TEACHING SPEAKING
IN THE REALITY OF COVID-19 IMPACT

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Abstract

The article is aimed at defining the challenges and problems that lecturers face in the process of distance education. In the reality of Covid-19, this aspect is increasingly important and subjected to discussion in order to find the ways and solutions that would help to facilitate the process of integrating both lecturers and students into educating. The main issues the article looks into are teaching speaking distantly and getting involved into communicative process by means of available online tools. Speaking is one of the most common producing processes for students learning foreign languages in communicatively oriented classrooms. Many things were usual routine for lecturers and students but now they can cause the emotional ups and downs for both sides. Lecturers have to do some action research in order to become more informed and efficient in the learning web-based environment. Therefore, a research into the most effective online instruments that assist in teaching online was conducted on students of different departments of two universities in Kyiv. As a result, a language teaching framework that draws from this research is presented in the article. New technology is changing the future of work with unprecedented speed and intensity. This drives the reinvention of our lives, workplace, and economy. The speed and advancement of technology in the future workplace will require a lot of new skills and capabilities, but the most valuable is the ability to embrace change. The skills needed by teachers and lecturers at universities, new tools, advancements and methods which work in educational process, and results gained from practical application of the framework are included into the article.

The framework has proved to be successful: the lecturers are driven by learning outcomes and end goals of the students; learning outcomes give us the opportunity to say that the students are eager for the classes. They gain a lot from discussing their thoughts/ideas and opinions.

Key words: teaching speaking, distance education, online education tools, Covid-19 impact on education, communicative framework for online teaching.

Introduction

The topic of the article is relevant in nowadays' reality because many of the teachers and lecturers face the challenge of finding the ways to keep to online education process. E-learning and e-teaching have become the hottest education topics of the 2021. Educational institutions proclaim commitment to it. All are propelled by studying purposes and vision of students engaged in the process of e-learning full of authentic, challenging and up-to-minute tasks. So, to accomplish the mentioned above, not only students but also, and first of all, lecturers have to be more independent, flexible, creative, innovative, and ready to solve uprising complex problems almost on the spot. In addition, the lecturers and students are supposed to have the same skills that are usually associated with computers and computer networking: to find, sort out and analyse vast amount of information from variety of sources in order to deliver into the web-based classroom not just texts and data, but also audio, video and graphical information as well achieving the vision of globally connected classroom. Speaking is one of the most common producing processes for students learning foreign languages in communicatively oriented classrooms. With distance teaching lecturers feel that they need more time and support with the preparation and delivery of classes and lecturers have to realize what works, what is useful and pleasurable in web-based classrooms. Many things were usual routine for lecturers and students but now they can cause the emotional ups and downs for both sides. Lecturers have to do some action research in order to become more informed and efficient in the learning web-based environment that is shaping the world we work, play, and relate to one another.

This article draws recent language acquisition research to present arguments for a promising new direction such as e-teaching and e-learning. In this work a language teaching framework that draws from this research is presented. We have to have some time worrying about technical reliability and technical excellence of the instruments, but too little worrying about their validity for the purposes. It has to be stated that a very strong emphasis has to be laid on planning in order to see how classes on page are best transferred to the screen.

Methods

The research was conducted on the practical basis in the online teaching processes at National Technical University of Ukraine "KPI" and National University of Food Technologies. Students of Linguistics and Economics Departments were involved in the research. The research was aimed at looking into technological advances, online tools and methods that help to integrate students into educational process distantly. Observation, Comparison, Survey and Assessment Methods were used in the research. As a result, a framework was created which proved to be successful for both sides of the process. Having used the framework, lecturers felt more confident in getting accustomed to their new online role and students got more eager to attend their online classes. The students work in groups of threes or fours almost on everything. There can be exceptions if the students, for instance, are involved in a presentation where they have the task to show and tell. The offered activities in the framework have to be based on an integrity or the

combination of both visual and verbal techniques and explanation or instruction of any content-based activity in great detail for its easy implementation. With distance learning, the students have to be even retaught to consider the task and follow it. Within the framework, the activities have to be made global by using authentic materials that can become three-dimensional or multidimensional.

