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STUDENTS' PERCEPTION OF DISTANCE LEARNING OF A FOREIGN LANGUAGE

Abstract

The following paper addresses online learning in the Covid-19 pandemic and focuses on foreign language learning in the context of foreign language courses in higher education. The aim of the study is to investigate e-courses which the pandemic caused to become a substitute for face-to-face courses. Interviews were conducted with students from the University of Gdańsk and the Academy of Music in Gdańsk to find out their opinions. The research findings showed that organisation-related aspects, such as time saved, convenience or the ability to work professionally and study at the same time, were recognised as positives of online learning, while the actual educational goals, such as effectiveness, motivation and group collaboration, were seen rather as negatives of the situation. The work of teachers and their commitment were viewed positively. We did not recognise any major differences between online teaching and face-to-face interaction in this respect.

Keywords: distance learning, covid-19 pandemic, foreign language, foreign language course, students' opinion

Słowa kluczowe: nauka zdalna, pandemia covid-19, język obcy, lektorat, opinie studentów

1. Introduction

In March 2020, the SARS-CoV-2 coronavirus pandemic altered the reality of school and university education worldwide. Universal face-to-face teaching, occasionally complemented with dedicated e-learning courses, was transferred to the virtual space. For school and academic teachers with no online work experience, the new reality posed problems, to which solutions were developed in the course of daily work, often after the mistakes made had been analysed. Apart from technical difficulties related to the use of remote teaching tools, the aspects of motivation, performance monitoring, peer interaction and learner activity took on a different dimension. Pupils and students had to face the challenges as well, even though most of them know and use new technologies on a daily basis, as for them they are a tool to communicate and a source of information. However, these technologies had never been used for learning on such a wide scale and would not replace direct contact with students and teachers.[1] This and other aspects of distance language education induced by the COVID-19 pandemic are the central focus of this paper. Based on student feedback, its authors will analyse the positives and negatives of learning a foreign language as part of a distance language course in the 2021/22 academic year and compare selected aspects of remote and face-to-face instruction. The paper's additional aim is to analyse students' opinions on any possible distance learning after the pandemic comes to an end.

2. Pandemic-induced distance learning

This discussion applies to distance language classes conducted by teachers who have no prior e-learning background or experience. Therefore, we refer to the distinction between planned computer-assisted remote teaching[2] and emergency remote teaching (Hodges, et al. 2020).

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[1] Social isolation was one of the main issues in the second semester of the 2019/20 school and academic year, as well as in the following one. The aspect of peer interaction in distance language teaching caused by the COVID-19 coronavirus pandemic was investigated by Jarynowski, Czopek and Paradowski 2021, among others.

[2] Purpose-designed and computer-assisted remote teaching, including the use of (glotto)didactic web platforms, has been extensively analysed in terms of various research aspects. It has been described, among others, by Chłopek 2022, Krajka, Białek 2021, Półtorak, Gałan 2020, Szerszeń 2014, 2017, 2018, Szerszeń, Romanowski 2018.

In contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated (Hodges, et al. 2020: 6).

Remote teaching in a crisis situation may be based on the SAMR model, which includes four phases: Substitution – Augmentation – Modification – Redefinition. In the case of the teaching induced by the SARS-CoV-2 pandemic, the teaching process was, in many cases, limited to the first phase — substitution — and consisted in reproducing face-to-face classes without any functional change (Puentedura, 2013, Danieluk, 2019):

(…) computers, mobile devices and selected online tools are used instead of traditional techniques. There is no change in the delivery mode or any use of any added value resulting from the application of technology; instead, the teacher tries to accurately reproduce a face-to-face lesson (Krajka, Białek, 2021: 8).

Undoubtedly, there are several reasons for this situation, but the key ones include insufficient technopedagogical literacy of school and academic teachers,[3] alongside a shortage of time to prepare an e-learning course.

