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# The Organization of a Foreign Language Distance Learning in Quarantine During the Postmodern Era

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**Abstract:** The article addresses organization of distance learning of foreign languages in quarantine during the postmodern era. It is noted that organization of distance learning in the educational process is very important. It was clarified that distance learning is based on synchronous and asynchronous modes. The essence of the concepts of “distance learning”, “asynchronous learning”, “synchronous learning”, “quarantine” is explained. Articles of domestic and foreign teachers and scientists analysing the broached subject were reviewed. The article highlights advantages and disadvantages of distance learning. It has been studied that for students studying foreign languages remotely, an interesting form of learning is watching TV shows and movies. The digital programs and the essence of their advantages are also given. The researchers’ view on the effectiveness of multimedia presentations, trainings, games is given. It is also found that during the COVID-19 pandemic, it is hard for parents to work on the platforms unlike children. The platforms for synchronous and asynchronous learning are separated. It is noted that teachers with primary school students use visual forms of learning to interest children and to present new material in a clear and accessible way. During the COVID-19 pandemic, virtual communication is found prevailing in postmodern society. It is noted that a foreign language can be learned through a Facebook group. It is investigated that learning foreign languages requires special attention to development of communication skills. The problems that arose in teachers during the organization of distance learning during the coronavirus pandemic are studied.

**Keywords:** *distance learning, asynchronous learning, synchronous learning, postmodern society, quarantine, digital literacy.*

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## 1. Introduction

The postmodern era influenced education not only methodologically, but also changed the approach to education in general. Currently, the topical issue is the introduction of distance learning in mobile form, taking into account the formation of information and communication competencies of both teachers and students (Nerubasska & Maksymchuk, 2020; Nerubasska et al., 2020; Onishchuk et al., 2020; Stezhko et al., 2021). The rapid development of scientific and technological progress, the improvement of electronic resources have created an opportunity to organize the complex learning. Distance and complex learning prove that every student with different abilities has equal access to quality education. Nevertheless, the author emphasizes that the modern devices and the latest technologies using, without real communication with the teacher will not provide quality educational services. Thus, efficiency in learning a foreign language can be achieved only with the use of distance learning technologies and real communication with the teacher.

Distance learning can be based on synchronous (classes are conducted in “live” form on an electronic platform - teacher and student communicate simultaneously via video or audio); asynchronous (viewing TV lessons, recording fragments of lessons, e-mail correspondence between teacher and student, using materials that the teacher posted on a site or a blog) modes. Asynchronous learning has the advantage that the child has the opportunity to learn at a convenient time.

## 2. Aim of the study

The purpose of the study: to find out effective electronic platforms and forms of work for teaching foreign languages during distance learning.

Firstly, let's try to find out the essence of the concepts of “distance learning”, “asynchronous learning”, “synchronous learning”, “quarantine”.

In the order of the Ministry of Education and Science of Ukraine (Tabachnyk, 2013) we find the approved Regulation on distance learning, which provides an interpretation of the term “distance learning” - as an individual process of acquiring knowledge, skills and abilities, which takes place at a distance from each other, through the use of psychological, pedagogical, information and communication technologies.

According to the Ministry of Education and Science of Ukraine (2020), distance education is a form of learning based on distance learning technology for full-time, part-time, evening and external forms of learning.

In other words, distance learning is a learning process between a teacher and a learner, which takes place remotely from each other with the help of information and communication technologies through electronic resources.

The Regulation (Tabachnyk, 2013) provides an interpretation of “asynchronous mode” - is the interaction between participants in distance learning with a delay in time via e-mail, forum, social networks, “synchronous mode” - is the interaction of participants in the educational process who are simultaneously on the web-environment (chat, audio, video conferencing, social networks).

In the Pharmaceutical Encyclopedia with a foreword of the Editorial Board Chairman and Corresponding Member of National Academy of Science of Ukraine, Professor Chernykh (2021) finds an interpretation of the concept of “quarantine” - as a set of restrictive health and administrative measures aimed at preventing the spread of quarantine infectious diseases in society.

### **3. Advantages and disadvantages of distance learning**

The works of Allen and Seaman (2017) and Keegan (1994) are devoted to the study of the introduction of distance learning in the era of digital technologies. The authors emphasize the need to organize online learning, which can help universities retain students and effectively teach them foreign languages.

