The Effectiveness Of Online Learning Platforms For Foreign Language

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Abstract: One of the most effective ways to teach foreign languages remotely is to exploit online learning platforms. This article focuses on the importance of online learning platforms as necessary component of teaching foreign language as well as role of modern interactive means of communication generated by scientific and technological progress, such as internet and interactive television in 21st century's education system and analyzes its benefits of online lessons for both students and teachers.

Introduction: This article aimed to show the significance of distance learning and improve its role. In today's fast-paced world, modern socio-economic situation contribute to the fact that many spheres of human activity, including education are developing rapidly due to introduction of various innovations and e-learning platforms which can lead to change in educational paradigms from traditional to innovative. Online learning platforms are considered as integral part of our lives and are used widely in order to enhance the efficiency of learning process all around the world. Distance learning offers valuable opportunities to students. Learners can save their time and money by eliminating long commutes. Another advantage side of current platforms is the convenience and affordability. By the virtue of contemporary technologies are able to take education without considering time and place as they have the access to participate lessons at any flexible time. Learners can access materials and lessons anytime, anywhere, accommodating hectic schedules and diverse learning paces. This eliminates geographical barriers and allows for learning at one's own piece and convenience. Many platforms utilize adaptive learning technologies that tailor lessons and excercises to needs and progress. This personalized approach can be more effective than a one-size-fits-all classroom setting. Interactive exercises, multimedia content, and virtual immersion opportunities can create a more engaging and stimulating learning environment. Features like virtual reality and online communities can simulate real-life language use. Online language learning platforms are more affordable than traditional language courses and private tutors. This makes language learning accessible to a wider range of learners. It fosters learning process students can learn by heart new words by the help of tips and methods which are suggested in online platforms. A vast library of resources, including grammar explanations, vocabulary builders, pronunciation guides are readily available at learners' fingertips. Automated exercises and assessments provide instant feedback, allowing learners to identify and correct their errors immediately.

LITERATURE REVIEW

Language learning includes Massive Open Online Courses (MOOC) such as Alison which is free online platform for education and found in Galway, Ireland, in 2007. Different resources like Learning Management Systems, augmented and virtual reality (AR & VR) can foster learning experience and provide varied academic perspectives. For instance, platforms such as Speaky

enhance interactive environment and students have opportunity to engage with native speakers. According to Mohammed et al (2023), online assessment strategies can be benifical because they offer personalised feedback via AI and adaptive testing. According to (Herrman 2015), platforms like Linkedin Learning and Skillshare particularly concentrate on students' practical and acquisition skills, and career prospectives. Social Cognitive Theory (SCT) considers that the self-efficacy and social reinforcement influence engagement levels during virtual communication (Bandura, 1986 & Schunk, 2012). The community of Practice (CoP) illustrate how users absorb information and understand the topic within the platform among Kiswahili learners. Besides that, this platform fosters a sense of community and cultural understanding (Wenger. E. & Lave. J. 1991). Technology-Enhanced Learning (TEL) focuses on interactivity, feedback, and authentic assessment that are crucial for meaningful language acquisition and evaluates features of platform with learner-centered principles (Kirkwood & Price, 2014; Laurillard, 2012). Godwin-Jones 2022 considers that Digital Language Learning (DLL) refers to using digital tools such as online courses, applications, virtual classrooms, and multimedia tools which can enhance language learning through interactive, self-paced, and accessible formats. Also distance learning can offer increased interactions with students who are particularly shy and introverted in front of the auditory and hesitate to ask questions in class. They will be "open up" due to the opportunity to interact via e-mail which is provided by online lessons.

However, according to (Nishonboyeva M.X. 2020) there are some tasks that can not be done out of the class and learning a language requires communication with people. Therefore, learners need a coach who help them find the true direction and controls the learning process. Besides that, staying focused on screens challenging for some students for prolonged hours because there are so many distractions on social media which can easily attract learners. Another challenge is internet connectivity. Although in recent years internet has grown rapidly in towns and developed areas, consistent connection is a problem so it can lead to delay of lessons and impact on continuity of learning. Students can absorb many information by being in the company of their peers. However, lack of face-to-face interaction can result sense of isolation. Many parents worry about health hazards which their children get by staring in front of the screen and it is the one of the main and biggest disadvantage of online learning Priyanka Gautam 2025. Heliyon found that during his experience with university teachers older teachers struggled with using technology while younger ones

utilized them easily. However younger teachers also expressed some serious concerns when they are asked to organize all their foreign language learning classes online. Although they got technical training before the COVID-19, teachers considered that online learning complicated than they realise.