It is essential here to know the possibilities and limitations of technological tools, to be able to manage them in the teaching process and to be versed in the alternative or complementary ICT offer, which together are the features that make up one's technopedagogical literacy (Krajka, Białek, 2021: 9).

At the level of academic education, universities and colleges in Poland made it possible for academic teachers to conduct classes using various communicators and platforms, including MS Teams, Skype, Cisco Webex, Google Meets, Google Hangouts and Zoom.us (Janus, 2020: 16). However, after the first phase of deployment, it became evident that the mapping of face-to-face classes was impossible for multiple reasons:

(…) the awareness that a transition to remote teaching does not mean shifting instructional delivery from the real world to the virtual world should

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[3] Published in December 2020, the report *Cyfrowe wyzwania stojące przed polską edukacją* [Digital challenges facing Polish education] indicates that the coronavirus pandemic has revealed a lack of adequate digital literacy in teachers and students to use digital tools in education.

be the keynote of any forms of remote teaching that are being used. The amount of material that can be covered in the real world is different from what can be explained online at any given time: virtual instruction is about preparing a different type of material, a different way of collaborating and completely different methods of assessment, which is made difficult by the lack of direct observation of students' responses and their daily study (Janus, 2020: 20).

Without taking up a broader discussion on the teaching issues and technopedagogical literacy of school and academic teachers, we will turn to the issue that rests at the heart of this analysis, i.e. language education at universities conducted as part of foreign language courses. To fully discuss the findings of the study, we will refer to two important matters: firstly, to the specific nature of the process of teaching and learning one's native language and a foreign language and, secondly, to the status of the foreign language course compared to major subjects. In the first aspect, it is necessary to emphasise the fact that teaching and learning a language, including a foreign language, is a social process and differs from the teaching of science, where the process of absorbing knowledge and developing competence does not depend so clearly on whether the learning takes place in a face-to-face or remote mode (Jarynowski, Czopek, Paradowski, 2021: 122). The social nature of language learning is also associated with peer interaction, which directly influences the development of the brain and the development of hard and soft competences (Davidson, McEwen, 2012). "Interestingly, however, even a competence as clearly 'cognitive' as language acquisition is importantly influenced by social context and social interaction" Davidson, McEwen, 2012). Considering the social benefits, the main difference between traditional, face-to-face interaction and distance learning is the opportunity offered by the former to observe one another in real time. Observation may, (but does not have to be, when it is distracting), support the absorption of the material by the student and also allow them to consider the information provided as reliable (Pyszczek, 2020).

Two aspects are worth considering when discussing the status and perception by students of a foreign language on a university language course. Firstly, the number of hours, which often amounts to 120 throughout the entire education cycle and, secondly, the required target level of B2, which entails being able to "express[oneself] fluently and spontaneously enough to comfortably communicate"[4] in a foreign language, but which becomes unrealistic to achieve with one-and-a-half-hour classes a week, especially

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[4] https://learnenglish.britishcouncil.org/english-levels/b2-upper-intermediate [accessed on 13 September 2022].

for students who start learning at the A1 level. Factors that lower the effectiveness of learning also include issues with a suitable division of students into groups, and group size.[5] This situation may affect the perception of foreign language classes within a university language course by students who, on the one hand, feel the need for language education, especially in industry-specific language, yet, on the other hand, may be aware of its makeshift nature and low effectiveness. It cannot be ruled out that, for a certain group of students, a foreign language course is one of the necessary, but less important requirements for graduation.

