

The Influence of Online Education on the Language Skills of Students of English for Business Administration

Michaela Minářová

Bachelor's thesis
2023



Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií
Ústav moderních jazyků a literatur

Akademický rok: 2022/2023

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

Jméno a příjmení: **Michaela Minářová**
Osobní číslo: **H190310**
Studijní program: **B7310 Filologie**
Studijní obor: **Anglický jazyk pro manažerskou praxi**
Forma studia: **Prezenční**
Téma práce: **Vliv online výuky na jazykové dovednosti studentů oboru Anglický jazyk pro manažerskou praxi**

Zásady pro vypracování

Nastudování odborné literatury
Formulace cílů práce
Sběr výzkumného materiálu
Analýza shromážděného materiálu
Popis zjištění a formulace závěru

Forma zpracování bakalářské práce: **tištěná/elektronická**
Jazyk zpracování: **Angličtina**

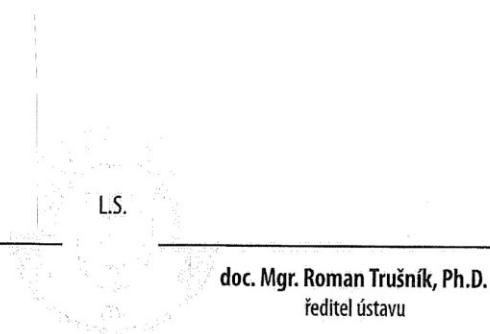
Seznam doporučené literatury:

- Carliner, Saul. 2004. *An Overview of Online Learning: Second Edition*. Amherst: HRD Press, Inc.
Dawley, Lisa. 2007. *The Tools for Successful Online Teaching*. Hershey: Information Science Publishing. London: Information Science Publishing.
Gudea, Sorin Walter. 2008. *Expectations and Demands in Online teaching: Practical Experiences*. Hershey: Information Science Publishing. London: Information Science Publishing.
Membrive, Veronica and Madalina Armie. 2020. *Using Literature to Teach English as a Second Language*. Hershey: IGI Global.
Zou, Bin. 2013. *Explorations of Language Teaching and Learning with Computational Assistance*. Hershey: Information Science Reference.

Vedoucí bakalářské práce: **Jana Inselseth, M.A.**
Ústav moderních jazyků a literatur

Datum zadání bakalářské práce: **7. listopadu 2022**

Termín odevzdání bakalářské práce: **9. května 2023**



Mgr. Libor Marek, Ph.D.
děkan

doc. Mgr. Roman Trušník, Ph.D.
ředitel ústavu

Ve Zlíně dne 9. března 2023

PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, bez ohledu na výsledek obhajoby ¹⁾;
- beru na vědomí, že bakalářská práce bude uložena v elektronické podobě v univerzitním informačním systému dostupná k nahlédnutí;
- na moji bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3 ²⁾;
- podle § 60 ³⁾ odst. 1 autorského zákona má UTB ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 ³⁾ odst. 2 a 3 mohu užít své dílo – bakalářskou práci - nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské práce využít ke komerčním účelům.

Prohlašuji, že

- elektronická a tištěná verze bakalářské práce jsou totožné;
- na bakalářské práci jsem pracoval(a) samostatně a použitou literaturu jsem citoval(a). V případě publikace výsledků budu uveden(a) jako spoluautor.

Ve Zlíně 28.4.2023

1) zákon č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, § 47b Zveřejňování závěrečných prací:

(1) Vysoká škola nevydělečně zveřejňuje disertační, diplomové, bakalářské a rigorózní práce, u kterých proběhla obhajoba, včetně posudků oponentů a výsledku obhajoby prostřednictvím databáze kvalifikačních prací, kterou spravuje. Způsob zveřejnění stanoví vnitřní předpis vysoké školy.

(2) Disertační, diplomové, bakalářské a rigorózní práce odevzdané uchazečem k obhajobě musí být též nejméně pět pracovních dnů před konáním obhajoby zveřejněny k nahlázení veřejnosti v místě určeném vnitřním předpisem vysoké školy nebo není-li tak určeno, v místě pracoviště vysoké školy, kde se má konat obhajoba práce. Každý si může ze zveřejněné práce pořizovat na své náklady výpisy, opisy nebo rozmnoženiny.

(3) Platí, že odevzdáním práce autor souhlasí se zveřejněním své práce podle tohoto zákona, bez ohledu na výsledek obhajoby.

(2) Disertační, diplomové, bakalářské a rigorózní práce odevzdané uchazečem k obhajobě musí být též nejméně pět pracovních dnů před konáním obhajoby zveřejněny k nahlášení veřejnosti v místě určeném vnitřním předpisem vysoké školy nebo není-li tak určeno, v místě pracoviště vysoké školy, kde se má konat obhajoba práce. Každý si může ze zveřejněné práce pořizovat na své náklady výpisy, opisy nebo rozmnoženiny.

(3) Platí, že odevzdáním práce autor souhlasí se zveřejněním své práce podle tohoto zákona, bez ohledu na výsledek obhajoby.

2) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 35 odst. 3:

(3) Do práva autorského také nezasahuje škola nebo školské či vzdělávací zařízení, užije-li nikoli za účelem přímého nebo nepřímého hospodářského nebo obchodního prospěchu k výuce nebo k vlastní potřebě dílo vytvořené žákem nebo studentem ke splnění školních nebo studijních povinností vyplývajících z jeho právního vztahu ke škole nebo školskému či vzdělávacího zařízení (školní dílo).

3) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 60 Školní dílo:

(1) Škola nebo školské či vzdělávací zařízení mají za obvyklých podmínek právo na uzavření licenční smlouvy o užití školního díla (§ 35 odst.

3). Odpírá-li autor takového díla udělit svolení bez vážného důvodu, mohou se tyto osoby domáhat nahrazení chybějícího projevu jeho vůle u soudu. Ustanovení § 35 odst. 3 zůstává nedotčeno.

(2) Není-li sjednáno jinak, může autor školního díla své dílo užit či poskytnout jinému licenci, není-li to v rozporu s oprávněnými zájmy školy nebo školského či vzdělávacího zařízení.

(3) Škola nebo školské či vzdělávací zařízení jsou oprávněny požadovat, aby jim autor školního díla z výdělku jím dosaženého v souvislosti s užitím díla či poskytnutím licence podle odstavce 2 přiměřeně přispěl na úhradu nákladů, které na vytvoření díla vynaložily, a to podle okolností až do jejich skutečné výše; přitom se přihlédne k výši výdělku dosaženého školou nebo školským či vzdělávacím zařízením z užití školního díla podle odstavce 1.

ABSTRAKT

Tato bakalářská práce se zabývá online výukou a jejím dopadem na jazykové znalosti studentů v oboru Anglický jazyk pro manažerskou praxi.

Teoretická část se věnuje historii, vývoji a struktuře online výuky a jakým způsobem během ní probíhala praktická výuka jazyka.

Praktická část této bakalářské práce byla realizována formou kvalitativního výzkumu. Respondenti odpovídali na devět hlavních otázek, které se týkají průběhu online výuky. Všech pět respondentů jsou studenti oboru Anglický jazyk pro manažerskou praxi a zažili online semestry na Univerzitě Tomáše Bati. Na základě toho, co jsem zjistila v teoretické části mé práce, jsem jejich odpovědi zhodnotila a okomentovala.

