photographs it and publishes it in a separate section in the Classroom. The student can see the points for the task in the section "Grades".

Distance individual work is a mandatory component of ULPP training. The task is that students choose a scientific article from the proposed list, process it and make a thesis. With the prepared theses students speak at the final lesson. After each speech there is a discussion. The way to conduct such a lesson on the Google Meet service is somewhat different: each student takes turns presenting theses, others write questions and comments in the chat. After his speech, the student rereads the questions and answers them. In class, we tried to maintain the effect of live communication, but the students complained that it was difficult for them to perform on camera.

The Moodle platform has been used in TNPU for the second decade. The platform presents online courses in disciplines, including ULPP. The course consists of topics in accordance with the curriculum of the discipline ULPP, which is standardized in Ukraine. Materials of the electronic educational and methodical complex on the Moodle platform on a functional sign are divided into several headings.

- Educational and methodical resources: work program, evaluation criteria, printed and Internet sources, glossary, course news, schedule of online classes, consultations (for example, the glossary contains a Ukrainian-English dictionary of theoretical concepts of the discipline).

- Educational resources: electronic textbooks and manuals, lecture notes, multimedia lecture presentations, a list of printed and Internet sources, audio, video resources, etc. (for example, presentations on changes in the Ukrainian spelling, videos on defending the status of the Ukrainian language as the state language at a sitting of the Constitutional Court of Ukraine are relevant for students).

- Activity resources: tasks for practical work (guidelines for their implementation, a list of individual tasks, the form of presentation of performance results, evaluation criteria); tasks for independent work. Emphasis is placed on the development of professional terminology, on the analysis of professional texts, on the modelling of professionally oriented communication.

- Control resources: means of management system of educational resources for carrying out test control and conducting the account of success of students (electronic magazine), separate software for test control of knowledge, forms of control questions and tasks in academic disciplines for modular control or final control, which providing quality control of knowledge. For example, three-level final control is provided for the discipline of ULPP at the engineering and pedagogical faculty of TNPU. The tasks of the first level of complexity are tests with the choice of the correct answer, the tasks of the second level of complexity are tests with open answers, the tasks of the third level of complexity are written stylistic analysis of texts.

- Communication resources: tools of the educational resources management system (forums, chats) for conducting lectures, seminars, consultations, webinars, video conferences, etc. in synchronous or asynchronous modes. For example, during the COVID-19 pandemic, TNPU integrated Moodle - Zoom.

- Additional resources: collections of documents and materials, reference books, indexes of scientific and educational literature, links to additional electronic

educational resources. The most involved resource is the Ukrainian Linguistic Portal (http://www.ulif.org.ua). It houses an integrated lexicographic system that combines five dictionaries: orthographic, orthoepic, synonymous, antonymous and phraseological, as well as in the form of tables reflects the forms of words of the Ukrainian language. This portal presents 10 volumes of the new academic explanatory dictionary of the Ukrainian language (in 20 volumes).

In general, in today's conditions of mixed and distance learning, participants in the educational process note the convenience of working on the Moodle platform.

Textbooks, reference books, dictionaries in distance learning mainly become sources for independent learning. You can use the book in the online learning format only if it has an electronic version. We must state that we use manuals and dictionaries in Pdf and WinDjView formats, as well as dictionaries posted on Internet platforms (linguistic portal Mova.info, platform "Ukrainian dictionaries online", Ukrainian linguistic portal) with sufficient efficiency. Let's dwell on this in more detail.

With the manual "Ukrainian language for professional purposes" (Hrytsenko, 2010) students work when studying such issues as "Speech Etiquette as a Component of Communication between Students and Specialists","Language etiquette of Ukrainian science", "Individual style of speech", "The most typical scientific texts", etc. The textbook "Rytoryka" *("Rhetoric")* (Matsko, L., O. Matsko, 2006) serves as an aid to students when considering the issues of "Communicative qualities of language", "Linguistic correctness and beauty in speech", "Modern rhetorical ideal", "Basic requirements for the speaker and the audience", etc. The manual "Ukrainska Mova Profesiinoho Spilkuvannia" (Matsiuk, Stankevych, 2005) students use for reference when identifying typical errors in word usage, elaboration of the syntax of scientific and business speech, including word order in a sentence, coordination of predicate with subject, complex cases of words management, etc. Thesaurus on linguistic terminology and "Dictionary of foreign words" (compiled by Muzychko, Shkaraputa, Morozov, 2019) help students to quickly find out the meaning of an unknown term or its origin. The platform "Ukrainian dictionaries online" students used when performing practical tasks on the topic "Morphological means of scientific and business speech", in particular, these exercises for the formation of grammatical forms of nouns, (genitive, dative, instrumental singular), the correct use of forms of degrees of comparison of adjectives, the detection of typical errors in the declension of numerals, the formation of singular forms of numerals, etc.

However, we must state that we failed to work well with professional terms in the online format to analyse their semantics (unambiguous and ambiguous terms, synonymous terms, homonymous terms), because forestry terminology dictionaries do not have electronic versions.

An electronic terminological dictionary placed in the electronic complex of the discipline in the virtual environment of Moodle TNPU, UNFU of Ukraine will help students to master the terminological apparatus of the discipline better.

The effectiveness of the use of the electronic dictionary is indicated by Levy and Steel (2015), stating that using an electronic dictionary where it is available almost everywhere these days by using mobile devices that almost everyone has, will help the students to gain understandings and comprehensibility much faster and easier. We must also note that the electronic terminological dictionary is an effective means of replenishing the active terminological stock of the student in the discipline of ULPP. We state that by the end of the semester students can easily master all the terms contained in such a dictionary.

Control measures in Ukrainian universities cover current, including modular, and final (semester) control. The current control of the ULPP course is carried out during practical classes and aims to check the level of students' mastery of educational material and the formation of practical skills on certain topics. Forms of control – oral

answer, written detailed answer, test task, project preparation and defence. During the tests to identify the formed language knowledge, skills and abilities, we offer tasks for compliance, tasks for finding the wrong answer, finding errors (in this case we form critical thinking), puzzle tasks (students must make puzzles that are characteristics of a particular language phenomenon, for example, an industry term).

As the practice of teaching shows, an important incentive for a student is the approval of the teacher and a positive grade. Students can track their teacher's scores in the Grades section of the Classroom platform and the Grades Log section of the Moodle platform. We positively evaluate the experience of current testing in the discipline of ULPP using the Google form. The test included single and multiple-choice tasks. For students, this form of final control is convenient because in case of a failed first attempt, they can perform the test again and get a higher score. The teacher has the opportunity to see the results in the form of a list or chart of student performance, and can view the questions that caused the greatest difficulties for students.

The ULPP course exam as a certification event with the use of distance learning technologies in general must meet the following requirements: authorized access to information and communication tools for distance learning; the ability to determine the start and end time of access, the duration of tasks; objectivity of criteria for checking the results of tasks (answers) with the active use of automated knowledge assessment tools; variability of formation of tasks of control measures by algorithm of random choice of questions. For the certification of students by distance learning, the Moodle learning resources management system and video conferencing tools Google Classroom (Google Meet), Zoom are mainly used. The distribution of technical tasks between distance learning systems is mostly as follows: Moodle is used to perform test tasks of the 1st level of complexity and provides automated control of test results; Classroom – to perform tasks of 2nd and 3rd level of difficulty. Zoom or Google Meet (which operates within the Google Classroom) is used to visually identify participants and as a platform for visual and verbal communication of process participants.

Discussion: advantages and disadvantages of online learning
Regarding the feasibility and effectiveness of distance learning in general, the opinions of Mackay and Fisher (2014) about the didactic possibilities of this type of educational interaction with students seem very important to us. In particular, scientists believe that "the online course comprises much more than simply posting a lecture on the web but typically includes a reading assignment, a synchronous (and recorded) lecture, a case study where the knowledge is applied, a hands-on lab exercise or simulation and an assignment to demonstrate competence in the module" (Mackay & Fisher, 2014: 444).

We agree with Chang, who believes that "online learning keeps the education system running effectively and the obstacles to it such as distractions, complexity and reduced physical interaction can be solved by introducing online groupwork, easy to use technologies and training as well as virtual systems such as labs and work environments to enhance learner skills and experience" (Chang, 2020: 115).

We also support the view of Bartley and Golek that benefits of online learning for the students is "not only through their learning of the course material, but also through their learning of new technologies" (Bartley & Golek, 2004: 170).

It is appropriate to comment on Subhashni that "with an online course, the instructor may edit the appropriate web pages in his course, upload the new material and it becomes available to students instantaneously" (Subhashni, 2008: 9). "The instructor has the ability to greatly enhance his or her presentation by the addition of slides, audio messages, video animation, flat or three-dimensional images, and hyperlink texts" (Subhashni, 2008: 10).

Subhashni also points to a number of difficulties / shortcomings of online learning, in particular she writes that "primarily, students must have the necessary technology available to them (suitable computer and Internet access) before they can benefit from this type of program. In this way, some costs are transferred from the institution to the learner, as the learner must now provide for his or her own learning tools. In addition, as with other forms of distance and distributed education, students must be self-directed learners. Their participation in and completion of online courses is entirely up to them. Online students have the additional burden of dealing with technical delays and difficulties that may occur" (Subhashni, 2008: 12).

Bartley and Golek believe that "by its nature, online training occurs without extensive interaction between members of the class and the trainer, which can lead to an antisocial environment where learners feel isolated" (Bartley, Golek, 2004: 171).

In general we are deeply convinced that using a web approach to ULPP training, you can get a positive result, because such training has a number of advantages.

1. In addition to listening to a lecture in Google Meet or Zoom, a student in Classroom and Moodle has the opportunity to rehearse the lecture.

2. The use of the virtual environment of Ukrainian universities allows students to access educational materials in the discipline on the platforms Classroom and Moodle. Through a personal computer and mobile devices, students open the required lecture or certain pages of the manual and process the study material. Modern technology can be an effective tool for student learning, provided that he is familiar with it and ready to use it in learning.

3. The positive thing is that the teacher works with each group separately. In addition, the teacher has more time for individual work with each individual student. There is a possibility of private comments and necessary explanations on certain tasks.

4. The advantage of online learning is also seen in the fact that the teacher can return to the student his task for revision, if he believes that it is done at an unsatisfactory or low level, so the same work the student can repeat and send to the teacher for review again.

It is gratifying that the services are constantly improving. Google has launched a major update to Google Meet. Autumn update is focused on learning. We hope that we will be able to use the additional features of this platform for teaching students. As the term of free use of the videoconferencing service has been extended, this makes it possible to attract a wider range of students to this format of classes. There is support for the company's Jamboard interactive whiteboard to simplify group work by integrating with the Google Cloud Platform. Its potential can also be used with great efficiency in the classroom (to present educational material, edit content, etc.). Another innovation in Google Meet is the ability to divide all participants into separate "meeting rooms" for simultaneous discussion between small groups.

The use of the Internet as the main learning tool has its downsides.

1. The most significant "downside of this method is that it needs an internet connection; so, it might not be appropriate the techniques used in countries where internet connection is not widely available or even expensive for students" (Nasiruddin, Sahril, 2018: 8). Fedorov (2020) cites data that more than 17 thousand settlements (out of a total of about 28 thousand) are not covered by the optical networks of any operator. In fact, more than 4 million Ukrainians live in villages where there is no high-quality fixed Internet. We see a significant digital divide between villagers and towns. In such conditions, it is impossible to talk about distance learning of students living in settlements with limited Internet access.

2. ULPP is not a publicly available course on the Internet, so training takes place according to a schedule approved by the university. Accordingly, the student does not have a free study schedule.

3. To form the appropriate level of linguistic and communicative competence of the student, it is important to encourage him to a lively discussion in the audience (on a specific educational topic), to help him realize the importance of educational information for the level of his professional speech. Given this, the disadvantage of teaching students using information technology, in our opinion, is that it is difficult to organize a live discussion on online platforms. If in Classroom this option is not possible at all, then in Google Meet students can express their opinion in writing and publish it, they can also read the comments of classmates, communicate in writing, rather than communicate orally.

4. The Classroom and Moodle platforms do not allow students to publish their written work for peer review (the student submits the work to the teacher for review). As an option - you can use messengers to communicate (Viber, WhatsApp, Telegram), e-mail.

5. In the Skype service, on the Classroom and Moodle platforms, there is no built-in virtual board, without which online learning will not be effective enough. Skype's technical parameters are limited by the number of users.

6. It is difficult for a teacher to unite students in small groups (3-4 people) to work together, it is difficult to organize interaction between groups on the platforms Classroom and Moodle, through digital tools Zoom, Google Meet, Skype.

Conclusion
The theoretical significance of the study is that it describes the methods and techniques of teaching ULPP in online format during the global pandemic Covid-19 on the example of the experience of two universities in Ukraine – UNFU and TNPU. The theoretical significance of this work is emphasized by the fact that the traditional system of training ULPP is significantly supplemented by the use of information technology optimal for blended and distance (online) learning. The combination of methodical and technical techniques is aimed at intensifying the educational activities of students, motivation for systematic learning in difficult conditions, the organization of independent work and the process of self-improvement of higher education applicants.

The practical significance of the study is that its results can be used to develop specific recommendations for the organization of distance learning in the system of pedagogical education in Ukraine. The research materials can be used in the training of applicants for higher education at all educational and qualification levels, in advanced training courses for teachers of the Ukrainian language. Equally important in the study is the emphasis on the positive and negative aspects of distance learning in a Covid-19 pandemic. Highlighting the pros and cons of the teaching process will allow to continue scientific research with the subsequent introduction into the educational process of the most effective methods of teaching the Ukrainian language (both traditional and interactive).

Bibliographic references
AITENOVA, E. – ABAYEVA, G. – ORAZAKYNKYZY, F. – KASSYMOVA, R. – MUKHAMETKALIEVA, G. 2020. Professional educational training of French linguistics teachers in Kazakhstan and France. In: XLinguae, vol. 13, n. 1, pp. 86-94. doi: 10.18355/XL.2020.13.01.07
BARANOVSKA, L. 2002. Training students in professional communication: monograph. Bila Tserkva, 255 p. ISBN 966-7417-38-7
BARTLEY, S. J. – GOLEK, J. H. 2004. Evaluating the Cost Effectiveness of Online and Face-to-Face Instruction. In: Educational Technology & Society, vol. 7, n. 4, pp.167-175.   Available   online:

http://elibrary.lt/resursai/Uzsienio%20leidiniai/IEEE/English/2006/Volume%207/Issue%204/Jets_v7i4_16.pdf

BAZELYUK, O. V. – SPIRIN, O. M. – PETRENKO, L. M. – KALENSKY, A. A. 2018. Technologies of distance professional training: methodical manual. Zhytomyr: Polissya, 160 p.

CHANG, H. S. 2020. Online Learning in Pandemic Times. In: Revista Romaneasca pentru Educatie Multidimensionala, vol. 12, n. 2Sup1, pp. 111-117. https://doi.org/10.18662/rrem/12.2Sup1/296

DICTIONARIES ONLINE: spelling, explanatory, synonyms. Available online: http://rozum.org.ua.

FEDOROV, M. 2020. More than 5.5 million Ukrainians cannot get quality fixed internet. In: Ukrainian truth. Available online: https://www.pravda.com.ua/columns/2020/07/30/7261199/

HRYNEVYCH, L. – ILICH, L. – LYNOV, K. – MORZE, N. – PROSHKIN, V. – PROTSENKO, O. – SHEMELYNETS, I. – LYNOV, K. – RII, H. 2020. Organization of the educational process in schools of Ukraine under quarantine: an analytical note. Kyiv: Kyivskyi universytet imeni Borysa Hrinchenka, 76 p. Available online: https://www.irf.ua/wp-content/uploads/2020/09/organizacziya-osvitnogo-proczesu-v-shkolah-ukrayiny-v-umovah-karantynu-2020.pdf

HRYTSENKO, T. B. 2010. Ukrainian language for professional purposes: a textbook. Kyiv: Tsentr uchbovoi literatury, 624 p. ISBN 978-611-01-0031-1

KANDEEL, R. H. 2020. LMOOC for developing teaching and learning French as a foreign language (FFL) [Les LMOOC pour developper l'enseignement/ apprentissage du français langue etrangere (FLE)]. In: XLinguae, vol. 13, n. 1, pp. 24-36. doi: 10.18355/XL.2020.13.01.02

KOSTIKOVA, L. P. 2014. Formation of intercultural competence of university students in a virtual educational environment. In: European Social Science Journal, vol. 8, n. 2(47), pp. 72-79. ISSN 2079-5513.

KUCHERUK, O. A. 2011. System of methods of teaching the Ukrainian language in primary school: theory and practice: monograph. Zhytomyr, 420 p. Available online: http://eprints.zu.edu.ua/20632/1/Монографія_Кучерук.pdf

LEVY, M. – STEEL, C. 2015. Language learner perspectives on the functionality and use of electronic language dictionaries. In: ReCALL: The Journal of EUROCALL, vol. 27, n. 2, pp. 177-196. https://doi.org/10.1017/S095834401400038X

LOTOTSKA, A. – PASICHNYK, O. 2020. Organization of distance learning at school: methodical recommendations. Kyiv: HO "Smart osvita", 71 p. Available online:
https://drive.google.com/file/d/1lzljU_EE07mMpNJQvFVQOYsKHtZcInRB/view

MACKAY, S. – FISHER, D. 2014. Practical Online Learning and Laboratories, for Engineering, Science and Technology. IDC Technologies. ISBN: 978-1-922062-09-3

MATSIUK, Z. – STANKEVYCH, N. 2005. Ukrainian language of professional communication: textbook. Kyiv: Karavela,352 p. ISBN 966-8019-43-1

MATSKO, L. I. – MATSKO, O. M. 2006. Rhetoric: textbook. Kyiv: Vyshcha shkola, 311 p. ISBN 966-642-331-6

MOLCHANOVA, E. – KOVTONIUK, K. – SAVYCH, O. 2020. Covid-19 Presents New Challenges and Opportunities to Higher Education. In: Revista Romaneasca pentru Educatie Multidimensionala, vol. 12, n. 2Sup1, pp. 168-174. https://doi.org/10.18662/rrem/12.2Sup1/303

MUZYCHKO, L. V. – SHKARAPUTA, L. M. – MOROZOV, S. M. (compil.) 2019. Dictionary of foreign words Kyiv: Naukova dumka. Electronic version of the original layout of the paper dictionary. Available online: http://www.mova.info/Page3.aspx?l1=227

NASIRUDDIN, U. A. – SAHRIL, M. H. 2018. Strategies to support foreign language learning in large classes: a systematic literature review. In: XLinguae, vol. 11, n. 1, pp.3-15. doi: 10.18355/XL.2018.11.01.01

SUBHASHNI, A. 2008. A Review of Benefits and Limitations of Online Learning in the Context of the Student, the Instructor, and the Tenured Faculty. In: International Jl. on E-Learning, vol. 7, n. 1, pp. 5-22. Available online: https://www.researchgate.net/publication/237143888_A_Review_of_Benefits_and_Limitations_of_Online_Learning_in_the_Context_of_the_Student_the_Instructor_and_the_Tenured_Faculty

UKRAINIAN LINGUISTIC PORTAL. Available online: http://lcorp.ulif.org.ua/dictua/

WULFSON, B. L. – MALKOVA, Z. A. 1996. Comparative pedagogy. In: Institute of Practical Psychology, Voronezh, NPO MODEK, 256 p.

ZHURAVSKY, V. S. 2003. Higher education as a factor of state formation and culture in Ukraine. Kyiv: Vydavnychyi Dim "In Yure", 416 p. ISBN 966-8088-33-6

ZHARKYKH, Yu. S. – LYSOCHENKO, S. V. – SUS, B.B. – TRETYAK, O.V. 2012. Computer technologies in education: textbook. Kyiv: Vydavnycho-polihrafichnyi tsentr "Kyivskyi universytet", 239 p. ISBN 978-966-439-544-8

Prof. Oksana Hrydzhuk
Department of Sociology and Culturology,
Ukrainian National Forestry University
Henerala Chuprynky str. 103
79057 Lviv
Ukraine
oxana.hrydzhuk@gmail.com
o.grydzuk@nltu.edu.ua

Prof. Lyubov Struhanets
Department of the Ukrainian Language and Methods of Teaching,
Ternopil Volodymyr Hnatiuk National Pedagogical University,
2, M. Kryvonosa Str.
46027, Ternopil
Ukraine
struhanets_l@tnpu.edu.ua

Yuriy Struhanets PhD
Department of the Ukrainian Language and Methods of Teaching,
Ternopil Volodymyr Hnatiuk National Pedagogical University,
2, M. Kryvonosa Str.
46027, Ternopil
Ukraine
struhanets_yu@tnpu.edu.ua

Axiological linguistics and teaching of Russian as a foreign language in the context of distance learning against the backdrop of the pandemic

Vera Levina – Svetlana Zubanova – Andrey Ivanov

Abstract
The study examines the adaptation of foreigners to cultural values when learning the Russian language. The study defines axiology and the axiological sphere, focuses on the axiological component in the linguistic picture of the world, considers the role of a foreign language as a tool for the axiological background development. The relevance of the axiological approach to teaching the Russian for Foreigners course to foreign students in the context of both distance and blended learning is considered with due regard to the relevance of this type of education in the context of the COVID-19 pandemic. The research took place at the Institute of Foreign Languages, Foreign languages department I-11, Moscow Aviation Institute (National Research University), and the Department of the Russian Language No. 1, Peoples Friendship University of Russia. A descriptive method and the method of interpretation analysis have been applied. The methods of linguistic integration of students into the Russian sociocultural environment have also been applied. The results were tracked based on monitoring and testing technologies, information and computer technologies, and the analysis of the educational activity. The capabilities of the Moodle platform were also used; the axiological phraseology tasks were created in the Hot Potatoes program. The experiment was carried out during 6 months of 2017/2018 and 2018/19 preparation courses. A total of 260 students were involved in the experiment; a control group of 150 students was formed. An approach to studying Russian as a foreign language focused on introducing the values to foreign students and teaching them the cultural characteristics of Russia has been developed. The analysis of the development of language and cultural skills of foreign students in the control and experimental groups showed that at the final stage of the experiment, 47% of students in the experimental group had a high level of competence; in the control group, the indicator was 21%. Teachers of foreign languages, administrations of higher educational institutions, and language schools should familiarize themselves with the research.
Key words: axiology, Russian as a foreign language, axiological linguistics, teaching the Russian language, distance learning in the context of the pandemic

Introduction

In the global world, the issue of universal values has become especially acute; therefore, it is important to consider the value system, which is the spiritual connections of civilization, in the context of the educational process. Globalization can be regarded as a confrontation between different cultures and their value systems. Cultural codes are formed based on the correlation of linguistic units with values within the axiological paradigm. In particular, in the process of teaching a foreign language as the development of humanistic values through the implementation of linguistic values with the help of axiological linguistics. The argument about the social component of the process of teaching a foreign language as the social adaptation of a person confirms the assertion that axiology has a close relationship with teaching a language as a way of adapting a foreign culture and traditions to the values of the nation whose language is being studied by a foreigner. In the modern world, which is characterized by the development of cognitive principles, a person needs to master both the language and the conceptual view of the world. In the modern educational environment, the focus on linguistic and cultural characteristics

can ensure not only the quality of education but also the quality of life (Kromydas, 2017). The development of a professional linguistic personality involves mastering a professional language, which, in turn, includes the expertise in the professional thesaurus and key competencies not only in the mother tongue, but also in other languages (Stolyarova and Fedotova, 2017). Modern education is faced with problems caused by the internationalization and integration of professional knowledge systems, and the concept of developing a student's professional linguistic personality with the help of axiological, competence-based and student-centered approaches is gaining importance. The social component of the language learning process is the adaptation of the person in society; therefore, this component is of particular importance in the modern multicultural world. This statement is confirmed by the fact that grammatical, lexical or phonetic errors do not cause problems associated with the adaptation to a new society, however, cultural and axiological errors can lead to serious problems. Experts in modern linguistics are studying the ways of the development of the concepts of values and anti-values by teaching a foreign language considering it not only as a means of communication but also as a tool to avoid cultural conflicts, a guide to foreign culture and values (Andreeva et al., 2017). Values, as the priorities of human activity, characterize the inner world of the person and the features of the worldview that are fixed and reflected in the language.

Both teaching and learning a foreign language require the use of relevant strategies and methodologies that teachers should apply according to the level and types of students. Teachers should be able to deal with the problems of misunderstanding that can arise due to different social contexts, cultures, philosophies, religions and ideologies. In the globalized world, the teacher needs to adapt the methodology to make language learning functional. The process of learning a foreign language should be a process of developing humanistic values, which will have a positive impact on the relationship with other people. Nowadays, methods, means and techniques that can most effectively instill humanistic values are being developed. The researchers believe that the most important factor is the consideration of the personal qualities of students and their life situation. The central objective of teaching a foreign language is the contribution to the natural development of the person rather than its suppression. At the same time, the closeness of the linguistic view of the teacher and the student ensures understanding that facilitates the process of transferring and assimilating knowledge. It is no wonder that professional development requires an analysis of the linguistic worldview from the perspective of national and international culture, specific and conceptual, didactic, and pragmatic aspects of discursive practices. The axiological approach, focused on the formation of a spiritually mature personality, the cultivation of moral foundations, is common in the Russian education system. It is not nationally specific as it is described in modern world pedagogy (Prabhu, 2011; Keshavarz, 2012; Cortez, 2019), and developed and improved in many countries of the world.

In parallel with the above, it should be noted that modern information technologies have firmly penetrated into our life, which fully influenced the process of teaching and learning a foreign language. Educational technologies are developing incredibly fast under the influence of informatization, electronic and distance learning, the speed of the transfer of constantly expanding knowledge. Rapid technological progress in the context of globalization has changed everyday life - smartphones, tablets and laptops have become an integral part of the lives of teachers and students in a number of countries around the world. It is entirely reasonable that the higher education system has also followed computerization and digitalization (Oyelere et al., 2016). Pedagogy is also being transformed due to information and communication technologies; there is a need to revise teaching strategies to adapt them to student needs (Machado, 2015), which occurred in the context of the pandemic.

An important objective of modern research in teaching a foreign language, which can be solved with the help of the axiological approach, is to reveal the problems of the correlation of linguistic and other worldviews in the aspect of the learning environment. Despite the great scientific interest, it should be noted that there is a small number of studies devoted to the problem of introducing the axiological approach to teaching a foreign language in a blended learning environment. Language teaching should be time sensitive and identify social changes that affect the pedagogical impact on specific groups of learners. For example, in Russia foreign students, who lack knowledge of the Russian culture and values to ensure full-fledged socialization, appeared a long time ago. They do not understand the multitude of cultural realities and national values and misinterpret social phenomena. In Russian language textbooks, the cultural aspect of education is most often described as a rather narrow concept; it is analyzed from the perspective of the traditions and rules of behavior prevailing in Russia and formed based on the combination of rhetoric, stylistics, speech culture, psychology, sociology, etc. Native Russian students can get enough benefit from it; however, this is poorly applicable to students from other cultures. The research is aimed at developing methods of the language integration of foreign students into the value-oriented socio-cultural environment of Russia. The purpose of the study is to identify the impact of the axiological approach on linguistic and cultural competences when learning Russian as a foreign language in the context of distance learning against the backdrop of the pandemic.

Basic principles of axiology and axiological linguistics
The interest in axiosphere (the sphere of values) and its relationship with the rapidly developing noosphere (sphere of knowledge) of the person is due to the conceptualization of the modern period in the evolution of society, in which globalization is accompanied by increased communication, intercultural dialogue, and intensified ethnocultural processes. On the other hand, it is crucial to determine the theoretical foundations, the personal identity of a person and society (Zheltukhina, 2014). The social consequences of the era of high technologies and globalization, which significantly increase the cognitive and material capabilities of a person, are an identity crisis, the problem of value change, etc. Axiology is a philosophical discipline. It studies values, their characteristics, structure and hierarchy, methods of cognition, status, nature and specifics of value judgments, the relationship between various values and their correlation with social and cultural factors and personality structure.

Values and the assessment belong to the key categories of reality; it is typical of a person to analyze the external environment, things, phenomena, properties and actions, other people, their thoughts, behavior or feelings, or one's own personality. Almost everything can be assessed; and, in turn, the assessment itself is based on a system of universal human values or, more simply, on the ratio of the good and bad, the right and wrong, etc. The modern world and its development are affected by integration and globalization processes; thus, axiology is becoming highly relevant and attracts the attention of not only scientists in the field of philosophy or sociology, but also researchers in the field of linguistics and language teaching. The axiological nature of human consciousness (ideas, assessments, tastes, ideals, norms) and the system of values make up the axiological sphere (Mariyanchik, 2011). In the light of axiology, new areas of research, in particular in the field of teaching languages are developing. In the 1990s, a branch of linguistic anthropology emerged; this is axiological linguistics, which is based on the postulates of classical and cognitive semantics. Axiological linguistics is a science that studies values based on linguistic data (Svetonosova, 2007). The anthropocentrism of modern linguistics has determined the application of the axiological approach to language, which is based on the study of a language as a reflection of the basic value system of society and as the most

important source of information about it. Axiological principles are considered part of the humanization of education.

Axiological component in the linguistic picture of the world

The ratio of discursive practices in various sciences, namely in engineering, humanities, arts and cultural studies, determines the diversity of the linguistic worldview aspects and, at the same time, their basic concepts that make up the system of keywords and ideas. The linguistic view of the world as one of the key ideas of modern linguistics is the process and result of cognition of reality, consciousness and man (Krasina, Perfilieva, 2015); the most important function of the linguistic worldview is the reflection of other views and the introduction of a didactic discourse for obtaining new knowledge. Despite the differences in scientific disciplines (terminology, paradigms, concepts, etc.), the linguistic picture of the world is associated with other views of the world, for example, the philosophical, physical, and chemical ones. In this case, the major concept is the concept of "assessment". It determines the interaction of the linguistic worldview with other worldviews, which is integrated and regulated by the relations between the general and the specific, as well as the qualitative and the quantitative. The properties of life are established by a scale of values, that is, a coordinate system that is acquired in the process of socialization. At the same time, each culture has its own coordinate system in which the place of various qualities (as well as phenomena, events, people) is determined by the culture. As exemplified by the Russian scale of values, laziness is bad, and hard work is good, but kindness is more important than hard work. Values are embodied in the language and consciousness as axiological concepts and, along with archetypal concepts, are included into the axiological conceptual sphere of the person or community. In turn, axiological and archetypal concepts are updated against the background of axiological strategies that form the discursive space and determine the implementation of certain communicative scenarios (Kozhakhmetova et al., 2020).

Language acts as a conveyor of knowledge that helps students express the results of cognitive work. The learning process is accompanied by the comparison of the linguistic picture of the world (in the present study, this refers to native speakers of Russian) with other views of the world. At the same time, they involve the change of lexical fragments, their systematization, terminology, and the search for a solution to the problem. A linguistic view of the world is a set of people's ideas about the reality at a given stage of development fixed in linguistic units. In order to systematize non-linguistic knowledge, the theory of frame representation of linguistic phenomena was developed; this made it possible to create a model of the external world in which the frame is a frequently repeated situation. In the context of the theory, idioms can be defined as a means of stereotypical assessment that reflects the value ideals of a person (Markelova et al., 2016). Language and its units ensure the transmission of knowledge inherent in the human mind and defined by any culture (Karasik, 2014). For example, in the Russian language, the concept of strength is conveyed by the idioms "heroic strength", "as strong as a bear", and the concept of weakness - "a bag of bones", "blow over with a feather". The inclusion of the educational process in the framework of the linguistic picture of the world in the context of cultural linguistics and cognitivism requires a greater emphasis on the linguistic personality.

In the concept of the structure of a linguistic personality, that is, any native speaker, characterized based on the analysis of the texts produced by them in terms of the use of the systematic means of the language to reflect the vision of reality and to achieve certain goals, particular attention is given to values, which are the most fundamental characteristics of culture and the highest reference points (Karasik, 2002). Cultural linguistics establishes the value orientation of society (in this case, the subject is the value view of the world) while cognitive linguistics defines the ways of storing

information in the mind of a person (the subject is a linguistic and conceptual view of the world). An in-depth analysis of the semantic structure of linguistic units that restores cultural images, concepts, and stereotypical situations the comparison is based on informs society about the value concepts of linguistic identity. In this case, this refers to the linguistic identity of the teacher and the student. The value representations of linguistic identity reflect the general principles of human thinking; therefore, the assessment can be considered as a universal linguistic category. Axiology combines the influence of linguistic, its interaction with thought and language, logic and pragmatics, feelings and actions, as well as its objectification into languages (Karasik, 2015); cultural and linguistic competence should be an essential characteristic of the teacher and the student who perceive the linguistic picture of the world from the axiological perspective (Markelova et al., 2016).