3. Foreign language courses in distance education

In the context of teaching a foreign language on a university language course, there is not much research on the types of teaching resulting from the COVID-19 pandemic. Aspects related to learning a foreign language in language studies (philology) have been more thoroughly analysed. As an example, an analysis by Błaszkowska and Krenz-Brzozowska (2021) examined the effectiveness of the remote teaching of Practical German and two seminars, on translation and interpreting respectively. The research tool was participant observation and a written interview, with the research question concerning the advantages and disadvantages of remote teaching of the subjects under consideration which may have influenced the degree to which applied linguistics students mastered all five language skills. We will refer to one of the findings presented by these authors, namely to a subject with similar objectives and modes of delivery to foreign language classes, i.e. to practical language skills, which, according to the researchers, has a lower distance learning potential than translation classes. "In teaching a foreign language, especially in the practice of speaking skills, the mediation of technology often impairs quality and hinders the understanding of speech. It is also more difficult to mobilise the weakest students to be active in large groups" (Błaszkowska, Krenz-Brzozowska, 2021: 288).

Zawadzka (2022) conducted an extensive study on the question of learning a foreign language on a higher education language course, which is our topic of interest. Its aim was to compare online foreign language courses and those conducted face-to-face before the pandemic. The researcher surveyed 33 academic teachers from the Language Centre of the University

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[5] We have used the findings of the British Council report (2013) available at https://naukawpolsce.pl/aktualnosci/news%2C393594%2Cbritish-council-zajecia-jezykowe-na-uczelniach-to-prowizorka.html [accessed on 5 August 2022].

of Economics in Kraków and 110 full-time sophomore students who were studying foreign languages at the University for the second year running. The research tool, for teachers and for students, asked for feedback on the following: teaching/learning effectiveness, student engagement and creativity in class, concentration in class, motivation of students and teachers, assessment of students' work, the possibility of apparent participation in class, pre-class preparation time and class attractiveness. Due to the size constraints of this publication, we will present only the most important findings from that analysis.

- Students appreciate both the time and financial effort of teachers in improving their digital skills.
- The use of this potential and of electronic tools should also continue after the pandemic has subsided. For this purpose, it will become necessary to adapt universities and provide appropriate/extra equipment.
- The competence to operate digital foreign language teaching (glottodidactic) tools requires further improvement, as their proper use helps achieve educational success.
- Remote testing does not give reliable results.
- 68% of the students surveyed see no significant difference in the teacher's motivation when working face-to-face or remotely.
- Remote teaching reduces the motivation to learn for many people.
- The finding concerning the effectiveness of teaching and learning is also important in the analysis. Nearly 85% of teachers assess face-to-face classes as more effective (Table 1); the percentage of students with the same opinion is over 42%.

Responses	Face-to-face classes are more effective	Remote classes are more effective	I can't see any difference in effectiveness between face-to-face and remote classes
Students	42.7%	18.2%	39.1%
Teachers	**84.8%**	0%	15.2%

Table 1: Effectiveness of face-to-face and remote classes in the opinion of students and teachers (Zawadzka, 2022: 35)

While interpreting the findings, the researcher concluded that face-to-face education is still perceived as optimal and yielding better results, although the continuously improving capacity for working with electronic tools may cause them to remain a complementary mode of university language teaching.

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An extensive survey on remote foreign language teaching within a university language course was also carried out by the Foreign Language Centre at the University of Gdańsk. As the findings from the study had not yet been published by the time this article was completed, we can only refer to the information available on the website, according to which 1,223 students and 66 teachers of various foreign languages were surveyed. The questions on the questionnaire (for the student and the teacher) concerned, among others, the development of students' language skills during distance learning, the benefits and difficulties associated with the online mode, and solutions that should be transferred to face-to-face language learning in order to make use of the experience gained in the situation of the pandemic.[6]

Research in the field of online teaching has also been conducted at foreign universities and colleges. In a study conducted by Granjon (2021) over 7000 students at Lorraine University were surveyed. 9% of the respondents were students of art, literature and foreign languages. The main conclusion from the study was that online teaching cannot be a permanent and generalised form of teaching. The most important advantage of face-to-face teaching is social interaction. Another study was conducted by Maghani, Belamhitou, Badr Abouzaid, Sarah Chetuami (2020) in Morocco. The authors surveyed 3300 students from different degree programmes, including foreign language programmes. 65% of the respondents stated that online teaching cannot replace face-to-face interaction. Alvarez Gil and Alonso-Almeida (2022) studied participants in online and hybrid courses (academic year 2000/21) at the University of las Palmas de Gran Canaria. The respondents were students from different degree programmes. 92% of them declared that they understood the content equally well, or better when the course was face-to-face. The positive aspects of distance learning are that exams and travel expenses which can be minimised.