The benefits of distance education are highlighted in the work of Altunay and Mutlu (2010), who note that online learning is very convenient for students who cannot attend education institutions or lack the funds to pay for tuition. Therefore, the Internet allows students to learn synchronously and asynchronously, is ideal and comfortable for doing exercises, repetition and consolidation of the studied material, setting up feedback with the teacher.

In their paper, Anger et al. (2020) argue that distance learning monitoring shows that German students are satisfied with this form of learning and cite time savings as an advantage in preparing for lessons that provide digital learning tools.

Dr. Emrah Ekmekçi (2015) emphasizes that learning a foreign language on a daily basis is possible through online learning offered by schools, colleges, universities, etc. Turkish students are happy to enroll and take language courses. Students are motivated to learn and enjoy success in learning.

In the article, Litvin (2020) notes that in 2020 (spring), due to the coronavirus pandemic, the transition to distance learning became difficult for educators, students and parents. One of the main problems at that time was the training itself and the teachers' preparation for the introduction of distance learning. The author emphasizes that in order to organize such training, the teacher should have a good command of technical tools, use digital technology, skillfully communicate at a distance with children, inspire students to learn, along with the help to parents. The article states that the future of the educational process is in a complex format: a combination of distance and full-time learning.

From the works of Korolchuk (2018) we learn that in Ukraine schools have the authority to create classes in which children will study not only full-time and part-time, but also by distance and network forms. During such training, children acquire on their own, but sometimes have individual online consultations of the subject teacher. Among the difficulties, the author notes - the changing of their own work schedule of parents of primary school children, the child's stay outside the team of peers, which leads to problems with socialization.

In the article of Şendoğan (2020) he considers the effectiveness of distance learning courses on 3 criteria: the quality of language education, technological factors of language education and self-study. The author recommends to pay attention to the study of digital literacy and stress management when learning English.

The issue of organizing distance learning in teaching English during COVID-19 is covered by Kamal (2021). The article points out the advantages of distance learning: high efficiency of learning, availability of materials, fast transfer of information. The author emphasizes the approaches that allow to achieve maximum efficiency, which is the use of cognitive-behavioral, social-constructivist and connectivist pedagogy. In addition, he notes that learning English online is easier for experienced students, as students usually have a lower level of anxiety and frustration during classes than the first year students. The publication notes that preparation for distance learning classes takes more time than during face-to-face form. The authors conducted an experiment with a group of students to determine the effectiveness of distance learning. According to the results, the effectiveness of distance education is noted in comparison with classroom learning. Respondents noted the benefits that improve physical and mental health during the educational process, have a positive effect on the development of cognitive abilities and increase students' achievement: the increasing of free time, the opportunity to take short

breaks for rest, comfortable learning conditions. You should not spend time and money on the way to university, not controlled by the teacher. Currently, educators focus on developing techniques and methods for online learning of students while performing joint learning tasks. The article emphasizes that students who are actively involved in interaction with other classmates are more motivated and satisfied with learning. Among the disadvantages of online learning, students note the methods of individual teachers, their methods of motivating students, the use of types of performance monitoring, the organization of feedback.

A review of postmodern literature provides an opportunity to highlight **the benefits of distance learning**:

- training at a convenient time. The applicant must plan the time of an activity;
- learning at your own pace. The student does not worry to not be on the same level as the classmates. They can review the processed material repeatedly in order to better consolidate and successfully perform control tests or tasks;
- training in a convenient place. The student chooses where it is better to sit: in the room, in the fresh air, at the table or on the rug to feel comfortable;
- high education level. According to research by American scientists, distance learning is not inferior to traditional one. Modern technologies promote interest, motivation to study, which encourages persistent self-education, which is highly successful; access to educational materials. The student has access to various learning materials;
- distance learning is cheaper. If we take into account university students, we can say that this form of work is much cheaper, because it does not require travel expenses and accommodation. Students study at home via the Internet;
- study in peace. Work on control tasks. Tests take place at home, so students have less reason to worry;
- individual approach. It is easier for a teacher to adjust to the work pace of one student or a group than to the whole class.