Any meaning consists of cognitive and pragmatic components. The cognitive component (intellectual and denotative component) refers to the information about the external world (the knowledge of the educational process participants in the framework of studying a certain scientific discipline). The pragmatic component is related to the information about a subjective relation and experience of a fact (a way of transferring knowledge from the teacher to the student). The study of the problems of the modern educational process shows that there is a need to strive for the interaction among the owners of subjective scientific knowledge in the axiological aspect of the linguistic picture of the world. Several types of worldviews that are gradually developed in the minds of students and are reflected in various aspects of linguistic semantics in the linguistic picture of the world should be noted (Table 1).

Table 1: The linguistic picture of the world

View of the world	Description
Simple-minded view of the world	The view is developed as a result of direct cognition of reality, through which a typed view of consciousness about a serial or unique object is obtained. It includes simple objects perceived by the sensory receptors and fixed in consciousness.
Cognitive view of the world	It includes ideas and stereotypes about the world determined by the culture; it deals with concepts; in semantics, the value component contributes to the emergence of new linguistic units, primarily idioms and connotative meanings.
Indirect view of the world	The view is the result of the establishment of the sphere of concepts by secondary sign systems, which make the externality in consciousness a cognitive view of the world. For each concept, means of verbalization in the language, including its idiomatic system can be found.

Note: compiled based on (Slyshkin, 2000; Andreyeva et al., 2018; Lisicyna, 2000).

The fact that each language interprets the same situation in different ways based on the fragments of the linguistic picture of the world is taken into account. A concept is a unit of human experience in its ideal representation; a basic unit of processing, storage, and transfer of knowledge; it is verbalized in linguistic structures and endowed with national and cultural specifics (Slyshkin, 2000). In modern linguistics, there are a number of works devoted to the study of linguo-cultural concepts that affect various spheres of human life. Phraseological units most fully reflect the cultural values of people. For example, the linguo-cultural concept of "home" as one of the basic concepts of the language contains conceptual, figurative and value components (Karasik, 2002). In the Chinese linguistic culture, the home concept is

interpreted as a place to arrange a calm and quiet life; this is an important item when creating a family (Zhang, 2016.). Among the common features of the concept of "home" in the Russian and Chinese linguistic pictures, the concepts of "dwelling" and "a group of relatives living together" should be noted. However, in the Chinese language this concept is much broader than in Russian; and in Russian it is also defined as "coffin" or "quitsies" (a childish concept denoting permission to leave the game) (Nifanova et al., 2019). The modern educational process and the level of the communicative and cognitive competences of students require the cultivation of a positive and creative attitude to the language. The axiological component of education is often interpreted in a broad sense and is considered both from the value and emotional aspects (primary cognition and cooperation are carried out by the student through the emotional channel). The importance of the emotional aspect also relates to the fact that it determines the motivation for learning a new language and culture and communicative intentions; it encourages the development of the aesthetic sphere, activates cognitive interests and determines personality development. The summary of the considerations about the content of the axiological component of teaching foreign languages in educational institutions is presented in the following scheme (Figure 1).
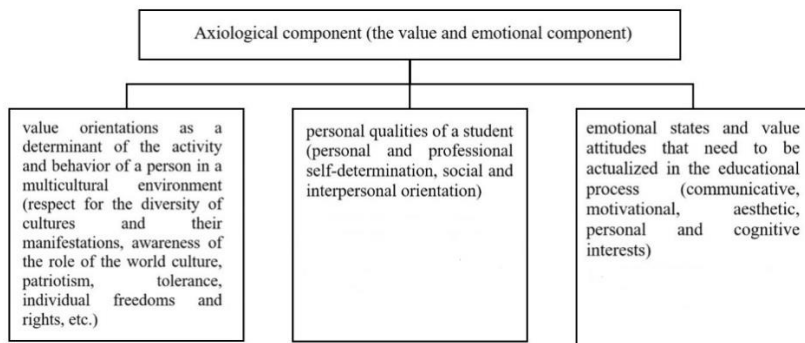

Figure 1: Axiological component (emotional-value) in the linguistic picture of the world
Note: own development

The axiological component makes it possible to develop in students a positive attitude towards another culture and its members; to be aware of the laws of society, to understand the norms and rules of communication in society; to build one's own position on the basis of conscious determinants chosen as personal guidelines; to form a positive attitude towards the process of foreign language learning.

The role of a foreign language as a tool for the axiological background development
Content and language integrated learning, widely used in the European educational science and practice, is applied at an advanced stage. The issues related to the choice of language and speech material and its didactic structure based on the participation and involvement of students, as well as on the development of critical thinking are of paramount importance. The tools for teaching and learning a foreign language should be based on the methodological conception of teaching a foreign language of profession, professional motivation, the level of foreign language proficiency of students, the current needs of students and society, the lingua didactic models of a linguistic personality (Levitan, Yugova, 2019). New approaches to teaching a foreign language can slow down the process of the dehumanization of society and education

and intensify the process of assimilating moral truths; therefore, it is important to follow the idea of the importance of teaching a language as a carrier of moral values. Language as a means of transmitting information increases intelligence, creates texts that have an informational value, contributes to the dissemination of meaningful information. Despite the universality of the concept of values and moral foundations, texts often express specific values as they are created by the representatives of different languages and cultures, and universal human ideas are saturated with a certain cultural content. The basic concepts of linguistic cultures were gradually supplemented by separate conceptual units accumulating the collective experience of the cultural and linguistic community. The processes of communication and information assessment are continuously connected - a person perceives and evaluates reality, connects their own knowledge with the knowledge of other people. When learning a language, mutual determinism is revealed within the relationship between the culture, mentality and language. Everything that is valuable for a person plays a significant role in their life, and therefore receives a multilateral designation in the language. It is noted that in the modern world there is a collapse of traditional views of values; thus, the concept of good is weakening and the ethical and moral values of the past are being reduced. Among other things, this can be explained by a decrease in the role of the religious basis of the life of society, which almost all traditional systems of values are based on.

The process of learning a foreign language can be reduced to a new way of expressing familiar content. However, due to the multimedia content and the development of the didactics of teaching a foreign language, the process of learning a foreign language is being transformed into a meeting with another culture and a different system of values. Modern course books, including the ones used for teaching, provide learners with illustrations of the cultures and values of other countries ranging from coats of arms and flags to famous buildings, dishes, ways of interaction and explanations. There is an opinion that the inclusion of value systems in foreign language lessons can have a positive effect - multiculturalism and mobility. Foreign language lessons can help a person embrace the values and cultures of other peoples. The student can transcend their nationality and overcome deeply-rooted stereotypes. Students should be helped to understand the deep and serious implications of the value system; it is also necessary to encourage them to be open and critical of them.

Communication with native speakers cannot be effective if their national characteristics and national mentality are not considered. In addition, national mentality understanding contributes to the development of a system of values of students, which is an indispensable component of the educational process at a university. The vivid reflection of the values, traditions and peculiarities of the worldview of individual peoples occurs through phraseological units in the language (Andreyeva et al., 2018). Axiological linguistics is closely related to phraseology that reflects the ancient spiritual experience and group assessments of the speakers of a certain language. Phraseology provides rich material for the study of axiological laws. Fixed phrases indirectly reflect the views of people and the ideology of the period, including national characteristics, mentality and value orientation of native speakers (Lisicyna, 2000). Fixed phrases describe the values regulating relations between people in everyday life; the assessment is presented in the form of evaluative phraseological units containing subjective assessments and qualitative characteristics of the subject being assessed (Zerkina et al., 2015). Vocational training based on the axiological approach contributes to the solution of the urgent problems of modern education related to the development of a system of universal, educational and professional values in students: awareness of social and personal significance, understanding of their own attitude to basic professional values, guiding motives for professional development, tolerance to cultural paradigms (Bicheva, Filatov, 2018).

Among the axiological benchmarks of true education, the value attitude to language is of particular importance (Zerkina et al., 2015). On the one hand, language as a means of national self-identification unites members of society regardless of their social status, education, age, and wealth status. On the other hand, language is an integral part of national history, culture, and spirituality. There is no doubt that when studying the Russian language the need to refer to its history is associated with the growing interest in the peculiarities and roots of the Russian mentality, and the language is its treasurer (Babulevich, Kuzennaya, 2018). Teaching the Russian language is proposed to be based on the basic principles of teaching meta-subjects. A focus should be placed on the development of a linguistic worldview, which is defined as a single worldview of a nation developed based on its language and a system of values that lay the foundation for the implementation of meta-subject principles in teaching the Russian language (Drozdova, 2019). The axiological potential of the Russian language in the development of a linguistic personality is presented as a system of linguistic values reflected in the vocabulary and texts. A clear indicator of the development and improvement of the intellectual culture of a Russian speaker is the assimilation of Old Slavic vocabulary and, as a result, the enrichment of their own vocabulary. The Old Church Slavonic language replenished the vocabulary of Russian since the 10th century; it played the historical role of a means and method of introducing a person to spiritual life, aesthetic and ethical language, the grand style of the Russian language, and stimulated the enrichment of vocabulary (Samoilova et al., 2020). In the current theoretical and practical aspects of the axiological approach to the modern methodology of teaching the Russian language, the concept of an axiological linguistic personality with a value view of the language is proposed (Scriabina, 2019). A writer expresses or opposes their personal and ancestral memory, responsibility for the land of ancestors, the beauty of native nature, the poetic aspects of the life of the people, its ancient history and culture, spiritual wealth and wisdom, as well as relationships based on kinship, closeness, and love. This expresses a system of values that correlate with the axiological characteristics of a certain historical period and the value foundations of life revealing their significance (Amineva, 2018).

Actualization of distance foreign language teaching in the context of the pandemic
The spread of the Internet has greatly contributed to the development of distance and e-learning as new technical devices are best suited for developing exercises that improve student knowledge and the educational process(Karabatzaki et al., 2018); this also applies to language courses. Distance learning was first implemented in the 19th century and has come a long way of technical improvement. The change manifests itself in the need to transform traditional teaching and learning methods (Kör et al., 2016) due to a number of the issues related to time as some students cannot follow the timetable to attend the university or face the problem of distance. During the global pandemic, distance learning has become indispensable (Doghonadze et al., 2020). Even before COVID-19, there was a steady growth and adoption of educational technologies: global investment in educational technologies reached $ 18.66 billion in 2019, and the total online education market is projected to reach $ 350 billion by 2025; this also applies to language applications, virtual learning, video conferencing tools and e-learning software. According to the UN report, the COVID-19 pandemic has caused the largest educational disruption affecting nearly 1.6 billion students in more than 190 countries on all continents.
In connection with the crisis caused by the COVID-19 pandemic, UNESCO IESALC published guidelines for higher education institutions; in particular, it recommends the use of institutional portals, social networks and online courses. Online Russian courses are now of great interest as they are characterized by the following positive features:

- Flexibility - distance learning allows students to choose the convenient time and place to study; they can learn at their own pace and study as much as they can effectively master.
- Communication - in distance learning of Russian as a foreign language, cooperation between the teacher and students, as well as cooperation between students contribute to the development of communication skills.
- Multimedia educational materials create more favorable conditions for improving the intercultural competence of students and the quality of various types of speech activities, especially reading and listening.
- Forum and chat provide students with the opportunity to develop the speech skills and experience necessary for written and oral communication.
- Specific control of the quality of education - remote assessment makes it possible to identify student progress to assess their efforts, as well as the difficulties they face in the process of mastering the language and speech skills, as well as to analyze mistakes and results.

To master axiological phraseology, including that of the Russian language, methods based on remote computer technologies are the best suited; they make it possible to diversify the educational content with films, text documents that can be edited, animated films, etc., which can be used at student's convenience and reviewed as many times as necessary to ensure the most effective assimilation of knowledge and skills.

Methods and design of the experiment: an axiological approach to teaching Russian to foreign students in a blended learning environment
The research took place at the Institute of Foreign Languages, Foreign languages department I-11, Moscow Aviation Institute (National Research University), and the Department of the Russian Language No. 1, Peoples Friendship University of Russia.

Methods
The research is based on theoretical studies (Sayakhova, 2015) and methodological reviews of the new methods of teaching the Russian language and speech culture. The pedagogical approach corresponds to the objectives of the axiological components used to teach Russian.
The methods applied in the study include descriptive and interpretive analysis, educational process monitoring.
The methods of linguistic integration of students into the Russian sociocultural environment were used; they involved the development of linguistic and cultural competences, enriching the worldview with lexemes related to values and culture, encouraging student motivation through games, situations of moral experience (cases from fiction), discussions, self-study methods.
The results were tracked based on monitoring and testing technologies, information and computer technologies, and the analysis of the educational activity. The development of linguistic and cultural competences and the integration of students into the cultural environment were tested on the basis of cultural texts, which revealed the degree of assimilation of lexical units and national and cultural semantics, as well as the level of cultural awareness. To determine the value attitude towards the culture of the native country and the country of the target language, diagnostic tests were used, including those determining tolerance to traditions and customs.

Research design
The study uses the capabilities of the "Moodle" platform, which meets the requirements of the modern educational process due to its flexibility. To master the axiological phraseology of the Russian language, interactive tasks created in the Hot Potatoes program are presented (gap-fill tasks, order tasks, matching tasks, multiple-

choice tasks). When developing course modules, a number of literature excerpts containing historical and cultural realities were selected. Visual perception channels are actively used; thus, images of famous artists, photographs of monuments, landscapes, sketches, and popular fairy tale illustrations are attached to educational materials.

The use of computer technologies at the initial stage of teaching the Russian language to foreign students enhances the educational process and allows creating preparation courses that meet the needs of students who belong to different language groups (including African and Asian countries). It should also be considered that in the context of the pandemic, not all students can attend classes at the same time; the group is characterized by heterogeneity and constantly changing membership Therefore, a blended learning model was chosen as a learning model, which combines the use of a distance course with traditional classroom learning. The use of the distance learning component enables students who have difficulties in mastering the Russian language to listen to the explanation of new grammar repeatedly in order to consolidate knowledge, spell new words, and do practical tasks. On the other hand, a distance learning course can help advanced students who easily assimilate the educational material. In this case, learners are offered extra practice resources aimed at creativity development and the discussion of various topics on the forum; this encourages student motivation to study and gives them an opportunity to receive new information.

The experiment was carried out during 6 months of 2017/2018 and 2018/19 preparation courses.

Research sampling
The study involved a total of 260 bachelor students of the Institute of Foreign Languages, Foreign languages department I-11, Moscow Aviation Institute (National Research University), and the Department of the Russian Language No. 1, Peoples Friendship University of Russia. The age of the participants ranges from 18 to 20.
A control group of students attending language preparation courses based on the traditional classroom methodology was formed. The control group consisted of 150 students from the educational institutions listed above.

Ethical issues
The personal data of students participating in the experiment are confidential and not subject to disclosure.

Description of the key characteristics and results of the developed approach
The process of learning a foreign language at the initial stage should meet the communication needs of foreign students who come to Russia to get higher education. This applies not only to educational and professional communication, but also to the cultural and social needs of foreigners.

An important stage of teaching Russian is the introduction to the phonetics of the language. The process of studying the phonetics of Russian as a foreign language is more effective when it is based on a combination of traditional teaching methods and modern information technologies.

The distance learning course is based on a training pack, a listening guide and an online notebook, as well as methodological information. Each topic includes a "listen and repeat" audio presentation to help students develop and improve sound and auditory memory; grammar tables to acquire and consolidate grammar knowledge; practice activities (grammar exercises, texts with complex tasks, exercises for understanding the text and control of vocabulary, summary tables of concepts); tests.

To develop grammar exercises, the Hot Potatoes software, which allows working with Cyrillic and other alphabets, was used.

At the initial stage of learning the Russian language, students are offered simple crosswords and cartoons, which help them study a variety of topics. Cartoons are accompanied by "before you watch" and "after you watch" tasks after each section. Educational cartoons are characterized by the advantage of spatial and temporal relations between objects; the scenes force students to think synthetically. It is important that students can hear Russian speech in authentic situations. This makes the content easier to understand and encourages independent speech activity. After viewing a short section, students have an opportunity to discuss it on the forum.

The axiological component and the development of linguistic and cultural competences in foreign students based on the approach described

It is considered important to introduce the ways of developing linguistic and cultural competences as components of the general cultural content of education. Such competences are responsible for the culture-focused teaching of Russian as a foreign language and are a method of forming a system of axiological relations based on ethical and cultural components described in the literature. The presentation of the material as a motivational situation seems to be relevant. Linguistic and cultural competences are successfully developed when students read an ethically and aesthetically harmonious text about some events adapted to the students' language skills. It should be accompanied by pictures, historical references and additional exercises to stimulate further ethical thinking. The reading task should be followed by a discussion to compare cultural values. The presentation of educational material can evoke students' emotional response and encourage further reflection.

The core component of the educational program - cultural and historical material - is the background of literature works, which is designed to emphasize the unity of national and global culture. The methods of teaching foreign students include the study of the national characteristics of the Russian people and culture-related realities. Literary and journalistic texts reveal the historical period and characterize socio-cultural concepts.

Communicative, objective and educational competences play a key role in the study of a foreign language and the development of linguistic and cultural competences (Elokhova, 2016). As a result, students are offered texts containing cultural and historical information that requires special socio-cultural, linguistic and cultural comments that play a key role in the development of linguistic and cultural competences. This information is important for the formation of cultural and historical knowledge. To solidify knowledge, there are "after you read" exercises aimed at reproducing the information received visually (drawings, sketches dating from a certain historical period). The exercises help students formulate value judgments; they present information in a historical, cultural and communicative continuity (Figure 2).
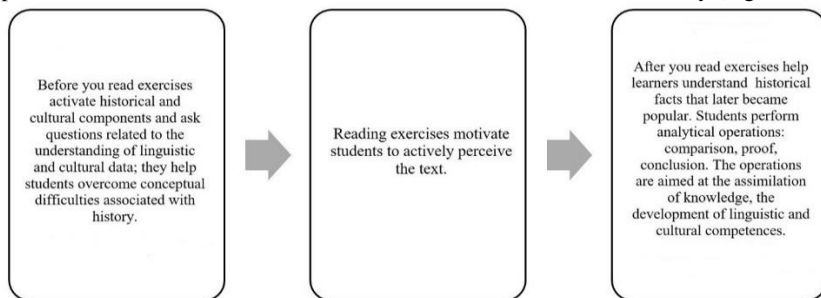

Figure 2: Continuity of exercises for foreign students studying Russian
Note: own development

The formation of linguo-cultural competences is also associated with the use of visual materials (illustrations along with the CD attached to the textbook). Information is better perceived and memorized when using visual materials; this allows students to consolidate the material. The exercises are related to new vocabulary.

Application of the vocabulary of the linguistic world related to cultural values
A new lifestyle combined with a new language creates psychological and linguistic obstacles. The psychological obstacle manifests itself in the fact that misunderstanding often causes rejection. An important task is to provide foreign students with more information about the Russian worldview through the linguistic images of the world containing information about reality. Students become motivated to study the culture, history, customs and lifestyle of the inhabitants. The events described in the works become meaningful and shape the understanding of life.

The lexical units presented in the texts have not only direct meaning but also the one created by the author. It becomes possible to consider the author's view of the world that reflects his or her opinion about life. The major concepts are also presented through the visual perception of historical and cultural realities: the video sequence shown at distance or traditional lessons demonstrates paintings and sketches of artists.

Mastering of various functional styles of the Russian language
Knowledge of various functional styles of the Russian language can also be considered as a marker of the acquisition of a new culture by students that are not Russian native speakers. It is noted that foreign students find it difficult to interpret the meaning of words that form Russian sayings and phraseological units (Elokhova, 2016). The most common phraseological units were selected and analyzed from the perspective of history, culture and society; the tasks aimed at explaining the etymology of the selected phraseological units were developed. Students fill in summary tables of phraseological units online and by hand looking for similar concepts and set expressions in their native language.

There is a separate educational module - Scientific prose style - that varies according to the specialty of students; however, in this case, the key objective is to teach students to read and understand texts related to their profession, master the skills of working with books and terminological vocabulary, take notes, speak out logically and consistently, understand, recognize and correctly use lexical units, etc.

Results of the diagnostics of students' language and cultural skills
The diagnostics of the formation of the language and cultural skills of foreign students in the control and experimental groups showed significant changes in the development of the language and cultural competence of the participants at the initial and final stages of training. By the end of studies, the percentage of foreign students with a high level of linguo-cultural competence has increased. The percentage of students in the experimental group with a high level of competence at the final stage of measurement is 47%. In the control group, this indicator was 21% (Table 2).

Table 2: The results of the diagnostics of the language and cultural competences of foreign students in the control and experimental groups, %

	Measurement 1	Measurement 2	Measurement 3	Measurement 4	Measurement 5
control group	5%	11%	15%	19%	21%
experimental group	12%	23%	32%	40%	47%

Note: own development

Thus, it can be noted that the experimental results demonstrate that the approach to teaching Russian as a foreign language described in the study contributes to the development of the emotional-motivational, value-oriented and communicative components of the linguistic and cultural competences. The foregoing is consistent with the conclusions that the implementation of the axiological approach to the development of intercultural competencies of university students can be successfully carried out when they form their attitude to the study of a foreign language (Valeev and Kondrat'eva, 2015). The structure of social and communicative development (with the inclusion of socio-cultural, practical, motivational-axiological, emotional components) benefits from the use of group and individual forms of social communication when introducing an innovative technological component (Vilkhovchenko and Shayner, 2018).

Conclusions

The result of the study and its testing in the educational process were the Russian language and culture course materials aimed at foreign students. The application of the educational model made it possible to develop exercises based on the analysis of concepts contained in the texts and having axiological meaning. The novelty of the research is the approach to the study of the Russian language by foreigners based on the integration of the linguistic and cultural components and aimed at the development of linguistic and cultural competences in students. The core of the proposed approach is the value-semantic and semantic-symbolic features of the language and culture encoded in various manifestations of art as a cultural activity. It can be concluded that the model of teaching Russian as a foreign language tested in the study promotes changes in cognitive functions, stimulates the ability to use the conceptual apparatus in terms of intercultural communication and the solution of professional problems; tolerance to foreign language environment. Positive changes are noted in the emotional, value, motivational and communicative components of the linguistic and cultural competences of students. It can be noted that students are willing to master the means of communication, to use the Russian language to solve practical communication problems, to demonstrate cooperation and the knowledge of culture-related vocabulary.

The implementation of distance and blended learning can significantly help foreign students at the initial stage of studying at Russian universities, as well as dramatically increase the intensity and effectiveness of training. The developed special forms and methods of instruction can take the educational process closer to real communication effectively developing speaking, writing, listening and reading skills, as well as ensure the cultural and social integration of foreign students. The Russian for foreign students online course is based on interactive strategies in the context of remote interaction between the teacher and the student, flexible solutions for testing and managing the automated process of acquiring knowledge and skills.

Bibliographic References
AMINEVA, V.R. 2018. National perspective as axiological component of the composition art world. In: XLinguae, vol. 11, n. 2, pp. 329-337. ISSN 1337-8384.
ANDREEVA, E.A. – MAZITOVA, F.L. – KORNEVA, I.G. 2017. Formation of the value system of high school graduates through study of the axiological picture of the world in the language. In: Kazan pedagogical journal, vol. 1, pp. 106-108. ISSN 1726-846X
ANDREYEVA, Y.A. – NAZMIEVA, E.I. – SAKHIBULLINA, K.A. 2018. Axiological Phraseological Units at Foreign Language Lessons at University as a Reflection of National Mentality. In: The Journal of Social Sciences Research, Academic Research Publishing Group, vol. 1, pp. 308-312. ISSN 2411-9458.
BABULEVICH, S.N. – KUZENNAYA, T.F. 2018. Historic and Linguistic Commentary in the Context of Teaching the Russian Language at School. In: Bulletin of Minin University, vol. 6, n. 1, pp. 1-12. ISSN 2307-1281
BICHEVA, I.B. – FILATOV, O.M. 2018. Prospects of professional training of teachers: axiological approach. In: Bulletin of Minin Universit, vol. 6, n. 2, pp. 1-16. ISSN 2307-1281.
CORTEZ, A.J. 2019. Co-designing Transformative Teacher Learning Ecologies. UC Berkeley.
DOGHONADZE, N. – ALIYEV, A. – HALAWACHY, H. – KNODEL, L. – ADEDOYIN, A.S. 2020. The Degree of Readiness to Total Distance Learning in the Face of COVID-19 - Teachers' View (Case of Azerbaijan, Georgia, Iraq, Nigeria, UK and Ukraine). In: Journal of Education in Black Sea Region, vol. 5, n. 2, pp. 1-41. ISSN 2346-8246.
DROZDOVA, O.E. 2019. Axiological Approach as a Source for the Implementation of Meta-subject Principles in the Teaching of the Russian Language. In: Russian language at school, vol. 80, n. 1, pp. 3-9. ISSN 0131-6141.
ELOKHOVA, G.V. 2016. The Professional Language Personality of a Future Engineer: Theoretical Aspect. Cognitive linguistics issues. Tambov: Russian Association of Cognitive Linguists, vol. 1, n. 46, pp. 117-120. ISSN 1609-624X.
KARABATZAKI, Z. – STATHOPOULOU, A. – KOKKALIA, G. – DIMITRIOU, E. – LOUKERI, P.I. – ECONOMOU, A. – DRIGAS, A. 2018. Mobile Application Tools for Students in Secondary Education. An Evaluation Study. In: International Journal of Interactive Mobile Technologies, vol. 12, n. 2, pp. 142-161. ISSN 1865-7923.
KARASIK, V.I. 2002. Language circle: personality, concepts, discourse. Volgograd: Publishing house: Change. ISBN 5–88234–552–2
KARASIK, V.I. 2014. The Russian language: system, usage and the risks they create. In: Russian Journal of Communication, vol. 6, n. 2, pp. 223-226. ISSN 1940-9427.
KARASIK, V.I. 2015. Linguistic manifestation of personality: monograph. Research Laboratory "Axiological Linguistics". Moscow: Gnosis. ISBN 978-5-903601-81-3.
KESHAVARZ, S. 2012. Philosophy of Education in Exceptional Children According to Islam. In: Procedia – Social and Behavioral Sciences, vol. 46, pp. 2917-2921. ISSN 1877-0428.
KOR, H. – ERBAY, H. – DEMIR, E. – AKMEŞE, O.F. 2016. A study on the factors affecting the academic performance of distance education students and formal students, Hit it. University. In: Journal of Social Sciences Institute, vol. 9, n. 2, pp. 1029-1050. ISSN 2536-4944.

KOZHAKHMETOVA, A. – OSPANOVA, Z. – MUSSATAYEVA, M. – BISSENBAYEVA, Z. 2020. Axiological concepts of journalistic texts (lingua-stylistic analysis). In: XLinguae, vol. 13, n. 2, pp. 225-234. ISSN 1337-8384.

KRASINA, E.A. – PERFILIEVA, N.V. 2015. Fundamentals of Philology: linguistic paradigms. Moscow: Science. ISBN 978-5-9765-2124-7.

KROMYDAS, T. 2017. Rethinking higher education and its relationship with social inequalities: past knowledge, present state and future potential. Palgrave Communications, vol. 3, n. 1, pp. 1-12. ISSN 20551045.

LEVITAN, K.M. – YUGOVA, M.A. 2019. Forming an innovative professional linguistic personality of law school students on the basis of the synergetic approach. In: Language and culture, Vol. 46, pp. 167-183. ISSN 2311-3235.

LISICYNA, T.A. 2000. Russian paroemias of sacral circle (a fragment of linguaculture). In: Phraseology 2000: Phraseology on the bound of centuries: achievements, problems, prospects. Tula, pp. 93-98.

MACHADO, C. 2015. Opening young minds and hearts: Employing technology-infused critical pedagogy in hybrid border spaces. In K.L. Heider – M. RenckJalongo (Eds.), Young children and families in the information age. Amsterdam, NL: Springer, pp. 77-99. ISBN 978-94-017-9183-0.

MARIYANCHIK, V.A. 2011. The Axiological Structure of Media and Political Texts (Doctoral Thesis Abstract). Moscow.

MARKELOVA, T.V. – PETRUSHINA, M.V. – SAVELYEVA, A.A. 2016. Axiological aspect of the linguistic view of the world in the modern education environment. In: SHS Web of Conferences 9, 02027. EEIA. ISSN 2261-2424.

NIFANOVA, T.S. – POPOVA, L.G. – POPOVA, N.V. – SHATILOVA, L.M. – SAVELYEVA, E.B. – LINEVA, E.A. 2019. Representation of the axiological component of the concept of "house" in English, German and Russian. In: XLinguae, vol. 12, n. 2, pp. 27-40. ISSN 1337-8384.

OYELERE, S.S. – SUHONEN, J. – SUTINEN, E. 2016. M-Learning: A New Paradigm of Learning ICT in Nigeria. In: International Journal of Interactive Mobile Technologies, vol. 10, n. 1, pp. 35-44. ISSN 1865-7923.

PRABHU, N.K. 2011. Human values in education: Reflecting on the core. In: International Research Journals, vol. 212, pp. 1727-1732.

SAMOILOVA, G.S. – KOMYSHKOVA, A.D. – PATSYUKOVA, O.A. – BUDARAGINA, E.I. 2020. Old Slavonic language as a didactic resource for developing a strong language student personality. In: Revista Amazonia Investiga, vol. 9, n. 29, pp. 327-335. ISSN 2322-6307.

SAYAKHOVA, L.G. 2015. The Linguistic and Cultural Potential of Education (in Russian). In: Russian Humanitarian Journal, vol. 4, n. 2, pp. 108-113. ISSN 2312-6442.

SCRIABINA, O.A. 2019. The Axiological Foundation of the Current and Future State of the Methodology of Teaching Russian (Mother Tongue). In: Russian language at school, vol. 80, n. 1, pp. 16-19. ISSN 0131-6141.

SLYSHKIN, G.G. 2000. From text to symbol: linguocultural concepts of precedent texts in consciousness and discourse. Moscow, 2000. ISBN 2005-4-13058.

STOLYAROVA, E.V. – FEDOTOVA, M.G. 2017. Professional linguistic personality of specialists in the field of personnel management and teaching a foreign language for special purposes. TSPU Bulletin, vol. 5, n. 182, pp. 127-133. ISSN 1609-624X.

SVETONOSOVA, T.A. 2007. Cognitive linguistics and linguaculture: features and differences. Philological sciences at Moscow State Institute of International Relations, vol. 27, n. 42, pp. 39- 46. ISSN 2410-2423.

VALEEV, A.A. – KONDRAT'EVA, I.G. 2015. Axiological Approach to the Development of Students' Intercultural Competences by Foreign Language Means. Procedia - Social and Behavioral Sciences, vol. 191, pp. 361-365. ISSN 18770428.

VILKHOVCHENKO, N.P. – SHAYNER, H.I. 2018. Discipline "foreign language for specific purposes" in the context of media education. In Pedagogical and psychological sciences: development prospects in countries of Europe at the beginning of the third millennium: Collective monograph. Volume 2. Riga: Izdevnieciba "Baltija Publishing", pp. 70-86. ISBN 978-9934-571-62-6.

ZERKINA, N. – LOMAKINA, Y. – KOSTINAC, N. 2015. Axiological Linguistics and Foreign Language Teaching. Procedia – Social and Behavioral Sciences, vol. 199, n. 3, pp. 254-260. ISSN 1877-0428.

ZHANG, Y. 2016. Associative field of the concept "дом" in the russian language consciousness. Bulletin of the Novosibirsk state university. Series "Linguistics and Intercultural Communication", vol. 14, n. 4, pp. 39-42. ISSN 1818-7935.

ZHELTUKHINA, M.R. 2014. Interkulturelle semantische und pragmatische Parallelen im modernen Mediendiskurs: der funktionale Aspekt. In. Interkulturalität unter dem Blickwinkel von Semantik und Pragmatik. CsabaFöldes: Beiträge zur Interkulturellen Germanistik. Tübingen: Narr, pp. 257-275. ISBN 978-3-8233-6905-9

Vera Levina
Department of the Russian Language No 1
Peoples Friendship University of Russia (RUDN University)
Moscow,
Russia
levinavera77@rambler.ru

Svetlana Zubanova
Foreign Languages Department I-11
Moscow Aviation Institute (National Research University)
Moscow,
Russia
Svet_285@mail.ru

Andrey Ivanov
Department of German
Linguistics University Nizhny Novgorod
Nizhny Novgorod,
Russia
holzmann2014@yandex.ru

Teaching foreign languages in higher education during the corona crisis

Ariadna Strugielska – Dorota Guttfeld – Monika Linke-Ratuszny

Abstract

The paper investigates conceptual and operational levels of methods applied by foreign language teachers at Polish universities under pandemic constraints. In a stable state, a method of teaching, determined by institutional standards, was characterised by the dominance of the behavioural ingredient at the conceptual level, the prominence of obligatory operational-level components, and a limited space for bottom-up influences and individual teachers' voices to be heard. We posit that the outbreak of the Covid-19 pandemic reversed the hierarchy and as a result, teachers have been able to exercise a significant degree of agency. To assess the potential for such a change, we conducted a voluntary survey among Polish language teachers at a tertiary level. A statistical analysis of the results demonstrated that the opportunity for insider self-reflection, offered by the crisis, may affect the conceptual focus of a teaching method as a complex system and eventually penetrate the operational level.