V této práci je popsáno, jakým způsobem byla výuka vedena během online režimu a jaký dopad měla na jazykové schopnosti studentů. Slouží tedy jako přehled faktorů, které ovlivňovaly efektivitu online vzdělávání u studentů.

Klíčová slova: online výuka, struktura výuky anglického jazyka, efektivnost.

ABSTRACT

This Bachelor Thesis opens a new field of online teaching and its effects on the language skills of students of English for Business Administration.

The theoretical part deals with the structure of online classes and how they were organized. Also, how the practical parts of the lessons were handled.

The Practical part of this thesis is based on data collected through five qualitative interviews. Five respondents gave me answers to several questions which concerned online classes. All five respondents are students of English for Business Administration and studied several online semesters at Tomas Bata University. Their answers are compared and commented on based on the theoretical part of this paper.

This thesis describes how teaching was conducted during the online mode and the impact it had on the students' language skills. Therefore, it serves as an overview of the effects online learning had on students and all the factors that influenced its effectiveness.

Keywords: online teaching, the structure of teaching the English language, effectiveness.

ACKNOWLEDGMENTS

I would like to express my sincere gratitude to my bachelor thesis supervisor, M.A. Jana Inselseth, for her kind attitude and guidance throughout the writing process of my thesis.

I would like to thank my mom for her unconditional support and patience throughout my whole study. Also, to my friends who always supported me, cheered me up, and stood by me. Especially, to Eva Křivánková, my classmate, with whom we supported each other during the writing process and without whom I probably would not have finished my thesis.

I hereby declare that the print version of my bachelor's thesis and the electronic version of my thesis deposited in the IS/STAG system are identical.

CONTENTS

INTRODUCTION	10
I THEORY.....	11
1 INTRODUCTION TO THE BASIC TERMINOLOGY: ONLINE TEACHING AND ONLINE LEARNING	12
1.1 ONLINE EDUCATION.....	12
1.2 ONLINE TEACHING.....	12
1.3 ONLINE LEARNING: DIFFERENCES IN TEACHING BETWEEN GENERAL EFL AND ENGLISH FOR SPECIFIC PURPOSES (ESP)	13
1.4 MS TEAMS	14
1.5 SUMMARY	14
2 HISTORY OF COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)	16
2.1 WARSCHAUER’S THREE STAGES OF CALL	16
2.2 EARLY STAGES OF CALL (THE 1960s).....	16
2.3 ERA OF INNOVATIVE SECOND LANGUAGE METHODS (THE 1970S AND 1980s).....	17
2.4 THE ERA OF NEW FEATURES (THE 1990s).....	18
2.5 CONTENT-BASED LANGUAGE LEARNING (21 ST CENTURY).....	18
2.6 SUMMARY	19
3 LANGUAGE LEARNING AND TEACHING DURING ONLINE CLASSES	20
3.1 ONLINE TEACHING IN PANDEMIC TIMES	20
3.2 COMPLETING PRACTICAL TASKS DURING ONLINE LESSONS.....	21
3.3 GILLY SALMON’S FIVE-STAGE MODEL OF E-LEARNING	21
3.4 THE STUDENTS’ EXPERIENCE WITH ONLINE EDUCATION.....	22
3.4.1 Psychological Effects of COVID-19 Pandemic	23
3.5 SUMMARY	24
II ANALYSIS.....	25
4 RESEARCH PRESENTATION	26
4.1 RESEARCH METHOD.....	26
4.2 PARTICIPANTS	26
5 ANALYSIS.....	27
5.1 RESPONDENT 1	27
5.2 RESPONDENT 2	29

5.3	RESPONDENT 3	31
5.4	RESPONDENT 4	33
5.5	RESPONDENT 5	34
5.6	SUMMARY	35
	CONCLUSION	36
	BIBLIOGRAPHY	37

INTRODUCTION

The history of computer-assisted instruction dates back to the 1960s, and since then it has made great strides in both the methodology of instruction and the technology associated with it (Zou 2013, 17). However, distance learning applications saw their biggest growth after schools were forced to close at the beginning of the global pandemic COVID-19 and the majority of students were forced to study at home using their computers, phones, tablets, or other electronic devices. “Schools for more than 168 million children globally have been completely closed for almost a full year due to COVID-19 lockdowns”, as of March 3, 2021, UNICEF’s website page listed. Distance learning was significantly different from face-to-face education. This change also had a great influence on language learning and the course of practical exercises. This thesis examines the impact of the transition to e-learning on the language proficiency level of English for Business Administration students. (UNICEF, 2021).

This thesis is divided into two parts – theoretical and practical. The theoretical part consists of three chapters. The first one serves as an introduction to the topic and provides a better understanding of the concepts that are central to this thesis. The second section discusses the history and is about how computer-assisted language learning (CALL) has evolved over the years and what teaching methods were preferred at each stage of its evolution. The third section, which is the most significant, discusses language instruction and the online setting in general. Especially how it was implemented during the pandemic, how educators and students perceived it, and what effects it had on them. Finally, we'll talk about online teaching at Tomas Bata University.

Through interviews, the practical part aims to describe how students felt about online classes and how it impacted their ability to learn languages. For the practical part, I chose a qualitative method of semi-structured interviews. This is because each student has a varied opinion on the situation and each of them has taken a different view on different parts of online learning. For this reason, I found it most appropriate to choose this research method. Finally, the data analysis is provided, and the research results are presented at the end of this thesis.

I. THEORY

1 INTRODUCTION TO THE BASIC TERMINOLOGY: ONLINE TEACHING AND ONLINE LEARNING

The aim of the first chapter of my bachelor's thesis is to acquaint readers with the basic terminology. In this thesis, terms like "online teaching" and "online learning" are used frequently. To fully understand this analysis, it is important to be familiar with these terms and their definitions. This chapter also describes the MS Teams application and its advantages and disadvantages.

1.1 Online Education

Online education is a form of education that takes place in a virtual space using a computer or other electronic device. When more than 80% of lessons are taught online, then they are considered online education (Kentnor 2015, 22). Even those who live far from a school's physical location can access education thanks to distance learning.

Online learning has many forms, such as “web-based training, computer-based training, computer-based instruction, and technology-based instruction” (Carliner 2004, 4).

Online education of a language is a concept developed in 1960 and started with simple programs on campus computers. Since then, numerous colleges and universities have been instrumental in improving these computer-assisted language learning (CALL) programs (Zou 2013, 17). Teachers no longer debate the necessity of computer-assisted language learning (CALL), but rather look for the most efficient ways to incorporate technology into their instruction, since the significance of technology in the teaching of second or foreign languages is now well established (Zou 2013, 17).

1.2 Online teaching

Online teaching is also done with the help of modern technology and applications, such as MS Teams or Zoom, and requires a different teaching approach to the lessons. The teachers cannot interact with their students as if they were together in a classroom – they cannot give them handouts and getting in touch with their students is more complicated than in regular classes. However, these are not the only obstacles a regular teacher must face. Other interactions are much more complicated within the online classroom. For dividing students into groups, the teacher needs to use a special tool in the application, to start a lesson, the teachers must schedule a meeting and, in addition to that, they are required to make sure

their technological equipment, such as a computer, a webcam, and a microphone always work. And, most importantly, the internet connection must be reliable.