The Covid-19 pandemic and quarantine forced the learning system to change drastically and move from face-to-face to distance. This transition encouraged teachers to utilize new online learning platforms in order to engage students to the lessons and enhance their interactivity by maximizing opportunities for them. Mode and a research from The Open University, UK shows that 36% of students had negative impacts on their study activities and 15% of students had positive impacts. Logistic regression analysis showed that negative impacts were associated with lack of interaction with other students (Aristeidou & Cross, 2021). Students are motivated how to use these platforms and learning materials effectively and online platforms became integral part of language curriculum. Malaysia announced the Movement Control Order (MCO) which encouraged home-based learning. Teachers faced challenges such as unavailability of internet access particularly in the rural areas. Learning was done via WhatsApp during the MCO period (Amin &Sundari, 2020). This sudden sprout of COVID-19 pandemic has created new challenges in delivering successful foreign language courses. Remote education is a modernized type of taking education, which is mainly based on teaching methods as well as technologies to deliver education to individuals via internet access. Online webinars and training programs have aimed to reduce anxiety in utilization of online platforms and should encourage pupils to use these kinds of platforms in education. COVID-19 was an opportunity to create new types of technologies and helped both teachers and students to utilize these online platforms. As a result, individuals were able to mitigate from schooling system to online environments despite the geographical barriers. Learning foreign language have to include all aspects of language skills, such as speaking, grammar, vocabulary, listening, and reading. By using interactive technologies teachers have a chance to support various learning activities and develop common language competence. These learning space have multiple advantages like they offer ready-made lessons and assignments. Instructors can design and create their lessons and even can create exercises themselves for their students according to their levels. They can use them remotely. Online learning platforms with wide range of facilities have become effective tool to organize language learning process. Mobile applications are also used in learning

languages. For instance, one of the researches investigate the effectiveness of instagram application in informal learning language courses. The study suggest that learners expanded their vocabulary by learning new words and improved their communication skills using instagram. In addition, participants were come from 42 different countries and majoring in a variety of disciples. They used instagram as a Mobile-assisted language learning tool (MALL). Missing value analiysis (MVA) results showed that 75 participants (77%) completed all the items on the questionnaire whereas 22 participants (23%) missed some items (Taskiran. A. 2018). Modern technologies provide Russia and foreign educators to use learning platforms in foreign language teaching. The popular ones include Skype, Zoom, Google Meets, etc. These apps enable users to conduct online lessons with video and audio elements. Therefore, these teaching tools are effective in developing communicative competence and practicing pronunciation (Ashrapova et al, 2020; Kohnke &Moorhouse,2022). Besides that, teachers and pupils can utilize menimetr. "Mentimeter is a student response system (SRS) that uses students' own phones, tablets, or computers to answer questions or give feedback during classroom lectures. Student response systems, such as mentimeter, have been found to enhance student engagement and increase student attention during classroom learning by allowing anonymous student responses to question and discussion topics. It also helps factually assess formative learning in real-time" (Mayhew 2019; Madiseh, Abdullah & Sobhanifa,2022). www.mentimeter.com.

The literature surrounding the effectiveness of online learning platforms in higher education is vast and multifaceted. This section provides a summary of a key research articles, each contributing to annuaonced understanding of the impact of online learning on student engagement, learning outcomes, and institutional impacts.

1 Student engagement:

Garrison and Kanuka explore the concept of blended learning, emphasizing the combination of online and face- to -face elements. They argue that online learning enhances students' engagement by providing flelxibility while the benefits of maintaining social interaction. This study suggests that online learning, when impended effectively can contribute to increased student engagement and participation. What makes blended learning more effective is its ability to facilitate a community of inquiry (Garrison,D.R., & Kanuka,H. 2004).

This meta-analysis assess a wide range of online learning studies and concludes that, on average, students in online learning conditions performed better than those receiving face-to-face instruction. The findings illustrate that online platforms can lead to higher level of student engagement and academic achievement (Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009).

2 Learning Outcomes:

The meta-analysis examines the impact of different types of interactions (student-content, student-instructor, and student-student) on learning outcomes in distance education. The study finds that all three types of interaction positively influence learning, highlighting the importance of well-designed online interactions for effective learning outcomes (Bernard. R. M., & Abrami. P. C. 2009).

Jaggars and Xu investigate the relationship between online course design features and student performance. Their study reveals that specific design elements, such as multimedia resources, discussion forums, and clear learning objectives, significantly impact learning outcomes. The findings suggest that intentional design of online courses plays a role in enhancing student achievement (Jaggars, S. S., & Xu, D.2016).

3 Institutional Impact:

This comprehensive report provides insights into the growth and impact of online learning in higher education institutions in the United States. The study highlights the increasing prevalence of online courses and programs, indicating a shift in institutional practices. Understanding the institutional landscapes is crucial for comprehending the broader impact of online learning on higher education (Allen, I. E., J., Poulin, R., & Straut, T, T. 2016).