Key words: teaching method, foreign languages, complex systems theory, Covid-19 pandemic, higher education

Introduction

Language teachers make decisions all the time - they need to choose, for instance, what textbook to use, which role to adopt, or how to treat their learners. Obviously, the more informed the teachers, the better their decisions and the more effective the way they teach. Teachers' choices are supported by a multitude of resources, both on-line and printed, such as manuals, guides or seminars. These materials provide information about language teaching methods in general as well as a variety of factors influencing educators' decisions, e.g. students' age or level of proficiency. While teachers are definitely not "mere conveyor belts delivering language through inflexible prescribed and proscribed behaviors" (Larsen-Freeman, 2000), having a recipe to follow or at least resort to does help, particularly in times of crisis.

When the Covid-19 pandemic hit the world in spring 2020, no manual was ready to tell the teachers how to behave when the classroom not only stopped being a safe place but in fact stopped existing. The reality we knew as teachers and students is gone but teaching and learning continue to be fundamental social practices which, to be felicitously conducted, need a method, i.e. a foundation upon which educators can build.

Foreign language teachers in various national and educational contexts have tried to come to terms with the new reality. Now, after the first phase of the epidemic, the time is right to share reflections, solutions and simply ways of dealing with the unknown.

This article offers a chapter in the emerging manual on methods of teaching foreign languages during the Covid-19 pandemic. The first part discusses a teaching method as a complex system, comprising three levels: the conceptual (general language teaching theories, such as constructivism), the operational (basic components involved in instruction, such as course aims), and the observable (actual classroom-level phenomena).

The second part of the article identifies a control parameter among the three levels of such a system. In the context of Polish higher education, superordinate-level policies and practices, ranging from syllabus structure to class observation reports, form

feedback loops that guide teachers' actions in selecting their language teaching methods.

All of these standard feedback channels, however, have been recently jammed by the advent of the Covid-19 pandemic, discussed in the third part of the article as a destabilizing event that shifted the burden of responsibility for finding effective teaching methods onto individual teachers to a much greater extent than was the case in the stable state.

Relying on qualitative and quantitative input from an online survey, in its fourth part the article strives to portray the teaching methods that emerge from this temporary state of chaos. The survey's open question allowed Polish teachers of modern foreign languages to comment on the operational level of their teaching (whether subjectively effective or ineffective), while closed, multiple-choice questions allowed the conceptual level of their methods to be outlined and examined. The analysis focuses on identifying the dominant conceptual approaches, their interrelations, and their potential links to a teacher's perception of a given method as effective.

A method of teaching a foreign language as a complex system

A method of teaching foreign languages is a tripartite complex system composed of conceptual, operational and observable elements (Larsen-Freeman, 2000; Larsen-Freeman and Cameron, 2008).

The conceptual level encompasses "the systematic principles" (Richards, 1990), or an approach to language teaching, emanating from four major learning theories, i.e. behaviourism, cognitivism, constructivism and humanism (Schunk, 2012). However, as K. Illeris (2019) observes, learning theories are themselves comprehensive frameworks of processes and ideas, which means that it is difficult, if not impossible, to posit discrete boundaries between them. Instead, learning theories should be placed along a continuum where shared regions, e.g. neo-behaviourism or cognitive constructivism, are to be expected. Still, for practical purposes, such as describing a teaching method, complex learning frameworks need to be simplified into an idealised but manageable picture built on critical features. In this way, fuzziness can be diminished and variation highlighted. Following this line of thought, P.A. Ertmer and T.J. Newby (2013: 54-63) list explicit aims and objectives, measurable outcomes, criterion-referenced assessment, sequencing of instructional presentation, mastery learning and simple to complex sequencing of practice among the key features of behavioural instruction. A cognitive teaching method, in turn, is characterised by learners' active involvement in the teaching-learning process, which is regulated by individual differences and aided by mental strategies used to facilitate optimal processing and to encourage students to make connections with previously learned content. Next, instruction driven by constructivist principles anchors learning in meaningful contexts where students can actively use what has been learnt for a number of purposes and from a variety of perspectives. Problem-solving skills are therefore supported and these allow learners to go beyond that which is given and explore conditions often dramatically different from the safe environment of initial instruction. Finally, the essence of the humanistic approach is catering for the students' feelings so that knowledge can be acquired (Moskovitz, 1978). This involves granting learners considerable freedom in the classroom, such as when students decide which portion of the content would be most useful to them or select a discussion topic that seems particularly appealing. Learners thus choose activities that enhance their interest in learning and consequently boost their motivation. As a result, "meaningful learning" (Patterson, 1977) occurs, where students can draw on their personal life and hold personal relevance. It is students and their teachers that matter in the humanistic approach since the needs of the former ought to be catered for by the latter. Educators are to assist learners in achieving self-actualisation, acting as

approachable facilitators and friends who enable students to learn in accordance with personal abilities and interests. In this way learners can develop basic survival skills that reach beyond grammar, vocabulary and the competences of reading, writing, speaking and listening considered the most elementary "components of a traditionally designed curriculum, which the world [generally views as] what learners ought to learn in a formal setting" (Ling et al., 2014: 8).

The conceptual level of a language teaching method, derived from four partly overlapping learning theories, i.e. behaviourism, cognitivism, constructivism and humanism, can be difficult to identify even if only critical features are considered. Therefore, general principles should be viewed as mere "ingredients" of a teaching method which are transformed via "components involved in instruction" (Guey et al., 2010: 105), such as aims, materials, teacher and student roles, or assessment, in order to make differences between teaching methods maximally salient (Larsen-Freeman, 2010: 7-8).

The operational level of a language teaching method is where ingredients evolve into components and a dynamic relationship between the two levels emerges. The first type of link can be established between the components themselves since they naturally fall into at least three two-member categories, i.e. objective-assessment, material-technique and teacher and student (Guey et al. 2010: 106), all of which need to be taken interdependently. For instance, objectives and materials should be established considering students' individual differences. Another correspondence is among behavioural, cognitive, constructivist and humanistic ingredients in each component. As already stated above, ingredients evolve from non-discrete learning theories and thus can be viewed as inclusive of one another in different proportions. For example, organizing learning material from easy to difficult is apparently behavioural but it can also be taken as humanistic since such an arrangement of content "is designed to be learner-friendly, and in that way can better help learners achieve initial success, thus arousing learners' positive affects" (Guey et al., 2010: 114). As D. Larsen-Freeman (2000: 4-5) observes, techniques constitute a particularly flexible component and thus easily adapt to various ingredients. Even when teaching students a dialogue using a picture to provide a context, an educator can move between behavioural and constructivist approaches, depending how the technique is managed, i.e. whether, for instance, the students are asked to look at the picture, then close their eyes and repeat the dialogue after the teacher or whether they are (also) allowed to create their own exchanges prompted by the visual (Stevick, 1993). On the other hand, there are components which are particularly tied to certain ingredients. For instance, discrete-point evaluation is characteristic of the behavioural approach (Larsen-Freeman, 2000: 47), while friendly relations between teachers and students are critical for the humanistic approach (Amini, Amini, 2012).

The observable level of a teaching method is where theoretical ingredients consolidated into more tangible components become "thought-in-action" in the classroom (Larsen-Freeman, 2000). In other words, if a teacher believes that language is made up of distinct modules resting on universal parameters, i.e. if he or she is a firm supporter of cognitivism, it makes perfect sense for them to teach pre-defined sets of grammatical constructions or arrange students' vocabulary into neatly-organised lexicons. This is not to say, however, that educators take a particular conceptual stance and keep it throughout the class. In fact, as was the case with the other two levels of a language teaching method, the observable plain should also be taken as an idealization. As D. Larsen-Freeman (2000: 7) puts it, "[i]n the real world students do not always catch on quickly and teachers have to contend with many other social and classroom management matters" than predicted at conceptual and/or operational levels. Hence, on the one hand, a method cannot be fully inferred from students' and teachers' actions and on the other hand, "a method does not reflect everything that is transpiring in the classroom".

A method of teaching a foreign language is a coherent set of links between conceptual, operational and observable levels. According to the complex systems theory, these levels do not necessarily stand in a hierarchical relation to each other, where those at the top constrain those underneath. In fact, influences can work in various directions (Larsen-Freeman and Cameron, 2008: 30). Nevertheless, teaching methods are often imposed on those implementing them. Obviously, teachers "may be able to resist, or at least argue against, the imposition of a particular method by authorities" (Larsen-Freeman, 2000: ix). At the same time, though, educators need to be aware that "[…] deviation from the accepted institutional order is costly in some way, and the more highly institutionalised a particular pattern becomes, the more costly such deviations are" (Lawrence et al., 2001, quoted in Phillips et al., 2004: 637). Apparently, higher education is one of the most institutionalised contexts in which language education can be conducted.

A method of teaching a foreign language as a complex system
As many other contemporary educational institutions, universities are determined by a number of national documents and some inner arrangements characteristic of each institution and shaped by various international legal acts and regulations. These documents convey a coherent set of ideas underlying, among others, the way foreign languages are taught, i.e. they form the conceptual level of a teaching method. In the Polish context, the conceptual level is shaped by a network of three meta-systems:

1. the Polish Qualifications Framework (PQF), which developed from the European Qualifications Framework (EQF),
2. the National Qualifications Framework for Higher Education (NQF-HE), embedded in the PQF and related to the quality standards of the Polish accreditation committee for the enhancement of the quality of higher education (PKA);
3. the Common European Framework of Reference (CEFR).

The Polish Qualifications Framework, which emerged as "an answer to the call of the Council of Europe's policy resulting from long and interrelated historical processes and changes in the field of education" (Nosidlak, 2018: 145), is a part of the Integrated Qualifications System in Poland - an eight-level system of qualifications which has been in use since January 2016. The PQF facilitates the formulation of formal descriptions and specifications of qualifications, as well as their quality assurance. The way these descriptors are rendered suggests that three ingredients: cognitive, constructivist and humanistic, have been integrated. To illustrate, knowledge is defined as "a set of descriptions of facts, principles, theories and practices assimilated during the learning process, relating to a field of learning or professional activity" (Slawinski et al., 2014: 29). In turn, skills correspond to various abilities "to carry out tasks and solve problems relevant to a field of learning or professional activity" (Slawinski et al., 2014: 29). Finally, social competences are also defined in terms of abilities which allow the shaping of students' development, and their autonomous and responsible participation in professional life and society (Slawinski et al., 2014: 28). Importantly, and in consonance with the complex systems' perspective,

[...] modernising the qualifications system [in Poland] is occurring simultaneously in a "top-down" and "bottom-up" manner. On one hand, the education system is being changed by public authorities, while on the other, it is also being changed by organisations and sectoral institutions (Slawinski et al., 2014: 25).

Consequently, individual teachers' voices can only be heard if reinforced by institutional affiliations.

As stated above, the PQF contains descriptions of qualifications for higher education. Consequently, levels 6, 7 and 8 of the PQF correspond to the levels of the National Qualifications Framework for Higher Education (NQF-HE), which provides a detailed description of the educational system at the higher level and contains specifications of learning outcomes and qualifications obtained in the Polish higher education system. On 1 October 2011, a new Act on Higher Education (AHE) in Poland came into force, introducing the National Qualifications Framework for Higher Education (Zasada, Gruchala, 2012: 20). Since then, all new programmes have had to follow the regulations specified in the NQF-HE. On 29 February 2019, the Polish Accreditation Committee (PKA) introduced new quality standards which delineated two areas: design and compliance with the standards of education as well as procedures and stages of implementation, with reference to which study programmes have since then been evaluated. Within the first area detailed learning outcomes have become most prominent while quantitative descriptors, e.g. duration of studies, students' estimated workload, the number of teacher-student contact hours and the sequence of the learning material, have dominated the second domain of the programme. Thus, when viewed from the perspective of quality standards, the NQF-HE seems to display a behavioural ingredient.

As stated by W. Martyniuk (2006: 18), the Common European Framework of Reference (CEFR) (Council of Europe, 2001), is a descriptive meta-framework for learning, teaching and assessment in the case of foreign language education in Europe. With reference to conceptual ingredients, the CEFR is a multifaceted system. On the one hand, the approach promoted in the document corresponds to the ideas of cognitivism since, for instance, linguistic competence is viewed as composed of separate modules, e.g. lexical, phonological and syntactic (Council of Europe, 2001: 13). On the other hand, the notional-functional approach (Wilkins, 1972), firmly rooted in the ideas of constructivism and humanism, is advanced, with a syllabus encompassing specified language units characteristic of various communicative situations reflecting learners' social and vocational needs.

In the context of Polish higher education the CEFR is received as either

[an] important describing tool, which may be used while analysing the needs of a student, when specifying learning goals, designing curricula and educational materials and evaluating the results of the educational process (Pawlak, Fisiak, 2007: 5),

or as a rather fashionable trend discussed during conferences and workshops (Nosidlak, 2018: 161). Consequently, the CEFR's assumptions are often treated as superficial or even misinterpreted (Poszytek, 2012: 99), for example, when it comes to defining components at the operational level of the teaching method.

The conceptual level of a method of teaching foreign languages at Polish state universities appears to encompass four ingredients: behavioural, cognitive, constructivist and humanistic, and thus makes it possible to think of a method in a fairly unconstrained way. At the same time, though, it can be observed that some philosophies, e.g. the cognitive-constructivist stance of the CEFR, are perhaps less critical for developing contemporary language education in Poland. Still, to uncover the most salient element(s) at the level of the approach, components of a teaching method need to be recovered at a lower, operational level.

The operational level of a method of teaching foreign languages emerges from syllabi of two types of classes conducted at Polish state universities: courses developing language skills as an integral part of the major programme, which is typical of modern language studies, or philologies; and foreign language courses where instruction is only loosely related to the study programme in, for instance, biology or law. In both

cases, though, the format of a syllabus is similar in that the following obligatory components can be discerned: measurable learning outcomes, sequenced content or an obligatory reading list, numbers of hours and ECTS credits, the amount of student workload and assessment methods and criteria (https://www.pka.edu.pl/ocena/baza-uczelni-jednostek-i-kierunkow-ocenionych/). Clearly, then, the National Qualifications Framework for Higher Education filtered through the quality standards of the Polish accreditation committee has had a major impact on the operational level of a teaching method. To put it differently, when viewed from the perspective of method components, the behavioural ingredient comes to the fore while others, especially the humanistic element, become backgrounded. In fact, the humanistic ingredient is non-prominent in two ways. Firstly, components characteristic of the humanistic approach are treated as facultative and thus, for instance, patterns of classroom interaction or types of activities through which student and teacher roles could be highlighted are not a mandatory element of the syllabus.[1]

Secondly, the section of the syllabus in which learning outcomes are described and categorised into knowledge, skills and social competences contains fewer outcomes in the social skills category than in the other sets. Since the category of social competences is where personal and affective dimensions, i.e. traits of the humanistic approach, reside, it can be inferred that the humanistic ingredient is not prominent in foreign language teaching from the vantage point of the operational level. Still, it should prove discoverable at the even lower observable level of classroom interactions.

The observable level of a method is the actions and behaviours of teachers and students during the actual class which can be seen from either outsiders' or insiders' perspective. In the case of the former, it is usually senior colleagues who visit selected classes in order to evaluate those conducting them. A typical evaluation sheet looks at the teacher from a number of angles and includes a host of ingredients: behavioural, e.g. checking whether the teacher starts the lesson on time, keeps the register or whether he or she can efficiently control the class; cognitive, verifying the instructor's level of knowledge and expertise; constructivist, e.g. asking whether the educator encourages the learners to suggest their own solutions; and humanistic, e.g. evaluating the teacher's ability to create a friendly and supportive atmosphere. Though fairly comprehensive, an outsider's observation is nevertheless dominated by the operational level, i.e. the behavioural ingredient, since questions concerning the degree to which the class adheres to the syllabus typically constitute most of the evaluation criteria. The insider's view upon what is actually happening during teacher-students encounters are the instructors' own observations and reflections which help them recognise the thinking that underlies their actions. In this way teachers not only realise their fundamental assumptions and values but also discover whether their beliefs conform to those propagated at the higher level. For instance, an instructor may come to realise that his or her actions in the classroom include more constructivist or humanist ingredients than prescribed by the syllabus. In fact, though, little is known about teachers' actual reflections since these are not recorded. Thus, the observable level of a language teaching method at Polish universities is indeed invisible since, on the one hand, outside observations are conducted too infrequently, usually every four or even six years, to be of significance, and on the other hand, there is no efficient channel through which teachers' insights could be promoted. Naturally, university lecturers - internal stakeholders in the system of quality assurance - can express their opinions and recommendations concerning the syllabus but such initiatives are infrequent. After all, universities are institutions characterised by the existence of mechanisms which link nonconformity with increased costs: economic, cognitive and social (Phillips et al. 2000: 28). Therefore, by making certain ways of thinking impossible or costly, a certain view upon a teaching method can be

promoted, together with some opinions concerning the present and future social roles of the modern teacher. These social roles, by definition (see Long-Crowell 2016), specify sets of behaviour expected of those holding the status of university teachers: putative rather than de facto designers of a teaching method. Still, established conceptual patterns and comfortable roles characterise a complex system, such as a language teaching method, only in its attractor state. In other words, a system may "prefer a certain mode of behaviour [or] a state that it keeps returning to" (Larsen-Freeman and Cameron, 2008: 49). When the attractor state is a very "deep well with steep sides", as in the case of highly institutionalised settings, it may be difficult for the system to escape and thus it will remain in "a fixed and stable state" for a long time (Larsen-Freeman,Cameron, 2008: 50).

A method of teaching foreign languages at Polish state universities appears to have rested at the bottom of this "steep well" for about a decade when in March 2020 the system was pushed out of its safe attractor basin onto the edge of chaos.

Teaching foreign languages at Polish state universities in the first phase of the Covid-19 pandemic (March - September 2020): in search of a method

In its stable and fixed state, a method of teaching foreign languages at Polish universities can be described as a three-level complex system. The superordinate (conceptual) plane is composed of non-discrete ingredients: behavioural, cognitive, constructivist and humanistic. The basic (operational) level, embodied by the syllabus, concretises the fuzzy ingredients into more clearly-delineated components. In this way ingredients are crystallised, links between them become prominent, and a dominant approach, i.e. behaviourism, can be discerned. The subordinate (observable) level is where less prototypical information about the system resides, e.g. its humanistic traits. There is top-down and bottom-up communication among the levels of the method, with the former more influential than the latter, which is only to be expected in a highly-institutionalised context, controlled by quality standards set by the Polish accreditation committee within the National Qualifications Framework for Higher Education (NQF-HE).

This idealised picture was changed in March 2020, when the Ministry of Science and Higher Education issued a set of guidelines for universities to consider when designing teaching methods and procedures during the Covid-19 pandemic (https://studia.gov.pl/aktualnosci/ksztalcenie-zdalne-na-uczelniach/). These recommendations shifted responsibility for constructing the teaching-learning process from the top, i.e. the authorities, to the bottom - the teachers themselves, who were now to design learning outcomes and methods of their verification as well as sequenced course materials and deliver them to the students. In other words, the only component which needed to be preserved was the number of ECTS points: educators were granted increased agency and allowed to alter the syllabus to a significant extent and in this way express their "hidden" values and beliefs, i.e. the ingredients of the conceptual level.

In order to assess what conceptual and possibly operational elements might be emerging from teachers' reflections following the reconfiguration, an online survey of Polish university teachers of foreign languages will be analysed. Initially designed as a feedback and quality assurance tool, it was launched on the last working day of the summer semester of 2019/2020 (September 18) and went offline at the start of the new academic year (midnight of September 30). That the period was indeed one of a seismic shift is illustrated by some of the answers to the sole open question which concluded the survey and invited comments on the pandemic teaching experience as a whole. Some of the answers allude to the initial absence of clear or consistent institutional guidelines at the operational level, which transformed the whole semester into "a great test", with teachers "expected to sink or swim, and cope as they might, with no lifelines at first". As a result, one respondent stated they had spent the

semester looking for an effective method and learning from their mistakes. Others admitted their methods were "not consciously selected or coherent", or "quite chaotic and selected ad hoc", depending on how the situation developed, given the lack of "pre-designed, tested procedures".

As these quotations indicate, the period was a window of opportunity in which to examine one's teaching methods, and possibly forge new ones in response to the altered and unbalanced state of the system. The identity of these resulting methods was what the survey intended to assess by means of closed questions, which constituted its main part. The survey's double purpose, as a quality assurance and a research tool, made it admittedly imperfect and its brief span limited the number of respondents, so that they cannot be treated as a representative sample of the target group; however, this very timing allowed us to capture the unstable situation following the first unexpected lockdown of Polish universities, when teachers became de facto rather than putative designers of their teaching methods.

Survey research

In Poland, all 18 state universities feature departments where modern language studies are taught; the link to the online survey was sent to the deans of all these departments, and to the heads of all these universities' foreign language centres, to be sent on to the intended respondents: Polish teachers who taught foreign language courses in the winter semester of 2019/2020. Teachers of Polish as a foreign language were not included in the target group and, as the survey was in Polish, neither were native speakers of foreign languages teaching at Polish universities. State universities were targeted, since they offer free-access to their syllabi, structured in the uniform way described before, and are subject to the same external evaluation by the Polish accreditation committee. The population of such teachers at the researchers' own, mid-sized university was calculated to be 124, and thus can be expected to be of the order of 2300 when all 18 universities are considered. The total of 197 respondents yields a 5% margin of error, but a confidence level of only 85%; as already stated, the sample cannot be considered representative, and the answers should be treated as an illustration rather than a reliable depiction of the teacher population.

The multiple-choice questions with multi-select answers which constituted the body of the survey allowed all or none of the answers to be ticked. Each question concerned an operational-level component, whether obligatory (course aims, assessment, and materials) or facultative (teacher roles, student roles, and class structure), and offered the respondent four answers, corresponding to behavioural, cognitive, humanistic, and constructivist conceptual-level ingredients. An undecided answer, "unable to tell", was also available in all cases except for the two questions concerning assessment, since to choose such an option in relation to the most manifestly obligatory of all components could be perceived as unprofessional and face-threatening. Aside from these undecided answers, each option was mapped onto a single ingredient, as in the sample question concerning the role of the teacher (a facultative component of a teaching method) depicted below:

Table 1: A sample survey question in Polish and its English translation, the available options representing four possible ingredients of the method.

During the pandemic, you made sure that… (multiple answers possible)	
Option 1: interpreted as indicating a **constructivist** ingredient	the students were interested in the classes
Option 2: interpreted as indicating a **behavioural** ingredient	the classes comprised varied linguistic exercises
Option 3: interpreted as indicating a **humanistic** ingredient	the classes allowed the students to express their emotions
Option 4: interpreted as indicating a **cognitive** ingredient	the students understood the topic
Option 5: undecided	I am unable to tell

Although the four learning theories form a continuum with shared regions, to facilitate analysis, the survey not only highlighted their most distinctive aspects in how it phrased the available options but, to make the answers more specific, asked the respondents to focus on a single course where they had taught the most online classes, and interpret all questions as pertaining to that group alone. The survey attempted to thread a fine line: on the one hand, the multiple-choice questions concerned critical, contrastive aspects of the four conceptual stances; on the other, the survey's ostensible purpose as a quality assurance tool allowed us to keep this variation and the associations between particular options comparatively covert. Ideally, our respondents, though familiar with the four major learning theories, were expected to indirectly point out the main ingredients of their teaching method by consistently selecting answers of a particular type without realizing this objective of the survey.

The last closed question in the survey concerned the respondents' subjective view on the effectiveness of the teaching method they applied, with "yes", "no" and "don't know" options available. A full list of the questions referred to in the following sections is provided in the Appendix. As the data collected diverged from a normal distribution, nonparametric statistical tests were used both to examine correlations between particular dimensions and to compare various sub-groups.

Ingredients emerging at the conceptual level

As noted before, control parameters of the system (PQF, NQF-HE / PKA, CEFR) exert cognitive, constructivist, behavioural or - to a lesser extent - humanistic influences on the conceptual level, but the actual impact and relative strengths of these influences are hard to gauge by examining that plane alone; however, they might be noticed on the level of operational components. The insight offered by the survey, which links conceptual and operational-level elements, allows their relative proportions to be rated on the basis of the 13 ingredient-related questions subjected to a statistical analysis. Each respondent was awarded a 0-13 score on each of the four scales (behavioural, cognitive, humanistic, and constructivist). Of these scores, 0-7 reflected choices pertaining to obligatory components of the method, i.e. those typically included in the syllabus, and 0-6 came from questions related to facultative components, i.e. those typically missing from the syllabus. The fact that the scales were based on multiple-choice questions allowed us to depict each teacher's educational stance in four technically separate though possibly related dimensions, which correspond to assumed ingredients of a respondent's teaching method. At first, only the total 0-13 scores on each scale will be examined; later, the 0-7 and 0-6 portions of each score will also be examined separately.

First, the average scores on each of the scales were simply compared, and the cognitive approach emerged as the most prominent one. However, it is noteworthy that all the other conceptual stances also marked their presence, including humanistic ones, even though, as noted before, these are backgrounded by national institutions.

Table 2: Average number of answers corresponding to particular ingredients: BEH - behavioural, COG - cognitive, HUM - humanistic, CONS - constructivist (multiple answers allowed, "unable to tell" answers disregarded). Answers corresponding to the cognitivist dimension (in bold) were the most frequent, with elements of other dimensions consistently present.

Conceptual-level ingredient indicated by the answers	Average no. of answers to the 7 questions related to obligatory operational-level components	Average no. of answers to the 6 questions related to facultative operational-level components	Average no. of answers to all questions
BEH	2.09	2.57	4.65
COG	5.30	4.66	**9.97**
HUM	2.45	2.99	5.45
CONS	3.24	3.38	6.62

The data also confirm that both at the level of particular questions and in general, over the course of the whole survey, ingredients were likely to mix rather than appear in isolation, i.e. respondents selected different answers both within and between questions. While by allowing multiple answers the survey might have elicited them to some extent, it is interesting to note that, in the 13 questions, on average, a survey participant checked over 26 answers, excluding undecided ones. In other words, in those questions where they chose any non-undecided options, respondents on average checked answers indicating two different ingredients rather than opting for a single answer alone. This readiness to combine various approaches was slightly higher in questions related to facultative components (2.29), such as the roles assigned to teachers and students, than in those focusing on obligatory ones (1.93), such as materials or assessment. In general, over the course of the whole survey, out of 197 respondents only 4 gave answers in which one of the four potential dimensions was *not* represented at all. This initial observation determined the direction of further analysis, as it appeared crucial to investigate the existence of any connections between the four ingredients and the significance and strength of these potential interrelations.

Mutual attraction between ingredients of different types
Survey data analysis not only revealed the relative prominence of particular dimensions, but also their potential relations, another feature that remains invisible at a purely conceptual level. The analysis of correlations between respondents' scores on the four scales (behavioural, cognitive, humanistic, and constructivist) showed some pairs to be interrelated. A moderate positive correlation was detected between the respective number of humanistic and constructivist answers; statistically significant positive correlations also existed for cognitivism/constructivism and cognitivism/humanism. The number of behavioural answers, however, was only weakly related to the number of cognitivist ones, and not related in any statistically significant way to any other score.

Table 3: Spearman's rank correlation coefficient between a respondent's number of answers corresponding to particular dimensions: BEH - behavioural, COG - cognitive, HUM - humanistic, CONS - constructivist. Only results significant at the 0.01 level are included in the table. The strongest connections

were detected between the number of answers corresponding to the humanistic dimension and those corresponding to the constructivist dimension (in bold). The behavioural dimension is virtually independent of the other dimensions, while the other dimensions reinforce one another. "Unable to tell" answers were disregarded.

	BEH	COG	HUM	CONS
BEH		0.254	---	---
COG	0.254		0.333	0.310
HUM	---	0.333		**0.563**
CONS	---	0.310	**0.563**	

When, rather than being compared in pairs, individual scores were juxtaposed with all the other choices made by a particular respondent (save undecided answers), what resulted could be described as the average measure of each dimension's relative propensity to bond. The measure might be interpreted as the degree to which the conceptual-level dimensions overlap, attract or complement each other (without any indication as to the direction or mutuality of such adhesion). The propensity to bond is, again, the greatest in the case of humanism and constructivism, while a respondent's behavioural score proves unrelated to the others.

Table 4: Spearman's rank correlation coefficient between a respondent's number of answers corresponding to a particular dimension and all their answers representing other dimensions (BEH - behavioural, COG - cognitive, HUM - humanistic, CONS - constructivist). Only results significant at the 0.01 level are included in the table.

	Spearman's rank correlation coefficient between the number of answers in a given dimension and the number of all other answers (excluding "unable to tell")
BEH	-
COG	0.388
HUM	**0.486**
CONS	**0.438**

The connection was the strongest in the case of humanistic and constructivist dimensions: although neither of the two approaches was the most popular in absolute numbers, those with a high score in one of them were also willing to check more options outside that paradigm, or conversely: those who checked many options tended to include many humanistic or constructivist ones among them. Again, a high behavioural score did not consistently correspond to a higher or lower score in other dimensions. "Unable to tell" answers were disregarded.

The data offers another proof that the respondents' approaches to language teaching are characterised by syncretism as regards the choice of ingredients, both within particular components and between them. This allows a map of the system to be created: cognitivism, which achieved the highest individual prominence, occupies the central position, with the synergic pair of humanism and constructivism on one side, and a weaker connection to behaviourism on the other. The greater individual scores of both humanism and constructivism, and the strength of their bond, mean the balance of the system may be expected to gravitate toward them rather than behavioural influences.
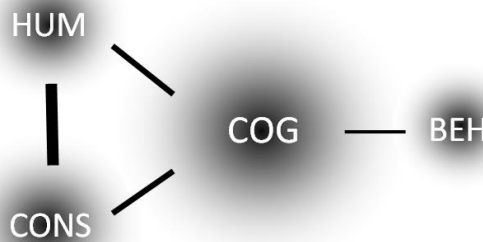

Figure 1: A map of the system as revealed by the variety of ingredients selected, whether within or between various components. The size of the fuzzy regions represents their relative individual prominence, and the thickness of the lines - the strength of their respective bonds.

Finally, after the four dimensions have been examined in isolation and in relationship to each other, they were juxtaposed with respondents' answers to the last question of the survey, where those surveyed were asked to gauge the perceived effectiveness of their teaching method. The answers were mostly optimistic: out of 197 respondents, 124 answered "yes" to whether they thought the method described by means of the multiple-choice questions had been a success, while only 5 answered "no" and 69 professed they did not know. Rather than these absolute numbers, however, aimed at establishing whether the positive ("yes") or non-positive ("no" or "don't know") answers correlated with any of the four dimensions or, if any such correlations surfaced, with any particular operational components (facultative or obligatory) which made up these dimensions.

In fact, differences were detected between those respondents who gave positive and non-positive answers in terms of two dimensions: humanistic and constructivist. In both cases, higher scores on these two scales were more common among respondents who believed themselves to have been successful.

Table 5: Mann-Whitney's U test shows there is a small but statistically significant difference in terms of the number of humanistic and constructivist answers (in bold) between the respondents who did not believe their method had been successful and those confident it had proved effective. Those who believed their method was successful on average scored higher in these two dimensions. There is no such difference involving the other dimensions if they are analysed as a whole.

	Rank in the group not convinced the method had been effective ("no" and "don't know" answers)	Rank in the group convinced the method had been effective ("yes" answers)
BEH	98.09	99.54
COG	93.79	102.13
HUM	**84.99**	**107.43**
CONS	**83.95**	**108.05**

As stated before, each respondent's scores on the four scales were made up of scores awarded for answers to questions on obligatory (aims, assessment and materials) and facultative components (teacher and student roles, class dynamics). On closer inspection, these scores were analysed separately. This time, a sense of effectiveness also proved to correlate positively in a statistically significant way with the prominence of the cognitive dimension in their answers to questions about facultative components, an effect small enough to have been below the 0.01 threshold of significance at the previous stage. While the behavioural dimension never showed any statistically significant differences between the two groups of respondents, the previously visible effects in the humanistic and constructivist dimensions naturally stayed visible on this level as well; interestingly, these effects also proved to be particularly significant for questions related to facultative components.