Teachers' beliefs about information and communication technology (ICT) in their field of teaching hold great significance. To increase the quality of students' performance, teachers must improve their teaching attitudes and perspectives (Wu and Wang 2021, 622). Also, for an online course to be effective, it needs to involve "feedback, interaction, and content, and promote self-learning, as well as an understanding of learning styles" (Dawley 2008, 5). This is challenging because teachers are forced to start teaching in a completely different way than they are used to during regular classes.

1.3 Online learning: Differences in Teaching between General EFL and English for Specific Purposes (ESP)

Since the 1960s, English for Specific Purposes, sometimes known by its abbreviation ESP, has been a unique activity within the area of English Language Teaching (ELT) (Momtazur 2015, 24). ESP learners are typically adults with some prior knowledge of English who are learning the language in order to communicate a specific set of professional skills and to carry out specific profession-related tasks. Therefore, an ESP course is created based on an evaluation of goals, needs, and activities for which English is required. In contrast to teaching grammar and language structures, ESP focuses more on language in context (Momtazur 2015, 24). In our case, the ESP we are going to study is Business English and its students, whose subject area of interest is mainly English used in business and economics. This implies that the main difference from general English is that there is a different approach to language teaching and the methodology is rather about designing and running a special-purpose language course. Other prominent features are activities focusing on grammar, lexis, discourse, and genre (Chandra Sekhar Rao 2019, 3).

Regarding variable characteristics, ESP is designed for advanced learners attending tertiary-level institutions or for those who use English on a professional level. Also, ESP is used in very specific teaching situations and that is why the methodology is different. One of the main differences in the approach is that it aims to meet the specific needs of the learners (Chandra Sekhar Rao 2019, 3).

The main characteristics of ESL teaching should be mentioned. For example, students should be encouraged to recite in and out of the classroom to improve their speaking ability and repetitive activities should be used when teaching English grammar. The use of

“lecture-style” and “student-centered learning” activities is a successful tool in teaching. Also, students should be encouraged to keep a “New Word List” in which students would write the new vocabulary they learned (Membrive and Armie 2020, 59). Overall, “learning Business English can be conceptualized as a process where Business English students participate in various communities of practice and experience the dual process of identification” (Zhang 2017, 30-31).

1.4 MS Teams

MS Teams was launched in 2017 as a part of Microsoft Office 365. Originally, Teams was mostly used for online teamwork on shared projects. With the sudden switch to online learning during the first COVID-19 term, it has recently been used for teaching and learning as well (Hai-Jew 2020, 7). Tomas Bata University was also using it at the time.

This application has its advantages and disadvantages. Some of its strengths include:

- easy communication
- user validation through Microsoft
- archival of shared files
- crowd-based collaboration around information and files.

There were also some shortcomings and disadvantages:

- few tools for roster management and mass-scale onboarding/offboarding
- no easy tools to track learner actions
- lightweight assignment/ quiz/ grading tools
- no easy way to recopy a Team space for learning
- no easy porting off contents.

This implies that it is an application based on simple principles and therefore not so sophisticated. However, for the purposes of teaching at the university, the level of this app is sufficient (Hai-Jew 2020, 7).

1.5 Summary

The first chapter is focused on introducing the basic concepts to the reader. The main ones are – *online education*, *online teaching*, and *online learning*. This terminology is key to understanding and orienting in the following pages and the overall issues.

The concept of English for Specific Purposes (ESP) is described and explained in Chapter 1.3. Since Business English is a component of this thesis and its teaching approach differs from that of General English, it was necessary to mention the differences.

Language learning in the online environment means that ESL (English as a second language) education takes place via an application that is installed on our electronic devices. Tomas Bata University's students and teachers used MS Teams. This e-learning platform has also been introduced in this chapter and is also crucial in this study because it had been used at our university for over a year to provide education during the COVID-19 pandemic. Some advantages and disadvantages of this app are mentioned, they are significant to be aware of because respondents to the practical section of this thesis also frequently mentioned them.

2 HISTORY OF COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)

Even though we now take computers and online learning for granted, these technologies are still relatively new. We have been using computer-assisted language learning (CALL) for the past 50 years and it shaped the perspective on language education dramatically. This part of my thesis describes the evolution of CALL and provides a brief historical review.

2.1 Warschauer's three stages of CALL

Mark Warschauer is a professor of education and informatics whose research interests are digital learning, language and literacy, STEM (science, technology, engineering, and mathematics), diversity and equity (Bybee 2010), as was listed on UCI's (University of California) Faculty Profile System's websites on March 18, 2022. The first CALL stage is in the years 1970-1980 and he named it the *Structural CALL*. In this stage, the mainframe technology was used. The English-teaching paradigm was grammar-translation and audio-lingual which implies that computers were not used to practice speaking. As the name of the stage suggests, the view of language was in this case structural which is understood as a formal structural system. The principal use of computers was to drill and practice grammar and vocabulary.

Based on Warschauer, the second stage is named Communicative CALL and is dated from the 1980s to the 1990s. There was also a shift in technology from the mainframe to computers and they were mainly used to practice communication and its accuracy and fluency. The view of language was cognitive which means that this stage was a mentally constructed system.

The third and so far, the last stage of this system is *Integrative CALL* which was developed in the 21st century. Multimedia and the internet play a major role in this stage and the view of language shifted from cognitive to socio-cognitive which implies that social interaction was included in the educational program (Bax 2003, 13-28).

2.2 Early stages of CALL (the 1960s)

The early beginnings of computer-aided education are dated to the 1960s. At first, a few computers were located at university campuses in many different countries. These computers were mainly used by students to practice their vocabulary and grammar using simple programs.

The first distributed computer-based learning system introduced in the United States was called PLATO (Programmed Logic for Automated Teaching Operations). It was first presented at the University of Illinois and founded by Don Bitzer. (“PLATO and the Genesis of Computer Learning”). This program used the grammar-translation method and translated vocabulary directly (Zou 2013, 17).

Later, the programs have been adapted for the students to learn more systematically. The acquisition of vocabulary and grammar was divided into chapters; therefore, students were allowed to learn at their own pace, and they got feedback from a different source than a teacher or an instructor (Zou 2013, 18).

In the early stages of CALL, some positive results were reported in comparison with the students who did not use computers to learn a language. For instance, students in the Stanford project and students from the University of New York at Stony Brook project were superior in writing and reading skills compared to the students who did not use CALL (Zou 2013, 18).

2.3 The era of Innovative Second Language Methods (the 1970s and the 1980s)

The 1970s and 1980s were the time period when linguists were searching for methods of language instruction that would improve the communicative and functional aspects of language. At that time, however, CALL still preferred the behaviorist or structural approach to language teaching. Even though the technology at that time did not support these approaches, many theories, concepts, and methods appeared that had a great influence on the later stages of CALL (Zou 2013, 19).

Suggestopedia by Lozanov (1982) mainly focused on the environment around learners. He argued that to improve and streamline language learning and its memorization, it is necessary to have relaxing and stress-free conditions. However, he also claims that online chat rooms and communication in 3D environments may reduce anxiety among students because they are in the comfort of their own homes.