Discussion and Results

Up to now there are some departments and faculties that make their reluctant decision to recognize that the existing reality of the allocation of time and resources to foreign language in schools and universities have to justify continuing a full coverage of skills and gaining competences, It is regrettable to limit the goal of the subject and courses. In order that students may attain the goal of gaining a set of competences listening, reading, speaking and writing experience must be adequately gained regardless of the screen-based classes.

From the beginning of the intelligently planned project, the goal of which is to assert control over on-line language teaching, the lecturers underline the necessity for using variety of tasks and activities on the base of competing types of class organization with the results that can be easily and clearly interpretable. We saw the work of constructing/ developing and designing classes and their shapes as a team effort. That is the task-based approach shared by the lecturers of the faculty that become the mark of much work in up-to-minute web-based language teaching [3]. Also, lecturers joint their efforts as far as they lack professional communication. The time of quarantine has proved to be the time for innovative projects and trainings that combine the latest methodological knowledge with practical classroom application.

Next point to consider in the web-based classroom is student density. To optimize learning time, it is decided to divide our academic groups into smaller groups. When the students are ready with their tasks, it is offered to work and teach each one individually for part of the timetabled class time. From our point of view, we manage to get more done for shorter period of time without losing interest and involving students into active participation. The periods of time can equal 15-20 minutes for 4-5 students in a small group. As a result 3–4 groups can deal with different tasks, then they can swap the information, share the knowledge, arrange meetings and debates getting and giving help and support.

The division into smaller groups gives the lecturers the possibility to work with the students addressing differentiation within the Google classroom paying attention to the students' wants and needs developing special tasks and activities for strong and weak students on the spot and beforehand. The lecturer's role is to be ready with focused support.

Everything is being changed in the e-classroom and with it. The average lecturer and student are spending much more time at the computers. With regard to the future, schools of all types and levels will face substantial pressures while gaining financial support buying computers, linking schools and connecting classrooms to the network providing access to the Internet, spending substantial amounts on technology.

In today's reality, the lecturers have to spend time placing the materials for the course and classes they deliver on-line, for example, on the Sikorsky Distance Learning Platform and Moodle. The students look to them to find out what assignments to do each week. They can do some of them independently (readings, writings, translations, projects, etc.), submit or attach their works in the Google classroom and review them after assessment. In the course of actions, the students spend more time on looking to the information "hanging" in the class and sharing it with the friends or mates as they do playing games. All the participants of the educational process start with individual attempts to take advantage of technologies and then they become part of university campus-wide efforts to make the syllabus more flexible. Being under Covid-19 impact the lecturer is concerned about the lecturers' and students' Internet access in Ukraine, availability of computers and violation of copyright law as they put materials on different platforms and services. The lecturers have to take into account the students with bad eye sights and those ones for whom it is a kind of distraction to work on the web-pages.

Another point to consider is time management. The lecturers have less time for fulfilling the tasks and activities in an on-line class as well as a smaller number of tasks and activities. Some students work best for short periods of time: activities for them have to be changed or interrupted by other activities; other students feel that it is necessary to focus on the definite task for long periods of time. For some students reading is really time-consuming; for others writing activities (typing) take more time. How to use time is an important decision to make for the lecturers and students. For the students it is advisable to have the task of making a study plan explaining that there is no single best timetable for studying. The students' timetables can be made daily or weekly for studying successfully, managing their time and taking control over their own study especially at the time of distance learning.