The data show that the less quantifiable and less institutionally reinforced facultative components related to humanistic and constructivist dimensions are bound with the self-assessed effectiveness of the teaching method to a greater extent than the obligatory ones, highlighted by institutional evaluation and quality standards. It is tempting to interpret the data as evidence of effective teaching engendered by a mixture of humanistic or constructivist ingredients, and conclude that facultative components in particular are the key to success, although in a stable attractor state it is the more quantifiable obligatory elements that are supposed to predict the effectiveness of a method. However, again, the data do not indicate the direction of causality: the teachers who included more facultative humanistic or constructivist components in their courses might believe their method was effective because these components indeed seemed to have contributed to its success; but it is also possible those teachers who felt their method had succeeded also believed, buoyed by their sense of accomplishment, they had done more than others and thus checked more answers, usually of the types that seemed to go well together. In such a case options related to the two approaches might have been selected as the best all-encompassing categories available rather than because of any specific humanistic or constructivist underpinnings of the teaching methods perceived as successful. What is also worthy of note, and perhaps of further study, is that it is not clear whether this discrepancy had already existed in the system and simply remained invisible or difficult to address from a purely conceptual vantage point, or whether it is an anomaly emerging in the unstable period portrayed by the survey. In the latter case, a stress on facultative, non-quantifiable elements of the humanistic and constructivist dimensions might be a product of the respondents' greater agency as designers of their teaching method in a state of emergency. Either way, there remains a certain discrepancy between what was

predominantly controlled in the stable state and what subjectively accompanies a sense of effective teaching as diagnosed by the survey in a state of instability.

That the link between a teacher's sense of effective teaching and tangible aspects of their teaching experience is more than a simple effect of generalised optimism is indirectly (and purely qualitatively) corroborated by remarks contributed by those surveyed in response to the final, open question. While understandably many of the unstructured comments concerned technical issues in online teaching, both respondents convinced and unconvinced of their teaching success often focused on the emotions and motivation of both students and teachers, and the teacher-student relationship. Comments highlighted the paramount importance of "contact with a student", or regretted the anonymity of online teaching, discussed students' increased or decreased commitment to online teaching, praised their autonomy or its deficits, noticed students' individualised responses to the new situation, or invoked their appreciation of the classes. One respondent emphasised that online classes required teachers and students "to work together to discover various possibilities" of the diverse models of online teaching; another was glad to have trusted students; yet another professed a sense of responsibility for the students and a need for dedication and honesty on the part of the teacher. Whether negative or positive, comments in this group highlight the facultative components of the teaching method, especially patterns of interpersonal interaction largely invisible at the level of syllabi and institutions. Again, because the survey only offers a pandemic-era outlook on higher education, it is not clear whether effectiveness has been redefined, or whether the survey has just allowed a view of the system to be refocused, since attention has been brought to the teachers in their state of increased agency. Moreover, it is not clear whether a focus on facultative components (excluding the behavioural dimension) and their role in establishing criteria of success/failure is likely to cause any further changes in the system that would become noticeable at a conceptual level, or whether its oscillations will settle back into a familiar pattern reinforced by institutional recommendations. Apart from teachers admitting that the Covid-19 pandemic opened a window of opportunity allowing them to reassess their students and develop a teaching method together, there were also comments on pandemic-era teaching as a harrowing "experience that hopefully never repeats" or cautious remarks on the effectiveness of the method still having to be tested, even if the experience itself was interesting and invigorating.

Discussion

The results of our research refer to the behaviour of (complex) systems under crisis and, specifically, the effect of the corona crisis on teaching practices - including the composition of teaching methods - and on national educational systems. Complexity theory describes the dynamics of existing systems, but also identifies and recommends mechanisms to help control and exploit perturbations. An educational system that embraces complexity, both within and without, acknowledges that "[e]mergence and self-organization require room for development" rather than "programmed and controlled curricula and formats for teaching and learning, and standardised rates of progression"; in fact, such a system facilitates "a movement towards bottom-up development and change", "a rejection of tight prescription" or, in the specific case of teaching methods, the recognition of "anarchistic epistemologies" (Morrison, 2008: 21-23). All these features may define a system's performance under abnormal conditions and mark the difference between systems that are simply complicated but static to the point of petrification and those that prove adaptive (Even-Zohar, 2005: 10) by allowing "spontaneous self-organisation" (Mason, 2008: 40) when faced with crises such as the Covid-19 pandemic.

The functioning of educational institutions as complex systems faced with the crisis has been studied from various national and international perspectives (see: Flores and Gago, 2020; Van Nuland et al., 2020; Bao, 2020), to which our paper adds the specific context of tertiary language education in Poland. Previous studies note that "there is no contradiction between the ideas of devolved power and effective national networks" (Snyder, 2013: 6), though a "tension" is natural "between practicum as a 'real practice' or as 'an ideal(ised) practice'" (Flores, Gago, 2020). If an educational system is to prove adaptive, these tensions should be allowed to generate forces reaching to its upper levels, "in a direction opposite to the neatly stated, over-determined, tidy, traditional, externally mandated and regulated prescriptions of governments for the aims, content, pedagogy and assessment of learning and education" (Morrison, 2008: 21). As we note, the corona crisis seems to have inadvertently brought about such an opportunity since "[w]e have […] been reminded of the essential role of teachers" (UNESCO, 2020: 2), whose opinions, while "still not consistently heard when it comes to decisions about schooling" (Judd et al., 2020), were audible enough to let teachers play "a critical role in the response to the Covid-19 crisis and [take] additional responsibilities in uncharted territories", "often without sufficient guidance, training, or resources" (UNESCO, 2020: 22, 14), as also attested by responses to our survey's open questions. Our research suggests that, when left largely to their own devices (Judd et al., 2020), teachers tended to fall back on values advocated by complexity theory: their notions of effective teaching proved to be linked to "connections with others" in "both cognitive and affective aspects" (Morrison, 2008: 22) and a variety of approaches with a marked humanistic and constructivist component. As a result, rather than "continue with 'business as usual'" (Judd et al., 2020), some of them could be "moving from the role as an expert and transmitter to a facilitator, co-learner and co-constructer of meaning" (Morrison, 2008: 22). In the context of complexity theory, allowing these perturbations to ripple through the system rather than extinguishing them should be advocated, as "[e]ngaging these stakeholders can enhance the education system's resilience" (UNESCO, 2003: 22). In fact, empowering teachers (OECD, 2020), "[c]onsultation and communication with all education actors", "decentralization", "promoting information sharing and communication" and "real-time evaluation" are consistently mentioned among recommendations for educational institutions in times of crises (UNESCO, 2003: 22). The effect of unblocking feedback channels in the system is seen in "counteracting prevailing models […], especially if the willingness to try new approaches and to experiment with different strategies […] is maintained in the post-COVID-19 times" (Flores, Gago, 2020).

Conclusion

A method of teaching foreign languages is a complex system encompassing conceptual, operational and observable levels. The system usually occupies a safe attractor space enabling its stable existence and/or sustained development. In the context of Polish state universities, this established niche seems to have been critically shaped by the NQF-HE / PKA standards, which caused the behavioural ingredient to stand out of the conceptual blend, the obligatory components to gain prominence within the syllabus, and the observable level to remain implicitly present in the complex system.

The outbreak of the Covid-19 pandemic turned the hierarchy upside-down and those at the subordinate levels, i.e. foreign language teachers, were granted increased agency. The shift, as shown by the results of the quantitative-qualitative study presented above, coincides with a re-configuration at the conceptual level of a language teaching method, where the central ingredient, cognitivism, seems likely to gravitate towards humanism and constructivism rather than the outlier, behaviourism. This tendency, though, needs to be further observed in order for reliable conclusions

to be drawn. Clearly, it is not impossible for the system, after a period of instability, to come back to its safe, largely behavioural institutional niche.

While the conceptual level of a language teaching method has been fairly dependably outlined by the data from the quantitative part of the online survey, the qualitative part allowed us to only signal certain tendencies at the operational level, such as a link between a method's effectiveness, as perceived by the respondents, and the facultative, in particular humanistic, components of the syllabus. There is thus an evident need for quantitative research to verify these initial observations. Finally, with reference to the subordinate (observable) level of a method of teaching foreign languages, the insiders' perspective adopted in the study requires corroboration from an outside angle, for instance via virtual observations of online classes.

The Covid-19 pandemic has disrupted the way foreign languages are taught at Polish state universities. What remains to be seen is how its trajectory will develop in the semesters to come. This research opportunity seems to constitute a bright element in the altogether gloomy landscape painted by the virus.

Bibliographic references

AMINI, D. – AMINI, M. 2012. Teacher and Learner in Humanistic Language Teaching. In: Language in India, vol. 12, n. 7, pp. 100-112. ISSN 1930-2940.

BAO, W. 2020. COVID- 19 and Online Teaching in Higher Education: A Case Study of Peking University. In: Human Behavior and Emerging Technologies, vol. 2, n. 2, pp. 113-115. ISSN 2578-1863.

ERTMER, P. A. – NEWBY, T. J. 2013. Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective. In: Performance Improvement Quarterly, vol. 26, n. 2, pp. 43-71. ISSN 1937-8327.

EVEN-ZOHAR, I. 2005. Polysystem Theory (Revised). In: Even-Zohar, I. (ed): Papers in Culture Research. Tel Aviv: Porter Chair of Semiotics. Available online: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.112.4768&rep=rep1&type=pdf

FLORES, M. A. – GAGO, M. 2020. Teacher Education in Times of COVID-19 Pandemic in Portugal: National, Institutional and Pedagogical Responses. In: Journal of Education and Teaching. Available online: https://doi.org/10.1080/02607476.2020.1799709

GUEY, CH. – CHENG, Y. – SHIBATA, S. 2010. A Triarchal Instruction Model: Integration of Principles from Behaviorism, Cognitivism, and Humanism. In: Procedia - Social and Behavioral Sciences, vol. 9, pp. 105-118. ISSN 1877-0428.

ILLERIS, K. 2018. Contemporary Theories of Learning: Learning Theorists ... In Their Own Words. London: Taylor & Francis. ISBN 9781315147277.

JUDD, J. – REMBER, B. A. – PELLEGRINI, T. – LUDLOW, B. – MEISNER. J. 2020. "This is Not Teaching": The Effects of COVID-19 on Teachers. Available online: https://www.socialpublishersfoundation.org/knowledge_base/this-is-not-teaching-the-effects-of-covid-19-on-teachers/

LARSEN-FREEMAN, D. 2000. Techniques and Principles in Language Teaching. (2nd ed.). Oxford: Oxford University Press. ISBN: 9780194423601.

LARSEN-FREEMAN, D. – CAMERON, L. 2008. Complex Systems and Applied Linguistics. Oxford: Oxford University Press. ISBN 970194422444.

LAWRENCE, T. B. – WINN, M. I. – DEVEREAUX JENNINGS, P. 2001. The Temporary Dynamics of Institutionalization. In: Academy of Management Review, vol. 26, pp. 624-644. ISSN 0363-7425 (print) 1930-3807 (online).

LING, L. Y. – JIN, N. Y. – TONG, CH. S. – TARMIZI, M. A. 2014. Should Humanism Approach Be Applied in English as a Second Language (ESL) Classrooms? In: Advances in Language and Literary Studies, vol. 5, n. 1, pp. 6-11. ISSN 2203-4714.

LONG-CROWELL, E. 2016. Social Roles. Definition and Types of Social Roles. Available online: http://study.com/academy/lesson/social-roles-definition-and-types-of-social-roles.html

MARTYNIUK, W. 2006. European Framework of Reference for Language Competences. Strasbourg: Language Policy Division. Available online: http://www.coe.int/t/dg4/linguistic/source/martyniuk_en.doc

MASON, M. 2008. What Is Complexity Theory and What Are Its Implications for Educational Change? In: Mason, M. (ed.): Complexity Theory and the Philosophy of Education. Chichester: Wiley-Blackwell, pp. 32-45. ISBN 9781405180429.

MORRISON, K. 2008. Educational Philosophy and the Challenge of Complexity Theory. In: Mason, M. (ed.): Complexity Theory and the Philosophy of Education. Chichester: Wiley-Blackwell, pp. 16-31. ISBN 9781405180429.

MOSKOWITZ, G. 1978. Caring and Sharing in the English Language Classroom: A Source Book on Humanistic Techniques. Boston: Heinle & Heinle Publishers. ISBN 9780838427712.

NOSIDLAK, K.M. 2018. The Discursive Construction of EFL Learners' Personality Traits in the Context of the National Qualifications Framework. Unpublished PhD thesis, UAM, Poznan. ISBN is not present.

OECD, 2020. Education Responses to COVID-19: Embracing Digital Learning and Online Collaboration. Available online: https://www.oecd.org/coronavirus/policy-responses/education-responses-to-covid-19-embracing-digital-learning-and-online-collaboration-d75eb0e8

PATTERSON, C. H. 1977. Foundations for a Theory of Instruction and Educational Psychology. New York, NY: Harper & Row. ISBN 9780060450571.

PAWLAK, M. – FISIAK, J. (eds.). 2007. Dokumenty Rady Europy a nauczanie jezykow w polskim systemie edukacji [The Documents of the European Council versus Foreign Language Teaching in the Polish Educational System]. Lodz: Wydawnictwo Wyzszej Szkoly Humanistyczno-Ekonomicznej. ISBN 9788374052450.

PHILLIPS, N. – LAWRENCE, T. B. – HARDY, C. 2000. Inter-organizational Collaboration and the Dynamics of Institutional Fields. In: Journal of Management Studies, vol. 37, pp. 23-45. ISSN 1467-6486 (online).

PHILLIPS, N. – LAWRENCE, T. B. – HARDY, C. 2004. Discourse and Institutions. In: Academy of Management Review, vol. 29, n. 4, pp. 635-652. ISSN 0363-7425 (print) 1930-3807 (online).

PKA [Polish Accreditation Committee]. 2019. Wzory i procedury [Standards and Procedures]. Available online: https://www.pka.edu.pl/wzory-i-procedury

POSZYTEK, P. 2012. Policy Perspectives from Poland. In: Byram, M. – Parmenter, L. (eds.): The Common European Framework of Reference: The Globalisation of Language Education Policy. Bristol, Buffalo: Multilingual Matters, pp. 97-103. ISBN 9781847697301.

RICHARDS, J. 1990. The Language Teaching Matrix. Cambridge: Cambridge University Press. ISBN 9780521387941.

SCHUNK, D. H. 2012. Learning Theories an Educational Perspective (6th ed.). Boston, MA: Pearson. ISBN 9780137071951.

SLAWINSKI, S. – DEBOWSKI. H. – CHLON-DOMINCZAK, A. – KRASNIEWSKI, A. – PIERWIENIECKA, R. – STECHLY, W. – ZIEWIEC, G. 2014. Referencing Report. Referencing the Polish Qualifications Framework for Lifelong Learning to the European Qualifications Framework. Warszawa: Educational Research Institute. Available online: http://biblioteka-krk.ibe.edu.pl/opac_css/doc_num.php?explnum_id=603

SNYDER, S. 2013. The Simple, the Complicated, and the Complex: Educational Reform Through the Lens of Complexity Theory. In: OECD Education Working Papers, n. 96. ISSN 1993-9019 (online).

STEVICK, E. W. 1993. Social Meanings for How We Teach. In: Alatis, J. (ed.): Georgetown University Round Table all Languages and Linguistics. Washington, DC: Georgetown University Press. ISBN 0878401288.

UNESCO, 2003. Education in Situations of Emergency, Crisis and Reconstruction. Available online: https://unesdoc.unesco.org/ark:/48223/pf0000132305

UNESCO, 2020. Policy Brief: Education during COVID-19 and Beyond. Available online: https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf

VAN NULAND, S. – MANDZUK, D. – PETRICK, K. T. – COOPER, T. COVID-19 and its Effects on Teacher Education in Ontario: A Complex Adaptive Systems Perspective. In: Journal of Education and Teaching. Available online: https://doi.org/10.1080/02607476.2020.1803050

WILKINS, D. A. 1976. Notional syllabuses. A Taxonomy and its Relevance to Foreign Curriculum Development. London: Oxford University Press. ISBN 9780194370714.

ZASADA, M. – GRUCHALA, A. 2012. Forest Higher Education in Polish National Qualification Framework. In: Studia i materialy Centrum Edukacji Przyrodniczo-Lesniej, vol. 2, n. 31, pp. 20-25. ISSN 1509-1414.

Ariadna Strugielska
Department of English Language and Applied Linguistics
Nicolaus Copernicus University
Bojarskiego 1
87-100 Toruń
Poland
Ariadna.Strugielska@umk.pl

Dorota Guttfeld
Department of American Literature and Literary Translation
Nicolaus Copernicus University
Bojarskiego 1
87-100 Toruń
Poland
gutt@umk.pl

Monika Linke-Ratuszny
Department of English Language and Applied Linguistics
Nicolaus Copernicus University
Bojarskiego 1
87-100 Toruń
Poland
monlin@umk.pl

Appendix

Presented below is the survey form. Parts of the survey not pertinent to the research described in the article have been omitted.

Teaching methods used in Polish higher education during the first phase of the Covid-19 pandemic (March – June 2020)

Dear Colleagues,

Through the following survey we would like to learn your opinions and experiences of teaching a foreign language under pandemic constraints. It is dedicated to collecting data for the purpose of discovering what teaching methods were used during the first phase of the Covid-19 pandemic, i.e. from March to June 2020.

The survey is fully anonymous and its results will be used solely for research and quality-assurance processes.

The survey comprises three parts. Completing it will take approximately 10 minutes.

What were your main teaching aims during the Covid-19 pandemic? (multiple answers possible)

☐ to teach students the language
☐ to offer students expert support in their individual process of learning the language
☐ to provide psychological support
☐ to encourage students to cooperate with one another and/or with the teacher
☐ I am unable to tell

What types of tasks predominated in your classes during the Covid-19 pandemic? (multiple answers possible)

☐ practical language tasks (e.g. filling in dialogues, answering reading comprehension questions)
☐ tasks systematizing knowledge (e.g. comparing, categorizing, creating conceptual maps)
☐ tasks stimulating reflection (e.g. a blog, a discussion)
☐ problem-solving tasks (e.g. a project)
☐ I am unable to tell

During the Covid-19 pandemic, your teaching aims were: (multiple answers possible)

☐ established in advance (e.g. by the syllabus)
☐ adjusted to the needs of all students (e.g. visual and auditory learners or students with and without Internet access)
☐ individually determined (the students declared their lack of interest in a given topic and could omit it)
☐ negotiated with the group (some topics were text-book based and some were proposed by the students)
☐ I am unable to tell

During the Covid-19 pandemic, you made sure that: (multiple answers possible)

☐ the classes comprised varied linguistic exercises
☐ the students understood the topic
☐ the classes allowed the students to express their emotions
☐ the students were interested in the classes
☐ I am unable to tell

The materials you used during the Covid-19 pandemic: (multiple answers possible)
- ☐ were pre-prepared (e.g. text-book, e-notes)
- ☐ were created according to the students' needs (e.g. accounting for differences in access to technology)
- ☐ came from the environment (any resource could be used during the classes)
- ☐ were provided by the students (e.g. favourite YouTube videos)
- ☐ I am unable to tell

During the Covid-19 pandemic, as a teacher you were: (multiple answers possible)
- ☐ passive
- ☐ active
- ☐ reflective
- ☐ interactive
- ☐ I am unable to tell

Your classes during the Covid-19 pandemic proceeded: (multiple answers possible)
- ☐ from easy to difficult examples
- ☐ from known facts to new information
- ☐ from students' needs to their satisfaction
- ☐ from problems to solutions
- ☐ I am unable to tell

During the Covid-19 pandemic, it was crucial that students: (multiple answers possible)
- ☐ be able to acquire information
- ☐ be able to process information
- ☐ be able to express their needs
- ☐ be able to build up their knowledge
- ☐ I am unable to tell

In teaching during the Covid-19 pandemic it is important that a student be able to: (multiple answers possible)
- ☐ complete tasks perfectly
- ☐ explain their answers
- ☐ decide to complete a task
- ☐ negotiate a solution
- ☐ I am unable to tell

The materials you used during the Covid-19 pandemic: (multiple answers possible)
- ☐ included various types of language exercises
- ☐ contained texts, images, videos, audio recordings
- ☐ were authentic
- ☐ presented various points of view
- ☐ I am unable to tell

What did you do as a teacher during the Covid-19 pandemic? (multiple answers possible)
- ☐ I controlled
- ☐ I explained
- ☐ I inspired
- ☐ I learned
- ☐ I am unable to tell

How did you verify students' progress during the Covid-19 pandemic? (multiple answers possible)

        ☐ through scored tests
        ☐ through structured written/oral assignments
        ☐ through unstructured written/oral assignments
        ☐ through group presentations/projects

Evaluating students during the Covid-19 pandemic I rewarded: (multiple answers possible)

        ☐ perfect performance
        ☐ progress
        ☐ I tried not to evaluate students
        ☐ engagement

Do you consider the method you applied during the Covid-19 pandemic effective?

        ☐ yes
        ☐ no
        ☐ don't know

Any remarks/comments concerning the teaching method you used during the Covid-19 pandemic:

---

[1] See e.g.:
https://usosweb.uwb.edu.pl/kontroler.php?_action=katalog2/przedmioty/pokazPrzedmiot&prz_kod=0400-AR1-2PGR&lang=en; https://iso.uni.lodz.pl/wp-content/uploads/2011/02/English-studies-2018-2019.pdf

Home reading effective organization as independent work form during foreign language teaching in conditions of forced isolation

Marina R. Zheltukhina – Larisa L. Zelenskaya – Galina N. Ostrikova –
Ekaterina A. Redkozubova – Olga O. Chernova

Abstract
The article is devoted to the study of the effectiveness of organizing independent work in a foreign language lesson in high school using the example of home reading in a remote format in a situation of forced isolation. The situation with the coronavirus pandemic and forced isolation requires a rethinking of the process of teaching foreign languages, the adaptation of traditional methods and the development of new methods for remote work. The article discusses the importance of students' independent activities in the process of teaching a foreign language. The peculiarities of formation of communicative competence in the process of learning a foreign language are revealed. It describes the process of organizing home reading in English lessons, and analyzes the practical formation of communicative competence in the process of independent work in English lessons on home reading in a remote format. The specifics of the organization of home reading in the English language lesson at the level of basic general education based on the English Language educational and methodological complexes (EMC) (6th grade) and the tutorial Home reading is established. The theoretical significance of the study results is to replenish the idea of the effectiveness of the process of organizing home reading and the formation of communicative competence among secondary school students on the materials of home reading lessons in conditions of forced isolation. The practical value of the work lies in the analysis of a universal teaching manual for the formation of communicative competence in a remote format as part of independent work in English lessons for secondary school students in the aspect of home reading on the material of short stories.
Key words: independent work/study, self-work/study, foreign language lesson, English language lesson, communication competence, home reading, distance learning, forced isolation, pandemic

Introduction
The current situation in the world, involving the large-scale spread of various kinds of viruses that cause pandemics COVID-19, requires a rethinking of the learning process, the adaptation of traditional methods and the development of new methods for remote work during forced isolation. In connection with the new conditions of study, a large, almost the main place in the educational process begins to be occupied by the independent work of schoolchildren and students. These proposed circumstances also apply to the teaching of foreign languages. Home reading lessons are an important part of the learning process in foreign languages. When reading authentic texts, students meet with the real use of the language, and get the opportunity to express their opinion and form a life position regarding the issues raised in the works. At the present stage, in the methodology of teaching foreign languages there is no single structure for organizing home reading lessons, which requires special study and the development of universal lessons. In addition, the organization of independent work in foreign language lessons in the "home reading" aspect in a remote format during forced isolation was not previously studied. All this determines the relevance of our research.

The purpose of the study is to study the process of organizing home reading in high school as a form of independent work of students using the example of English lessons in conditions of forced isolation.

Research hypothesis: competent organization of work in the "home reading" aspect of English lessons in a remote format in conditions of forced isolation will allow students to form skills in independent work when mastering a foreign language.

The purpose of the work is to solve the following problems:

1. To consider the independent activities of students in the process of teaching a foreign language.
2. To reveal the specifics of the formation of communicative competence in the process of learning a foreign language.
3. To describe the process of organizing home reading in English lessons in high school.
4. To analyze the practical formation of communicative competence in the process of independent work in English lessons on home reading and establish the specifics of organizing home reading in an English lesson at the level of basic general education on the basis of the English Language teaching and methodological complex (6th grade) by O.V. Afanasyeva and I.V. Mikheeva (2018); educational and methodological complex "English in focus" ("Spotlight") (6th grade) by Yu.E. Vaulina et al. (2018), V. Evans, as well as the tutorial Home reading in five O. Henry's short stories by M.R. Zheltukhina, A.I. Pogonova and Yu.N. Khoruzhaya (2020).

The research question is "how effective is the organization of home reading in high school as a form of independent work of students using the example of English lessons in the distance learning format in conditions of forced isolation"?

The goal set determined the choice of the object and subject of the study.

The object of the study is an independent work in an English lesson.

The subject of the study is the organization of home reading as a form of independent work in the English language lesson at the level of basic general education in a distance format in conditions of forced isolation.

The scientific novelty of the study is that the work for the first time explored the possibilities of organizing home reading as a form of independent work in an English lesson on the materials of the EMC in order to form the communicative competence of foreign language students in high school, and offers an analysis of the universal method of self-study in English lessons in the aspect "home reading", which is presented in the universal tutorial on home reading by M.R. Zheltukhina, A.I. Pogonova and Yu.N. Khoruzhaya (2020), effectively used including in distance learning format in conditions of forced isolation.

Literature Review

To date, many studies have been devoted to the topic of independent work of students. The concept of "independent work" is interpreted ambiguously, and now there is no single definition of independent work of students. Consider how the term "self-work" is defined by some researchers dealing with this issue. G.M. Perova (1990) presents independent work in the form of completing tasks by students without assistance and with a controlling function of a teacher. This interpretation has long been criticized, since it was believed that the author underestimated the internal component of the student's independent work, which consisted in independent judgments, conclusions, and judgments. By independent work, following A.N. Shchukin (2015), we understand the mode of educational activity, consisting in certain educational tasks that are set for the student and provide a mental burden, and recommendations for their implementation. Independent work requires a mental load of students, is implemented without turning on the teacher, while under his leadership.

Independent work in a foreign language as a type of educational activity allows students to make mental efforts when performing various tasks with or without the participation of a teacher, while demonstrating the skills and skills of self-control, self-correction (Konysheva, 2011). Considering the interpretation of various researchers, it can be concluded that each author has his own vision of determining independent work. Therefore, it is advisable to consider this type of educational activity, paying attention to its types, classification, and application.

Independent work is created by various types of collective and individual activities for students, which are carried out as part of the classroom and out-of-school work or at home on assignment without the participation of a teacher. The consideration of the independent activities of students is based on a general pedagogical definition of the concept of extracurricular and extracurricular work, according to which it is various types of educational activities that are organized and used by the school in extra-time (Maslyko et al., 2001). Mastering English or any other foreign language by developing in students lexical, spelling, grammatical, and other skills based on improving their perception of speech by ear, the ability to speak, read and write. Skills are developed only in the process of systematically performing certain actions with a training set of actions, which assume that the student will repeatedly listen, pronounce, read, and write in a foreign language (Bialystok, 2001). In independent work, it is necessary to include certain stages of work on the language: familiarization with it and partial development of its use. It should be noted that at this stage of the methods of teaching foreign languages, auditing tasks are suitable not only for working on lessons, without training, there are also audio texts for independent work of students at home. Teaching writing skills involve certain stages at which independent work plays a greater role than the work of a student in a class. Reading is of particular importance in the independent work of students. This type of activity is performed by the reader mainly alone, independent, independent work fully corresponds to it (European Commission, 2005).

When organizing the independent work of students, due attention should be paid to the following didactic requirements (Arkusova, 2012): 1) the main didactic tasks: obtaining solid knowledge, developing cognitive abilities, expanding and deepening knowledge, developing the ability to independently acquire and apply them in practice; 2) basic principles of didactics: basic principles of work and opportunity, conscious and creative activity, theory with practice, training at a high level; 3) a sequence of home and class work for preparation for subsequent work, resulting from previous independent work.

Independent work is divided into five groups on a didactic goal (Batyreva, 2017): 1) obtaining new knowledge, mastering the ability to independently acquire knowledge; 2) consolidation and clarification of the acquired knowledge; 3) development of the ability to apply knowledge in practice in solving educational and practical tasks; 4) formation of practical skills; 5) the formation of a creative character, the ability to know in difficult conditions. All these groups include several types of self-work, since the same didactic task can be used to enumerate the methods (Jacobs, 2008). It should be noted that the selected varieties of independent work on a didactic goal are very significant in conditions of forced isolation in the process of organizing remote work not only in foreign languages, but also in other disciplines. It should also be mentioned the classification of A.V. Konysheva (2008a), which identifies 4 types of independent work: frontal, group, paired, individual. At front work, students work independently, performing the same tasks. In group work, students work in small groups. In the process of paired work, students work in pairs and on proposed tasks. When organizing individual work, each student independently performs an individually prepared task. Group and pair work can be individualized and separated (Konysheva, 2008b).

Considering the above, we emphasize that the goal of home reading as a form of independent work in the study of a foreign language is the implementation of a pedagogical task, namely: the education of a culture of independent work and the formation of a methodology for the development of speech skills in the study of language material (Konysheva, 2005; Vishnyakova, Pyatkina, 2019). The teacher's task is to select the content of training, rational organization of independent work. Now, it has been proved that the excessive activity of the teacher in the transfer of knowledge, in detailed explanations, often leads to an inhibition of the perception of material by students (Stack, 2003). The independent work of students implies their maximum activity in relation to the subject of the studied activity, in the specific case of reading in a foreign language (Kulagina, Kolutski, 2009). Independent work implements a variety of activities of students of an educational and educational nature at home and at school (Shatilov 1986). The main purpose of home reading is to obtain information from texts in a foreign language. At the same time, system and systematic home reading is important for the replenishment of vocabulary and the development of student speech skills (Wong, 2014).

So, the organization of home reading in English lessons is one of the most important conditions for developing the skills of students to work independently. During the study, it was determined that the self-study activities of students play a large role in teaching a foreign language, and home reading in turn contributes to the development of the self-work of students. Independent work refers to various types of individual and group activities of students in classroom and extracurricular classes or at home on tasks without the direct participation of the teacher. Considering the interpretation of the term of independent work of various researchers, we can conclude that each author has his own vision of the definition of this term, we have deduced a universal definition of the concept. Independent work as a collective and individual activity palette of students is carried out by them in the classroom and out-of-audience work at school, as well as at home on assignments without the direct participation of the teacher.

In the modern world, knowledge of foreign languages plays an important role. Knowledge of a foreign language allows the younger generation to be closer to the world culture, to use the great potential of resources in their future professional activities, to work with information and technologies, as well as multimedia education (Lado, 1964; Aleshchanova, Frolova, Zheltukhina, 2019; Zheltukhina, Zelenskaya, Ponomarenko, 2020). In the context of the transition to FSES, it is safe to believe that the role of foreign languages in the formation of basic competencies is rapidly increasing (Batyreva, 2017). This is due to the expansion of foreign economic relations, an increase in the number of enterprises working with foreign partners, as well as the large use of imported technologies. Thus, in the modern world, there is a growing need for specialists (Batyreva, 2017) with knowledge of a foreign language who can conduct effective professional activities.

Communicative competence is understood as a readiness for verbal and non-verbal interaction (facial expressions, body language) with other people (Hornby & Wehmeier, 2004; Zheltukhina et al., 2017; Tameryan et al., 2019). The formation and development of communicative competence involve the comprehensive improvement of its components (Galskova, 2003; Afanasyeva, Mikheeva, Yazykova, 2012):

1) speech competence: improving communication skills in such types of speech activities as reading, writing, auditing, speaking, the ability to plan verbal and non-verbal behavior;
2) language competence: systematization of previously studied material, development of skills of application of language units for communication purposes;
3) sociocultural competence: increase of knowledge about sociocultural characteristics of English-speaking countries;

4) compensatory competence: development of skills to get out of the situation in case of insufficient language means in the process of obtaining and transmitting information in a foreign language;

5) educational and cognitive competence: the development of general and special educational skills to increase the effectiveness of educational activities in learning English.