Among the **disadvantages of distance learning** are:

- the lack of “live” communication;

- the distance learning is always productive when the teacher is not standing next to the student;
- there is not always a good high-speed Internet or, after all, a computer.

Postmodern students need a special approach to learning and professional teachers who have a high level of digital competence and can motivate them to learn. After all, the digital generation is very easy to use electronic resources, and the information provided on social networks - the Internet and trusts more than the theoretical material from the textbook. Webinars, video conferences, video communication are gaining momentum now. Thus, with the help of the latest educational tools you can organize synchronous and asynchronous formats of distance learning.

Thus, distance learning is very popular in many countries around the world, without it productive learning is unthinkable.

#### **4. The use of the latest forms and methods in teaching of a foreign language in quarantine**

Due to the COVID-19 pandemic, the organization of distance learning in educational institutions has become widespread. Hall et al. (2020) present some aspects of the revision of teaching methods by teachers during distance education.

It is worth referring to the publication of Mammadova (2020), who analyzes the study of a foreign language during a pandemic and notes that many students and adults seek to learn a foreign language, and tried to find convenient, innovative methods that could satisfy their needs. The article states that one of the effective and interesting methods of learning a foreign language is watching TV shows and movies. This method attracts different audiences to motivate language learning, of course, develops the speaker's communication skills, expands horizons, enriches vocabulary, improves pronunciation, introduces phrasal verbs. In addition, watching TV movies gives you the opportunity to get acquainted with the culture of the people, feel the atmosphere, learn the language from native speakers of a particular language. In addition, the author notes that this method of learning a foreign language has advantages, but everything has its drawbacks: if the speaker's language level is low, then they will be taught by students. Therefore, this method is not suitable for all students, but only for individual ones.

In the works of Derkach (2020) the emphasis is on the companies which are working on language software development, so they present their digitalized products during distance learning. In order to teach a foreign

language, teachers still often use such programs: Rosetta Stone, Duolingo, Babbel and Kahoot. Of course, this training will not be able to replace the teacher himself. In the current situation with COVID-19, the global language and literacy education company Rosetta Stone provides all possible resources for free, but is still unsure that the software can teach real teachers better to read, write, understand a foreign language.

Meredith (2021) emphasizes digital programs when learning a foreign language. The author notes the advantages of learning a foreign language: bilingualism helps to combat the deterioration of cognitive functions, improves memory, improves the ability to listen and speak. The article emphasizes that during the COVID-19 pandemic, the number of the program users increased: Duolingo, Babbel and Memrise. In addition, the author notes that it is important for language learning to create an immersive environment, but during distance learning it is difficult to do so. Therefore, many students living in non-English speaking families are at risk of experiencing impaired speech skills.

Savenkova (2020) emphasizes the peculiarities of the use of computer technologies in the organization of distance learning. The author recommends bringing learning closer to real life situations. Innovative technologies are emerging to help teachers. Therefore, the structure of each lesson has a 3-stage structure: 1) the formation of lexical and grammatical skills, the study of new material is based on listening to new sentences and phrases; 2) improvement of language skills - performing exercises of test tasks to understand the material; 3) checking the acquisition of knowledge studied during the 1st and the 2nd stages. Therefore, the use of electronic resources allows the teacher to plan and conduct a lesson more intensively, more interesting, to increase the individual approach to each applicant, as well as to overcome the monotony of learning.

Levy (2020) focuses on online language learning methods. The author notes that according to language experts, among traditional online learning programs, the most effective tool is the Pimsleur program, which offers 50 different languages for learning. Another Rosetta Stone program combines methods of learning vocabulary and listening to audio from native speakers. The monolingual course "Talk to me in Korean - Level 1" offers exercises for learning the Korean language. The Duolingo program is perfect for learning lexical expressions, as it contains a lot of practical tasks and exercises to consolidate new material. Less popular is a similar program "Babbel". Language experts approve communication resources: course "Italki", "Idlewild", "Hello Hello", "Talk Abroad", "Languageexchange.com", "Dialup". An interesting method of learning the language is the program

“Netflix”, which offers watching videos, movies, TV shows. The BrainPop educational website contains 1,000 short animated films in English, Spanish, French, Hebrew and Yiddish. Simple sentences that are easy to understand and remember are available in the video. The free Quizlet Plus site allows students to view image cards and thus play interactive games. To learn Spanish, experts recommend Senior Jordan Worksheets. Among the books there are valuable textbooks of the French company “Assimil”, which provides recorded sentences in the form of dialogue for the study of grammar. In addition, recommended texts with simpler vocabulary are available on the Newsela website.