Charles Curran (1972, 1982) contributed another method called the CLL (Community Language Learning). This approach emphasized the importance of communication and trust between a teacher and a student. That would help reduce anxiety and increase the self-esteem of the learners. During classes, teachers took translated reports from students and went through them together determining errors and mistakes that should

be avoided. The conversation and students being able to express their feelings should have led to reduced stress in the classroom (Zou 2013, 17-21).

The last approach that should be mentioned is the *Natural Approach* (NA) developed by Terrell in the early 1980s. This method is focused on communication with a native speaker of that language. The NA is based on three main principles. The first principle defines that activities that are tailored to learning new things should be assigned as homework. According to the second principle, teachers shouldn't correct students' errors on themselves. The third one adds, "The students should be allowed to respond in either the target language, their native language, or a mixture of the two." (Terrell 1982, 121)

As mentioned before, these were examples of the methods that influenced the later stages of CALL.

2.4 The Era of New Features (the 1990s)

The early 1990s was an era of the *computer-as-a-tutor* versus *computer-as-a-tool* debate. In this era, CD-ROMs were introduced and that allowed a dramatic expansion in the use of CALL. Since audiovisual tools like video clips, animations, sounds, and hypertext could now be used by tutors, students were better able to understand the language. Also, the teachers could now use games as a feature of their teaching which was a great motivation for students to be even more engaged in language acquisition (Zou 2013, 23-24).

During this time, students began using email for communication, which made project collaboration easier moving forward. This was almost impossible during distance learning (Zou 2013, 23-24).

2.5 Content-Based Language Learning (21st Century)

Warschauer and Healey (1998) argued that the early 21st century falls into several categories in terms of language teaching: "part library, part publishing house, part telephone, part interactive television." Every computer with internet search engines has access to a huge quantum of information in every subject area which enables students to connect their existing knowledge and helps with contextualization, metacognitive development, and a better comprehension of a subject matter (Zou 2013, 25-26).

CALL serves mainly for content-based instruction (CBI) which has been used as a learning tool for the last twenty-five years. The early versions of the CBI were mainly used in English for Specific Purposes (ESP). However, it has been used for several different purposes, such as in "university-level foreign language instruction, in various bilingual

education contexts in Europe, and in English for Academic Purposes (EAP) programs”. This implies that this instruction is important in many different contexts and is very popular today.

A content-based approach which is mainly used in the 21st century is designed to help students acquire a language easier and think about a subject matter through the use of the target language. It focuses on using authentic reading materials and provides a forum in which the students may orally react to the materials used in lectures. In addition, it respects that listening and speaking exercises are necessary to improve writing. Within this approach, students can acquire a range of language skills that prepare them for accomplishing many different academic tasks they will encounter. On the other hand, ESP is designed to help students communicate in the target language and master field-specific content (Grabe and Stoller 1997, 1-15).

2.6 Summary

In the second chapter, the history of e-learning has been described. The chapters thus introduce the individual stages of the development of CALL. The different methods used over the years have greatly influenced today’s approaches to online learning. Knowing the history helps us build a better picture of the overall process of the online environment.

CALL has been in use since the 1960s and in that time, there were a few computers on a college campus that used very primitive programs to learn the language. We can now complete all of our face-to-face learning from the convenience of our homes in the twenty-first century.

3 LANGUAGE LEARNING AND TEACHING DURING ONLINE CLASSES

For everyone involved, teaching and learning during a pandemic was difficult. Schools and universities had to adapt quickly to difficult circumstances that forced them to find new teaching and learning strategies because they were not prepared for anything like this (Sepulveda-Escobar, Paulina, and Astrid Morrison 2020, 587-607).

This chapter discusses the drawbacks of online education from the viewpoints of both students and teachers. This chapter covers the process of teaching and completing practical tasks, how the teachers got used to the technology, and finally an important topic of the mental health of the students. Mental well-being is an important factor in distance learning as it greatly affects student performance. This is also confirmed in the practical part of this thesis.

3.1 Online Teaching in Pandemic Times

Most Czech educational institutions were closed when the first cases of COVID-19 were reported in our country in the spring of 2020. Similar closures affected 60% of the world's student population (Akat and Karatas 2020, 2). Online teaching was certainly a challenge for most teachers for several reasons. First of all, it meant working longer hours. Second, the teachers had to learn how to use technology effectively. Third, they were not able to interact with their students as naturally as in face-to-face conversation and in addition to that, they felt isolated from their colleagues. On the other hand, this new situation had a few advantages as well. For example, students and teachers did not need to commute to be at the same place at the same time.

During the first wave of the pandemic, the communication between the teachers and their students at Tomas Bata University took place via email. Once the second wave of the pandemic began, people at universities and other school settings had to get used to using technology to continue their education. Teachers and students communicated by typing messages into a chat room that anyone with access to the channel could join. The main communication tool during online lessons was a microphone. All participants would unmute as soon as they wanted to contribute to the conversation or ask a question (Carliner 2004, 20).

This type of teaching presents several new opportunities and challenges. Teachers have at their disposal a list of several new features that can enhance their teaching. However,

it does have its drawbacks. One of them, for example, is that technology evolves every day, apps have new updates and teachers have to adapt to these changes (Carliner 2004, 7).

3.2 Completing Practical Tasks During Online Lessons

Practical tasks have always been an integral part of language teaching. Teachers assign tasks to their students in order to practice reading, speaking, writing, and listening. Business English teaching is focused on face-to-face education, however, during the COVID-19 pandemic this had to be adapted to the online environment and therefore 2020 will be remembered as a revolution in the field of education (Alexa 2020, 124).

The 2020 online revolution had a huge impact on teachers and their students. As time went by, people accepted this new way of education and took it as a new reality. For most of the people at universities and other schools, this meant adjusting to the new technology and applications that they had never used before. Students were exposed to more distractions once they were at their homes, and this meant that teachers needed to modify their teaching practices in order to keep their students motivated to learn (Hollis and Was 2016, 104).

The changes to teaching practice have been compared by Sue Bennett and Lori Lockyer (2006, 233-242). Based on their research, online teachers are still acting as facilitators, but their techniques needed to be adjusted to the online environment in which they needed to:

- develop activities for learners that require them to cooperate.
- create an electronic option for submitting homework and assignments. Normally, they submitted them to the teachers in class.
- help students with understanding the online environment, providing them with tutorials that ensure better orientation within, for example, MS Teams, Zoom, or other applications. This requires technical skills, in other words, the teacher must be familiar with using different forms of communication (e-mail, chat, social media).

3.3 Gilly Salmon's Five Stage Model of E-learning

After educational institutions were closed, teachers had to adapt to new ways of teaching. According to Salmon's model, teachers needed to adopt these five characteristics. Access and motivation: instructors should welcome and encourage their students and offer them guidance if needed. Online socialization: another characteristic discusses the importance of using icebreakers. Also, students should be welcomed to the lesson and provided with instructions for getting started. They should be encouraged to speak with the teacher.