A communicative approach is an opportunity to implement such a method of teaching, in which the systematization and the teaching of a foreign language are carried out as a means of communication (Thyne, 1963). The basic principles of teaching using a communicative approach (Passov, 1985; Sheils, 2001; CEFRL, 2002; Kalistrova, 2003; Kozyreva, 2008; Kolesnikova, Dolgina, 2008; Wachter, Maiworm, 2008; Asimov, Schukin, 2009; Kitaigorodskaya, 2009; Bukovsky, 2012; Altun, 2012; Lyapko, 2016) are:

1. Communicative orientation of speech. Learning foreign languages through communication. This implies a practical orientation of the lesson. In the process of learning, only foreign language lessons, and not about it. You can only learn to speak a lot by listening and reading. First, this concerns exercises: the more the exercise looks like real communication, the more effective it is. In speech exercises, there is a smooth, dosed, and rapid accumulation of a large amount of vocabulary and grammar with immediate application; phrases that cannot be used in real communication are not allowed.

2. Speech functionality (phonetic, lexical, grammatical) during conversation. Therefore, words cannot be remembered in isolation from the forms of their use. Functionality assumes that words and grammatical forms are learned directly during the lesson process.

3. Situationality. It is very important to select and organize materials based on situational communication.

4. Novelty in different components of the lesson: in the context of speech situations (changing the topic of conversation, discussion problems, speech opponent, communication conditions); in terms of the materials used (their informativity), within the framework of the organization of lessons (their types and forms), in methodological diversity. In such cases, students do not receive direct indications of memorization - it becomes a by-product of speech activity with material, this is called involuntary memorization.

5. Personal orientation of communication. There is no faceless speech. Speech is always individual through natural properties (abilities), including the implementation of educational and speech activities, and personality characteristics: experience, context of activity (an individual set of activities based on relationships with other people), feelings and emotions (one has pride in his homeland, and the other has no), interests, status (position) in the group. Communication training involves considering all these personal characteristics, because this is the only way to create conditions for communication in society.

6. Collective interaction as a way of organizing the educational process, in which students actively communicate, and the success of other team members is a condition for the success of each of them.

7. Modeling of country science and linguistic knowledge. Due to the large amount of information, it is difficult to reach it when studying in high school. Therefore, it is necessary to choose the amount of knowledge that will be necessary to have an idea of the country's culture and language system in a concentrated, model form.

The level of secondary general education implies the basic skills of communication in a foreign language, which allows us to consider a foreign language (English) not so much as an object of study, but as an instrument of communicative interaction in society.

The communication principles described make it possible to effectively build the process of teaching a foreign language in high school by using appropriate teaching methods and means.

In the context of the transition to FSES, we can confidently believe that the role of foreign languages in the formation of basic competencies is rapidly growing. Particular attention is paid to communicative competence as a readiness for interaction, verbal and non-verbal (facial expressions, body language), with other individuals. The formation and improvement of communicative competence take place taken together of all its components in accordance with speech competence, language competence, sociocultural competence, compensatory competence, educational and cognitive competence.

Home reading as an independent aspect of foreign language learning plays a decisive role in the formation of reading and speaking skills using computer technologies (Shapovalova, 2010) in the new conditions of distance learning. Independent reading of foreign language literature and its discussion is an integral component of the process of teaching a foreign language in a modern digital environment.

Methodology

The methodological basis of the work is a systematic approach, which includes a system-complex, system-structural, and system-functional approaches.

The following research methods were used in the process of conducting the study: analysis of pedagogical and methodological literature on the topic of research, a descriptive and analytical method, a method of comparison, a method of generalizing and systematizing the selected material, a combined method, a definitional, interpretive analysis.

The work relied on the theoretical works of Russian and foreign authors in the field of independent work, teaching foreign languages, developing reading skills, forming communicative competence (Perova, 1990; Galskova, 2003; Passov, Kuznetsova, 2002; Katzman, 2003; Galskova, Gez, 2007; Kulkina, 2007; Kozyreva, 2008; Rogova, Vereshchagina, Yazykova, 2008; Kitaigorodskaya, 2009; Beem, 2011; Konysheva, 2008b; 2012; Schukin, 2015; Hakuta, Butler, Witt, 2000; Wong, 2014; Jacobs, 2008; Wachter, Maiworm, 2008).

The study material in this work was the English Language Educational and Methodological Complex (6th grade) by O.V. Afanasyeva and I.V. Mikheeva (2018); educational and methodological complex "English in focus" ("Spotlight") (6th grade) Yu.E. Vaulina et al. (2018), as well as the tutorial Home reading in five O. Henry's short stories by M.R. Zheltukhina, A.I. Pogonova and Yu.N. Khoruzhaya (2020).

The theoretical significance of the research results is to replenish the idea of the effectiveness of the process of organizing home reading and the formation of communicative competence among secondary school students based on home reading fiction lessons in conditions of forced isolation. Comparative analysis of the English Language educational and methodological complex (6th grade) by O.V. Afanasyeva and I.V. Mikheeva (2018); educational and methodological complex "English in focus" ("Spotlight") (6th grade) by Yu.E. Vaulina et al. (2018), as well as the tutorial Home reading in five O. Henry's short stories by M.R. Zheltukhina, A.I. Pogonova and Yu.N. Khoruzhaya (2020).

The practical value of the work is the analysis of a universal teaching manual for the formation of communicative competence in a remote format as part of independent work in English lessons for secondary school students in the aspect of home reading on the materials of O. Henry's stories.

Results and Discussion

In the modern method of teaching foreign languages, reading has become more important, and it has become an important role in the formation of language skills.

Previously, reading in the foreign language teaching system received less attention. It was believed that reading is only the source of new words included in the vocabulary of the student, and the starting point for many dialogical and monological statements (Galskova, Gez, 2007). However, in the modern methodology, reading began to be perceived as one of the main goals of learning - a source of new intellectual and aesthetic information that can significantly enrich the student's personality if the ability and habit to use this source is developed in the course of learning (Gez, Frolova, 2008).

Today methodologists depending on the setting of the task distinguish four types of reading: viewing, orientation, studying and searching. All four types of reading are part of the foreign language curriculum (Katzman, 2003).

Viewing reading as a cursory, selective reading gives a general idea of the topic and issues that are raised in the text. Reading of the text is done fragment by fragment for detailed familiarity with the accented parts and details (Hakuta, Butler, Witt, 2000; Kiskina, 2017).

Orientation reading is cognitive reading, in which all speech work (book, article, story) becomes the subject of the reader's attention without the intention to obtain certain information. This is a read "for yourself," without a prior special setting for the subsequent use or reproduction of the received information (Bim, 2017).

Studying reading as thoughtful and slow reading contributes to a more accurate and complete understanding of text information, and its correct interpretation, implements a focused analysis of the content of the text, based on the linguistic and logical connections of the text (Verevkina-Rakhalskaya, 2007; Listopad, 2009; Bim, Shchepilova, 2010).

His task is to form the student's ability to independently overcome the difficulties of understanding a foreign text. The object of such reading is information contained in the text, and not linguistic material.

Speaking about search reading, it should be noted that it is focused on reading newspapers and literature by specialty. Its goal is to quickly find quite certain data (facts, characteristics, descriptions, numerical indicators, instructions) in the text and in the array of texts (Passov, Kuznetsova, 2002).

Home reading includes the listed types of reading, is mandatory for students, additional to the textbook to obtain the necessary information and develop certain communication skills.

In the way of reading, home reading acts as reading in itself or in an ideal form as visual reading is mature and the most perfect reading (Galtsova, 2004; Ostrikova et al., 2018). On the one hand, this helps to develop the skills and skills to read literature in a foreign language, and on the other hand, to develop the skills and skills of speech and writing. The main purpose of home reading is to obtain information from texts in a foreign language. At the same time, system and systematic home reading is an important source and means of increasing the vocabulary and developing the oral speech skills of students (Schukin, 2014).

There are two options for home reading: individual home reading, that is, when each student is working on his/her own text chosen by him/her or his/her proposed teacher according to his/her interests, home reading in the classroom, that is, when reads the whole class common to all text, but with different tasks and attitudes to reading depending on the language capabilities of students (Rogova, Vereshchagina, Yazykova, 2008).

In home reading lessons, two main elements of working with text should be sought: checking the understanding of what has been read, developing oral speech based on what has been read (monologue, dialogue, discussion) (Selivanova, 2003).

Home reading classes consist, as a rule, of three stages: the "Pre-text stage" (preparatory); "Text Stage" (work on the current excerpt); "Post-text stage" (final) (Coyle, Hood, Marsh, 2010).

The purpose of the first stage of work on the text: to provide students with preliminary information about the text: about the writer, time, and anera in which the described events take place; about the idea of the book to arouse the interest of students in the book, help them quickly navigate its content and eliminate the difficulties that may arise when reading.

At this stage, the instructor can apply such types of work as an introductory conversation, questions to students with the task of correctly understanding the received information (Afanasyeva, Mikheeva, 2014).

The task of the second stage is difficult. This, on the one hand, is an understanding of what has been read and deepening, checking the correctness of the student's conclusions and his ability to understand the content and give a critical assessment. On the other hand, it is necessary to teach utterance based on the text, as well as to develop the ability to actively use this material not only when transmitting this content, but also when expressing thoughts about what has been read and in general in any situation of verbal communication (Fokina, Ternova, Kostycheva, 2009).

The second stage of work on the book consists of discussing certain passages of books and exercises aimed at fixing language material. At this stage, such types of work are used that simultaneously provide, and teach understanding and speaking (Schukin, 2014).

When compiling exercises, the type of speech activity (reading and speaking) and the functioning of language material in each of these types are considered, while it is difficult to draw a clear border between exercises aimed at understanding the text and exercises aimed mainly at speaking (Selivanova, 2004).

After discussing the book in parts, another, third stage of work is needed. This stage is necessary for repeating the completed vocabulary and controlling its absorption, as well as for discussing the entire book. It is planned that in the third stage, the students will be prepared to write an essay on the read text (Wiiley, 2005).

To better learn the text and control understanding, tasks are divided into two parts: separate tasks for independent homework of students and tasks for class working. Lessons should take time to test home exercises, but with some interpretation (Van & Trim, 2001).

It should be noted that if home reading is introduced at the initial stage of training, the lexical material of the selected book should be reduced to the required minimum (Pavlenko, 2003).

The teacher's work in the home reading lesson begins with the selection of literary material. Further work results largely depend on his right choice. When choosing the following characteristics of students: their interests, determined by age, cultural level; degree of language proficiency (Rabinovich, 2012).

Literary material should be interesting for students, accessible for understanding, but at the same time not be primitive. As such material, it is more advisable to choose short stories, stories or stories divided into separate chapters. In the lesson, you can consider all types of selected literary works, conduct all types of work on each selected material (Polat et al., 2001).

The main requirement for reading texts is their accessibility to students. However, the strength of the text does not mean ease. Excessive facilitation of the text reduces its educational value (Solovova, 2005).

Another important requirement for texts is the requirement for the educational value of the text. The educational value of the text means its educational, educational, and useful value. The selection of texts will vary depending on the stage of training. So, at the initial stage, you need to give only entertaining texts; it is better for middle and senior to give entertaining and cognitive texts (Schukin, 2013). It is strongly

recommended to use informative texts, bearing in mind that what defines the text from the point of view of communicative value is the information contained in it (Skatkin, 2002; Zelenskaya et al., 2018). Artistic texts have long been used for home reading in a foreign language in high school, the mechanism of their selection for use in home reading has firmly entered the practice of teaching foreign languages in secondary schools. At the same time, the search for rational ways to organize the selection of artistic material continues (Milrud, 2007).

It is advisable to consider reading at school as an independent type of activity, where reading "to yourself" should occupy a special place to extract information from readable texts (Obukhova, 2011).

At present, this problem can be successfully solved based on authentic texts of linguistic and cultural content. The legality of such texts is explained, first, by the increased interest and enthusiasm of students. In this case, it refers to informative reading, which, as you know, is intended to solve wider cognitive problems (Rabinovich, 2006).

At the initial stage of training, when students begin to get acquainted with the vocabulary and grammar of the language being studied, not every authentic text can be used in training. In this regard, it is advisable to use or adapt authentic texts. To create an educational text that is as close as possible to authentic, it is necessary to focus on the national traditions of building a speech work (Passov, Kuzovleva, 2011).

The study of the language is inseparable from acquaintance with the culture of the countries in which this language is spoken, with the peculiarities of the life and mentality of their citizens. Without this, it is impossible to fully communicate with foreigners. Modern textbooks are full of local history information. In the process of working on such texts, students receive reliable language information (Sysoev, Evstigneev, 2014).

Texts telling about the history of the country of the language studied, about its capital, about its traditions and holidays, etc., expand the disciple's outlook and, at the same time, are a means of teaching the language (Kolesnikova, Dolgina, 2011). Learning other people through language is one of the important contacts of dialogue with the modern world. The achievement of cultural authenticity of educational texts allows us to effectively solve two main tasks facing a teacher of a foreign language: language education and cultural education (Shcherba, 2003).

Any text should contain new information which, in the author's opinion, would be of interest to the intended recipient. This requirement applies to the educational text: its content is selected in accordance with the age characteristics and interests of students, information is evaluated in terms of significance for students and accessibility. The text can be informatively authentic if it arouses a natural interest among the reader or listener. The choice of vocabulary and phraseology plays a role in achieving the reliability of the statement.

Authentic text is an excellent material for studying the phraseology of the language studied and working on it. Interlanguage inconsistencies are particularly important for specific examples. Thus, phrasal verbs are widely used in English (Colker, 2000). They cause difficulties among Russian-speaking schoolchildren and therefore are little represented in school textbooks. However, real English speech without these verbs is almost impossible. In addition, can a verb be considered assimilated, which the student understands only in one context. Therefore, it is advisable at an early stage of introducing previously studied verbs with prepositions into texts for home reading (Mukhina, 2012).

The correct selection of phraseologisms is of great importance for achieving the authenticity of educational texts. Familiarity with proverbs and phraseologisms forms the skills of students in authentic speech behavior, and the comparison of English and

Russian phraseology invariably provokes an emotional response and increases interest in the subject (Milrud, Goncharov, 2003).

The use of popular science and other popular science literature for reading is unproductive. It should be noted that the interest in reading popular science literature is unstable and very individual. This is primarily due to the specifics of the popular science genre, the narrow focus of its impact. Popular science literature is characterized by knowledge of certain aspects of reality (Kolkova, 2006). The perception of such literature requires a certain level of background knowledge, a special attitude, while the information contained in the work of art does not depend to the same extent on the reader's willingness to perceive the text.

When reading popular science and other popular science texts as part of home reading, adolescents are sometimes guided by formal motives, which is due to the lack of formation of a cognitive motive for reading in their native language. Artistic and non-artistic texts, as you know, differ between themselves and in-language features, namely the features of the choice and use of linguistic means (Dornyei, 2001; Kulkina, 2007). So, teaching a natural living language is possible using materials taken from the life of native speakers or compiled considering their culture and mentality in accordance with accepted speech norms (Kuzmenko, Rogova, 1999).

Methodologically reliable text is a natural speech product created for methodological purposes. You should simulate immersion in the natural environment in a foreign language lesson. When selecting texts for home reading, emphasis is placed on the literary and regional approaches as the only way to preserve all components of authenticity in reading material (Kukushin, 2005).

Home reading as a form of independent work in the study of a foreign language is aimed at solving the main tasks of the teacher - to educate the culture of independent work and form a tendency to develop speech skills when mastering language material among students.

Under home reading, you should take the form of organizing extracurricular work, in which students read the recommended texts outside time, as well as during the class without the direct help of the teacher.

Currently, methodologists distinguish four types of reading: search (reading aimed at quickly finding certain data in the text); viewing (obtaining a general view of the text); Evaluation (reading without a specific installation) studying (full understanding of all the information contained in the text). Home reading combines all four types of reading.

There are two types of home reading: general-class (the same text for reading, intended for the whole class and subject to general-class discussion) and individualized (each student works on his own, chosen by him or his suggested teacher in accordance with his interests, text).

Home reading lessons include three stages: Pre-text (preparatory), Text (work on the current passage), Post-text stage (final).

The fundamental requirements for reading texts are: accessibility, informative value, compliance with the language level and psychophysiological characteristics of age.

We describe the practical formation of communicative competence in the process of independent work in English lessons on home reading, including in a remote format in conditions of forced isolation.

We will describe and analyse the process of organizing home reading in English lessons at the level of basic general education based on the English Language EMC (6th grade) O.V. Afanasyeva and I.V. Mikheeva (2018); EMC "English in focus" ("Spotlight") (6th grade) Yu.E. Vaulina et al. (2018), Home reading in five O. Henry's short stories by M.R. Zheltukhina, A.I. Pogonova and Yu.N. Khoruzhaya (2020) on the materials of the stories of O. Henry in English: The Gift of the Magi, Soapy's Choice (The Cop and the Anthem), A walk in Amnesia, No Story, The Last Leaf.

Analysis of the book for reading (Reader) EMC "English language" (6th grade) O.V. Afanasyeva and I.V. Mikheeva (2018)

EMC "English Language" for 2nd-11th grades is included in the Federal list of textbooks recommended by the Ministry of Education and Science of the Russian Federation for use in schools and classes with advanced study This EMC meets the requirements of the Federal State Educational Standard.

The composition of the EMC "English Language" (6th grade) O.V. Afanasyeva and I.V. Mikheeva (2018) included: textbook; audio course to the textbook; workbook; Audio course for the workbook Vocabulary and grammar workshop, book for reading; a book for the teacher; control tasks, a collection of exercises "Grammar of the English Language" by Barashkov E.A., Training exercises for preparing for MSE (OGE), Book for Parents.

Each educational situation is followed by a reserve lesson and a home reading lesson based on the lexical and grammatical material of the educational situation being studied. The reading material of the book corresponds to the topics in the tutorial. The textbook consists of 21 units, which correspond to 15 lessons for home reading. The entire material is located in two large sections - the main (mandatory) part and the part containing stories for additional reading (Supplementary Material). The EMC assumes that students themselves perform the texts and tasks for them at home, and in the lesson, there is a discussion of what was read and an analysis of the tasks performed. "Reader" is equipped with keys to tasks so that students can independently check their tasks. The mini-dictionary is not attached to the book, but there are page-by-page comments on each page, which significantly reduces the difficulties associated with understanding the material.

Each lesson includes: text (2-3 pages in middle font), 6-7 tasks and the section "Let Us Widen Our Scope," which should be offered to students who are especially interested in learning English. This section expands the outlook of students and introduces the topic in more detail, but it includes authentic texts and tasks, which causes significant difficulties. This section provides additional information that is thematically related to the educational situation. The informative material of the subsection in the form of complex, few adapted original texts is mainly country-scientific in nature, cognitive and interesting, preparing students for the corresponding work on reading in the 7th grade. The teacher offers this section for independent work, since working with texts contributes to solving such problems as preparing students to work with a bilingual Anglo-Russian dictionary; developing their interest in the topic under study by reading materials as close as possible to the original; enlargement of their horizons and erudition.

To control the understanding of texts, their short retelling in Russian is used to devote a little time to this in the lesson. This section in the workbook is not accompanied by tasks.

The "Supplementary Material" section consists of texts of poetic and prose genres, which are offered for self-reading in the form of additional tasks and during the holidays.

Each of the 15 mandatory home reading lessons offers fabulous text, exercises to discuss it, such as:

− Put the sentences in the right order.
− Correct the statements.
− Answer the questions.
− Explain why: "…."
− Prove that: "…."
− Try and illustrate the proverbs with the help of the text.

– Say "True" "False" "I don't know".
– Add more details to: "…"
– Comment on: "…."
– Answer the question asked before reading the text, etc.

In our work, we analyzed EMC "English" (6th grade) O.V. Afanasyeva and I.V. Mikheeva (2018) for the organization of home reading. We have drawn the following conclusions: this EMC includes a variety of texts for reading and tasks for them; Each learning situation is completed with a home reading lesson; in the Reader home reading book, there are all stages of working with text, namely: "Pre-text stage" (exercises to predict the content of the read), "Text stage," "Post-text stage" (exercises to reconstruct the text, exercises to paraphrase, exercises to summarize the material, exercises to transfer the plot, exercises to compile character characteristics, exercises to find specific information).

The entire material of the manual corresponds to the topics of the program and the age of the students. Thus, a book for reading from this EMC is well suited for home reading as part of a school and additional program.

Analysis of the reader book of the Spotlight EMC. (6th grade) Yu.E. Vaulina et al. (2018).

The EMC includes: textbook; workbook; a book for the teacher; a book to read; language portfolio, CD for classroom work; CD for self-work; Website course (companion website) www.spotlightonrussia.ru; Checklist.

This EMC is the products of the Russian publishing house Enlightenment and the British publishing house Express Publishing, which reflects traditional and modern Russian and foreign methodological approaches to teaching a foreign language. EMC meets the requirements of the Federal State Educational Standard for General Education, Council of Europe Standards, Common European Framework of Reference.

The Reader book in the "English in focus" (6th grade) EMC is used as a mandatory component when working on each module. But based on the planning and the number of hours of learning a foreign language in a particular school, Reader can be used optionally.

Traditionally, the EMC "English in Focus" uses works of classical literature as reading materials. In EMC for 6th grade, this work was the story of L. Carroll "Alice in Wonderland".

The text of the story is adapted in accordance with the level of language training of students.

The reading book includes:
– Content;
– Biography of the author of the novel Lewis Carroll (in English);
– "Background" section (preface);
– "The plot" section;
– "The Characters" (characters and their description);
– 10 episodes (according to the number of class 6 program modules);
– "Activities" module consists of: the section "Before you start" (tasks for the sections Biography of the author, Preface, content, characters) and tasks for 10 episodes, the tasks for each of which are divided into three parts: "Before reading," "While reading" and "After reading";
– Final compensation quiz;
– Irregular verbs (a table of irregular verbs that were found in the text of the work);
– Glossary (dictionary, indicating the page on which the word met);
– Songs (songs).
– Also attached to the book for reading is audio accompaniment, which is an audio performance with expressive musical design.

The volume of each episode is calculated to work during the lesson, considering the completion of the complete set of tasks for the texts:

– Before reading is aimed at predicting the meaning of text using illustrations, keywords, or suggested hypotheses.

For example, tasks such as:

1. Look at the pictures and the titles. How are they related?

2. Look at the subheadings for the episode. What do you think the episode is about? Listen, read and check.

3. Look at the pictures and answer the questions. Etc.

While reading is aimed at controlling the understanding of the text. Tasks such as:

1. Read and correct the words in bold.

2. Put events in the correct order.

3. Read and answer the questions.

4. Complete the sentences. And others.

After reading, tasks are aimed at controlling the understanding of the text, the development of speech skills and the development of skills for situational application of the language.

The subsection includes tasks such as:

1. Answer the questions.

2. Discuss in pairs.

3. Tell the class about … And others.

Each page of the text is illustrated to develop forecasting skills and effectively organize speech activities based on what has been read.

The content of the story is the basis of the play, which is recommended for production at the end of the school year. The script and recommendations for staging are in the book for the teacher (p. 156). The music part, songs are offered in the audio application.

The study analyzed the process of organizing home reading on the material "Spotlight" (6th grade) by Yu.E. Vaulina et al. (2018). During our analysis, we have reached the following conclusions. The book for reading EMC meets the requirements of SES, the volume of each section of the manual is calculated to work for one lesson, considering the completion of a complete set of tasks for texts. Each page of the story is accompanied by illustrations that are supposed to develop forecasting skills and effective organization of speech activities based on what has been read. In the home reading book "Reader" there are all stages of working with text, exercises on forecasting, control of what has been read, exercises of a debating nature. Thus, it should be noted that the reading book is excellent for conducting home reading lessons at the level of basic general education.

The described options for organizing the process of home reading in high school can be used in conditions of forced isolation, but methods for using them in a remote format have not yet been developed. Next, consider a tutorial designed to improve the efficiency of home reading as a form of independent work in English lessons, which is applicable in a remote format, which has shown the practice of using it in secondary school in conditions of forced isolation.

Tutorial for Building Communicative Competence in English Lessons

As part of the study, a universal textbook was developed and analyzed (Zheltukhina, Pogonova, Khoruzhaya, 2020) for conducting home reading lessons in English at the level of basic general education based on the stories of O. Henry (2013). This manual is aimed at students in 5th-9th grades, depending at the level of training of students.

The manual consists of 5 stories adapted for the "elementary" level in English by the famous American writer O. Henry (2013), namely: The Gift of the Magi, Soapy's Choice (The Cop and the Anthem), A walk in Amnesty, No Story, The Last Leaf.

The stories are divided into two parts.

Each part is accompanied by a preliminary vocabulary and tasks for a detailed analysis of the work.

The tutorial also includes sections such as Biographic Corner, which contains the most interesting biographical information about the author and Project Work, in which students can show creative skills and expand their horizons.

The main emphasis in this tutorial is on the independent work of students, which increases the effectiveness of forming the communication competence of students. Self-work skills come to the fore in a distance learning format, which is especially important for competently building the process of teaching foreign languages during a period of forced isolation.

It is assumed that texts for reading and task (or part of the task, at the discretion of the teacher) will be prepared independently at home, as well as during an online class, and then control in the classroom online or offline. The reading book is equipped with keys, which provides the possibility of self-testing if necessary.

Here is a piece from the tutorial.

O. Henry (2013). A walk in Amnesia

Mr. Bellford is a hard-working Denver lawyer who suffers an attack of amnesia. He becomes Edward Pinkhammer and starts to have a wonderful time in New York. His wife and his old friend Dr. Volney trace him and tell him who he is. He decides to try and remember. But he did have a wonderful time!

Activities:

Task 1. Cover the words (vocabulary) and find them in the text. Highlight the words in the extract like in the example.

'I must have a name!' I looked in my **pockets.**

Task 2. Compose 5 sentences using the words.

Vocabulary…

O. Henry. A walk in Amnesia

Part 1

Activities:

Task 3. Answer the following questions:

Task 4. Describe:

1. A typical Mr. and Mrs. Bellford's morning and weekends;
2. Mr. Bellford's felling after he realized that he didn't know who he was.
3. The life of Edward Pinkhammer.

Task 5. Find English equivalents from the text to the following:

Task 6. Match the words from the lines to make the word combinations (used in the extract) and translate them.

Task 7. Rewrite the words in the right order to make sentences.

hard a people who work tired too lot hard get very of.

Biographical corner

Do you know that?

1. There is an annual festival in honor of O. Henry. Every May, people join together to celebrate O. Henry.

O. Henry. A walk in Amnesia

Part 2

Activities:

Task 1. Cover the words (vocabulary) and find them in the text. Highlight the words in the extract like in the example.

'Give me my **bill**,' I said to the man behind the **desk.**

Task 2. Compose 5 sentences using the words.

Vocabulary…

Activities:

Task 3. Answer the following questions.

Task 4. Say "True", "False" or "Not stated".

Task 5. Write down five words from the extract which contains the following sounds.

Task 6. Circle the one odd-out word, explain why.

Task 7. Find English equivalents in the text to the following.

Project work: *Work in groups. Find out what is Amnesia. Give a short presentation. Then make a quiz about human's memory.*

So, the textbook under consideration for conducting home reading lessons at the main level of general education is universal in nature, combining the independent work of students at home and online and offline in the lesson, their self-control by keys and the control of the teacher in the lesson, including in a distance format. The materials for creating a book for home reading were adapted versions of the stories of the famous American writer O. Henry: The Gift of the Magi, Soapy's Choice (The Cop and the Anthem), A walk in Amnesty, No Story, The Last Leaf, adapted to the level of proficiency in English, corresponding to students Each story is divided into two parts, which are accompanied by a vocabulary and tasks for detailed work on the works, on the author's biography, for project work on additional material.

Conclusion

1. Independent work when learning a foreign language as an acquaintance with language material and partial training in its use is carried out in various types of individual and collective activities of students in classroom and out-of-audience classes online or offline with a controlling function of the teacher or at home on tasks without the direct participation of the teacher.

2. The formation and improvement of communicative competence in English lessons online or offline as an ability and readiness for verbal and non-verbal interaction with other individuals in English takes place taken together of all its components in accordance with speech competence, language competence, sociocultural competence, compensatory competence, educational and cognitive competence.

3. Home reading as a form of independent work in the study of a foreign language contributes to solving one of the main tasks of a foreign language teacher: to educate the culture of independent work and through it to form a methodology for developing communicative competence when mastering a foreign language, which is especially important and effective in conditions of forced isolation when switching to a distance learning format. The success of this educational process depends on the teacher's correct choice of literary material (cognitive and appropriate to the age, interests of students and the degree of their proficiency in the language) and on the consistent implementation of the preparatory (message with preliminary information about the book and the author), the main (work on the current passage of the book) and the final (systematization of the main ideas and thoughts on the book) stages of work in English lessons on the aspect of "home reading".

4. Analyzed books for home reading "Reader", which is part of the EMC "English Language" (6th grade) by O.V. Afanasyeva and I.V. Mikheeva (2018), and included in the EMC "English in Focus" ("Spotlight") (6th grade) by Yu.E. Vaulina et al. (2018), developed according to modern standards of foreign language instruction, rich in a variety of texts and tasks for them, suitable for home reading as part of a school and additional program. Both books differ in the scope of all stages of work with text, temporal, thematic and age correspondence, and a set of exercises for texts. The first book is aimed at improving the understanding of the text, a more detailed analysis of lexical and semantic units, replenishing the lexical reserve of students, developing their interest in learning English by reading materials as close as possible to the original, widening their horizons and erudition. While the second book aims to control what has been read, discussion, development of forecasting skills and effective organization of speech activities based on what was read using illustrations.

6. The analyzed textbook Home reading in five O. Henry's short stories by M.R. Zheltukhina, A.I. Pogonova and Yu.N. Khoruzhaya (2020) contains exercises for home reading, compiled in accordance with the level of lexical and grammatical training of students of the basic level of general education. The tasks are aimed at forming a communicative competence, controlling the understanding of the text, and activating the vocabulary. Stories are selected considering the requirements for texts for home reading and the interests of secondary school students. The developed set of exercises for adapting to the level of A1 – A2 stories by O. Henry can be recommended for use in English lessons at the main level of general education as part of the curriculum, conducted online and offline in conditions of forced isolation.

7. The results of the study can be applied to improve the quality of the process of organizing home reading when teaching a foreign language in a distance learning format in the process of acquiring skills and self-work skills. The materials can be used to conduct home reading lessons at the level of basic general education as part of the school curriculum and the programs of additional educational institutions both offline and online.

Bibliographic references
AFANASYEVA, O.V. – MIKHEEVA, I.V. 2018. Reader of the English Language EMC. Grade 6. Moscow: Drofa. ISBN 978-5-358-19543-1.
AFANASYEVA, O.V. – MIKHEEVA, I.V. – YAZYKOVA, N.V. 2012. The English course program for EMC "English. A new English course for Russian schools. "1-5 years of study for 5-9 classes of general education institutions. Moscow: Drofa.
AFANASYEVA, O.V. – MIKHEEVA, I.V. 2014. English. Grade 6. A book for the teacher. Moscow: Enlightenment. ISBN 5-09-011050-6.
ALESHCHANOVA, I.V. – FROLOVA, N.A. – ZHELTUKHINA, M.R. 2019. Teaching resources in professionally oriented foreign language learning. In: IOP Conf. Ser.: Mater. Sci. Eng., vol. 483(1). 012038. https://doi.org/10.1088/1757-899X/483/1/012038.
ALTUN, M. 2012. Introduction and integration of innovative and information technologies in the practice of teaching English in a new type of general education school: PhD Thesis. Dushanbe: Academy of Education of Tajikistan. ISBN 978-5-9770-0500-5.
ARKUSOVA, I.V. 2012. Modern pedagogical technologies in teaching a foreign language (structural and logical tables and application practices). Moscow: NOU VPO MPSI.
ASIMOV, E.G. – SCHUKIN, A.N. 2009. New dictionary of methodological terms and concepts (theory and practice of teaching languages). Moscow: ICAR. ISBN 978-7974-0207-7.
BATYREVA, S.G. 2017. Pedagogical conditions for the formation of communicative competence of junior schoolchildren: PhD Thesis. Moscow.
BIALYSTOK, E. 2001. Bilingualism in Development: Language, Literacy and Cognition. Cambridge: Cambridge University Press. ISBN-10: 0521635071; ISBN-13: 978-0521635073
BIM, I.L. – SHCHEPILOVA, A.V. 2010. Foreign languages. Pre-professional training of schoolchildren. 8-9 grades. Moscow: Drofa.
BIM, I.L. 2007. Specialized training in foreign languages at the senior level of a general education school. Challenges and prospects. Moscow: Enlightenment. ISBN 978-5-09-017251-6

BUKOVSKY, S.L. 2012. Creative-oriented method of teaching oral professional communication in classes in foreign languages at a non-language university: economic profile: PhD thesis in Pedagogy: 13.00.02. Moscow: MPSU.