The question of the forms specifics and methods of teaching a foreign language during a pandemic is covered by Kovalenko (2021), who draws attention to the concept of distance learning, and names the advantages and disadvantages of such learning, notes the most common platforms “Moodle”, “Sakai”, “Lotus Learning Space”, “eFront”. In addition, he notes that an effective form of learning a foreign language is online classes, during which there can be organized discussions, debates, conversations, role-playing games. He also emphasizes that when choosing a platform, it is necessary to take into account the possibilities: whether it is possible to demonstrate audio or video resources, give presentations, create tests, control exercises, place links to the necessary materials. The presentation is effective both for primary school students and for middle and high school students, because it helps to demonstrate a lot of interesting and necessary material in a short time, regulates visual, auditory, emotional memory. The teacher can use the multimedia presentation at any stage of the lesson, ask the children to review and process it for independent work. In addition, the presentations can be used for translating texts, composing your own dialogues and listening. And another effective form is training, which allows the teacher to involve each participant in active cooperation, children develop rules. Thus, they teach each other during the event. Therefore, due to the correct combination of theoretical concepts and practice there is the effective assimilation of new knowledge. The interesting form for students is games: lexical, grammatical, phonetic, spelling, creative, etc. Mandatory distance learning during the COVID-19 pandemic encourages educators to look for new innovative forms of learning to make it interesting and exciting for children to learn a foreign language.

Teaching a foreign language during distance learning interested the staff of the Department of Foreign Language Teaching of the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine. Redko (2021) conducted a questionnaire among teachers of educational



institutions in order to find out the effectiveness of distance learning. The results showed that it is easiest for children to work on the platforms, and most difficult is for parents. The authors note that teachers conducted online lessons, video consultations, individual consultations on the platforms of “Google Classroom”, “Zoom”, “Skype”. To check the assimilation of the material used educational such resources: “ProfeDeCle”, “Lingolia”, “VideoEle”, “Zoom”, “Skype”. Teachers for synchronous format used “Zoom”, “Skype”, “Google Classroom” and Viber communication, for asynchronous format: e-mail, blogs, online video lessons. In primary school, teachers used visual forms of teaching to explain new material, in secondary school - they preferred creative, project work. Among the forms of work of learning a foreign language, educators usually use individual lessons, online lessons, consultations, independent work. According to the respondents, the success in the organization of distance learning was achieved due to the close pedagogy of partnership. Disadvantages include the lack of technical means in the family, problems with access to high-speed Internet, difficulties in self-study of difficult topics.

The article of Holubnycha and Baibekova (2020) analyzed the use of modern technologies in the postmodern era. Of course, the COVID-19 pandemic, quarantine restrictions have made everyone in the world think and learn how to communicate differently. Therefore, for postmodern society, virtual communication and distance learning are becoming widespread. As we know, universities have usually been centers of progress, so even now they do not stop there, but do everything possible to provide quality education to students. The author notes that teachers widely use cloud technologies along with traditional forms of work. With the help of platforms “Zoom”, “Skype”, “Haugouts Meet”, etc., teachers conduct distance learning, during which they communicate, learn lexical and grammatical skills, play communicative games; organize remote individual consultations and extracurricular activities. For feedback, educators use the electronic platform “Google Classroom”, which allows to post various materials, tasks, online tests, which the program checks itself. Teachers of the Department of Foreign Languages approve the cloud service “Quizlet”, which is invaluable for replenishing students’ vocabulary. The developers offer cards with different types of activities: translation, verification, comparison, explanation, etc. therefore, modern forms of a foreign language teaching are quite effective, because they develop language skills, as well as contribute to motivation to learn, have fun, add confidence in their knowledge and feel free to use various applications of cloud technologies.