4. Report on findings of own research

The aim of this study has been to find out students' opinions on foreign language classes within a university language course conducted remotely in the 2021/22 academic year and to compare selected aspects of remote instruction and face-to-face foreign language teaching before the pandemic. A complementary objective has been to collect students' opinions on distance

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[6] We refer to the information published on the website of the University of Gdańsk, https://ug.edu.pl/news/pl/3103/rozwoj-kompetencji-jezykowych-w-czasie-nauki-zdalnej-badania-cjo-ug [accessed on 8 August 2022].

learning after the pandemic has subsided, both for language instruction within a language course and for teaching major subjects.

The research questions were formulated as follows:

- – In the opinion of students, what are the positives and negatives of the remote teaching of a foreign language within a university language course compared to the face-to-face teaching of this subject?
- – How do students perceive any possible remote teaching of a foreign language within a university language course compared to the remote teaching of major subjects after the pandemic has subsided?

The study was conducted using a questionnaire designed in Google forms, which contained demographics, close-ended and open-ended (supplementary) questions, alongside open-ended (descriptive) questions.[7] Based on our own observations, conversations with other teachers and reading the *Kształcenie zdalne – historia prawdziwa* [Remote education—a true story] online student forum,[8] (where students from all over Poland shared their experiences from the first remote instruction semester), 16 categories were singled out, related to the positives and negatives of pandemic-induced study. These categories were: safety (lower risk of coronavirus infection), the ability to join classes from anywhere, no commute and saving of time, the ability to work professionally and study at the same time, or the ability to take two courses at the same time, working in the home environment, the possibility of obtaining an ungraded or graded credit (copying answers, using sources, group consultations), the ability to turn off the camera and do other tasks during classes, technical issues, the teacher's oversight compared to face-to-face classes, learning effectiveness (learning progress) compared to face-to-face classes, contact with the teacher compared to face-to-face classes, feedback from the teacher compared to face-to-face classes, interaction with other participants in the group compared to face-to-face classes, motivation to study compared to face-to-face classes, absorbing (understanding) new material (grammar, vocabulary) compared to face-to-face classes, and the pace of instruction compared to face-to-face classes. The last eight criteria compared distance learning to face-to-face learning. The

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[7] The questionnaire is available at the following link https://docs.google.com/form s/d/e/1FAIpQLSdpZ3O3MhfQCBuMi1HM0DwvN9bOvj9F5vwWj9pMdZOz-DYdKA/ viewform?usp=share_link

[8] National student forum at the Students' Parliament of the Republic of Poland, where students of various universities and fields of study shared their experiences from the first phase of distance learning and published their articles, https://ksztal-ceniezdalne.psrp.org.pl/_[accessed on 20 June 2022].

designated categories do not exhaustively describe the specific nature of remote study, particularly with regard to developing language competence, but are a selection of the issues and challenges of pandemic-induced education observed by students and teachers. The respondents assessed individual aspects on a scale of 1–5, with values 1 and 2 representing the negatives of distance instruction, and values 4 and 5 representing the positives. The collected data was analysed in terms of both quantity and quality.

There were 99 participants in the study, who were students of the University of Gdańsk (UG) and the Academy of Music in Gdańsk. The group of UG students did not participate in the study conducted by the Foreign Language Centre of the University of Gdańsk described earlier. The foreign languages featured in the survey included English (37), Spanish (21), German (20), Italian (12), Russian (7) and French (2). The data was collected electronically. Of note is the fact that the teachers running the courses in the surveyed groups did not make use of any courses specifically designed for online instruction available on various educational platforms. Classes were conducted via MS Teams, Skype and Zoom.