The lecturers have to help the students to discover the reality – text is a highly effective method of communication. A good part of the effort of the project, then, was devoted to current research of study of the text as we work with future translators and interpreters. More modern field/profession for them can be computational linguistics. Teaching reading we offer to devote the five to ten minute sessions to get ready for speaking /translating. Reading topics from the textbooks can be supported with internet files found by the students and read aloud paying attention to melody, rhythm, pauses struggling with the pronunciation of certain words. In case of having practice of translation silent reading of the text can be offered to focus on the meaning and context for overall comprehension as the preparatory stage for translation. With distance learning we became aware of real importance that questions have. So we can ask students to be responsible for comprehension questions for the internet texts and discussion questions related to the internet reading with emphasis on key vocabulary/key terms. The students practice the different question types and skills that are required to demonstrate gaining tips from the lecturers and group mates [5]. The students of different language levels find sharing their viewpoints a challenging task. In order to summarise reading the students are given the task to render the text as a kind of translation. The students as future translators can be asked to be ready with the translation product of the text they have found on the net (the text is of 2000 symbols). With the task, lectures can go further and give students such task as editing another student's translation or writing. They can be offered to edit papers

and reports as a part of cooperation between faculties. It has to be stressed that students have demonstrated significant improvement in their reading, writing and translation skills or/and competences depending on the course of study. Students find editing another student's work as an editor (the profession that they can choose as their job in the future) useful as editing is regarded as their specialisation. What is more, lecturers can see the progress in fostering editing skills or competence as higher-order intellectual skills or competence.

The main characteristics of today's globalized world are the growing number of variety of contacts that are based on achieving successful communication. So translation can be regarded as supportive and constructive feedback in the cross-cultural communication environment. Furthermore, the importance of providing increasing awareness of cross-cultural translation and interpretation as powerful tools for communication between people representing different cultures has to be highlighted. The future translators have to be taught through different cultural patterns at work in the behavior of people and many examples can be found on the net and shared in the classroom to learn behavioral specificities: even local particularities originating from religion, mores and social habits, rules of conduct and ethical norms that constitute the cultural features of the source language. As a result of such work the students realize the role as translators and interpreters. They recognize the necessity of being sensitive to losses and gains of cultural elements in the source text with the definite purpose to have the same effect in their target language translation product. The students feel responsible for their transcultural communication.

The students deal with assignments on the Internet, up-to-date teaching demands a great stream of interactive information for the students' community creating the enabling environment in which they give and receive support. Students are encouraged to type in comforting messages in the chats during difficult moments/ technical problems. The lecturers have to help their students use every chance to form meaningful relationships with their far-flung group mates. We badly need at the time of quarantine or distance learning a feeling of connectedness and having things in common. For the live classroom we are to start with the dress code but without a lengthy dress code message and place of work as we are to appear in the on-line classroom and as far as the popular metaphor says the Internet is a superhighway running into people's living rooms in our case often students' bedrooms or hostel rooms. The net in language teaching we offer to regard as a spirited web of conducting conversation in cyberspace debating and discussing different topics/issues, finding and swapping information, arranging and conducing meetings and video conferences, sharing and discussing their common interests, expressing their feeling and emotions trying to avoid spilling the guts, arranging playing team-building games or flirting and playing games with one another. Thus, we are taking advantage of the low-pressure atmosphere of the net that allows the students and lecturers to learn the language and to get to know each other's personality before meeting in person while having "global communication" through the process of "global dialogue/ dialogues" within conversational learning. Distance communication is carried with high levels of student participation on the previously identified topics raised by the modern societies keeping in mind sensitive topics while designing and developing the framework or course. The net communication lacks reality and at the

28

same time the reality changes fast. But it is noted that everyone hopes that the pandemic will be over and people will be ready for direct contact.