Information Exchange: there should be time to ask questions and the roles, and responsibilities should be assigned to the group members. Finally, the outcomes of the learning situation should be summarized. Knowledge construction: teachers should encourage reflection, facilitate open activities, ask questions, and be highly active. Development: in this stage, the tutor is not as active as in the previous one. He or she should respond only when required and pass the word to the students.

A skilled teacher ought to be able to facilitate "meaning making" in online classes, as shown by Salmon's approach from 2000. However, neither teachers nor their students depend on the printed version of books or other materials. While being online, they have access to e-library which provides many publications online for free and the online classes are more diverse regarding the set of resources. That way, teachers can assign exercises that are tailored to the specific subject.

Moreover, meetings and consultations are easier to schedule since there is no need to find a specific place. Also, finding free time to fit both sides is easier since there is no need to go anywhere outside your own home (Salmon 2000).

3.4 The Students' Experience with Online Education

We have already discussed teachers' methodology as well as the process of adaptation to a new style of teaching and in this part, the students' point of view on this unique situation is regarded.

As soon as the pandemic started, the students had a few days to adapt to a new environment. At Tomas Bata University, the teachers did not want to be behind in teaching and they assigned homework and assignments to their students from the very first day of e-learning. Because of that, students started to work from their homes as soon as the schools were closed.

Most of the students learned self-responsibility during the online classes because they had to manage their own time, they also had to get used to working on their own and at their own pace. The biggest problem was that they could not benefit from collaboration and cooperation with their classmates (Sit, Chung, Chow and Wong 2005, 146). One student commented: *"Sometimes it is boring to study on my own. It seems that I am talking to the computer. This feeling is particularly strong when I am struggling with difficult tasks. I felt lonely and not sure if I was on the right track."* *"I wanted so much to see the faces of the 'names' seen in the online discussion forum. I felt good when I met them in the classroom*

tutorial because I could see and talk to the real persons.” (Sit, Chung, Chow and Wong 2005, 144).

One of the benefits, for example, was that these classes saved time because the students did not have to commute to school, and they did not have to waste time between classes. Also, lectures were replaced by materials that were accessible on the internet. The ability to work at their own pace and the use of animated graphics, which they claimed improved their understanding of the subject matter, generally satisfied the students (Sit, Chung, Chow and Wong 2005, 140-147).

3.4.1 Psychological Effects of the COVID-19 Pandemic

COVID-19 is a worldwide pandemic that affected humankind and our educational institutions in several ways. For example, it greatly affected people psychologically. The COVID-19 situation is exceptionally unpredictable and causes the population to be unsure about what restrictions will follow. Even though today the pandemic is in decline, there is still a chance of schools and other institutions getting closed any day and people affected by these circumstances need to adapt extremely fast and get used to switching between online and in-person communication. Due to this uncertainty students and teachers are under big pressure. This indicates that universities and other educational institutions should be able to provide psychological counseling to reduce stress among students (Akat, Karatas 2020, 1-13).

Isolation not only meant that we reduced the risk of coronavirus infection, but also brought about various psychological losses, such as the fact that students affected by this situation felt lonely, did not feel as confident, and were forced to cope with the pressure of their own time organization and independent workload (Akat and Karatas 2020, 5).

It could be assumed that young people are not affected psychologically by the pandemic because they usually do not have such a severe course of the disease and a low death rate. However, Akat and Karatas (2020, 2) state that young people are affected by this pandemic negatively and have a hard time processing these times. Al-Rabiaah et al. (2020) found out that 77% of university students suffer from a low level of anxiety and 18.4% from a medium level of anxiety.

Also, when students stayed home during their studies, they spent more of their free time on social media instead of establishing personal relationships which is not as healthy. Although young people did not pose such risk for the development of the epidemic, it deeply affected their daily lives (Akat and Karatas 2020, 2)

On the other hand, there are students who fear the end of online schooling. They have learned how to manage their time effectively while being at home and that is why returning to school scares them.

According to Akat and Karatas (2020, 6-9), psychological treatment should be provided within all types of education. Especially within the online environment in which students are exposed to more stressful situations than in regular schooling. Also, students should try to cope with stress by actively reaching their classmates and maintaining social relationships to avoid the feeling of loneliness and isolation anxiety. In addition to that, young people are prone to learn many behaviors from the people they see on daily basis – mainly their parents who need to act as role models in order to establish an affable environment.

3.5 Summary

Chapter 3 describes and outlines the issue of teaching during in pandemic times. As technology evolves every day, teachers must adapt quickly to the current situation, which can be very challenging for some. However, the good thing about the online environment is that it has a lot of features that make teaching more interesting. Also, Gilly Salmon's Five Stage Model of E-learning is introduced.

The situation related to this type of education was also described from the students' point of view. They were particularly satisfied with the fact that they could manage their own time and learn at their own pace. Also, they appreciated how distance learning could save time as they did not have to commute to school. Finally, discussing the psychological impact of the online environment on students is discussed in Chapter 3.5.1. is important.

II. ANALYSIS

4 RESEARCH PRESENTATION

“The quality of the online education experience has been the subject of ongoing debate among researchers and lay people alike” (Gudea 2008, XI). This quote really got me thinking about the effectiveness of online learning and that is exactly what I am going to focus on in my practical part – to see if distance learning is effective or not.

The research aims to discover and describe the effects of online classes on the level of language skills of the students of English for Business Administration. All the interviewed students were exposed to online education at least for two semesters.

The interviews are analyzed based on the theoretical part of my bachelor's thesis and aim to determine if, according to the students, online teaching was beneficial and effective or not. Also, the advantages and disadvantages are discussed.

The interview records were used only for the purposes of this thesis and thereafter all records were destroyed.

4.1 Research Method

In this analysis, the qualitative research method of interview was used. According to Strauss and Corbin (1998, 10), “by the term ‘qualitative research,’ we mean any type of research that produces findings not arrived at by statistical procedures or other means of quantification.” This type of research describes a situation from the point of view of the people who participated and have been affected by a certain situation which offers us a better understanding of social realities and backgrounds (Flick, Kardoff and Steinke, 2004, 3). I decided to interview each participant to get the most comprehensive understanding of them.

Respondents were asked nine main questions and I, as an interviewer, had a chance to ask follow-up questions and this gave me the opportunity to understand the perspective of a particular respondent in depth.

4.2 Participants

For the purpose of this research, five students of English for Business Administration at Tomas Bata University were interviewed. All of them are aged between 20-24 years old. All of them are students in the third year of this program which implies that they experienced two and a half online semesters and they have extensive experience with e-education. All of them have chosen the Czech language to be interviewed in.

5 ANALYSIS

The interview was divided into nine main sections in which respondents were asked one or more questions that were related. They were, however, additionally questioned in a way that matched the conversation. The inquiries were based on the theoretical part which is also the basis for the last section with the results. These are the main nine questions that were asked:

1. *For how long have you been experiencing online school?*
2. *How did you get used to using technology during online learning?*
3. *Did your teachers give you practical assignments to practice the language?*
4. *Did you feel you had the opportunity to search for information (books, articles, worksheets...) more than during face-to-face school? If yes, did you take advantage of this opportunity?*
5. *How do you think teachers got used to the online environment? Were there some technical problems during teaching? If there were, did it slow down the teaching significantly?*
6. *Do you know if school psychologists were also available during distance learning? Were they trying to help you with your mental health during this time?*
7. *Did you feel you could approach your teachers about your mental health? If so, what was their response? If not, how do you think they would have reacted?*
8. *Did it bother you that the university kept switching from face-to-face learning to online and vice versa?*
9. *Could you evaluate whether online mode was more beneficial to you regarding acquiring language skills or not?*

5.1 Respondent 1

The first respondent who agreed to be interviewed is a 23-year-old man. He started the interview by saying that the first six days of his studies were held in person and for the rest of his first academic year he was learning online and stated that due to that, he has a rich experience with gaining education from home.