For the sake of clarity in the presentation of the findings, we display them in tabular form, with values 1 and 2 aggregated as the negatives of remote study and values 4 and 5 as the positives of remote study. The highest values in each category are marked in bold. The results are evaluated quantitatively. The data for the open questions will be evaluated both qualitatively and quantitatively, i.e. the answers are first categorised and then presented in percentage.

Category	1+2	3	4+5
safety (lower risk of coronavirus infection)	8.1%	22.2%	**69.7%**
ability to join classes from anywhere	2%	8.1%	**89.9%**
no commute, time saved	2%	10.1%	**87.9%**
ability to work professionally and study at the same time or the ability to take two courses at the same time	10.1%	20.2%	**69.7%**
working in the home environment	11.1%	19.2%	**69.7%**
possibility of obtaining an ungraded or graded credit (copying answers, using sources, group consultations)	7.1%	31.3%	**61.6%**
ability to turn off the camera and do other tasks during classes	15.1%	18.2%	**66.7%**
technical issues	38.4%	**40.4%**	21.2%
teacher's oversight compared to face-to-face classes	27.3%	**54.5%**	18.2%

Category	1+2	3	4+5
learning effectiveness (learning progress) compared to face-to-face classes	**47.5%**	30.3%	22.2%
contact with the teacher compared to face-to-face classes	24.3%	**44.4%**	31.3%
feedback from the teacher compared to face-to-face classes	23.3%	**39.4%**	37.3%
interaction with other participants in the group compared to face-to-face classes	**53.6%**	28.3%	18.1%
motivation to study compared to face-to-face classes	**51.5%**	26.3%	22.2%
absorbing (understanding) new material (grammar, vocabulary) compared to face-to-face classes	31.3%	**44.4%**	24.3%
pace of instruction compared to face-to-face classes	28.3%	**42.4%**	29.3%

Table 2: Positives and negatives of remote study within a foreign language course; own research

The highest percentage of responses with the values 1–2, construed as the negatives of remote classes, were found in the following categories:
- interaction with other participants in a group compared to face-to-face classes – 53.6%,
- motivation to study compared to face-to-face classes – 51.5%,
- learning effectiveness compared to face-to-face classes – 47.5%.

The following categories received the highest percentage of responses with the values 4 and 5, interpreted as the positives of remote classes:
- ability to join classes from anywhere – 89.9%,
- no commute, time saved – 87.9%,
- ability to work professionally and study at the same time or the ability to take two courses at the same time – 69.7%,
- safety (lower risk of coronavirus infection) – 69.7%,
- working in the home environment – 69.7%,
- ability to turn off the camera and do other tasks during classes – 66.7%,
- possibility of obtaining an ungraded or graded credit (copying answers, using sources, group consultations) – 61.6%.

The highest percentage of responses with a value of 3, interpreted as neutral, were in the following categories:
- teacher's oversight compared to face-to-face classes – 54.5%,

- contact with the teacher compared to face-to-face classes – 44.4%,
- pace of instruction compared to face-to-face classes – 42.4%,
- technical issues – 40.4%,
- feedback from the teacher compared to face-to-face classes – 39.4%.

The distribution of responses to the question of whether foreign language classes within a university language course, and the main (major) subjects should be taught remotely after the pandemic has subsided are presented in the pie charts below, with foreign language classes above and major subjects below.
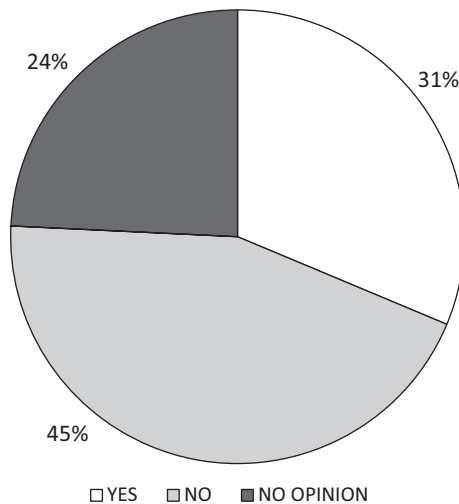