The study of Mykytiuk et al. (2020) highlights the benefits of the Facebook group as an educational platform for learning foreign languages. As you know, Facebook is one of the most popular social networks. It was found that the Facebook group was seen in the publication as an educational environment, which accumulated a lot of different materials that contributed to the motivation to learn. The results of the experiment proved that students excelled in vocabulary, listening skills and grammatical level of knowledge. Among the reasons that positively affect learning is the visual and interactive nature of the educational environment in the Facebook group. Thus, learning in such an online environment involves students in active interaction with teachers, changes the nature of the educational environment.

Babeliuk et al. (2020) draw attention to the development of communication skills during distance learning and emphasize that active listening, writing, communication, feedback as a priority in education. The teacher's task is to select modern teaching methods that would satisfy students with the level of knowledge, increase cognitive activity, help each student to discover creativity, and then the educational process really became effective. Of course, we observe high-tech changes in the labor market: graduates are required to take proactive skills, quick adaptation to changing conditions, the ability to easily work in a team. These requirements are taken into account by university teachers in teaching students, focusing on a person-centered, differentiated approach to teaching a foreign language during distance learning. In addition, teachers pay attention not only to the students' knowledge of the subject, but also to the formation of communicative, informational competencies, emotional resilience, the ability to learn throughout life.

Maican and Cocoradă (2020) focuses on online foreign language learning in higher education, emphasizing that the emergence of the COVID-19 pandemic has become a significant challenge for the transition to distance learning, and online courses have become available. Unfortunately, quarantine restrictions had a negative effect on students: students experienced stress, depression, loneliness and insecurity. It was also difficult for teachers, because they had to find the latest methods for organizing effective language learning and creating a positive educational environment. The benefits of online learning are obvious, but it is worth noting that some students did not have electronic devices and some did not use them well. Most students like video conferencing to develop language skills. In addition, the presence of students in a positive emotional state allows them to better learn a foreign language.

According to Chingiz (2020), the author notes that distance learning has developed rapidly since the spring of 2020, when the COVID-19 pandemic was recorded worldwide. Most students in Azerbaijan studied with the help of gadgets, classes for students were organized using the platforms of “Microsoft Teams”, “Zoom” and “Skype”, etc. Skype has become convenient for teachers and high school students, which is easy and accessible to use and allows unlimited use of time in online classes, great sound, the ability to communicate with the teacher. Since the beginning of the coronavirus pandemic, teachers have experienced a lack of knowledge about working on electronic resources, so they had to rapidly study at various online webinars, online conferences, workshops to acquire knowledge of digital literacy. In addition, educators spent a lot of time searching for audio and video materials on the Internet. The foreign students learned less new language material during distance learning than during traditional learning. Therefore, educators resorted to block learning to avoid stressful students, quickly check their education level and increase motivation to learn. Teachers also experienced a problem with poor audio communication, which made it difficult for students to perform phonetic transcription exercises, dictation recording, listening, and more.

## 5. Conclusions

The organization of distance learning in the educational process surely is a very important issue.

The organization of distance education is currently quite common among publications. Undoubtedly, this revival was prompted by the emergence of the COVID-19 pandemic. A novelty in this work is the generalization of contemporary electronic platforms, which currently are essential for online learning and are ideal for learning foreign languages.

The distance learning is based on synchronous and asynchronous modes. The introduction clarifies the essence of the concepts: “distance learning”, “asynchronous learning”, “synchronous learning”, “quarantine”. A review of articles by domestic and foreign scientists provided an opportunity to highlight the advantages and disadvantages of distance learning.

Undoubtedly, it has been researched that teachers need to have a high level of digital literacy in order to organize distance learning. It is worth noting that for students who study a foreign language remotely, an interesting form of learning is watching TV shows and movies. The article considers digital programs and presents the essence of their advantages. In addition, the view of researchers on the effectiveness of multimedia presentations, trainings, games. It was found that during the COVID-19

pandemic, it was the hardest for parents to work on the platforms, and the easiest for children.

The study distinguishes between platforms that should be used for synchronous learning, and which is for asynchronous. During the COVID-19 pandemic, virtual communication was found to be prevalent in postmodern society. By the way, a foreign language can be learned through a group on Facebook. When learning a foreign language, special attention is paid to the development of communication skills. In addition, the problems that arose in teachers during the organization of distance learning during the pandemic of the coronavirus pandemic were studied.

Thus, efficiency in learning a foreign language can be achieved only with the use of distance learning technologies and real communication with the teacher.

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