To the second question, he answered that neither he nor his teachers had an easy time getting used to this new kind of environment and that at first, he felt uncomfortable using electronic devices. Regarding the technical issues, there were problems with hearing other participants, because if two and more people were talking at one time, all the other participants had a hard time hearing and understanding what either of them had to say. In

face-to-face classes, all the pupils may state their opinions and argue with one another without any problems. During the online classes, they had to wait and hold their thought until they had space to express their opinion on the discussed topic. I asked him if this problem was solved by teachers dividing students into separate channels, which was one of the functions of the MS Teams app. He stated that even this feature did not help, because technology does not allow more than one student to talk at one time.

I asked the respondent to give an overall assessment of the practical tasks and their effect on face-to-face and online learning. To this, he replied that in his opinion the MS Teams app is not adapted to perform these practical tasks, and therefore their application is very challenging. He concluded that the fact that he struggled to write on a computer and preferred the more traditional use of a notebook and a pencil meant that the writing assignments were not being completed on time. He added that the listening activities were ineffective, and the quality of listening was as bad as at school. Finally, he added that he could not concentrate as much because he did not feel adapted to technology enough to keep his attention on the screen all day. In his opinion, this was probably the biggest problem, as not being able to focus on the lesson greatly complicated its delivery and the knowledge of the students.

In response to the fourth question regarding printed and electronic books, he replied that online learning did not help or affect him in this regard, as he had electronic textbooks during regular classes.

In the next part of the interview, we addressed the teachers' approach to online learning and how the respondent perceived it in terms of the effectiveness of their use of technological tools. He said that both students and teachers had problems in the beginning. However, everyone involved understood the situation and therefore all parties tried their best to make it work. He also stated that he felt at times that teachers blamed him for not being as proficient with technology as he should be, however, he also understood this because he felt that students were expected to be much more proficient with computers than the teachers because of their age. I asked him a follow-up question to see if he thought the orientation in the new environment had improved over time, both for teachers and students. To which he replied that he had not noticed any changes.

We have moved on to the mental health circuit. I introduced him to the issue of the increase in anxiety among students during the lockdown and online learning and asked him the sixth question. He noted that psychologists were still working during this time and that he was aware of the possibility of booking an appointment with them.

He also talked about his experience of talking and confiding to his teacher about his mental state and personal problems. He views this decision positively as the teacher shared his life experiences with him. According to him, each teacher's approach to this topic is different and he would ask them first if they would be willing to help him in any way. There was another follow-up question, which was, "Do you think it is even within the teachers' competence to help you with your mental state in this way? Is it appropriate?". He reacted by saying that it is entirely within the teachers' competence, since the course of online learning is largely up to the teacher himself, and therefore he should at least show an effort to adjust the psychological well-being of the students. Their interest arouses a significantly better mood during the lessons.

To the eighth question, he replied that although he preferred being at school, he had no choice but to get used to the new way and accept the situation as it was.

Finally, he was to evaluate and compare online and face-to-face teaching and learning overall. He said that from his previous answers, it was clear that he preferred to be at school. Not only because of his poor adaptation to computer but additionally, he was bothered by the fact that MS Teams was not an application that he felt was appropriate for teaching effectively because it frequently lacked or crashed. Also, teachers and students had to advise each other on how to use MS Teams and this slowed down the learning process. He said it would be convenient for the school to provide some sort of video tutorial to educate everyone on how to navigate the app. As far as practical language teaching was concerned, he said it was almost non-existent. And for that reason, he did not even feel any progress in himself. On the contrary, he rather deteriorated in its use because there was no space to practice it. And teaching was slower overall, which is why he prefers to be in school.

5.2 Respondent 2

The second respondent is a 21-year-old woman. In response to the first question, she replied that she had been greatly affected by online learning because, in her two years of study, it had never happened that she had taken a whole semester face-to-face.

To the second question, she stated that even though MS Teams was an application that she had not known before, she did not have any bigger problems with getting used to using it, perhaps as a result of her high school experience with online learning.

When asked to compare the progress of the practical language practice tasks, she said that it was less effective during the online lessons because she and her classmates were distracted by many stimuli in the home environment. According to her, students did not take

the work seriously when they knew that no teacher supervises them directly. This was especially a problem when students were divided into different channels in which they were all alone without a teacher. She, therefore, stressed that she thinks that face-to-face teaching is more effective simply because the students are in the same room as their teacher and feel obliged to do the tasks assigned to them.

To the fourth question, she answered that it was easier for her to look up information in e-books, on the internet, or on the various platforms available online, which she needed during distance learning. For example, when their teacher asked a question about a topic they had not yet covered, it was easy to find the answer.

The fifth question was about teachers getting used to the online environment. In her opinion, all the teachers got used to it quickly, perhaps because they already had experience with it. However, she felt that most of them were more familiar with the apps than some of the students. She also mentioned that teachers were understanding when students had some technical problems and that they actively tried to help with solving them. In relation to this, she mentioned that it would definitely help if there was some short training or workshop on the use of MS Teams at the beginning of the school year to familiarize students with its use, as she herself had seen the application for the first time in class and had problems at first because she did not even know how to join the class.

To the sixth question, she answered that she has no idea about how school psychologists worked or did not work when students were at home. Although she suffers from anxiety regardless of the place of education, her condition worsened during distance learning. I also asked her if she thinks her anxiety stemmed from feeling under more pressure during e-learning. To that, she answered that she was not sure, but that she felt more pressure to be connected on time. She felt that she was forced to be more responsible during the time that she and her classmates were separated into different channels so that she wouldn't have problems if a teacher came in to check on them.

Although she did not approach teachers with mental health issues or seek help from them, she feels that they would have no problem helping students with their anxiety during online learning.

However, since she likes certainty, it was a big problem for her that no one really knew when the schools re-open. With the fast-changing measures against the spread of covid-19, it was also very uncertain what the situation would be like in a week's time and whether schools would be opened or closed.

In the end, I asked her to evaluate the pros and cons of both online and face-to-face teaching. She thinks there are advantages and disadvantages to both. As far as psychology was concerned, she said it was much more challenging to be at home. Similarly, she perceived more cons in terms of the effectiveness of language teaching. If she had been learning the language in person, she would have learned more. Mainly because she found the practical exercises more enjoyable in person because she had a teacher nearby whom she could ask any questions she wanted. She did not have this feeling about the teachers during online lessons.

5.3 Respondent 3

Respondent 3 is a 21-year-old woman and quite like the previous respondents, she had been online learning for a year and a half with little breaks.

She said she hadn't had connection problems, which were otherwise quite frequent and is grateful for that. And overall, she hadn't encountered many technical problems, as she considers herself tech-savvy and is used to using computers and educational applications. However, she found MS Teams confusing after a while as new features and options started to appear in the app.