Chart 1: Online teaching after the pandemic: foreign language classes – students' opinion

45% of respondents would not approve remote instruction for a foreign language course after the pandemic. 70% of the students cannot imagine such instruction for the main (major) subject(s). The question was supplemented with a request to provide the reasoning behind the opinion. The collected responses were categorised into three groups: ambivalent opinion, opinion in favour of face-to-face instruction, opinion in favour of remote instruction, and then grouped according to the reasons provided by the students. A total of 69 responses were collected. Fifteen of them (21.7%) were ambivalent. The respondents had no opinion on the possible choice of the mode of instruction after the pandemic has subsided, or they considered both modes to be equally effective. Thirty-eight responses (55.1%) indicated
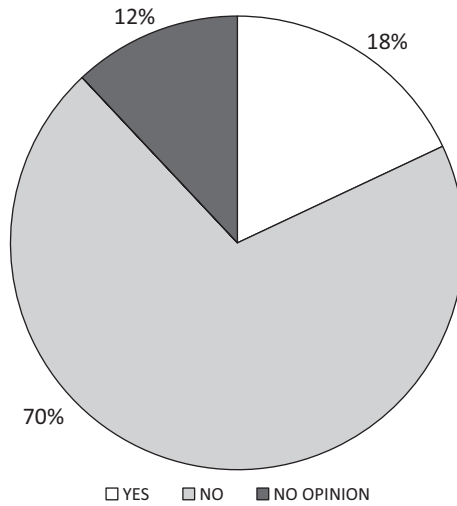
Chart 2: Online teaching after the pandemic: main subject – students' opinion

face-to-face instruction. The reasons provided concerned the effectiveness of learning (15), interaction with other course participants (8), motivation (5), developing speaking skills (4), better concentration (3) and lower stress levels (2). One response was related to the pace of instruction which, in students' opinion, was too slow in remote classes. Sixteen responses (23.2%) indicated remote instruction. The categorisation of the reasons showed: time saved (8), convenience (4), better presentation of the material (1), lower stress levels (1), better concentration (1) and better work organisation during the week (1).

5. Interpretation of the results and conclusions foreign language teaching

The interpretation of the results of the present study is based on comparison of two types of questions in the questionnaire: firstly, a retrospective one in which students assigned numerical values to specific aspects of remote instruction in the 2021/22 academic year and, secondly, a prospective one in which students expressed their opinion on the form of instruction after the pandemic has subsided and gave their reasons.

We will begin the analysis of the results by discussing the research questions. In reference to the first of them, i.e. the positives and negatives

of remote foreign language classes, we can say that aspects related to the organisation of the learning process and, in a broader context, even the organisation of students' lives, peaked, reaching from over 60% to nearly 90%. These aspects include, among others, time saved, the ability to join classes from anywhere, the ability to take two courses at the same time, the ability to work professionally and study at the same time, and the ability to turn off the camera and do other tasks during classes. This group of factors also included safety from SARS-CoV-2 infection and the ability to get assistance in passing tests. At the same time, questions of learning efficiency, motivation and interaction with other course participants, the most important objectives of education, were perceived as negatives by about half of the respondents (between 47% and 53%). The findings of the retrospective question are comparable with the results of the second research question, the prospective one. More than 30% of respondents were in favour of remote instruction in foreign language classes in the future, giving as reasons aspects mainly related to organisation: time saved and convenience. For major subjects, the percentage of those in favour of remote instruction in the future was only 18%, with 70% against. These findings may be interpreted as being due to the specific status of foreign language classes, to which students may attribute a lower value than to major subjects. 45% of replies rejecting remote instruction in foreign language classes in the future shows, in our view, a significant diversification in students' opinions. To a certain group of students, language education is presumably an important component of their studies, mainly due to the awareness that communication in a foreign language is indispensable nowadays in almost every profession. To some students, however, the foreign language course is only a subject that is required for them to graduate. The use of remote instruction, which undoubtedly yields organisation-related benefits, to some extent facilitates both participation and passing the course. As the aim of the study was not to analyse the perception of the standing of foreign language courses, but to evaluate the positives and negatives of pandemic-induced remote instruction, we are not pursuing the reasons for the difference, significant in our view, in the percentage of replies approving of further remote instruction for major classes and foreign language classes. This matter requires further research.