The point we wish to make here is that discussion is a very important part of study. Hot discussions expose the students to a variety of different views, and force them to clarify and defend or modify and change their views. Thus, we suggest that the students have to be prepared for taking (active) part in discussions. When preparing, the students have to begin with making up their minds about an issue under discussion with their own argument while looking at both sides of the matter; taking into account as many aspects as possible of an issue; taking ideas in readings into account as well as the students' own arguments. The choice of the topic is made by a group. The topic has to be of general interest giving the possibility for a range of views and which the students can read about to develop their thinking and critical thinking. Such a technical skill as note-taking fits into the preparation. To encourage topic-based discussions the lecturers can arrange speaking clubs on different platforms. For the purpose, electronic mailing lists and group e-mails are set up and the lecturers can put the syllabi and class or group announcements on the net for the convenience of the students. The net aids to integrate graphs, photographs, charts, audio and video. The students can be given the task to connect to the related materials with the network around the world by several clicks with a mouse on computers using the technique of highlighted words.

Nowadays the implications for the linguistics graduates are that they are required to use English on a regular basis as English is company's official language or its de facto working language, so that the high degree of proficiency in it is a prerequisite for of the Foreign Languages Departments that are responsible for ensuring high standard of communication in the companies [1].

The lecturers and professors of the faculty of linguistics are aware of the students' wants and needs and have established the English syllabus and defined how its aims can be reached. This syllabus has been adapted to be used for distance learning. The framework is being used because of its simplicity and efficiency based on the practical experience.

Classes and their levels can vary deeply depending on such factors as lecturer's personality, training (computer training) and experience of the lecturer. The lecturers in general work in class with the video on creating the stage-like atmosphere in which to some extent they perform for the video camera and they need some training for training the students as well. The universities need and give considerable support for the lectures in order to use technology and computers effectively to make teaching more satisfying. During the distance teaching, the lecturers gain continuous hand-on experience and need follow-up support which is very important for them. It is a good idea to have a position of full-time computer instructor or supervisor.

In order to confidently and successfully prepare lecturers for distance teaching we have to start with breaking classes into stages to integrate different activity types and digital tools/platforms for quick and easy planning for effective web-based classrooms. Placing information on the Sikorsky Distance Learning Platform and Moodle proved to be simple enough even for those lecturers who are not computer and net experts, they are able to learn how to do it in some days. Some lecturers claim they do not have time and opportunities to learn new techniques and get new skills of the net. The main difficulties are the same as all people have to get started and to put everything together staying up half the night. Time management is

important for all stages and activities as the lecturers have to have enough time for the responses and feedback. Other lecturers have some fear of making too many assignments and too much information available for the students review as they think that then the students will not be present in class. On the contrary, the students become more open for collaborative learning.

There are lecturers concerned with ethical and legal issue of the information amount put on the net: authors' and publishers' copyrights. They do not want to be accused of violating the laws while plagiarizing or sharing and using the materials with the students enrolled in the course free of charge.

Most lecturers and students because of pandemic situation in Ukraine have become successful winners over technological advancements using the technology and taking advantage of it. The greatest benefit for the lecturers to see that the students are involved with the material and information even more then they expect as they are working with the generations "born with their fingers on the keyboards". Sometimes the lecturers and students are forced to confront such problems as the information overload, mixed quality of information and relevance of information read for class discussions.

The issue of students' assessment can be solved in the traditional ways. We suggest as the students work in groups to grade them on group and even class on active learning, involvement and participation; on the quality of the projects, debates, discussions, presentations and etc. As test methodology is used to check different kinds of students' language achievements, foreign language acquisition in both on-line and off-line classrooms begins with the acquisition of lexis/ terminology as the basis for reading comprehension. It is stressed that lexical control is essential and necessary; for the purpose of control different test techniques on the Sikorsky Distance Learning Platform and Moodle can be used. Tests are developed and implemented on the base of adopted set of recommendations by the Advisory Council creating a solid base for assessment. It should be noted that much of the assessment in universities is based on projects, reports and other writing assignments which the students do on their own and then attach them in the Google classroom to be marked. The students are required to take exams on-line in the form of tests. The benefits of testing methodology far outweigh the drawbacks. The advantage of using tests relate to enabling environment they can potentially stimulate. They are useful if students are encouraged to treat the tests as an integrated resource of learning with the sequence of tasks or activities.