CEFRL. 2002. Common European Framework of Reference for Languages: Learning, Teaching, Assessment Case Studies. Strasbourg: Council of Europe Publishing, ISBN 92-871.

COYLE, D. – HOOD, PH. – MARSH, D. 2010. CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press. ISBN 0521112982, 978-0521112987.

DORNYEI, Z. 2001.Motivational Strategies in the Language Classroom. London: Longman. ISBN 978-0-521-79029-1.

EUROPEAN COMMISSION. 2005. Europeans and Languages. A Eurobarometer Special Survey (B-1049). Brussel: European Commission, Directorate-General for Education and Culture, Vocational Training & Language Policy.

FOKINA, K.V. – TERNOVA, L.N. – KOSTYCHEVA, N.V. 2009. Methods of teaching a foreign language. A conception of lectures. Moscow: YURITE. ISBN 978-5-9916-0121-4 978-5-9692-0533-8.

GALSKOVA, N.D. – GEZ, N.I. 2007. Theory and methodology of teaching foreign languages and cultures. Moscow: Academy. ISBN 978-5-7695-6473-4.

GALSKOVA, N.D. 2003. Modern method of teaching foreign languages. Moscow: ARKTI. ISBN 5-89415-290-9

GALTSOVA, N.P. 2004. Basic categories of methods of teaching foreign languages. In: Bulletin of Tomsk State Pedagogical University, vol. 5, n. 42, pp. 73-80. ISSN 1609-624X.

GEZ, N.I. – FROLOVA, G.M. 2008. History of foreign methods of teaching foreign languages. Moscow: Academia. ISBN 978-5-7695-4653-2.

HAKUTA, K. – BUTLER, Y.G. – WITT, D. 2000. How Long Does it Take English Learners to Attain English proficiency? Santa Barbara: University of California Linguistic Minority Research Institute.

HENRY, O. 2013. Stories. Moscow: Ayres Press. ISBN: 978-5-8112-4878-0

HORNBY, A.S. – WEHMEIER, S. 2004. Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press. ISBN-13: 978-0194315647; ISBN-10: 0194315649.

JACOBS, C. 2008. In search of discursive spaces in higher education. In: E. Weber (Ed.), Educational Change in South Africa: Reflections on local realities, practices and reforms. Rotterdam: Sense Publishers. ISBN: 978-90-8790-658-0.

KALISTROVA, I.D. 2003. Reading with previously removed difficulties of understanding. In: Questions of teaching oral speech and reading in a foreign language, vol. 4, pp. 23-28.

KATZMAN, N.L. 2003. Methods of teaching Latin. Moscow: Vlados. ISBN 978-5-691-00982-2

KISKINA, M.V. 2017. The development of reading skills and the system of working with text in groups of students with insufficient language training in law universities. In: Bulletin of the University named after O.E. Kutafin (Moscow State University), n. 11, pp. 72-78. ISSN 2311-5998.

KITAIGORODSKAYA, G.A. 2009. Intensive foreign language training. Theory and practice. Moscow: Higher School, School of Kitaigorodskaya. ISBN 978-5-06-005767-6, 978-5-87151-038-4.

KOLESNIKOVA, I.L. – DOLGINA, O.A. 2011. English-Russian terminology handbook on methods of teaching foreign languages. Moscow: Drofa. ISBN 978-5-358-02636-0.

KOLKER, Y.M. – USTINOVA E.S. – ENALIEVA, T.M. 2000. Practical method of teaching a foreign language. Moscow: Academy. ISBN 5-7695-0672-5.

KOLKOVA, M.K. 2006. Methods of teaching foreign languages in secondary school: modernization of general education: a manual for teachers, graduate students and students. Moscow: KARO. ISBN 5-89815-426-4.

KONYSHEVA, A.V. 2005. Organization of independent work of students in a foreign language. St. Petersburg: KARO; Four quarters. ISBN 5-89815-517-1.

KONYSHEVA, A.V. 2008a. Playing foreign language learning. Theory and practice. Moscow: TetraSystems. ISBN 978-9-85470-697-9.

KONYSHEVA, A.V. 2008b. Game method in teaching a foreign language. Moscow: KARO, Four quarters. ISBN 978-5-9925-0059-2.

KONYSHEVA, A.V. 2011. Modern methods of teaching English. Moscow: TetraSystems. ISBN 978-985-536-191-7.

KOZYREVA, A.S. 2008. Types of text work in reading lessons. St. Petersburg: Science. ISBN

KUKUSHIN, V.S. 2005. Foreign languages. Creative lesson scenarios. Moscow: MarT. ISBN 5-241-00584-6.

KULAGINA, I.YU. – KOLYUTSKY, V.N. 2009. Age psychology. Moscow: KARO. ISBN 978-5-89145-075-2.

KULKINA, E.A. 2007. Methods of working with educational texts in English at the pre-text stage. In: Foreign languages at school, no. 5, pp. 74-76. ISSN 0130-6073.

KUZMENKO, O.D. – ROGOVA, G.V. Educational reading, its content and forms. In: General methodology for teaching foreign languages. Moscow: Rus. language, 1991.

LADO, R. 1964. Language Teaching. A scientific approach. New York: McGraw-Hill. ISBN-10: 0070357404; ISBN-13: 978-0070357402.

LISTOPAD, E.A. 2009. Improvement of the methodology for teaching foreign language to students of specialized universities based on the system of exercises in the development of creative thinking: on the material of the English language and the subject "Home reading": PhD Thesis. Moscow: MSU.

LYAPKO, D.A. 2016. Psychological and methodological foundations for the development of language grammatical competence of students in English lessons. Irkutsk: FSBOU VPO "IGLU."

MASLYKO, E.A. – BABINSKAYA, P.K. – BUDKO, A.F. – PETROVA, S.I. 2001. Table book of a foreign language teacher. Minsk: The highest school. ISBN 985-06-0743-2.

MILRUD, R.P. – GONCHAROV, A.A. 2003. Theoretical and practical problems of learning to understand the communicative meaning of a foreign-language text. In: Foreign languages at school, n. 1, pp. 12-18. ISSN 0130-6073.

MILRUD, R.P. 2007. English teaching methodology. English Teaching Methodology. Moscow: Drofa. ISBN 978-5-358-03288-0.

MUKHINA, B. 2012. Age psychology. Phenomenology of development. Moscow: Academy. ISBN 978-5-7695-9163-1.

OBUKHOVA, L.F. 2011. Age psychology. Moscow: Publishing House Urright; MSPP. ISBN 978-5-9916-1280-7; 978-5-94051-045-1.

OSTRIKOVA, G.N. – ZHELTUKHINA, M.R. – ZYUBINA, I.A. – SIDOROVA, I.G. 2018. Learning Via Visualization at the Present Stage of Teaching a Foreign Language. In: Astra Salvensis, vol. 4, n. 1, pp. 601-607.

PASSOV, E.I. – KUZNETSOVA, E.S. 2002. Reading training: tutorial. Moscow: Interlingua. ISBN 5-93757-015-4.

PASSOV, E.I. – KUZOVLEVA, N.E. 2011. Foreign language lesson. Moscow: Phoenix, Glossa-Press. ISBN 978-5-222-15995-8.

PASSOV, E.I. 1985. Communicative method of teaching foreign language speaking. Moscow: Enlightenment.

PAVLENKO, I.N. 2003. Use of the project methodology in the education of older preschool children. In: Foreign languages at school, n. 5, pp. 57-58. ISSN 0130-6073.

PEROVA, G.M. 1990. On the achievement of educational goals of reading. In: Elementary school, n. 3, pp. 16-21.

POLAT, E.S. – BUKHARKINA, M.YU. – MOISEEVA, M.YU. – PETROV, A.E. 2010. Modern pedagogical and information technologies in the education system. Moscow: Academy. ISBN 978-5-7695-7057-5.

RABINOVICH, F.M. 2006. Questions of teaching oral speech and reading in a foreign language. Moscow: Higher School. ISBN

RABINOVICH, F.M. 2012. Development of speech activity in foreign language lessons. Moscow: Enlightenment. ISBN

ROGOVA, G.V. – VERESHCHAGINA, I.N. – YAZYKOVA, N.V. 2008. English language teaching methodology. Moscow: Enlightenment. ISBN 978-5-09-016636-2.

SCHUKIN, A.N. 2013. Modern intensive methods and technologies for teaching foreign languages. Moscow: Philomatis. ISBN: 978-5-98111-108-2, 978-5-98111-127-3.

SCHUKIN, A.N. 2014. Foreign language training. Theory and practice. Moscow: Philomatis. ISBN 5-204-00341-X.

SCHUKIN, A.N. 2015. Methods of teaching foreign languages. Moscow: Academia. ISBN: 9785446814763.

SELIVANOVA, N.A. 2003. Literary and country studies approach to the selection of texts for home reading. In: IYASH, vol. 1, pp. 61-64. ISSN 0130-6073.

SELIVANOVA, N.A. 2004. Home reading is an important component of the content of foreign language education in high school. In: Foreign languages at school, n. 4, pp. 21-26 ISSN 0130-6073.

SHAPOVALOVA, L.I. 2010. Application of computer technologies in the process of teaching foreign languages (aspect of home reading). In: Education. Science. Innovations: southern dimension, vol. 2, n. 12, pp. 130-137. ISSN 2618-8414.

SHATILOV, S.F. 1986. Methods of teaching German in high school. Moscow: Enlightenment.

SHCHERBA, L.V. 2003. Teaching languages at school. General issues of methodology. Moscow: Academy. ISBN 5-8465-0044-7

SHEILS, J. 2001. Campaign Book of the European Year of Languages 2001. Council of Europe. Strasbourg: Modern Languages Division Council of Europe.

SKATKIN, M.N. 2002. High school didactic. Moscow: Enlightenment.

SOLOVOVA, E.N. 2005. Methods of teaching foreign languages. Basic course. Moscow: Enlightenment. ISBN 5-09-013891-5.

STACK, E.M. 2003. The Language Laboratory and Modern Language Teaching. New Jersey: Oxford University Press.

SYSOEV, P.V. – EVSTIGNEEV, M.N. 2014. How to teach a foreign language using new information and communication technologies. Moscow: Phoenix, Glossa-Press. ISBN 978-5-222-15997-2.

TAMERYAN, T.Yu. – POPOVA, T.G. – REDKOZUBOVA, E.A. – ANIKEJEVA, I.G. – SEDLIAROVA, O.M. – SOLOVYEVA, N.S. 2019. Feminine perspective of ethnic business communication. In: Espacios, vol. 40, n. 34, 18 p. ISSN: 0798-1015.

THYNE, J.M. 1963. The psychology of Learning and Techniques of Teaching. London: University of London Press.

VAN EK, J.A. – TRIM, J.L.M. 2001. Waystage 1990: Council of Europe. Cambridge: Cambridge University Press. ISBN 978-0-521-56707-7.

VAULINA, YU.E. – DOOLI, D. – PODOLYAKO, O.E. – EVANS, V. 2018. Reader of the Spotlight EMC. Moscow: Enlightenment. ISBN: 978-5-09-031471-8

VEREVKINA-RAKHALSKAYA, Yu.N. 2007. The methodology of using Internet resources in the formation of communicative competence of students of specialized universities on the material of socio-political topics: 2nd year, English: PhD Thesis. Moscow: In-t of content and methods of training RAE.

VISHNYAKOVA, E.A. – PYATKINA, V.E. 2019. Home reading as a means of developing foreign-language communicative competence in school. In: Scientific Almanac, vol. 2, n. 52, pp. 71-74. ISSN 2411-7609.

WACHTER, B. – MAIWORM, F. 2008. English-Taught Programmes in European Higher Education. The Picture in 2007 (ACA Papers on Cooperation in Education). Bonn: Lemmens Medien GmbH. ISBN 978-3-932306-89-1

WIILEY, T.G. 2005. Literacy and Language Diversity in the United States. McHenry: Delta Systems Co. ISBN-13: 978-1887744881; ISBN-10: 1887744886.

WONG, F.L. 2014. Individual differences in second language acquisition. In: Fillmore, C., Kempler, D., & Wang, W. (eds) Individual Differences in Language Ability and Language Behavior. New York: Academic Press. ISBN-10: 1483238768; ISBN-13: 978-1483238760.

ZELENSKAYA, L.L. – ZUBAREVA, T.T. – DENISENKO, V.N. – CHERVYAKOVA, L.D. – KOSOVA, Yu.A. 2018. Verbal means of media manipulation with fears (on material of the American, English and Russian Tabloid Press). In: XLinguae, vol. 11, n. 3, pp. 39-50. DOI: 10.18355/XL.2018.11.03.04 ISSN 1337-8384.

ZHELTUKHINA, M.R. – POGONOVA, A.I. – KHORUZHAYA, YU.N. 2020. Home reading in five O. Henry's short stories = Home reading in short stories by O. Henry. Volgograd: LLC "PrinTerra-Design". ISBN 978-5-98424-240-0

ZHELTUKHINA, M.R. – VIKULOVA, L.G. – MIKHAYLOVA, S.V. – BORBOTKO, L.A. – MASALIMOVA, A.R. 2017. Communicative Theatre Space in the Linguistic and Pragmatic Paradigm. In: XLinguae, vol. 10, n. 2, pp. 85-100. DOI: 10.18355/XL.2017.10.02.08 ISSN 1337-8384.

ZHELTUKHINA, M.R. – ZELENSKAYA, L.L. – PONOMARENKO, E.B. 2020. Indicating success with material symbols after the collapse of the USSR. In: Visual Anthropology, vol. 33, n. 2, pp. 104-115. DOI: 10.1080/08949468.2020.1721203 ISSN 08949468.

Prof. Marina Rostislavovna Zheltukhina, DrSc.
Institute of Foreign Languages
Volgograd State Socio-Pedagogical University
27 Lenin Ave.
400066 Volgograd
Russia
zzmr@mail.ru

Prof. Larisa Laktemirovna Zelenskaya, PhD
School of Governance and Politics
MGIMO University
76 Prospect Vernadskogo
119454 Moscow
Russia
zelenskaya@yahoo.com

Ass. prof. Galina Nikolaevna Ostrikova, DrSc.
Socio-Humanitarian Faculty
Don State Technical University
1 Gagarin square
344000 Rostov-on-Don
Russia
galina-ostrikova@rambler.ru

Ass. prof. Ekaterina Anatolyevna Redkozubova, DrSc.
Institute of Philology, Journalism and Cross-Cultural Communication
Southern Federal University
105/42 Bolshaya Sadovaya Street
344006 Rostov-on-Don
Russia
kateredkozubova@mail.ru

Ass. Prof. Olga Olegovna Chernova, PhD
Foreign Languages Department
V. G. Shukhov Belgorod State Technological University
46 Kostyukova Str.
308012 Belgorod
Russia
gooll-gooll@yandex.ru

Genre-based visualization through an online teaching platform: A strategy to engage with academic texts during the Covid-19 outbreak

Siti Sarah Fitriani – Sukardi Weda – Iskandar Abdul Samad – Rizki Ananda

Abstract

During the Covid-19 outbreak in 2020, students of all education levels are pushed to study at home via online classes. Schools, universities and other educational institutes have to make sure that their students can keep receiving knowledge and information based on the indicators set by the curriculum. The same thing also occurs at the English Education Department of Syiah Kuala University in Banda Aceh, Indonesia. This article presents the results of a two-cycle action research project conducted in Banda Aceh, Indonesia, through an online learning platform using Zoom meeting. In this study, eight undergraduate students participated in the online intervention class to apply genre-based visualization metacognitive strategy. A total of six academic texts of the explanation genre were taken from TOEFL tests and used in both cycles. In the online intervention class, students generated visual imagery of the academic texts, built up their knowledge of the text genres in the online discussions, and individually drew visual representations of the explanatory texts. The images drawn by the students were taken for the qualitative analysis, and the tests given to the students were analyzed quantitatively. Both data are used to find out their improvement in reading comprehension. The findings of this study revealed a remarkable contribution of genre-based visualization for improving students' comprehension of academic texts of the explanation genre at TOEFL level, particularly through online learning during the pandemic.

Key words: reading comprehension, academic reading, English proficiency tests, visualization, genre approach, online learning

Introduction

The outbreak of the pandemic Covid-19 has changed the procedures of all sectors of life, such as those in the economic sector, health sector, and also education sector. In the education sector, schools, universities, and other educational institutions have to close their buildings, and run the teaching and learning activities through online platforms, for example, Zoom meetings, Google meetings, and Microsoft teams. This is done so to decrease the spread of the virus. At university levels, in particular, lecturers and students need to be literate in technology to be able to open and run the online application, share documents online, and do discussion online. Lecturers have to make sure that the goal and the indicators set for the subject being taught are achieved well during the pandemic. Teaching and learning activities through an online platform surely present benefits and challenges for both teachers/lecturers and students. The use of information technology and internet technology is required to conduct online teaching and learning (Zhou et al., 2020). This quite a novelty way of teaching brings challenges to lecturers and students to adapt with the "technological complexities" (Mishra, Gupta & Shree, 2020). In addition, Huang et al. (2020) maintained three challenges of online education; these include the limitation of time for educators to prepare for the online classes, the isolated feeling experienced by both educators and students during the pandemic, and the emergency of the effective teaching approach to motivate students to keep learning. Nevertheless, the use of online platforms in teaching and learning would benefit students to be independent learners. In relation to the teaching and learning in an online classroom, we investigated the improvement of students' reading comprehension in Reading subject

classroom, who are taught using genre approach visualization through Zoom meeting application. The objective of the subject is to help students comprehend academic texts of the explanation genre at TOEFL level.In some –if not all– universities in Indonesia, achieving a certain score of the Test of English as a Foreign Language (TOEFL) is one of prerequisites for students to graduate from the universities. The required score is varied between one to another university. In Aceh province, Indonesia, for example, students in Syiah Kuala University, where this study was conducted, have to hold a TOEFL certificate with a minimum score of 450. This score is not easy to achieve not only by students studying in the field of science and economic, for example, but also for English Education (EE) students.

TOEFL is one of standardized English proficiency tests to assess students' English competence. The paper-based test, undertaken by students of Syiah Kuala University, usually involves three aspects: listening, structure and reading. Each aspect affects the overall score students will achieve in the test. The improvement of each aspect will enable students to also increase their overall score. To enable undergraduate students at Syiah Kuala University to improve performance in English proficiency, this study focused on the reading skill. TOEFL reading includes the assessment of students' understanding of academic texts; texts written in academic English, a kind of language used at school (Romhild, Kenyon, MacGregor, 2011) as well as scientific level. The competence that students must own in this aspect is to understand meaning in this type of text, so they are able to answer the comprehension questions following the text. However, most students still find difficulties in academic reading comprehension especially at TOEFL level. Students in this university need to learn how to process English language that is syntactically complex, lexically dense and highly technical.

Strategy use in TOEFL reading section has being a familiar topic of research. Previous studies have attempted to investigate which strategy is appropriate to use in processing the academic texts. Most studies have focused on reading and test-taking strategies (see for example Alavi, Bordbar, 2012; Cohen, Upton, 2007; Jia-Ying, 2015; Samad, Jannah, Fitriani, 2017). Generally, among the ways to improve reading comprehension is by using metacognitive strategies. One of well-known strategies in metacognition is visualization (Fitriani, 2015; Fitriani, Erdiana, Samad, 2019; Kigotho, Fitriani, 2018). Studies on visualization have been a topic of investigation in relation to reading comprehension since few decades. J. R. Levin, R. E. Davidson, P. Wolff and M. Citron (1973) conducted research involving second and fifth graders. Pressley (1976) also included eight-year-old children. G. Woolley (2010, 2007, and 2006) proposed a teaching framework involving a visualization strategy to be applied to primary students beyond Year 3. J. R. Levin (1973) involved fourth graders in his research using the visualization strategy. Some other studies introduced the visualization strategy to students of the seventh grade, for example, Hobbs (2001), and of both seventh and eighth grades, such as Park (2012). Moving to a higher level of education, Anderson and Kulhavy (1972) carried on their study with senior high school students.

Previous studies on visualization included the use of different types of texts. Anderson and Hidde (1971), for example, deployed thirty sentences with transitive verbs, which were all written using the past tense; differently, Pressley (1976) adopted prose to work with his participants in using the strategy. Moreover, there is also a study using visual media (in this case a movie) to visualize the characters of the stories (Hobbs, 2001). Similar to Hobbs (2001), Park (2012) included movies in a form of written stories for the participants to visualize the characters involved in the stories. Meanwhile, Woolley (2007, 2010) and Narkon and Wells (2013) focused on using narrative texts to apply the visualization strategy. Accordingly, it is still little known about the implementation of visualization metacognitive strategy to assist the English

Foreign Language (EFL) undergraduate students in reading the academic texts of the explanation genre found in English proficiency tests like TOEFL, particularly during the pandemic where the learning is conducted online.

In the academic texts, the written genres students must read are often unlike other genres they read, even in English. Explanations, expositions, historical recounts and complex narratives, for example, present particular kinds of difficulties for many students. For tackling academic texts using visualization, students also need to know more about the purpose, structure, and language choices in these less familiar genres and topics in order to get meaning as well as to correctly answer comprehension questions. In this study, the implementation of visualization is accompanied by the teaching of text genre. This study assumes that the ability of students to analyze academic texts based on the genre by using visualization strategy will help them to understand the texts and answer comprehension questions correctly. Thereafter, the research question is formulated as followed: To what extent the use of genre-based visualization through online teaching can improve students' reading comprehension of the English academic texts of the explanation genre?

Hence, this article is expected to be beneficial for English teachers, especially those who teach reading comprehension in EFL classrooms. It is also likely that this article provides new insights for EFL students to tackle English academic texts at TOEFL level.

Literature Review
Reading comprehension
Reading is well known as a process of constructing meaning from a reading text (Pressley, 2002; Snow, Sweet, 2003), which is focused on comprehension (Palincsar, 2003). Specifically, within second and foreign language contexts, reading involves skills and abilities combined by readers when they start to read (Grabe, 2009) to achieve a general understanding of a text. Two of five definitions of reading suggested by W. Grabe (2009, 1991) are considered in this study. The first definition sees reading as an interactive process. Within this definition, second and foreign language readers need to bring skills or strategies to interact with a text. The use of strategies in the reading process involves the activation of cognitive capacity (Randi, Grigorenko, Sternberg, 2005) to engage with a text to construct meaning. Accordingly, reading becomes an interactive process. The second one sees reading as a linguistic process. EFL readers need to develop their understanding of the goal of a text providing information, the generic structures a text uses to organize and develop information, and the language features involved in a text to structure words into sentences and paragraphs. This analysis helps the readers engage closely with the text to construct meaning and hence comprehend it. Consequently, in reading a text of English as a foreign language, especially an academic text, it is necessary that readers use strategies and develop their knowledge of different types of texts to be able to construct meaning and achieve comprehension.

Visualization metacognitive strategies
Certainly, EFL readers face some difficulties in tackling an English text for getting meaning. In literacy learning, the activation of cognitive capacity to interpret and understand a text requires readers' awareness of using metacognitive strategies (Griffith, Ruan, 2005). This awareness needs to be introduced and encouraged when teaching reading in classrooms. Providing access to metacognitive strategies helps EFL readers to minimize the difficulties. Previous studies have reported the benefit of using metacognitive strategies to improve comprehension (see for example, Alsheikh, Mokhtari, 2011; Eilers, Pinkley, 2006; Thomas, Barksdale-Ladd, 2000). More recent studies, for example by S. Raoofi, S. H. Chan, J. Mukundan, and S. M. D. Rashid (2014), have also reported successful learning by using metacognitive strategies

within the context of the second and foreign language. Accordingly, metacognition does benefit not only the English speakers in reading but also the second and foreign language readers.

Hence, among the strategies of metacognition implemented in a reading process is by using visualization. Two types of visualization used in this study include internal and external visualization (Cohen, Hegarty, 2007; Gilbert, Reiner, Nakhleh, 2008). Internal visualization is the visual imagery readers generate in their mind when they are reading a text. This imagery is invisible in nature which cannot be seen by others (Trafton, Trickett, Mintz, 2005). External visualization is a visual representation a reader draws in the form of image, graph, diagram, or chart to represent the meaning in a text (Cohen, Hegarty, 2007). The undergraduate students of this study were encouraged to generate mental imagery when they engaged with the academic text and to draw a visual representation after completing reading each text. Hence, the students applied both internal and external visualization in reading.

The advantages of using visualization in the reading process have been mentioned by previous studies. R. A. Rader (2009) maintained that visualization benefits readers to actively think of and engage more closely to a text in order to construct meaning. Without active engagement, readers are not able to generate mental imagery or to draw a representation because active thinking is the core of metacognition. Accordingly, when applying visualization, at the same time, students also activate their cognitive thinking. In addition to the benefit of visualization, mental imagery helps readers to organize information (Gersten, Fuchs, William, Baker, 2001) in their mind; and visual representation readers draw allows them to monitor comprehension by organizing the information they already understood in a combination of words and images (Van Meter, Aleksic, Schwartz, Garner, 2006). Even though the benefits of using visualization in the area of reading have been widely reported by previous studies, the investigation on the use of visualization combined with the teaching of the genre to improve EFL students' comprehension in reading academic texts at TOEFL level –written in the explanation genre– through online learning is still limited.

The functional approach to literacy education
Within a functional model of language, it is necessary to explore several aspects in academic texts, not only the purpose but also the aspects of genre structure and language features relevant to each text genre (Rose, Martin, 2012). Each type of genre differentiates its structure from other genres in terms of purpose and stages because the genre is staged and goal-oriented (Martin, 1985; Samad, Adnan, 2018; Samad, Fitriani, Patak, Weda, 2019). For example, a procedural text aims at telling readers how to do or make something by providing sequent steps, while a recount text is written to document sequential events that happened to a certain participant in the past (Humphrey, Droga, Feez, 2012). To achieve the purpose, each text type follows certain stages to develop and organize the information relevant to the genre. Therefore, the orientation of purpose and stages in a text genre always exists. Moreover, to make the information meaningful, the texts are governed by linguistic resources of English. This is the way language functions to create meanings important to certain fields of life (Derewianka, 2012). Students' understanding of these aspects involving in a text, especially the academic one, is beneficial for them to link one sentence to another and to construct meaning. This study suggests that the application of metacognitive strategies in a reading process could be better done with students' understanding of these aspects. When they actively think of the text using a visualization strategy, they are equipped with their understanding of the aspects of different text genres to understand the information better. In addition, genre approach is a learner-centered approach that helps students be independent learners. Hence, the

combination of metacognition and knowledge of text genres complements in the meaning construction process.

Visual literacy

Visual literacy is defined as the ability that a reader or viewer has in order to read, interpret and make sense of visual images (Vasquez, Comer, & Troutman, 2010; Ananda et al., 2019). It is important for this study to investigate and interpret the information presented by students in their visual representations by analyzing some aspects involved in visual literacy. These aspects were included in the framework of analysis created for this study based on some scholars. This study considered Kress and van Leeuwen's (2006) discussions about the use of vectors or arrows to describe the relationship between participants in a picture or drawing. From the use of arrows, this study found out whether or not students organize information sequentially following the organization in the text they are reading. This study also consulted Chan (2010), Chan and Unsworth (2011), and Unsworth and Chan (2009) to investigate the relationships between image and language in students' visual representation. Some relationships adapted for analyzing students' drawing in this study are given different terms as 'co-referential', 'additive', and 'symbiotic'. Co-referential relation has been used for the images and language that communicate the same meaning. The additive is for the images and language that clarify meaning. Symbiotic is for the images and language that cannot be alone in giving meaning; they have to be together to make the information meaningful.

To identify the quality of image features –or the formation of the image—, this study consulted Callow (2013) and Joyce and Gaudin (2007) and concluded two types of quality: factual and non-factual. The factual quality includes a diagram of processes/steps and event sequence, while non-factual quality includes artwork, problematic event sequence, and character organization. The type of language in the visual representations was also identified. Three types of language were concluded to include in the analysis: lexical, for the language, used to name an image; syntagmatic, in the form of phrase or clause to clarify the meaning of an image; and text organizing language, to link information in a drawing. Furthermore, due to the combination of metacognition and genre approach in the intervention, this study considered additional aspects in the framework of analysis; these are genre- and non-genre specific. Thus, students' drawings were also identified as one of these two categories. In sum, this study concluded four aspects for the analysis of students' visual representation; these are visualization strategy, including the investigation of the organization of information, quality of image features to identify the type of quality, language features to find out the type of language use, and relationships between images and language. This study suggests that the aspects in the framework can be used to analyze visual representations of texts written in different genres. The summary of the analytical framework used to analyze students' visual representations is presented below:

Table 1: The analytical framework

Visualization Strategy									
Order of Information				Organization of information		Characteristics of Image		Type of Image	
Sequent			Not sequent	Static	Dynamic with appropriate text organizing image (+ = → 1 2 3)	General (+Outline)	Specific (+details)	Genre appropriate	Not genre appropriate
Matches text's sequencing	Representation of text								
yes	no	accurate	partially						

Qualities of image features				
Factual (Non-narrative)		Non-Factual (Narrative)		
Diagram of processes/steps	Event sequence	Scenery/Landscape (Artwork)	Problematic event sequence	Character organization

Language Features		
Lexical (Labels)	Syntagmatic (phrase, clause)	Text organizing language (language relates to structure/method of development in text)

Relation between image and language						
Illustrative only (doesn't add to text)	Image dominant	Language dominant	Co-referential	Additive (clarify)	Parallel (different course)	Symbiotic

Each visual representation drawn by the students was analyzed using this framework. This study provides an empty column at the very bottom of each aspect in the analytical framework shown above. The empty column is used for the researchers to put tick (√) sign which is based on the result of the analysis. For example, in terms of the qualities of image features, if a student's visual representation is drawn as a diagram of processes, the researchers then put tick (√) sign as shown in the following example:

Qualities of image features				
Factual (Non-narrative)		Non-Factual (Narrative)		
Diagram of processes/steps	Event sequence	Scenery/Landscape (Artwork)	Problematic event sequence	Character organization
√				

Method

This study is action research which is characterized by introducing an intervention, trying it, and then reflecting on it to change and improve classroom academic performance (Burns, 1997, 2000; Cohen, Manion, Morrison, 2000; Kemmis, McTaggart, 1981). In this study, visualization was introduced and encouraged in reading processes to improve reading performance. The teaching was combined with the introduction of text genre, including the aspect of text purpose, generic structures, and language features. This research was conducted in two cycles. Each cycle followed four steps of action research mentioned by Cohen, Manion, and Morrison (2000); these are planning, acting, observing, and reflecting. To achieve more validated answer to the research question posed, this study collected data from the students studying at English Education Department (EED) of Syiah Kuala University. Prior to participating in the action research, the students were given a pre-test. Afterwards, in the online classroom, the students were asked to draw a representation for each text being read. Their reading and drawing processes were guided using a genre-based approach. They also undertook a post-test after each cycle (the first and

the second cycle). Hence, the data collected by this study include students' worksheets from the pre-test, post-test 1 and post-test 2, and students' visual representations. The test results were analyzed quantitatively using repeated measure ANOVA to find out if there is an increase in students' score of reading comprehension after following the intervention, and if there is, to investigate if the increase from pre-test to post-tests is significant or not. Students' representations were analyzed qualitatively using a framework adapted from the literature on visual literacy as discussed previously in this paper.

Participants
The participants in this study were eight students – chosen purposively. The students should have passed Interpretive Reading unit. This criterion is set because by having passed the unit, the students should have been familiar with different text genres and are ready to be introduced to academic texts. In the recruitment phase, this study announced to the EED students about the need to have participants to be treated in the online intervention classroom. After the announcement, eight were chosen because, according to Cohen, Manion, and Morrison (2000), five or six students would be sufficient for a qualitative study unless the population is heterogeneous.

Research instruments
There are two research instruments employed in this study; these are the review of documents and tests. The review of visual representations drawn by the students in the intervention helped this study to identify the improvement of their reading comprehension. The tests were conducted to match the results of qualitative analysis from students' visual representations. The tests include pre-test, post-test 1 and post-test 2. The pre-test was conducted prior to the intervention to see students' reading performance in English academic texts before following the intervention. After the completion of the first cycle of the action research, students undertook post-test 1. This was to investigate whether or not students indicated an improvement in the academic reading performance. To validate and hopefully confirm the results from post-test 1, post-test 2 was also given for students at the end of the second cycle of this action research. In each test, there are two explanation texts given; each is followed by a set of comprehension questions. The texts in each test are academic in nature, which were taken from TOEFL reading sections. The comprehension questions were varied between choosing multiple answers, completing sentences, answering open-ended questions, and briefly paraphrasing a paragraph. There are three types of questions identified in the tests: they are literal, inferential, and interpretive. The literal questions asked students to find for example, synonym or antonym from a certain word. The inferential questions required drawing a conclusion, making an inference, and giving an opinion. The interpretive type asked students to understand and interpret meaning and information from symbols and images. An improvement of comprehension in reading can be demonstrated both from the review of students' drawings and the tests.