In reference to the comparison of remote instruction and face-to-face instruction, which was a component of the first research question, we can see that three out of the seven categories, i.e. efficiency, interaction and motivation, were given negative assessment. The next five, largely related to the work of the teacher: feedback, teacher's oversight, contact with the teacher, pace of instruction and understanding of new material were not

clearly classified as negatives or positives. In our view, this means that the teachers made a similar effort in remote instruction and showed a similar commitment as in face-to-face instruction before the pandemic, and that was how students perceived it. These findings correspond to the results of the Zawadzka study (2022), in which more than 68% of students did not notice any significant difference in the teacher's motivation when comparing their face-to-face and remote instruction.

Teacher's oversight had the highest response percentage for the value of 3 (54.5%), interpreted as neutral. Likewise, contact with the teacher compared to face-to-face classes and feedback from the teacher compared to face-to-face classes had the highest percentage for the value of 3 (44.4% and 39.4% respectively) but, compared to the oversight category, a higher percentage of respondents recognised these aspects as the positives of remote classes (31.3% and 37.3% respectively, 18.2% for oversight). These results are difficult to interpret. One may only cautiously assume that in the opinion of those to whom foreign language classes are of lower value than major subjects, the aspects of contact with the teacher are not important. The pace of instruction, with 42.4% for the value of 3, indicates there is no significant difference compared to face-to-face classes, which, in our opinion, may be interpreted as acceptance of the teacher's work. Technical issues showed a comparable percentage of neutral responses at 40.4% and of responses indicating a negative trait at 38.4%.

The results of the study allow the conclusion that online teaching is not well suited for practical language teaching, especially when the foreign language is the main subject of study, as is the case with foreign languages study programmes. In some circumstances, online teaching can only be used to complement face-to-face teaching. However, if, for some reasons, distance learning returns, teachers will have a chance to follow some guidelines to reduce the disadvantages which the study has revealed. Since the main disadvantages of distance learning are low motivation and low integration with other students in the group, some techniques for working could be implemented to counteract these difficulties. The first techniques to integrate students are games which work ideally in pairs or small groups. Another technique is project work in the form of multimedia presentations accompanied by special tasks or puzzles for other participants. The motivating and integrating function can also be fulfilled by many other tasks or use of techniques in which the student can take the central role. Indeed, the crucial point in distance learning should be to entrust students sitting behind their screens with tasks for which they can feel responsible.

6. In Summary

The findings of the study presented have outlined a picture of the positives and negatives of remote instruction in relation to learning a foreign language within a university language course in the academic year 2021/22. Categories related to the organisation and convenience of study were assessed as positive by the students, with aspects of effectiveness, motivation and group collaboration assessed as negative. A neutral rating went to categories related to the teacher's work and the directly resultant question of understanding of new material. In our opinion, these are positive features that indicate good quality of language instruction.

Considering the low assessment of effectiveness, interaction and motivation, it is definitely necessary to reflect on what techniques and methods of instruction could result in better student collaboration and engagement in the future. A separate issue that requires further targeted research is related to the perceived negatives of remote instruction: that is the assessment of students' perception of foreign language classes. It is also worth assessing the possibility of implementing solutions to enhance the quality and effectiveness of this important aspect of education, both in case it proves necessary to repeat distance learning and in order to increase the value and importance of foreign language courses.

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