According to her, communication in channels was much more practical because she could hear herself with her partner and not hear everyone around her, as it usually is in the case of regular classes. However, when it is just the teacher talking and presenting new material, it is more effective for her to be present in school because it keeps her attention better. When she had to evaluate all the practical tasks overall, she said that they appeared in only one subject and were not at all in others. If they were, they were poor quality. For example, for listening, she mentioned the variation in the quality of headphones among students and that some of them had problems comprehending because of it. Nevertheless, when she was asked to compare online and offline lessons regarding this issue, she stated that they went much better in face-to-face classes because she did not have to deal with technical problems.

For the fourth question, she assessed that she was more comfortable during online lessons as she was able to look up information. Once she was talking to someone in a private channel and something was discussed that she did not know much about, she would look up the information in her notes so that she could also contribute to the conversation. However, she tended to use the Internet to look at lecture notes rather than textbooks or workbooks.

She said that it was difficult for some teachers to get used to using technology. According to her, the biggest chaos occurred when teachers were sorting students into channels. Also, teachers often froze or were disconnected from the call, which slowed down the teaching considerably and students stopped paying attention once this happened. She herself had hardly any technical problems, on the contrary, she praised presenting in MS Teams because it was more comfortable for her. She could set up her camera as she needed and there was also the possibility to help herself with notes placed next to her computer.

To the sixth question, she responded that she had no idea that the psychologists were also working during the lockdown and that she did not observe them making any efforts to contact students to improve their mental health. She had been told by teachers that she could come to them during office hours to talk about any complications, but she had no idea that there was a school psychologist.

However, she did not feel that she could approach any teacher with her anxieties about school, as she felt their approach was purely professional and not on a personal level. As an extrovert, she greatly missed human contact with her classmates. Since they had distance learning since the beginning of the first year, they did not have time to get to know each other.

For the eighth question, she responded that she had some uncertainty about moving between online and face-to-face education. And what bothered her the most was that no one really knew anything about returning to school, neither the students nor the teachers.

On the overall evaluation and comparison of online and face-to-face teaching, she said that both had their positives and negatives. As for online teaching, she had trouble keeping her attention. When she is physically in the classroom, she has no choice but to give her attention to the teacher, however, when she is at home, no one is checking on her, and is thinking about something else. The positive thing about being at home was that she was in an environment that suited her, and she could adapt it to her needs. She also thinks that online lessons have their positives, such as the fact that she can record the lessons and play them later. As for language teaching, she said that full-time was more effective. First, she has the opportunity to ask questions about something she does not understand, and she also enjoys it more because she can meet native speakers with whom she can practice her English better. She can also come to them after the lesson and ask about the material she did not understand.

5.4 Respondent 4

The next respondent is a 21-year-old woman who has experienced online learning for almost a year and a half.

Although she has a high-performance computer, she has had major problems with the fluency of her online classes. Since her laptop was lagging a lot, she was connecting to classes later than she should have. And because of this, she was very insecure because she did not know if the teacher had marked her as absent or not. Also, when someone asked her a question, it took a while to unmute her microphone, and because of this she sometimes had to switch between her phone and computer to have at least one device that works as it should. And that is why she had a very hard time getting used to the online environment. As far as writing was concerned, she wrote seminar papers in which it was possible to practice the language. Speaking was done in groups divided into different channels. She found listening to be the most practical, as she could pause and play the recording at her own pace. However, the most common practice was reading and completing the various exercises. She rated the overall flow of the practical tasks as less effective because she could only rely on herself and not anyone else to complete the tasks while she was at home.

Regarding the fourth question, she looked up information more often during distance learning because she could do it anytime during the lesson, but she did not see any significant difference.

When I asked her how she perceived the teachers' ability to handle technology, she said that everyone handled it a little differently. Some of them had trouble seeing both the material they were lecturing on and the students on the cameras at the same time. They also used to have technical problems, such as the app crashing due to a poor internet connection. These problems slowed down the teaching, especially when the students had to work in groups, as it took much more time for the teacher to divide the students into groups and their respective channels.

The respondent was aware that psychologists offered their services during online classes. And though she herself stated that she had mental health problems during e-learning, she did not use the services of a school psychologist. Among the triggers for her anxiety, she included a lack of contact with her classmates. Although they kept in touch through social media, it was not enough. And it never occurred to her to approach a teacher with a mental problem.

To the eighth question, she answered that it was a very big problem for her. Mainly because as soon as the online classes started, she moved back to her parents' house and when the face-to-face classes started again, she moved back and was forced to move things from place to place.

In the end, when she had to compare the two ways of teaching, she said that she prefers face-to-face learning in terms of not using technology and also because there is a teacher in the classroom who can help the students if they do not understand something. The lectures were easier to comprehend, and she did not have to be afraid to ask any questions because there is no chance of the microphone not working.

5.5 Respondent 5

The last respondent is a 21-year-old woman, and she spent the same amount of time learning from home as previous respondents.

Since the respondent was used to using Zoom instead of MS Teams from her previous studies, she had a hard time getting used to it at first. However, being from a generation that is used to using technology, she did not have that much of a problem with it.

On the third question, she said it was evident when teachers took the time to explore the apps used and their features. Therefore, some were able to deliver a presentation using the computer to a high standard.

Regarding the teaching of the practical part of the language, she said that most of the practical tasks were done in a strange way, especially the listening was often lagging and because of that the students often overheard what was played to them. Therefore, the overall efficiency of their performance was about 40% worse.

Regarding searching for assignments, she said that she also uses the internet to search for information during regular classes when she is allowed to use her laptop there, so she did not see a difference. It only contributed to students deceiving teachers by claiming to remember something from previous lessons because they had quickly looked it up in the textbook.

For the sixth question, she responded that teachers used to have problems with technology and its use, but whenever the problems were bigger, they called a technician to help them. The technical problems occurred frequently and slowed down the process considerably and therefore made it ineffective.

She never received information regarding school psychologists and their consultations. But some teachers were actively interested in the mental health of students.

And she certainly feels she could approach one of her teachers for advice on managing anxiety. But given that she had been at home since the beginning of their studies and hardly even knew the teachers personally, it never occurred to her to ask them.

The uncertainty of whether the school would be in person or not was also complicated for her. Since she is from Slovakia, she needs to deal with the lease in advance. Also, because she organizes her shifts at work in advance and not knowing how the classes would run complicated the planning of her time.

She said face-to-face teaching was more open, more understandable and it is better in that it is more spontaneous, and she does not have to rely on her devices. Online tests were particularly stressful for her since she worried that her connection would be poor, and she would fail as a result.

5.6 Summary

Although the opinions of each respondent varied a little, they were actually very similar. For instance, every respondent mentioned that they either did not notice a difference in the language's practical use during online learning or that they found it more difficult to work with. Also, most respondents stated that they had encountered technical problems that made learning difficult. They also noted that teachers struggled with technology at times, however, all of them said that it was understandable. None of them had used the services of a school psychologist, however, all of them were struggling with some psychological problems. Respondents agreed that they felt anxiety about the uncertain situation that accompanied covid. In the end, they all rated online learning as inadequate, slow, and highly stressful.