Using speaking as a part of the entire learning process we would like to discuss on-line/Google classes that lead students to "stuffing" their language with pre-learned vocabulary items in much the same way as native speakers do while learning their own language in order to produce and practice the language. For the purpose the classes are topic based; the texts are theme arranged; classes are conducted using real and authentic situations with practical outcomes: authentic language is in the first place with emphasis on the right meaning and the right language means. The students have to respond orally under timed conditions using fluent speech, correct pronunciation, including word and sentence stress, and intonation. You will also revisit some of the key features of English pronunciation and oral fluency. The lecturers have to be ready with some valuable guidance and focused support on how the key features of English pronunciation and oral fluency. We find recording a useful technique. The students work as news presenters,

30

journalists. They can record their news, interviews and send their audio files to be checked and listened in the Google classroom [6].

Another popular kind of work today is video presentations preceding an audio narrative of the information. What we have to discover is that presentations and recordings in any course enable the students to leverage their technical knowledge and to become visuals. The students are driven into conclusion that a great presentation is the one that can be highly appreciated by its novelty content and style, very clear, honest and well-structured.

We have also rediscovered debate as a powerful tool for distance teaching: the students listen to each other, cooperate and explore even the most volatile subjects openly with tolerance. Using this technique in the Google classroom encourages the students to take an active role in their education/ the lecturer's role is to set a clear goal to work toward and to prepare controversial question/issue for the debate working as a facilitator and monitor. The students have to be taught debating techniques and given possibilities to act debates with role plays. The roles of participants and a moderator have to be well-developed according to debating styles, characteristics of speech and of more interaction with the students.

All the above mentioned techniques and activities have to repeat goals and objectives throughout the distance course, use keywords and keynotes for the units as many times as possible. It is obligatory to complete the units and activities with summarizing. This is the way that helps to improve the long-term memory. It has to be stressed that the information has to be given via different formats to raise the students' interest in the distance learning content through the students' personal experience and emotional connection. That is the time to stress the automatic connection between semantic memories in the form of facts and episodic memories in the form of personal experiences helping the students to reach the learning goals and objectives and to apply the knowledge outside the traditional or virtual classroom in the professional life. The importance of employability skills and competences for the future career success cannot be neglected. The main idea is to turn the KPI into the hub of successful careers. High fliers have to have confidence in speaking English naturally and fluently, high level of English expertise and communication efficacy but everything starts with the students' abilities to socialize and perform academically. Here is the time to use interviews. They can be participant-driven with the focus on the experience of studying and they can be conducted face to face or in public with transcript to be analysed on the individual basis. By the analysis of the "texts"/ tape scripts the lecturers identify commonalities and differences valuing every student's experience to aid in setting goals and making the way affecting the social and academic functioning. As a result all the interviewed students offered to measure their academic achievement by the ability to speak English in different social contexts that is to communicate effectively and feel socially connected with minimum psychological stress personal and interpersonal to experience. Being aware of their personal experiences gives more room for both similar and different articulated experiences from their group mates and peers to reveal and appreciate by the students and lecturers. The students' subjective data are fully taken into account.

During this kind of practice, it should be pointed out to the students that employability is the test of the students' success as specialists with shaped interests. They can face a difficulty common to intellectually active students: their interests do not respect professional boundaries. As potential scientists they have to become

part of professional academic community of linguistics and the faculty has to try to shape the students' interests in linguistics into commitment to the language problems and peculiarities of translation, which they expect to be thinking about for some years yet.

For the purpose different academic labs are offered for the students to choose. The labs serve as a model for organization of scientific research and the relation of research to its application collecting information and analyzing it using a variety of statistical techniques and then presenting it in graphs, charts and tables. The focus is on interpreting data on certain amount of calculation, especially if we mean the students of linguistics. Such labs are also models for education in the project-centered programmes and curriculum where the students' work is reviewed by academic professionals of the faculty and by experts. We realize that the proposed model has limitations but we believe in students and they find the labs to be the big achievement with the flow of new ideas. The lab graduates are in intense demand.