Teaching design
The teaching design was implemented in the action step (intervention) of the action research. One of the researchers of this study acted as the online classroom teacher for the intervention. Five online classroom meetings were conducted in each cycle; each meeting lasted for one hour and thirty minutes. Woolley (2010, 2007) suggests three reading phases to apply visualization strategy. Accordingly, the teaching in this study was conducted in three phases: before, during, and after reading. In the before-reading phase of each meeting, the teacher and students discussed about visualization strategy and the advantages of the strategy in reading. The discussions lasted for about fifteen minutes. Thereafter, students were given an academic text in English. In during-

reading phase, students were introduced to the genre of the text being read. The introduction involved a discussion about the purpose, stages, and language features of the text. Using the aspects of text genre to analyze the text, students are encouraged to generate mental imagery to closely think of and try to understand the information communicated in the text. Thus, students began to construct meaning from the text by the activation of cognitive capacity by the use of visualization metacognitive strategy. In the discussions, students talked aloud about their interpretation of the text as a result of visualizing activity and the understanding of text genre. The activities in during-reading phase lasted for about fifty minutes. In the after-reading phase, students were assigned to draw a visual representation of the information they already understood from the reading text. The time given for this task is twenty-five minutes. Students were given the opportunity to monitor their comprehension by looking at their own representations and to confirm their understanding of the meaning in the text.

Results
Pre-test and post-tests
In the pre- and post-tests, students were encouraged to generate mental imagery (internal visualization) and analyze the given texts by focusing on the aspects of the genres of the texts that they have already understood to enable them to engage with and comprehend the texts. Due to the time constraint in the tests, students were encouraged to do external visualization limited to the meaning that was difficult to understand. The results of the pre-test, post-test 1 and post-test 2 were analyzed quantitatively by counting the correct answers and calculating the percentage of correct answers. The statistical significance was calculated by entering pre-test and post-tests scores into a software called 'Repeated Measures ANNOVA'. The following table presents the results.

Table 2: Paired samples statistics.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre (%)	47.25	8	10.403	3.678
	post-1 (%)	67.50	8	10.650	3.765
Pair 2	post-1 (%)	67.50	8	10.650	3.765
	post-2 (%)	74.38	8	17.451	6.170
Pair 3	pre (%)	47.25	8	10.403	3.678
	post-2 (%)	74.38	8	17.451	6.170

The above table shows an increase in the mean from the pre-test to post-test 1, then from post-test 1 to post-test 2, and also from the pre-test to post-test 2. The increase in the mean from the pre-test to post-test 1 is 20.25 points, with a standard deviation of 10.403 in the pre-test and 10.650 in post-test 1. From the difference between the means in the pre-test and post-test 1 and from the standard deviations of both tests, the increase in reading performance students made from the pre-test to post-test 1 can be considered statistically significant. This is due to the level of the standard deviation of both tests (10.403 and 10.650), which is smaller than the difference of both tests' means (20.25). Meanwhile, the increase in reading scores from post-test 1 to post-test 2 is only 6.88 points. This indicates that the increase is not significant because the standard deviations of post-test 1 and post-test 2 as shown in the above table, are bigger than the difference between both tests' means (6.88). However, the overall increase from the pre-test to post-test 2 is 27.13, which demonstrates a significant improvement in reading comprehension scores because this amount is larger than the

standard deviations in both pre-test and post-test 2. The results indicate that students' scores improved over time due to the application of genre-based visualization.

Figure 1 below demonstrates a significant improvement in the reading comprehension score from pre-test to post-test 1 and pre-test to post-test 2. It provides compelling evidence of the impact of the intervention on students' scores for reading.
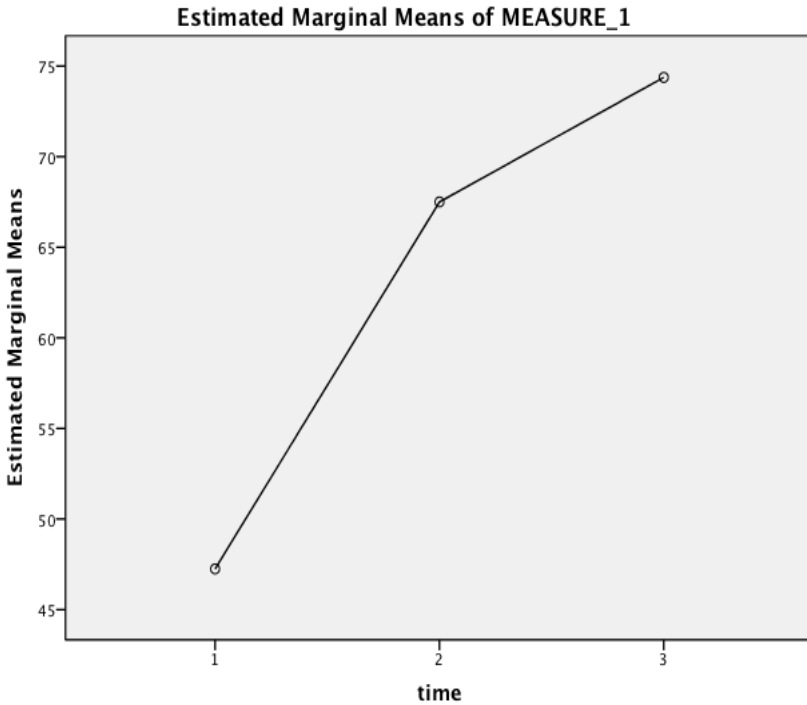

Figure 1: Estimated marginal means of Measure 1

Visual representations

For this paper, the visual representations of the explanation texts of different topics are presented. Based on the literature on visual literacy discussed previously, this study concludes the characteristics of a genre-specific visualization for an explanation text.

In terms of visualization strategy, a representation of an explanation text includes sequent order of information that matches text sequences, dynamic organization of information, specific characteristics of the image, and genre-specific in nature. In terms of the second aspect, which is the quality of image features, the representation is best drawn as a diagram of processes. According to Macken-Horarik (2002) and Butt, Fahey, Feez, Spinks, and Yallop (2003), the purpose of an explanation text is to account for how and why things occur as they are. Hence, the representation is suggested to include the drawing of sequential processes in the form of a diagram. Moreover, the language features involved the use of labels to name an image, phrase or clause to clarify an image, and text organizing language to lead the development of information in the drawing. The type of relationships between images and language in the representation is suggested to include co-referential or labeling an image based on its term, additive or clarifying information presented by an image, and symbiotic or complementing in giving information. The topic of the explanation text

students read and visualize in the intervention is about the making of chocolate. The aspects of the analysis of this text are discussed based on Image 1.

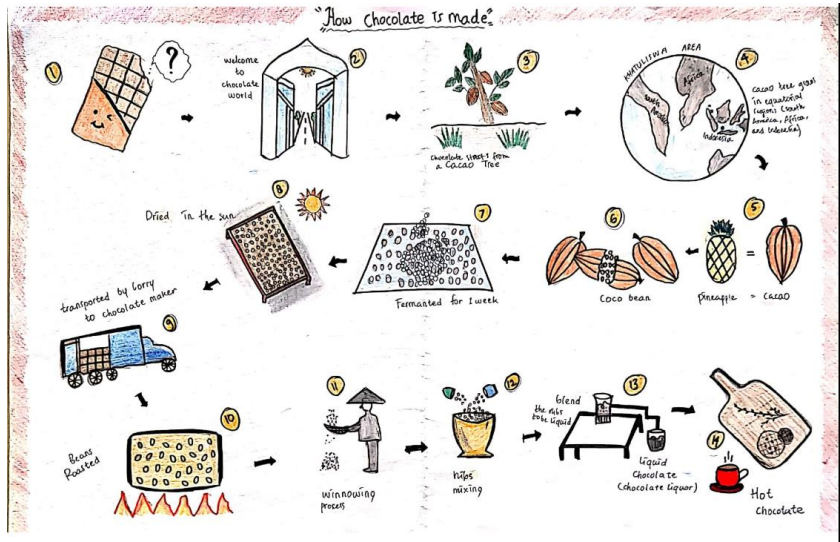**Image 1: ZA's visual representations of an explanation text**

Image 1 is drawn by a student (coded here as ZA) in the intervention. The drawing is a combination of images and language. The language use is English, following the language in the text. Based on visualization strategy aspect, she provided sequent order of processes of how chocolate is made. This is shown by the divisions of image and language she drew. As we can see, there are fourteen images that she has numbered in her visual representation. The first image is accompanied by language; then she drew the second image which is also accompanied by language. She continued drawing the same pattern until the last image. The divisions she made suggest different processes of chocolate making. This is linked to the organization of information appearing in the representation. The organization is shown by the use of arrows and numbers to connect and indicate the processes from the first to the last. Hence, the drawing presents a dynamic organization of information. In addition to the visualization strategy, the images drawn are specific to characterize the participants informed in the text, for example, the images of 'cocoa tree', 'cocoa bean', 'roasted cocoa beans' and 'chocolate liquor'.

ZA drew the representation as a diagram of processes. As mentioned above, this is indicated by the arrangement of images and language connected to each other using arrows and numbers as text organizing images. Furthermore, the language use has two functions: to label or name the images, for example, the image of the cocoa tree is labeled with its term, and to clarify the meaning presented by the images, for example, the image of a container truck is accompanied by a phrase 'transported by lorry to chocolate maker'. The use of language is found to be complementary to the meaning of the images. The last aspect of the analysis is the relation between image and language. Based on the presentation of the images and the language accompanying them, the relation is found to be co-referential where both image and language communicate the same meaning; and additive, where the language clarifies the information. She also presented a symbiotic relationship for example, the drawing of

equal sign (=) accompanied by a phrase 'pineapple = cocoa' to inform that the size of a cocoa is similar to the size of a small pineapple. Accordingly, Image 1 drawn by ZA is considered as a genre-based visual representation because from the characteristics, it clearly presents the purpose of an explanation text, which is to account for the way chocolate is made, and follows the stages of the text by introducing the phenomenon by the title and then sequencing the processes. Now we see another example of visual representations drawn by the students.

Image 2: AL's visual representations of an explanation text
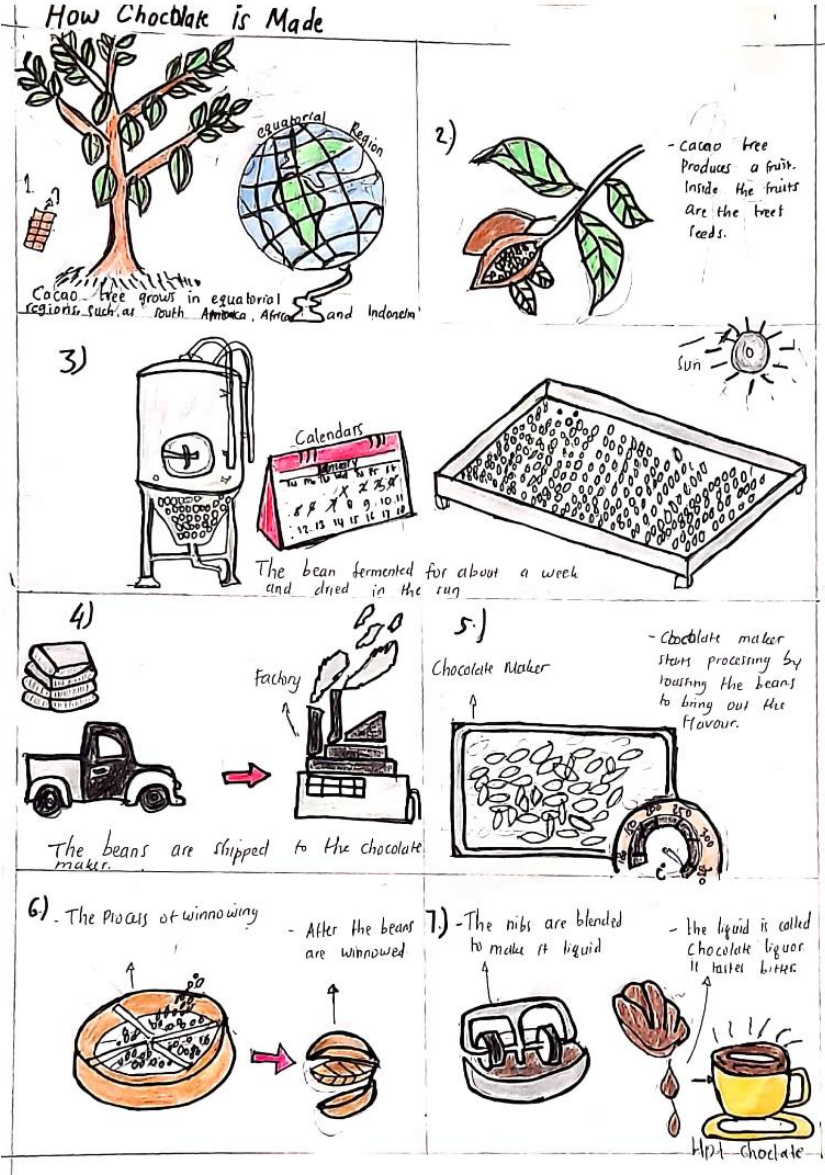
The explanation text represented in AL's drawing tells about the process of how chocolate is made. AL divided her drawing into different frames. The use of frames is meant to separate the procedure of making chocolate. In each frame –from the first to the seventh–, AL drew and wrote each step respectively: cocoa trees grow in equatorial regions, cocoa trees produce fruit that has cocoa beans inside, cocoa beans are fermented and then dried, cocoa beans are transferred to chocolate makers, cocoa beans are roasted, cocoa beans are winnowed, and cocoa beans are blended and made liquid. This indicates that the order of the steps in the frames is sequential. In addition, the organization of the steps presented by the use of the frames is considered dynamic. The use of arrows in each frame was found to help to organize each step of making the chocolate procedure. Readers or viewers can easily follow the development of the steps from the beginning to the end. The images drawn in each frame characterize the cocoa and other participants mentioned in the text. AL drew her visual representation as a framed diagram process indicated from the organization of frames to indicate the order of the steps. The use of language is found to be lexical, for example, the image of the cocoa tree is named with 'cocoa tree' in the second frame; syntagmatic by using a phrase or a sentence, for example, in the fourth frame where a sentence is written as 'the beans are shipped to the cocoa maker' to clarify the image of a pick-up car and a factory; and text organizing language, for example, the writing of number in each frame that help to organize the steps.

There are three types of relation between the images and language identified in AL's drawing. The first one is as co-referential where both image and language convey the same meaning, for example, in the third frame, where the image of a calendar is named 'calendars'. The second one is additive, where the language is used to clarify the meaning communicated by the image; for example, the image of winnowing in the sixth frame is accompanied by a clause 'the process of winnowing'. The last type is symbiotic, where both the image and language cannot stand alone in giving information; for example, in the fifth frame AL drew images of an oven with cocoa beans inside and a temperature button at the bottom right corner of the oven, which is accompanied by a clause' chocolate maker starts processing by roasting the beans to bring out the flavor'. The combination of the images and the clause informs the process of roasting the cocoa beans. Without the clause, the images we see in the fifth frame cannot convey the complete meaning. From the characteristics of AL's visual representation based on the framework of analysis, this study assumes that the drawing can be considered as a genre-specific visual representation of the explanation text.

Discussion

This study aimed at improving students' reading comprehension in reading academic texts at TOEFL level. The quantitative analysis of the tests' results indicated an improvement in students' reading comprehension of academic texts. After following the intervention in the first cycle, the students benefited from the use of genre-based visualization metacognitive strategy, which is shown from the significant improvement in posts-test 1. This benefit is also seen from the results of post-test 2 after the second cycle, even though the analysis of Repeated Measures ANNOVA indicated that the improvement in this second post-test is not considered significant. Nevertheless, the classification of the two post-tests is significant or insignificant, the main purpose of this study to improve students' reading comprehension is achieved, and this purpose is demonstrated in the post-tests' results. In other words, the application of genre-based visualization by students when undertaking the tests helps them to comprehend the text and increase their score in the TOEFL reading section.

The qualitative analysis of students' visual representations indicated similar results regarding the improvement of students' reading comprehension of academic texts at

TOEFL level. Over time, the students were able to show an improvement in reading comprehension indicated from the analysis of the characteristics of students' drawings. The analysis emphasized the changes in the features appearing in the first until the last drawings that each student produced in the intervention. The changes can be discussed based on the aspects of the analysis. In this paper, this study presents a student's (coded here as NZ) visual representations as the examples that indicate the changes.

Image 3: NZ's visual representation of an explanation text

Image 3 is the visual representation drawn by NZ to represent an explanation text about Arctic haze formation as one of the topics given in the intervention. According to visualization strategy, Image 3 shows that NZ was not able to order the phenomena of the Arctic haze sequentially. Even though she tried to present the processes through drawing detailed images such as the images of trees and smog, readers or viewers cannot exactly follow the sequential steps because NZ did not include arrows or numbers to connect the processes. In terms of the quality of image features, NZ drew the image as a panoramic one, not a diagram of processes. Moreover, NZ did not include the use of language to label and clarify the information presented by the images. In conclusion, NZ's very first visual representation does not completely represent the purpose and stages of an explanation text and is not considered genre specific. Nevertheless, after few meetings, NZ indicated positive changes of the features in her drawing that can be discussed based on Image 4.

Image 4: NZ's visual representation of an explanation text
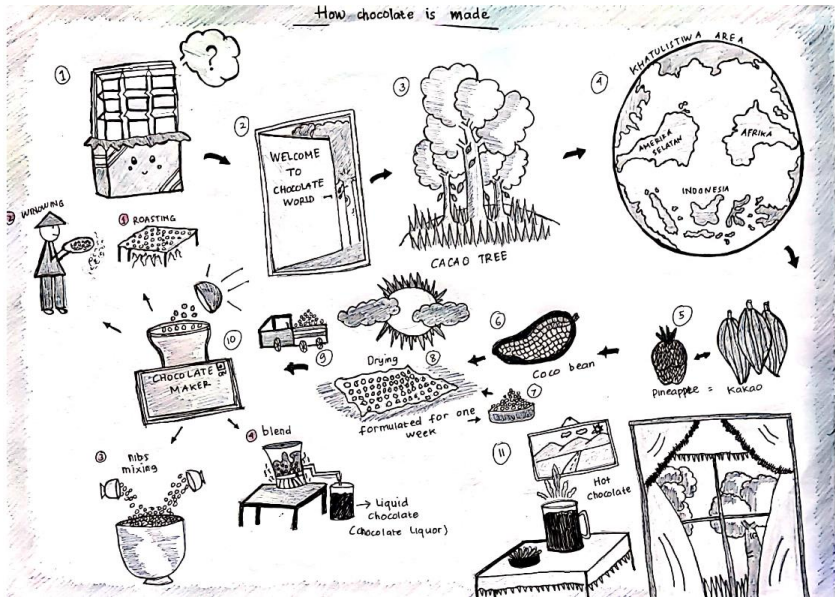
In Image 4, NZ included the use of numbers and arrows to link the processes of making chocolate. The images drawn are more detailed compared to the ones she drew for the Arctic haze text. Drawn in the form of a diagram process, the images present detailed characteristics of the participants involved in the processes. The organization of the processes drawn by NZ indicates a sequential order that matches text sequencing. NZ also has included language in her drawing to give the name to the images as well as to clarify the meaning of the images. The relationships between the images and language are found to be as co-referential and additive. Based on the analysis, the features of NZ's visual representation in Image 4 is better than those found in Image 3, and can be considered a genre-specific visualization.

Based on the analysis, the changes in features found in students' visual representations indicate some important points. Firstly, with regular practice, students can better visualize text's content internally or externally following the correct information of the text in the three reading phases (before, during, and after) as suggested by Woolley (2010, 2007). Secondly, students can be more engaged to the text they are reading to construct meaning (Pressley, 2002; Snow, Sweet, 2003) for comprehension, which is the main aim in a reading process (Palincsar, 2003). Thirdly, students are aware of different text genres important for them to analyze and get the meaning of the text. This includes their awareness of the purpose, stages, and language features of each text genre that helps them in visualizing the texts. As can be seen, students are able to represent the purpose of the text giving information. For example, in a visual representation of the explanation text, students are able to entertain readers or viewers by sequentially ordering the processes of natural phenomena mentioned in the text. When doing this, students are also able to organize the images based on the stages of the text. The features of the language involved in the representation also follow the features found in the text. This has promoted genre-based literacy learning in second and foreign language classrooms, as suggested by Hyland (2007, 2003). Lastly, the positive changes in the features demonstrate students' better comprehension of the text

they read. In other words, students' ability to visualize academic texts supported by their awareness of text genres is beneficial for them to improve comprehension. The benefit of doing visualization by the students of this research in the reading process is in line with the previous studies of the same research area from the earliest to the current ones (e.g. Anderson, Kulhavy, 1972); Levin et al., 1973; Levin, 1973; Pressley, 1976; Hobbs, 2001; Woolley, 2010, 2007, 2006; Park, 2012; Kigotho, Fitriani, 2018; Fitriani, Erdiana, Samad, 2019). In addition, the process of achieving comprehension in academic reading as what the students have done in the intervention of this study is suggested to help them in undertaking TOEFL reading section and obtaining an expected score in order to fulfill one of the university's requirements and thereafter to continue further education.

Pedagogical Implications
The implications of this study are drawn in relation to the teaching of genre-based metacognitive strategies. In preparing students to comprehend academic texts at TOEFL level, it becomes more critical that reading teachers introduce the concept and understanding of metacognitive strategies. Students' awareness of metacognition can be encouraged by involving strategic activities, such as those which include visualization. It is also important for reading teachers to include the teaching of text genre knowledge while introducing metacognitive strategies, especially to those who struggle with academic texts at TOEFL level. This study has indicated that the application of genre-based visualization metacognitive strategy has turned the EFL students to become strategic readers who are likely to think of and engage with academic texts at TOEFL level. The crucial implication of using genre-based visualization for EFL students is their understanding of the importance of active reading for the purpose of comprehension. This strategy helps students to become independent learners, and this skill is crucial for them to solve problems in comprehension in both offline and online learning platforms.

Conclusion
To conclude, firstly, both the qualitative and quantitative data obtained by this study support the application of genre-based visualization to promote reading comprehension of English academic texts at TOEFL level for students in EFL context; and secondly, genre-based visualization is also applicable for an online classroom to help students engage with academic texts. Even though this study has demonstrated positive results by the use of genre-specific visualization, this article is always open for criticism and improvement due to its limitations; for example, there was no introduction of explicit step-by-step procedure of visualization that students can follow to visualize a text based on its genre. Students learned to visualize texts by themselves. Therefore, this study suggests other researchers to conduct a similar study by providing clear steps of how to visualize a text based on its genre, considering that visualizing activity is not an easy one to do, particularly when students need to represent the meaning of a text.

Bibliographic references
ALAVI, S.M. – BORDBAR, S. 2012. A closer look at reading strategy use in reading section of TOEFL iBT. In: Theory and Practice in Language Studies, vol. 23, n. 3, pp. 450-460. ISSN 1799-2591.
ALSHEIKH, N.O. – MOKHTARI, K. 2011. An examination of the metacognitive reading strategies used by native speakers of Arabic when reading in English and Arabic. In: English Language Teaching, vol. 4, n. 2, p. 151. ISSN 19164742, 19164750.
ANANDA, R. – FITRIANI, S.S. – SAMAD, I.A. – PATAK, A.A. 2019.Cigarette advertisement: A systemic functional grammar and multimodal analysis. In:

International Journal of Applied Linguistics, vol. 8, n. 3, pp. 616-626. ISSN 2502-6747.

ANDERSON, R.C. – HIDDE, J.L. 1971. Imagery and sentence learning. In: Journal of Educational Psychology, vol. 62, n. 6, 526 p. ISSN 00022-0663.

ANDERSON, R.C. – KULHAVY, R.W. 1972. Imagery and prose learning. In: Journal of Educational Psychology, vol. 63, n. 3, 242 p. ISBN 00022-0663.

BURNS, R.B. 1997. Introduction to research methods (3rd Eds). Addison Wesley Longman. ISBN 0582809525, 9780582809529.

BURNS, R.B. 2000. Introduction to research methods (4th Eds.). Addison Wesley Longman. ISBN-10 0761965920, ISBN-13 978-0761965923.

BUTT, D. – FAHEY, R. – FEEZ, S. – SPINKS, S. – YALLOP, C. 2003. Using functional grammar: An explorer's guide. Sydney: NCELTR. ISBN 1864085509.

CALLOW, J. 2013. The Shape of Text to Come: How Image and Text Work. Marrickville Metro: Primary English Teaching Association Australia (PETAA). ISBN 187562287X, 9781875622870.

CHAN, E. 2010. Integrating visual and verbal meaning in multimodal text comprehension: Towards a model of inter-modal relations. In: Semiotic Margins: Meaning in Multimodalities, pp. 144-167. ISBN 1441173226, 9781441173225.

CHAN, E. – UNSWORTH, L. 2011. Image–language interaction in online reading environments: challenges for students' reading comprehension. In: The Australian Educational Researcher, vol. 38, n. 2, pp. 181-202. ISSN 0311-6999.

COHEN, C.A. – HEGARTY, M. 2007. Individual differences in use of external visualizations to perform an internal visualization task. In: Applied Cognitive Psychology, vol. 21, n. 6, pp. 701-711. ISSN 0888-4080.

COHEN, L. – MANION, L. – MORRISON, K. 2000. Research Methods in Education (5thEds.). London: Routledge Falmer. ISBN 0415102359, 9780415102353.

COHEN, A.D. – UPTON, T.H. 2007. 'I want to go back to the text': Response strategies on the reading subtest of the new TOEFL. In: Language Testing, vol. 24, n.2, pp. 209-250. ISSN 0265-5322.

DEREWIANKA, B. 2012. Knowledge about language in the Australian curriculum: English. In: Australian Journal of Language and Literacy, vol. 35, no. 2, pp. 127-146. ISSN 1038-1562.

EILERS, L.H. – PINKLEY, C. 2006. Metacognitive strategies help students to comprehend all text. In: Reading Improvement, vol. 43, n. 1, pp. 13-30. ISSN 0034-0510.

FITRIANI, S. S. 2015. Improving reading comprehension of Acehnese EFL students. (Unpublished Dissertation). University of New England, Armidale.

FITRIANI, S.S. – ERDIANA, N. – SAMAD, I.A. 2019. Visual representations and comprehension: The exploration of image-word relations and types of design. In: International Journal of Language Education, vol. 3, n. 2, pp. 27-40. ISSN 2614 – 1191.

GERSTEN, R. – FUCHS, L.S. – Williams, J.P. – Baker, S. 2001. Teaching reading comprehension strategies to students with learning disabilities: A review of research. In: Review of Educational Research, vol. 71, n. 2, pp. 279-320. ISSN 2090-4002.

GILBERT, J.K. – NAKHLEH, M. – REINER, M. 2008. Visualization: Theory and practice in science education. In: Models and Modeling in Science Education, n. 3. ISSN 1871-2983.

GRABE, W. 1991. Current development in second language reading research. In: Teachers of English to Speakers of Other Languages (TESOL), vol. 25, n.3, pp. 375-406. ISSN 0039-8322.

GRABE, W. 2009. Reading in a second language: Moving from theory to practice. Cambridge: Cambridge University Press. ISSN 1738-1460.

GRIFFITH, P.L. – RUAN, J. 2005. What is metacognition and what should be its role in literacy instruction. In: Metacognition in Literacy Learning: Theory, Assessment, Instruction, and Professional Development, pp. 3-18. ISBN-10: 0805852301 ISBN-13: 978-0805852301.

HATTIE, J. 2008. Visible learning: A synthesis of over 800 meta-analyzes relating to achievement. Routledge. 0415476178, 9780415476171.

HOBBS, R. 2001. Improving reading comprehension by using media literacy activities. In: Voices from the Middle, vol. 8, n. 4, pp. 44-50. ISSN 1074-4762.

HUANG, R. – TLILI, A. – CHANG, T.W. – ZANG, X. – NASCIMBENI, F. – BURGOS, D. 2020. Disrupted classes, undisrupted learning during COVID-19 outbreak in China: Application of open educational practices and resources. In: Smart Learning Environments, vol. 7, no. 1, pp. 1-15. ISSN 2196-7091.

HUMPHREY, S. – DROGA, L. – FEEZ, S. 2012. Grammar and meaning. Sydney: Primary English Teaching Association Australia. ISBN 1875622918, 9781875622917.

HYLAND, K. 2003. Genre-based pedagogies: A social response to process. In: Journal of Second Language Writing, n. 12, pp. 17-29. ISSN 1060-3743.

HYLAND, K. 2007. Genre pedagogy: Language, literacy and L2 writing instruction. In: Journal of Second Language Writing, vol. 16, pp. 148-164. ISSN 1060-3743.

JIA-YING, L. 2015. Language learner strategy by Chinese-speaking EFL readers when comprehending familiar and unfamiliar texts. In: Reading in a Foreign Language, vol. 27, n. 1, pp. 71-95. ISSN 1539-0578.

JOYCE, H.S. – GAUDIN, J. 2007. Interpreting the Visual: A Resource Book for Teachers. Putney: Phoenix Education Australia. ISBN 9781921085642.

KEMMIS, S. – McTAGGART, R. 1988. The Action Research Planner (3rd. Eds.). Deakin University Press. 0730005216, 9780730005216.

KIGOTHO, M. – FITRIANI, S. S. 2018. Summarizing and explanation text with a visual representation as the guidelines: How does this work to represent meaning?. In: Al-Ta'lim Journal, vol. 25, n.1, pp. 1-12. ISSN 1410-7546.

KRESS, G. R. – VAN LEEUWEN, T. 2006. Reading Images: The Grammar of Visual Design (2nd Ed.). In: Routledge, New York. ISBN-13: 978-0415319157, ISBN-10: 0415319153.

LEVIN, J.R. 1973. Inducing comprehension in poor readers: A test of a recent model. In: Journal of Educational Psychology, vol. 65, n.1, p. 19. ISSN 0022-0663.

LEVIN, J.R. – DAVIDSON, R.E. – WOLFF, P. – CITRON, M. 1973. A comparison of induced imagery and sentence strategies in children's paired-associate learning. In: Journal of Educational Psychology, vol. 64, n.3, p. 306. ISSN 0022-0663.

MACKEN-HORARIK, M. 2002. Something to shoot for: A systemic functional approach to teaching genre in secondary school science. In: Genre in the Classroom: Multiple Perspectives, pp. 17-42. ISSN 1135675384, 9781135675387.

MARTIN, J.R. 1985. Language, register, and genre. Children Writing Reader. Deakin University Press. ISBN 82-456-0070-9.

MISHRA, L. – GUPTA, T. – SHREE, A. 2020. Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. In: International Journal of Educational Research Open, vol. 1, no. 2020, pp. 100012. ISSN 2666-3740.

NARKON, D.E. – WELLS, J.C. 2013. Improving reading comprehension for elementary students with learning disabilities: UDL enhanced story mapping. In: Preventing School Failure: Alternative Education for Children and Youth, vol. 57, n. 4, pp. 231-239. ISSN 1045-988X.

PALINCSAR, A.S. 2003. Collaborative approaches to comprehension instruction. In: Rethinking Reading Comprehension, pp. 99-114. ISBN-13: 978-1572308923 ISBN-10: 1572308923.

PARK, J.Y. 2012. A different kind of reading instruction: Using visualizing to bridge reading comprehension and critical literacy. In: Journal of Adolescent & Adult Literacy, vol. 55, n. 7, pp. 629-640. ISSN 1936-2706.

PRESSLEY, G.M. 1976. Mental imagery helps eight-year-olds remember what they read. In: Journal of Educational Psychology, vol. 68, n. 3, pp. 355. ISSN 0022-0663.

PRESSLEY, M. 2002. Reading Instruction that Works: The Case for Balanced Teaching (2nd Ed.). Guilford Pres. ISBN-13 978-1593852283, ISBN-10 1593852282.

RADER, L. A. 2009. Teaching students to visualize: Nine key questions for success. In: Preventing School Failure: Alternative Education for Children and Youth, vol. 54, n. 2, pp. 126-132. ISSN 1045-988X.