Arbaugh's study investigates the role of instructors in online courses and the impact of their activities on student outcomes. The findings emphasize the importance of instructor engagement and presence in the online learning environment. The study suggest that institutions need to support instructors in developing effective strategies for online teaching to maximize the potential of online learning platforms (Arbaugh, J. B. 2010).

METHODOLOGY

This study analyzes an informal experience which is conducted by me as a student who did the internship in a local school. This experience is done in order to reach a deeper exploration of the research. The experience included 50 15-year old pupils from the school and half of the (25) students were taught remotely while others continued to attend traditional

lessons. This experience continued for a month. We organized online lessons in the Zoom platform and students were taught tenses in Eglish language. During the lessons introvert and shy students participated actively and showed their engagement. Because in online lessons expressing students' opinions was easy for them unlike in traditional ones. Each lesson was recorded and transcribed in order to learn participants' engagement and satisfaction during the lessons. However, experience with other students has some issues in terms of inadequate attendance and lack of interest to the lessons. When we interviewed with each student and asked the reason of their disconnection from the lessons, they blamed the similar teaching methods and lack of gamification during lessons. Then, we introduced new teaching methodoligies and interactive programms in order to engage students and particularly we focused on practical learning rather than theoretical because the former method was

helpful. It helped pupils activate their language and use it in real life situations while communicating with each other. After two weeks of this experiment we witnessed improvement of english language in each student. They contended that new teaching ways helped them to gain good performance. Face-to-face conversation and rivalry among students also fostered learning process.

RESULTS

At the end of the april, when the one-month experience finished in order to check students' performance they were supposed to do the exam test based on the topics. The results showed that 20 (80%) students who participated in online lessons passed the exam while 5(20%) of them could not. When it comes to, traditional lessons participants 15(60%) were able to pass the exam but 10(40%) students did not pass the exam.

Participants of online lessons.	Participations of traditional lessons
Attendance 90%	Attendance 70%
Engagement 95%	Engagement 80%
Competition 50%	Competition 85%
Face-to-face conversation 0%	Face-to-face conversation 100%
Rivalry 30%	Rivalry 75%
Gamification 40%	Gamification 80%
Academic performance 80%	Academic performance 60%

Many students said that they had great experience and lessons were more engaging than traditional ones. Some of them asked to organize these kinds of lessons again.

DISCUSSION

Students shared their experiences and they pointed that they could concentrate to each lesson easily without any kind of distruptions and they expressed their opinions freely with no hesitation unlike traditional lessons. Besides that, learning at their homes or other comfort zones were much better and preferable for them. Eliminated long commutes also

served for their benefit because many educational centres were situated far from the students' houses.

However, inadequate internet connection made the learning process challenging because we could not connect to each other, it took some time to start the lesson. This online lesson hindered face-to-face communication and also competition was decreased among the students. But it did not really affect on the quality of the lessons.

There are various types of platforms which are used widely both teachers and students in online learning. I will give some information about their utilization

below.

• Dualingo - dualingo is a popular language-learning platform that offers free lessons in over 40 languages. With its game-like interface and personalized learning paths, Dualingo makes language acquisition fun and accessible for users of all levels, from beginners to advanced learners. It uses a variety of interactive exercises, including speaking, listening, translation, and multiple-choice questions, to help users develop their reading, writing, listening, and speaking skills. Dualingo also offers personalized feedback and progress tracking to keep learners motivated and engaged.

• Bussu – is a structed language – learning app that offers comprehensive lessons with a focus on practical communication. One of its standout feature is the ability to interact with native speakers for feedback on writing and speaking exercises. Unlike Dualingo, Bussu provides more immersive learning experience with structured courses and real-world dialogues. However, full access to its content requires a premium subscription.

• FluentU – FluentU is a language learning platform that uses real-world videos, like music videos, movie trailers, news, and inspiring talks, to teach languages. These videos are transformed into personalized language lessons, making learning engaging and entertaining.

CONCLUSION

Based on the research on the topic of online platforms, I can conclude by highlighting its benefits in terms of efficiency, accessibility of time and place, affordability, improved student attendance, and it suits a variety of learning styles. This type of learning can be helpful tool not only in learning foreign languages also in other subjects as well. Because distance learning eliminates long commutes and offers more affordable fees for learners. Students have an opportunity to learn in their comfort zone and they can access to the lessons which are recorded by teachers. However, we have to keep in mind its potential pitfalls on health of learners and screen times should be managed mindfully otherwise it is easy to distract by constant interruptions.

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