CONCLUSION

The first chapter of the theoretical part is mainly about introducing the basic terminology, such as *online education*, *online teaching*, and *ESP* (English for specific purposes). It was vital to explain these concepts because they are utilized extensively in my bachelor's thesis. In the second chapter, the background of online education is covered. The stages of CALL are introduced and in this chapter, the evolution of computer-assisted language learning is described. This is important to know about to see the bigger picture of online learning. The primary issue, the effect of online learning on language teaching, and how the teaching was carried out in the online mode are broken down in the third chapter. Also, its impacts on the mental health of students. This chapter is the most important of all because the practical part of my thesis is based on it.

The practical part aimed to find out how online learning took place and how the students perceived it. I conducted qualitative interviews with five English for Business Administration students to learn more about this. These dialogues consisted of nine main questions which were based on the theoretical part of this thesis.

In conclusion, the majority of students claimed that they found online learning to be extremely stressful, primarily because of a bad connection and the possibility for MS Teams to crash. Also, most of them felt lonely and missed in-person contact with their classmates. They find in-person teaching to be more empathetic and effective, and they value the opportunity to ask the instructor any questions that come to mind as they learn.

Finding out how their level of language proficiency changed while pursuing online education was the main goal of the interviews. Most of them replied that they had fewer opportunities to practice the language and its vocabulary, which had negatively impacted their knowledge. Because classes were challenging to comprehend and some participants had trouble orienting themselves, learning progressed slowly. Therefore, online learning is a deficient education as students were not given the required access and opportunities to acquire proper language acquisition.

BIBLIOGRAPHY

- “Gilly Salmon’s Five Stage Model of E-learning”. Sprachenzentrum.
https://www.sprachenzentrum.fuberlin.de/slz/lehrende/bilder_und_pdf/pdf/GillySalmon-5-Stage-Model-to-Elearning.pdf.
- Akat, Muhammed and Kasim Karatas. 2020. „Psychological effects of COVID-19 Pandemic on Society and its Reflections on Education.” *Turkish Studies*, vol. 15, no. 4: 1-13.
- Alexa, Oana Alexandra. 2020. “Teaching Business English in a Pandemic-ridden World: a Look at the Academia”. *Journal of Public Administration, Finance and Law* 2020 (18): 124-129.
- Allen, I. E. and Seaman, J. 2004. *Entering the mainstream: The quality and extent of online education in the United States, 2003 and 2004*. Sloan Center for Online Education.
- Bax, Stephen. 2003. “CALL – past, present, and future.” *Science Direct* 31, no. 1 (Spring): 13-28. [https://doi.org/10.1016/S0346-251X\(02\)00071-4](https://doi.org/10.1016/S0346-251X(02)00071-4)
- Bennet, Sue and Lori Lockyer. 2006. „Becoming an Online Teacher: Adapting to a Change Environment for Teaching and Learning in Higher Education.“ *Educational Media International*,no.3(Summer):231-248.
<http://dx.doi.org/10.1080/09523980410001680842>
- Carliner, Saul. 2004. *An Overview of Online Learning: Second Edition*. Amherst: HRD Press, Inc.
- Chandra Sekhar Rao, V. 2019. “English for Business Purposes: An ESP Approach”. *Journal for Research Scholars and Professionals of English Language Teaching* 2019 (15): 8. <https://www.researchgate.net/publication/336230809>
- Dawley, Lisa. *The Tools for Successful Online Teaching*. Hershey: Information Science Publishing, 2007. London: Information Science Publishing, 2007.
- Flick, Uwe, Ernst von Kardoff, Ines Steinke, and Bryan Jenner. 2004. *A Companion to Qualitative Research*. 1st ed. Thousand Oaks, California: SAGE
- Grabe, William and Fredricka L. Stoller. *Content-Based Instruction: Research Foundations*. New York: Longman. 1997. Gudea, Sorin Walter. *Expectations and Demands in Online teaching: Practical Experiences*. Hershey: Information Science Publishing, 2008. London: Information Science Publishing, 2008.
- Hai-Jew, Shalin. 2020. „Evaluating „MS Teams“ for Teaching and Learning“. *C2C Digital Magazine*, vol. 1, no. 13 (Spring/Summer): 2577-1671.

- Hollis, R. Benjamin, and Christopher A. Was. 2016. "Mind wandering, control failures, and social media distractions in online learning". *Learning and Instruction* 2016 (42): 104-112. <https://doi.org/https://doi.org/10.1016/j.learninstruc.2016.01.007>.
<https://dx.doi.org/10.7827/TurkishStudies.44336>
- Kentnor, Hope. 2015. „Distance Education and the Evolution of Online learning in the United States.” *Curriculum and Teaching Dialogue*, Vol. 17, No. 1 & 2: 28.
- Membrive, Veronica, and Madalina Armie. Using Literature to Teach English as a Second Language. Hershey: IGI Global, 2020.
- Momtazur, Rahman. "English for Specific Purposes (ESP): A Holistic Review." *Universal Journal of Educational Research* 3, no. 1 (2015): 24-31. 10.13189/ujer.2015.0301
- Sepulveda-Escobar, Paulina and Astrid Morrison. 2020. „Online Teaching Placement During the COVID-19 Pandemic in Chile: Challenges and Opportunities.“ *European Journal of Teacher Education*, vol. 43, no. 4 (Summer): 587-607.<https://doi.org/10.1080/02619768.2020.1820981>
- Sit, Janet W.H., Chung, Joanne W.Y., Chow, Meyrick C.M. and Thomas K.S. Wong. 2004. „Experiences of Online Learning: Student’s Perspective.“ *Nurse Education Today*, vol. 25, no. 2 (Winter): 140-147. <https://doi.org/10.1016/j.nedt.2004.11.004>.
- Strauss, Anselm L., and Juliett M. Corbin. 1998. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Second edition. Thousands Oaks, California: Sage Publications.
- The Grainger College of Engineering. „PLATO and the Genesis of Computer Learning.“ Published in Fall, 2020. <https://grainger.illinois.edu/news/limitless-magazine/plato>
- Wu, Peng and Yanyan Wang. 2021. „Investigating Business English Teacher’s Belief About Online Assessment: Q Methodology Conducted During COVID-19 Period.“ *Asia-Pacific Edu Res*, vol. 30, no. 6: 621-630. <https://doi.org/10.1007/s40299-021-00604-7>
- UNICEF. 2021. “COVID-19: Schools for more than 168 million children globally have been completely closed for almost a full year, says UNICEF”. Accessed March 2, 2021. <https://www.unicef.org/press-releases/schools-more-168-million-children-globally-have-been-completely-closed>
- Zhang, Zuocheng. 2017. Learning Business English in China: The Construction of Professional Identity. Armidale: University of New England.
<https://doi.org.proxy.k.utb.cz/10.1007/978-3-319-59291-6>
- Zou, Bin. Explorations of Language Teaching and Learning with Computational

Assistance. Hershey: Information Science Reference, 2013.

LIST OF ABBREVIATIONS

CALL	Computer-assisted Language Learning
CBI	Content-based Instruction
CLL	Community Language Learning
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
ICT	Information and Communications Technology
NA	Natural Approach