RANDI, J. – GRIGORENKO, E.L. – STERNBERG, R.J. 2005. Revisiting definitions of reading comprehension: Just what is reading comprehension anyway. In: Metacognition in Literacy Learning: Theory, Assessment, Instruction, and Professional Development, pp. 19-44. ISBN-10: 0805852301 ISBN-13: 978-0805852301.

RAOOFI, S. – CHAN, S.H. – MUKUNDAN, J. – RASHID, S.MD. 2014. Metacognition and second/foreign language learning. In: English Language Teaching, vol. 7, n. 1, pp. 36-49. ISSN 19164742, 19164750.

ROMHILD, A. – KENYON, D. – MACGREGOR, D. 2011. Exploring domain-general and domain-specific linguistic knowledge in the assessment of academic English language proficiency. In: Language Assessment Quarterly, vol. 8, n. 3, pp. 213-228. ISSN 2049-3630.

ROSE, D. – MARTIN, J.R. 2012. Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school. Equinox. ISBN 9781845531430.

SAMAD, I.A. – ADNAN, Z. 2018. Generic structure of an important, but neglected, academic genre, thesis defence examination, and its pedagogic implication. In: TESOL International Journal, vol. 13, n. 2, pp. 54-75. ISSN 2094-3938.

SAMAD, I.A. – FITRIANI, S.S. – PATAK, A.A., – WEDA, S. 2019. Students' perspective on genre approach in the 'neglected communicative event': Script defense examination in English department. In: Asian EFL Journal, vol. 21, n. 2.2, pp. 31-48. ISSN 1738-1460.

SAMAD, I.A. – JANNAH, M. – FITRIANI, S.S. 2017. EFL students' strategies dealing with common difficulties in TOEFL reading comprehension section. In: International Journal of Language Education, vol. 1, n. 1, pp. 29-36. ISSN 2548-8457.

SNOW, C.E. – SWEET, A.P. 2003. Reading for comprehension. In: Rethinking Reading Comprehension, pp. 1-11. ISBN-13 978-1572308923, ISBN-10 1572308923.

THOMAS, K.F. – BARKSDALE-LADD, M.A. 2000. Metacognitive processes: Teaching strategies in literacy education courses. In: Reading Psychology, vol. 21, n. 1, pp. 67-84. ISSN 0270-2711.

TRAFTON, J.G. – TRICKETT, S.B. – MINTZ, F.E. 2005. Connecting internal and external representations: Spatial transformations of scientific visualizations. In: Foundations of Science, vol. 10, n. 1, pp. 89-106. ISSN 1233-1821.

UNSWORTH, L. – CHAN, E. 2009. Bridging multimodal literacies and national assessment programs in literacy. In: The Australian Journal of Language and Literacy, vol. 32, n. 3, pp. 245. ISSN 1038-1562.

VAN METER, P. – ALEKSIC, M. – SCHWARTZ, A. – GARNER, J. 2006. Learner-generated drawing as a strategy for learning from content area text. In: Contemporary Educational Psychology, vol. 31, n. 2, pp. 142-166. ISSN 0361-476X.

VASQUEZ, J.A. – COMER, M.W. – TROUTMAN, F. 2010. Developing visual literacy in science, K-8. NSTA press. ISBN 1936137585, 9781936137589.

WOOLLEY, G. 2006. Comprehension difficulties after year 4: Auctioning appropriately. In: Australian Journal of Learning Disability, vol. 11, n. 3, pp. 125-130. ISSN 19404158, 19404166.

WOOLLEY, G. 2007. A comprehension intervention for children with reading comprehension difficulties. In: Australian Journal of Learning Difficulties, vol. 12, n. 1, pp. 43-50. ISSN 1940-4158.

WOOLLEY, G. 2010. Developing reading comprehension: Combining visual and verbal cognitive processes. In: The Australian Journal of Language and Literacy, vol. 33, n. 2, pp. 108. ISSN 1038-1562.

ZHOU, L. – LI, F. – WU, F. – ZHOU, M. 2020. "School's out, but class's on", The largest online education in the world today: Taking China's practical exploration during the COVID-19 epidemic prevention and control as an example. In: Best Evid Chin Edu, vol. 4, n. 2, pp. 501-519.

Words: 8688
Characters: 57 425 (31, 90 standard pages)

Siti Sarah Fitriani
English Education Department
Faculty of Teacher Training and Education
Universitas Syiah Kuala
Jl. Teuku Nyak Arief No.441, Kopelma Darussalam,
Kec. Syiah Kuala, Kota Banda Aceh, Aceh 23111
Indonesia
ssfitriani@unsyiah.ac.id

Sukardi Weda
English Department
Universitas Negeri Makassar
Jl. Dg. Tara, Kampus UNM
Parangtambung Makassar
Indonesia
sukardi.weda@unm.ac.id

Iskandar Abdul Samad
English Education Department
Faculty of Teacher Training and Education
Universitas Syiah Kuala
Jl. Teuku Nyak Arief No.441, Kopelma Darussalam,
Kec. Syiah Kuala, Kota Banda Aceh, Aceh 23111
Indonesia
iskandar.abdul.samad@unsyiah.ac.id

Rizki Ananda
Department of English Language Education
STIKIP An-Nur
Jl. Lamgugop, Kota Banda Aceh, Aceh, 23115
Indonesia
rizki_ananda8336@yahoo.com

Teaching online enantiosemia and word diffusion aspects during the coronavirus pandemics

Aisulu Nurtayeva – Gulmira Abdirassilova – Makbal Karbozova – Eker Suer – Sandugash Rakhimzhanova

Abstract

The article's primary goal is to demonstrate in the online teaching of language the philological aspects of the system and patterns of the occurrence of enantiosemia in the language to students. The article shows how language theoretical aspects can be taught in online learning. It also gives definitions of enantiosemic words for this purpose: to study their origin in the language system; to analyze the position in the text due to a change in syntactic meaning; tasks such as determining the nature of word formation, the study of the lexical stability. Enantiosemia occurs mainly in the form of interstitial diffusion. We use words in the form of opposite meanings during the speech, which are then stabilized and translated into a symmetrical second meaning. The study considers the secondary meaning transition through semantic analysis, contrasting, oppositional, and component analysis. We support the idea of developing the meanings of words being determined by the method of cognitive analysis. Thus, when instructing students to study the nature of enantiosis that acquire a new meaning that can be both stable or unstable in the language, it is necessary to do it in a context-sensitive manner and supplement the vocabulary.

Key words: teaching, enantiosemia, phrase, functional use, online learning, coronavirus nominative enantiosemia

Introduction

In the field of education, an emergency transfer of the educational process to a distance form using e-learning technologies was chosen as an appropriate measure. In principle, such a setting corresponds with the current level of digital-technologies-availability for the majority of the country population. Besides, according to official accreditation requirements, the vast majority of educational institutions are required to have an Internet connection, which is an essential criterion for assessing the school ability to work remotely using digital technologies.

As the global world became influenced by the great coronavirus pandemics, the institutions faced a problem with the present form of education. The new situation forced schools to switch to online education. In this respect, it is better to mention that humanities disciplines are not easy to teach even though students can study some theoretical aspects during the self-preparation time on their own. In principle, in academic subjects that predominantly provide lectures and/or independent mastering of the material, it is easier to transition to online training quickly. Courses with digitized learning content, especially if it clearly conforms to school official curriculum, have advantages in transitioning to online learning in the short term versus non-digital subjects content.

Online teaching is very different from face-to-face teaching. The learning content and students are the same, but one needs a different set of skills for teaching exclusively online. Even for teachers with extensive experience in using educational technologies while teaching students in the classroom, whose students regularly use educational technology for extracurricular activities, it can be challenging to work exclusively in the online environment. Pedagogical methods focused primarily on a teacher's oral presentation while lecturing or on students to independently fulfill teacher's tasks

while using teaching materials might be easily transferred to the online educational environment (Novacikova, 2017). But it cannot be said about more complex teaching methods, for example, used where learners participate in a student-centered or project-based approach. Thus, this research paper will demonstrate different techniques in teaching online enantiosemia and word diffusion aspects to the language students during the coronavirus.

One of the mysterious, ambivalent linguistic units of our language is enantiosemia - the object of the study of lexicology. The lack of connection between content and form has led to the ambiguity of many linguistic units. Linguistic symbols can have multiple meanings. However, the same content can be used differently in different contexts. "There are no logical restrictions on the words used by the speaker in the subtext. In most cases, the speaker does not use the words literally, but in the opposite sense, that is, ironically. The enantiosemia of linguistic units may violate linguistic symbols' laws since the laws of linguistic types cannot exist without each other in content and form. The occurrence of the phenomenon of enantiosemia is influenced by linguistic and extralinguistic factors that directly reflect the facts of objective reality" (Scherzo,1983, p 348). Enantiosemia is a serious and significant problem not only in the Kazakh language but also in general linguistics, including Turkology. As for the study of history, the first Russian researcher, V.I. Scherzo, pays special attention to the history of its origin, dialectal features, and semantic development (Scherzo,1983).

According to researcher D. Osmonalieva, the phenomenon of enantiosemia in the Kyrgyz language started to be studied in the 1980s (Osmonalieva, 1976). In research, the Kyrgyz scientist B. Usubaliev considered enantiosemia a particular type of antonyms and gave some information about its nature, origin, and variations (Usubaliev, 1998).

In some general linguistics, the phenomenon of enantiosemia is usually combined with such categories as synonymy, antonymy, polysemy, and homonymy. A considerable number of dissertations in Russian linguistics also examined the phenomenon of enantiosemia. In particular, A. Nechyaeva (2008), T. Ganeev (2003), A. Yakunchenkova (2007), L. R. Makhmutova (2009), and in others works. The phenomenon of enantiosemia in Kazakh linguistics was not the subject of special studies, except for some textbooks on lexicology and dictionaries of linguistics. Nurberdiev (2008), Shoibekova (2018) do not have many serious works, except for some studies and articles. The antonyms researcher, J. Musin, explains in his research entitled *Antonyms in the Kazakh language*: "In our language, we sometimes use antonyms in the opposite sense from their main meaning ... This is usually done as a result of ridiculing something and is an indispensable tool for irony" (Shoibekova, 2018, p 190). Although we can say that such a phenomenon occurs in language, we should not name it enantiosemia.

Scholars researching the phenomenon of enantiosemia suggest its association with the same, ambiguous words and lexical-semantic units. However, different names of terms given to these words indicate the diversity of their vocabulary. In the dictionary of linguistic terms, the meaning of the word "enantiosemia" defines the term as originating from the Greek language: Enantios - contradictory, opposite + sema - sign. The development of antonyms may be observed in the polarization of meanings. For example, the term "probably," meant "probably" in the past. The modern meaning is much closer to "likely, apparently." In the word "honor," the old meaning is "show honor, show respect." The modern meaning is "curse, bear" (Makhmutova, 2009).

O. S. Akhmanova defines enantiosemia as a "polarization of values." (Akhmanova, 1960) As mentioned above, enantiosemia is featured in lexicology textbooks only through oral interpretation. For example, Y. D. Apresyan recognizes enantiosemia as the difference between homonyms according to words among the enantionyms of the same name, there is ambiguity (Apresyan, 1995). In our understanding, the nature of

ambiguous words is different from the nature of opposing terms. Ambiguous terms or phrases are declared similar concepts, and enantiosemic terms are designated conflicting concepts. As a rule, words with opposite meanings are called homonyms, and by definition, these are words that have the same appearance, are read the same, pronounced the same, but have two different meanings. In this sense, there is no similarity between homonyms and enantiosemia. Since homonyms are the terms of two different concepts, both fully formed names and enantiosemic words will result from words formed by lexical-semantic word-formation methods. There is no similarity between homonyms and enantionyms. The reasons for the appearance for both are different. For example, when using enantionims in discourse as the only distinguishing feature of enantionims, in addition to the meaning in context, the original meaning comes to mind. Simultaneously, ridicule and mockery of the speaker change the meaning of the word, and the second contradictory meaning is not in homonym, but only in enantionims. These signs describe the characteristics of homonyms and enantionims. The Arab scholar, D. Muhammad al-Munajid, disagrees. According to him, "enantionims is a type of homonym" (Nurberdiev, 2007). Of course, our answer to this question is that there are only personal similarities with the words of the same name, but it seems that they do not consider the fact that enantionims have a semantic connection. When the meaning of the enantionim stabilizes, a new name forms in the language. And if it does not stabilize, we recognize it as a cross-style distribution or syntactic meaning within the text's context. The values of stabilizers are language users. The more users apply the language, the more the language unit stabilizes. F. S. Batsevich considers enantiosemia to have the characteristic of colloquial speech (Batsevich, 1987). The opinion of F. S. Batsevich also supports our view that the above text will have a new meaning. Thus it means that in the first place, the meaning occurs as a result of thinking, imagery, which automatically appears when speaking.

The textbook of Sagyndykuly B., *Modern Kazakh language (lexicology),* says: "The use of one word in two opposite senses is called the phenomenon of enantiosemia" (Klegr, 2013). Also, a Kazakh researcher M. Nurberdiev considered the question of translating words from Arabic to Kazakh and their enantiosemia (Batsevich, 1987). By analyzing these definitions, we attribute enantiosemia to the fact that any term has two or more opposite meanings. There is also a semantic connection between words recognized by enantiosemia. In particular, words with external morphemes are used in the same but opposite sense.

We consider it only in terms of the transformation of lexical meaning into an emotionally-expressive enantiosemia. In general, the range of lexical meanings is much more comprehensive. Besides, in Kazakh linguistics, words with emotional, expressive, and evaluative meaning should be considered separately. However, in our linguistics, it is more common to define emotional-expressive words by a double term. Emotional evaluative vocabulary splits into two groups: 1) terms of gratitude, 2) terms of protest. The first group has a positive value, and the second has a negative value. Here, the macrosema of emotional-evaluative words answers the question of what specific emotions and feelings affect the emergence of gratitude and dissatisfaction. The semantics of emotional verbs that have an evaluative value are *love, affection, supplication, support, encouragement, pampering, satisfaction, amazement, fear, remorse, dissatisfaction, condolence, consolation, pity, sympathy, opposition, disapproval, ridicule*. We can divide them into specific groups, such as *teasing, humiliation, mourning, dreaming, mocking, anger, hatred.* These semantics are very capable of generating enantionims. Because the *resentment* is real, the meaning of *ridicule* and *mockery* has a negative emotional effect. Secondly, most words that express an emotional value have an enantiosemic property. Take, for example, the term *"baigus": Baigus* was in so much discomfort that he looked at him

sympathetically // *Baigus*, in the context of recognizing the meaning of the phrase that he must have been *exasperated, sighed, mocked, caressed, disliked,* etc. We can acknowledge that it makes sense. Also, there is a considerable amount of tools to determine their meaning and limit them. For example, there are cases when the meaning of the word is not a single sentence, but in some cases, it can be a whole work of art.

In collecting linguistic data related to emotional-expressive enantiosemia, in our opinion, it is necessary to pay attention to the following two issues. 1) to reveal the causes of the emergence and development of emotional-expressive enantiosemia, and 2) divide them into mutually semantic groups. There is a close connection between these two issues. Because, first of all, there is a difference in the formation of emotional-expressive enantiosemia. And this question is in the first place in determining which of them belongs to the semantic group. Secondly, it is challenging to classify various types of enantiosemia into a semantic group because most of them are ambiguous and variable.

Each word in our language can have different meanings, but not all of them belong to the same enantiosemia. The active and competitive use of positive and negative meanings and such opposite meanings have become a constant perception among them.

Although many scientists ascertained the methods and techniques that can strengthen foreign language education, we have to admit that today there is still a lack of specialists with a high level of foreign language and knowledge of their profession. To have such specialists, the teachers also must be very competent and versatile. They also need to have in-depth knowledge and experience in the field of language and subject matter. Thus, we attempted to reconsider methodic guidelines that can complement and improve the Natural-studies students' competence by observing the educational process and applying the existing methods and approaches. The most effective technique to develop students' professional orientation and foreign language acquisition and study any topic during online lessons is the methodology with a precise application of a case study. It is not new, but we've tried to transform some changes into instructions, organization, and the use of the case-study-techniques during the teaching.

Several scientists such as Kunakova K.U., Zhumabekova G.B., Uzakbayeva S.A., Raimbekova G.S., Sadykova A.A., Adyrbekov D.T., Parmanova A.B., Ariyan M.A. conducted research concerning case-study-techniques. As it is known, the case-study-technique is used widely to prepare students at universities and high schools worldwide. This methodology allows them to develop a whole range of essential skills and abilities (analytical, practical, creative, communicative, introspective, and reflective), as well as personality traits such as communicative competence, social responsibility, the desire for knowledge, and self-improvement. (Gadusova, Haskova, Szarsoi, 2020). The report "Recommendations for Using the Case Study Method in International Research" also notes its great potential in the educational process (Usubaliev, 1998). It indicates helping to reveal and establish relationships between objects, teaches to understand the causes of events, presents a description of the existing production problem situation in a "live" exciting language, which leads to a deeper understanding of this situation.

According to researchers, the case-study-technique also helps to solve the main tasks of professional foreign language education: familiarizing students with the conditions of practical production activities; training professionals oriented towards success; encouraging analytical and critical thinking; familiarization of students with the functional activities of enterprises; students gaining practical skills and developing leadership and communication skills; building up and activating human, intellectual and social capital; the formation of a system of professional, universal, moral, cultural and other values (Nechaeva, 2008).

Methods

This study was designed to analyze philology faculty students' attitudes to professional foreign language education and the usage of the case technology in the lessons. During the study, a mixed approach was used with the help of interviews and observations. Twenty-two philology students were interviewed to collect the data. The interview aimed to identify the students' attitude to the foreign language and the use of communicative-cognitive cases in the educational process. Additionally, the results of the study considered the online class observation.

Results

Students were interviewed during their study. They answered the questions in table 1, which analyzed their attitude to foreign language education and the techniques used during the class:

Table 1 – Interview questions with students' answers

Interview questions	Answers with percentages			
1. Is professional foreign language education important for future Natural-studies specialists?	Vitally important	Very important	Not important	
	7 (31.8%)	13 (59.1%)	2 (9.1%)	
2. Does learning a professional foreign language improve your career opportunities?	Yes, of course		No	
	22 (100%)		0	
3. How would you rate your professional foreign language level?	I can read and understand the whole idea of what is said, but I hardly communicate.	I can only read, but I can't speak English well because of my grammar mistakes.	Perfect, I can easily use English in any sphere.	I can use English for profession-oriented tasks.
	59.1%	18.2%	13.6%	9.1%
4. What's the reason for your poor professional communication skills?	Usage of traditional methods and techniques	Lack of professional lexis	Boring material	Lazy me
	12 (54.5%)	10 (45.5%)	10 (45.5%)	6 (27.3%)
5. Which of the following emotions do you often feel during the class?	Demotivated	Motivated		Happy
	45.5%	40.9%		9.1%
6. Which type of technique do you consider most effective?	Case study	Game-based methods	Problem situations	Project work
	50%	18.2%	13.6%	13.6%
7. Which type of technique helps to improve your communicative skills more?	Speaking activities, games	Solving problem situations	Working with case studies	Discussions, debates
	10 (45.5%)	7 (31.8%)	6 (27.3%)	5 (22.7%)
8. Have you ever worked with cases? How helpful are they?	Very	Slightly		Not much
	18 (81.8%)	4 (18.2%)		1 (4.5%)

Overall, 22 students from the 2nd year of study took part in this interview. According to the results, about 60% of the students admit that professional foreign language education is essential for their future profession. They are all very confident that a professional foreign language will improve their career opportunities. However, 13 (59,1%) students out of 22 have trouble speaking a foreign language even if they can read and understand the speech. The main reason for this was the usage of the

traditional methods and techniques (54,5%), then the boring material that is presented by the teacher (45.5%), and students' lack of professional lexis (45.5%).

Consequently, 45.5% of the students felt demotivated during the lesson, whereas 40.9% felt motivated, and others felt happy. When students were prompted to identify the most effective type of technique, 50% chose the case-study-technique, while 18.2% preferred using a game-based method. Others mentioned problem-solving situations and project methods.

Surprisingly, ten students said that speaking activities and games mostly improve their professional communication skills. Seven students chose problem-solving situations, and six students decided to work with case studies. Finally, for the question to what extent cases are helpful, 18 students, that is 81.8%, answered positively about this technique. The whole results of the interview are presented in the following diagrams

Diagram 1

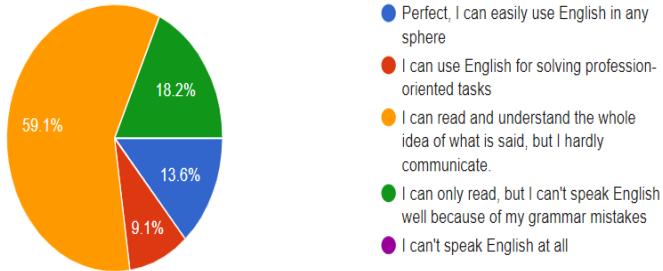How would you rate your professional foreign language level?

22 responses

- Perfect, I can easily use English in any sphere
- I can use English for solving profession-oriented tasks
- I can read and understand the whole idea of what is said, but I hardly communicate.
- I can only read, but I can't speak English well because of my grammar mistakes
- I can't speak English at all

Diagram 2

Does learning professional foreign language improve your career opportunities?

0 / 22 correct responses
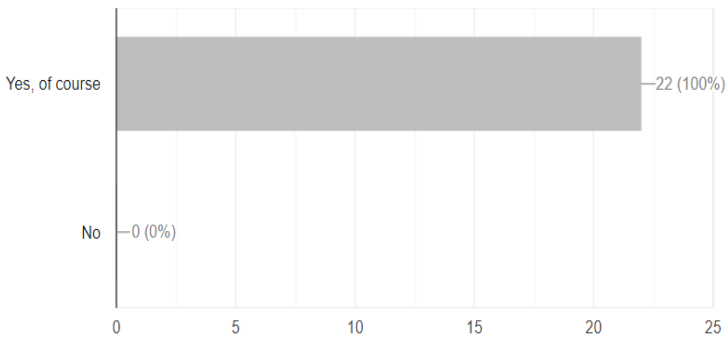
Discussion

Based on the interview survey results, it is clear that studying this topic has become vitally important for students these days. Over the past couple of decades, most universities have been paying particular attention to acquiring a foreign language regardless of their specialty because of the radical changes in social development and political conditions in our society. Therefore, these circumstances have led universities to prepare specialists to foster international relations and establish contacts with representatives of different nationalities in the economic, social, and political spheres at different levels. (Alexy, Ambrozy, Lokajicek, 2017).

We found out that case studies are used most successfully only in combination with other methods of teaching foreign languages. Therefore, in our algorithm of work, we use the method of keywords, communicative clusters, and role play. The method of keywords is beneficial in learning and using new terminology. Thanks to this method, students get to know and understand their profession's terminology and concepts more effectively and efficiently. Students will mainly be more concentrated on the case itself, not on their speech and using these words while resolving case situations. Communicative clusters allow the learners to systematically prepare the speech to form various types of sentences and develop the ability to present their work in a foreign language publicly. Naturally, working with the communicative-cognitive cases proved to be very useful and engaging for students. On the other hand, the teachers also must keep in mind that presenting the teaching material should be engaging and motivating. (Kwiecien-Niedziela, Polok, Mala, 2020). The cases must be comprehensive, holistic and functional, multilevel and multilateral, and should meet modern life requirements. The teachers can also use other additional materials as graphs, charts, diagrams, information of an economic, social, and historical nature according to the theme to diversify the teaching process. (Bianco, Cobo, 2019)

So, case studies spark lively classroom discussions and provide real-world management lessons that students can put into practice in their professional lives. In other words, students discuss real-world business situations in an artificially created professional environment. Many students are more inductive than deductive reasoners, which means that they learn better from examples than logical development, starting with basic principles. The use of case studies can therefore be a very effective classroom technique (Nurberdiev, 2008).

This technique also allows teachers to solve several problems simultaneously. Most importantly, it enables students to learn the course material more efficiently by including the motivational sphere of the student into the educational process. It also develops creative abilities, the capacity for further self-development and self-education, communicative skills, establishes emotional contacts among students; implement educational objectives. It allows students to work in a team and listen to their group mates. The case-study technique in developing professional communicative competence relieves students' nervous tension. It gives the possibility to change the form of their activities, to focus their attention on the key issues (Musin, 1984).

Conclusion

In this research study, we have analyzed the necessity of foreign language competence of philology students and the techniques that help to achieve it. It became apparent that the online teaching of enantiosemia and word diffusion aspects to the language students during coronavirus pandemic are essential for this specialization in the modern world. (Murgas, Petrovic, 2020). We managed to identify the students' attitudes towards case-study techniques during our research with the help of the interviews. This specific technique was supported to be used in the class by the majority of students. It is important to notice once again that the case study technique

provides students with an excellent opportunity to apply creatively the learned language material based on their professional knowledge and allows students to adapt to real-world situations. As an interactive teaching tool, it wins a positive attitude from students who see it as an opportunity to take the initiative, to feel independent in mastering theoretical knowledge and mastering practical skills. That is why we consider case-studies as a useful technique for the active training of philology students based on real professional situations. For further research, we would like to analyze supplementary techniques that are used together with the case-study technique (Khonamri, Ahmadi, 2015). In addition to this, we will attempt to present and evaluate examples of the cognitive-communicative cases. Our final remarks conclude that students understood enantiosemia as the opposite within one word and the use of one word in the opposite meaning. Enantiosemia results from the opposite meaning of a word. To identify whether enantiosemia occurs in the lexical system and is a linguistic phenomenon, it is necessary to compare it with other linguistic phenomena. The commonality and similarity of antonyms and enantiosemia lie in the fact that they are used in opposite senses. Enantiosemia and antonymy differ in the organization of opposing meanings, ways, means of realization, level of recognition, relevance to the context, and objective reality.

Enantiosemia can be considered not only as an antonym but also as a different form of polysemy. The reason is a ¬ semantic core that unites enantiosemia and polysemy. However, the relationships between the meanings of polysemous words do not coincide. There lies the difference between the variety of communication features. In polysemy, combined meanings have different sense, while enantiosemia are used in an opposite sense.

Bibliographic references

ALEXY, J. – AMBROZY, M. – LOKAJICEK, M. V. 2017. Precision and causality in economics. In: Economic Annals XXI, vol. 163, n. 1-2, pp. 4-9. ISSN 1728-6220.

APRESYAN YU. D. 1995. Selected works. T 1. Lexical semantics. / Yu. D. Apresyan. 2nd ed. pererab and add. In: School "Languages of Russian culture", publishing company "Eastern literature" of the Russian Academy of Sciences, 472 p.

AKHMANOVA O.S. – BELCHIKOV YU.A. – VESELITSKY V.V. 1960. On the question of the "correctness" of speech, Questions of linguistics. vol. 2.

BATSEVICH F. S. 1987. On verbs with opposite meaning , Rus. language at school. n. 4. pp. 86–90.

BIANCO, R. – COBO, M. O. 2019. The linguistic integration of refugees in Italy. In: Social Sciences, vol. 8, n. 10, 284 p. ISSN 2076-076.

EXPLANATORY DICTIONARY OF THE KAZAKH LANGUAGE: 10 VOLUMES. 1976. Almaty: Science, 695 p.

EXPLANATORY DICTIONARY OF THE KAZAKH LANGUAGE: 10 VOLUMES. 1979. Almaty: Science, 510 p.

EXPLANATORY DICTIONARY OF THE KAZAKH LANGUAGE. 2008. headed by T. Zhanuzakov. Almaty, In: Dyke Press, 968 p.

GADUSOVA, Z. – HASKOVA, A. – SZARSOI, D. 2020. Teachers´ competencies evaluation: Case study. In: Science for Education Today, vol. 10, 3, pp. 164–177. ISSN 2658-6762.

GANEEV B. T. 2003. Primary enantiosemia and diffusion in the language/ / Bulletin of the Orenburg State University, n. 4, pp. 9-14.

GAVRILENKO, N.N. – BIRYUKOVA, YU.N. 2019. Forecasting the translation profession development: Foresight Technology. Journal of history culture and art research. vol. 8, n. 4, pp. 123-134. doi: 10.7596/taksad.v8i4.2365

GUZHELYA, D. – KURILENKO, V. – BIRYUKOVA, YU. 2020. The specifics of distance methodological support for foreign language teachers in a foreign language

environment. Revista Inclusiones, vol 7. pp. 22-31 Available online: http://revistainclusiones.org/index.php/inclu/article/view/1312

KHONAMRI, F. – AHMADI, F. 2015. The effect of metacognitive strategy training and raising EFL learners' metacognitive awareness on listening comprehension. In: Indonesian Journal of Applied Linguistics, vol, 5, n. 1, pp. 19-28. ISSN 2301-9468.

KLEGR, A. 2013. The limits of polysemy: Enantiosemy. vol. 23, pp. 7-23. Available online:
https://www.researchgate.net/publication/292484494_The_limits_of_polysemy_Enantiosemy/citation/

KWIECEN-NIEDZIELA, E. – POLOK, K. – MALA, E. 2020. Drama techniques as correlators of the level of english language speaking anxiety. In: Integration of Education, vol. 24, n. 1, pp. 98–110.

MAKHMUTOVA L. R. 2009. Place of enantiosemia in the language system L. R. Makhmutova In: Scientific notes of Kazan State University. Human Sciences series. - Kazan, vol. 151, n. 3, pp. 276-281.

MURGAS, F. – PETROVIC, F. 2020. Quality of life and quality of environment in Czechia in the period of the COVID-19 pandemic. In: Geograficky casopis, vol. 72 n.2, pp. 261–274. ISSN 0016-7193.

MUNKOVA, D. – HODAKOVA, S. – WELNITZOVA, K. 2014. Causal uncertainty and translation. In: Studia Psychologica, vol. 56, n. 3, pp. 221–232. ISBN 0039-3320.

NOVACIKOVA, D. 2017. Environmental issues and reflection of their perception in internet media. In: Communications - Scientific Letters of the University of Zilina, vol. 19, n. 1, pp. 30-34. ISSN 1335-4205.

MUSIN, J. 1984. Dictionary of antonyms of the Kazakh language. Almaty: School, 176 p.

NECHAEVA, A. 2008. "Popular linguistics: enantiosemia", Available online: https://newslab.ru/article/576649

NURBERDIEV, M. 2008. The phenomenon of enantiosemia in the Kazakh language, In: Bulletin of KazNU, series of philological Sciences, vol. 3, n. 25, pp. 67-70

NURBERDIEV, M. 2007-2008. On some enantiosemic names in the Arabic language In: Collection of problems of Islamic studies and Arabic philology. Proceedings of the International scientific-practical conference. 113 p.

OSMONALIEVA, D. 2007. Enantiosemia in the Kyrgyz language. 10.02.01 - Kyrgyz language. Author's abstract. Thesis for the degree of Candidate of Philological Sciences. Bishkek,

PISANSKI, K. – KOBYLAREK, A. – JAKUBOWSKA, L. – NOWAK, J. - WALTER, A. – BLASZCZYNSKI, K. – KASPRZYK, M. – LYSENKO, K. - SUKIENNIK, I. – PIATEK, K. 2018. Multimodal stress detection: Testing for covariation in vocal, hormonal and physiological responses to Trier Social Stress Test. In: Hormones and behavior, vol. 106, pp. 52-61. ISSN 0018-506X

SCHERZO, V. I. 1983. About words with opposite meanings (or about the so-called enantiosemia) In: Philosophical notes. Voronezh, vol. V-VI.

SHOIBEKOVA. G.B. etc. 2018. The phenomenon of enantiosemia in linguistics In: Science and life of Kazakhstan, n. 58. - pp. 65-68

"Shyldem, shyldem, shylde aium…" July, 2016 Available online: http://anatili.kazgazeta.kz/p=38095

SOROKOWSKI, P. – GROYECKA, A. – BLASZCZYNSKI, K. – FRACKOWIAK, T. – KOBYLAREK, A. 2019. Registered reports as a method to increase credibility of science - Experimental study among psychology students. In: Journal of education, culture and society, vol. 10, N. 2, pp. 67-75. ISSN 2081-1640

USUBALIEV, B. 1998. Dictionary of antonyms of the Kyrgyz language. Bishkek

YAKUNCHENKOVA. A. 2007. On the problem of the status of enantiosemia in the lexical-semantic system of legal terminology from the point of view of diachrony.

Nurtayeva Aisulu
acting. Prof. Abdirassilova Gulmira
Karbozova Makbal
Rakhimzhanova Sandugash
Kazakh National Women's Teacher Training University
99 str. Aiteke Bi, Almaty
050000, Almaty
Kazakhstan

Prof. Süer Eker
University of Bashkent
20, Blv, Campus Baglika
068 10 Ankara
Turkey
perzhanzhan@mail.ru