Innovation and knowledge management is combined with professional and institutional capacity to create environment for increasing awareness and understanding which can result in better frameworks for the lecturers and students to consider and implement critical thinking to identify and illustrate with experiences aiming at human development. Critical thinking skills are mental processing of analyzing any kind of information to form an opinion. With these skills the students become more active in the classroom and able to make decisions, solve problems. They are offered different role plays and business games from the department game bank giving them freedom to take roles enhancing their creativity and developing their emotional intelligence. For creative thinking special tasks have to be designed objective analysis, categorization of information. We need to acquire these skills to think critically in the workplace and prepare the students for making impactful decisions. As the specialists of today are hybrids and modern workplace constantly changes the lecturers are working out new ways to develop and adapt the students' critical thinking skills [1] on the base of reading, listening, writing, analysis, synthesis and so on. That is the level of higher-order intellectual skills that is reached with intensive training.

Choosing the right training, tailoring it to the students' needs are the current requirements to stimulate a thorough rethinking of the form, content, and goals of current e- teaching and e-learning practice. Assignments and tasks that incorporate work in groups need to be devised and there is a necessity to make use of other activities that results in actual communication practice based on online interaction very close to reality allowing production and monitoring of the language; control and assessment of the language level and its acquisition.

Consequently, distinguishing activities and regarding them as social interactions with necessary topics seems to us the most effective distinction for pedagogical purposes. Many suggestions have been made for the practical use in the online classroom.

Conclusion

In conclusion, it is important to underline that eclectics is very trendy everywhere even in teaching. The eclectic approach is advisable to use in web-based

classrooms as it gives the possibilities to apply and incorporate the best techniques that work and promote our education system. It is advisable to break a course into parts changing activities for the students to gain abilities to gradually absorb the information and to keep it in the long-term memory. Networks are already helping the lecturers greatly extend their reach with distance teaching adding collaborative spirit into the classroom preparing today's students for the work and citizenship. Both lecturers and students are actively involved in the process of deep transformation in education communication with the significant changes and profound effects on higher education. The changes are even more dynamic and likely to be long-lasting in the context and impact of Covid-19.

The rapid advancement of technology requires minds that are adaptable. People with a growth mindset understand the need to adapt and learn along with the new technological changes to achieve goals for a business and realise the best uses of technology. Active learners also grow from mistakes and are always in search of new solutions and knowledge. In the end, the society and community at large will benefit.

The framework advocates collaborative work modifying the education process and classroom practice influencing class or group size; planning and time management as the Internet is being used more and more for real-life and real-time communication especially at the pandemic time adapting us to the changing world.

New technology is changing the future of work with unprecedented speed and intensity. This drives the reinvention of our lives, workplace, and economy. The speed and advancement of technology in the future workplace will require a lot of new skills and capabilities, but the most valuable is the ability to embrace change.

E-learning multiplies the resources used and applied in the classroom/ available to the lecturers and students In this case, we have to state that opportunities for both fields e-teaching and e-learning are increasing greatly as well. Moreover, the texts and data supplemented by audio, video and graphical information aid achieving the vision of globally connected classroom and the information can be individualized to fit the student's specific needs. As a result, we have found that the students' higher-order skills engaged in the e-learning process and competences are being developed with help of the task-based approach and they proved to be pedagogically effective.

No doubt that this framework has some limitations, we live at the time of Covid-19 and distance-centered curriculum, but the time turned out to be very productive for new ideas and technology in education. Precisely, it has been proved that e-teaching and e-learning have transformative power for the system of education as a whole. There is no time to be bored.

The framework has proved to be successful: the lecturers are driven by learning outcomes and end goals of the students; learning outcomes give us the opportunity to say that the students are eager for the online classes and the classes are worth the time and efforts. Both sides of dwelling within the framework gain a lot from discussing their thoughts/ideas and opinions.

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